Lesson 7

Placing and estimating numbers on a 0–1,000 number line

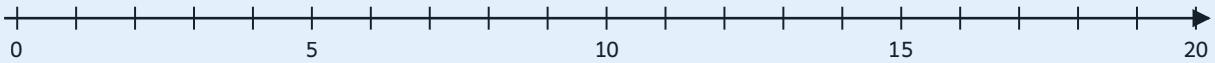
MODULE 1 · PLACE VALUE — WHOLE NUMBERS TO 1,000 AND ROUNDING NUMBER

HOW TO ANSWER TODAY

- **Decimal places.** Tenths is the first digit after the point, hundredths the second, thousandths the third.
  In 4.82 the digit in the tenths place is 8. · In 0.345 the hundredths digit is 4.
- **Compare or order.** Compare one place at a time, starting from the LEFT. Use < (less than), > (greater than), or = (equal).
  3.45 < 3.54 · Smallest → largest: 0.7, 0.71, 1.07

TRY IT ON THE LINE

Use the number line to place, count and round the numbers in the lesson.



1. Mark each number from the lesson with a small cross.
2. Count on (or back) in equal steps and label where you land.
3. For a rounding task, mark the two nearest tens and ring the closer one.

PRACTICE

1. At the farmers' market in Cork, a punnet of strawberries costs **€3.80** and a loaf of brown bread costs **€3.08**. Which costs more, and how many cent are in each price?
   Which is more — €3.80 or €3.08? How many cent are in each?
2. There are **696** books on the 4th class library shelves, and the teacher wants a rough total to write on the noticeboard. Round **696** to the nearest **100**.

CHALLENGE

1. At break time, Aoife checks the rainfall chart her class has been keeping for the school garden. The chart shows three Mondays in October had rainfall of **4.80 mm**, **9.84 mm** and **7.32 mm**. Order the rainfalls from smallest to largest.
2. At Camogie training under the floodlights, Aoife's coach times her sprint between two cones at **2.9 seconds**. In **2.9**, which digit is in the tenths place?