

Lesson 9 **NUMBER****Rounding to the nearest 10**

## CURRICULUM ALIGNMENT

NUM.PVT.3

explore equivalent numerical expressions of numbers using the base ten system.

INTERACTIVES **Number Line · challenge, display**

## WHAT THIS LESSON TEACHES

To round a number to the nearest 10, find the two tens it sits between and choose the closer one. If it ends in 5, it sits halfway, so we round up.

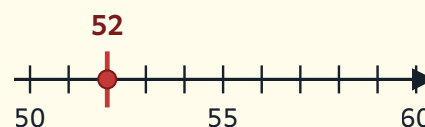
→ 67 is between 60 and 70, and nearer 70, so 67 rounds to 70.

→ 43 is between 40 and 50, and nearer 40, so 43 rounds to 40.

## MODEL THIS ON THE BOARD

**ROUNDING TO THE NEAREST 10**

- ① 52 sits between **50** and **60**.
- ② The units digit is **2**, which is less than 5, so 52 is nearer **50**.
- ③ So 52 rounds down to **50**.



## DISCUSSION STARTER

**REFLECT** When you round, do you picture a number line or check the digits? Which suits you better?

## LESSON ARC

Open with the number-line interactive showing 60–70 and 67 marked; pupils judge which ten it sits nearer by position alone. Watch and Notice walks 43, 78, 65, then the big 3,247 and 3,995 roll-over on a scaled line, pivoting on 'name the two tens first'. Try It Together and Class Challenge put pupils at the board driving the marker. Copybook practice has pupils write both tens before circling the nearer, then the Student Activity Book follows.

## TEACHING MOVES

1. **Getting Started.** Have the 60–70 line with 67 marked up as pupils settle. Take three hands-up, not call-outs, and steer the language: press for 'nearer 70', not 'bigger'. Nearer is the whole idea — bank the word now.
2. **Watch and Notice.** For every example, ask 'which two tens?' before you drag the marker — never reveal first. Pause hard on 65: let pupils discover it's neither nearer, then state the halfway-rounds-up rule as an agreement, not a fact. On 3,995, ask the class to predict before you show the roll-over into 4,000.
3. **Try It Together.** The whole class calls the two tens aloud before the marker moves, so desk-bound pupils aren't just watching. One pupil drives per number. On 85, stop and ask the class to say the rule aloud, then revoice: 'nearer 90 by rule, so it rounds up.'
4. **Round Them in Your Copy.** Walk the room checking pupils have written both tens beside each number before circling — that's the thinking, not the answer. On 55 many will freeze; prompt 'which way does a 5 always go?' rather than telling them.

5. **Class Challenge.** Keep it brisk — pupils take turns at the board, name the two tens, drag and press. Check, class confirms, move on. Don't re-explain each one; 85 (halfway) just needs the rule restated, not re-taught.
6. **What Did We Notice?.** Listen for 'exactly halfway, so neither is nearer'. Revoice a strong answer: 'it's not that 65 is nearer 70 — it's that we all follow the same rule to get the same tidy answer.' Head off any claim that 5 is somehow closer to the higher ten.

### COMMON MISCONCEPTIONS

⚠ Pupils say 65 rounds up 'because it's nearer 70' — they think 5 is genuinely closer to the higher ten rather than exactly halfway.

On the number-line interactive, sit the marker on 65 and show it lands dead centre between 60 and 70. 'Neither is nearer — so we need an agreed rule, and the rule is: round up.' Frame it as agreement, not distance.

⚠ When rounding 3,462 pupils change the front digits too, or freeze because the number is 'too big'. Point at the 3,4 on the board and cover it with your hand: 'these stay put — we're only rounding the 62 part.' Show only the last two digits decide, then uncover to read 3,460 back.

⚠ On a roll-over like 3,995, pupils round to 3,990 or write 3,900 because they can't picture the tens crossing into a new thousand.

Use the scaled line from Watch and Notice: drag 3,995 up and let the class watch it tip past 3,999 into 4,000. Have them predict first, then confirm the whole number rolls over.

### DIFFERENTIATION

#### EMERGING

- Keep these pupils on two-digit numbers only (38, 74) while the class tackles the 3,462 style — same routine, no big-number load.
- Pre-mark both tens on their copybook line so they only place the number and choose the nearer, rather than working out the tens themselves.

#### DEVELOPING

- After the copybook four, ask them to invent a number that rounds to 80 and one that rounds up to 80 by the halfway rule — then justify each.
- Give a missing-number twist: 'a number rounds to 50 and is odd — what could it be?' and ask for all the possibilities.

#### PROFICIENT

- During Class Challenge, hand fast finishers a teacher-narrated roll-over stretch: 'what rounds up into a new hundred?' — try 2,996 or 897 on the scaled line and explain the tip-over.
- Pull them ahead into the Student Activity Book page and set them to explain the halfway rule to the class in the wrap, as if teaching a younger pupil.

✓ **Cross-curricular:** Tie to Geography — round the populations of local towns to the nearest 10 (or the distances between them in km) to give tidy, easy-to-compare figures.

### ANSWER KEY

b) 38: 30 and 40; 46: 40 and 50; 55: 50 and 60

c) 40; 50; 60

Q1: 40 cent

Q2: 70

Q3: 50

Q4: 60

Q5: 90

**Spot:** When a number is exactly halfway, we always round up. 65 rounds to 70.

### EXTENSION SHEET · STRETCH ANSWERS

S1: 4000

S2: 9000

S3: 9,541

S4: 3000

S5: €7,000