

**SESSION : 7**

**CLASS : 3**

**SUBJECT : MATHEMATICS**

**CHAPTER NUMBER: 8**

**CHAPTER NAME : MEASUREMENT**

**SUBTOPIC : CONVERSION OF CENTIMETRES INTO METRES**

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**CHANGING YOUR TOMORROW**

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# LEARNING OBJECTIVE :

Children will

- \* Estimate the length and distance.
- \* Use standard units like centimetres or metres to estimate the length and distance.
- \* Identify relationship.
- \* Measure the length of objects in their surroundings by using scales.

# MEASUREMENT

## CONVERSION OF CENTIMETRES INTO METRES

LET'S  
RECAPITULATE



1. 1 meter = 100 centimetres, 1 m = 100 cm

2. 1 centimetre = 10 millimetres, 1 cm = 10 mm

3. Standard unit of length is metre.

4. Biggest unit for measuring length is kilometre.

# MEASUREMENT

## CONVERSION OF CENTIMETRES INTO METRES

Write m, cm or mm in the blank space:

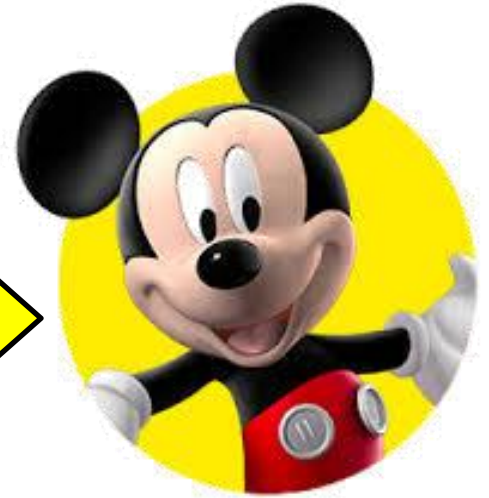
(i) My pencil is 10  long.

(ii) The length of the pencil-top eraser is 2 .

(iii) Our classroom is 5  long.

(iv) I bought 3  cloth to stitch my dress.

(v) My height is 90 .



# MEASUREMENT

## CONVERSION OF CENTIMETRES INTO METRES

**Bigger unit** to **Smaller unit** -----> **Multiply**

**Smaller unit** to **Bigger unit** -----> **Divide**

Example:

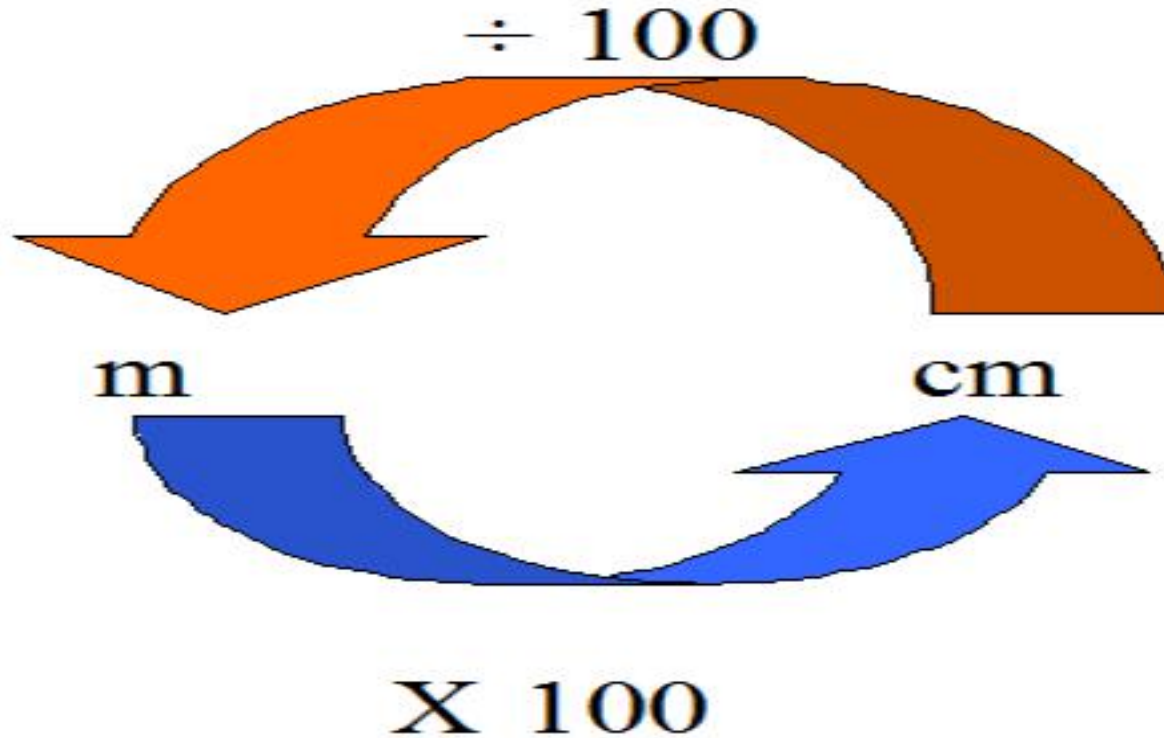
1 meter > 1 centimeter

**Meter** to **Centimeter** -----> **Multiply by 100**

**Centimeter** to **Meter** -----> **Divide by 100**

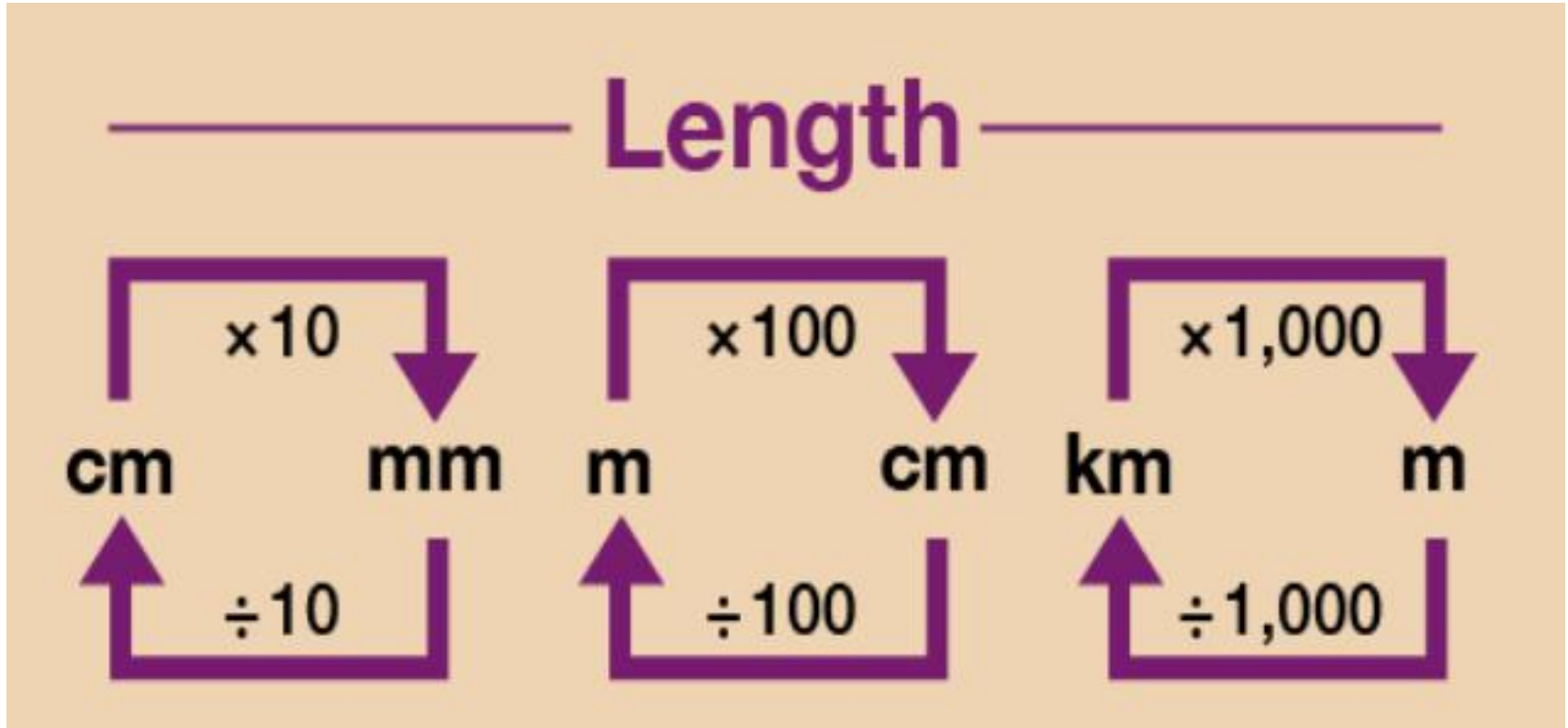
# MEASUREMENT

## CONVERSION OF CENTIMETRES INTO METRES



# MEASUREMENT

## CONVERSION OF CENTIMETRES INTO METRES



# MEASUREMENT

## CONVERSION OF METRES INTO CENTIMETRES

LET'S DISCUSS

11) 23 m 5 cm

$$23 \text{ m} = 23 \times 100 = 2300 \text{ cm}$$

$$23 \text{ m } 5 \text{ cm} = 2300 \text{ cm} + 5 \text{ cm} = 2305 \text{ cm}$$

12) 32 m 16 cm

$$32 \text{ m} = 32 \times 100 = 3200 \text{ cm}$$

$$32 \text{ m } 16 \text{ cm} = 3200 \text{ cm} + 16 \text{ cm} = 3216 \text{ cm}$$



# MEASUREMENT

## CONVERSION OF METRES INTO CENTIMETRES

13) 64 m 36 cm

$$64 \text{ m} = 64 \times 100 = 6400 \text{ cm}$$

$$64 \text{ m } 36 \text{ cm} = 6400 \text{ cm} + 36 \text{ cm} = 6436 \text{ cm}$$

14) 57 m 43 cm

$$57 \text{ m} = 57 \times 100 = 5700 \text{ cm}$$

$$57 \text{ m } 43 \text{ cm} = 5700 \text{ cm} + 43 \text{ cm} = 5743 \text{ cm}$$

# MEASUREMENT

## CONVERSION OF METRES INTO CENTIMETRES

15) 27 m 85 cm

$$27 \text{ m} = 27 \times 100 = 2700 \text{ cm}$$

$$27 \text{ m } 85 \text{ cm} = 2700 \text{ cm} + 85 \text{ cm} = 2785 \text{ cm}$$

16) 43 m 47 cm

$$43 \text{ m} = 43 \times 100 = 4300 \text{ cm}$$

$$43 \text{ m } 47 \text{ cm} = 4300 \text{ cm} + 47 \text{ cm} = 4347 \text{ cm}$$

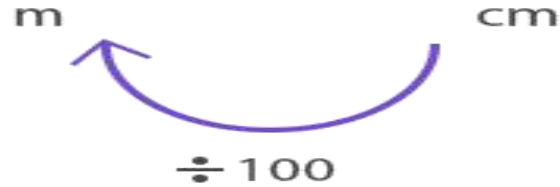
# MEASUREMENT

## CONVERSION OF CENTIMETRES INTO METRES

For example:

1) 300 cm

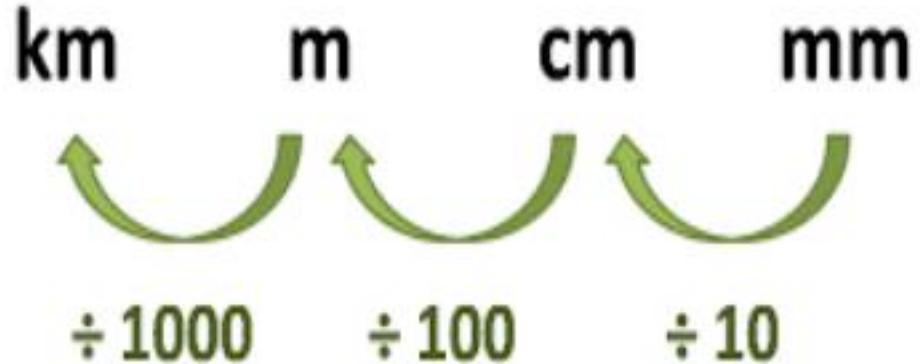
$$300 \div 100 = 3 \text{ m}$$



2) 4251 cm

$$42 \text{ (51)} \div \underline{100}$$
$$= 42 \text{ m } 51 \text{ cm}$$

**Meters**  
÷100 ↑  
**Centimeters**



# MEASUREMENT

## CONVERSION OF CENTIMETRES INTO METRES

**Exercise - 8 A Q. No B 1 to 10  
book page - 105  
in the notebook.**



# MEASUREMENT

## CONVERSION OF CENTIMETRES INTO METRES

Convert the following into metres.

1) 400 cm

$$400 \div 100 = 4 \text{ m}$$

2) 600 cm

$$600 \div 100 = 6 \text{ m}$$

3) 500 cm

$$500 \div 100 = 5 \text{ m}$$

# MEASUREMENT

## CONVERSION OF CENTIMETRES INTO METRES

4) 380 cm

$$380 \div 100 = 3 \text{ m } 80 \text{ cm}$$

5) 250 cm

$$250 \div 100 = 2 \text{ m } 50 \text{ cm}$$

6) 796 cm

$$796 \div 100 = 7 \text{ m } 96 \text{ cm}$$

# MEASUREMENT

## CONVERSION OF CENTIMETRES INTO METRES

7) 552 cm

$$552 \div 100 = 5 \text{ m } 52 \text{ cm}$$

8) 953 cm

$$953 \div 100 = 9 \text{ m } 53 \text{ cm}$$

9) 876 cm

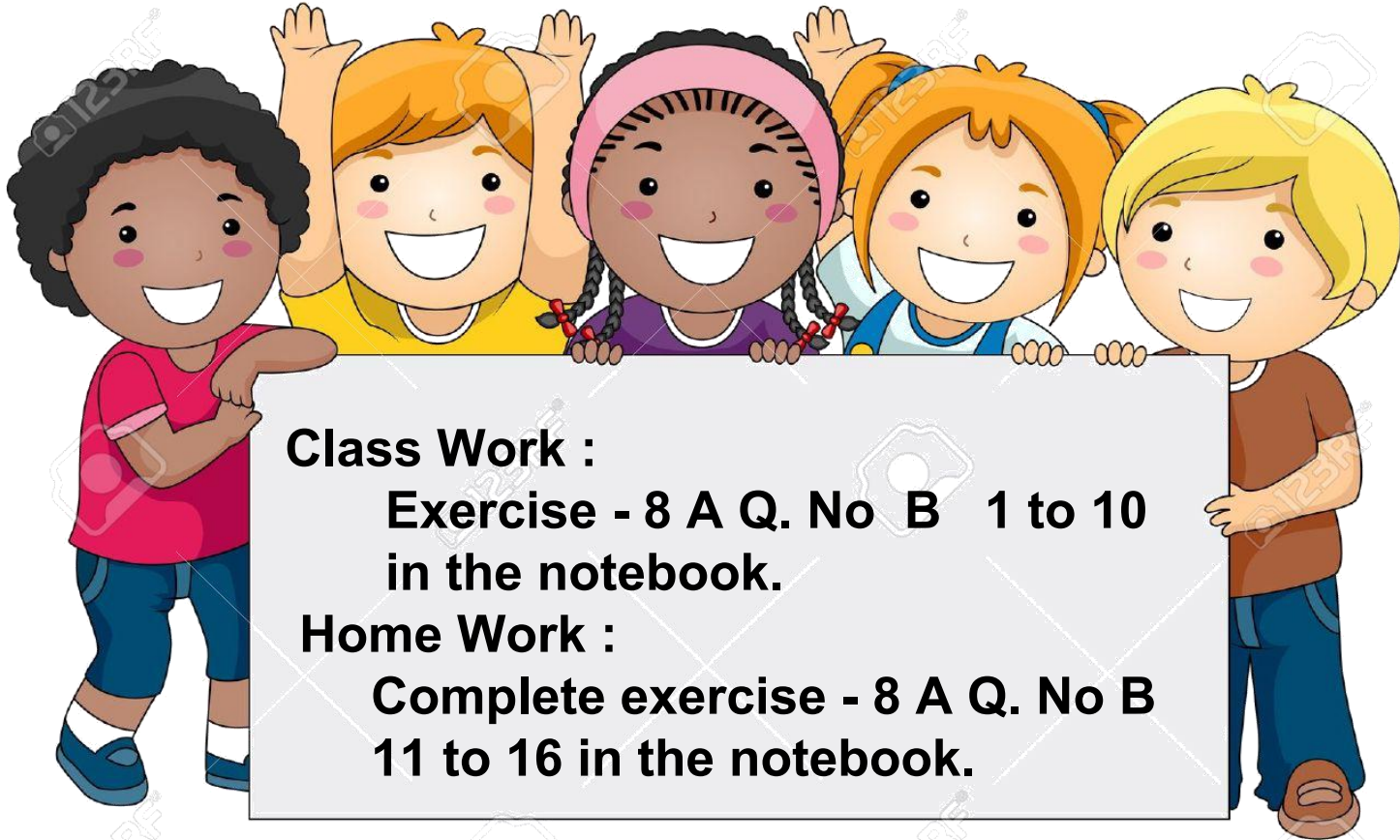
$$876 \div 100 = 8 \text{ m } 76 \text{ cm}$$

10) 1600 cm

$$1600 \div 100 = 16 \text{ m}$$

# MEASUREMENT

## CONVERSION OF METRES INTO CENTIMETRES





## LEARNING OUTCOME:

**Children will be able to estimate the length and distance. Use standard units like centimetres or metres to estimate the length and distance. Also identify the relationship between centimetres and metres. Measure the length of objects in their surroundings by using scales.**

**THANKING YOU**  
**ODM EDUCATIONAL GROUP**