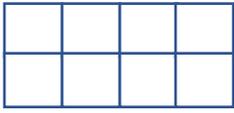
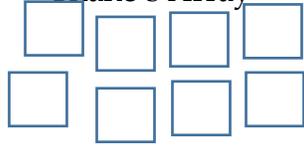


1. Corey and Lane each use unit square to tile a piece of paper. Their work is shown below.

Corey's Array



Shane's Array

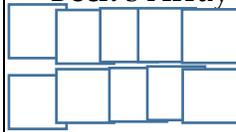


- a. Can one of the arrays be used to correctly measure the area of the piece of paper? If so, which array would you use? Explain why.
- b. What is the area of the piece of paper they are using?
- c. Explain your strategy for finding the area.

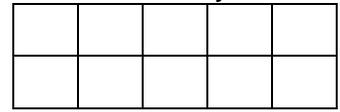
2. Corey thinks he can skip-count by twos to find the area of his rectangle. Is he correct? Why or why not?

1. Beck and Dax each use unit square to tile a piece of paper. Their work is shown below.

Beck's Array



Dax's Array



- a. Can one of the arrays be used to correctly measure the area of the piece of paper? If so, which array would you use? Explain why.
- b. What is the area of the piece of paper they are using?
- c. Explain your strategy for finding the area.

2. Beck thinks he can skip-count by twos to find the area of his rectangle. Is that correct? Why or why not?

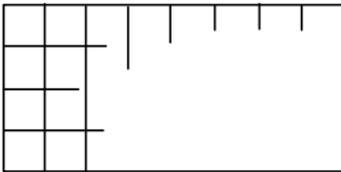
3. Group 2 thinks you can create three rectangles with different side lengths using 18 square units. Use numbers, equations, and words to show what Group 2 is saying.

3. Group 3 thinks you can create three or more rectangles with different side lengths using 24 square units. Use numbers, equations, and words to show what Group 3 is saying.

4. Betty drew a rectangle that had an area of 42 square units. One side has a length of 7 units. What is the other side length? Explain how you know using numbers, equations, and words.

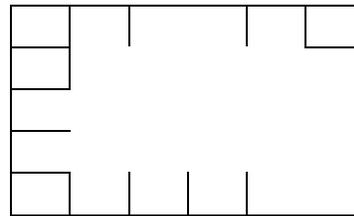
4. Avery drew a rectangle that had an area of 36 square units. One side has a length of 9 units. What is the other side length? Explain how you know using numbers, equations, and words.

5. Ben started to draw a grid inside the rectangle to find its area.



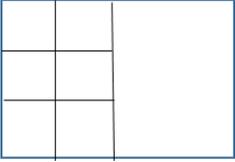
a. Write a multiplication equation that you could use to find the area, then solve.

5. Saffir started to draw a grid inside the rectangle to find its area, but realized she didn't have to in order to complete the problem.



a. Write a multiplication equation that you could use to find the area, then solve.

6. Half of the rectangle below has been tiled with unit squares.

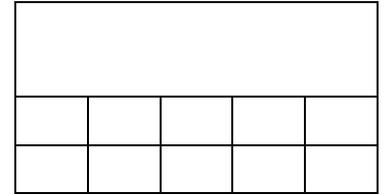


a. How many more unit squares are needed to fill in the rest of the rectangle?

b. What is the total area of the large rectangle?

c. Explain how you found the area.

6. Half of the rectangle below has been tiled with unit squares.



a. How many more unit squares are needed to fill in the rest of the rectangle?

b. What is the total area of the large rectangle?

c. Explain how you found the area.