

Grade 4 Unit 5

Lesson 6

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Unit 5 Lesson 6: Ten Times as Many

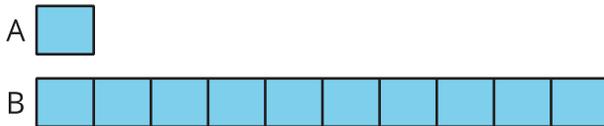
WU Choral Count: 12, 15 and 24 (Warm up)

Student Task Statement

1 Ten Times as Many

Student Task Statement

Here is a diagram that represents two quantities, A and B.



1. What are some possible values of A and B?
2. Select the equations that could be represented by the diagram.
 - A. $15 \times 10 = 150$
 - B. $16 \times 100 = 1,600$
 - C. $30 \div 3 = 10$
 - D. $5,000 \div 5 = 1,000$
 - E. $80 \times 10 = 800$
 - F. $12,000 \div 10 = 1,200$
3. For the equations that can't be represented by the diagram:
 - a. Explain why the diagram does not represent these equations.
 - b. How would you change the equations so the diagram could represent them?
 - c. Compare your equations with your partner's. Make at least two observations about the equations you and your partner wrote.

2 What Remains the Same?

Student Task Statement

1. Use the diagram to complete the table.

A 

B 

value of A	value of B
14	
	1,000
160	
	850
1,000	
	2,070
	3,900

2. Select some values from your table to explain or show:
- a. How you found the value of B when the value of A is known.
 - b. How you found the value of A when the value of B is known.

Images for Activity Synthesis

A 

B 