

# FAMILY MATH

## Rounding Multi-Digit Whole Numbers

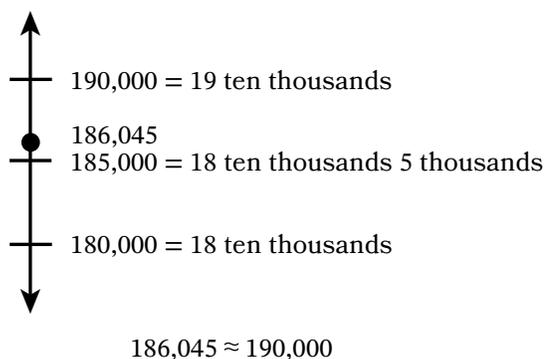
Dear Family,

Your student is learning to round numbers to the nearest thousand, ten thousand, and hundred thousand. First, they name numbers in unit form based on the place value to which they are rounding. Then they use the vertical number line to show their understanding. Labeling the number line with two benchmark numbers and the number that is halfway between the two benchmark numbers can help your student to identify the closest benchmark. Your student also decides when it may be helpful to round to the *nearest* or *next* benchmark. They understand that some situations require an estimate greater than the actual amount, such as when estimating a cost.

thousands	hundreds	tens	ones
6	2	7	5

6 thousands 2 hundreds 7 tens 5 ones  
62 hundreds 7 tens 5 ones  
627 tens 5 ones  
6,275 ones

6,275 written in different ways.



186,045 rounded to the nearest ten thousand on the vertical number line.

Liz has \$70. She wants to buy a book bag that costs \$34, a book that costs \$19, and a calculator that costs \$24.

Liz rounds to the *nearest ten*.

$$30 + 20 + 20 = 70$$

Liz rounds to the *next ten*.

$$40 + 20 + 30 = 90$$

To make sure she has enough money, Liz decides to use the estimate that rounds to the next ten instead of the nearest ten.

## At-Home Activities

### Rounding Numbers

Get six pieces of paper. Label the first piece with the first digit from your phone number, the second piece with the second digit from your phone number, and so on until all pieces of paper have been used. Mix up the papers and place facedown in a row. Then have your student turn over all 6 pieces of paper to form a 6-digit number. Invite your student to help you round the number to the nearest thousand, ten thousand, and hundred thousand. Have them explain their reasoning as they round. Repeat with a different 6-digit number.

### Estimate Costs

Practice using estimation by planning an imaginary shopping trip. Let your student choose the reason for the trip and the items to purchase. For example, your student may decide they are shopping for a party or a gift. Use a store flyer or a store's online website and ask your student to help you think about how much money is needed to buy some items. Decide on a budget, such as \$100. Make a shopping list and label items with whole-dollar amounts. Begin with 2 items, rounding to the nearest ten dollars. Ask questions to discuss the estimates.

- “What is the total cost when we estimate by rounding each price to the nearest ten dollars?”
- “Do we have enough money to buy the items if we use that estimate?”
- “Is there another way to estimate the total to make sure we have enough money?”