Unit 3, Lesson 14

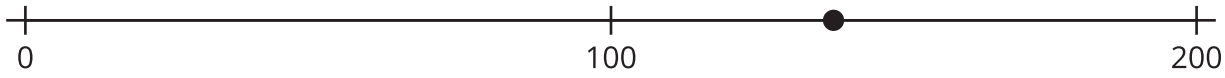
# Nearest Multiples of 10 and of 100

For a given number, let's find the closest multiple of 100 and the closest multiple of 10.

## Warm-up

### Estimation Exploration: What Number Could This Be?

What number could the point on the number line represent?




Record an estimate that is:

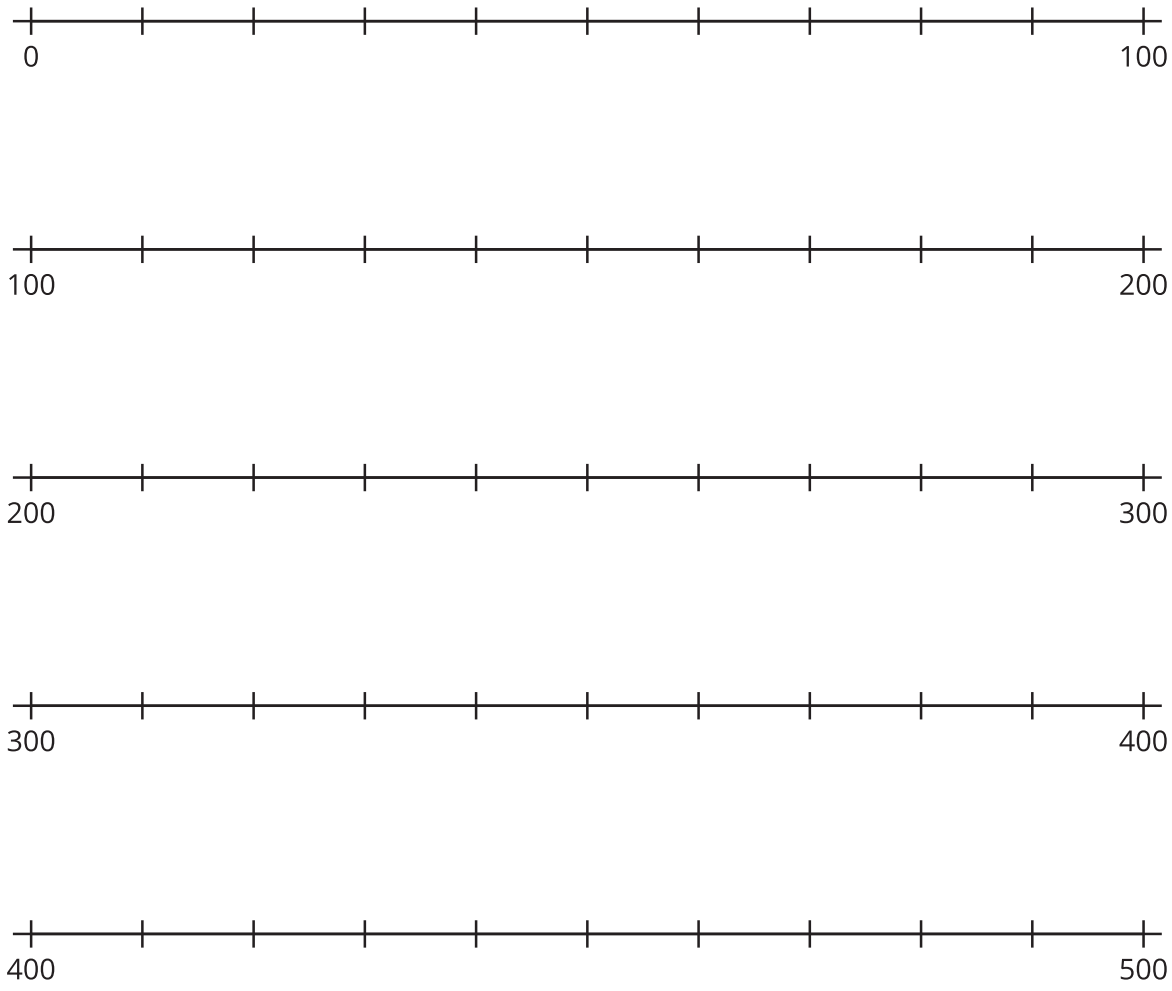
| too low | about right | too high |
|---|---|---|
| | | |

Activity 1

# Close to Multiples of 10

1. a. Locate and label each number on a number line.

128 272 436 89 351



b. The same numbers are listed in the table. Write the multiple of 100 that is nearest to each number. (Leave the last column blank for now.)

| number | nearest multiple of 100 | |
|---|---|---|
| 128 | | |
| 272 | | |
| 436 | | |
| 89 | | |
| 351 | | |

2. Look at the point for 128 on the number line.

   a. Name the 2 multiples of 10 that are closest to 128.

   b. Which of the 2 is the nearest multiple of 10?

3. Label the last column in the table “nearest multiple of 10.” Then write the nearest multiple of 10 for each number. Use the number lines if you find them helpful.

Activity 2

## The Nearest Multiples

1. a. Is 349 closer to 300 or 400?

   b. Is 349 closer to 340 or 350?

2. a. Is 712 closer to 700 or 800?

   b. Is 712 closer to 710 or 720?

3. a. Is 568 closer to 500 or 600?

   b. Is 568 closer to 560 or 570?

4. Without locating a given number on a number line, how did you decide:

   a. the nearest multiple of 100?

   b. the nearest multiple of 10?

5. Name the nearest multiple of 100 and the nearest multiple of 10 for each number:

   a. 324

   b. 89