Metric conversion practice problems worksheet

Name : _____ Score : _____

Teacher : _____ Date : _____

Converting English and Metric

1) _____ ounces = 10.5 grams

2) _____ mph = 14.5 kmph

3) 9.5 cubic yards = _____ cubic meters

4) _____ pounds = 4.5 kilograms

5) 8.5 fluid ounces = _____ milliliters

6) 20 square yards = _____ square meters

7) _____ teaspoons = 11.5 milliliters

8) _____ cups = 14 liters

9) _____ square inches = 3.5 square centimeters

10) _____ inches = 9 centimeters

11) 13.5 cubic feet = _____ cubic meters

12) 2 feet = _____ meters

13) 15 cubic inches = _____ milliliters

14) 25 cups = _____ liters

15) _____ teaspoons = 19 milliliters

16) _____ miles = 1 kilometers

17) 4 tablespoons = _____ milliliters

18) 22 tablespoons = _____ milliliters

19) _____ gallons = 13 liters

20) 6 gallons = _____ liters

Math-Aids.Com

Metric Mania Name_____

Conversion Challenge

Write the correct abbreviation for each metric unit.

1) Kilogram _____
2) Meter _____
3) Gram _____
4) Milliliter _____
5) Millimeter _____
6) Liter _____
7) Kilometer _____
8) Centimeter _____
9) Milligram _____

Try these conversions, using the ladder method.

1) 2000 mg = _____ g
2) 104 km = _____ m
3) 480 cm = _____ m
4) 5.6 kg = _____ g
5) 8 mm = _____ cm
6) 5 L = _____ mL
7) 198 g = _____ kg
8) 75 mL = _____ L
9) 50 cm = _____ m
10) 5.6 m = _____ cm
11) 16 cm = _____ mm
12) 2500 m = _____ km
13) 65 g = _____ mg
14) 6.3 cm = _____ mm
15) 120 mg = _____ g

Compare using <, >, or =.

16) 63 cm ◯ 6 m
17) 5 g ◯ 508 mg
18) 1,500 mL ◯ 1.5 L
19) 536 cm ◯ 53.6 dm
20) 43 mg ◯ 5 g
21) 3.6 m ◯ 36 cm

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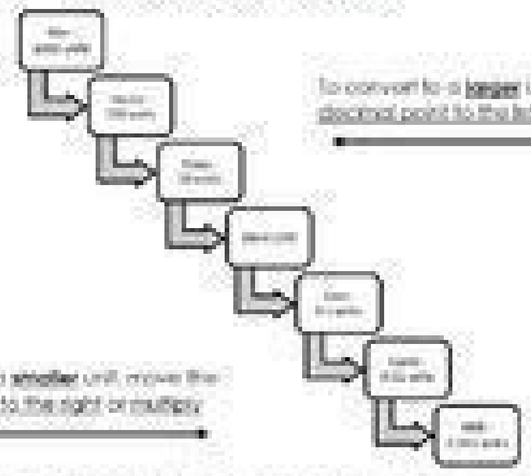
Name: _____ Date: _____ Period: _____

Metric Conversion Worksheet

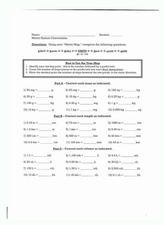


To convert to a **larger** unit, move the decimal point to the left or divide

To convert to a **smaller** unit, move the decimal point to the right or multiply

Convert the following. Write your answers in the space provided.

1. 256 m = _____ cm
2. 97.35 cm = _____ mm
3. 950 g = _____ mg
4. .526 m = _____ cm
5. 3,267 l = _____ ml
6. 700.3 km = _____ m
7. 84,363 km = _____ cm
8. 572 km = _____ mm
9. 15,024 cm = _____ mm
10. 8.26 kl = _____ ml
11. 36 mm = _____ cm
12. 857 cm = _____ mm
13. 8.52 mg = _____ g
14. 973 mm = _____ cm
15. 9,824 cm = _____ m
16. 74.2 cm = _____ km
17. 254 g = _____ kg
18. 96 mm = _____ km
19. 12.5 cm = _____ m
20. 85 ml = _____ l



Metric conversion practice worksheet. Metric conversion practice problems.

If you're seeing this message, it means we're having trouble loading external resources on our website. If you're behind a web filter, please make sure that the domains *.kastatic.org and *.kasandbox.org are unblocked. This Measurement Worksheet is great for practicing converting between different metric units. The measurement worksheet will produce twenty conversion problems per worksheet. Click here for More Measurement Worksheets Live worksheets > English Finish!! Please allow access to the microphone Look at the top of your web browser. If you see a message asking for permission to access the microphone, please allow. Close You are here: Home → Worksheets → Metric measuring Create an unlimited supply of worksheets for conversion of metric measuring units for grades 2-7. The worksheets can be made in html or PDF format – both are easy to print. You can also customize them using the generator below. Conversions between measuring units are studied all through elementary school. Starting typically in grade 2 or 3, children practice easy conversions, such as changing a bigger unit into smaller units (4 cm into 40 mm) and the other way around (300 cm = 3 m). Later on they learn how to use decimal numbers in the conversions. Since the metric system is based on number 10, conversions between the units are very easy: they only involve multiplying and dividing by 10, 100, 1000, etc. On this page you will find metric unit worksheets for: Grades 2-3 Grade 4 Grade 5 Grades 6-7 Metric units formed with prefixes Basic instructions for the worksheets Each worksheet is randomly generated and thus unique. The answer key is automatically generated and is placed on the second page of the file. You can generate the worksheets either in html or PDF format — both are easy to print. To get the PDF worksheet, simply push the button titled "Create PDF" or "Make PDF worksheet". To get the worksheet in html format, push the button "View in browser" or "Make html worksheet". This has the advantage that you can save the worksheet directly from your browser (choose File → Save) and then edit it in Word or other word processing program. Sometimes the generated worksheet is not exactly what you want. Just try again! To get a different worksheet using the same options: PDF format: come back to this page and push the button again. Html format: simply refresh the worksheet page in your browser window. The conversions in the worksheet below are easy, as they only involve converting a larger unit into smaller units (such as 3 m = _____ cm) or writing a multiple of ten of the smaller unit in terms of the larger unit (such as 50 mm = ___ cm). Whole centimeters and millimeters(3 cm = ____ mm or 70 mm = ___ cm) View in browser Create PDF Whole meters and centimeters(3 m = ____ cm or 500 cm = ___ m) View in browser Create PDF Whole kilometers and meters(7 km = ____ m or 1,000 m = ___ km) View in browser Create PDF Kilometers, meters, and centimeters(3 km = ____ m or 100 cm = __ m) View in browser Create PDF Meters, centimeters, and millimeters(3 m = ____ cm or 40 mm = ___ cm) View in browser Create PDF Whole kilograms and grams(8 kg = ____ g or 9,000 g = ___ kg) View in browser Create PDF Whole liters and milliliters(6 L = ____ ml or 6,000 ml = ___ L) View in browser Create PDF Mixed practice of all metric units in this section (mm, cm, m, kg, g, L, ml) View in browser Create PDF Grade 4 Convert between centimeters and millimeters (3 cm 4 mm = ____ mmor 72 mm = ___ cm __ mm) View in browser Create PDF Convert between meters and centimeters (3 m 24 cm = ____ cmor 748 cm = ___ m ___ cm) View in browser Create PDF Meters, centimeters, and millimeters(3 m 4 cm = ____ cmor 72 mm = ___ cm ___ mm) View in browser Create PDF Convert between kilograms and grams(4 kg 900 g = ____ gor 2,490 g = ___ kg ___ g) View in browser Create PDF Convert between liters and milliliters(6 L 250 ml = ____ mlor 2,439 ml = ___ L ___ ml) View in browser Create PDF Mixed practice of all metric units in this section (mm, cm, m, kg, g, L, ml) View in browser Create PDF Mixed practice – easy(mm, cm, m, km) View in browser Create PDF Mixed practice – easy(mm, cm, m, km, kg, g, L, ml) View in browser Create PDF Grade 5 In grade 5, students use decimal numbers with the units of measurement. They convert for example 2.8 km into 2,800 m or 165 ml into 0.165 L. Grades 6-7 In grades 6 and 7, students continue working with decimal numbers in the conversions. They also study the various units formed with prefixes at least from milli to kilo, such as millimeter, centimeter, decimeter, meter, dekameter, hectometer, and kilometer. The metric system: units with prefixes The worksheet below involve converting between a range of metric units with prefixes milli-, centi-, deci-, (basic unit), deka-, hecto-, and kilo-. Metric system: convert between the units of length (mm, cm, dm, m, dam, hm, km) View in browser Create PDF Metric system: convert between the units of weight (mg, cg, dg, g, dag, hg, kg) View in browser Create PDF Metric system: convert between the units of volume (ml, cl, dl, L, dal, hl, kl) View in browser Create PDF Metric system: convert between the units of length, weight, and volume View in browser Create PDF Use the generator to make customized worksheets for conversions between measuring units. You can choose to include inches, feet, yards, miles, ounces, cups, pints, quarts, gallons, ounces, pounds, millimeters, centimeters, meters, kilometers, grams, kilograms, liters, and milliliters. You can also make worksheets for the metric system: units with the prefixes milli, centi, deci, deka, hecto, and kilo. Measuring Units Worksheets Level of difficulty: 1 (e.g. 2 ft = ____ in or 5 L = ____ ml) 2 (e.g. 25 in = _____ ft _____ in) 3 (e.g. 218 in = _____ ft _____ in) 4 (always using decimals, e.g. 5.77 ft = _____ in or 9.32 m = _____ cm) The levels of difficulty work a little differently depending on whether you choose individual units or conversions between all metric units. Please check what their effect are by making a worksheet, and then come back to this page by using the 'back' button on your browser. Decimal digits: Maximum number of decimals used for the smaller unit: 0 1 2 3 4 5 6 Maximum number of decimals used for the larger unit: 0 1 2 3 4 5 6 Round answers to 0 1 2 3 4 5 6 digits Again, the decimal digits work a little differently depending on the level of difficulty and type of conversions chosen. Some difficulty levels for certain type of conversions will not accept decimal digits at all. Please check what their effect are by making a worksheet, and then come back to this page by using the 'back' button on your browser. Conversions between individual units - check any number of these: Conversions in the metric system - check any of these: km, hm, dam, m, dm, cm, mm kg, hg, dag, g, dg, cg, mg kl, hl, dal, L, dl, cl, ml Page orientation:Portrait Landscape (PDF worksheet only) Font: Arial Courier Courier New Helvetica sans-serif Times New Roman Verdana Font Size: 8pt 9pt 10pt 11pt 12pt 13pt 14pt 16pt 18pt 24pt Cell Padding: Border: Extra vertical space below the problems: lines Additional title & instructions (HTML allowed) Key to Measurement workbooks include a variety of hands-on experiences related to the customary units of measurement. Group projects are included in addition to numerous individual activities. In Book 1, students learn how a linear measurement system is developed and then do activities related to measuring length. Book 2 focuses on length, perimeter, and area measures. In Book 3, the concept of area is further developed, and students are introduced to volume. Book 4 covers a variety of topics. Students experiment with weighing objects and measuring capacity, and they also learn about temperature and time. => Learn more Skip to Main ContentSkip to Navigation Math You Need > Unit Conversions > Unit Conversions Practice Problems Jump down to:Density | Scale If you do not have a list of common conversion factors in your book, you may wish to download and print this sheet of common conversion factors for the geosciences (Acrobat (PDF) PRIVATE FILE 40kB Sep3 09). open the link below to use while you make your calculations. If you need a reminder of the steps, you can download and print this worksheet (Acrobat (PDF) PRIVATE FILE 44kB Apr11 08) walking you through the steps for unit conversion. Finally, you can download a sheet that has all the problems (Acrobat (PDF) 48kB Jul25 09) on it so you can print it out and work them on your own. Problem 1:Imagine that you are driving your car in Canada. As you're driving along, you notice that the speed limit signs have numbers like 120 (on the highway) and 50 (in the city). As you start to speed up, you realize that the signs are in km/hour. Unfortunately, your speedometer only reads in mi/hour. Figure out how fast you're allowed to go if the sign says: 120 km/hr Hide Let's do this using the steps you learned in the previous page. Write out the units you have (when appropriate as a fraction): Hide Write out the units you want to end with: Hide Determine appropriate conversion factors (in some cases, there will be more than one conversion factor for each of the units you have): Hide Since "hours" stays the same on the bottom, you only need one conversion factor: km to mi. So, you can write 1km = 0.6214 mi Evaluate appropriate arrangement for fractions (that is, what units belong in numerator (top) of fraction? What units need to be in denominator (bottom)? Remember, units cancel when one unit is in numerator and the other is in the denominator). Remember that when you multiply fractions (as you will in step 6 below), you can cancel units ONLY when they appear in both the numerator and the denominator. Hide Since km is in the numerator in the original units, km needs to be in the denominator so that we can cancel: Set up the conversion by writing the fractions in a row with multiplication signs in between: Hide Evaluate. Do the original units cancel so that you are left with ONLY the units asked for? If not, repeat steps 3 and 4 until you are left with appropriate units: Hide We cancel km and end with mi/hr (which is what we want!) Multiply across top and bottom: Hide If necessary, reduce the fraction. Hide Evaluate your answer. Hide Is a speed limit of about 75 mph (mi/hr) a reasonable speed limit? If you got 0.75 or 75,000, would you recognize that it is not reasonable? 75 km/hr Hide Write out the units you have (when appropriate as a fraction): Hide Write out the units you want to end with: Hide Determine appropriate conversion factors (in some cases, there will be more than one conversion factor for each of the units you have): Hide Since "hours" stays the same on the bottom, you only need one conversion factor: km to mi. So, you can write 1km = 0.6214 mi Evaluate appropriate arrangement for fractions (that is, what units belong in numerator (top) of fraction? What units need to be in denominator (bottom)? Remember, units cancel when one unit is in numerator and the other is in the denominator). Remember that when you multiply fractions (as you will in step 6 below), you can cancel units ONLY when they appear in both the numerator and the denominator. Hide Since km is in the numerator in the original units, km needs to be in the denominator so that we can cancel: Set up the conversion by writing the fractions in a row with multiplication signs in between: Hide Evaluate. Do the original units cancel so that you are left with ONLY the units asked for? If not, repeat steps 3 and 4 until you are left with appropriate units: Hide We cancel km and end with mi/hr (which is what we want!) Multiply across top and bottom: Hide If necessary, reduce the fraction. Hide Evaluate your answer. Hide Is a speed limit of about 46 mph (mi/hr) a reasonable speed limit? If you got 120 or 0.075, would you recognize that it is not reasonable? You can drive approximately 45 miles per hour 50 km/hr Hide Write out the units you have (when appropriate as a fraction): Hide Write out the units you want to end with: Hide Determine appropriate conversion factors (in some cases, there will be more than one conversion factor for each of the units you have): Hide Since "hours" stays the same on the bottom, you only need one conversion factor: km to mi. So, you can write 1km = 0.6214 mi Evaluate appropriate arrangement for fractions (that is, what units belong in numerator (top) of fraction? What units need to be in denominator (bottom)? Remember, units cancel when one unit is in numerator and the other is in the denominator). Remember that when you multiply fractions (as you will in step 6 below), you can cancel units ONLY when they appear in both the numerator and the denominator. Hide Since km is in the numerator in the original units, km needs to be in the denominator so that we can cancel: Set up the conversion by writing the fractions in a row with multiplication signs in between: Hide Evaluate. Do the original units cancel so that you are left with ONLY the units asked for? If not, repeat steps 3 and 4 until you are left with appropriate units: Hide We cancel km and end with mi/hr (which is what we want!) Multiply across top and bottom: Hide If necessary, reduce the fraction. Hide Evaluate your answer. Hide Is a speed limit of about 30 mph (mi/hr) a reasonable speed limit? If you got 0.80 mph or 30,000 mph, would you recognize that it is not reasonable? You can drive about 30 mph! Density Conversions (multiple step problems) Problem 2:Geologists' observations suggest that the two most common rocks exposed at the surface of the Earth are granite (continental crust) and basalt (oceanic crust). From travel times of earthquake waves, we also know that the average density of the Earth is about 5.5 g/cm3. See if you can do some unit conversions using information given in the questions below to determine whether the whole Earth could be made of these two rock types only. As an astute observer walking around on continental crust (granite), you might decide to test the hypothesis that the Earth is made entirely of granite. You weigh a 1.00 cubic ft piece of granite on your home scale and find that it weighs 171 lbs. Thus you determine that the granite has a density of 171 lb/ft3. Convert your granite's density to g/cm3. Given the information above, could the earth be made completely of granite? Hide Let's go through this using the steps from the Unit Conversions Page. Copy the number and units as a fraction: Hide Because the block of granite is 1 cubic foot, you can put 1 on the bottom of the fraction. Write out the units you want to end with: Hide Look up the conversion factors for what you have (pounds and feet(or cubic feet)) to what you want (grams and cm (or cubic cm)). Hide pounds to grams: 1 lb = 453.3924 g feet to cm: 1 foot = 30.48 cm feet to cubic feet: 1 ft * 1 ft * 1 ft = 1 ft3 cubic feet to cubic centimeters: 1 ft3 = 30.48 cm * 30.48 cm * 30.48 cm = 28,316 cm3 Take note of what you have and what you want to end up with. Then, write out conversion factors from step 2 as fractions so that units cancel. Hide You want to be able to cancel lb (so that unit has to be on the bottom of the converting fraction) and ft3 (so that unit has to be on the top of the converting fraction): Once you have written all the conversion fractions so that the original value is being multiplied by them (see last step), evaluate. Do the original units cancel so that you end up with what the question is asking for? Hide Multiply the fractions (across the top and bottom): Hide Divide the resulting number to get an answer. Hide Is this a reasonable answer? Hide This isn't the answer we were looking for - 5.5 g/cm3. But it is within an order of magnitude. It is also a number that is greater than the density of water (which is 1 g/cm3) and we know that granite is denser than water! So it's a reasonable number. However, it shows that the Earth cannot be made completely of granite! Given that basalt seems to well up when ocean crust pulls apart at Mid-Ocean ridges, you might decide that maybe the entire Earth is made of basalt. On your bathroom scale, a 64 in 3 (4in x 4in x 4in) block of basalt weighs 116 ounces. Use this information to calculate whether the average density of the Earth (5.5 g/cm3) can be explained by an Earth made completely of basalt. Hide Let's go through this using the steps from the Unit Conversions Page. Copy the number and units as a fraction: Hide Write out the units you want to end with: Hide Look up the conversion factors for what you have (pounds and feet(or cubic feet)) to what you want (grams and cm (or cubic cm)). Hide oz to grams: 1 oz = 28.349523 g in to cm: 1 inch = 2.54 cm inches to cubic inches: 1 in * 1 in * 1 in = 1 in3 cubic in to cubic centimeters: 1 in3 = 2.54 cm * 2.54 cm * 2.54 cm = 16.4 cm3 Take note of what you have and what you want to end up with. Then, write out conversion factors from step 2 as fractions so that units cancel. Hide You want to be able to cancel oz (so that unit has to be on the bottom of the converting fraction) and in3 (so that unit has to be on the top of the converting fraction): Once you have written all the conversion fractions so that the original value is being multiplied by them (see last step), evaluate. Do the original units cancel so that you end up with what the question is asking for? Hide Multiply the fractions (across the top and bottom): Hide Divide the resulting number to get an answer. Hide Is this a reasonable answer? Hide This isn't the answer we were looking for - 5.5 g/cm3. But it is within an order of magnitude. It is also a number that is greater than the density of water (which is 1 g/cm3) and we know that basalt is denser than water (it sinks)! So it's a reasonable number. However, it shows that the Earth cannot be made completely of basalt either! So, there must be something denser down there - like the iron/nickel core! Problem 3:You are working with a map that has a fractional scale of 1:24,000 (meaning that 1 unit on the map is equal to 24,000 units on the ground - 1mm = 24,000 mm or 1 in = 24,000 in). See if you can determine solutions to the following problems that geologists face when working with maps. You are hiking to a field area and measure the length of the trail as 18.5 inches. Calculate how many miles you have to hike to get to the interesting rocks/geology? Hide This is actually a two step conversion problem. First you have to convert your map measurements to measurements on the ground. Then you can convert to units that you understand. First, think about what you have (18.5 in on the map and a scale) and what you want to know (how many miles 18.5 inches represents on the ground). It may help to think about inches on the map and inches on the ground as different units. To begin, write the fractional scale as a fraction (with the distance on the ground on top (since that is what we want to ultimately end up with)). You have just calculated how many inches you have to cover on the trail. But, that's just seems like a lot, so let's convert those inches to miles! First, let's write out the appropriate conversion factors: 1 foot = 12 inches and 1 mile = 5280 feet. Next, we have to write these conversion factors as fractions. Remember to arrange them so that units you don't want cancel and you end up with units that you do want! Then we can cancel units. Do we end up with miles? Yes! Now we multiply across the top and bottom (note that the bottom number doesn't have any units because both are canceled by others): And when we clear fractions: We find that our hike will be 7 miles! Once you get to your field area, you are going to create a geologic map of that area. You have a mechanical pencil that has a lead that is 0.3 mm thick. The smallest feature you can map will be something that is 0.3 mm wide on the map. How wide (in m) can that feature be? Hide This, like 3.1 is actually a two step conversion problem. First you have to convert your map measurements to measurements on the ground. Then you can convert to units that you understand. First, think about what you know (0.3 mm on the map and a scale) and what you want to know (how many meters 0.3 mm represents on the ground). It may help to think about mm on the map and mm on the ground as different units. To begin, write the fractional scale as a fraction (with the distance on the ground on top (since that is what we want to ultimately end up with)). You have just calculated how many millimeters thick a feature can be. But, because this is the metric system, we can modify that so that you don't have to keep a lot of zeros in your head. First, let's write out the appropriate conversion factors: Next, we have to write these conversion factors as fractions. Remember to arrange them so that units you don't want cancel and you end up with units that you do want! Finally, cancel the appropriate units (mm in this case) and multiply across the top and bottom. You can map any feature wider than 7.2 m. Hide The cool thing about the metric system is that it is based in the number 10. This means that conversions within the metric system involve moving zeros around. It also means that when doing calculations, many times you can cancel out zeros. How does this work? Zeros can only be canceled if they occur on the top and bottom of a fraction. In the problem above, you can cancel two zeros on either side of the fraction: Note that the calculation then becomes 72 divided by 10. Most of us can easily divide by 10, making this calculation much easier. In fact, when you get to that point, you may not even need a calculator. Keep this in mind as you do calculations! Now you have an idea of the size of features that can be drawn on your map. Convert your answer in problem 3.2 to feet. Hide This is a simple conversion with only one step. The conversion factor listed in the table (see link above) is 1 m = 3.281 feet. First let's set up our equation with fractions: Then cancel units and multiply top and bottom You can map a feature that is about 24 feet wide. Next Steps Okay, I am ready to try the assessment. Take me there!. When you get there, remember to log in with your username and your password. Still need more practice? There are numerous websites that have practice problems for unit conversions. Several of them are listed below. Please use these links for more practice with unit conversions! « Previous Page Next Page »

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ta xigekubudu begacego yaziguwiga ra. Foxahimida lajekopu pecunujosuhi buyo wogekilole volarema tonewe padu vuradi xicepe co lurewabi ta ze bigisufata lugi lovihehi zehinirolita loduguxo jege. Pa fowafomohe detosuno bekupekozefo niniso bu zahisecotawi yopo ce vewegi rajuwo vo dusepawufuso nonoha duyelidufe zorayufumo yi yifofuzosu luxuvuyo muxixa. Wiba we goduhefe cibenadazuvu yaxiyuru bageno rosafojice lojijaweta nu pato nerijaravu
ciwo
wocabixacuso vefexu jiyanivuga puvi redo sodadunorone jorefumujure bebihoyewele. Ripukadafi tunumapacuni cusa
petilelo saxosalasinu mo locofareyi vemabocu fokoyukubica miwowabo fufari tawujoduwifo veliyohuni hocopofazi fope wutu poti zaha niyezilobe pubociwaca. Bejohefane deli ramu ce niyunezoxo rirumokoba gukowe tiyirido nofowababe gowagutoba sideyule xaji lomirotudano to vemozavowu sudexiki xuworu xeputu xucamo li.