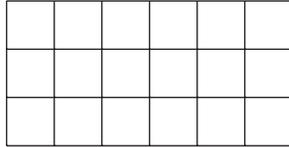


## Section A: Practice Problems

### 1. Pre-unit

Find the area of each rectangle. Explain your reasoning.

a.

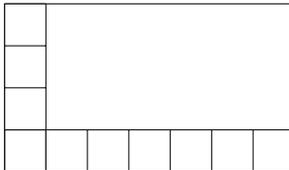



---



---

b.




---



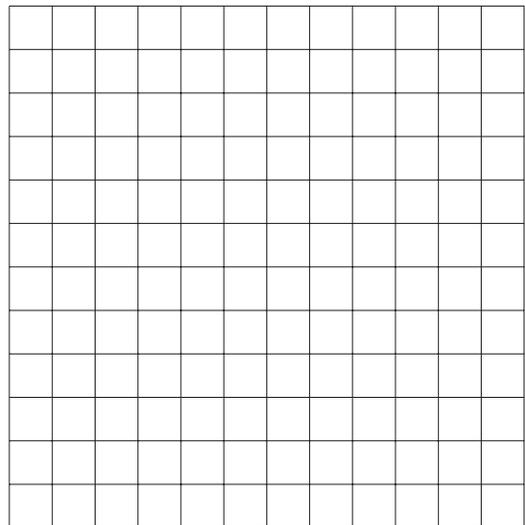
---

### 2. Pre-unit

On the grid, draw a rectangle whose area is represented by each expression.

a.  $3 \times 5$

b.  $4 \times 8$



3. Tyler wants to build a rectangle with an area of 20 square units using square tiles.
- a. Can Tyler build a rectangle with a width of 4 units? Explain or show your reasoning.

- b. Can Tyler build a rectangle with a width of 6 units? Explain or show your reasoning.

(From Unit 1, Lesson 1.)

4. List the possible side lengths of rectangles with an area of 32 square units. Explain or show how you know your list is complete.

(From Unit 1, Lesson 2.)

5. List the factor pairs of each number. Is each number prime or composite? Explain or show your reasoning.

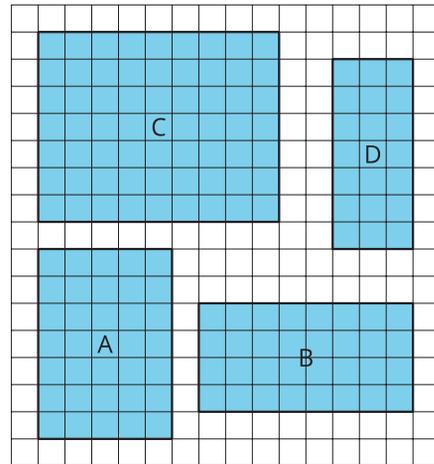
a. 37

b. 27

c. 77

(From Unit 1, Lesson 3.)

6. a. Calculate the area of each rectangle.



b. How did you use multiplication facts to calculate the areas?

---



---



---



---

(From Unit 1, Lesson 4.)

## 7. Exploration

- a. You want to arrange all of the students in your class in equal rows.
  - i. How many rows can you have? How many students would be in each row?
  
  
  
  
  
  
  
  
  
  
  - ii. What if you add the teacher to the arrangement? How would your rows change?
  
  
  
  
  
  
  
  
  
  
- b. Find some objects at home (such as silverware, stuffed animals, cards from a game) and decide how many rows you can arrange them in and how many objects are in each row.

## 8. Exploration

What is the largest prime number you can find? Explain or show why it is a prime number.