

Mini-Map for M.EE.5.NBT.4

Subject: Mathematics

Number and Operations in Base Ten (NBT)

Grade: 5

Learning Outcome

DLM Essential Element	Grade-Level Standard	
M.EE.5.NBT.4 Round two-digit whole numbers to the nearest	M.5.NBT.4 Use place value understanding to round decimals to	
10 from 0-90.	any place.	

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Without counting each	Recognize a unit as a	Communicate	Round numbers 0-100	Round numbers 100
object, recognize the	group of countable	understanding that the	to the nearest ten by	and beyond to the
number of objects in a	objects. Recognize ten	digit in the tens place is	using a rounding	nearest hundred by
set (up to four).	as a group of 10	formed by grouping	strategy (e.g., number	using a rounding
	individual objects or 1	objects by tens and the	line, place value).	strategy (e.g., number
	ten. Recognize a group	digit in the ones place is		line, place value).
	of 10-19 objects as 1	composed of individual		
	ten and a group of	objects. Communicate		
	remaining ones and a	understanding of how		
	group of 20 or more	to round numbers to		
	objects as multiple sets	the nearest ten using		
	of 10 and a group of	place-value: the tens		
	remaining ones.	place is rounded up if		
	Decompose or	the digit in the ones		
	represent a given	place equals 5 or more		
	number in terms of tens	(e.g., 45 is rounded to		
	and ones (e.g., 43 = 4	50) and is rounded		
	tens and 3 ones).	down otherwise (e.g.,		
		32 is rounded down to		
		30).		

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

To round numbers, students start by knowing number names, the count sequence, one-to-one correspondence and working on understanding cardinality or number. These procedures and concepts develop through many experiences in early counting. Perceptual subitizing happens when the student is able to name the amount (1-3 items) without actually counting them. For example, when an educator asks the student to get their shoes and asks, "How many shoes do you have?" The student would reply, "two" without using the count sequence of one, two. This only happens when students have been given many experiences counting small numbers with many different contexts and materials.

NOTE: Students who are blind will learn to use tactile enumeration for 1-3 items.

How is the Distal Precursor related to the Target?

As students continue to gain experience in early counting (1-10 items), educators will introduce the concept that 10 can be grouped into one unit. Educators will use models that help students perceive a group of 10 and some more (e.g., bundles, ten-frames, number line, arrays). Teen numbers are an important part of understanding this concept.

Instructional Resources

Released Testlets

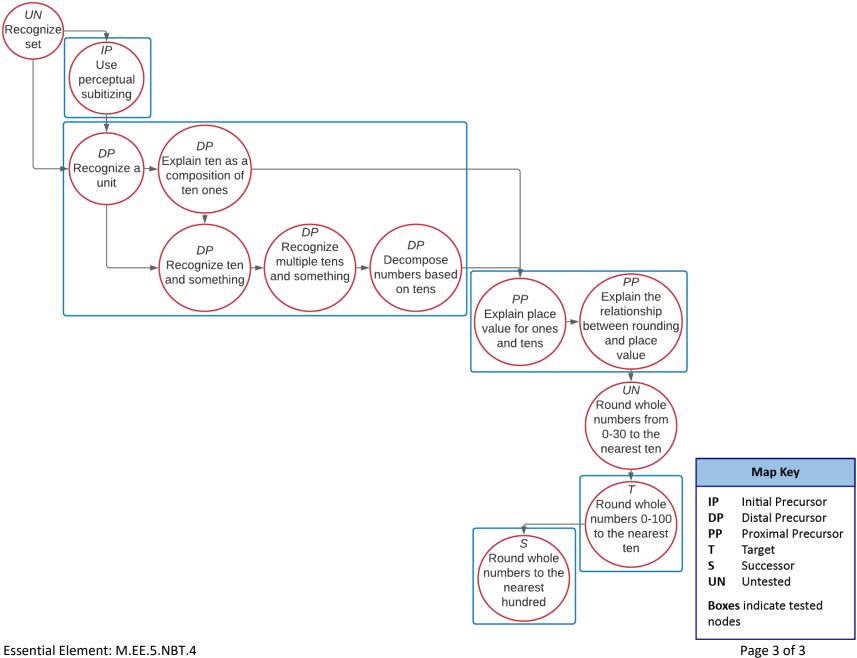
See the **Guide to Practice Activities and Released Testlets**.

Using Untested (UN) Nodes

See the document Using Mini-Maps to Plan Instruction.

Link to Text-Only Map

M.EE.5.NBT.4 Round two-digit whole numbers to the nearest 10 from 0-90.



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