

**Using the Whiteboard**

- Discuss the problem with students.
- Have a volunteer use the **Pen** to answer the question in the space provided.

**Teaching the Math**

This problem requires students to identify the correct relationship between numbers. It also requires students to critique the reasoning of others.

**Answer Key**

Both answers make sense; possible explanation: 1 meter is 1,000 times as long as 1 millimeter. 1 liter is 1,000 times as much as 1 milliliter. The number pairs in the table show the relationship between meters and millimeters and also liters and milliliters.