

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

## Round, Then Decide

GRADE 3

MATHEMATICS

B1.3

B2.3

An estimate is for deciding; the exact number is for paying. Round first to see whether a plan is even possible, then calculate exactly before any money moves.

### PART A: ROUND AND ESTIMATE

1. Rounding each number to the nearest ten,  $276 + 143$  is about \_\_\_\_\_.
2. The exact total of  $276 + 143$  is \_\_\_\_\_.
3. Rounding each number to the nearest hundred,  $615 - 288$  is about \_\_\_\_\_.
4. The exact answer to  $615 - 288$  is \_\_\_\_\_.

### PART B: DECIDE WITH AN ESTIMATE

5. Aleksander has \$340. He wants two rewards costing \$128 and \$195. Use rounding to decide whether he can afford both, then check exactly.

SHOW YOUR WORK

Answer: \_\_\_\_\_

6. Zofia estimates  $\$390 - \$210$  as \$200 by rounding both to the nearest hundred. How far is her estimate from the exact answer?

SHOW YOUR WORK

Answer: \_\_\_\_\_

7. A balance is a whole number of dollars and rounds to \$500 at the nearest hundred. What is the smallest it could be, and what is the largest?

SHOW YOUR WORK

Answer: \_\_\_\_\_

### PART C: WHAT ROUNDING DOES

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8. Rounding both numbers up before adding gives an estimate that is:  
☐ (A) too high    ☐ (B) too low    ☐ (C) exactly right
9. Rounding each number to the nearest hundred, the best estimate of  $487 + 216$  is:  
☐ (A) 700    ☐ (B) 600    ☐ (C) 800

### PART D: WHEN IS ROUNDING ENOUGH?

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10. Explain when rounding to the nearest hundred is good enough for a decision about money, and when you need the exact number instead. Give an example of each.

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### ANSWER KEY

1. 420
2. 419
3. 300
4. 327
5. Rounding to \$130 and \$200 gives \$330, which says yes. The exact total is \$323, so he can afford both and has \$17 left.
6. The exact answer is \$180, so her estimate is \$20 too high.
7. The smallest is \$450 and the largest is \$549.
8. A) too high
9. A) 700
10. Rounding is enough for deciding whether a plan is roughly possible, for example checking that \$340 will cover two rewards near \$130 and \$200. The exact number is needed whenever money actually changes hands, because a balance and a price both have to be right to the dollar. Look for one example of each rather than a general rule.

## TEACHER NOTES

Extension beyond the grade-level expectation: Part B question 3 reverses the rounding to find a range, which is the hardest idea on the page, and Part C question 1 asks about the direction of an estimating error rather than its size. Part D is the judgement the expectation is really building toward.