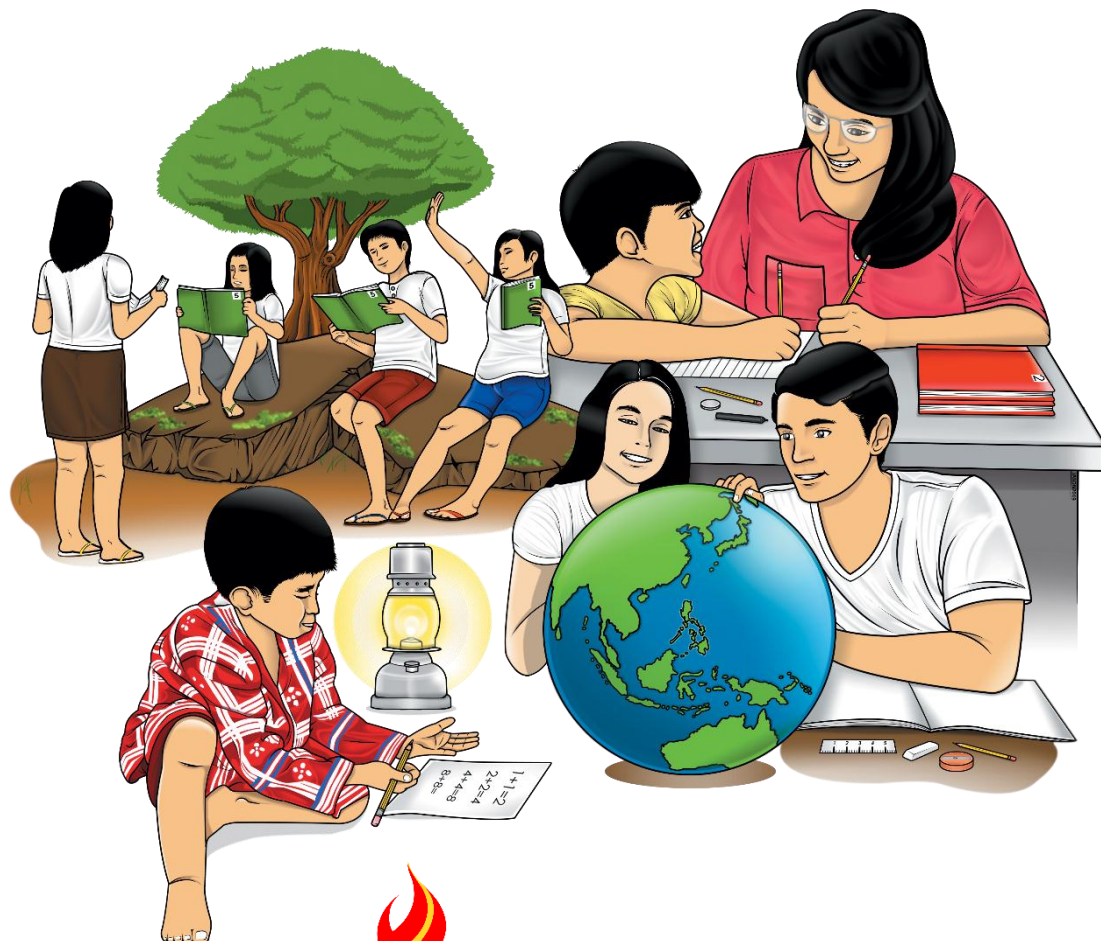


Mathematics

Quarter 1 – Module 4:

Rounding Numbers to the Nearest
Tens, Hundreds and Thousands



Mathematics – Grade 3
Alternative Delivery Mode

Quarter 1 – Module 4: Rounding Numbers to the Nearest Ten, Hundred and Thousand
First Edition, 2020

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Mathematics

Quarter 1 – Module 4:
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Tens, Hundreds and Thousands

Introductory Message

For the facilitator:

Welcome to the Mathematics Grade 3 Alternative Delivery Mode (ADM) Module on **Rounding Numbers to the Nearest Tens, Hundreds and Thousands!**

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Mathematics Grade 3 Alternative Delivery Mode (ADM) Module on **Rounding Numbers to the Nearest Tens, Hundreds and Thousands!**

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. It was made easy for you to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it.



What I Need to Know

This module was designed and written with you in mind to help you comprehend rounding numbers. The scope of this module permits it to be used in many different learning situations. The language used recognizes your diverse vocabulary backgrounds. The lessons are arranged to follow the standard sequence of the course but the order in which you read them can be changed to correspond with the Mathematics Grade 3 learning materials you are using.

After going through this module, you are expected to:

1. Round numbers to the nearest tens, hundreds and thousands.

Enjoy your journey. Good luck!

Lesson

Rounds Numbers to the Nearest Tens, Hundreds and Thousands

Rounding off numbers is one way of making estimates. There is no need for us to give the exact number. Instead, we just approximate or estimate how many people or things there are. Estimating or rounding off numbers is important in visualizing the number of objects or people because it is easy to picture out an amount or value when expressed in exact tens, hundreds and thousands.

In this lesson, you will know how to round off numbers to the nearest tens, hundreds, and thousands.



What's In

Let us try to activate what you have learned from the previous lesson by answering the activity below.

Give the place value of the underlined digit.

1. 647 _____

2. 518 _____

3. 7 493 _____

4. 2 659 _____

5. 8 3 14 _____



Notes to the Teacher

Activate the knowledge of learners in determining the place value from 1-4-digit numbers. Provide some activities on determining place value of numbers.



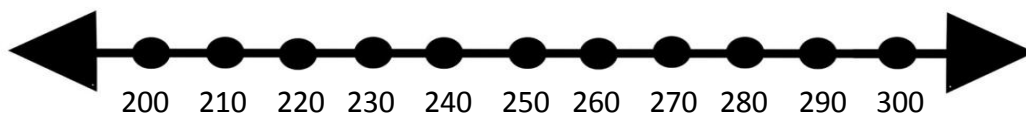
What's New

Activity 1

A. Study the number line. Read the number labels.



1. Find the point for number 14. In which tens is 14 closer to? 10 or 20? ____



2. In which hundreds is 260 nearer, 200 or 300? ____

B. Round off the following numbers to the indicated place value.

- | | | |
|----------------------|-------------------|-------|
| 1. 857 (tens) | = 850 or 860? | _____ |
| 2. 736 (hundreds) | = 700 or 800? | _____ |
| 3. 5 548 (thousands) | = 5 000 or 6 000? | _____ |

Can you find the connection between the position of numbers in a number line to rounding off numbers? Did you find it difficult in answering the items in B? No worries. As you go along with this module you will learn the steps in rounding off numbers.



What is It

To round off numbers' follow these steps:

1. Know the place value of the digit to be rounded off.
2. Check the digit to its right.
3. If the digit to its right is 4 or below, retain the digit to be rounded off.
If it is 5 or above, add 1 to the digit to be rounded off.
4. Change all the digits to the right of the digit to be rounded off to 0.

Let us go back to item no. 1 in Activity 1. Using the number line, when we round off 14 to the nearest tens, the answer is 10 since 14 is nearest to 10 than 20.

Applying the rules in rounding off:

Step 1: The digit to be rounded off is 1 since it is in the tens place.

Step 2: The digit to its right is 4.

Step 3: 4 is below 5. So, we will retain 1.

Step 4: Change all the digits to the right of 1 to 0.

Answer: **10**

If your answer in item no. 2 of Activity 1 is 300 then you are correct. It is clear on the number line that 260 is nearer to 300 than 200.

Now, let us apply the rules in rounding off.

Step 1: The digit to be rounded off is 2. It is in the hundreds place.

Step 2: The digit to its right is 6.

Step 3: 6 is above 5. So, we add 1 to 2. $2 + 1 = 3$.

Step 4: Change all the digits to its right to 0.

Answer: **300**

More Examples:

Let us now apply the rules of rounding off numbers in answering the items of Activity 1 (B) of page 5. You can check your previous answers as we go along with its solution.

1. Round off 857 to the nearest tens.

Step 1: 8 5 7 The digit to be rounded off is **5** as underlined
Step 2: 8 5 7 The digit to its right is **7**.
Step 3: 8 6 _ 7 is above 5. So, $5 + 1 = 6$.
Step 4: 8 6 0 Change all the digits to its right to 0.

Answer: **860**

2. Round off 736 to the nearest hundreds.

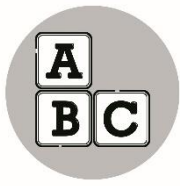
Step 1: 7 3 6 The digit to be rounded off is **7** as underlined
Step 2: 7 3 6 The digit to its right is **3**.
Step 3: 7 _ _ 3 is below 5. So, retain **7**.
Step 4: 7 0 0 Change all the digits to its right to 0.

Answer: **700**

3. Round off 5 548 to the nearest thousands.

Step 1: 5 548 The digit to be rounded off is **5** as underlined
Step 2: 5 548 The digit to its right is also **5**.
Step 3: 6 _ _ _ Since it is 5. So, $5 + 1 = 6$.
Step 4: 6 0 0 0 Change all the digits to its right to 0.

Answer: **6 000**



What's More

Activity 2

Round these numbers to the nearest:

75 705

1. tens _____
2. hundreds _____
3. thousands _____

Two thousand, five hundred twenty-three

4. thousands _____
5. hundreds _____

Activity 3

Round off the given numbers to the place value of the underlined digit.

1. 948 _____
2. 753 _____
3. 52 083 _____
4. Six thousand, four hundred twenty-five
(number in words) _____
5. Eight thousand ninety-six
(number in words) _____



What I Have Learned

To round off numbers:

1. Know the place value of the digit to be rounded off.
2. Check the digit to its right.
3. If the digit to its right is below 5, retain the digit to be rounded off. If it is 5 or above, add 1 to the digit to be rounded off.
4. Change all the digits to the right of the digit to be rounded off to 0.



What I Can Do

Activity 4

Uncle Ben spent his vacation in Mati City for 155 days.
Rounded to the nearest tens, about how many days did Uncle Ben spend his vacation in Mati City?

Follow the rules in rounding off numbers.

Step 1: The digit to be rounded off is ____.

Step 2: The digit to its right is ____.

Step 3: Is the digit in step 2; below, equal or above 5? _____

Add 1 or retain? _____

Step 4: Answer: _____

Answer: Uncle Ben spent ____ days of his vacation in
Mati City.



1. Round 649 to the nearest tens.

- a. 98 000 c. 97 300
b. 97 200 d. 97 000



Additional Activities

Activity 5

Round the following numbers to the nearest:

Given	Tens	Hundreds	Thousands
1. 7 815			
2. 5 274			



Answer Key

<p>What I Can Do</p> <p>Act.4</p> <p>Uncle spent 160 days of his vacation in Mati City</p>	<p>Assessment</p> <p>1. b 2. d 3. d 4. c 5. d</p>	<p>Additional Activity</p> <p>1. 7 820---7 800---8 000 2. 5 270---5 300---5 000</p>
<p>What I Know</p> <p>1. b 2. c 3. a 4. a 5. c</p>	<p>What's In</p> <p>1. tens 2. hundreds 3. thousands 4. thousands 5. hundreds</p> <p>What's New</p> <p>1. 10 2. 300 3. 860 4. 700 5. 6 000</p>	<p>What's More</p> <p>Activity 2</p> <p>1. 75 710 2. 75 700 3. 76 000 4. 3 000 5. 2 500</p> <p>Activity 3</p> <p>1. 950 2. 800 3. 52 000 4. Six thousand, four hundred 5. Eight thousand</p>

References

Department of Education. *K to 12 Curriculum Guide Mathematics 3* (Q1 L.C.4) page 68.

Department of Education. *Mathematics 3: Teachers' Guide*.

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