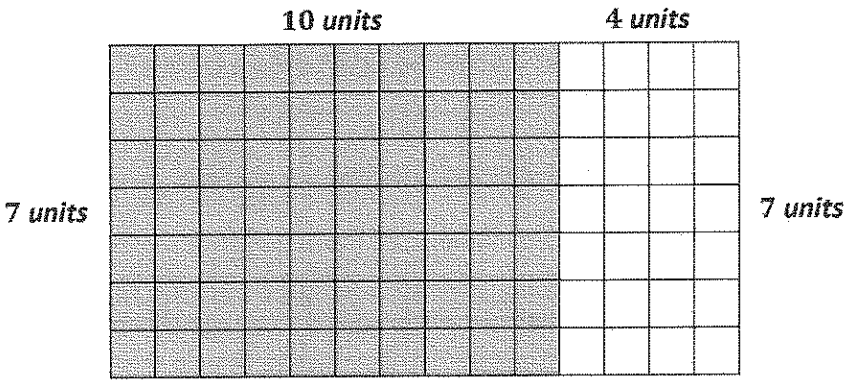
G3-M4-Lesson 10

1. Label the side lengths of the shaded and unshaded rectangles. Then, find the total area of the large rectangle by adding the areas of the 2 smaller rectangles.



$7 \times 14 = 7 \times (\underline{10} + \underline{4})$

$= (7 \times \underline{10}) + (7 \times \underline{4})$

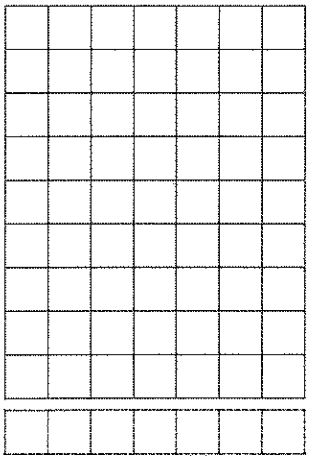
$= \underline{70} + \underline{28}$

$= \underline{98}$

Area: 98 square units

I can count the units on each side to help me label the side lengths of each rectangle.

2. Vickie imagines 1 more row of seven to find the total area of a 9×7 rectangle. Explain how this could help her solve 9×7.



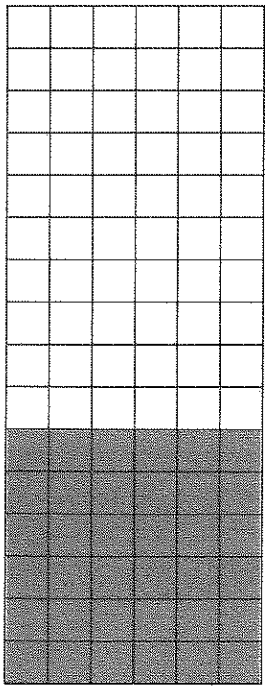
This can help her solve 9×7 *because now she can think of it as* 10×7 *minus* 1 *seven.* 10×7 *might be easier for Vickie to solve than* 9×7.

$10 \times 7 = 70$

$70 - 7 = 63$

This reminds me of the $9 = 10 - 1$ strategy that I can use to multiply by 9.

3. Break the 16×6 rectangle into 2 rectangles by shading one smaller rectangle within it. Then, find the total area by finding the sum of the areas of the 2 smaller rectangles. Explain your thinking.



Area $= (10 \times 6) + (6 \times 6)$

$= 60 + 36$

$= 96$

The total area is 96 *square units.*

I broke apart the 16×6 *rectangle into* 2 *smaller rectangles:* 10×6 *and* 6×6. *I chose to break it apart like this because those are easy facts for me. I multiplied the side lengths to find the area of each smaller rectangle and added those areas to find the total area.*

I can break apart the rectangle any way I want to, but I like to look for facts that are easy for me to solve. Multiplying by 10 is easy for me. I also could have broken it apart into 8×6 and 8×6. Then I would really only have to solve one fact.