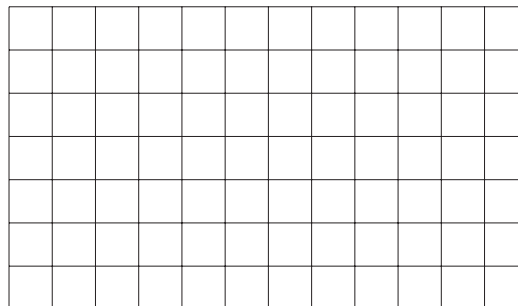## Section B: Practice Problems
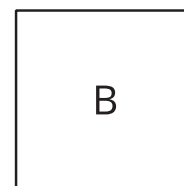
1. a. Use the grid to create a rectangle whose area can be represented by 5×7.

    b. How does your rectangle represent the expression 5×7?

(From Unit 2, Lesson 5.)

2. Here are two squares. One of the squares is a square centimeter and one of them is a square inch.

   Which square is a square centimeter? Which square is a square inch? Explain how you know.

(From Unit 2, Lesson 6.)

3. For each object, decide if you would use square centimeters, square inches, square feet, or square meters to measure its area. Explain your reasoning.

    a. a baseball field

    _____

    b. a table top

    _____

    c. a cell phone screen
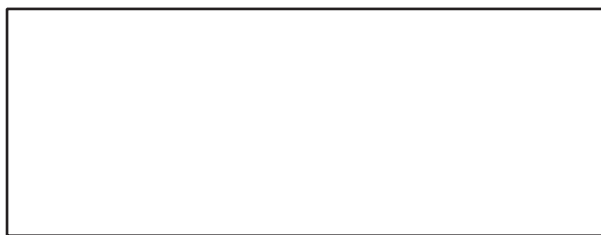
    _____

(From Unit 2, Lesson 7.)

4. The sides of the rectangle are marked in centimeters.

   What is the area of the rectangle? Explain your reasoning.

(From Unit 2, Lesson 8.)

5.   a. Use your ruler to find the area of the rectangle in square centimeters.

b. Use your ruler to draw a rectangle whose area is 18 square centimeters.

(From Unit 2, Lesson 9.)

6. Tyler has 40 carpet squares that are 1 foot on each side. He wants to use all of them to make a rectangle-shaped carpet for his room.

For the carpet to fit in the room, the longest side cannot be more than 12 feet. What side lengths could Tyler's rectangle have?

(From Unit 2, Lesson 10.)

7. a. Describe some patterns that you see for the numbers in the table.

×	1	2	3	4	5	6	7	8	9
1			3			6			9
2			6			12			18
3			9			18			27
4			12			24			36
5			15			30			45
6			18			36			54
7			21			42			63
8			24			48			72
9			27			54			81

b. Describe one of the patterns you saw using an equation.

(From Unit 2, Lesson 11.)

8. **Exploration**

a. Find a rectangle in your classroom or at home. Describe the rectangle.

b. Would you use square centimeters, square inches, square feet, or square meters to measure the area of the rectangle? Explain your reasoning.
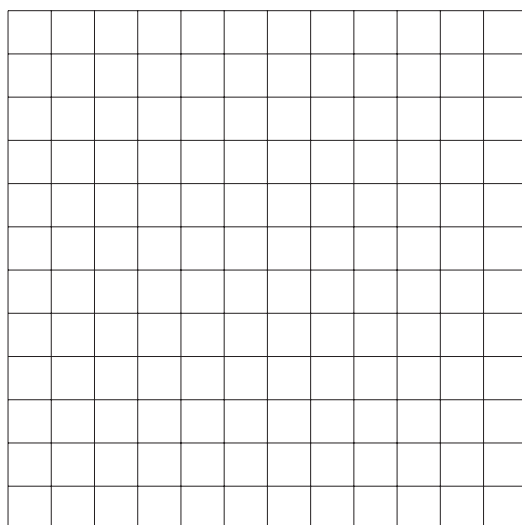
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_____

_____

_____

9. **Exploration**

What patterns do you notice in the three columns of the multiplication table?

×	1	2	3	4	5	6	7	8	9	10
1		2		4	5					
2		4		8	10					
3		6		12	15					
4		8		16	20					
5		10		20	25					
6		12		24	30					
7		14		28	35					
8		16		32	40					
9		18		36	45					
10		20		40	50					

10. **Exploration**

Mai picked a mystery number that is less than 30. She says that she can show 3 different rectangles on this grid whose area is the same as her mystery number.

What could be Mai's mystery number? Explain or show your reasoning.