

Rounding to 10 and 100

Teacher companion

AST-205 | Maths | Pupils aged 8 to 10

Use with the exact 2-page original file. Keep pupil or staff activity pages separate from this teacher companion.

When to use it

Use this when pupils are learning to round whole numbers to the nearest ten and hundred. The first page uses number lines; the next moves to mental calculation and real-life estimates. Keep number-line support available before moving to independent work.

Purpose

Round whole numbers to the nearest ten or hundred and explain which digit or position determines the result.

Start here

Read the rule and model examples 45 to the nearest ten and 350 or 349 to the nearest hundred. Point to the ones or tens digit used in each case.

A teaching sequence

1. Use the number lines to place each number, circle the nearer endpoint and record the rounded value. For a halfway mark, apply the printed round-up rule.
2. Complete the mental-rounding set by checking the ones digit for nearest ten or the tens digit for nearest hundred.
3. Read each real-life question carefully. Round each number to the requested place before estimating a total.
4. Explain whether Mia's statement about 349 and 350 is correct and show the place-value reason. Try the bonus range question and colour a token for each level completed.

Checking guidance

Number-line answers a-e: 30, 70, 200, 500, 200. Mental rounding a-h to the nearest ten: 40, 60, 90, 100, 70, 200, 320, 1000.

Mental rounding i-p to the nearest hundred: 200, 500, 700, 400, 800, 1000, 500, 100. Real-life a: 270 pages; c: $150 + 240 =$ about 390 apples.

Real-life b says, "Round 348 to the nearest 10, then to the nearest 100." Rounding the original 348 independently gives 350 and 300. Reading "then" as a sequence gives 348 to 350 to 400. Clarify the intended reading before marking; accept 400 when a pupil follows the literal sequence.

Mia is incorrect: round 349 directly to the nearest hundred, giving 300. Rounding it first to a ten changes the input and can change the result. Bonus: smallest 55, largest 64, under the printed halfway-up rule.

Support

Use a number line with marked endpoints and place a counter on the target number. Start with nearest ten, then model nearest hundred. Offer fewer items and let pupils state the answer before writing it.

Take it further

Ask pupils to create a number that rounds to a chosen ten or hundred and explain the smallest and largest possibilities. They can compare two rounding methods for estimating the same total.

Things to keep in mind

The task teaches rounding whole numbers using the stated halfway-up convention. It does not cover decimal rounding or alternative conventions. Read the requested place carefully in each word problem and use the number line when mental estimates are uncertain.