

**Using the Whiteboard**

- Discuss the problem with students.
- Tap **Think** to reveal helpful text.
- Ask a student to tap **Answer** to reveal the answers.
- Tap the **Action Arrow** to reveal concluding sentences.
- Ask another student to tap **Answer** to reveal the completed sentences.
- Tap the **Try This** button to reveal another problem.
- Ask a student to use the **Pen** to complete the table and sentence.

**Teaching the Math**

**Ask:** How can you solve the problem? **Possible answer:** I can compare 5 pounds and 90 ounces by writing 5 pounds as ounces.

**Ask:** Why do you change the larger unit, pounds, to a smaller unit, ounces? **Possible answer:** I need to compare the measurements using the same measurement unit. I know 1 pound is 16 times as heavy as 1 ounce, so I can write pounds as ounces by multiplying the number of pounds by 16. Then I can compare ounces to ounces.

**Ask:** Suppose Nancy needed 6 pounds of flour to bake the pies. Would she have enough flour? Explain. **No; possible explanation:**  $6 \text{ pounds} \times 16 = 96 \text{ ounces}$ ;  $90 \text{ ounces} < 96 \text{ ounces}$ , so she would not have enough flour.

**Try This**

Introduce the customary unit of weight, a ton. Explain that a ton is used to measure the weight of very heavy objects.

**Ask:** What are some objects that might weigh 1 ton or more? **Answers will vary.**  
**Possible answers:** an elephant, a school bus, a ship

**Ask:** How can you use the table to relate tons and pounds? **Possible answer:** since 2,000 pounds make 1 ton, multiply the number of tons by 2,000 to find the number of pounds.

**Answer Key**

90 ounces > 80 ounces

90 ounces is **greater** than 5 pounds.

So, Nancy **has** enough flour to make the pies.

Tons	Pounds
1	2,000
2	<b>4,000</b>
3	<b>6,000</b>

**Try This**

1 ton is **2,000** times as heavy as 1 pound.