



Bridging for Math Strength Resources

Standards of Learning Curriculum Framework

Standard of Learning (SOL) 2.1d Round two-digit numbers to the nearest ten.



Student Strengths	Bridging Concepts	Standard of Learning
Students can count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110. Students can group a collection into tens and ones and write the corresponding numeral with objects up to 110 Students can compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words greater than, less than or equal to; and Students can order three or fewer sets from least to greatest and greatest to least.	Students can Identify the which two tens any given two digit number lies between Students can place numbers on an open number line. Students can count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 10; The student can count backward by tens from 120	Students can round two-digit numbers to the nearest ten.

Understanding the Learning Trajectory

Big Ideas:

- An understanding of the structure of the base-ten number system is based upon a simple pattern of tens, where each place is ten times the value of the place to its right.
- When rounding to the nearest 10, 100, or 1,000, the goal is to approximate the number by the closest number with no ones, no tens and ones, or no hundreds, tens, and ones. (Common Core Standards Writing Team, 2019)
- Rounding should be conceptually understood to allow for flexibility in thinking about distance between numbers.

Formative Assessment:

- VDOE Just in time Quick Check [SOL 2.1d PDF](#) / [Desmos](#)

Important Assessment Look Fors:

- Student can write the number accurately with the appropriate number of digits.
- Student can identify the tens, hundreds, thousands place in order to round.
- Student can identify the tens a number is between.
- Student determines the closest multiple of ten for the given number.

Purposeful Questions:

- How did you know to round _____ to _____? (37 to 40)
- What digit is in the (tens, ones) place? Why did it round to _____?
- Explain why you chose _____ to round to _____? (80)
- What numbers would round to 60? How do you know?

Bridging Activity to Support Standard	Instructional Tips
Routine Who Am I? Who Could They Be?	Open number lines help students develop reasoning about distance between numbers. Consider adjusting number line numbers to meet the needs of your students.
Rich Tasks Rounding to the Nearest Ten and Hundred	This task focuses on using a number line to round numbers to the nearest ten. Students are asked to use number lines to think about the distance between numbers to support finding numbers to round to.
Games Rounding Game	Students may play the game virtually on google slides or boards may be printed to play in person. Consider using sentence frames to support language development. "_____ is between _____ and _____. It is closer to _____."

Other Resources:

- VDOE Mathematics Instructional Plans (MIPS)
 - [2.1d - Rounding on the Hundreds Chart](#) (Word) / [PDF Version](#)
 - [2.1d - Rounding with Base-10 Blocks](#) (Word) / [PDF Version](#)
- VDOE Word Wall Cards: Grade 2 ([Word](#)) | ([PDF](#))

Learning Trajectory Resources:

Charles, R. (2005). Big ideas and understandings as the foundation for elementary and middle school mathematics. *Journal of Mathematics Education Leadership*, 7(3), NCSM.

Clements, D. H., & Sarama, J. (2019). Learning and teaching with learning trajectories [LT]2. Marsico Institute, Morgridge College of Education, University of Denver. <https://www.learningtrajectories.org/>

Common Core Standards Writing Team. (2019). [Progressions for the Common Core State Standards for Mathematics](#). Tucson, AZ: Institute for Mathematics and Education, University of Arizona.

Richardson, K. (2012). *How Children Learn Number Concepts: A Guide to Critical Learning Phases*. Bellingham: Math Perspectives Teacher Development Center.

Van De Walle, J., Karp, K. S., & Bay-Williams, J. M. (2018). *Elementary and Middle School Mathematics: Teaching Developmentally*. (10th edition) New York: Pearson (2019:9780134802084)

VDOE Curriculum Framework for All Grades - [Standard of Learning Curriculum Framework \(SOL\)](#)