## 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.
	1. $15×10=150$
	2. $16×100=1,​600$
	3. $30÷3=10$
	4. $5,​000÷5=1,​000$
	5. $80×10=800$
	6. $12,​000÷10=1,​200$
3. For the equations that can't be represented by the diagram:
	1. Explain why the diagram does not represent these equations.
	2. How would you change the equations so the diagram could represent them?
	3. 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.
* 

| * value of A
 | * value of B
 |
| --- | --- |
| * 14
 | * $$
 |
| * $$
 | * 1,000
 |
| * 160
 |  |
|  | * 850
 |
| * 1,000
 |  |
|  | * 2,070
 |
|  | * 3,900
 |

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

#### Images for Activity Synthesis





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