# Rounding decimals

Write these decimals to the nearest tenth.

6.23  is  6.2          6.27  is  6.3

If the second decimal place is a 5, we round up the first decimal place to the next larger number.

6.25  is  6.3

---

Write these decimals to the nearest tenth.

| | | |
|---|---|---|
| 9.21 is | 4.38 is | 2.47 is |
| 3.48 is | 8.17 is | 6.28 is |
| 7.14 is | 3.91 is | 2.56 is |
| 8.41 is | 2.36 is | 1.53 is |

---

Write these decimals to the nearest tenth.

| | | |
|---|---|---|
| 9.35 is | 8.71 is | 6.05 is |
| 1.19 is | 3.65 is | 4.21 is |
| 8.55 is | 7.35 is | 9.14 is |
| 6.83 is | 2.15 is | 6.34 is |

---

Write these decimals to the nearest tenth.

| | | |
|---|---|---|
| 25.61 is | 14.35 is | 11.24 is |
| 16.85 is | 24.34 is | 71.36 is |
| 26.85 is | 11.54 is | 37.25 is |
| 92.42 is | 95.65 is | 27.36 is |
| 45.17 is | 36.75 is | 22.05 is |

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Write these decimals to the nearest tenth.

6.23 is  6.2        6.27 is  6.3

If the second decimal place is a 5, we round up the first decimal place to the next larger number.

6.25 is  6.3

---

Write these decimals to the nearest tenth.

| | | | | | |
|---|---|---|---|---|---|
| 9.21 is | 9.2 | 4.38 is | 4.4 | 2.47 is | 2.5 |
| 3.48 is | 3.5 | 8.17 is | 8.2 | 6.28 is | 6.3 |
| 7.14 is | 7.1 | 3.91 is | 3.9 | 2.56 is | 2.6 |
| 8.41 is | 8.4 | 2.36 is | 2.4 | 1.53 is | 1.5 |

---

Write these decimals to the nearest tenth.

| | | | | | |
|---|---|---|---|---|---|
| 9.35 is | 9.4 | 8.71 is | 8.7 | 6.05 is | 6.1 |
| 1.19 is | 1.2 | 3.65 is | 3.7 | 4.21 is | 4.2 |
| 8.55 is | 8.6 | 7.35 is | 7.4 | 9.14 is | 9.1 |
| 6.83 is | 6.8 | 2.15 is | 2.2 | 6.34 is | 6.3 |

---

Write these decimals to the nearest tenth.

| | | | | | |
|---|---|---|---|---|---|
| 25.61 is | 25.6 | 14.35 is | 14.4 | 11.24 is | 11.2 |
| 16.85 is | 16.9 | 24.34 is | 24.3 | 71.36 is | 71.4 |
| 26.85 is | 26.9 | 11.54 is | 11.5 | 37.25 is | 37.3 |
| 92.42 is | 92.4 | 95.65 is | 95.7 | 27.36 is | 27.4 |
| 45.17 is | 45.2 | 36.75 is | 36.8 | 22.05 is | 22.1 |

If children experience difficulties, point out that the significant digit to look at is in the second decimal place. The use of a number line may be helpful where the child is still unsure. In the second section, the concept of .05 is introduced. This must be rounded up.