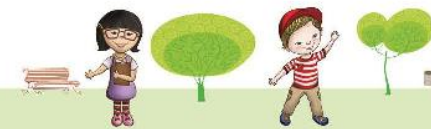


Estimation

# Estimate

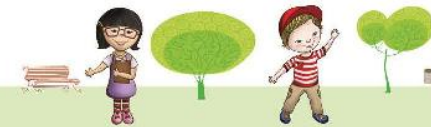


# Estimate

A reasonable guess of the actual number.



# Round to the nearest ten

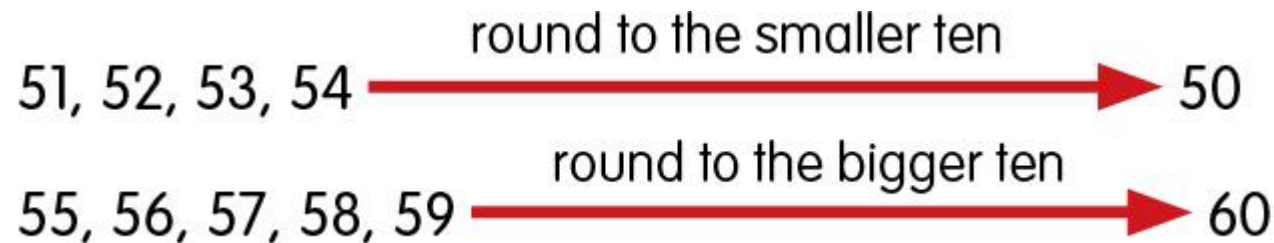


# Round to the nearest ten

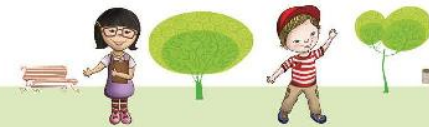
When we **round** a number **to the nearest ten**, we look at the digit in the ones place.

- (a) If the digit  $< 5$ , we round to the smaller ten.
- (b) If the digit  $> 5$ , we round to the bigger ten.
- (c) If the digit  $= 5$ , we round to the bigger ten.

Example:



# Round to the nearest hundred



# Round to the nearest hundred

When we **round** a number **to the nearest hundred**, we look at the digit in the tens place.

(a) If the digit  $< 5$ , we round to the smaller hundred.

(b) If the digit  $> 5$ , we round to the bigger hundred.

(c) If the digit  $= 5$ , we round to the bigger hundred.

Example:

318, 324, 337, 345  $\xrightarrow{\text{round to the smaller hundred}}$  300

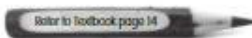
352, 369, 371, 386, 393  $\xrightarrow{\text{round to the bigger hundred}}$  400



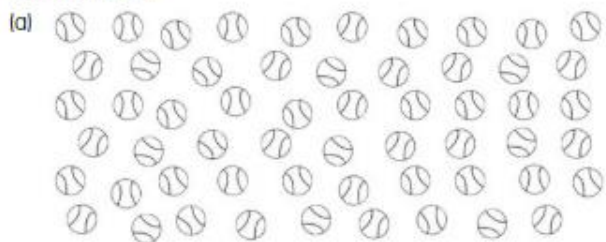
Press **Esc** to exit full screen

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

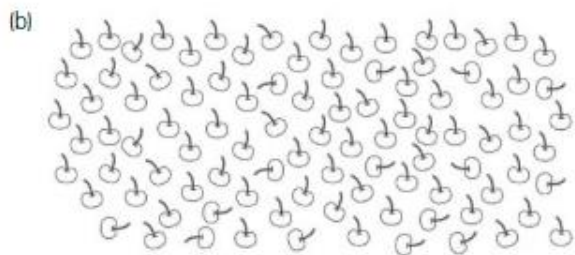
### Worksheet 3 Estimation



1. Estimate. Give your answer as a range. Then count to find the actual number.



Estimate: \_\_\_\_\_ to \_\_\_\_\_ Actual count: \_\_\_\_\_



Estimate: \_\_\_\_\_ to \_\_\_\_\_ Actual count: \_\_\_\_\_

2. Ming has the following stamps in his collection.

- (a) Estimate the number of stamps he has. Give your answer as a range. Then count to find the actual number.



Estimate: \_\_\_\_\_ to \_\_\_\_\_ Actual: \_\_\_\_\_

- (b) Tom estimates that Ming has 30 to 40 stamps. Is his estimate a good one? Explain using the number line below.

