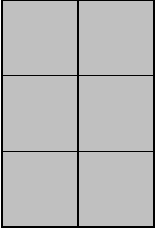
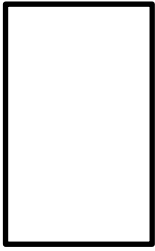
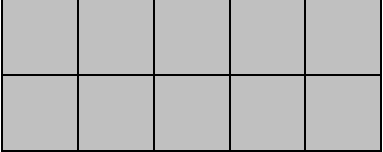

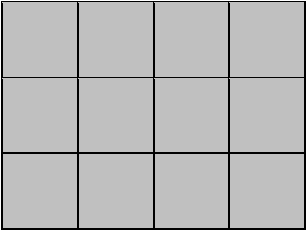

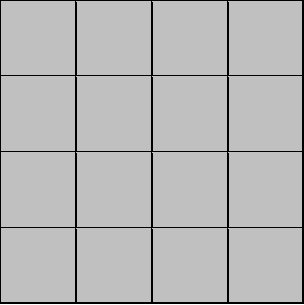
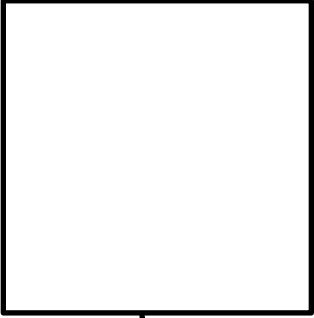


Name _____

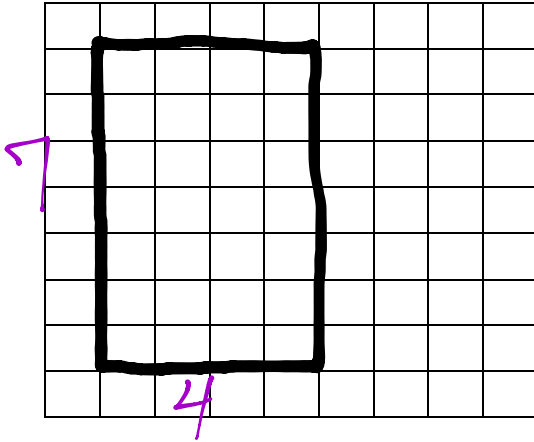
Date _____

1. Find the area of each rectangular array. Label the side lengths of the matching area model and write a multiplication equation for each area model.

Rectangular Arrays	Area Models
<p>a.</p>  <p><u>6</u> square units</p>	 <p>$3 \times \underline{2} = \underline{6}$</p>
<p>b.</p>  <p><u>10</u> square units</p>	 <p>$\underline{2} \times \underline{5} = \underline{10}$</p>
<p>c.</p>  <p><u>12</u> square units</p>	 <p>$\underline{3} \times \underline{4} = \underline{12}$</p>
<p>d.</p>  <p><u>16</u> square units</p>	 <p>$\underline{4} \times \underline{4} = \underline{16}$</p>

3. Jillian arranges square pattern blocks into a 7 by 4 array. Draw Jillian’s array on the the grid below. How many square units are in Jillian’s rectangular array?

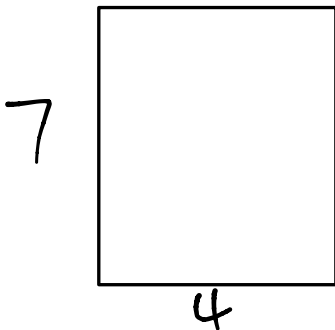
a.



$$7 \times 4 = 28$$


there are 28 square units in Jillian's array.

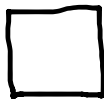
- b. Label the side lengths of Jillian’s array from Part (a) on the rectangle below. Then write a multiplication sentence to represent the area of the rectangle.



$$7 \times 4 = 28$$

4. Fiona draws a 24 square-centimeter rectangle. Gregory draws a 24 square-inch rectangle. Whose rectangle is larger in area? How do you know?


1 square
centimeter


1 square
inch

Both students use 24 square tiles to “build” their rectangles, but 1 square inch is bigger than 1 square centimeter. That makes Gregory’s rectangle larger than Fiona’s.