Important Concepts of Grade 6 Mathematics

W1 - Lesson 1 ............................................................. Basic Facts, Basic Operations, and Integers
W1 - Lesson 2 .......................................................... Place Value, Whole Numbers, Decimals, and Common Fractions
W1 - Lesson 3 .......................................................... Improper Fractions and Mixed Numbers
W1 - Lesson 4 .......................................................... Ratios and Percents
W1 - Lesson 5 .......................................................... Number Operations with Decimals
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W2 - Lesson 1 .......................................................... Factors, Multiples, and Prime Factorizations
W2 - Lesson 2 .......................................................... Metric Measurement
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W3 - Lesson 1 .......................................................... Transformations
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W3 - Lesson 3 .......................................................... Collecting and Analyzing Data
W3 - Lesson 4 .......................................................... Number Patterns, Magic Squares, and Problem Solving
W3 - Lesson 5 .......................................................... Probability and Outcomes
W3 - Quiz

Materials Required: A textbook is not needed. This is a stand-alone course.

Mathematics Grade 6
Version 5
Preview/Review W2 - Lesson 2 TEACHER KEY

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Preview/Review Concepts for Grade Six Mathematics

TEACHER KEY

W2 - Lesson 2: Metric Measurement
OBJECTIVES

By the end of this lesson, you should

- know metric prefixes for length, mass, and capacity
- use metric prefixes accurately
- change from one unit to another accurately

GLOSSARY

**capacity** - the amount a container holds

**length** - the distance from one end of an object to another; the distance between two points

**mass** - the amount of matter in an object; commonly thought of as the weight of an object

**metric prefixes** - the beginning part of words used in metric measurement; similar to place value in ordinary numbers

- milli - one thousandth
- centi - one hundredth
- deci - one tenth
- **base unit** (such as metre, gram, or litre)
- deca - ten
- hecto - hundred
- kilo - thousand
W2 - Lesson 2: Metric Measurement

Welcome to W2 - Lesson 2! This lesson is about measurement using the metric system. You will review measurement of length, mass (or weight), and capacity (or volume):

- metre (m) - the base unit of length and distance
- gram (g) - the base unit of mass (weight)
- litre (L) - the base unit of capacity

The lesson has three topics:
- Metric Prefixes and Units of Length and Distance
- Metric Prefixes and Units of Mass
- Metric Prefixes and Units of Capacity

You will change units from one size to another, and you will solve some problems

Metric Prefixes and Units of Length and Distance

Metric Prefixes

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Symbol</th>
<th>Meaning (Number Value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>kilo</td>
<td>k</td>
<td>1 000</td>
</tr>
<tr>
<td>hecto</td>
<td>h</td>
<td>100</td>
</tr>
<tr>
<td>deca</td>
<td>da</td>
<td>10</td>
</tr>
<tr>
<td>Base Unit</td>
<td>m or g or L</td>
<td>mass, gram or litre</td>
</tr>
<tr>
<td>deci</td>
<td>d</td>
<td>0.1 or ( \frac{1}{10} )</td>
</tr>
<tr>
<td>centi</td>
<td>c</td>
<td>0.01 or ( \frac{1}{100} )</td>
</tr>
<tr>
<td>milli</td>
<td>m</td>
<td>0.001 or ( \frac{1}{1000} )</td>
</tr>
</tbody>
</table>

Prefix symbols are printed in small letters. A metric unit abbreviation is **not** followed by a period. Unit abbreviations are never made plural. (Write cm and **not** cms.)
Common Units for Measuring Length

**kilometre** (km) - 1 km = 1 000 m  
Highway distances and world travel distances are measured in kilometres.

**metre** (m) - the approximate length of one giant step  
Size of rooms, size of sports fields, height of trees and other objects of similar size are measured in metres. A very tall person may be 2 metres tall.

**centimetre** (cm) - the approximate width of your little finger  
This common unit is used to measure the length, width, and size of small objects such as pens, pencils, and erasers.

**millimetre** (mm) - approximately the thickness of a dime  
Very small items such as tool sizes, bolts, nails, and the thickness of thin materials are measured in millimetres.

To change from one length unit to another length unit, you can use the following chart. Each stage is a multiple of 10.

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
<th>Stage 5</th>
<th>Stage 6</th>
<th>Stage 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 km</td>
<td>10 hm</td>
<td>100 dam</td>
<td>1 000 m</td>
<td>10 000 dm</td>
<td>100 000 cm</td>
<td>1 000 000 mm</td>
</tr>
</tbody>
</table>

**Remember**: When changing from a larger unit (such as km) to a smaller unit (such as mm), **multiply** by a multiple of 10. (10, 100, 1 000, 10 000, 100 000 or 1 000 000)

**Example**: Change kilometres to metres: 5 km = 5 000 m  
Move from Stage 1 km to Stage 4 m. Move three stages to the right, which means **multiply** by 1 000.

**Remember**: When changing from a smaller unit (such as cm) to a larger unit (such as hm), **divide** by a multiple of 10. (10, 100, 1 000, 10 000, 100 000 or 1 000 000)

**Example**: Change millimetres to decametres: 400 000 mm = 40 dam  
Move from Stage 7 mm to Stage 3 dam. Move four stages to the left, which means **divide** by 10 000.
Questions

1. Write the name of the prefix beside the following symbols.
   
   a. k  \( \text{kilo} \)  
   
   b. c  \( \text{centi} \)  
   
   c. m  \( \text{milli} \)  
   
   d. da  \( \text{deca} \)  
   
   e. h  \( \text{hecto} \)  
   
   f. d  \( \text{deci} \)  

2. Write the number meaning of each prefix in relation to the base unit.
   
   a. k  \( \frac{1000}{1} \)  
   \( \frac{0.01}{100} \)  
   
   b. c  \( \frac{0.001}{1000} \)  
   
   c. m  \( \frac{0.001}{1000} \)  
   
   d. da  \( 10 \)  
   
   e. h  \( 100 \)  
   \( \frac{0.1}{10} \)  
   
   f. d  \( \frac{1}{10} \)
3. Which length unit would you use to measure the following items? Write one of the following in each answer space: millimetre, centimetre, metre, or kilometre.

a. width of football field \textit{metre}________

b. length of an earthworm \textit{centimetre}________

c. the depth of a lake \textit{metre}________

d. the height of a Douglas Fir tree \textit{metre}________

e. the distance of an airplane trip to Cuba \textit{kilometre}________

f. the thickness of a cookie \textit{millimetre}________

g. the width of a Math textbook \textit{centimetre}________

h. the length of a candle \textit{centimetre}________

4. In the space beside each question, use a ruler to draw lines of the following lengths.

a. 8 cm \hspace{1cm} __________________________

b. 55 mm \hspace{1cm} _______________________

c. 110 mm \hspace{1cm} __________________________

d. 10.5 cm \hspace{1cm} __________________________

\textit{length of lines must be checked}
5. Write the size in metres of each of the following measurements.

**Example:**
3 km = 3 000 m  
12 hm = 1 200 m

a. 6 dam _______  **60 m**

b. 11 cm _______  **0.11 m**

c. 20 km _______  **20 000 m**

d. 8 hm _______  **800 m**

e. 15 dm _______  **1.5 m**

f. 42 mm _______  **0.042 m**

6. Rewrite the following measurements in words.

**Example:** 6 cm = six centimetres

a. 9 km _______  **nine kilometres**

b. 14 hm _______  **fourteen hectometres**

c. 25 dam _______  **twenty-five decametres**

d. 57 m _______  **fifty-seven metres**

e. 750 mm _______  **seven hundred fifty millimetres**
7. Rewrite the following measurements as abbreviations.

**Example:** twenty kilometres = 20 km

a. thirty centimetres \(\boxed{30 \text{ cm}}\)
b. sixteen decimetres \(\boxed{16 \text{ dm}}\)
c. eight and seven tenths millimetres \(\boxed{8.7 \text{ mm}}\)
d. seventy-nine hectometres \(\boxed{79 \text{ hm}}\)
e. one hundred five kilometres \(\boxed{105 \text{ km}}\)

8. Change these larger length units to smaller length units. Multiply to find your answer. Use the stage chart on page 2 to count the stages.

**Example:** Change kilometres to millimetres: 4 km = 4 000 000 mm
Move from Stage 1 to Stage 7. Move 6 stages to the right, which means multiply by 1 000 000.

a. 10 km = \(\boxed{100}\) hm
   (move 1 stage to the right)
b. 11 km = \(\boxed{1 100}\) dam
   (move 2 stages to the right)
c. 6 hm = \(\boxed{6 000}\) dm
   (move 3 stages to the right)
d. 5 hm = \(\boxed{50 000}\) cm
   (move 4 stages to the right)
e. 12 km = \(\boxed{1 200 000}\) cm
   (move 5 stages to the right)
f. 7 hm = \(\boxed{700 000}\) mm
g. 15 dam = \(\boxed{150}\) m
h. 16 dam = \(\boxed{16 000}\) cm
i. 20 m = \(\boxed{200}\) dm
j. 21 m = \(\boxed{21 000}\) mm
9. Change these smaller length units to larger length units. Divide to find your answer. Use the stage chart to count the stages.

Example: Change decimetres to hectometres: $1\,000\,\text{dm} = 1\,\text{hm}$
Move from stage 5 to stage 2. Move 3 stages to the left, which means divide by 1 000.

a. $400\,000\,\text{mm} =$ _________ $40\,000$ cm (left 1 stage)
b. $60\,000\,\text{mm} =$ _________ $600$ dm (left 2 stages)
c. $500\,000\,\text{mm} =$ _________ $500$ m (left 3 stages)
d. $70\,000\,\text{cm} =$ _________ $7$ hm (left 4 stages)
e. $800\,000\,\text{cm} =$ _________ $7$ km (left 5 stages)
f. $9\,000\,\text{m} =$ _________ $900$ dam (left 1 stage)
g. $2\,000\,000\,\text{mm} =$ _________ $2$ km
h. $3\,000\,000\,\text{cm} =$ _________ $300$ hm
i. $6\,600\,\text{dm} =$ _________ $660$ m
j. $770\,000\,\text{dm} =$ _________ $77$ km
10. Write the correct answer in the space provided. You must decide when to multiply and when to divide. Use the chart on page 2 to count the stages.

a. $333 \text{ m} = \underline{33\,300} \text{ cm}$

b. $5000 \text{ mm} = \underline{5} \text{ m}$

c. $2200 \text{ dm} = \underline{22} \text{ dam}$

d. $666 \text{ hm} = \underline{66\,600} \text{ m}$

e. $987 \text{ dam} = \underline{987\,000} \text{ cm}$

f. $22000 \text{ mm} = \underline{22} \text{ m}$

g. $55600 \text{ cm} = \underline{556\,000} \text{ mm}$

h. $8000 \text{ m} = \underline{8} \text{ km}$

i. $987000 \text{ dm} = \underline{987} \text{ hm}$

j. $333 \text{ km} = \underline{333\,000\,000} \text{ mm}$
Metric Prefixes and Units of Mass

The amount of matter an object has is called its mass. Many people use weight to mean mass, but the meanings are slightly different. Mass stays the same no matter where an object is, whereas weight changes based on gravity. Use the word mass rather than the word weight in your work.

Most Common Units For Measuring Mass

tonne (t) - The tonne is a large unit of mass. 1 tonne = 1 000 kg. It is used to measure the mass of very large objects such as vehicles, ships, loads of grain, steel, etc. Note: The tonne does not use gram in its name.

kilogram (kg) - A 1L plastic pop bottle when full has a mass of approximately 1 kg. Kilogram is used to measure the mass of large amounts of food and other goods, such as meat, sugar, nails, and body mass.

gram (g) - With a mass of approximately ten drops of water, gram is used to measure the mass of small amounts of food and other small items.

milligram (mg) - With an approximate mass of one drop of water, milligram is used to measure extremely small amounts, such as vitamins and minerals in a food serving or chemicals in a scientific laboratory.
Questions

1. What mass unit is commonly used to measure the mass of the following items? Write one of the following units in the answer space provided: tonne, kilogram, gram, or milligram.

   a. apple ____________________________ gram
   b. oil supertanker _____________________ tonne
   c. armoured tank _____________________ tonne
   d. Saint Bernard Dog __________________ kilogram
   e. handful of sand _____________________ gram
   f. sprinkle of salt _____________________ milligram
   g. minivan ___________________________ tonne or kilogram
   h. amount of Vitamin C in a glass of orange juice __________ milligram
   i. snowflake _________________________ milligram
   j. chocolate bar ______________________ gram
2. Rewrite the following measurements in either words or abbreviations as required:

Example: 4 hm = four hectometres
ten decagrams = 10 dag

a. 5 kg = five kilograms
b. 14.5 g = fourteen and five-tenths grams
c. ten hectograms = 10 hg
d. four hundred twenty milligrams = 420 mg
e. 26 t = twenty-six tonnes
f. seventy-eight hundredths decagram = 0.78 dag
g. ninety thousand tonnes = 90 000 t
h. forty-six kilograms = 46 kg
i. 40.3 dag = forty and three-tenths decagrams
j. 3 300 mg = three thousand three hundred milligrams
3. Change these larger mass units to smaller mass units. Multiply to find your answer. Use the stage chart to count the stages.

**Example:** 3 kg = 3 000 g
30 g = 30 000 mg

a. 66 kg = _________ g  
b. 77 kg = _________ mg

c. 55 g = _________ cg  
d. 66 g = _________ mg

e. 44 t = _________ kg  
f. 34 kg = _________ dg

g. 567 hg = _________ g  
h. 99 dag = _________ mg

i. 25 dg = _________ mg  
j. 567 t = _________ kg

4. Change these smaller mass units to larger mass units. Divide to find your answer. Use the stage chart to count the stages.

**Example:** 3 000g = 1kg
5 000mg = 5g

a. 25 000 kg = _________ t  
b. 45 000 g = _________ kg

c. 7 500 g = _________ hg  
d. 1 800mg = _________ g

e. 290 mg = _________ cg  
f. 180 000 cg = _________ g

g. 7 700 dg = _________ dag  
h. 5 600 dag = _________ kg

i. 8 000 kg = _________ t  
j. 88 800 g = _________ hg
5. Write the correct answer in the blank. You must decide whether to multiply or divide to find the correct answer. Use the stage chart to count the stages.

   a. 25 kg = \underline{25\ 000} g
   b. 58 kg = \underline{58\ 000\ 000} mg
   c. 3 hg = \underline{300} g
   d. 34 hg = \underline{34\ 000} dg
   e. 70 000 mg = \underline{70} g
   f. 660 000 mg = \underline{66} dag
   g. 560 g = \underline{5\ 600} dg
   h. 430 g = \underline{43} dag
   i. 450 hg = \underline{45} kg
   j. 4 500 g = \underline{4.5} kg
Metric Prefixes and Units of Capacity

How much a container holds or how much space is taken up by an object is its capacity. Liquids are usually measured in units of capacity (L or mL). Capacity is sometimes called volume.

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
<th>Stage 5</th>
<th>Stage 6</th>
<th>Stage 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 kL =</td>
<td>10 hL =</td>
<td>100 daL =</td>
<td>1 000 L =</td>
<td>10 000 dL =</td>
<td>100 000 cL =</td>
<td>1 000 000 mL</td>
</tr>
</tbody>
</table>

Most Common Units For Measuring Capacity

kilolitre (kL) - 1 kL = 1 000 L Large liquid capacities (oil tankers, gasoline trucks, etc.) are measured in kilolitres.

Litre (L) - Large amounts of liquid foods and goods (milk, juices, pop, paint, gasoline, etc.) are usually measured in litres.

millilitre (mL) - 1 L = 1000 mL Small amounts of liquids are measured in millilitres. A pop can contains 384 mL, for example.
Questions

1. What capacity unit is commonly used to measure the following items? Write one of the following units in the answer space: kilolitre, litre, or millilitre.

   a. oil-hauling railroad car: **kilolitre**
   b. bath tub: **litre**
   c. eye-dropper: **millilitre**
   d. small juice box: **millilitre**
   e. jug for a water cooler: **litre**
   f. dosage of medicine: **millilitre**
   g. truck hauling fuel oil: **kilolitre**
   h. water in a reservoir: **kilolitre**
   i. large container of paint thinner: **litre**
2. Write the correct answer in the blank. You will have to decide whether to multiply or divide. Use the stage chart to count the stages.

a. 6 000 L = \underline{6} \text{ kL}

b. 7 777 mL = \underline{7.777} \text{ L}

c. 540 L = \underline{540 000} \text{ mL}

d. 1 600 mL = \underline{1.6} \text{ L}

e. 949 000 mL = \underline{949} \text{ L}

f. 13 L = \underline{13 000} \text{ mL}

g. 15 500 mL = \underline{15.5} \text{ L}

h. 22 kL = \underline{22 000} \text{ L}

j. 345 kL = \underline{345 000} \text{ L}
3. Answer the following questions using these two recipes.

<table>
<thead>
<tr>
<th>Recipe for Sweet and Sour Rice</th>
<th>Recipe for Refried Beans and Rice</th>
</tr>
</thead>
<tbody>
<tr>
<td>625 mL Short-grain Rice</td>
<td>375 mL Long-grain Rice</td>
</tr>
<tr>
<td>500 mL Water</td>
<td>525 mL Water</td>
</tr>
<tr>
<td>125 mL White Vinegar</td>
<td>375 mL Refried Beans</td>
</tr>
<tr>
<td>55 mL Salt</td>
<td>5 mL Salt</td>
</tr>
<tr>
<td>15 mL Pepper</td>
<td>5 mL Pepper</td>
</tr>
</tbody>
</table>

a. Calculate the total volume (in mL) of materials used in the recipe for Sweet and Sour Rice.

\[ 1320 \text{ mL} \]

b. Calculate the total volume (in mL) of materials used in the recipe for Refried Beans and Rice.

\[ 1285 \text{ mL} \]

c. How much larger is the volume of the Sweet and Sour Rice than the volume of the Refried Beans and Rice?

\[
\frac{1320 \text{ mL}}{1285 \text{ mL}} = \frac{35 \text{ mL}}{35 \text{ mL}}
\]

d. Double the two recipes, and then mix them together. What size of bowl (in mL) is needed to hold the combined serving?

\[
\frac{1320 \text{ mL}}{2640 \text{ mL}} + \frac{1285 \text{ mL}}{2570 \text{ mL}} = 5210 \text{ mL container}
\]
4. Use the following information about necklaces made by a goldsmith to answer these questions.

<table>
<thead>
<tr>
<th>Type of Necklace</th>
<th>Length of Link</th>
<th>Mass of Link</th>
<th>Cost per Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 karat gold (40% gold)</td>
<td>6.5 mm</td>
<td>6.5 mg</td>
<td>$5.25</td>
</tr>
<tr>
<td>14 karat gold (60% gold)</td>
<td>4.4 mm</td>
<td>6.6 mg</td>
<td>$5.50</td>
</tr>
<tr>
<td>24 karat gold (pure gold)</td>
<td>3.5 mm</td>
<td>7.0 mg</td>
<td>$6.50</td>
</tr>
</tbody>
</table>

a. A goldsmith makes a 14-karat gold necklace 30.8 cm long. If each link of the necklace is 4.4 mm in length, how many links are needed?

\[
30.8 \text{ cm} = 308 \text{ mm} \quad 44 \text{ mm} \sqrt{3080 \text{ mm}} \quad 70 \text{ links are needed.}
\]

b. What is the cost to make a 10-karat necklace with 64 links?

\[
64 \times $5.25 = $336.00
\]

It will cost $336.00.

c. How long is a 14-karat necklace with 55 links?

\[
55 \times 4.4 \text{ mm} = 242 \text{ mm or 24.2 cm}
\]

A 55 link necklace will be 24.2 cm long.

d. How heavy is a 24-karat necklace if it has 62 links? Give the answer in milligrams.

\[
62 \times 7.0 \text{ mg} = 434 \text{ mg}
\]

A 24-karat necklace will weigh 434 mg.
e. Which will cost more: a 24-karat necklace 28 cm long or a 14-karat necklace 33 cm long? How much more?

24 karat necklace
28 cm = 280 mm

\[
\begin{align*}
80 \\
35 \overline{2800} &= 80 \text{ links}
\end{align*}
\]

80 links \(\times\) $6.50 = $520.00

14 karat necklace
33 cm = 330 mm

\[
\begin{align*}
75 \\
44 \overline{3300} &= 75 \text{ links}
\end{align*}
\]

75 links \(\times\) $5.50 = $412.50

\[
\begin{align*}
\frac{$520.00}{412.50} &= $107.50
\end{align*}
\]

The 24 karat necklace costs $107.50 more.

5. Use the correct sign (= or < or >) to make true statements.

Example: 7 kg = 7 000 g
7 kg < 7 tonne
5 000 g > 2 kg

a. 3 kg\(>\)999 g  
b. 15 kg\(>\)2 000 g

c. 750 kg\(<\)3 t  
d. 2 250 kg\(=\)2.25 t

e. 18 kL\(>\)10 000 L  
f. 17 cL\(=\)170 mL

g. 260 mL\(<\)50 L  
h. 8 875 mL\(>\)8 L

i. 10 000 mL\(=\)10 L  
j. 9.6 L\(>\)111.6 mL
Homework Assignment

1. What unit of measurement is commonly used to measure the following items?
   a. distance from Edmonton to Jasper _______ kilometre _______
   b. mass of a business letter _______ gram _______
   c. capacity of a can of soda pop _______ millilitre _______
   d. capacity of the fuel tank in a new SUV _______ litre _______
   e. mass of High Level Bridge in Edmonton _______ tonne _______
   f. length of a grasshopper _______ millilitre or centimetre _______
   g. height of the CN Tower in Toronto _______ metre _______

2. Complete the chart.
   a. 17 km = _______ 17 000 _______ m
   b. 38 hm = _______ 380 000 _______ cm
   c. 350 kL = _______ 350 000 _______ L
   d. 425 kg = _______ 425 000 _______ g
   e. 50 m = _______ 50 000 _______ mm
   f. 988 000 g = _______ 988 _______ kg
   g. 765 g = _______ 765 000 _______ mg
   h. 18 t = _______ 18 000 _______ kg
   i. 37 kL = _______ 37 000 _______ L
   j. 433 kL = _______ 433 000 000 _______ mL
3. Sale of Chocolate Treats at Easter

<table>
<thead>
<tr>
<th>Items</th>
<th>Height</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easter Bunny (hollow)</td>
<td>42.5 cm</td>
<td>556 g</td>
</tr>
<tr>
<td>Easter Bunny (solid)</td>
<td>35.5 cm</td>
<td>1.4 kg</td>
</tr>
<tr>
<td>Easter Egg (hollow)</td>
<td>30.8 cm</td>
<td>343 g</td>
</tr>
<tr>
<td>Easter Egg (solid)</td>
<td>25.6 cm</td>
<td>1.25 kg</td>
</tr>
</tbody>
</table>

a. Calculate the total weight of the four chocolate items. Give your answer in grams.

\[
556 \text{ g} + 1.4 \text{ kg} + 343 \text{ g} + 125 \text{ kg} = 3549 \text{ g}
\]

b. Calculate the total height of the four items. Give your answer in centimetres.

\[
\begin{align*}
42.5 \text{ cm} \\
35.5 \text{ cm} \\
30.8 \text{ cm} \\
+ 25.6 \text{ cm} \\
\text{Total Height} = 134.4 \text{ cm}
\end{align*}
\]

c. How much heavier is the solid Easter Bunny than the hollow Easter Bunny? Give your answer in grams.

\[
\begin{align*}
\text{solid} &= 1400 \text{ g} \\
\text{hollow} &= 556 \text{ g} \\
\text{Difference} &= 844 \text{ g}
\end{align*}
\]

d. How much taller is the hollow Easter Bunny than the solid Easter Egg? Give the answer in centimetres.

\[
\begin{align*}
42.5 \text{ cm} \\
- 25.6 \text{ cm} \\
\text{Difference} = 16.9 \text{ cm}
\end{align*}
\]
Self-Evaluation

Ask yourself some important questions. Write your answers in sentences for your teacher.

1. In this lesson, what part of your work was **excellent**?

   _____________________________________________

   _____________________________________________

   _____________________________________________

2. In this lesson, what part of your work **needs improvement**?

   _____________________________________________

   _____________________________________________

   _____________________________________________

3. If you want help for some of the work in this lesson, ask your teacher in this space.

   _____________________________________________

   _____________________________________________

   _____________________________________________