Lesson 6: Ten Times as Many

Standards Alignments

Addressing   4.NBT.B.5, 4.OA.A.1, 4.OA.A.2

Teacher-facing Learning Goals

- Write, represent, and solve multiplicative comparison problems involving "10 times as many."

Student-facing Learning Goals

- Let's represent "10 times as many."

Lesson Purpose

The purpose of this lesson is for students to represent and solve multiplicative comparison problems involving multiples of 10.

In this lesson, students apply place value understanding, where they look for and make use of structure, to what they have learned about representing and solving multiplicative comparison problems (MP7). They use tape diagrams and equations to represent multiplicative comparisons that are "10 times as many".

Students will build on this understanding in the next section as they convert measurements from larger metric units into smaller ones (for instance, from meters to centimeters, kilograms to grams, or liters to milliliters).

This lesson has a Student Section Summary.

Access for:

♿ Students with Disabilities

- Representation (Activity 2)

🌐 English Learners

- MLR8 (Activity 2)

Instructional Routines

Choral Count (Warm-up)

Lesson Timeline

Warm-up	10 min
Activity 1	20 min

Teacher Reflection Question

In today's lesson, students considered multiplication with products greater than 100. What vocabulary did you hear students using

Activity 2	15 min
Lesson Synthesis	10 min
Cool-down	5 min

that indicated a use of place value and beginning understanding of multiplication of multi-digit numbers?

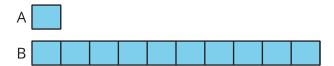# Cool-down (to be completed at the end of the lesson)   🕐 5 min

What's the Value?

Standards Alignments

Addressing   4.OA.A.1, 4.OA.A.2

Student-facing Task Statement

1. A has a value of 3. What is the value of B?
2. A has a value of 30. What is the value of B?
3. A has a value of 300. What is the value of B?
4. Write one true statement comparing 3, 30, and 300 and using the phrase "as much as."

Student Responses

1. 30
2. 300
3. 3,000
4. Sample response: 300 is ten times as much as 30, which is ten times as much as 3.