

## Home Link Help: Rounding

### Family Note

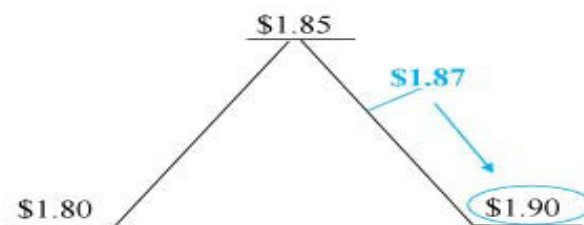
**Rounding** is one way that children in 2nd Grade Everyday Mathematics adjust numbers to make them easier to work with. Once children have adjusted numbers in this way, they can make better estimates using their mental math skills.

### Help with Home Link Problems

- The rules for rounding in Everyday Mathematics will probably look familiar to you. For example, if you were rounding the number 68 to the nearest multiple of ten, you would look at 60 and at 70 and decide which it is closer to [Answer: 70]. You would adjust 68 up to 70. If the number you are rounding is half-way between the place you are rounding it to, for example, 65 is half-way between 60 and 70, then you would adjust 65 up to the 70.
- Remember that in Everyday Mathematics the goal is for children to find convenient numbers to work with. Sometimes this will involve traditional rounding skills, but sometimes children will use numbers that are easy for them to use but are not always the results of our traditional rounding. For example, if a child were asked to add 23 and 157, the child might think of quarters and use 25 and 150 to make an estimate for a reasonable answer.
- In Problems 1-7 on today's Home Link, first children are asked to round in the traditional way—that is, round to the closer number. In Problems 8-11, children may make an estimate using amounts that do not follow the traditional rounding rules. In your child's number models, look for evidence that would indicate your child understands that an estimate means finding an answer that is close to the actual answer, but is easier to calculate.

Example: Is \$1.87 closer to \$1.80 or \$1.90?

- First draw a shape like a mountain.
- Record the lower benchmark number that you might round to on the bottom left and the higher benchmark number that you might round to on the right.
- Find the number halfway between the two benchmark numbers and put this at the top.
- Decide which side of the halfway point your number is on and think of it sliding down to the closest benchmark number.





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### Extra Practice Idea

Consider giving your child money amounts to round to the nearest 10 cents. For example, \$1.43 rounded to the nearest 10 cents would be \$1.40. You may want to use dollars, dimes, and pennies to model amounts. Your child can decide if you would take the extra pennies away or if you would add a few more when rounding money amounts.

