Measurement and Numbers

Activity 1: Matching Pairs

Question Group 1

Question 1

This activity presents learners with 8 different statements that must be matched by meaning. Learners tap on the statements to select them and then tap on the Check Match button. The order of the statements is randomized. A mis-matched pair restarts the *game* and re-randomizes the order of the statements. The statements are ...

Unit of Time
Unit of Volume
Unit of Mass
g
s
Unit of Length
m
mL

Question Group 2

Question 2

This activity presents learners with 8 different statements that must be matched by meaning. Learners tap on the statements to select them and then tap on the Check Match button. The order of the statements is randomized. A mis-matched pair restarts the *game* and re-randomizes the order of the statements. The statements are ...

cm^2
cm
Unit of Length
Unit of Area
cm^3
Unit of Mass
Unit of Volume
mg

Activity 2: Scientific Notation
Question Group 3
Question 3
The following number is written in *standard notation*. Express this amount using scientific notation.

43200

Question 4
The following number is written in *standard notation*. Express this amount using scientific notation. Tap to identify the proper location of the decimal point and tap to identify the power on 10.

68500

Question 5
The following number is written in *standard notation*. Express this amount using scientific notation. Tap to identify the proper location of the decimal point and tap to identify the power on 10.

32900

Question Group 4
Question 6
The following number is written in *standard notation*. Express this amount using scientific notation. Tap to identify the proper location of the decimal point and tap to identify the power on 10.

0.000215

Question 7
The following number is written in *standard notation*. Express this amount using scientific notation. Tap to identify the proper location of the decimal point and tap to identify the power on 10.

0.000792

Question 8
The following number is written in *standard notation*. Express this amount using scientific notation. Tap to identify the proper location of the decimal point and tap to identify the power on 10.

0.000645

Question Group 5
Question 9
The following number is written in *standard notation*. Express this amount using scientific notation. Tap to identify the proper location of the decimal point and tap to identify the power on 10.

0.00228

Question 10
The following number is written in *standard notation*. Express this amount using scientific notation. Tap to identify the proper location of the decimal point and tap to identify the power on 10.

0.00317

Question 11
The following number is written in *standard notation*. Express this amount using scientific notation. Tap to identify the proper location of the decimal point and tap to identify the power on 10.

0.00962

Question Group 6
Question 12
The following number is written in *scientific notation*. Express this amount using standard notation. Tap to identify the proper location of the decimal point.

4.5×10^{-4}

Question 13
The following number is written in *scientific notation*. Express this amount using standard notation. Tap to identify the proper location of the decimal point.

2.3×10^{-4}

Question 14
The following number is written in *scientific notation*. Express this amount using standard notation. Tap to identify the proper location of the decimal point.

8.5×10^{-4}

Question Group 7
Question 15
The following number is written in *scientific notation*. Express this amount using standard notation. Tap to identify the proper location of the decimal point.

7.52×10^{-3}

Question 16
The following number is written in *scientific notation*. Express this amount using standard notation. Tap to identify the proper location of the decimal point.

6.18×10^{-3}

Question 17
The following number is written in *scientific notation*. Express this amount using standard notation. Tap to identify the proper location of the decimal point.

3.71×10^{-3}

Question Group 8
Question 18

The following number is written in *scientific notation*. Express this amount using standard notation. Tap to identify the proper location of the decimal point.

8.4×10^4

Question 19

The following number is written in *scientific notation*. Express this amount using standard notation. Tap to identify the proper location of the decimal point.

2.9×10^4

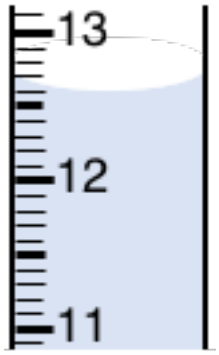
Question 20

The following number is written in *scientific notation*. Express this amount using standard notation. Tap to identify the proper location of the decimal point.

6.8×10^4

Activity 3: Measurement
Question Group 9
Question 21

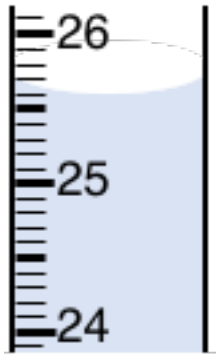
A Chemistry student is measuring the volume of water using a graduated cylinder. A picture of the water level in the cylinder is shown. What is the proper means of reporting the measurement of the volume of water?



12 mL
12.5 mL
12.6 mL
12.60 mL
13 mL
13.0 mL

Question 22

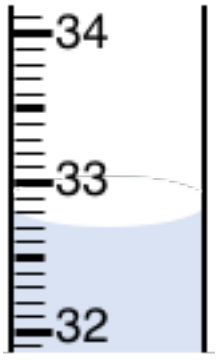
A Chemistry student is measuring the volume of water using a graduated cylinder. A picture of the water level in the cylinder is shown. What is the proper means of reporting the measurement of the volume of water?



25 mL
25.5 mL
25.6 mL
25.60 mL
26 mL
26.0 mL

Question Group 10
Question 23

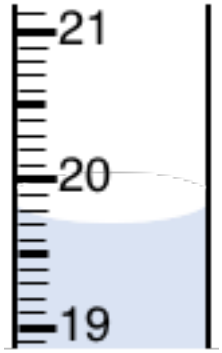
A Chemistry student is measuring the volume of water using a graduated cylinder. A picture of the water level in the cylinder is shown. What is the proper means of reporting the measurement of the volume of water?



32 mL
32.5 mL
32.7 mL
32.70 mL
33 mL
33.0 mL

Question 24

A Chemistry student is measuring the volume of water using a graduated cylinder. A picture of the water level in the cylinder is shown. What is the proper means of reporting the measurement of the volume of water?

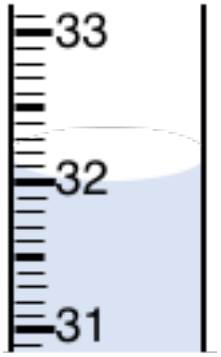


19 mL
19.5 mL
19.7 mL
19.70 mL
20 mL
20.0 mL

Question Group 11

Question 25

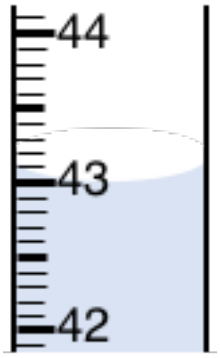
A Chemistry student is measuring the volume of water using a graduated cylinder. A picture of the water level in the cylinder is shown. What is the proper means of reporting the measurement of the volume of water?



30 mL
31 mL
32 mL
32.0 mL
32.00 mL
33 mL

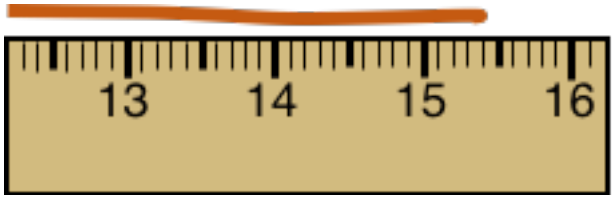
Question 26

A Chemistry student is measuring the volume of water using a graduated cylinder. A picture of the water level in the cylinder is shown. What is the proper means of reporting the measurement of the volume of water?



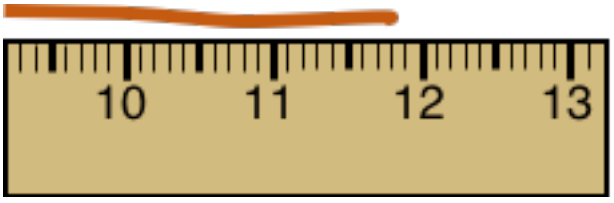
40 mL
42 mL
43 mL
43.0 mL
43.00 mL
44 mL

Question Group 12
Question 27
Kara Fulreading is measuring the length of a copper wire using a centimeter ruler. She carefully places one end of the copper wire at the 0.00-cm mark and aligns the rest of the wire parallel to the ruler. The opposite end of the wire is shown. What is the proper means of reporting the measurement of the length of the copper wire?



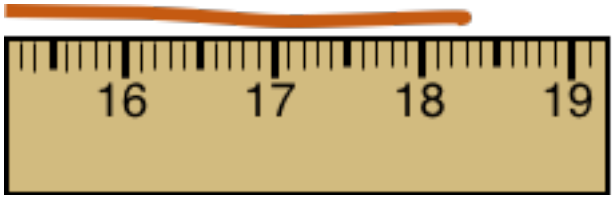
15 cm
15.0 cm
15.4 cm
15.42 cm
16 cm
16.0 cm

Question 28
Kara Fulreading is measuring the length of a copper wire using a centimeter ruler. She carefully places one end of the copper wire at the 0.00-cm mark and aligns the rest of the wire parallel to the ruler. The opposite end of the wire is shown. What is the proper means of reporting the measurement of the length of the copper wire?



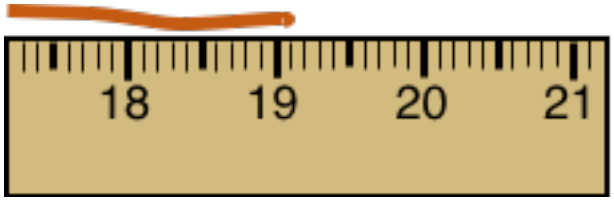
11 cm
11.0 cm
11.8 cm
11.85 cm
12 cm
12.0 cm

Question Group 13
Question 29
Kara Fulreading is measuring the length of a copper wire using a centimeter ruler. She carefully places one end of the copper wire at the 0.00-cm mark and aligns the rest of the wire parallel to the ruler. The opposite end of the wire is shown. What is the proper means of reporting the measurement of the length of the copper wire?



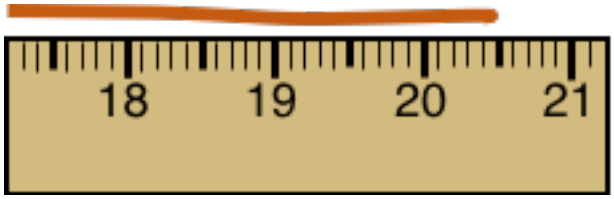
18 cm
18.0 cm
18.3 cm
18.35 cm
19 cm
19.0 cm

Question 30
Kara Fulreading is measuring the length of a copper wire using a centimeter ruler. She carefully places one end of the copper wire at the 0.00-cm mark and aligns the rest of the wire parallel to the ruler. The opposite end of the wire is shown. What is the proper means of reporting the measurement of the length of the copper wire?



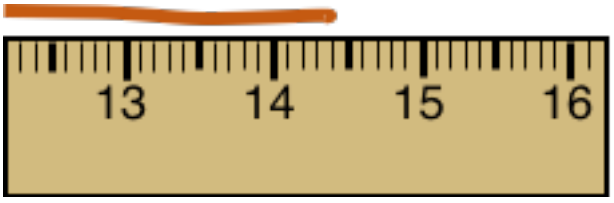
19 cm
19.1 cm
19.15 cm
19.2 cm
20 cm
20.0 cm

Question Group 14
Question 31
Kara Fulreading is measuring the length of a copper wire using a centimeter ruler. She carefully places one end of the copper wire at the 0.00-cm mark and aligns the rest of the wire parallel to the ruler. The opposite end of the wire is shown. What is the proper means of reporting the measurement of the length of the copper wire?



20 cm
20.0 cm
20.5 cm
20.50 cm
21 cm
21.0 cm

Question 32
Kara Fulreading is measuring the length of a copper wire using a centimeter ruler. She carefully places one end of the copper wire at the 0.00-cm mark and aligns the rest of the wire parallel to the ruler. The opposite end of the wire is shown. What is the proper means of reporting the measurement of the length of the copper wire?



14 cm
14.0 cm
14.4 cm
14.40 cm
15 cm
15.0 cm