

## Headed to the Basketball Game

**Objective:**

By the end of the lesson/activity, the students will be able to:

- Use place value to understand rounding whole numbers to the nearest hundreds place.

**Materials:**

- “Arena” picture/map
- “Arena Seating” handout
- “Ticket Pricing” activity sheet

**Teacher Preparation:**

- Copy and cut the “Ticket Pricing” sheet for each student.
- Copy the “Arena Seating” handout for each student.

**Introduction:**

- Show the students the picture/map of the Colonial Life Arena seating.

**Question(s):**

- “Where is the best place to sit to watch the basketball game? Why?”
- “Do you think it costs more or less to sit near the court?”
- “Where do you think the most expensive seats are located? Why?”

**Introduction (continued):**

- Discuss the various ticket pricing and have the students label the areas on their map as you label the areas on your larger map. Talk about what it means to have a season pass.
- Show the “Ticket Pricing” sheet and use a think aloud to model what ticket you would like. Circle the area on your map and use a place value chart to

South Carolina College- and Career-Ready Standards for Mathematics:

3.NSBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

show how to round to the nearest tens or hundreds place.

**Question(s):**

- “When I figure out where I wanted to sit, what do I do next?”
- “Did I use my place value chart to determine how to round?”

**Activity:**

1. Allow the students to circle where they would like to sit to watch the game on their “Arena Seating” handout.
2. Pass out the “Ticket Pricing” handout and have the students determine whether they want a season pass or plan to go to only one game. Once they have determined what type of ticket they would like, circle the price on their “Ticket Pricing” handout.
3. Place the number where it will best fit on your number line. Model how to use the number line to round to the nearest hundreds. Check for student understanding of the model by asking questions.
4. Have the students begin filling out the information on their “Arena Seating” handout, and allow them time to determine the number when it is rounded.

**Extensions:**

- Adjust how much of the activity you model to vary the difficulty of the activity.
- Present the ticket pricing without the use of the season tickets to simplify the activity.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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## Arena Seats

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Arena Map:



Number Line:



Place Value Chart:

Hundreds	Tens	Ones
Place Values		

What is your ticket price rounded to the nearest hundreds place?

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# Ticket Pricing

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<b>Student</b> .....	<b>\$8</b>
<b>Lower Level</b> .....	<b>\$25</b>
<b>Upper Level</b> .....	<b>\$12</b>
<b>Mobile Passes</b> (preassigned seats for all game) .....	<b>\$69</b>
<b>Mobile Passes</b> (preassigned lower level seats for all game) .....	<b>\$150</b>
<b>VIP Suite Season Pass</b> .....	<b>\$750</b>

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