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# TEACHING AND LEARNING THE METRIC SYSTEM

This metric instructional package was designed to meet job-related metric measurement needs of students. To use this package students should already know the occupational terminology, measurement terms, and tools currently in use. These materials were prepared with the help of experienced vocational teachers, reviewed by experts, tested in classrooms in different parts of the United States, and revised before distribution.

Each of the five units of instruction contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of this package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers.

Classroom experiences with this instructional package suggest the following teaching-learning strategies:

1. Let the first experiences be informal to make learning the metric system fun.
2. Students learn better when metric units are compared to familiar objects. Everyone should learn to "think metric." Comparing metric units to customary units can be confusing.
3. Students will learn quickly to estimate and measure in metric units by "doing."
4. Students should have experience with measuring activities before getting too much information.
5. Move through the units in an order which emphasizes the simplicity of the metric system (e.g., length to area to volume).
6. Teach one concept at a time to avoid overwhelming students with too much material.

Unit 1 is a general introduction to the metric system of measurement which provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained.

Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks.

Unit 3 focuses on job-related metric equivalents and their relationships.

Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments.

Unit 5 is designed to give students practice in converting customary and metric measurements. Students should learn to "think metric" and avoid comparing customary and metric units. However, skill with conversion tables will be useful during the transition to metric in each occupation.

## Using These Instructional Materials

This package was designed to help students learn a core of knowledge about the metric system which they will use on the job. The exercises facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring.

This instructional package also was designed to accommodate a variety of individual teaching and learning styles. Teachers are encouraged to adapt these materials to their own classes. For example, the information sheets may be given to students for self-study. References may be used as supplemental resources. Exercises may be used in independent study, small groups, or whole-class activities. All of the materials can be expanded by the teacher.

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Editors

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# UNIT 1

## SUGGESTED TEACHING SEQUENCE

1. These introductory exercises may require two or three teaching periods for all five areas of measurement.
2. Exercises should be followed in the order given to best show the relationship between length, area, and volume.
3. Assemble the metric measuring devices (rules, tapes, scales, thermometers, and measuring containers) and objects to be measured.\*
4. Set up the equipment at work stations for use by the whole class or as individualized resource activities.
5. Have the students estimate, measure, and record using Exercises 1 through 5.
6. Present information on notation and make Table 1 available.
7. Follow up with group discussion of activities.

\*Other school departments may have devices which can be used. Metric suppliers are listed in the reference section.



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## OBJECTIVES



The student will demonstrate these skills for the Linear, Area, Volume or Capacity, Mass, and Temperature Exercises, using the metric terms and measurement devices listed here.

SKILLS	EXERCISES				
	Linear (pp. 3 - 4)	Area (pp. 5 - 6)	Volume or Capacity (pp. 7 - 8)	Mass (pp. 9 - 10)	Temperature (p. 11)
1. Recognize and use the unit and its symbol for:	millimetre (mm)	square centimetre (cm <sup>2</sup> )	cubic centimetre (cm <sup>3</sup> )	gram (g)	degree Celsius (°C)
2. Select, use, and read the appropriate measuring instruments for:	centimetre (cm)	square metre (m <sup>2</sup> )	cubic metre (m <sup>3</sup> )	kilogram (kg)	
3. State or show a physical reference for:	metre (m)		litre (l)		
			millilitre (ml)		
4. Estimate within 25% of the actual measure	height, width, or length of objects	the area of a given surface	capacity of containers	the mass of objects in grams and kilograms	the temperature of the air or a liquid
5. Read correctly	metre stick, metric tape measure, and metric rulers		measurements on graduated volume measuring devices	a kilogram scale and a gram scale	A Celsius thermometer

## RULES OF NOTATION

1. Symbols are not capitalized unless the unit is a proper name (mm *not* MM).
2. Symbols are not followed by periods (m *not* m.).
3. Symbols are not followed by an *s* for plurals (25 g *not* 25 gs).
4. A space separates the numerals from the unit symbols (4 l *not* 4l).
5. Spaces, not commas, are used to separate large numbers into groups of three digits (45 271 km *not* 45,271 km).
6. A zero precedes the decimal point if the number is less than one (0.52 g *not* .52 g).
7. Litre and metre can be spelled either with an -re or -er ending.

## METRIC UNITS, SYMBOLS, AND REFERENTS

Quantity	Metric Unit	Symbol	Useful Referents
Length	millimetre	mm	Thickness of dime or paper clip wire
	centimetre	cm	Width of paper clip
	metre	m	Height of door about 2 m
	kilometre	km	12-minute walking distance
Area	square centimetre	cm <sup>2</sup>	Area of this space 
	square metre	m <sup>2</sup>	Area of card table top
	hectare	ha	Football field including sidelines and end zones
Volume and Capacity	millilitre	ml	Teaspoon is 5 ml
	litre	l	A little more than 1 quart
	cubic centimetre	cm <sup>3</sup>	Volume of this container 
	cubic metre	m <sup>3</sup>	A little more than a cubic yard
Mass	milligram	mg	Apple seed about 10 mg, grain of salt, 1 mg
	gram	g	Nickel about 5 g
	kilogram	kg	Webster's Collegiate Dictionary
	metric ton (1 000 kilograms)	t	Volkswagen Beetle

## METRIC PREFIXES

Multiples and Submultiples	Prefixes	Symbols
1 000 000 = 10 <sup>6</sup>	mega (měg'á)	M
1 000 = 10 <sup>3</sup>	kilo (kíľ'ō)	k
100 = 10 <sup>2</sup>	hecto (hěk'tō)	h
10 = 10 <sup>1</sup>	deka (děk'á)	da
Base Unit = 10 <sup>0</sup>		
0.1 = 10 <sup>-1</sup>	deci (děš'í)	d
0.01 = 10 <sup>-2</sup>	centi (sěń'tí)	c
0.001 = 10 <sup>-3</sup>	milli (míľ'í)	m
0.000 001 = 10 <sup>-6</sup>	micro (mĩ'krō)	μ

Table 1-b



# LINEAR MEASUREMENT ACTIVITIES

## Metre, Centimetre, Millimetre

### I. THE METRE (m)

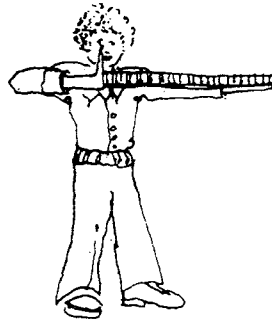
#### A. DEVELOP A FEELING FOR THE SIZE OF A METRE

1. Pick up one of the metre sticks and stand it up on the floor. Hold it in place with one hand. Walk around the stick. Now stand next to the stick. With your other hand, touch yourself where the top of the metre stick comes on you.



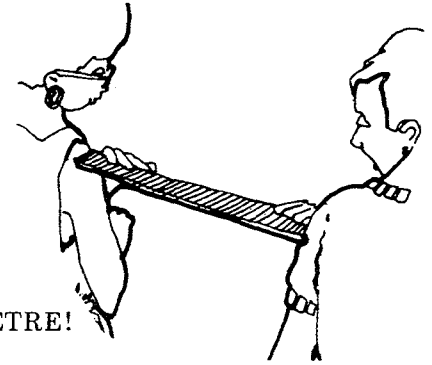
THAT IS HOW HIGH A METRE IS!

2. Hold one arm out straight at shoulder height. Put the metre stick along this arm until the end hits the end of your fingers. Where is the other end of the metre stick? Touch yourself at that end.



THAT IS HOW LONG A METRE IS!

3. Choose a partner to stand at your side. Move apart so that you can put one end of a metre stick on your partner's shoulder and the other end on your shoulder. Look at the space between you.



THAT IS THE WIDTH OF A METRE!

#### B. DEVELOP YOUR ABILITY TO ESTIMATE IN METRES

Now you will improve your ability to estimate in metres. Remember where the length and height of a metre was on your body.

For each of the following items:

Estimate the size of the items and write your estimate in the ESTIMATE column. Measure the size with your metre stick and write the answer in the MEASUREMENT column.

Decide how close your estimate was to the actual measure. If your estimate was within 25% of the actual measure you are a "Metric Marvel."

	Estimate (m)	Measurement (m)	How Close Were You?
1. Height of door knob from floor.	_____	_____	_____
2. Height of door.	_____	_____	_____
3. Length of table.	_____	_____	_____
4. Width of table.	_____	_____	_____
5. Length of wall of this room.	_____	_____	_____
6. Distance from you to wall.	_____	_____	_____

### Exercise 1

(continued on next page)

## II. THE CENTIMETRE (cm)

There are 100 centimetres in one metre. If there are 4 metres and 3 centimetres, you write 403 cm [(4 x 100 cm) + 3 cm = 400 cm + 3 cm].

### A. DEVELOP A FEELING FOR THE SIZE OF A CENTIMETRE

1. Hold the metric ruler against the width of your thumbnail. How wide is it? \_\_\_\_\_ cm
2. Measure your thumb from the first joint to the end. \_\_\_\_\_ cm
3. Use the metric ruler to find the width of your palm. \_\_\_\_\_ cm
4. Measure your index or pointing finger. How long is it? \_\_\_\_\_ cm
5. Measure your wrist with a tape measure. What is the distance around it? \_\_\_\_\_ cm
6. Use the tape measure to find your waist size. \_\_\_\_\_ cm

### B. DEVELOP YOUR ABILITY TO ESTIMATE IN CENTIMETRES

You are now ready to estimate in centimetres. For each of the following items, follow the procedures used for estimating in metres.

	Estimate (cm)	Measurement (cm)	How Close Were You?
1. Length of a paper clip.	_____	_____	_____
2. Diameter (width) of a coin.	_____	_____	_____
3. Width of a postage stamp.	_____	_____	_____
4. Length of a pencil.	_____	_____	_____
5. Width of a sheet of paper.	_____	_____	_____

## III. THE MILLIMETRE (mm)

There are 10 millimetres in one centimetre. When a measurement is 2 centimetres and 5 millimetres, you write 25 mm [(2 x 10 mm) + 5 mm = 20 mm + 5 mm]. There are 1 000 mm in 1 m.

### A. DEVELOP A FEELING FOR THE SIZE OF A MILLIMETRE

Using a ruler marked in millimetres, measure:

1. Thickness of a paper clip wire. \_\_\_\_\_ mm
2. Thickness of your fingernail. \_\_\_\_\_ mm
3. Width of your fingernail. \_\_\_\_\_ mm
4. Diameter (width) of a coin. \_\_\_\_\_ mm
5. Diameter (thickness) of your pencil. \_\_\_\_\_ mm
6. Width of a postage stamp. \_\_\_\_\_ mm

### B. DEVELOP YOUR ABILITY TO ESTIMATE IN MILLIMETRES

You are now ready to estimate in millimetres. For each of the following items, follow the procedures used for estimating in metres.

	Estimate (mm)	Measurement (mm)	How Close Were You?
1. Thickness of a nickel.	_____	_____	_____
2. Diameter (thickness) of a bolt.	_____	_____	_____
3. Length of a bolt.	_____	_____	_____
4. Width of a sheet of paper.	_____	_____	_____
5. Thickness of a board or desk top.	_____	_____	_____
6. Thickness of a button.	_____	_____	_____



# AREA MEASUREMENT ACTIVITIES

## Square Centimetre, Square Metre

WHEN YOU DESCRIBE THE AREA OF SOMETHING, YOU ARE SAYING HOW MANY SQUARES OF A GIVEN SIZE IT TAKES TO COVER THE SURFACE.

### I. THE SQUARE CENTIMETRE (cm<sup>2</sup>)

#### A. DEVELOP A FEELING FOR A SQUARE CENTIMETRE

1. Take a clear plastic grid, or use the grid on page 6.
2. Measure the length and width of one of these small squares with a centimetre ruler.

THAT IS ONE SQUARE CENTIMETRE!

3. Place your fingernail over the grid. About how many squares does it take to cover your fingernail?  
\_\_\_\_\_cm<sup>2</sup>
4. Place a coin over the grid. About how many squares does it take to cover the coin? \_\_\_\_\_cm<sup>2</sup>
5. Place a postage stamp over the grid. About how many squares does it take to cover the postage stamp?  
\_\_\_\_\_cm<sup>2</sup>
6. Place an envelope over the grid. About how many squares does it take to cover the envelope?  
\_\_\_\_\_cm<sup>2</sup>
7. Measure the length and width of the envelope in centimetres. Length \_\_\_\_\_ cm; width \_\_\_\_\_ cm. Multiply to find the area in square centimetres.  
\_\_\_\_\_ cm x \_\_\_\_\_ cm = \_\_\_\_\_ cm<sup>2</sup>. How close are the answers you have in 6. and in 7.?

### B. DEVELOP YOUR ABILITY TO ESTIMATE IN SQUARE CENTIMETRES

You are now ready to develop your ability to estimate in square centimetres.

Remember the size of a square centimetre. For each of the following items, follow the procedures used for estimating in metres.

	Estimate (cm <sup>2</sup> )	Measurement (cm <sup>2</sup> )	How Close Were You?
1. Index card.	_____	_____	_____
2. Book cover.	_____	_____	_____
3. Photograph.	_____	_____	_____
4. Window pane or desk top.	_____	_____	_____

### II. THE SQUARE METRE (m<sup>2</sup>)

#### A. DEVELOP A FEELING FOR A SQUARE METRE

1. Tape four metre sticks together to make a square which is one metre long and one metre wide.
2. Hold the square up with one side on the floor to see how big it is.
3. Place the square on the floor in a corner. Step back and look. See how much floor space it covers.
4. Place the square over a table top or desk to see how much space it covers.
5. Place the square against the bottom of a door. See how much of the door it covers. How many squares would it take to cover the door? \_\_\_\_\_m<sup>2</sup>

THIS IS HOW BIG A SQUARE METRE IS!



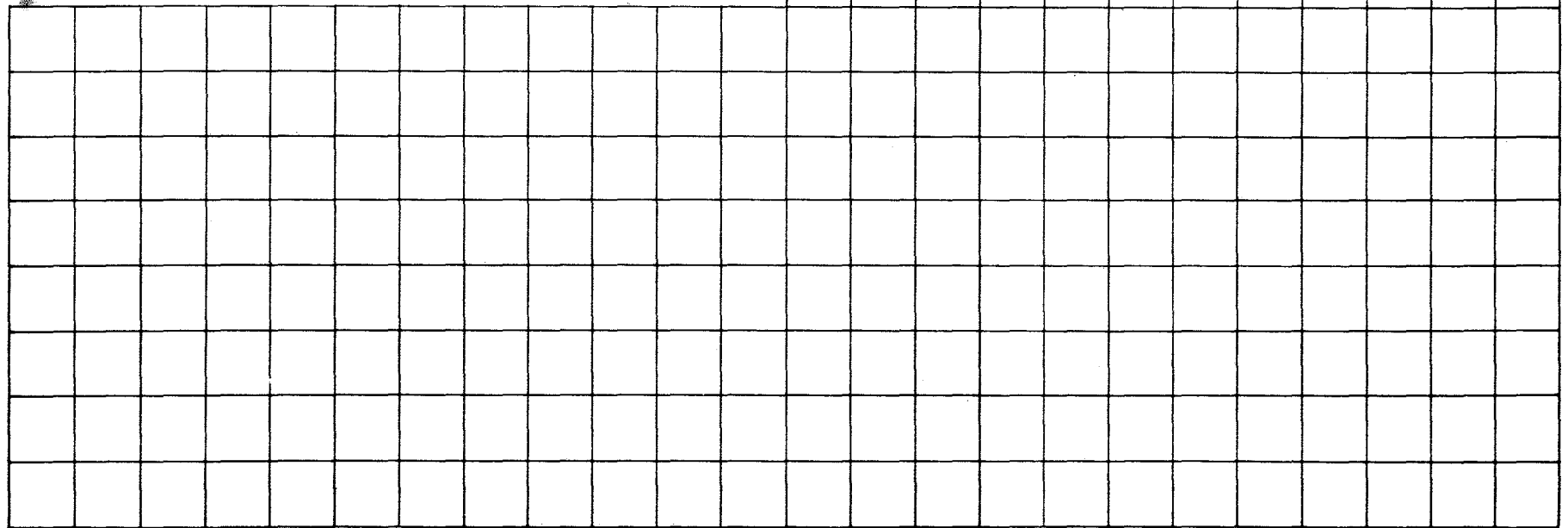
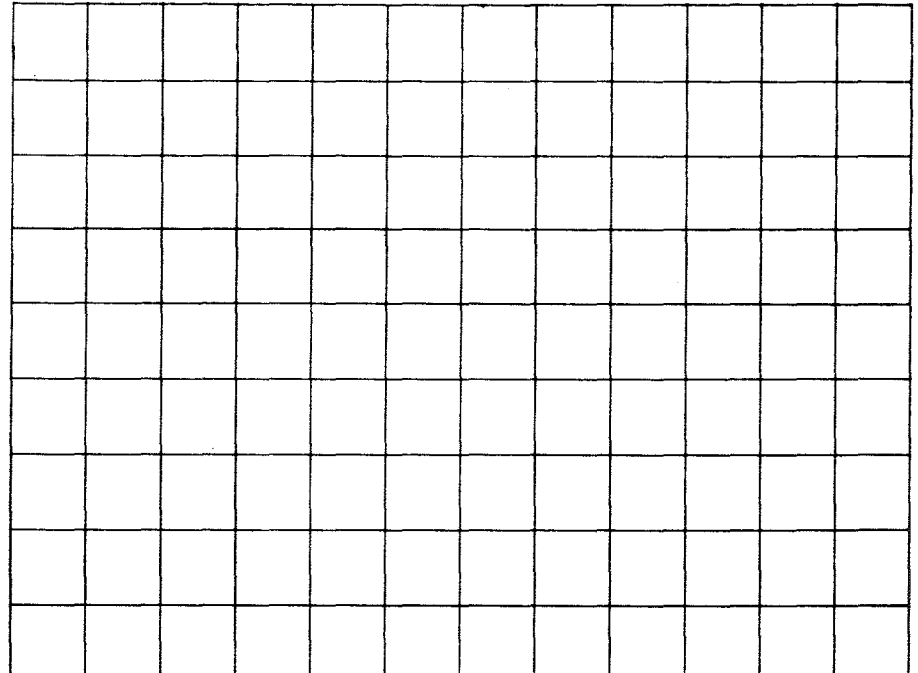


B. DEVELOP YOUR ABILITY TO ESTIMATE IN SQUARE METRES

You are now ready to estimate in square metres. Follow the procedures used for estimating in metres.

	Estimate (m <sup>2</sup> )	Measurement (m <sup>2</sup> )	How Close Were You?
1. Door.	_____	_____	_____
2. Full sheet of newspaper.	_____	_____	_____
3. Chalkboard or bulletin board.	_____	_____	_____
4. Floor.	_____	_____	_____
5. Wall.	_____	_____	_____
6. Wall chart or poster.	_____	_____	_____
7. Side of file cabinet.	_____	_____	_____

## CENTIMETRE GRID



# VOLUME MEASUREMENT ACTIVITIES

## Cubic Centimetre, Litre, Millilitre, Cubic Metre

### I. THE CUBIC CENTIMETRE (cm<sup>3</sup>)

#### A. DEVELOP A FEELING FOR THE CUBIC CENTIMETRE

- Pick up a colored plastic cube. Measure its length, height, and width in centimetres.

THAT IS ONE CUBIC CENTIMETRE!

- Find the volume of a plastic litre box.

- Place a ROW of cubes against the bottom of one side of the box. How many cubes fit in the row? \_\_\_\_\_

- Place another ROW of cubes against an adjoining side of the box. How many rows fit inside the box to make one layer of cubes? \_\_\_\_\_

How many cubes in each row? \_\_\_\_\_

How many cubes in the layer in the bottom of the box? \_\_\_\_\_

- Stand a ROW of cubes up against the side of the box. How many LAYERS would fit in the box? \_\_\_\_\_

How many cubes in each layer? \_\_\_\_\_

How many cubes fit in the box altogether? \_\_\_\_\_

THE VOLUME OF THE BOX IS \_\_\_\_\_ CUBIC CENTIMETRES.

- Measure the length, width, and height of the box in centimetres. Length \_\_\_\_\_ cm; width \_\_\_\_\_ cm; height \_\_\_\_\_ cm. Multiply these numbers to find the volume in cubic centimetres.

\_\_\_\_\_ cm x \_\_\_\_\_ cm x \_\_\_\_\_ cm = \_\_\_\_\_ cm<sup>3</sup>.

Are the answers the same in c. and d.?

#### B. DEVELOP YOUR ABILITY TO ESTIMATE IN CUBIC CENTIMETRES

You are now ready to develop your ability to estimate in cubic centimetres.

Remember the size of a cubic centimetre. For each of the following items, use the procedures for estimating in metres.

	Estimate (cm <sup>3</sup> )	Measurement (cm <sup>3</sup> )	How Close Were You?
1. Index card file box.	_____	_____	_____
2. Freezer container.	_____	_____	_____
3. Paper clip box.	_____	_____	_____
4. Box of staples.	_____	_____	_____

### II. THE LITRE (l)

#### A. DEVELOP A FEELING FOR A LITRE

- Take a one litre beaker and fill it with water.
- Pour the water into paper cups, filling each as full as you usually do. How many cups do you fill?

THAT IS HOW MUCH IS IN ONE LITRE!

- Fill the litre container with rice.

THAT IS HOW MUCH IT TAKES TO FILL A ONE LITRE CONTAINER!

**B. DEVELOP YOUR ABILITY TO ESTIMATE IN LITRES**

You are now ready to develop your ability to estimate in litres. To write two and one-half litres, you write 2.5 l, or 2.5 litres. To write one-half litre, you write 0.5 l, or 0.5 litre. To write two and three-fourths litres, you write 2.75 l, or 2.75 litres.

For each of the following items, use the procedures for estimating in metres.

	Estimate (l)	Measurement (l)	How Close Were You?
1. Medium-size freezer container.	_____	_____	_____
2. Large freezer container.	_____	_____	_____
3. Small freezer container.	_____	_____	_____
4. Bottle or jug.	_____	_____	_____

**III. THE MILLILITRE (ml)**

There are 1 000 millilitres in one litre. 1 000 ml = 1 litre. Half a litre is 500 millilitres, or 0.5 litre = 500 ml.

**A. DEVELOP A FEELING FOR A MILLILITRE**

- Examine a centimetre cube. Anything which holds 1 cm<sup>3</sup> holds 1 ml.
- Fill a 1 millilitre measuring spoon with rice. Empty the spoon into your hand. Carefully pour the rice into a small pile on a sheet of paper.  
**THAT IS HOW MUCH ONE MILLILITRE IS!**
- Fill the 5 ml spoon with rice. Pour the rice into another pile on the sheet of paper.  
**THAT IS 5 MILLILITRES, OR ONE TEASPOON!**
- Fill the 15 ml spoon with rice. Pour the rice into a third pile on the paper.  
**THAT IS 15 MILLILITRES, OR ONE TABLESPOON!**

**B. DEVELOP YOUR ABILITY TO ESTIMATE IN MILLILITRES**

You are now ready to estimate in millilitres. Follow the procedures used for estimating metres.

	Estimate (ml)	Measurement (ml)	How Close Were You?
1. Small juice can.	_____	_____	_____
2. Paper cup or tea cup.	_____	_____	_____
3. Soft drink can.	_____	_____	_____
4. Bottle.	_____	_____	_____

**IV. THE CUBIC METRE (m<sup>3</sup>)**

**A. DEVELOP A FEELING FOR A CUBIC METRE**

- Place a one metre square on the floor next to the wall.
- Measure a metre UP the wall.
- Picture a box that would fit into that space.  
**THAT IS THE VOLUME OF ONE CUBIC METRE!**

**B. DEVELOP YOUR ABILITY TO ESTIMATE IN CUBIC METRES**

For each of the following items, follow the estimating procedures used before.

	Estimate (m <sup>3</sup> )	Measurement (m <sup>3</sup> )	How Close Were You?
1. Office desk.	_____	_____	_____
2. File cabinet.	_____	_____	_____
3. Small room.	_____	_____	_____



# MASS (WEIGHT) MEASUREMENT ACTIVITIES

## Kilogram, Gram

The mass of an object is a measure of the amount of matter in the object. This amount is always the same unless you add or subtract some matter from the object. Weight is the term that most people use when they mean mass. The weight of an object is affected by gravity; the mass of an object is not. For example, the weight of a person on earth might be 120 pounds; that same person's weight on the moon would be 20 pounds. This difference is because the pull of gravity on the moon is less than the pull of gravity on earth. A person's mass on the earth and on the moon would be the same. The metric system does not measure weight--it measures mass. We will use the term mass here.

The symbol for gram is g.

The symbol for kilogram is kg.

There are 1 000 grams in one kilogram, or  $1\ 000\ g = 1\ kg$ .

Half a kilogram can be written as 500 g, or 0.5 kg.

A quarter of a kilogram can be written as 250 g, or 0.25 kg.

Two and three-fourths kilograms is written as 2.75 kg.

### I. THE KILOGRAM (kg)

#### DEVELOP A FEELING FOR THE MASS OF A KILOGRAM

Using a balance or scale, find the mass of the items on the table. Before you find the mass, notice how heavy the object "feels" and compare it to the reading on the scale or balance.

Mass  
(kg)

- |    |                   |       |
|----|-------------------|-------|
| 1. | 1 kilogram box.   | _____ |
| 2. | Textbook.         | _____ |
| 3. | Bag of sugar.     | _____ |
| 4. | Package of paper. | _____ |
| 5. | Your own mass.    | _____ |

### B. DEVELOP YOUR ABILITY TO ESTIMATE IN KILOGRAMS

For the following items ESTIMATE the mass of the object in kilograms, then use the scale or balance to find the exact mass of the object. Write the exact mass in the MEASUREMENT column. Determine how close your estimate is:

	Estimate (kg)	Measurement (kg)	How Close Were You?
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

II. THE GRAM (g)

A. DEVELOP A FEELING FOR A GRAM

1. Take a colored plastic cube. Hold it in your hand. Shake the cube in your palm as if shaking dice. Feel the pressure on your hand when the cube is in motion, then when it is not in motion.

THAT IS HOW HEAVY A GRAM IS!

2. Take a second cube and attach it to the first. Shake the cubes in first one hand and then the other hand; rest the cubes near the tips of your fingers, moving your hand up and down.

THAT IS THE MASS OF TWO GRAMS!

3. Take five cubes in one hand and shake them around.

THAT IS THE MASS OF FIVE GRAMS!

B. DEVELOP YOUR ABILITY TO ESTIMATE IN GRAMS

You are now ready to improve your ability to estimate in grams. Remember how heavy the 1 gram cube is, how heavy the two gram cubes are, and how heavy the five gram cubes are. For each of the following items, follow the procedures used for estimating in kilograms.

	Estimate (g)	Measurement (g)	How Close Were You?
1. Two thumbtacks.	_____	_____	_____
2. Pencil.	_____	_____	_____
3. Two-page letter and envelope.	_____	_____	_____
4. Nickel.	_____	_____	_____
5. Apple.	_____	_____	_____
6. Package of margarine.	_____	_____	_____

# TEMPERATURE MEASUREMENT ACTIVITIES

## Degree Celsius

### I. DEGREE CELSIUS (°C)

Degree Celsius (°C) is the metric measure for temperature.

#### A. DEVELOP A FEELING FOR DEGREE CELSIUS

Take a Celsius thermometer. Look at the marks on it.

1. Find 0 degrees.  
 WATER FREEZES AT ZERO DEGREES CELSIUS (0°C)  
 WATER BOILS AT 100 DEGREES CELSIUS (100°C)
2. Find the temperature of the room. \_\_\_\_\_ °C. Is the room cool, warm, or about right?
3. Put some hot water from the faucet into a container. Find the temperature. \_\_\_\_\_ °C. Dip your finger quickly in and out of the water. Is the water very hot, hot, or just warm?
4. Put some cold water in a container with a thermometer. Find the temperature. \_\_\_\_\_ °C. Dip your finger into the water. Is it cool, cold, or very cold?
5. Bend your arm with the inside of your elbow around the bottom of the thermometer. After about three minutes find the temperature. \_\_\_\_\_ °C. Your skin temperature is not as high as your body temperature.  
 NORMAL BODY TEMPERATURE IS 37 DEGREES CELSIUS (37°C).  
 A FEVER IS 39°C.  
 A VERY HIGH FEVER IS 40°C.

#### B. DEVELOP YOUR ABILITY TO ESTIMATE IN DEGREES CELSIUS

For each item, ESTIMATE and write down how many degrees Celsius you think it is. Then measure and write the MEASUREMENT. See how close your estimates and actual measurements are.

	Estimate (°C)	Measurement (°C)	How Close Were You?
1. Mix some hot and cold water in a container. Dip your finger into the water.	_____	_____	_____
2. Pour out some of the water. Add some hot water. Dip your finger <u>quickly</u> into the water.	_____	_____	_____
3. Outdoor temperature.	_____	_____	_____
4. Sunny window sill.	_____	_____	_____
5. Mix of ice and water.	_____	_____	_____
6. Temperature at floor.	_____	_____	_____
7. Temperature at ceiling.	_____	_____	_____

# UNIT 2

## OBJECTIVES

The student will recognize and use the metric terms, units, and symbols used in this occupation.

- Given a metric unit, state its use in this occupation.
- Given a measurement task in this occupation, select the appropriate metric unit and measurement tool.

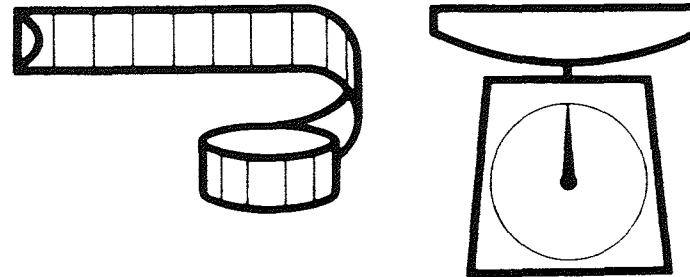
## SUGGESTED TEACHING SEQUENCE

1. Assemble metric measurement tools (rules, tapes, scales, thermometers, etc.) and objects related to this occupation.
2. Discuss with students how to read the tools.
3. Present and have students discuss Information Sheet 2 and Table 2.
4. Have students learn occupationally-related metric measurements by completing Exercises 6 and 7.
5. Test performance by using Section A of "Testing Metric Abilities."

## METRICS IN THIS OCCUPATION

Changeover to the metric system is under way. Large corporations are already using metric measurement to compete in the world market. The metric system has been used in various parts of industrial and scientific communities for years. Legislation, passed in 1975, authorizes an orderly transition to use of the metric system. As businesses and industries make this metric changeover, employees will need to use metric measurement in job-related tasks.

Table 2 lists those metric terms which are most commonly used in this occupation. These terms are replacing the measurement units used currently. What kinds of job-related tasks use measurement? Think of the many different kinds of measurements you now make and use Table 2 to discuss the metric terms which replace them. See if you can add to the list of uses beside each metric term.



## METRIC UNITS FOR CHILD CARE AIDES

Quantity	Unit	Symbol	Use
Length	millimetre	mm	Paper dimensions; thickness of sliced meat or cheese; thickness of wire, plastic, or metal products; wood dimensions*
	centimetre	cm	Dimensions of saucepans, baking pans, casseroles; food portion sizes; height of children; width of fabric
	metre	m	Floor dimensions; length of fabric
Area	square centimetre	cm <sup>2</sup>	Size of disposable containers and paper products
	square metre	m <sup>2</sup>	Floor area
Mass	gram	g	Purchasing dry packaged mixes, dry ingredients, and dehydrated foods; canned goods; portion sizes; powdered poster paint
	kilogram	kg	Meats, cheeses, fresh fruits and vegetables; frozen foods; purchasing dry ingredients and dehydrated foods; canned goods; baked goods
Volume/Capacity	millilitre	ml	Measuring spoons and cups; serving cups; juices, milk, water; liquid chemicals; liquid paints and glue; dry measures for sugar, flour, and baking soda in cooking and baking
	litre	l	Size of saucepans, casseroles, mixing bowls; juices, milk, water; cleaning solutions; liquid paints and glues
Temperature	degree Celsius	°C	Room; outside; refrigeration and freezing; cleaning and sanitizing; cooking and baking; body temperatures
Dilutions	millilitres per litre	ml/l	Cleaners, sanitizers, mixing fruit juices
	grams per litre	g/l	Adding dry concentrates to liquids (cleaners or beverages); mixing poster paint from powdered mixes
Food Energy	kilojoule	kJ	Measuring or stating the energy value of foods, energy requirements of people, energy content of diets (100 calorie apple, about 400 kJ)
	megajoule	MJ	Calculating or reporting total daily, weekly, or annual intake
	kilojoules per gram	kJ/g	Calculating sizes of portions and servings; counting food energy value intake; planning menus; making purchasing decisions
	kilojoules per kilogram	kJ/kg	
	kilojoules per day	kJ/d	Energy content of diet or energy requirements (2000 calorie diet, about 8000 kJ/d)
	megajoules per day	MJ/d	

\*U.S. manufacturers have not agreed on standard practices for labeling paper, wood products, and many other consumer items. Manufacturers could decide to use centimetres instead of millimetres for some of these products.



## TRYING OUT METRIC UNITS

To give you practice with metric units, first estimate the measurements of the items below. Write down your best guess next to the item. Then actually measure the item and write down your answers using the correct metric symbols. The more you practice, the easier it will be.

	Estimate	Actual
<b>Length</b>		
1. Length of storage shelf		
2. Height of easel		
3. Height of child		
4. Length of string		
5. Length of macaroni		
6. Width of storybook		
7. Length of construction paper		
8. Width of construction paper		
9. Index card		
<b>Area</b>		
10. Indoor play area		
11. Outside play area		
12. Sheet of construction paper		
13. Postage stamp		
14. Napkin		
<b>Volume/Capacity</b>		
15. Juice glass		

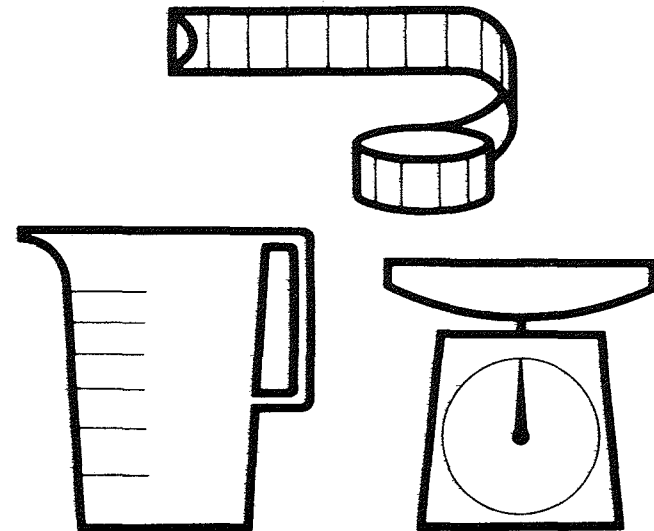
	Estimate	Actual
16. Clay container		
17. Milk carton		
18. Bucket		
19. Paint jar		
20. Pet cage		
21. Water glass		
22. Toy box		
<b>Mass</b>		
23. Bucket of sand		
24. Bag of flour		
25. Weight of child		
26. Bag of pet food		
27. Powdered paint in container		
28. Cup of sugar		
<b>Temperature</b>		
29. Room		
30. Outside		
31. Boiling water		
32. Ice water		



## CHILD CARE WITH METRICS

It is important to know what metric measurement to use. Show what measurement to use in the following situations.

1. Length of a doll		19. Length of a child's rug	
2. Area of a table		20. Height of a chair seat	
3. Diameter of a record		21. Amount of water needed for making juice from liquid or frozen concentrate	
4. Height of a swing seat from ground		22. Planning or reporting food energy content of noon meal	
5. Take child's temperature		23. Amount of water needed for making poster paints from dry powder	
6. Height of a table		24. Volume of one-half cup of sugar	
7. Capacity of a sand bucket		25. Mass of a small package of dry flavored gelatin	
8. Height of a slide from the ground			
9. Capacity of a serving spoon			
10. Area of a serving tray			
11. Mass of a large bag of sugar			
12. Outside temperature			
13. Dimensions of a cake pan			
14. Length of scissors			
15. Capacity of a saucepan			
16. Capacity of a mixing bowl			
17. Capacity of a serving pitcher			
18. Capacity of a juice glass			



# UNIT 3

## OBJECTIVE

The student will recognize and use metric equivalents.

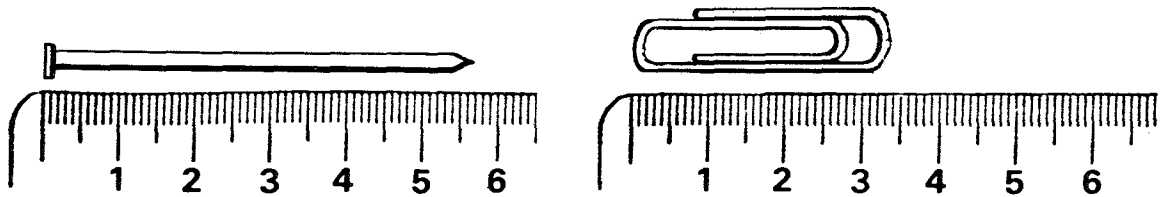
- Given a metric unit, state an equivalent in a larger or smaller metric unit.

## SUGGESTED TEACHING SEQUENCE

- Make available the Information Sheets (3 - 8) and the associated Exercises (8 - 14), one at a time.
- As soon as you have presented the Information, have the students complete each Exercise.
- Check their answers on the page titled **ANSWERS TO EXERCISES AND TEST.**
- Test performance by using Section B of "Testing Metric Abilities."

## METRIC-METRIC EQUIVALENTS

### Centimetres and Millimetres



Look at the picture of the nail next to the ruler. The nail is 57 mm long. This is 5 cm + 7 mm. There are 10 mm in each cm, so 1 mm = 0.1 cm (one-tenth of a centimetre). This means that 7 mm = 0.7 cm, so 57 mm = 5 cm + 7 mm  
 = 5 cm + 0.7 cm  
 = 5.7 cm. Therefore 57 mm is the same as 5.7 cm.

Now measure the paper clip. It is 34 mm. This is the same as 3 cm + \_\_\_\_\_ mm. Since each millimetre is 0.1 cm (one-tenth of a centimetre), 4 mm = \_\_\_\_\_ cm. So, the paper clip is  
 34 mm = 3 cm + 4 mm  
 = 3 cm + 0.4 cm  
 = 3.4 cm. This means that 34 mm is the same as 3.4 cm.

## Information Sheet 3

Now you try some.

a ) 26 mm = \_\_\_\_\_ cm

b ) 583 mm = \_\_\_\_\_ cm

c ) 94 mm = \_\_\_\_\_ cm

d ) 680 mm = \_\_\_\_\_ cm

e ) 132 mm = \_\_\_\_\_ cm

f ) 802 mm = \_\_\_\_\_ cm

g ) 1 400 mm = \_\_\_\_\_ cm

h ) 2 307 mm = \_\_\_\_\_ cm

## Exercise 8



## Metres, Centimetres, and Millimetres

There are 100 centimetres in one metre. Thus,

$$2 \text{ m} = 2 \times 100 \text{ cm} = 200 \text{ cm},$$

$$3 \text{ m} = 3 \times 100 \text{ cm} = 300 \text{ cm},$$

$$8 \text{ m} = 8 \times 100 \text{ cm} = 800 \text{ cm},$$

$$36 \text{ m} = 36 \times 100 \text{ cm} = 3\,600 \text{ cm}.$$

There are 1 000 millimetres in one metre, so

$$2 \text{ m} = 2 \times 1\,000 \text{ mm} = 2\,000 \text{ mm},$$

$$3 \text{ m} = 3 \times 1\,000 \text{ mm} = 3\,000 \text{ mm},$$

$$6 \text{ m} = 6 \times 1\,000 \text{ mm} = 6\,000 \text{ mm},$$

$$24 \text{ m} = 24 \times 1\,000 \text{ mm} = 24\,000 \text{ mm}.$$

From your work with decimals you should know that

one-half of a metre can be written 0.5 m (five-tenths of a metre),

one-fourth of a centimetre can be written 0.25 cm

(twenty-five hundredths of a centimetre).

This means that if you want to change three-fourths of a metre to millimetres, you would multiply by 1 000. So

$$0.75 \text{ m} = 0.75 \times 1\,000 \text{ mm}$$

$$= \frac{75}{100} \times 1\,000 \text{ mm}$$

$$= 75 \times \frac{1\,000}{100} \text{ mm}$$

$$= 75 \times 10 \text{ mm}$$

$$= 750 \text{ mm. This means that } 0.75 \text{ m} = 750 \text{ mm}.$$

### Information Sheet 4

Fill in the following chart.

metre m	centimetre cm	millimetre mm
1	100	1 000
2	200	
3		
9		
		5 000
74		
0.8	80	
0.6		600
	2.5	25
		148
	639	

### Exercise 9

## Millilitres to Litres

There are 1 000 millilitres in one litre. This means that

2 000 millilitres is the same as 2 litres,

3 000 ml is the same as 3 litres,

4 000 ml is the same as 4 litres,

12 000 ml is the same as 12 litres.

Since there are 1 000 millilitres in each litre, one way to change millilitres to litres is to divide by 1 000. For example,

$$\text{Or } 1\,000 \text{ ml} = \frac{1\,000}{1\,000} \text{ litre} = 1 \text{ litre.}$$

$$2\,000 \text{ ml} = \frac{2\,000}{1\,000} \text{ litres} = 2 \text{ litres.}$$

And, as a final example,

$$28\,000 \text{ ml} = \frac{28\,000}{1\,000} \text{ litres} = 28 \text{ litres.}$$

What if something holds 500 ml? How many litres is this? This is worked the same way.

$$500 \text{ ml} = \frac{500}{1\,000} \text{ litre} = 0.5 \text{ litre (five-tenths of a litre)}. \text{ So } 500 \text{ ml} \text{ is the same as one-half (0.5) of a litre.}$$

Change 57 millilitres to litres.

$$57 \text{ ml} = \frac{57}{1\,000} \text{ litre} = 0.057 \text{ litre (fifty-seven thousandths of a litre).}$$

### Information Sheet 5

Now you try some. Complete the following chart.

millilitres (ml)	litres (l)
3 000	3
6 000	
	8
14 000	
	23
300	0.3
700	
	0.9
250	
	0.47
275	

### Exercise 10



## Litres to Millilitres

What do you do if you need to change litres to millilitres? Remember, there are 1 000 millilitres in one litre, or 1 litre = 1 000 ml.

So,

$$\begin{aligned} 2 \text{ litres} &= 2 \times 1\,000 \text{ ml} = 2\,000 \text{ ml}, \\ 7 \text{ litres} &= 7 \times 1\,000 \text{ ml} = 7\,000 \text{ ml}, \\ 13 \text{ litres} &= 13 \times 1\,000 \text{ ml} = 13\,000 \text{ ml}, \\ 0.65 \text{ litre} &= 0.65 \times 1\,000 \text{ ml} = 650 \text{ ml}. \end{aligned}$$

### Information Sheet 6

Now you try some. Complete the following chart.

litres l	millilitres ml
8	8 000
5	
46	
	32 000
0.4	
0.53	
	480

### Exercise 11

## Grams to Kilograms

There are 1 000 grams in one kilogram. This means that

2 000 grams is the same as 2 kilograms,

5 000 g is the same as 5 kg,

700 g is the same as 0.7 kg, and so on.

To change from grams to kilograms, you use the same procedure for changing from millilitres to litres.

### Information Sheet 7

Try the following ones.

grams g	kilograms kg
4 000	4
9 000	
23 000	
	8
300	
275	

### Exercise 12

## Kilograms to Grams

To change kilograms to grams, you multiply by 1 000.

$$\begin{aligned} 4 \text{ kg} &= 4 \times 1\,000 \text{ g} = 4\,000 \text{ g}, \\ 23 \text{ kg} &= 23 \times 1\,000 \text{ g} = 23\,000 \text{ g}, \\ 0.75 \text{ kg} &= 0.75 \times 1\,000 \text{ g} = 750 \text{ g}. \end{aligned}$$

### Information Sheet 8

Complete the following chart.

kilograms kg	grams g
7	7 000
11	
	25 000
0.4	
0.63	
	175

### Exercise 13

## Changing Units at Work

Some of the things you use in this occupation may be measured in different metric units. Practice changing each of the following to metric equivalents by completing these statements.

- 500 cm of yarn is \_\_\_\_\_ m
- 250 ml of juice is \_\_\_\_\_ l
- 10 mm diameter pipe is \_\_\_\_\_ cm
- 5 kg of flour is \_\_\_\_\_ g
- 30 cm of ribbon is \_\_\_\_\_ mm
- 0.2 litre of milk is \_\_\_\_\_ ml
- 5 g salt is \_\_\_\_\_ kg
- 500 g of sugar is \_\_\_\_\_ kg
- 500 ml of milk is \_\_\_\_\_ l
- 4 litre of milk is \_\_\_\_\_ ml
- 125 g of pudding mix is \_\_\_\_\_ kg
- 250 g of powdered poster paint is \_\_\_\_\_ kg
- 8 000 kJ/d diet is \_\_\_\_\_ mJ/d
- 23 cm of gauze is \_\_\_\_\_ mm
- 2.5 litre container holds \_\_\_\_\_ ml

### Exercise 14

# UNIT 4

## OBJECTIVE

The student will recognize and use instruments, tools, and devices for measurement tasks in this occupation.

- Given metric and Customary tools, instruments, or devices, differentiate between metric and Customary.
- Given a measurement task, select and use an appropriate tool, instrument or device.
- Given a metric measurement task used in a day care center or nursery school, estimate and verify the metric quantity needed to perform the task.

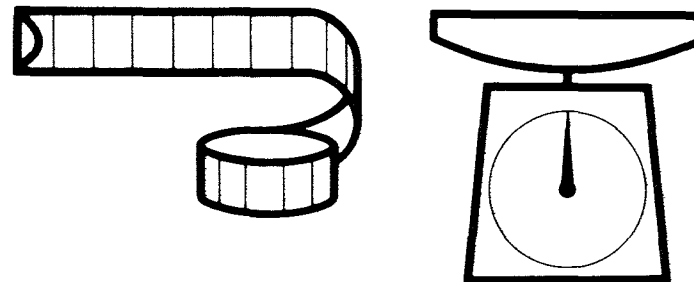
## SUGGESTED TEACHING SEQUENCE

1. Assemble metric and Customary measuring tools and devices (rules, scales, °C thermometer, measuring cups) and display in separate groups at learning stations.
2. Have students examine metric tools and instruments for distinguishing characteristics and compare them with Customary tools and instruments.
3. Have students verbally describe characteristics.
4. Present or make available Information Sheet 9.
5. Mix metric and Customary tools or equipment at learning station. Give students Exercises 15 and 16.
6. Test performance by using Section C of "Testing Metric Abilities."

## SELECTING AND USING METRIC INSTRUMENTS , TOOLS AND DEVICES

Selecting an improper measuring tool or misreading a scale can result in a waste of food and children's play supplies. For example, cutting 50-inch lengths of string for each child rather than 50 centimetres will result in an economic loss or inconvenient storage. Here are some suggestions:

1. Find out in advance whether Customary or metric units, tools, instruments, or products are needed for a given task.
2. Examine equipment before using it.
3. The metric system is a decimal system. Look for units marked off in whole numbers, tens or tenths, hundreds or hundredths.
4. Look for metric symbols on the equipment and supplies such as ml, l, mm, cm, m, g, kg, C.
5. Look for decimal fractions (0.25) or decimal mixed fractions (2.50) rather than common fractions ( $\frac{3}{8}$ ) on measuring devices.
6. Some products may have a special metric symbol such as a block M to show they are metric.
7. Don't force devices which are not fitting properly.
8. Practice selecting and using tools, instruments, and devices.



## WHICH TOOLS FOR THE JOB?

Practice and prepare to demonstrate your ability to *identify, select, and use* metric-scaled tools and instruments for the tasks given below. You should be able to use the measurement tools to the appropriate precision of the tool, instrument, or task.

Select and demonstrate or describe use of tools, instruments, or devices to:

1. Serve the children a snack of 180 ml of orange juice.
2. Cut construction paper for craft projects to measure 40 cm long and 30 cm wide.
3. Measure the amount of flour needed for a triple recipe of wheat germ cookies.
4. Measure and dilute wettable powdered poster paint to be used at the easels.
5. Bake peanut butter cookies in a 175°C oven.
6. Calculate the amount of space needed for 30 cots used for rest time.
7. Check the proper room temperature.
8. Determine the mass of bananas needed for a fruit compote.
9. Determine the storage area needed for packages of paper toweling.
10. Calculate and prepare the amount of poster paint needed for 10 children.
11. Prepare a macaroni and cheese casserole.
12. Mix cleaning solution from a liquid concentrate.
13. Calculate portion sizes for a meal.

## MEASURING UP IN CHILD CARE

For the tasks below, estimate and verify the metric measurement needed to perform the tasks.

	Estimate	Verify
1. Flour in a canister		
2. Temperature of:		
a. Room		
b. Outside		
c. Wash water		
3. Height of children's chair seats		
4. Juice in a container		
5. Powdered paint in a container		
6. Area for story telling		
7. Height of flannel board figures		
8. Volume of juice glass		
9. Volume of toy box		
10. Size of table top for art projects		
11. Size of baking pan		
12. Quantity of water for mixing drink from dry powder		
13. Mass of a hamburger patty or food portion		
14. Quantity of liquid in a partly-filled container		

# UNIT 5

## OBJECTIVE

The student will recognize and use metric and Customary units interchangeably in ordering, selling, and using products and supplies in this occupation.

- Given a Customary (or metric) measurement, find the metric (or Customary) equivalent on a conversion table.
- Given a Customary unit, state the replacement unit.

## SUGGESTED TEACHING SEQUENCE

- Assemble packages and containers of materials.
- Present or make available Information Sheet 10 and Table 3.
- Have students find approximate metric-Customary equivalents by using Exercise 17.
- Test performance by using Section D of "Testing Metric Abilities."

## METRIC-CUSTOMARY EQUIVALENTS

During the transition period there will be a need for finding equivalents between systems. Conversion tables list calculated equivalents between the two systems. When a close equivalent is needed, a conversion table can be used to find it. Follow these steps:

- Determine which conversion table is needed.
- Look up the known number in the appropriate column; if not listed, find numbers you can add together to make the total of the known number.
- Read the equivalent(s) from the next column.

Table 3 on the next page gives an example of a metric-Customary conversion table which you can use for practice in finding approximate equivalents. Table 3 can be used with Exercise 17, Part 2 and Part 3.

Below is a table of metric-Customary equivalents which tells you what the metric replacements for Customary units are.\* This table can be used with Exercise 17, Part 1 and Part 3. The symbol  $\approx$  means "nearly equal to."

1 cm $\approx$ 0.39 inch	1 inch $\approx$ 2.54 cm	1 ml $\approx$ 0.2 tsp	1 tsp $\approx$ 5 ml
1 m $\approx$ 3.28 feet	1 foot $\approx$ 0.305 m	1 ml $\approx$ 0.07 tbsp	1 tbsp $\approx$ 15 ml
1 m $\approx$ 1.09 yards	1 yard $\approx$ 0.91 m	1 l $\approx$ 33.8 fl oz	1 fl oz $\approx$ 29.6 ml
1 km $\approx$ 0.62 mile	1 mile $\approx$ 1.61 km	1 l $\approx$ 4.2 cups	1 cup $\approx$ 237 ml
1 cm <sup>2</sup> $\approx$ 0.16 sq in	1 sq in $\approx$ 6.5 cm <sup>2</sup>	1 l $\approx$ 2.1 pts	1 pt $\approx$ 0.47 l
1 m <sup>2</sup> $\approx$ 10.8 sq ft	1 sq ft $\approx$ 0.09 m <sup>2</sup>	1 l $\approx$ 1.06 qt	1 qt $\approx$ 0.95 l
1 m <sup>2</sup> $\approx$ 1.2 sq yd	1 sq yd $\approx$ 0.8 m <sup>2</sup>	1 l $\approx$ 0.26 gal	1 gal $\approx$ 3.79 l
1 hectare $\approx$ 2.5 acres	1 acre $\approx$ 0.4 hectare	1 gram $\approx$ 0.035 oz	1 oz $\approx$ 28.3 g
1 cm <sup>3</sup> $\approx$ 0.06 cu in	1 cu in $\approx$ 16.4 cm <sup>3</sup>	1 kg $\approx$ 2.2 lb	1 lb $\approx$ 0.45 kg
1 m <sup>3</sup> $\approx$ 35.3 cu ft	1 cu ft $\approx$ 0.03 m <sup>3</sup>	1 metric ton $\approx$ 2205 lb	1 ton $\approx$ 907.2 kg
1 m <sup>3</sup> $\approx$ 1.3 cu yd	1 cu yd $\approx$ 0.8 m <sup>3</sup>	1 kPa $\approx$ 0.145 psi	1 psi $\approx$ 6.895 kPa

\*Adapted from *Let's Measure Metric. A Teacher's Introduction to Metric Measurement*. Division of Educational Redesign and Renewal, Ohio Department of Education, 65 S. Front Street, Columbus, OH 43215, 1975.

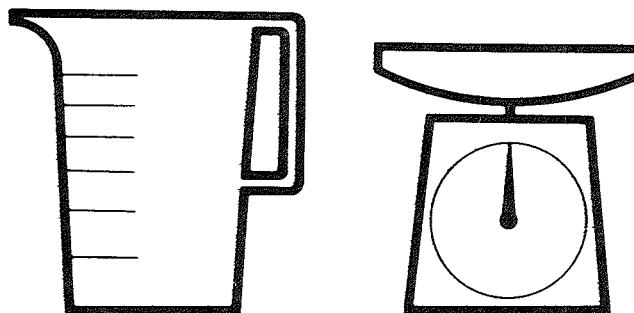




## CONVERSION TABLES

### CULINARY MEASURES TO METRIC (APPROXIMATE)

Ounces (fluid)	Millilitres
1/6 (1 tsp.)	5
1/2 (1 tbsp.)	15
1	30
2 (1/4 cup)	60
3	90
4 (1/2 cup)	120
5	150
6 (3/4 cup)	180
7	210
8 (1 cup)	240
16 (2 cups = 1 pint)	480
24 (3 cups)	720
32 (4 cups = 1 quart)	950 (0.95 l)
64 (8 cups = 1/2 gallon)	1920 (1.9 l)
128 (16 cups = 1 gallon)	3840 (3.8 l)



MILLILITRES TO FLUID OUNCES						FLUID OUNCES TO MILLILITRES					
ml	fl. oz.	ml	fl. oz.	ml	fl. oz.	fl. oz.	ml	fl. oz.	ml	fl. oz.	ml
100	3.4	10	.3	1	.03	10	295.7	1	29.6	.1	3
200	6.8	20	.7	2	.07	20	591.5	2	59.2	.2	6
300	10.1	30	1.0	3	.10	30	887.2	3	88.7	.3	9
400	13.5	40	1.4	4	.14	40	1182.9	4	118.3	.4	12
500	16.9	50	1.7	5	.17	50	1478.7	5	147.9	.5	15
600	20.3	60	2.0	6	.20	60	1774.4	6	177.4	.6	18
700	23.7	70	2.4	7	.24	70	2070.2	7	207.0	.7	21
800	27.1	80	2.7	8	.27	80	2365.9	8	236.6	.8	24
900	30.4	90	3.0	9	.30	90	2661.6	9	266.2	.9	27
1000	33.8										



# ANY WAY YOU WANT IT

1. You are working in a day care center. With the change to metric measurement some of the things you order, sell or use are marked only in metric units. You will need to be familiar with appropriate Customary equivalents in order to communicate with customers and suppliers who use Customary units. To develop your skill use the Table on Information Sheet 10 and give the approximate metric quantity (both number and unit) for each of the following Customary quantities.

Customary Quantity	Metric Quantity
a ) 2 cups of flour	
b ) 1 gal. of milk	
c ) 12 in. of string	
d ) 1 lb. of baking soda	
e ) 8 in. square pan	
f ) 4 in. scissors	
g ) 1 in. wide cellophane tape	
h ) 36 in. roll of paper	
i ) 4 oz. serving of meat	
j ) 1 lb. of butter	
k ) 1 tsp. of medicine	
l ) 1 pt. of water	
m) 1 cup of water	
n ) 24 in. baking pan	

2. Use the conversion tables from Table 3 to convert the following:

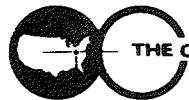
a ) 1 tsp. = ml	d ) 125 ml = fl. oz.
b ) 1 cup = ml	e ) 240 ml = fl. oz.
c ) 1 tbsp. = ml	f ) 476 ml = fl. oz.

g ) 1 pt. = ml	j ) 8 fl. oz. = ml
h ) 1 qt. = l	k ) 16 fl. oz. = ml
i ) 1 gal. = l	l ) 32 fl. oz. = ml

3. Complete the Requisition Form using the items listed. Convert the Customary quantities to metric before filling out the form. Complete all the information (Date, For, Job No., etc.). Order the following nursery school supplies:

- a ) 3 gal. of milk
- b ) 10 lbs. of sugar
- c ) 6 pt. cans of frozen orange juice concentrate
- d ) 2 qt. jars of blue finger paint
- e ) 12 pair of 4 in. blunt point scissors
- f ) 2 pkg. of 9 in. x 12 in. construction paper

REQUISITION		
		Date _____
For _____		
_____		
Job No. _____		Date Wanted _____
Deliver to _____		
QTY	UNIT	ITEM
Requested by _____		
Approved by _____		



## SECTION A

1. One kilogram is about the mass of a:
- [A] nickel  
[B] apple seed  
[C] basketball  
[D] Volkswagen "Beetle"
2. A square metre is about the area of:
- [A] this sheet of paper  
[B] a card table top  
[C] a bedspread  
[D] a postage stamp
3. To measure a quantity of powdered paint to be used for easel paint, select a device labeled in:
- [A] Celsius  
[B] grams  
[C] millilitres  
[D] centimetres
4. Peanut butter cookies need to be baked in an oven marked in:
- [A] centimetres  
[B] millilitres  
[C] Celsius  
[D] grams
5. The correct way to write twenty grams is:
- [A] 20 gms  
[B] 20 Gm.  
[C] 20 g.  
[D] 20 g

6. The correct way to write twelve thousand millimetres is:
- [A] 12,000 mm.  
[B] 12.000 mm  
[C] 12 000mm  
[D] 12 000 mm

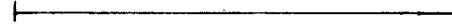
## SECTION B

7. Construction paper cut 20 centimetres wide also has a width of:
- [A] 0.2 millimetres  
[B] 2 000 millimetres  
[C] 2 millimetres  
[D] 200 millimetres
8. A 750 gram container of sugar is the same as:
- [A] 7.5 kilograms  
[B] 750 000 kilograms  
[C] 0.75 kilogram  
[D] 7 500 kilograms

## SECTION C

9. For measuring millilitres you would use a:
- [A] tape  
[B] container  
[C] thermometer  
[D] rule
10. For measuring Celsius you would use a:
- [A] scale  
[B] ruler  
[C] container  
[D] thermometer

11. Estimate the length of the line segment below:



- [A] 23 grams  
[B] 6 centimetres  
[C] 40 millimetres  
[D] 14 pascals

12. Estimate the length of the line segment below:



- [A] 10 millimetres  
[B] 4 centimetres  
[C] 4 pascals  
[D] 23 milligrams

## SECTION D

13. The metric unit which replaces the gallon is:
- [A] millilitre  
[B] gram  
[C] litre  
[D] centimetre
14. The metric unit which replaces the inch is:
- [A] centimetre  
[B] Celsius  
[C] kilogram  
[D] millilitre

Use this conversion table to answer questions 15 and 16.

ml	fl. oz.	ml	fl. oz.
100	3.4	10	.3
200	6.8	20	.7
300	10.1	30	1.0
400	13.5	40	1.4
500	16.9	50	1.7
600	20.3	60	2.0
700	23.7	70	2.4
800	27.1	80	2.7
900	30.4	90	3.0
1000	33.8		

15. The equivalent of 750 ml is:
- [A] 237 fl. oz.  
[B] 23.7 fl. oz.  
[C] 25.4 fl. oz.  
[D] 750 fl. oz.
16. The equivalent of 950 ml is:
- [A] 2 fl. oz.  
[B] 32.1 fl. oz.  
[C] 10.3 fl. oz.  
[D] 5 fl. oz.



# ANSWERS TO EXERCISES AND TEST

## EXERCISES 1 THRU 6

The answers depend on the items used for the activities.

### EXERCISE 7

Currently accepted metric units of measurement for each question are shown in Table 2. Standards in each occupation are being established now, so answers may vary.

### EXERCISE 8

- a) 2.6 cm                      e) 13.2 cm
- b) 58.3 cm                    f) 80.2 cm
- c) 9.4 cm                      g) 140.0 cm
- d) 68.0 cm                    h) 230.7 cm

## EXERCISES 9 THRU 13

Tables are reproduced in total. Answers are in parentheses.

### Exercise 9

metre m	centimetre cm	millimetre mm
1	100	1 000
2	200	(2 000)
3	(300)	(3 000)
9	(900)	(9 000)
(5)	(500)	5 000
74	(7 400)	(74 000)
0.8	80	(800)
0.6	(60)	600
(0.025)	2.5	25
(0.148)	(14.8)	148
(6.39)	639	(6 390)

### Exercise 10

millilitres ml	litres l
3 000	3
6 000	(6)
(8 000)	8
(14 000)	(14)
(23 000)	23
300	0.3
700	(0.7)
(900)	0.9
250	(0.25)
(470)	0.47
275	(0.275)

### Exercise 11

litres l	millilitres ml
8	8 000
5	(5 000)
46	(46 000)
(32)	32 000
0.4	(400)
0.53	(530)
(0.48)	480

### Exercise 12

grams g	kilograms kg
4 000	4
9 000	(9)
23 000	(23)
(8 000)	8
300	(0.3)
275	(0.275)

### Exercise 13

kilograms kg	grams g
7	7 000
11	(11 000)
(25)	25 000
0.4	(400)
0.63	(630)
(0.175)	175

### Exercise 14

- a) 5 m                            i) 0.5 litre
- b) 0.25 litre                j) 4 000 ml
- c) 1 cm                        k) 0.125 kg
- d) 5 000 g                    l) 0.25 kg
- e) 300 mm                    m) 8 MJ/d
- f) 200 ml                     n) 230 mm
- g) 0.005 kg                o) 2 500 ml
- h) 0.5 kg

## EXERCISES 15 AND 16

The answers depend on the items used for the activities.

### EXERCISE 17

#### Part 1.

- a) 474 ml                      h) 91.44 cm
- b) 3.79 litres                i) 113.2 g
- c) 30.48 cm                 j) 0.45 kg
- d) 0.45 kg                    k) 5 ml
- e) 20.32 cm                 l) 0.47 litre
- f) 10.16 cm                 m) 237 ml
- g) 2.54 cm                    n) 60.96 cm

### Part 2.

- a) 5 ml
- b) 240 ml
- c) 15 ml
- d) 4.27 fl. oz.
- e) 8.2 fl. oz.
- f) 16 fl. oz.
- g) 480 ml
- h) 0.95 litre
- i) 3.8 litres
- j) 236.6 ml
- k) 473.1 ml
- l) 946.4 ml

### Part 3.

- a) 11.37 litres
- b) 4.5 kg
- c) 2.82 litres
- d) 1.9 litres
- e) 10.16 cm
- f) 22.86 cm x  
30.48 cm

## TESTING METRIC ABILITIES

- |      |       |
|------|-------|
| 1. C | 9. B  |
| 2. B | 10. D |
| 3. B | 11. B |
| 4. C | 12. A |
| 5. D | 13. C |
| 6. D | 14. A |
| 7. D | 15. C |
| 8. C | 16. B |





**SUGGESTED METRIC TOOLS AND DEVICES  
NEEDED TO COMPLETE MEASUREMENT TASKS  
IN EXERCISES 1 THROUGH 5**

(\* Optional)

**LINEAR**

Metre Sticks  
Rules, 30 cm  
Measuring Tapes, 150 cm  
\*Height Measure  
\*Metre Tape, 10 m  
\*Trundle Wheel  
\*Area Measuring Grid

**MASS**

Bathroom Scale  
\*Kilogram Scale  
\*Platform Spring Scale  
5 kg Capacity  
10 kg Capacity  
Balance Scale with 8-piece  
mass set  
\*Spring Scale, 6 kg Capacity

**VOLUME/CAPACITY**

\*Nesting Measures, set of 5,  
50 ml - 1 000 ml  
Economy Beaker, set of 6,  
50 ml - 1 000 ml  
Metric Spoon, set of 5,  
1 ml - 25 ml  
Dry Measure, set of 3,  
50, 125, 250 ml  
Plastic Litre Box  
Centimetre Cubes

**TEMPERATURE**

Celsius Thermometer

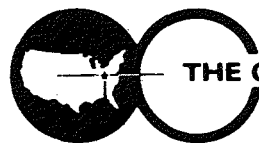
**SUGGESTED METRIC TOOLS AND DEVICES  
NEEDED TO COMPLETE OCCUPATIONAL  
MEASUREMENT TASKS**

In this occupation the tools needed to complete Exercises 6, 15, and 16 are indicated by “★.”

- A. Assorted Metric Hardware—Hex nuts, washers, screws, cotter pins, etc.
- B. Drill Bits—Individual bits or sets, 1 mm to 13 mm range
- C. Vernier Caliper—Pocket slide type, 120 mm range
- D. Micrometer—Outside micrometer caliper, 0 mm to 25 mm range
- E. Feeler Gage—13 blades, 0.05 mm to 1 mm range
- F. Metre Tape—50 or 100 m tape
- G. Thermometers—Special purpose types such as a clinical thermometer
- ★ H. <sup>1</sup>Temperature Devices—Indicators used for ovens, freezing/cooling systems, etc.
- I. Tools—Metric open end or box wrench sets, socket sets, hex key sets
- J. Weather Devices—Rain gage, barometer, humidity, wind velocity indicators
- K. <sup>1</sup>Pressure Gages—Tire pressure, air, oxygen, hydraulic, fuel, etc.
- L. <sup>1</sup>Velocity—Direct reading or vane type meter
- M. Road Map—State and city road maps
- ★ N. Containers—Buckets, plastic containers, etc., for mixing and storing liquids
- O. Containers—Boxes, buckets, cans, etc., for mixing and storing dry ingredients

Most of the above items may be obtained from local industrial, hardware, and school suppliers. Also, check with your school district's math and science departments and/or local industries for loan of their metric measurement devices.

<sup>1</sup>Measuring devices currently are not available. Substitute devices (i.e., thermometer) may be used to complete the measurement task.



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# REFERENCES

*At Home with Metric Measuring.* (Kit) Butterick Publishing, P. O. Box 1945, Altoona, PA 16603, 1974, 1 filmstrip (color), 1 audio cassette, Teacher's Manual (28 pages), wall charts, measuring cup, gram scale, thermometer, measuring tape, sheet of 48 individual metric adhesive labels for sewing machine throat plate, metric equivalency chart, \$75.00.

Appealing, easy-to-use, activity-based resource kit for secondary homemaking and consumer education. Focuses on advantages of the metric system in sewing and cooking. Teacher guide includes content for teacher, references, filmstrip questions, 18 pages of reproducible activity sheets to familiarize students with basic metric units in consumer and homemaking situations, and an answer sheet.

*Let's Measure Metric. A Teacher's Introduction to Metric Measurement.* Division of Educational Redesign and Renewal, Ohio Department of Education, 65 S. Front Street, Columbus, OH 43215, 1975, 80 pages; \$1.50, must include check to state treasurer.

Activity-oriented introduction to the metric system designed for independent or group inservice education study. Introductory information about metric measurement; reproducible exercises apply metric concepts to common measurement situations; laboratory activities for individuals or groups. Templates for making metre tape, litre box, square centimetre grid.

*Measuring with Meters, or, How to Weigh a Gold Brick with a Meter-Stick.* Metrication Institute of America, P.O. Box 236, Northfield, IL 60093, 1974, 23 min., 16 mm, sound, color; \$310.00 purchase, \$31.00 rental.

Film presents units for length, area, volume and mass, relating each unit to many common objects. Screen overprints show correct use of metric symbols and ease of metric calculations. Relationships among metric measures of length, area, volume, and mass are illustrated in interesting and unforgettable ways.

*Metric Education, An Annotated Bibliography for Vocational, Technical and Adult Education.* Product Utilization, The Center for Vocational Education, The Ohio State University, Columbus, OH 43210, 1974, 149 pages; \$10.00.

Comprehensive bibliography of instructional materials, reference materials and resource list for secondary, post-secondary, teacher education, and adult basic education. Instructional materials indexed by 15 occupational clusters, types of materials, and educational level.

*Metric Education, A Position Paper for Vocational, Technical and Adult Education.* Product Utilization, The Center for Vocational Education, The Ohio State University, Columbus, OH 43210, 1975, 46 pages; \$3.00.

Paper for teachers, curriculum developers, and administrators in vocational, technical and adult education. Covers issues in metric education, the metric system, the impact of metrication on vocational and technical education, implications of metric instruction for adult basic education, and curriculum and instructional strategies.

## METRIC SUPPLIERS

Dick Blick Company, P.O. Box 1267, Galesburg, IL 61401

Instructional quality rules, tapes, metre sticks, cubes, height measures, trundle wheels, measuring cups and spoons, personal scales, gram/kilogram scales, feeler and depth gages, beakers, thermometers, kits and other aids.

Ohaus Scale Corporation, 29 Hanover Road, Florham Park, NJ 07932

Instructional quality and precision balances and scales, plastic calipers and stackable gram cubes for beginners.

## INFORMATION SOURCES

American Home Economics Association, 2010 Massachusetts Avenue, NW, Washington, D C 20036

American National Metric Council, 1625 Massachusetts Avenue, N.W., Washington, D C 20036

Charts, posters, reports and pamphlets, *Metric Reporter* newsletter. National metric coordinating council representing industry, government, education, professional and trade organizations.

National Bureau of Standards, Office of Information Activities, U.S. Department of Commerce, Washington, D C 20234.

Free and inexpensive metric charts and publications, also lends films and displays.