ArkCurriculum+

## $\underline{08.03 .21}$

Big ?: Can I convert between units of length?
height

## centimetre (cm)

kilometre (km)

## Units of length

What unit would you use to measure each of these lengths? What is you estimate for each?


The height of the Eiffel Tower: approximately


The width of a door: approximately $\qquad$

The distance from Scotland to Cornwall:


## Units of length

What unit would you use to measure each of these lengths? What is you estimate for each?


> The height of the Eiffel Tower: approximately 300 m


The width of a door: approximately 800 mm

The distance from Scotland to Cornwall:


How much your height has changed since you were 7: approximately 10 cm

Units of length

${ }_{8}^{80}$
Guluidat MaN

## Units of length

- What units and equipment are used to measure distance?
- Why do we use different units of length?



## Units of length

What facts do you know that might help you to convert between units of length?

| 1 | kilometre | $=$ |  | metres |
| :---: | :---: | :--- | :--- | :---: |
| 1 | km | $=$ |  | m |
| 1 | metre | $=$ |  | centimetres |
| 1 | m | $=$ |  | cm |
| 1 | centimetre | $=$ | $\square$ | millimetres |
| 1 | cm | $=$ | $\square$ | mm |

## Units of length

What facts do you know that might help you to convert between units of length?

| 1 | kilometre | $=1000$ | metres |  |
| :---: | :---: | :---: | :---: | :---: |
| 1 | km | $=$ | 1000 | m |
| 1 | metre | $=$ | 100 | centimetres |
| 1 | m | $=$ | 100 | cm |
| 1 | centimetre | $=$ | 10 | millimetres |
| 1 | cm | $=$ | 10 | mm |

## Units of length

These are some results from the women＇s high－jump event．Which country＇s athlete jumped the highest？


| Country |  | Height | Rank |
| :---: | :---: | :---: | :---: |
| \％ | Croatia | 193 cm |  |
| 檟 | Spain | 3 mm less than 2 m |  |
| 筌紋 | USA | 1 m 880 mm |  |
|  | Bulgaria | 5 cm less than 2 m |  |

## Units of length

These are some results from the men's long-jump event. Which country's athlete jumped the highest?

| Country |  | Height | Rank |
| :---: | :---: | :---: | :---: |
| $\bigcirc$ | South Africa | 8.37 m |  |
| Non | Great Britain | 829 cm |  |
| 吅 | USA | $8 \frac{1}{4}$ metres |  |
| $\underline{\square}$ | USA | 38 cm more than 8 m |  |

## Converting units of length

电
Convert the times and rank the athletes.

| Men's high jump |  |  |  |
| :--- | :--- | :--- | :--- |
| Country |  | Height | Rank |
|  | Qatar | 2.36 m |  |
|  | Great <br> Britain | 229 cm |  |
|  | Canada | 2 cm less than 2.4 m |  |
|  | Ukraine | 2 m 330 mm |  |

You can find the link to the talk task activity on the blog.

## Converting units of length

These are the track events run at the Olympics. Convert each distance into kilometres.

| Distance in $\mathbf{~ m}$ | Distance in $\mathbf{k m}$ |
| :---: | :--- |
| 10,000 |  |
| 5,000 |  |
| 1,500 |  |
| 800 |  |
| 400 |  |
| 200 |  |
| 100 |  |

## Converting units of length

One lap of the track is 400 m . How many laps are there in each event?

| Distance in $\mathbf{~ m}$ | Distance in km | Number of laps |
| :---: | :---: | :---: |
| 10,000 | 10 |  |
| 5,000 | 5 |  |
| 1,500 | 1.5 |  |
| 800 | 0.8 |  |
| 400 | 0.4 |  |
| 200 | 0.2 |  |
| 100 | 0.1 |  |

Key learning: To convert between units of length

## Mo metres

Mo started the race at the back. With ten laps to go, he moved into eighth position and continued to make his way forward. With 2,200 m left, he moved into fifth place. After 3 km of the race, he was in second place.
After another lap, he moved into first position and for the next 800 m he controlled the race. After 4,200 m, other athletes attempted to pass and Mo sped up to increase his lead. In the final straight, with just 100 m to go, he sprinted and pulled ahead of all the others. He crossed the line in first place, winning the double double.

Key learning: To convert between units of length

## Mo metres

| Distance <br> run (km) | Distance <br> run (m) | Laps run | Laps to go | Distance <br> to go (m) | Distance <br> to go (km) |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 0 | 0 |  | 5,000 |  |
|  |  |  | 10 |  |  |
|  |  |  |  | 2,200 |  |
| 3 |  |  |  |  |  |
|  |  |  | 4 |  |  |
|  |  |  |  |  | 0.8 |
|  | 4,200 |  |  |  |  |
|  |  |  |  | 100 |  |

## Celebrating success and addressing misconceptions

-What strategies did you use to complete the table?

- What known facts did you use?
- Which values did you find most difficult to calculate?

