The centimetre

The short way to write centimetres is cm.
There are 100 cm in 1 metre.

1 Make a metre strip using 1 cm dot paper.
Use a coloured pencil to mark each 10 cm.

2 Using your metre strip find four objects in your classroom between 10 cm and 20 cm.
Draw and name them.

Students' answers will vary.

When you measure you need to start at 'zero'.

3 Estimate objects in your classroom that you think have the following lengths. Use your metre strip to find the actual length.

| Length	Object	Actual
10 cm		
30 cm		
60 cm		
85 cm		
100 cm		

Look at the picture of the brick wall.
If each brick is 20 cm wide and the gap between each brick is 5 cm, how wide is the wall?
Hint: Choose a row with whole bricks.
Show your working.

An Olympic swimming pool is 50 m long. How long is this in centimetres?
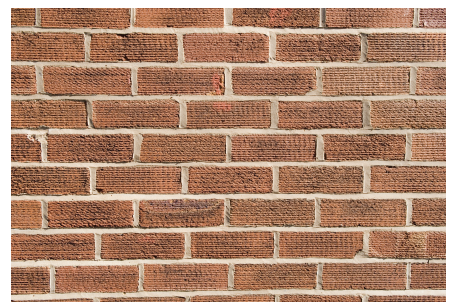
Measure in centimetres

**1** **a** Measure the length of each pencil in centimetres (cm).

16
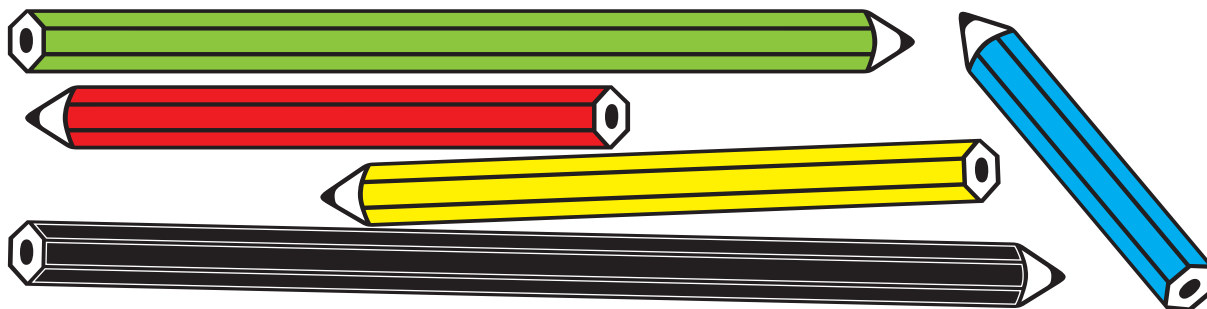
b What colour is the shortest pencil? _____ blue _____

What length is the longest pencil? _____ black _____

2 Measure the following body parts using your metre strip.

length of foot		distance around neck	
length of thumb		distance around wrist	
length of ear		distance around face	
length from knee to ankle		distance around ankle	

3 A cubit is the length from the elbow to the tip of your middle finger. A span is the length from the tip of your thumb to the tip of your little finger when your hand is outstretched. Measure the length of your cubit and span in centimetres. Repeat those measurements for 4 of your friends.   *Students' answers will vary.*

Name	Cubit length (cm)	Span length (cm)
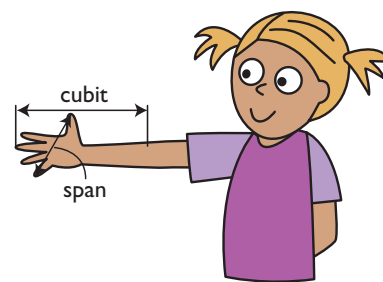
cubit

span

Who has the longest cubit? _____

Who has the shortest cubit? _____

Who has the longest span? _____

Who has the shortest span? _____

Did you know that your span is the same length as the distance from your elbow to your wrist?

MiB 2
Card 91

62 **Using Units of Measurement**

Metres and centimetres

1 Would you use metres (m) or centimetres (cm) to measure each of the following lengths?

m	cm	cm	m	m	cm

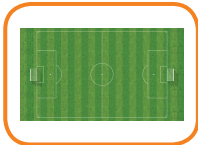|					
m	cm	m	cm	cm	m

2 Find a partner. Using both your metre strips, find objects in your classroom between 1 and 2 metres in length. Record lengths in the table. *Students' answers will vary.*

Object	Measurement
length of teacher's desk	1 m 20 cm

3 Convert the following from centimetres to metre and centimetres.

130 cm = _1_ m _30_ cm   186 cm = _1_ m _86_ cm   215 cm = _2_ m _15_ cm

240 cm = _2_ m _40_ cm   362 cm = _3_ m _62_ cm   405 cm = _4_ m _5_ cm

4 Look at the picture of the giraffe at the zoo. Choose answers from the boxes to represent the possible lengths of different things in the picture.

90 cm	200 cm	4 m 30 cm	20 cm	2 m 50 cm

|	
height of girl	90 cm
height of giraffe	4 m 30 cm
height of fence	2 m 50 cm
length of giraffe's leg	200 cm
length of girl's hair	20 cm

Measure in metres and centimetres

1 Estimate, then measure the following lengths or distances in metres and centimetres using a tape measure or trundle wheel. Make up three more of your own. *Students' answers will vary.*

	Estimate	Measurement
height of teacher	1 m 70 cm	1 m 68 cm
length of chalkboard		
height of door		
distance across classroom		
your height		

A trundle wheel is an instrument used to measure lengths.
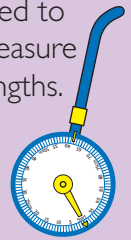
What are the advantages and disadvantages of using a trundle wheel instead of a tape measure?

How could you measure the distance around a bicycle wheel?

2 The following lengths were recorded in the long jump competition.

a Complete the table.

b List the athletes in order from their longest jumps to shortest jumps.

Athlete	cm	m and cm
Mike	895 cm	8m 95cm
Victor	834cm	8 m 34 cm
Andrew	847 cm	8m 47cm
Jai	849 cm	8m 49cm
Gregor	840cm	8 m 40 cm
Robert	886cm	8 m 86 cm

Mike, Robert, Jai, Andrew, Gregor, Victor

3 This boy is 1 m tall. Estimate approximately how tall each of the objects around him are.

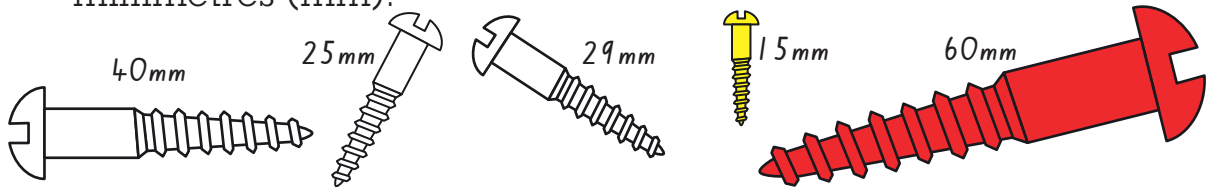boy = _1 m_   bike = _50cm_   tree = _2m_   man = _1m 70cm_

The millimetre

1 Find 4 objects in your classroom of length between 50 mm and 100 mm. Draw and name them.

Students' answers will vary.

2 **a** Using a ruler measure the length of each screw in millimetres (mm).

40mm   25mm   29mm   15mm   60mm

b Colour the longest screw red and the shortest screw yellow.

What is the difference in their lengths? ___45mm___

3 **a** Janis collected stamps from around the world. Estimate the length of each stamp in millimetres and then use your ruler to measure them.

AUSTRALIA 40c
Pioneer Shelter

Greece

中国邮政 CHINA

INDIA POSTAGE 20 N.P.

29 USA ELVIS PRESLEY

Estimate _____   Estimate _____   Estimate _____
Length __35mm__   Length __20mm__   Length __52mm__
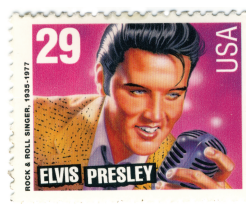
Estimate _____   Estimate _____
Length __31mm__   Length __32mm__

b Order them from shortest to longest (using the country name).

___Greece, India, USA, Australia, China___

MiB 2 Card 101

Measure in millimetres

1 Last week in the Tanami Desert, Claire came across these five snakes. Estimate the length of each snake in millimetres and then use a piece of string to help you measure each of their lengths.

17

10cm

6cm

6cm

11cm

6cm
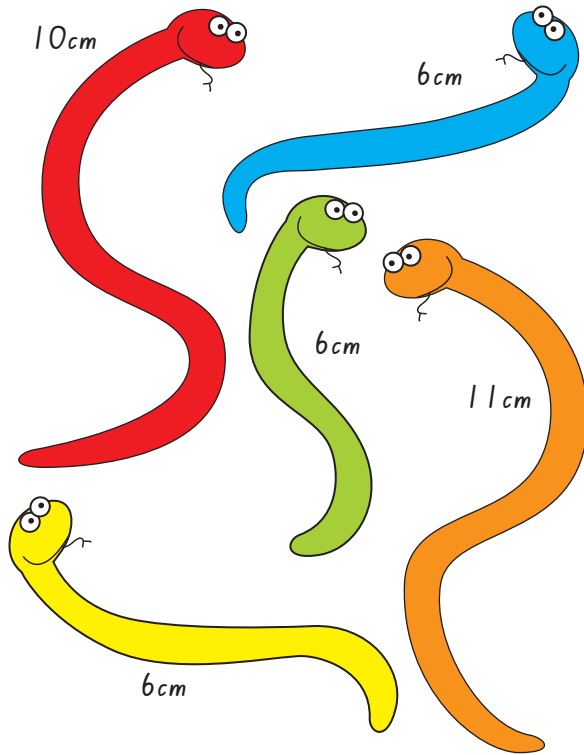
	Estimate	Measure
snake A *Blue*		60mm
snake B *Red*		100mm
snake C *Green*		60mm
snake D *Orange*		110mm
snake E *Yellow*		60mm

2 Would you use centimetres (cm) or millimetres (mm) to measure each of the following lengths? The first one has been done for you.

Width of match	Width of diamond	Length of popstick	Thickness of glasses	Length of tooth	Length of finger
mm	*mm*	*cm*	*mm*	*mm*	*cm*

Since 1 cm =10 mm and 100 cm = 1 m, how many mm are there in 1 m?

1000mm = 1m

MiB 2
Card
101

66 Using Units of Measurement

Centimetres and millimetres

Length can be measured in centimetres and millimetres, e.g. 4 cm and 2 mm = 42 mm.

1 Fill in the missing information.

a 1 cm and 5 mm = 15 mm

b 3 cm and 6 mm = _36_ mm

c 2 cm and 5 mm = _25_ mm

d _4_ cm and _9_ mm = 49 mm

e 12 cm and 8 mm = 128 mm

f 11 cm and 3 mm = _133_ mm

2 **a** Collect a range of Australian notes.

b Measure the length of each note using cm and mm and convert your measurement into mm.

Note	cm and mm	mm
$5	13cm 0mm	130mm
$10	13cm 7mm	137mm
$20	14cm 4mm	144mm
$50	15cm 1mm	151mm
$100	15cm 8mm	158mm

c What can you say about the value of a note compared to its length? _The greater the value of a note, the longer its length._

3 Use a ruler to draw lines of these lengths.

a 70 mm

b 4 cm and 5 mm

c 8 cm and 2 mm

Using Units of Measurement 67

1 Convert from centimetres (cm) to millimetres (mm).

a 2 cm = _20_ mm

b 5 cm = _50_ mm

c 8 cm = _80_ mm

d 12 cm = _120_ mm

e 23 cm = _230_ mm

f 40 cm = _400_ mm

g Car tyres are about 18 cm wide, but tyres on Formula One racing cars are about 35 cm wide. How many millimetres wide are Formula One tyres?

_350mm_

2 Use the graph and clues to work out what size shoe fits each child.
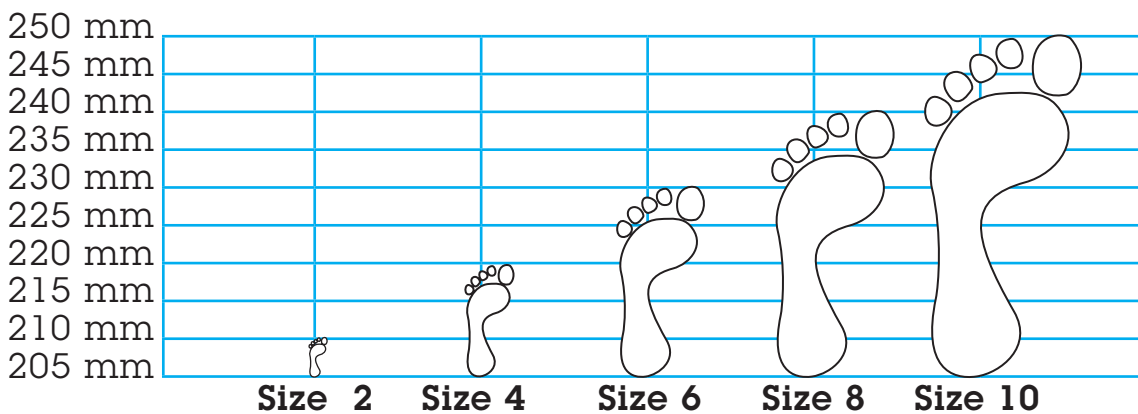
Clues

a Karen's foot is 220 mm long.

b David's foot is 23 cm long.

c Julie's foot is 1 cm longer than 200 mm.

d Penny's foot is the longest.

e Mike's foot is 10 mm shorter than Penny's.

Karen = size _4_   David = size _6_   Julie = size _10_

Penny = size _10_   Mike = size _8_

3 Sue, Jeff and Chris measured the width of their classroom using their shoes. They constructed the table shown.

a Who has the longest foot? _Chris_

b Who has the shortest foot? _Sue_

Sue	Jeff	Chris
27 shoes	25 shoes	23 shoes

c Explain the reason for your answer. _bigger foot, fewer shoes_

Informal units of capacity

1 Estimate and then measure the capacity of a tote tray using different-sized cups. How many cups of water does it take to fill the tote tray? *Students' answers will vary.*

> Capacity means how much something holds.

	Estimate	Measure
cup 1		
cup 2		
cup 3		

tote tray
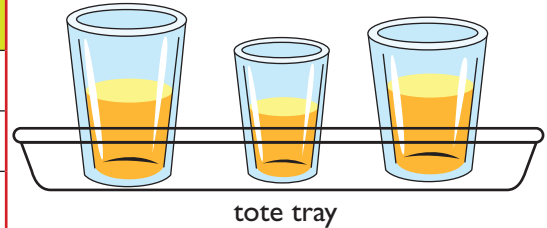
a Why is the total number of cups different for each container?

_____

b What is the disadvantage of measuring with different units?

_____

c How could you get results that were all the same?

_____

> What can make measuring capacity difficult?

2 Find everyday containers that have labels on them. Draw containers that use litres and write down the number of litres they hold.

> Capacity can be measured in litres. The short way to write litres is L.

When you have a glass of water and drink half of it, is your glass half-empty or half-full?

MiB 2 Cards 109&111

The litre

1 Use a 1 litre (1 L) container to estimate and measure the capacity of each container.

18

Container	Estimate	Measure
Ice-cream container		
Bucket		
Sink		
Bowl		

Order the containers from smallest to largest in terms of their capacity.

Ice-cream container, bowl, bucket, sink

_____

_____

2 The capacity of this large red container is 50 litres (50 L). How many of each smaller container is needed to fill the red container?

Capacity	1 L	5 L	10 L	$\frac{1}{2}$ L
Number needed	50	10	5	100

3 Solve these problems.

a Mum's car holds 45 L of petrol and Dad's holds 60 L. How many litres of petrol are needed to fill both cars?

_____ *105L* _____

b I filled my bath with 55 L of water. I let out 28 L. How much water is left in the bath?

_____ *27L* _____

What costs more: a litre of milk, a litre of petrol or a litre of orange juice?
(You may need to do some investigating first.)

Students' answers will vary.

MiB 2
Card
110

1 Find and list containers that are less than 1 L, about 1 L or more than 1 L in capacity. *Students' answers will vary.*

Less than 1 L	About 1 L	More than 1 L

2 **a** What is a water meter used for?

Most water used by people in cities is used in and around the home.

_____ *Water usage* _____

_____

b At your home, where is the water meter? _____

3 Order these activities from 1 to 4, using least water to using most water.

___*2*___ Cleaning your teeth   ___*3*___ Washing the dishes

___*4*___ Having a bath   ___*1*___ Drinking a glass of water

4 When a toilet is flushed, about 8 litres (8 L) of water is used. A typical shower uses 160 litres (160 L) of water.

a How much water is used in 2 flushes? ___*16L*___

b How much water is used in 10 flushes? ___*80L*___

c How much water is used in 2 showers? ___*320L*___

d Do you use more water having 3 showers or flushing the toilet 60 times? Show all your working.

_____ *Shower = 160 × 3 = 480L* _____

_____ *Toilet = 60 × 8 = 480L They are the same* _____

Discuss ways you can help save water in your home and around the school.

Measure volume in informal units

1 **a** Name the 3D objects.
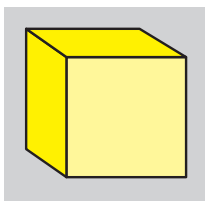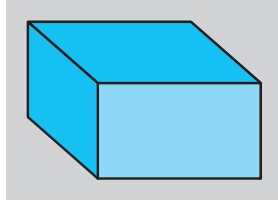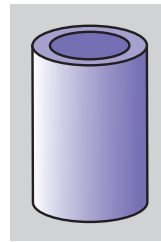
| cube | rectangular prism | cylinder | pyramid | sphere |
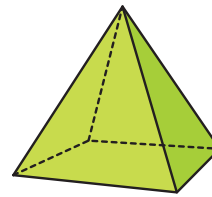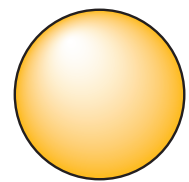
b Colour the 3D objects which stack well on top of each other.

c Which of these 3D objects placed side by side would completely cover the base of a large empty box without leaving spaces?

Cube, rectangular prism, pyramid

2 Estimate and then measure the volume of a matchbox using popcorn, Centicubes and marbles.

	Estimate	Measure
popcorn		
centicubes		
marbles		

> Volume means the amount of space an object takes up.
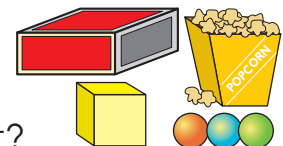
a Why is the total number different for each unit?

The units have different volumes

b What is the disadvantage of measuring with different units?

You may get different results

c Which unit was best for measuring the volume of the matchbox? _Centicubes_ Explain your answer. _____

The cubes fit into the matchbox without leaving any space

> When companies package their products, which 3D objects are generally used?
> Why do they use these kinds of packaging?

> Take 2 sheets of A4 paper. Roll one into a short cylinder and one into a tall cylinder. Does one hold more popcorn than the other?

The cubic centimetre

1 Make these models and record their volume. Each cube is 1 cubic centimetre (cm^3).

a
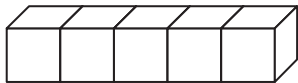
Volume = _____5_____ cm^3
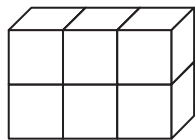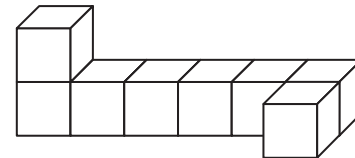
b
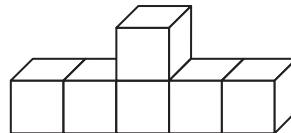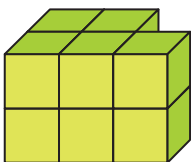
Volume = _____6_____ cm^3

c

Volume = _____6_____ cm^3
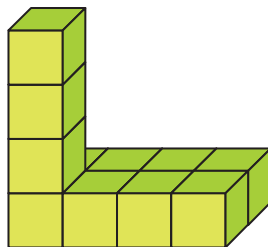
d

Volume = _____8_____ cm^3

2 Make these models and record their volumes. Make sure you count the cubes you cannot see.

a

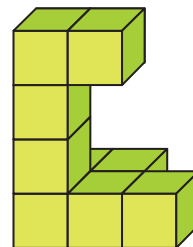**b**

c

Volume = __10__ cm^3 Volume = __11__ cm^3 Volume = __9__ cm^3

d Which model has the smallest volume? _____a_____

e Which model has the largest volume? _____b_____

Volume of prisms

1 Collect the following packets. Estimate, and then measure their volume. Estimate and measure two more of your own. Don't forget to include the units. How many Centicubes or Base 10 shorts will fit into each one? *Students' answers will vary.*
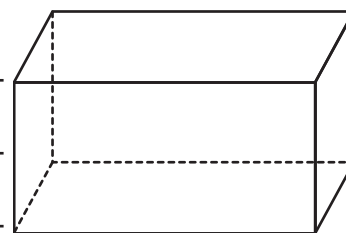
Object	Estimate	Measurement
matchbox		
chalk box		
lunch container		

2 This box fits 8 Centicubes on the bottom layer.

a How many would it fit on 2 layers? _____16_____

b How did you work out your answer?_____
$8 \times 2 = 16$

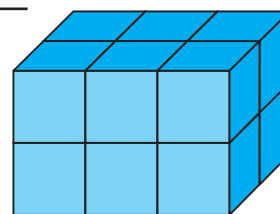**c** If this box is 3 layers high what is its volume?
$24 cm^3$

3 This box can fit 15 Centicubes on the bottom layer.

If it is 2 layers high, what is the volume?
$V = 30 cm^3$
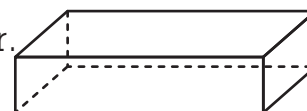
4 This object has a volume of 12 cm³. Make another object with a volume of 12 cm³ also in the shape of a prism. How does it look? Draw or describe it.
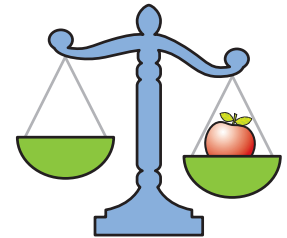
Students' answers will vary.

Informal units of mass

1 Estimate the mass of an apple using stones, marbles and Base 10 shorts as your unit. Use an equal arm balance to measure the mass of the apple using the same materials. *Students' answers will vary.*

Unit	Estimate	Measure
stones		
marbles		
Base 10		

a Was the total number different for each unit of measurement? ____

b What is the disadvantage of measuring with different units?

_____

_____

c How could you get results that were all the same?

_____

2 Andrew measured the mass of a bag of rice on an equal-arm balance using marbles. He recorded the measurements in this table.

Fill in the missing words to make these sentences correct.

> Did you notice that the heavier the measuring unit, the less you need to use to balance the object?

a The green marbles are heavier than the ___red___ marbles.

b The green marbles are lighter than the ___blue___ marbles.

Unit	Measure
red marbles	24
blue marbles	12
green marbles	18

3 Zachary measured the mass of his two kittens. The ginger one had a mass of 40 tennis balls and the grey one had a mass of 25 golf balls.

Do you know which kitten was heavier? _Grey_

Explain your answer. _The golf balls are heavier than tennis balls even though there are fewer of them._

_____

The kilogram

1 Using a 1 kg mass, find objects that are 'less than', 'about the same as' or 'more than one kilogram' by hefting.

> The mass of an object can be measured in kilograms. The short way to write kilogram is kg.

Less than 1 kg	About the same as 1 kg	More than 1 kg
Students' answers will vary.		

> **Hefting** is a useful method to compare the mass of two objects.
>
> Place a 1 kg mass in one of your hands and an object in the other hand.
>
> Lift both masses at the same time to estimate which one is heavier.

When travelling on a plane, there are weight restrictions on your luggage. Why? What is the baggage limit on domestic and international flights?

2
a Estimate and then measure the mass of each of the following objects in kilograms using an equal-arm balance.

> What are some of the advantages and disadvantages of hefting?

b Choose two more of your own.

c Calculate the difference between your estimate and the actual mass.

Object	Estimate	Measure	Difference
school bag			
tape dispenser			
computer keyboard			

Research the masses of different Australian animals. Create a table and order them according to their full-grown weight.

Compare mass

1 How many of each classroom object does it take to make 1 kilogram? Estimate, measure and then calculate the difference between your estimate and the actual number to make 1 kg.
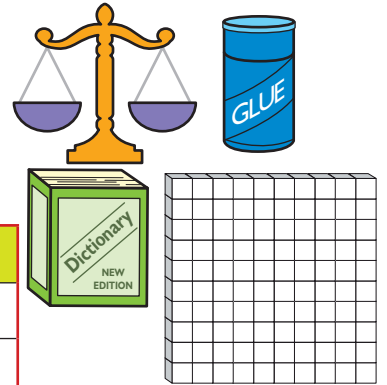
Object	Estimate	Measure	Difference
glue stick			
dictionary			
Base 10 flat			

2 Compare the mass of the above objects by completing these sentences.

> Remember that the greater number of objects you need to make 1 kg, the lighter the object is.

a The _____Base 10 flat_____ is lighter than the _____glue stick_____ .

b The _____dictionary_____ is heavier than the _____Base 10 flat_____ .

3 Anita wants to pack her supermarket bag carefully and make sure the heavier things are at the bottom so that they don't squash the lighter objects. Look at the table of measurements and draw how Anita should pack the items into the bag.

Item	How many do I need to make 1 kg?
packet of teabags	4
bag of flour	1
tin of fruit	2
packet of biscuits	5

biscuits
teabags
fruit
flour

4 Which is the cheapest piece of fruit to buy: one banana, one apple or one orange? Use a calculator to help you.

Item	How many do I need to make 1 kg?	Cost for 1 kg	Cost for 1 item
banana	6	$3.60	$0.60
apple	5	$2.25	$0.45
orange	3	$1.50	$0.50

What would take up more space: 1 kg of rice or 1 kg of popcorn? Explain your answer.

MiB 2 Cards 122 & 123

Using Units of Measurement 77

Grams

1 Would you use kilograms (kg) or grams (g) to measure the mass of each of these items?

laptop	go-kart	mobile phone	egg
a _____ kg	**b** _____ kg	**c** _____ g	**d** _____ g

ice-cream	hen	bike	mouse
e _____ g	**f** _____ kg	**g** _____ kg	**h** _____ g

2 Amber collects souvenirs when she goes on holidays.

souvenir	boomerang	key ring	magnet	cat	spoon
mass	725 g	170 g	230 g	350 g	205 g

a Which souvenir is the heaviest? _____ *boomerang*

b Which souvenir is the lightest? _____ *key ring*

c Order the souvenirs from heaviest to lightest (use the name of the souvenir).

boomerang, cat, magnet, spoon, key ring

d How much would two identical magnets weigh?

460 g

e Which two souvenirs have a total mass of 520 g?

key ring and cat

f Use a calculator to find the total mass of all of the souvenirs.

1680 g

1 The numbers and hands have fallen off this analog clock. Put the numbers back onto the clock in their correct order and the hands to show 9 o'clock.

An analog clock has a minute hand and an hour hand.

The minute hand (the long hand) shows minutes past or to the hour.

The hour hand (the short hand) shows hours.

Why is counting by 5s important when reading the clockface?

2 How many minutes does it take the minute hand to move from one number to the next? _5 mins_ How did you work this out?

By counting the spaces between one number and the next.

3 How many minutes does it take the minute hand to move from:

a 12 to 1? _5_   **b** 12 to 2? _10_   **c** 12 to 3? _15_
d 12 to 6? _30_   **e** 12 to 9? _45_   **f** 12 to 12? _60_

4 How many minutes does it take the minute hand to move from:

a 1 to 2? _5_   **b** 3 to 5? _10_   **c** 7 to 10? _15_
d 2 to 7? _25_   **e** 4 to 6? _10_   **f** 5 to 11? _30_

5 How many minutes does it take the hour hand to move from one number to the next? _60_ How did you work this out?

There are 60 minutes in an hour.

MiB 2 Cards 132 & 133

Using Units of Measurement **79**

Quarter-past, quarter-to and half-past

1 Write the minutes (every 5 minutes) in the boxes around the analog clockface.

2 Divide the clockface into quarters.

🔥 **20**

a What numbers relate to 'quarter-past'? _3_ / _15_

b What numbers relate to 'quarter-to'? _9_ / _45_

c What numbers relate to 'half-past'? _6_ / _30_

Clock boxes: 0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55
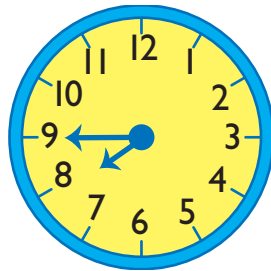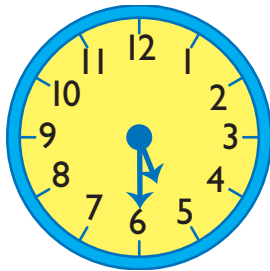
d In the term 'half-past' what does 'half' refer to?

Half of the hour.
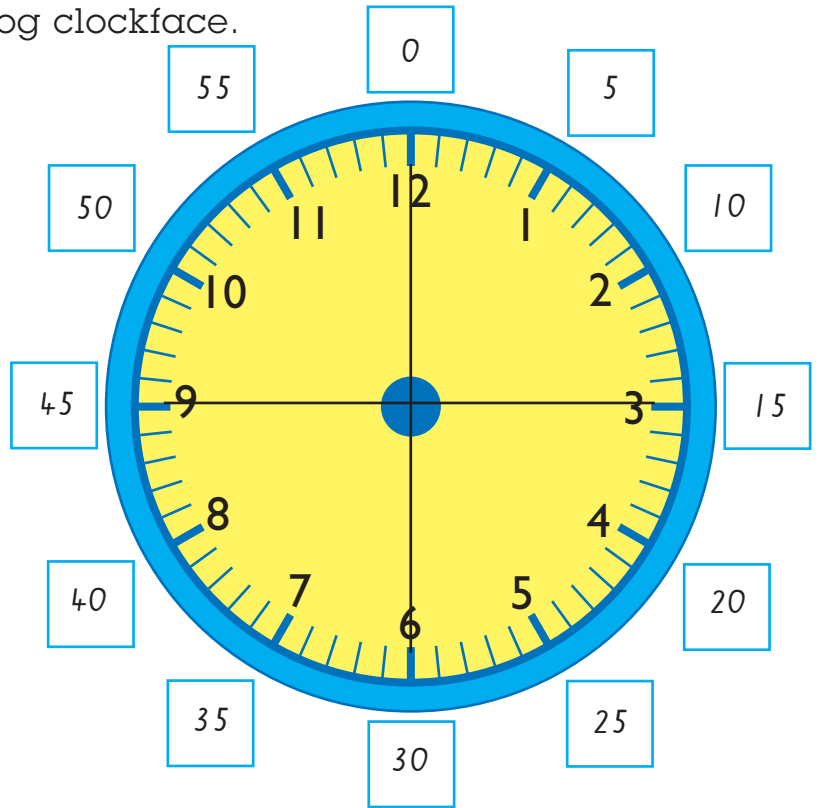
3 Write the times shown on the clockface.
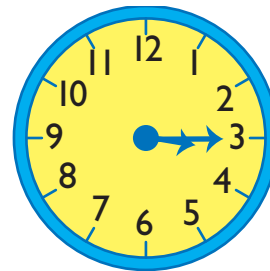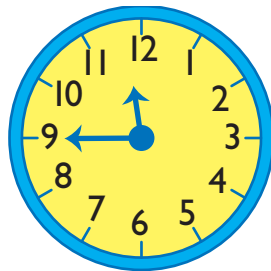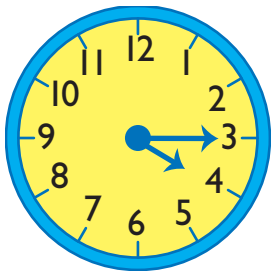
a Quarter-past _4_ **b** Half-past _8_ **c** Quarter-to _12_ **d** _Quarter-past 3_
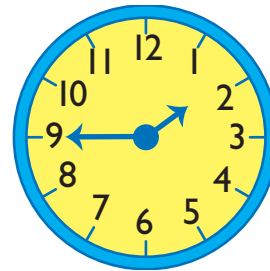
e _Quarter past 1_ **f** _Half past 5_ **g** _Quarter-to 8_ **h** _Quarter-to 2_

What is the time?

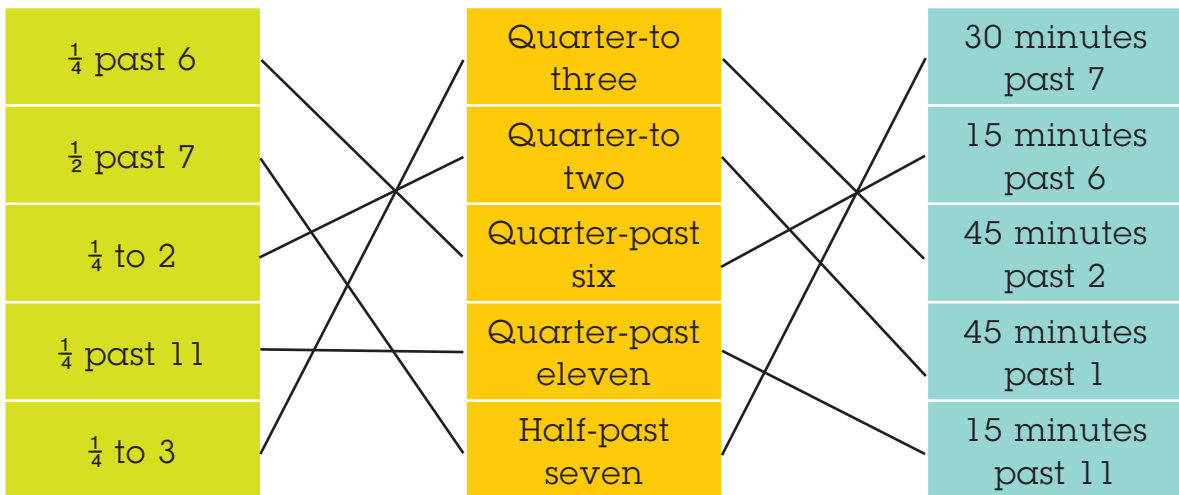**1** Draw the times on the clockface.
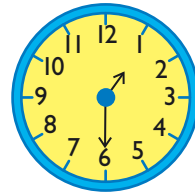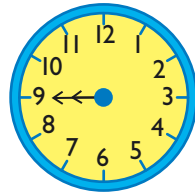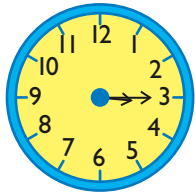
**a** Quarter-past 3   **b** Half-past 7   **c** Quarter-to 9   **d** 30 minutes past 1
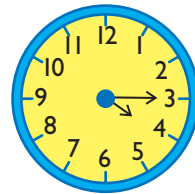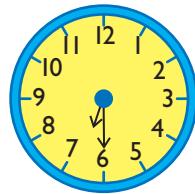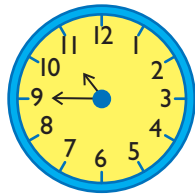
e $\frac{1}{4}$ past 2   **f** $\frac{1}{4}$ to 11   **g** $\frac{1}{2}$ past 6   **h** 15 minutes past 4

2 Match the times.

$\frac{1}{4}$ past 6	Quarter-to three	30 minutes past 7
$\frac{1}{2}$ past 7	Quarter-to two	15 minutes past 6
$\frac{1}{4}$ to 2	Quarter-past six	45 minutes past 2
$\frac{1}{4}$ past 11	Quarter-past eleven	45 minutes past 1
$\frac{1}{4}$ to 3	Half-past seven	15 minutes past 11

3 Which hour has just passed on these clocks? The first one has been done for you.
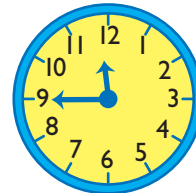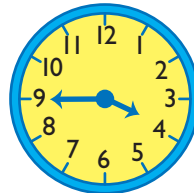
a 5 o'clock   **b** 9 o'clock   **c** 3 o'clock   **d** 11 o'clock

Which sport's scoring system originated by using the clockface?

1 List some activities that take the following amounts of time.

15 minutes (one-quarter of an hour)	30 minutes (half an hour)	45 minutes (three-quarters of an hour)
Walking the dog around the block	Baking a cake	Doing a 100-piece puzzle

2 Solve these time problems.

a Paddy went swimming at 4 o'clock and got out of the pool at half-past four. For how long did he swim? _____30mins_____

b If it takes half an hour to walk to school from home, how long will it take to walk to school and back home again? ____1hr____

c Kate had an appointment at the dentist at half-past three. She didn't arrive until 4 o'clock. How late was she? ____30mins____

d The movie started at 2 o'clock and finished at half-past three. What was the running time of the movie? _____1hr 30mins_____

e Nicole went to bed at 10 o'clock and woke up 9 hours later. What time did she wake up? _____7 o'clock_____

f Rock cakes take 15 minutes to cook. If a batch of cakes goes into the oven at half-past one what time will they be ready?

_____Quarter to 2_____

3 Look at this clock. Roman numerals have been used to represent the numbers 1 to 12. Fill in the table showing how our numerals (Hindu-Arabic numerals) match the Roman numerals.

Hindu-Arabic	1	2	3	4	5	6	7	8	9	10	11	12
Roman	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII

Read digital time

1 Match the digital times in numbers and words.

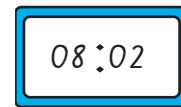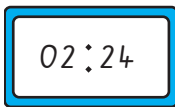|	
1:35	8 minutes past 4
11:24	one thirty-five
4:08	eleven twenty-four

Digital time is read as minutes past the hour. 1:40 is read as 40 minutes past 1, or one-forty.

2 Write digital times for the times shown in words.

a two twenty-four

02:24

b ten-thirty

10:30

c 2 minutes past 8

08:02

3 This watch shows ten-twenty. 10:20

This signpost in the National Park shows how long it takes to walk to each place. What time will you arrive at each of the following places if you leave at 10:20?

Draw the time onto the digital clock.

a Lookout — 10:30

b Rock pool — 10:33

c Beach — 10:47

d Waterfall — 10:50

e Cave — 11:25

Lookout 10 mins
Rock pool 13 mins
Beach 27 mins
Waterfall $\frac{1}{2}$ hr
Cave 1 hr 5 mins

Using Units of Measurement **83**
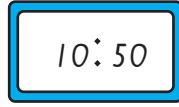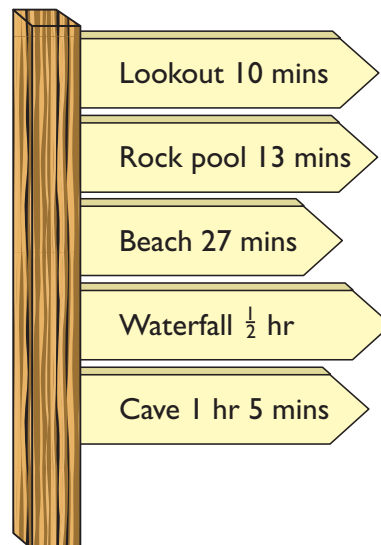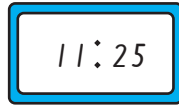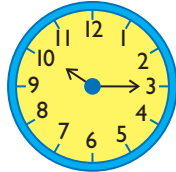
Compare digital and analog time

1   Complete the table.

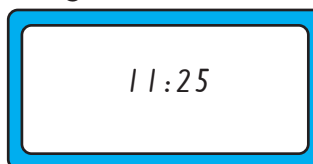| Time in words	Digital time	Analog time
ten-fifteen	10:15	
five-thirty six	5:36	
eight mins past four	4:08	

2   What does this sign tell motorists?
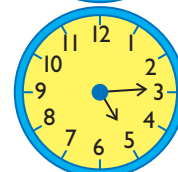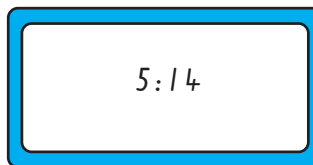
2 hour parking time allowed

2Parking

Draw onto the digital and analog clocks
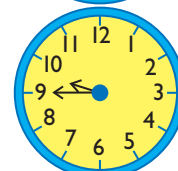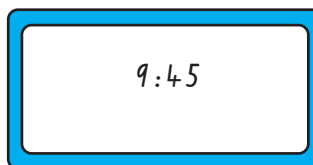the time that the driver must return to their
vehicle if they start parking at:

a   9:25   11:25

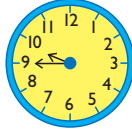**b**   three-fourteen   5:14

c   quarter to 8   9:45

More time problems

1 Complete the two activities below. Record the start and end time of the activity on both an analog and digital display. Calculate how many minutes the activity took.

a eating an apple.		**b** reading a picture book.	
Start time	**End time**	**Start time**	**End time**
Analog		Analog	
01:10	01:15	09:30	09:45

2 Write in digital time:

a 5 minutes before 3:40 __3:35__   **b** 10 minutes after 8:17 __8:27__

c 5 minutes after half past 10 __10:35__

d 10 minutes before 3:05 __2:55__

3 Solve these time problems.

a Kala went to the gym at 4 o'clock and came home at 5:30. How long was she away? ____1hr 30mins____

b Aziz had an appointment with the doctor at 2:45. He didn't arrive until 3:05. How late was he? ____20mins____

c Angus's TV program started at 7:30 and finished three-quarters of an hour later. What time did the program finish? ____8:15____

d Calam went to his grandma's at 2:15 and stayed there for 2 and a half hours. What time did he leave? ____4:45____

e Potatoes take 30 minutes to boil. If Rob wants the potatoes to be ready by 5.15, when must he put them in the boiling water? ____4:45____

Seconds

1 List some activities that take the following amount of time.

There are 60 minutes in one hour and 60 seconds in one minute.

About 1 second	About 10 seconds	About 30 seconds
Clicking your fingers	Tying your shoelace	Saying the alphabet

2 Knowing your 6× number facts is helpful when learning about seconds. Complete the table.

Minutes	1	2	3	4	5	6	7	8	9	10
Number of seconds	60	120	180	240	300	360	420	480	540	600
6× number facts	6	12	18	24	30	36	42	48	54	60

How many seconds in

a 2 minutes? ___120___

b 4 minutes? ___240___

c 7 minutes? ___420___

d 8 minutes? ___480___

e 10 minutes? ___600___

f $\frac{1}{2}$ a minute? ___30___

3 Toby, Derek, Brianna and Julia each held their breath under water at the pool. Toby held his breath for 12 seconds, and Derek held his for 8 seconds longer than Toby. Brianna held her breath for $\frac{1}{2}$ a minute, and Julia held hers for twice as long as Derek. How long did each swimmer hold their breath for?

Toby	Derek	Brianna	Julia
12seconds	20seconds	30seconds	40seconds

How long is 1000 seconds in hours and minutes? Use a calculator to help you.

Using Units of Measurement