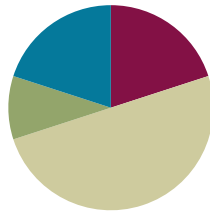# Lesson 10

Objective: Use place value understanding to round multi-digit numbers to any place value using real world applications.

Suggested Lesson Structure

■ Fluency Practice   (12 minutes)
■ Application Problem   (6 minutes)
■ Concept Development   (30 minutes)
■ Student Debrief   (12 minutes)
  Total Time   **(60 minutes)**

Fluency Practice (12 minutes)

▪ Sprint: Round to the Nearest 10,000 **4.NBT.3**   (9 minutes)
▪ Multiply by 10 **4.NBT.1**   (3 minutes)

Sprint: Round to the Nearest 10,000 (9 minutes)

Materials: (S) Round to the nearest 10,000 Sprint

Note: This fluency activity reviews Lesson 9's content and work toward automatizing rounding skills.

Multiply by 10 (3 minutes)

Materials: (S) Personal white board

Note: This fluency activity deepens student understanding of base ten units.

    T: (Write $10 \times 10 =$____.) Say the multiplication sentence.
    S: $10 \times 10 = 100$.
    T: (Write ____ten $\times$ 10 = 100.) On your personal white boards, fill in the blank.
    S: (Write 1 ten $\times$ 10 = 100.)
    T: (Write ____ten $\times$ ____ten = 100.) On your boards, fill in the blanks.
    S: (Write 1 ten $\times$ 1 ten = 100.)
    T: (Write ____ten $\times$ ____ten = ____hundred.) On your boards, fill in the blanks.
    S: (Write 1 ten $\times$ 1 ten = 1 hundred.)

Repeat using the following sequence: 1 ten $\times$ 50 =____, 1 ten $\times$ 80 = ____hundreds, 1 ten $\times$ ____= 600, and 3 tens $\times$ 1 ten = ____hundreds.

Note: Watch for students who say 3 tens $\times$ 4 tens is 12 tens rather than 12 hundreds.

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Lesson 10:   Use place value understanding to round multi-digit numbers to any place value using real world applications.

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141

Application Problem (6 minutes)

The post office sold 204,789 stamps last week and 93,061 stamps this week. About how many more stamps did the post office sell last week than this week? Explain how you got your answer.
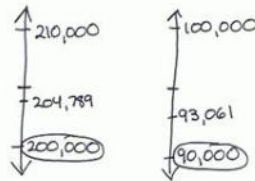
Note: This Application Problem builds on the concept of the previous lesson (rounding multi-digit numbers to any place value) and creates a bridge to this lesson's concept (rounding using real world applications).

Concept Development (30 minutes)

Materials: (S) Personal white board

Problem 1: Round one number to multiple units.

T: Write 935,292 ≈ ____. Read it to your partner, and round to the nearest hundred thousand.

S: 900,000.

T: It is 900,000 when we round to the largest unit. What's the next largest unit we might round to?

S: Ten thousands.

T: Round to the ten thousands. Then, round to the thousands.

S: 940,000. 935,000.

T: What changes about the numbers when rounding to smaller and smaller units? Discuss with your partner.

S: When you round to the largest unit, every other place will have a zero. → Rounding to the largest unit gives you the easiest number to add, subtract, multiply, or divide. → As you round to smaller units, there are not as many zeros in the number. → Rounding to smaller units gives an estimate that is closer to the actual value of the number.

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142

Problem 2: Determine the best estimate to solve a word problem.

Display: In the year 2012, there were 935,292 visitors to the White House.

MP.3

T: Let's read together. Assume that each visitor is given a White House map. Now, use this information to predict the number of White House maps needed for visitors in 2013. Discuss with your partner how you made your estimate.

S: I predict 940,000 maps are needed. I rounded to the nearest ten thousands place in order to make sure every visitor has a map. It is better to have more maps than not enough maps. → I predict more people may visit the White House in 2013, so I rounded to the nearest ten thousand—940,000—the only estimate that is greater than the actual number.

Display: In the year 2011, there were 998,250 visitors to the White House.

T: Discuss with your partner how these data may change your estimate.

S: These data show the number of visitors decreased from 2011 to 2012. It may be wiser to predict 935,000 or 900,000 maps needed for 2013.

T: How can you determine the best estimate in a situation?

S: I can notice patterns or find data that might inform my estimate.

Problem 3: Choose a unit of rounding to solve a word problem.

Display: 2,837 students attend Lincoln Elementary school.

T: Discuss with your partner how you would estimate the number of chairs needed in the school.

S: I would round to the nearest thousand for an estimate of 3,000 chairs needed. If I rounded to the nearest hundred—2,800—some students may not have a seat. → I disagree. 3,000 is almost 200 too many. I would round to the nearest hundred because some students might be absent.

T: Compare the effect of rounding to the largest unit in this problem and Problem 2.

S: In Problem 2, rounding to the largest unit resulted in a number less than the actual number. By contrast, when we rounded to the largest unit in Problem 3, our estimate was greater.

$$2,837 \approx 3,000$$
$$2,837 \approx 2,800$$
$$2,837 \approx 2,840$$

T: What can you conclude?

S: Rounding to the largest unit may not always be a reliable estimate. → I will choose the unit based on the situation and what is most reasonable.

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Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (12 minutes)

Lesson Objective: Use place value understanding to round multi-digit numbers to any place value using real world applications.

Invite students to review their solutions for the Problem Set and the totality of the lesson experience. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set.

Any combination of the questions below may be used to lead the discussion.

- In Problem 3, why didn't rounding to the nearest hundred work? Would rounding to the nearest thousand have worked better? What does this show you about rounding?

- When estimating, how do you choose to which unit you will round? Would it have been more difficult to solve Problem 5 if you rounded both numbers to the hundreds? Why or why not?

- In Problem 5, how does rounding one number up and one number down affect the answer? The plane can actually make between 8 and 9 trips. How might you revise the units to which you round to estimate this answer more accurately?

- Notice, in Problem 5, that 65,000 rounded to 70,000 and that 7,460 rounded to 7,000. What is the relationship between 7,000 and 70,000? How does this relationship make it easier to determine the number of trips?

- In Problem 1, how do your estimates compare?

Lesson 10: Use place value understanding to round multi-digit numbers to any place value using real world applications.

144

- How do you choose a best estimate? What is the advantage of rounding to smaller and larger units?
- Why might you round up, even though the numbers tell you to round down?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

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145

A

Number Correct: _____

Round to the Nearest 10,000

1.	21,000 ≈		23.	185,000 ≈	
2.	31,000 ≈		24.	85,000 ≈	
3.	41,000 ≈		25.	95,000 ≈	
4.	541,000 ≈		26.	97,000 ≈	
5.	49,000 ≈		27.	98,000 ≈	
6.	59,000 ≈		28.	198,000 ≈	
7.	69,000 ≈		29.	798,000 ≈	
8.	369,000 ≈		30.	31,200 ≈	
9.	62,000 ≈		31.	49,300 ≈	
10.	712,000 ≈		32.	649,300 ≈	
11.	28,000 ≈		33.	64,520 ≈	
12.	37,000 ≈		34.	164,520 ≈	
13.	137,000 ≈		35.	17,742 ≈	
14.	44,000 ≈		36.	917,742 ≈	
15.	56,000 ≈		37.	38,396 ≈	
16.	456,000 ≈		38.	64,501 ≈	
17.	15,000 ≈		39.	703,280 ≈	
18.	25,000 ≈		40.	239,500 ≈	
19.	35,000 ≈		41.	708,170 ≈	
20.	235,000 ≈		42.	188,631 ≈	
21.	75,000 ≈		43.	777,499 ≈	
22.	175,000 ≈		44.	444,919 ≈	

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B

Number Correct: _____

Improvement: _____

Round to the Nearest 10,000

1.	11,000 ≈		23.	185,000 ≈	
2.	21,000 ≈		24.	85,000 ≈	
3.	31,000 ≈		25.	95,000 ≈	
4.	531,000 ≈		26.	96,000 ≈	
5.	39,000 ≈		27.	99,000 ≈	
6.	49,000 ≈		28.	199,000 ≈	
7.	59,000 ≈		29.	799,000 ≈	
8.	359,000 ≈		30.	21,200 ≈	
9.	52,000 ≈		31.	39,300 ≈	
10.	612,000 ≈		32.	639,300 ≈	
11.	18,000 ≈		33.	54,520 ≈	
12.	27,000 ≈		34.	154,520 ≈	
13.	127,000 ≈		35.	27,742 ≈	
14.	34,000 ≈		36.	927,742 ≈	
15.	46,000 ≈		37.	28,396 ≈	
16.	346,000 ≈		38.	54,501 ≈	
17.	25,000 ≈		39.	603,280 ≈	
18.	35,000 ≈		40.	139,500 ≈	
19.	45,000 ≈		41.	608,170 ≈	
20.	245,000 ≈		42.	177,631 ≈	
21.	65,000 ≈		43.	888,499 ≈	
22.	165,000 ≈		44.	444,909 ≈	

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Name _____   Date _____

1. Round 543,982 to the nearest

   a. thousand: _____.

   b. ten thousand: _____.

   c. hundred thousand: _____.

2. Complete each statement by rounding the number to the given place value.

   a. 2,841 rounded to the nearest hundred is _____.

   b. 32,851 rounded to the nearest hundred is _____.

   c. 132,891 rounded to the nearest hundred is _____.

   d. 6,299 rounded to the nearest thousand is _____.

   e. 36,599 rounded to the nearest thousand is _____.

   f. 100,699 rounded to the nearest thousand is _____.

   g. 40,984 rounded to the nearest ten thousand is _____.

   h. 54,984 rounded to the nearest ten thousand is _____.

   i. 997,010 rounded to the nearest ten thousand is _____.

   j. 360,034 rounded to the nearest hundred thousand is _____.

   k. 436,709 rounded to the nearest hundred thousand is _____.

   l. 852,442 rounded to the nearest hundred thousand is _____.

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148

3. Empire Elementary School needs to purchase water bottles for field day. There are 2,142 students. Principal Vadar rounded to the nearest hundred to estimate how many water bottles to order. Will there be enough water bottles for everyone? Explain.

4. Opening day at the New York State Fair in 2012 had an attendance of 46,753. Decide which place value to round 46,753 to if you were writing a newspaper article. Round the number and explain why it is an appropriate unit to round the attendance to.

5. A jet airplane holds about 65,000 gallons of gas. It uses about 7,460 gallons when flying between New York City and Los Angeles. Round each number to the largest place value. Then, find about how many trips the plane can take between cities before running out of fuel.

Lesson 10:   Use place value understanding to round multi-digit numbers to any place value using real world applications.

149

Name _____   Date _____

1. There are 598,500 Apple employees in the United States.
   a. Round the number of employees to the given place value.

      thousand: _____

      ten thousand: _____

      hundred thousand: _____

   b. Explain why two of your answers are the same.

2. A company developed a student survey so that students could share their thoughts about school. In 2011, 78,234 students across the United States were administered the survey. In 2012, the company planned to administer the survey to 10 times as many students as were surveyed in 2011. About how many surveys should the company have printed in 2012? Explain how you found your answer.

Name _____   Date _____

1. Round 845,001 to the nearest

   a. thousand: _____.

   b. ten thousand: _____.

   c. hundred thousand: _____.

2. Complete each statement by rounding the number to the given place value.

   a. 783 rounded to the nearest hundred is _____.

   b. 12,781 rounded to the nearest hundred is _____.

   c. 951,194 rounded to the nearest hundred is _____.

   d. 1,258 rounded to the nearest thousand is _____.

   e. 65,124 rounded to the nearest thousand is _____.

   f. 99,451 rounded to the nearest thousand is _____.

   g. 60,488 rounded to the nearest ten thousand is _____.

   h. 80,801 rounded to the nearest ten thousand is _____.

   i. 897,100 rounded to the nearest ten thousand is _____.

   j. 880,005 rounded to the nearest hundred thousand is _____.

   k. 545,999 rounded to the nearest hundred thousand is _____.

   l. 689,114 rounded to the nearest hundred thousand is _____.

Lesson 10 Homework

3. Solve the following problems using pictures, numbers, or words.

   a. In the 2011 New York City Marathon, 29,867 men finished the race, and 16,928 women finished the race. Each finisher was given a t-shirt. About how many men's shirts were given away? About how many women's shirts were given away? Explain how you found your answers.

   b. In the 2010 New York City Marathon, 42,429 people finished the race and received a medal. Before the race, the medals had to be ordered. If you were the person in charge of ordering the medals and estimated how many to order by rounding, would you have ordered enough medals? Explain your thinking.

   c. In 2010, 28,357 of the finishers were men, and 14,072 of the finishers were women. About how many more men finished the race than women? To determine your answer, did you round to the nearest ten thousand or thousand? Explain.

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152