



# Interpret Representations of Multiplicative Comparison

Let's make sense of representations of problems with "times as many."

## Warm-up

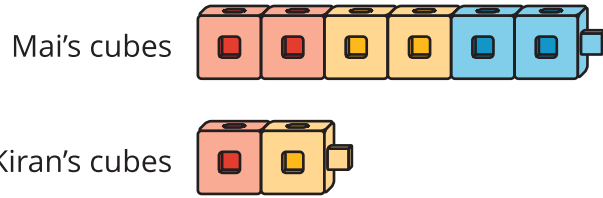
### How Many Do You See: Times as Many

How many do you see? How do you see them?



## Activity 1

### Represent “Times as Many”











1. Jada has 4 times as many cubes as Kiran. Draw a diagram to represent the situation.
2. Diego has 5 times as many cubes as Kiran. Draw a diagram to represent the situation.
3. Lin has 6 times as many cubes as Kiran. How many cubes does Lin have? Explain or show your reasoning.

## Activity 2

### Diagrams to Solve Multiplicative Comparison Problems

Here are 4 sets of descriptions, diagrams, and equations that compare pairs of quantities.

Match each description to a diagram and an equation that represent the same situation.

<p>A</p> <p>Lin has 3 cubes. Jada has 2 times as many.</p>	<p>B</p> <p>Han has 3 cubes. Elena has 3 times as many.</p>
<p>C</p> $2 \times 3 = 6$	<p>D</p> <p>Priya had 5 cubes. Noah had 3 times as many.</p>
<p>E</p> $3 \times 5 = 15$	<p>F</p> $4 \times 4 = 16$
<p>G</p> <p>quantity 1 </p> <p>quantity 2 </p>	<p>H</p> <p>quantity 1 </p> <p>quantity 2 </p>
<p>I</p> $3 \times 3 = 9$	<p>J</p> <p>Mai has 4 cubes. Diego has 4 times as many.</p>
<p>K</p> <p>quantity 1 </p> <p>quantity 2 </p>	<p>L</p> <p>quantity 1 </p> <p>quantity 2 </p>

Record your matches here:

Set 1: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Set 2: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Set 3: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Set 4: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

