







**Steps to Success**

Date	<b>11.1.20</b>
Subject/s	<b>Maths</b>
Learning Objective  	To round decimals to the whole number

SA 	TA 
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Success Criteria  	I can underline the place value column we're rounding		
	I can look next door (right)		
	If it is 5 or higher I know to add 1, if it is lower 4 or less I know the underlined number stays the same		
Support	Independent	Adult Support ( )	Group Work

Lockdown learning: DC

**Pre-task**

1) Round to the nearest whole number 3.657

Teacher led:

Fluency:

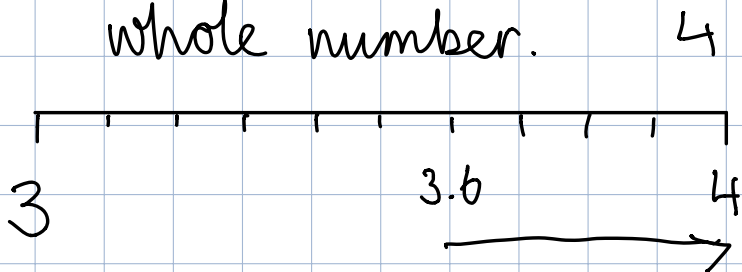
Teacher led:

Today we are rounding to the nearest whole number.

What do we know about rounding?

If the digit after ends in 0, 1, 2, 3, 4, round down.  
If the digit after ends in 5, 6, 7, 8, 9 round up!

1) Round 3.629 to the nearest whole number.



1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
3	6	2	9

## Rounding rules

1) Find the ones digit. You might underline it. Use a place value grid to help!

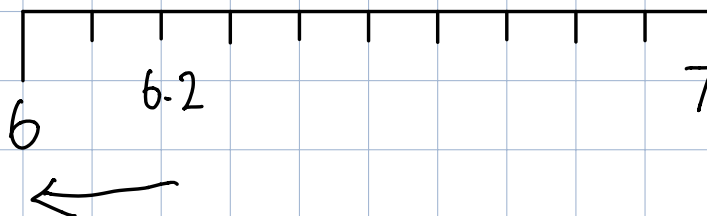
2) Look at the digit in the tenths ( $\frac{1}{10}$ ) column.

Does that round up or down?

Draw a numberline to help.

2) 6.283

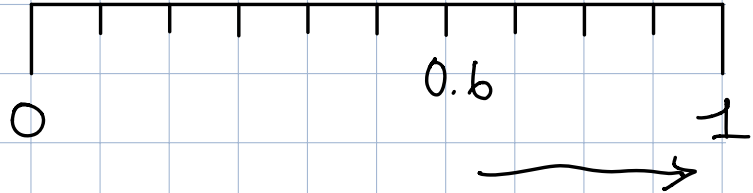
10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
	6	2	8	3



3)  $\underline{0}.6$

1

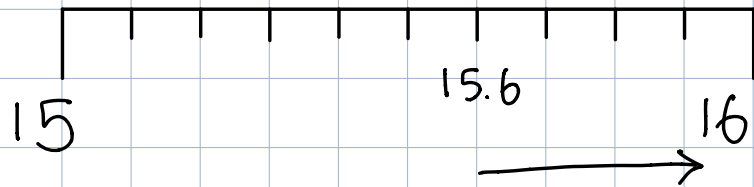
10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
	0	6		



4)  $\underline{15}.679$

16

10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
1	5	6	7	9



Don't forget:

If the digit in the tenths is 0, 1, 2, 3, 4, the ones stays the same.

If the digit in the tenths is 5, 6, 7, 8, 9, round to the next whole number.

# Fluency A

1) 0.6

10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

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2) 3.28

10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

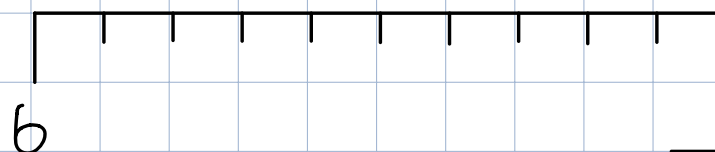
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3) 6.5

10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

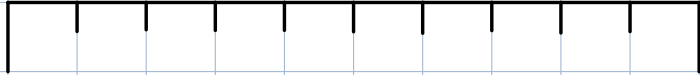
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4) 1 2.7

10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

\_\_\_\_\_

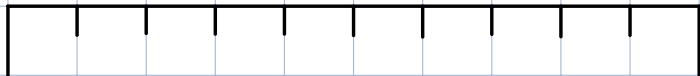


12

5) 1.05

10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

\_\_\_\_\_



1

6) 1 8.4

10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

\_\_\_\_\_

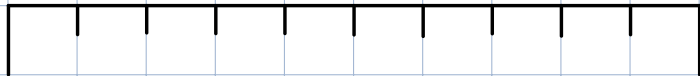


18

7) 1 5.84

10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

\_\_\_\_\_



15

8) 2.9

10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

\_\_\_\_\_

2

9) 16.3

10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

\_\_\_\_\_

16

10) 0.52

10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

\_\_\_\_\_

0

## Fluency B

1) 2.39

2) 7.138

3) 1.85

4) 16.074

5) 9.52

6) 3.263

7) 8.947

8) 15.63

9) 4.453

10) 0.78

### Problem Solving and Reasoning

2.3	4.4	3.9	2.8
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2	3	1	4
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Use it!

Match the decimal to the its whole number when rounded.



Simon is measuring a box of chocolates with a ruler that measures in centimetres and millimetres.



Use it!



Explain it!

He measures it to the nearest cm and writes the answer 28cm.  
What is the smallest length the box of chocolates could be?  
What is the largest length the box of chocolates could be?



You might want to use a number line to help you!



# Answers

A

- 1) 1
- 2) 3
- 3) 7
- 4) 1 3
- 5) 1
- 6) 1 8
- 7) 1 6
- 8) 3
- 9) 1 6
- 10) 1

B

- 1) 2
- 2) 7
- 3) 2
- 4) 1 6
- 5) 1 0
- 6) 3
- 7) 9
- 8) 1 6
- 9) 4
- 10) 1

### Problem Solving and Reasoning

2.3	4.4	3.9	2.8
2	3	1	4

Match the decimal to the its whole number when rounded.



Simon is measuring a box of chocolates with a ruler that measures in centimetres and millimetres.



Explain it!

He measures it to the nearest cm and writes the answer 28cm.  
 What is the smallest length the box of chocolates could be?  
 What is the largest length the box of chocolates could be?



You might want to use a number line to help you!

$$2.3 \rightarrow 2$$

$$4.4 \rightarrow 4$$

$$3.9 \rightarrow 4$$

$$2.8 \rightarrow 3$$

Smallest -

27.5

Largest -

28.4

