

Choosing and converting metric units of length

MODULE 5 · MEASURES — LENGTH, AREA, VOLUME, MASS AND CAPACITY

MEASURES

HOW TO ANSWER TODAY

- **Convert units.** To a SMALLER unit → multiply. To a BIGGER unit → divide. Common factors:
 $\text{cm} \leftrightarrow \text{mm} \times 10$, $\text{m} \leftrightarrow \text{cm} \times 100$, $\text{km} \leftrightarrow \text{m} \times 1,000$, $\text{kg} \leftrightarrow \text{g} \times 1,000$, $\text{l} \leftrightarrow \text{ml} \times 1,000$.

250 cm → m: $\div 100 = 2.5$ m · 3.5 kg → g: $\times 1,000 = 3,500$ g

★ STRETCH PROBLEMS

- 1 5th class at St Brigid's measured the total length of ribbon left on the spools in the classroom craft store and got **7628 cm** in total. The teacher wants the answer written in kilometres for the stocktake sheet. How many kilometres is **7628 cm**?
- 2 5th class are taping out a giant Snakes and Ladders track in the school yard, with the full snaking path measuring **5969 cm** from start to finish. For their maths display, they need to record the path length in kilometres. How many kilometres long is the track?
- 3 Saoirse cycles from granny's farmhouse to the far field to check on the calves. The lane runs **3290 m** from the gate to the field. How many kilometres is that?
- 4 Saoirse measures the string holding the bird-feeder outside the 5th class window. It is **495 cm** long from the branch to the feeder. How long is the string in metres?
- 5 5th class are lining up along the corridor wall before heading out to the yard. The line stretches **717 cm** from the classroom door to the noticeboard. How long is the line in metres?