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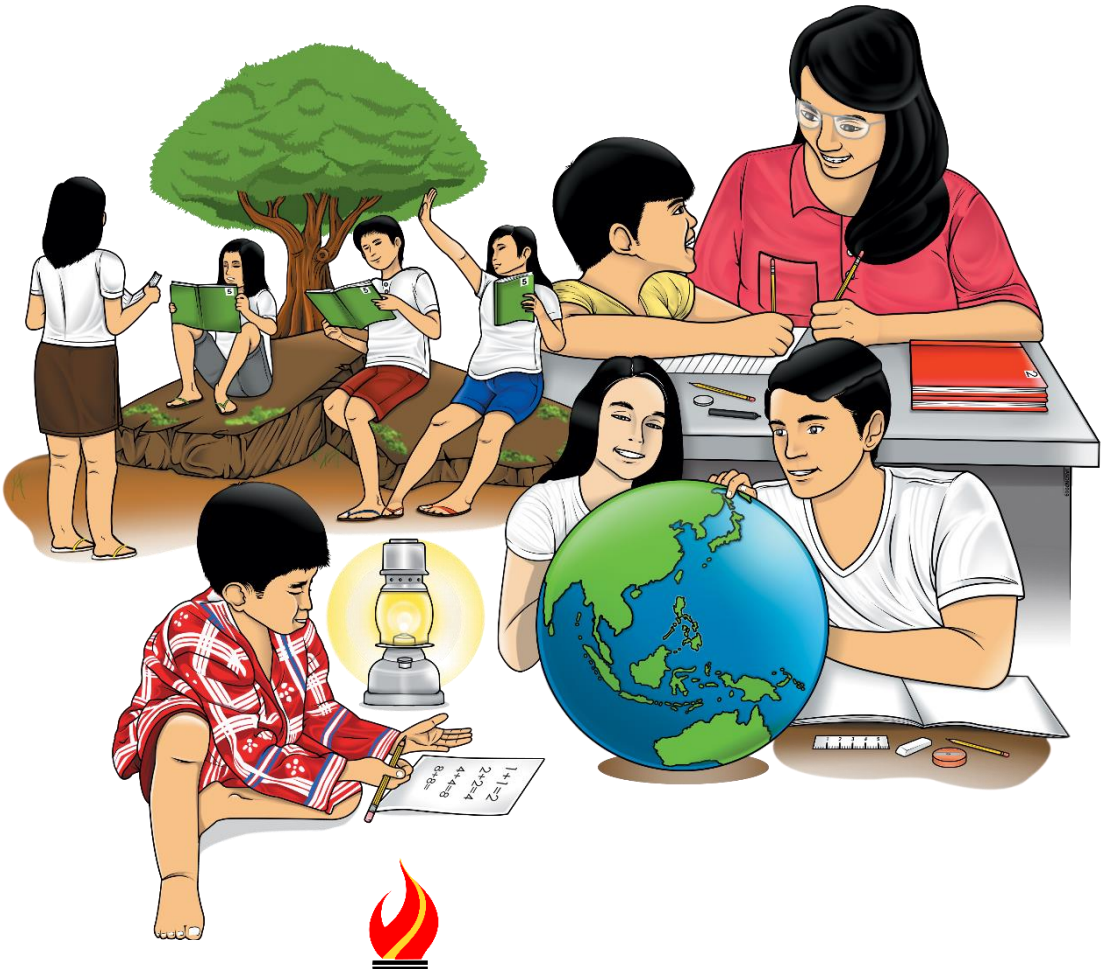
Mathematics

Quarter 4 – Module 66 (A): Visualizing, Representing, and Converting Common Units of Measure



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Quarter 4 – Module 66 (A): Visualizing, Representing and Converting Common Units of Measure

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and or/universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

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Introductory Message

For the facilitator:

(This gives an instruction to the facilitator to orient the learners and support the parents, elder sibling etc. of the learners on how to use the module. Furthermore, this also instructs the facilitator to remind the learners to use separate sheets in answering the pre-test, self-check exercises, and post-test.)

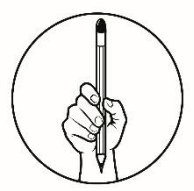
For the learner:

(This communicates directly to the learners and hence, must be interactive. This contains instructions on how to use the module. The structure and the procedure of working through the module are explained here. This also gives an overview of the content of the module. If standard symbols are used to represent some parts of the module such as the objectives, input, practice task and the like they are defined and explained in this portion.)

What I Need to Know

We encounter Mathematics in our daily living. Mathematical skills play a very important role in everyone's lines. This module helps you to learn the basic skills of multiplying, adding, and subtracting, dividing and converting numbers.

1. This where you will learn how to convert common units of measure from larger to smaller unit and vice versa (meter and centimeters).
2. You will learn also to multiply and divide whole numbers by 100;
3. Knows how to get the fractional part of a numbers.
4. Be able to measure the length of an object accurately.



What I Know(pre-test)

Choose the letter of the correct answer.

Find the product.

1. 100 X 5 a. 50 b. 500 c. 5100 d. 5

2. 100 X 6 a. 6100 b. 60 c. 600 d. 6

B. Find the quotient.

3. 7/700 a. 7 b. 100 c. 70 d. 140
4. 100/1000 a. 10 b. 100 c. 1000 d. 1

C. Find the fractional part.

5. ½ of 10 a. 20 b. 15 c. 7 d. 5

Lesson	Visualizes, and represents, and converts common units of measure from larger to smaller unit and vice versa; meter and centimeter

(Introduction to the lesson)

Lesson Proper/ Setting Up the Phase

https://www.google.com/search?biw=1366&bih=576&tbm=isch&sa=1&ei=RJzsXc39CYj7wQPKuLWoBw&q=+boys+measures+the+table&oq=+boys+measures+the+table&gs_l=img.3...214483.215191..215929...0.0..1.160.1096.1j8.....0....1..gws-wiz-img.pLT70PauRrU&ved=0ahUKEwjNr7ybuqXmAhWIfXAKHUpcDXUQ4dUDCAc&uact=5

Troy and Shaira measured the length of the teacher's table. Troy found it to be 1 meter long; while Shaira claimed that it is 100 cm long. Whose measurement is correct? Why?

Who measured the length of the teacher's table?

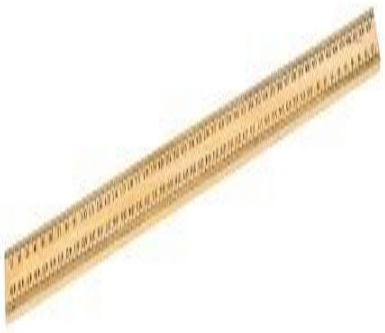
How long is the table according to Troy?

How long is the table according to Shaira?

Whose measurement do you think is correct

What's In

(Review)



Measure the following using ruler, tap measure or meter stick. (Length of the notebook, pencil, paper, table etc.)

How would you know the measure of an object?

What unit of measure is shown in the ruler? Meter stick? Tape measure?

Is it necessary that one should be able to measure things correctly? Why?

Notes to the Teacher

(Instruction to the teacher/facilitator)

What's New

(Solving the Problem)

Activity 1

Solution 1: By using a meter stick or a large tape measure, locate and mark the section where 1 meter is located.

As you can see, 1 meter is equal to 100 centimetres as seen in the meter stick or tape measure.

1 meter= 100 centimetre

Solution 2: If meters are already given as the length of an object (ex. 3 meters) how can we get its length in centimetres?

Multiply 3 by 100

3x100= 300 cm

How can we change 300 centimetres to meters?

Divide 300 by 100

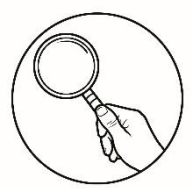
300/100= 3 meters

Solution 3: How can we change meter in fractional part to centimetre?

Example: What is ¾ of a meter?

1 meter= 100 centimetres

¾ x 100 cm = 300 cm/ 4 = 75 cm.



What is It

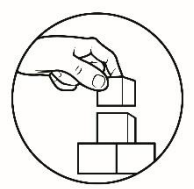
(Discussion of the Lesson)

In solution 1, as you can see 1 meter is equivalent to 100 centimetres and vice versa.

In solution 2, to convert meter to centimetre, multiply the number of meters by 100.

To convert centimetre to meter, divide the number by 100.

To get the fractional part of a meter multiply the numerator to a centimetre over the denominator then divide.



What's More *(Drill, Practice Test)*

Activity 2

Answer the following exercises. First one is done for you.

Ex. 6 meter= 6x 100= 600 centimeters

1. How many centimeters are there in 2 meters?
2. What is ½ of a meter?
3. Which is longer? 600 centimeter or 3 meters? Why?
4. 800 cm= _____m
5. 1000 cm=_____m

Activity 3

Write >, <,= in the box ☐ to complete the statement.

1. **7m ☐ 300 cm+ 400 cm**
2. **600cm – 200cm ☐ 10 m**
3. **5m + 6m ☐ 20 000 cm**
4. **1 100 cm – 900 cm ☐ 2m**

5. 1 m +2 n ☐ 500 cm

What I Have Learned

How is meter converted to centimeter? Centimeter to meter?

- To convert meter to centimeter, multiply the number of meters by 100.
- To convert centimeter, multiply the answer of meters by 100.

What I Can Do

Activity 4

A. Write True or False for each statement.

_____ 1.When you change meter to centimetre, you multiply.

_____ 2. There are 75 centimetres in ¾ of a meter.

B. Write multiply or divide to tell how you change the units.

_____ 3. m to cm

_____ 4. cm to m

C. Read and answer the word problem.

5.) What is the correct answer 1 m + 2m is (less than, greater than, equal to) 30m.

Test Yourself (assessment)

Convert the following into unit of measurement.

1. 5 meters = _____ centimeters

2. 300 centimeters = _____ meters

3. ½ of a meter = _____ centimeters

4. ¼ of a meter =_____ centimeters

5. 800 centimeters = _____ meters

Additional Activities

(Activity 5)

Answer the following word problem.

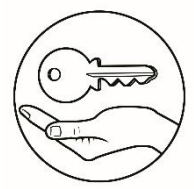
1. How many meters are there in 23 000 centimeters?

2. The school gate measures 3 meters in width. What is the width of the gate in centimeters?

3. The flagpole measures 600 centimeters long. What is the height of the flagpole in meter?

4. The school fence measures 5 meters long. What is the measurement school fence in centimeter?

5. Roy has 2 meter long wire. Can he cut it into 5 pieces that measure 25 centimeters each? Why?



Answer Key

Pre test

1. 4x3=12
2. 3x4=12
3. 8
4. 9
5. 4

Test Yourself

1. c
2. a
3. e
4. b
5. F

Review

1. 4
2. 5
3. 6
4. 4
5. 7

Activity 2

1. 120+27=147
2. 40+16= 56
3. 56 +32 = 88
4. 120 +36 =156
5. 250 +30=280

Activity 3

1. 10+2
   x 4

2. 20+5
   x 2

3.) 30+ 9
X 5

4. 40+ 1
X 8

5.) 50+7
X 3

Activity 4

1. 248
2. 60
3. 58
4. 189
5. 328

Activity 5

1. 105
2. 180
3. 518
4. 252
5. 285

References

Lesson Guide in Elementary Mathematics Grade 3, pages 202-203
Mathematics Teacher's Guide Grade 3 pages 131-134
Mathematics Kagamitan ng Mag-aaral Sinugbuanong Binisaya pages 122-124