## Lesson 15: Round to the Nearest Ten and Hundred

* Let’s round to the nearest ten and hundred.

### 15.1: Can the Nearest Ten and Hundred be the Same?

1. Round each number to the nearest ten and the nearest hundred. Use number lines if you find them helpful.

| * number | * nearest ten | * nearest hundred |
| --- | --- | --- |
| * 18 |  |  |
| * 97 |  |  |
| * 312 |  |  |
| * 439 |  |  |
| * 601 |  |  |

1. Kiran and Priya are rounding some numbers and are stuck when trying to round 415 and 750.
   * Kiran said, “415 doesn’t have a nearest multiple of 10, so it can’t be rounded to the nearest ten.”
   * Priya said, “750 doesn’t have a nearest multiple of 100, so it can’t be rounded to the nearest hundred.”

* Do you agree with Kiran and Priya? Explain your reasoning.

### 15.2: Round to Estimate

The table shows the numbers of people in different parts of a school at noon during a school day.

Andre and Lin are trying to estimate the number of people in the whole school. Andre plans to round the numbers to the nearest hundred. Lin plans to round them to the nearest ten.

1. Make a prediction: Whose estimate is going to be greater? Explain your reasoning.
2. Work with a partner to find Andre and Lin’s estimates. Record them in the table. Then find the totals.

| * location | * number | * Andre's estimate (nearest hundred) | * Lin's estimate (nearest ten) |
| --- | --- | --- | --- |
| * playground | * 94 |  |  |
| * cafeteria | * 163 |  |  |
| * art room | * 36 |  |  |
| * library | * 13 |  |  |
| * classrooms | * 216 |  |  |
| * gymnasium | * 109 |  |  |
| * music room | * 52 |  |  |
| * total |  |  |  |

1. Make two observations about the completed table. Was your prediction correct?



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