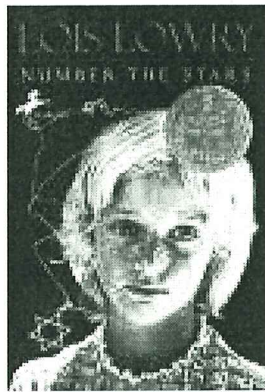


Number the Stars

By Lois Lowry



Novel Study

Name _____

Number the Stars Vocabulary and Questions

Chapter One: Why Are You Running?

Vocabulary – write what you think the words mean from context clues

contempt (p.3)

sabotage (p.8)

Resistance (p.7-8)

impassive (p.10)

Literal Questions

1. Why were Annemarie, Ellen, and Kirsti stopped by the soldiers?
2. What advice did Mrs. Rosen give the girls about behaving outside?
3. How did Annemarie show her dislike of the German soldiers occupying her country?

Inferential Questions

1. Why isn't Kirsti afraid of the soldiers?

Opinion Questions

1. Why do you think the "Free Danes" newspaper was important in Denmark during the war years?
2. How would you feel if you were stopped by the German soldiers?

Chapter Two: Who is the Man That Rides Past?

Vocabulary – write what you think the words mean from context clues

errand (p.13)

trousseau (p.14)

intricate (p.14)

engagement (p.16)

Literal Questions

1. What happened to Annemarie's sister, Lise?
2. Why does Peter visit the Johansen's?
3. What are some hardships faced by the Danish people because of the war?

Inferential Questions

1. How was King Christian different than other kings?
2. Why didn't the Danish army fight the Germans when they invaded Denmark?

Opinion Questions

1. Do you think King Christian did the right thing by surrendering to the Nazis?
2. Annemarie believes that ordinary people, like her, don't have to be brave. Do you agree or disagree with her? Explain.

Chapter Three: Where is Mrs. Hirsch?

Vocabulary – write what you think the words mean from context clues

unruly (p.20)

sarcastically (p.21)

swastika (p.21)

torment (p.24)

Literal Questions

1. What did Annemarie realize about her friend Ellen after Peter's visit?
2. How did Annemarie know the Hirsch's were not gone on a holiday?
3. What items were being rationed? Why?

Inferential Questions

1. What happened to Mrs. Hirsch?
2. Why did the girls always take a different route to school?
3. Explain the following sentence from p. 25 of the novel:
"All of Denmark must be bodyguards for the Jews...." Annemarie said.

Opinion Questions

1. Do you think the Jews were being treated fairly by the Germans? Why or why not?

Super-Journal Week 4:2

Every night, you should be reading at least 30 minutes of whatever book you have checked out from your assigned reading list. Tape or glue (but do not staple) this sheet into your Super-Journal on the left-side page. Fill in the table below *every day* by recording the required data.

Day	Title	Start Pg.	End Pg.	Parent Sign.
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

On the right-side page of your Super-Journal, answer one of the questions below throughout the week. Be sure that the questions you choose to answer go with the appropriate type of book (Fiction or Nonfiction). The Super-Journal is due on the first day after the weekend (usually Monday). This will be due the Monday we get back from Spring Break.

FICTION

1. You will be making 7 whole page illustrations based off of 7 separate quotes from your reading. Each illustration should take an entire page and be colorful. Make sure that you write the quote, and the page number you got your quote from at the bottom of each colorful illustration in order to receive credit for your work.

NONFICTION

1. What is this text about?
2. Summarize the main ideas in 5 sentences.

RL.3.7/RI.1.2

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FICTION

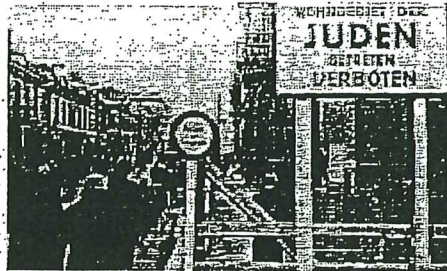
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NONFICTION

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RL.3.7/RI.1.2

Life Under the Nazis



United States Holocaust Memorial Museum

The entrance to the Lodz ghetto. The sign reads "Jewish residential area—entry forbidden."

In newly released photographs by Henryk Ross, one photo shows a group of smiling children at a banquet table. In another, a couple looks happily at a newborn infant. In a third photograph, a young boy holds a furry teddy bear. Everyone looks content.

Esther Brunstein knows better. With a magnifying glass, the 76-year-old native of Poland searches other photos, hoping to spot a friend or a relative.

Finally, she stops at the face of a young child. A shadow of sadness creeps over her.

"You see, when I see the face of a child like this ... you know he did not survive," Brunstein told *The New York Times*.

Brunstein is not looking at a family photo album but at dozens of photographs taken during the **Holocaust**. The Holocaust refers to the killing of 6 million European Jews and others considered "undesirable" by the German Nazis, who were led by dictator Adolf Hitler during World War II (1939-1945).

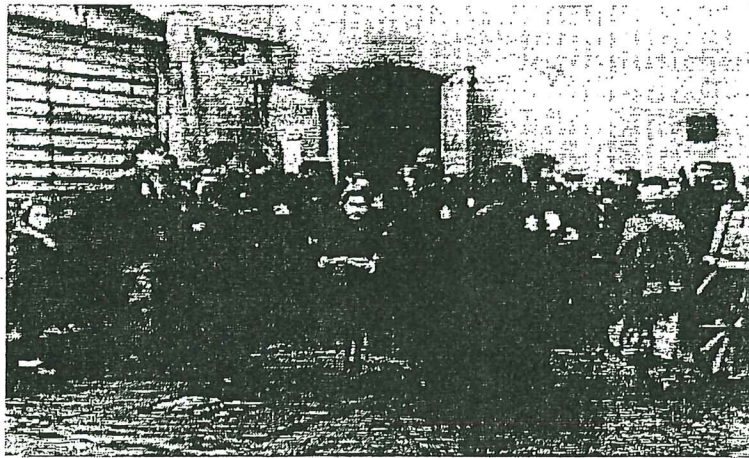


Image courtesy of The Wiener Library, London
A soup kitchen in the Lodz ghetto.

He took pictures of the starving people spooning soup into their mouths. He photographed others being loaded into cattle cars for the trip to the death camps, where millions of Jews were murdered. Many of those photos have never been seen by the public until now. Ross buried them during the war and retrieved them years later.

Today, those photos still evoke painful memories. "All of these images are very much stuck in my mind," Aron Zylberszac, who lived in Lodz, told the *Times*. "I still have dreams every night, and photographs make it worse, which is why I don't like looking at them."

Chronicle of Evil Crimes

Like Zylberszac and Brunstein, Ross survived the Holocaust. He released only a few of his photographs to the public before his death in 1991. His son gave the collection to the Archive of Modern Conflict in London.

Thomas Weber, who authored the book *Lodz Ghetto Album: Photographs by Henryk Ross*, said the photos serve "to illustrate a particular interpretation of ghetto life ... [adding] to our understanding of the diabolical crimes of Nazi Germany."

The Holocaust

The Holocaust refers to the horrific time period from 1933 to 1945 when throughout Europe over six million Jewish men, women, and children were systematically killed by the Nazi government of Germany. This period is one of the most tragic chapters in human history. The Nazi government perceived the Jewish people as an inferior race and a threat to humanity. As a result, the Nazi government, led by Adolph Hitler, organized the mass murder of Jewish people. Their ultimate goal was to kill all Jewish people.

Hitler became chancellor of Germany in 1933, representing the Nazi Party. He hated Jewish people. Soon after he became chancellor, the Nazi government made laws to limit the freedoms of Jewish people. The government also distributed anti-Semitic, or anti-Jewish, propaganda to the German people. Hitler wanted a country of all white citizens. He thought that white people were superior to other ethnicities. He believed the Jewish people were not only a religious group; he defined them as a race. Hitler claimed that the Jewish people were a disease to humanity.

The phrase, "The Jewish Question" referred to the question of the role of the Jewish people in society. The Nazi government looked to its own anti-Semitic policies as an answer. The Nazis developed a plan for the **extermination**¹ of all Jewish people. They called it "The Final Solution to the Jewish Question."

During World War II, the Nazis rounded up Jewish people who were still in Germany and Nazi-controlled territories. Some had already left or were in hiding, but many had decided to stay or had nowhere to go. Allies of Nazi Germany, including Italy and the unoccupied part of France, also rounded up Jewish people. This was one of the ways they contributed to the Nazi agenda.

The Jewish people rounded up by the Nazis and their allies were sent to concentration camps. Most of the Jewish people were sent immediately to camps known as extermination camps, or death camps. The purpose of extermination camps was to kill all the people sent there. Some of the Jewish people were sent to **labor**² camps. The people sent to the labor camps were treated **inhumanely**³ and forced to work hard hours. Many died because of the extremely harsh conditions or because of disease. Jewish people who were first sent to labor camps would often be sent to extermination camps as a final destination.

By the middle of 1942, news about "The Final Solution" reached the Allied governments, including the American and British governments, but they were slow to act in response. Critics say that the governments did too little to save the

¹ **extermination**: complete and immediate extinction by killing off all individuals

² **labor**: work

³ **inhumane**: not human; lacking pity or kindness; not fit for humans

Jewish people. United States President Franklin D. Roosevelt thought that the best method to stop the killings was to defeat the Nazis as quickly as possible. He focused on creating military strategies that would defeat the Nazis as opposed to establishing plans for directly saving the Jewish people. The American government as well as the European governments that made up the Allied governments have been condemned for not doing enough to protect the Jewish people from the cruelty of the Nazi government.

As more and more people found out about the full scope of the Holocaust, they were shocked and horrified. How could over six million people, in the modern world, be killed for no reason other than their ethnicity, or cultural background? It is important to remember the Holocaust and to study what happened. Only by understanding this **bleak**⁴ part of history can we hope to prevent such horror from happening again.

⁴ **bleak**: grim; depressing; cruel; dismal

FSA Practice 4

Read the text, *Life Under the Nazis* and then answer questions 1-4.

1. Select two sentences from the article that describe how Henryk Ross was different from the other Jews at the ghetto in Lodz?

- a. The Nazis began rounding up Jews and forcing them to live in a small section of Lodz.
- b. Ross was one Jew who was among the "privileged".
- c. Entire families were packed into a single room.
- d. The Nazis selected a handful of Jews to run and police the ghetto.

2. Read the sentences from the article.

"Many of those photos have never been seen by the public until now. Ross buried them during the war and retrieved them years later."

Why does the author include this information?

- a. to explain the kind of work Ross did for the Nazi Germans
- b. to show that Henryk Ross went against what the Nazis wanted him to do
- c. to explain why the Germans wanted Ross to take pictures of the ghettos
- d. to share Henryk Ross' style for taking pictures

3. How do the photos taken by Henryk Ross illustrate multiple perspectives of what life was like at the ghetto in Lodz during the Holocaust. Write your answer in the space provided.

4. What is the meaning of the word evoke as it is used in this sentence?

"Today, those photos still evoke painful memories."

- a. ignore
- b. bring to mind
- c. forget
- d. get rid of

Read the text *The Holocaust* and then answer questions 5-8.

5. Part A

Which point is made by the author of *The Holocaust*?

- e. Hitler was a strong leader.
- f. Hitler hated Jewish people.
- g. Hitler wanted Germany to be the strongest country.
- h. Hitler thought everyone was equal.

FSA Practice 4

Part B

Select the sentence from the article that best supports your answer in Part A.

- a. Hitler believed that the Jewish people were not only a religious group but also a race.
 - b. Hitler claimed that the Jewish people were a disease to humanity.
 - c. Hitler became chancellor of Germany in 1933, representing the Nazi party.
 - d. People were horrified when they found out about the full scope of the Holocaust.
6. In paragraph 3, what does the term “The Final Solution to the Jewish Question” describe?
- e. increasing the role of the Jewish people in society
 - f. limiting the role of the Jewish people in society
 - g. elimination of the Jewish people from society so they have no role
 - h. expansion of the Jewish people in different areas of society
7. Select three reasons why Hitler developed a plan for the extermination of all Jewish people.
- e. He was the leader of the Nazi government of Germany.
 - f. He thought that white people were superior to other ethnicities.
 - g. He believed that Jewish people were a threat to humanity.
 - h. He sent most of the Jewish people to extermination camps.
 - i. He wanted a country of all white citizens.
8. Using details from the text, why is the Holocaust considered to be one of the “most tragic chapters in human history.”

Convert Customary Units

Name _____

Review

You can use multiplication or division to convert customary units of measurement and units of time.

Using Multiplication to Convert	Multiply to find the number of smaller units.	
	9 gallons to quarts	$1 \text{ gal} = 4 \text{ qt}$ $9 \times 4 = 36 \text{ qt}$
Using Division to Convert	Divide to find the number of larger units.	
	720 minutes to hours	$60 \text{ min} = 1 \text{ hr}$ $720 \div 60 = 12 \text{ hr}$

Which operation should you use for the conversion?

Explain your answer.

1. days to minutes

2. cups to quarts

Match the measurement in Column A to its equivalent measurement in Column B.

	Column A
3.	4 pounds
4.	180 minutes
5.	5 years
6.	12 quarts
7.	10 gallons
8.	8 hours
9.	112 ounces
10.	96 months

Column B
3 hours
40 quarts
64 ounces
480 minutes
8 years
7 pounds
60 months
3 gallons

Convert Metric Units

Name _____

Review

You can use multiplication or division to convert metric units of measurement and units of time.

Using Multiplication to Convert	Multiply when converting to a smaller unit.	
	12 meters to centimeters	$1 \text{ m} = 100 \text{ cm}$ $12 \times 100 = 1,200 \text{ cm}$
Using Division to Convert	Divide when converting to a larger unit.	
	540 kilograms to grams	$1 \text{ kg} = 1,000 \text{ g}$ $540 \div 1,000 = 0.54 \text{ g}$

Which operation should you use for the conversion? Explain your answer.

1. liters to milliliters

2. meters to kilometers

Match the measurement in Column A to its equivalent measurement in Column B.

	Column A
3.	5 kilograms
4.	70 liters
5.	14 meters
6.	9,000 meters
7.	8 milligrams
8.	1,200 centimeters
9.	540 centiliters
10.	0.12 kilometers

Column B
70,000 milliliters
0.008 grams
12 meters
9 kilometers
120 meters
5.4 liters
1,400 centimeters
5,000 grams

Converting Larger Units to Smaller Units

Converting Smaller Units to Larger Units

Name: _____

Name: _____

Convert each measurement from the larger unit to the smaller unit.

Convert each measurement from the smaller unit to the larger unit.

- 1 1 hour _____ minutes
- 2 2 hours _____ minutes
- 3 2½ hours _____ minutes
- 4 1 pound _____ ounces
- 5 8 pounds _____ ounces
- 6 8½ pounds _____ ounces
- 7 1 kilometer _____ meters
- 8 5 kilometers _____ meters
- 9 5.25 kilometers _____ meters
- 10 4½ quarts _____ cups
- 11 7½ days _____ hours
- 12 4.5 meters _____ centimeters
- 13 7.5 kilograms _____ grams
- 14 2.1 meters _____ centimeters
- 15 5½ gallons _____ cups
- 16 6.87 centimeters _____ millimeters
- 17 3½ tons _____ pounds
- 18 2.15 liters _____ milliliters

- 1 100 centimeters _____ meter(s)
- 2 1,000 centimeters _____ meter(s)
- 3 10 centimeters _____ meter(s)
- 4 16 ounces _____ pound(s)
- 5 8 ounces _____ pound(s)
- 6 120 ounces _____ pound(s)
- 7 4 cups _____ quart(s)
- 8 3 cups _____ quart(s)
- 9 10 cups _____ quart(s)
- 10 2 feet _____ yard(s)
- 11 36 hours _____ day(s)
- 12 4,500 milliliters _____ liter(s)
- 13 250 grams _____ kilogram(s)
- 14 2,000 millimeters _____ meter(s)
- 15 4,500 pounds _____ ton(s)
- 16 200 minutes _____ hour(s)
- 17 850 milligrams _____ gram(s)
- 18 6,500 meters _____ kilometer(s)

19 How many feet are in 6½ yards? Describe how you would find the answer.

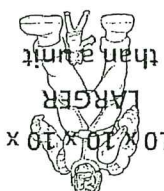

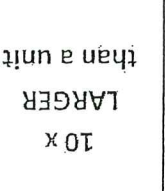
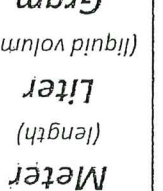
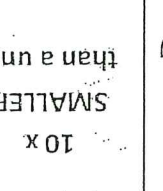
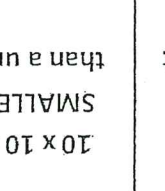
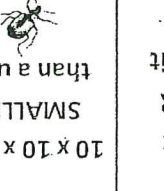
19 How could you check your answers to the problems? Use one of the problems as an example.

13.6
7

13.7



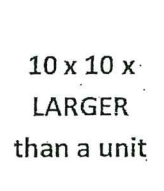
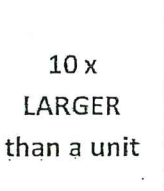

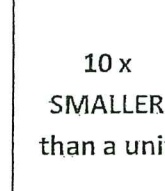


MULTIPLY numbers by 10 if you are getting smaller (same as moving decimal point one space to the right)

DIVIDE numbers by 10 if you are getting bigger (same as moving decimal point one space to the left)

Example: 5 kilo	50 hecto	500 deca	5,000 units	50,000 deci	500,000 centi	5,000,000 milli
kg = kilogram kL = kiloliter km = kilometer	hg = hectogram hL = hectoliter hm = hectometer	dag = decagram dL = decaliter dam = decameter	g = gram L = liter m = meter	dg = decigram dL = deciliter dm = decimeter	cg = centigram cL = centiliter cm = centimeter	mg = milligram mL = milliliter mm = millimeter
1,000 units 1 kilo =	100 units 1 hecto =	10 units 1 deca =	1 unit 1 deci =	1 unit 1 centi =	1 unit 1 milli =	1 unit 1 micro =
						
Kilo	Hecto	Deca	* Unit *	Deci	Centi	Milli
King	Henry	Died	Unusually	Drinking	Chocolate	Milk

Metric Conversion

Metric Conversion

K ing	H enry	D ied	U nusually 	D rinking	C hocolate	M ilk
Kilo	Hecto	Deca	* Unit *	Deci	Centi	Milli
						
1 kilo = 1,000 units	1 hecto = 100 units	1 deca = 10 units	1 unit	1 unit	1 unit	1,000 milli = 1 unit
km = kilometer kL = kiloliter kg = kilogram	hm = hectometer hL = hectoliter hg = hectogram	dam = decameter daL = decaliter dag = decagram	m = meter L = liter g = gram	dm = decimeter dL = deciliter dg = decigram	cm = centimeter cL = centiliter cg = centigram	mm = millimeter mL = milliliter mg = milligram
Example: 5 kilo	50 hecto	500 deca	5,000 units	50,000 deci	500,000 centi	5,000,000 milli

DIVIDE numbers by 10 if you are getting bigger (same as moving decimal point one space to the left)

MULTIPLY numbers by 10 if you are getting smaller (same as moving decimal point one space to the right)

The Holocaust

Denmark: Resistance to Nazi Germany

Germany invaded and occupied many countries during World War II. One European country worked as a whole to keep the Nazis from removing its Jewish people. That country was Denmark. In September 1943, the Danes learned of Nazi plans to capture the country's Jews and ship them to concentration camps. The Danes organized themselves quickly. People from every walk of life were involved. Doctors, shop owners, farmers, and civil workers all helped Denmark's 8,000 Jews find hiding places. One hospital hid hundreds of Jews by pretending they were patients.

The Jews hid for only a short time. Within 2 weeks, 7,200 Jews were safely carried to safety in Sweden. Danish fishermen from small villages along the coast of Denmark used their boats to ferry Jews to safety. Larger **commercial**¹ boats helped too. Almost 500 Jewish people were still captured. However, all but 51 survived. The Danish king never stopped **negotiating**² with Germany for his people.

Even though Nazis occupied Denmark, Danes continued to show their national spirit. They wore four coins tied with red and white string in their buttonholes. Red and white are the national colors of Denmark. Four symbolized the fourth month of the year, April, when Germans invaded.

The Nazis marched around the streets heavily armed with guns. However, the Danish king, Christian X, acted as a **model**³ of peace. He would ride alone on his horse through Copenhagen, Denmark's capital, every day. He did not carry any weapons. He did not bring any guards to protect himself. To many Danes, the example of their king's fearlessness was more powerful than the guns of the German army. The Danish government **loathed**⁴ Nazi Germany's racist policies. They scoffed at the Germans' phrase, "The Jewish question." The Danish government told Germany: "There is no Jewish question in Denmark." The government protected all of its citizens.

¹ **commercial**: used for business

² **negotiate**: to have a discussion in order to reach an agreement

³ **model**: a good example

⁴ **loathe**: to feel extreme disgust for; hate

FSA Practice 1

Read the text, *The Holocaust Denmark: Resistance to Nazi Germany* and then answer questions 1-4.

1. What does occupied mean as it is used in paragraph 3?

- a. to live in a country
- b. to forcefully get someone's attention
- c. to fill or take up space
- d. to forcefully take control of another country

2. Part A

Select the statement that best describes the main idea of this passage.

- a. The King of Denmark did not get along with the German army.
- b. Denmark did everything it could to protect Jewish citizens.
- c. Jewish Danes were in greater danger than anywhere else.
- d. The Nazis wanted to move all Danish Jews to Sweden.

Part B

Select the sentence from the article that best supports your answer in Part A.

- a. The Nazis marched around the streets of Denmark heavily armed with guns.
- b. Even though Nazis occupied Denmark, Danes continued to show their national spirit.
- c. The Danish government loathed Nazi Germany's racist policies.
- d. Doctors, shop owners, farmers, and civil workers all helped Denmark's 8,000 Jews find hiding places.

3. According to *The Holocaust Denmark: Resistance to Nazi Germany*, explain how the King of Denmark riding on his horse was "more powerful than the guns of the German army." Write your answer in the space provided.

4. Which two sentences should be included in a summary of *The Holocaust Denmark: Resistance to Nazi Germany*?

- a. The people of Denmark helped to protect the Jewish people.
- b. Red and white are the national colors of Denmark.
- c. German soldiers invaded and occupied many countries during World War II.
- d. The Jews hid for only a short time.
- e. The Nazi soldiers planned to capture Danish Jews and send them to concentration camps.

5. Which of these answers best explains why it was dangerous for the Danes to help the Jews during the Holocaust?

- a. Denmark was occupied by Nazi soldiers marching in the streets.
- b. Denmark was supposed to be fighting with Germany during World War II.
- c. If Germany caught Denmark helping the Jews, the Germans would have stopped sending food.
- d. Denmark and Sweden would have gone to war if it was found out Danes were helping their Jews.

Converting Smaller Units to Larger Units

Name: _____

Convert each measurement from the smaller unit to the larger unit.

1 100 centimeters

_____ meter(s)

2 1,000 centimeters

_____ meter(s)

3 10 centimeters

_____ meter(s)

4 16 ounces

_____ pound(s)

5 8 ounces

_____ pound(s)

6 120 ounces

_____ pound(s)

7 4 cups

_____ quart(s)

8 3 cups

_____ quart(s)

9 10 cups

_____ quart(s)

10 2 feet

_____ yard(s)

11 36 hours

_____ day(s)

12 4,500 milliliters

_____ liter(s)

13 250 grams

_____ kilogram(s)

14 2,000 millimeters

_____ meter(s)

15 4,500 pounds

_____ ton(s)

16 200 minutes

_____ hour(s)

17 850 milligrams

_____ gram(s)

18 6,500 meters

_____ kilometer(s)

19 How could you check your answers to the problems? Use one of the problems as an example.

Choosing a Unit to Solve a Word Problem

Name: _____

26°

Solve each problem.

- 1 In a race, Karen rode her bike for $1\frac{1}{2}$ hours and then swam for 45 minutes. How long did Karen spend riding her bike and swimming in the race? (1 hour = 60 minutes)
- 2 Ella is 66 inches tall. Andy is $6\frac{1}{2}$ feet tall. Who is taller? By how much? (12 inches = 1 foot)
- 3 Jazmin is mailing two packages. One package weighs $3\frac{1}{2}$ pounds, and the other package weighs 20 ounces. What is the total weight of both packages? (1 pound = 16 ounces)
- 4 Raoul has a bottle that contains 2.2 liters of sparkling water. He pours 300 milliliters of the water from the bottle into a glass. How much sparkling water is left in the bottle? (1 liter = 1,000 milliliters)
- 5 Billy has $2\frac{3}{4}$ gallons of green paint left over from last year. He buys 6 new quarts of green paint. How much green paint does he have in all?
- 6 Carol is comparing two rectangular tiles for a flooring project. The blue tile is 8 centimeters long and 6 centimeters wide. The yellow tile is 70 millimeters long and 68 millimeters wide. Which tile covers the greater area? How much greater is the area?
- 7 How did you choose a unit to solve each word problem?

Name : _____

Score : _____

Meter/Centimeter: T1S1

**Metric Unit Conversion - Length**

Example 1 : 298 cm = _____ m

$$100 \text{ cm} = 1 \text{ m}$$

$$298 \text{ cm} = \frac{298}{100} \\ = 2.98 \text{ m}$$

Example 2 : 2.98 m = _____ cm

$$1 \text{ m} = 100 \text{ cm}$$

$$2.98 \text{ m} = 2.98 \times 100 \\ = 298 \text{ cm}$$

Convert the following centimeters (cm) to meters (m).

1) 9200 cm = _____ m

2) 4620 cm = _____ m

3) 6426 cm = _____ m

4) 2130 cm = _____ m

5) 7718 cm = _____ m

6) 976 cm = _____ m

7) 3580 cm = _____ m

8) 5800 cm = _____ m

Convert the following meters (m) to centimeters (cm).

9) 83.6 m = _____ cm

10) 17.45 m = _____ cm

11) 79.21 m = _____ cm

12) 28.64 m = _____ cm

13) 87.9 m = _____ cm

14) 3 m = _____ cm

15) 3.49 m = _____ cm

16) 25.3 m = _____ cm



Name : _____

Score : _____

Metric Unit Conversion - Length

T1S1

Example 1 : 2.29 km = _____ m

$$1 \text{ km} = 1000 \text{ m}$$

$$2.29 \text{ km} = 2.29 \times 1000 \text{ m}$$

$$= 2290 \text{ m}$$

Example 2 : 2290 m = _____ km

$$1000 \text{ m} = 1 \text{ km}$$

$$2290 \text{ m} = \frac{2290}{1000}$$

$$= 2.29 \text{ km}$$

Convert the following kilometers (km) to meters (m).

1) 71.321 km = _____ m

2) 83.2 km = _____ m

3) 42.59 km = _____ m

4) 62.354 km = _____ m

5) 8.7 km = _____ m

6) 36 km = _____ m

7) 94.91 km = _____ m

8) 26.6 km = _____ m

Convert the following meters (m) to kilometers (km).

9) 56120 m = _____ km

10) 47231 m = _____ km

11) 6210 m = _____ km

12) 15300 m = _____ km

13) 12000 m = _____ km

14) 89990 m = _____ km

15) 38400 m = _____ km

16) 20690 m = _____ km



Name : _____

Score : _____

Kilogram/Gram: T1S1

Metric Unit Conversion - Mass

Example 1 : 46500 g = _____ kg

1000 grams = 1 kilogram

$$\begin{aligned} 46500 \text{ g} &= \frac{46500}{1000} \\ &= \mathbf{46.5 \text{ kg}} \end{aligned}$$

Example 2 : 46.5 kg = _____ g

1 kilogram = 1000 grams

$$\begin{aligned} 46.5 \text{ kg} &= 46.5 \times 1000 \\ &= \mathbf{46500 \text{ g}} \end{aligned}$$

Convert the following grams (g) to kilograms (kg).

1) 70263 g = _____ kg	2) 24280 g = _____ kg
3) 54300 g = _____ kg	4) 8000 g = _____ kg
5) 62132 g = _____ kg	6) 43510 g = _____ kg
7) 10340 g = _____ kg	8) 24100 g = _____ kg

Convert the following kilograms (kg) to grams (g).

9) 35.2 kg = _____ g	10) 70.43 kg = _____ g
11) 41.236 kg = _____ g	12) 13 kg = _____ g
13) 65.5 kg = _____ g	14) 27.89 kg = _____ g
15) 50.01 kg = _____ g	16) 82.8 kg = _____ g

Name : _____

Score : _____

Length - Metric Unit Conversion

T1S1

Convert between centimeters (cm) and millimeters (mm).

1) 12.7 cm = _____ mm	2) 54.54 mm = _____ cm
3) 710 mm = _____ cm	4) 94.2 cm = _____ mm
5) 47.68 cm = _____ mm	6) 653.6 mm = _____ cm

Convert between meters (m) and centimeters (cm).

7) 5900 cm = _____ m	8) 1450 cm = _____ m
9) 64.71 m = _____ cm	10) 36.32 m = _____ cm
11) 7630 cm = _____ m	12) 25.4 m = _____ cm

Convert between kilometers (km) and meters (m).

13) 21 km = _____ m	14) 19781 m = _____ km
15) 69580 m = _____ km	16) 78.32 km = _____ m
17) 9.5 km = _____ m	18) 41300 m = _____ km