

Round to the Nearest Ten

GRADE 3

MATHEMATICS

B1.3

B2.3

To round to the nearest ten, look at the ones digit: 4 or less rounds down, 5 or more rounds up.
To round to the nearest hundred, look at the tens digit instead. Rounding never changes the real amount, it just gives you an easier one to think with.

PART A: NEAREST TEN

1. Rounded to the nearest ten, 23 is _____.
2. Rounded to the nearest ten, 48 is _____.
3. Rounded to the nearest ten, 35 is _____.
4. Rounded to the nearest ten, 61 is _____.

PART B: SEE IT ON THE LINE

5. Mark 23 on the number line, then circle the ten it is closer to.



PART C: NEAREST HUNDRED

6. Rounded to the nearest hundred, 180 is _____.
7. Rounded to the nearest hundred, 240 is _____.
8. Rounded to the nearest hundred, 350 is _____.

PART D: ABOUT HOW MUCH?

9. Amara has \$62 in her balance. About how much is that, rounded to the nearest ten?

SHOW YOUR WORK

Answer: _____

- 10.** A big reward costs \$185. About how much is that, rounded to the nearest hundred?

SHOW YOUR WORK

Answer: _____

- 11.** Amara has \$62 and earns \$25 more. Estimate her new balance by rounding each amount to the nearest ten, then work out the exact total and say which you would use to decide if she can afford a \$90 reward.

SHOW YOUR WORK

Answer: _____

PART E: QUICK CHECKS

- 12.** Rounded to the nearest ten, 68 is:

(A) 70 (B) 60 (C) 80

- 13.** Rounded to the nearest hundred, 249 is:

(A) 200 (B) 300 (C) 250

PART F: YOUR OWN BALANCE

- 14.** Pick a balance between \$100 and \$300. Round it to the nearest ten and then to the nearest hundred. Say which of the two roundings would be more useful for planning a purchase, and why.

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ANSWER KEY

1. 20
2. 50
3. 40
4. 60
5. 23 marked three ticks past 20, with 20 circled, because 23 sits nearer to 20 than to 30.
6. 200
7. 200
8. 400
9. About \$60.
10. About \$200.
11. The estimate is about \$90, from \$60 and \$30. The exact total is \$87, so she cannot quite afford the \$90 reward; the exact number is the one to decide on.
12. A) 70
13. A) 200
14. Answers will vary. Check that both roundings are correct for the number chosen. Rounding to the nearest ten is usually more useful for planning because it stays closer to the real balance.

TEACHER NOTES

Reduced expectations: each part practises one rule at a time and says which place to round to, rather than asking students to decide. Numbers stay under 400. The Standard sheet in this unit rounds and then plans a purchase with the result.