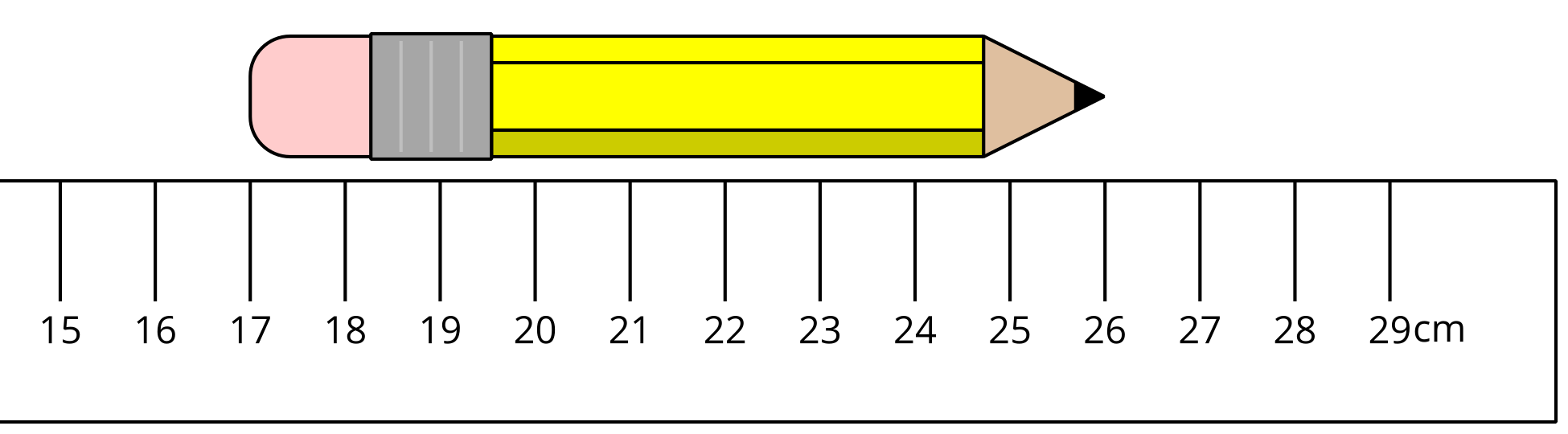
### Section A: Practice Problems

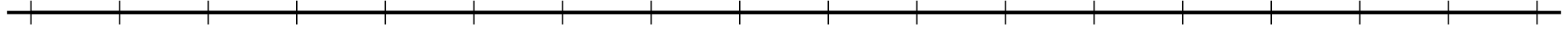
1. Pre-unit

* What is the length of the pencil in centimeters? Show your reasoning.
* 

1. Pre-unit

* Here are the lengths of some snakes at the pet store in inches. Use the data to create a line plot.

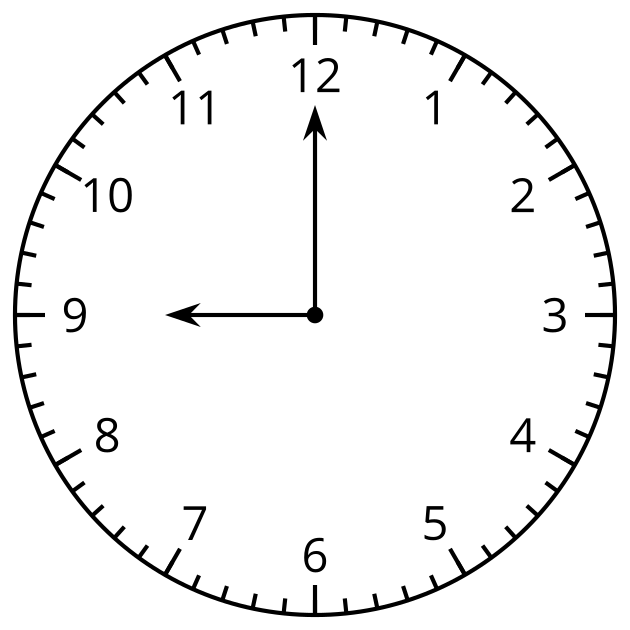
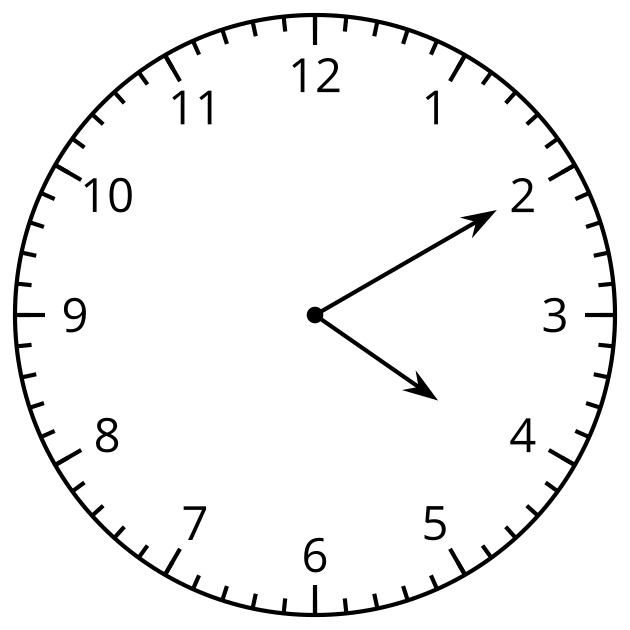
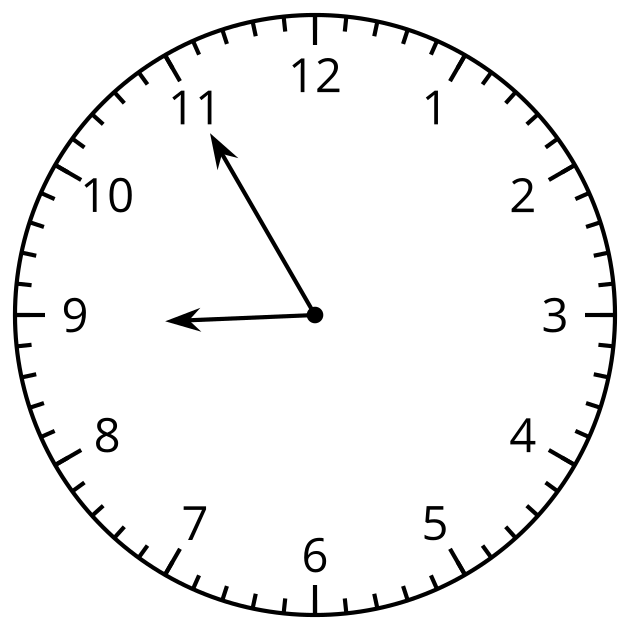
|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| * 8 | * 10 | * 13 | * 13 | * 13 | * 15 | * 15 | * 18 |
| * 21 | * 22 |  |  |  |  |  |  |

* 

1. Pre-unit

* Find the value of each sum or difference.

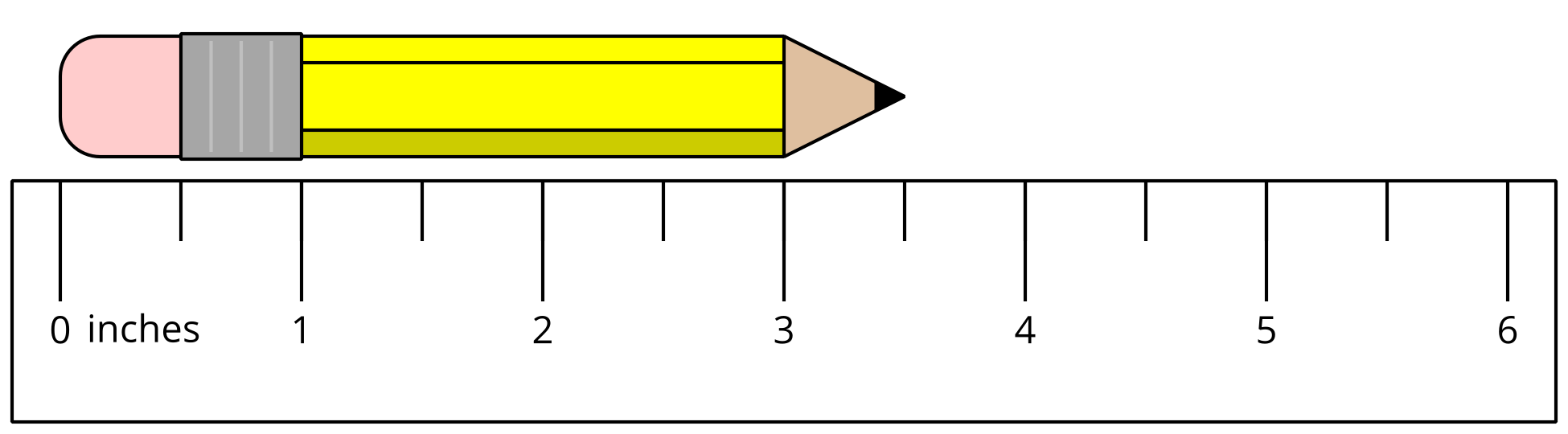
1. Pre-unit

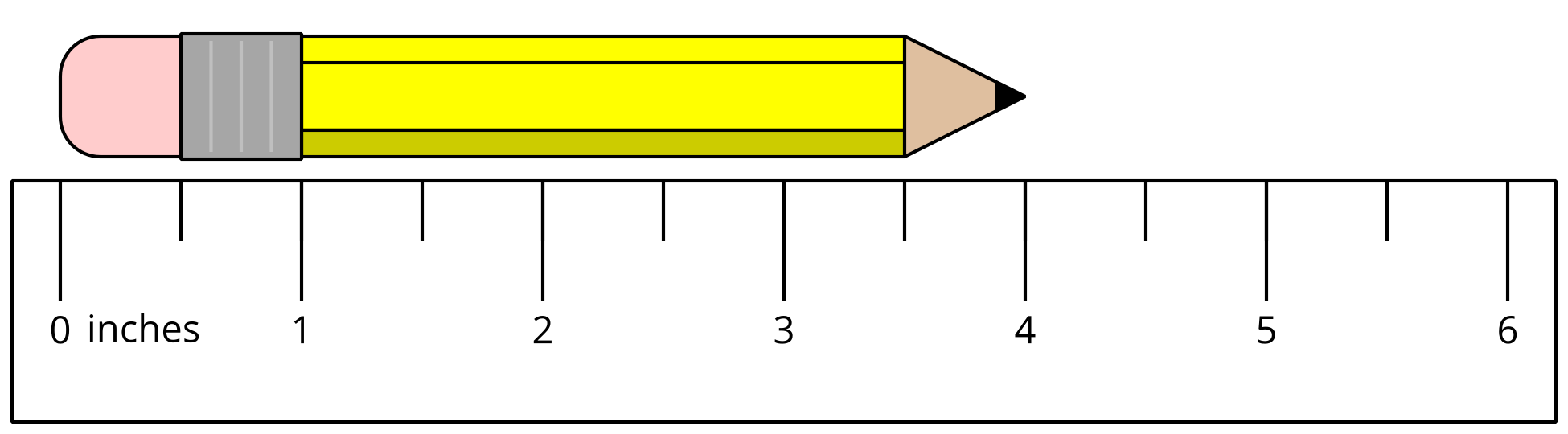
* Write the time shown on each clock.
* a
* b
* c
  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

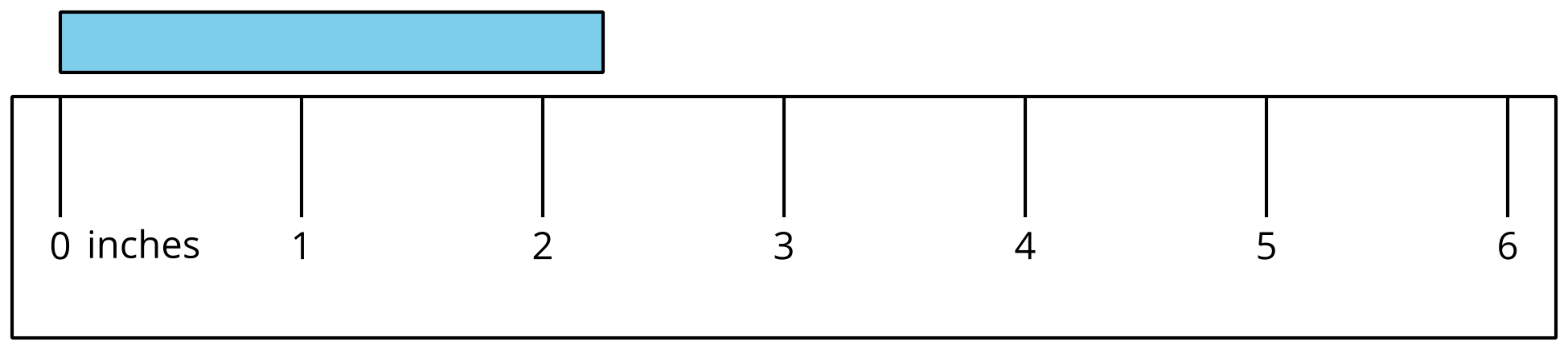
1. Pre-unit

* Find the value of each expression.

1. Find the length of each pencil.

   * 

   * 

* (From Unit 6, Lesson 1.)
  1. Partition the ruler into halves of an inch and then quarters of an inch.
  + 
  1. What is the length of the rectangle? Explain or show your reasoning.
* (From Unit 6, Lesson 2.)

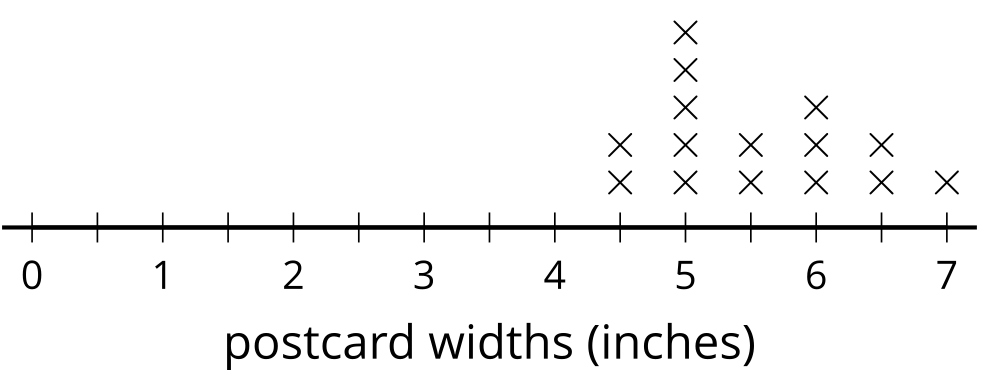
1. Here are the lengths of some pieces of pasta in inches.

* Which lengths are the same? Explain or show your reasoning.

|  |  |  |  |
| --- | --- | --- | --- |
|  | * 2 |  |  |

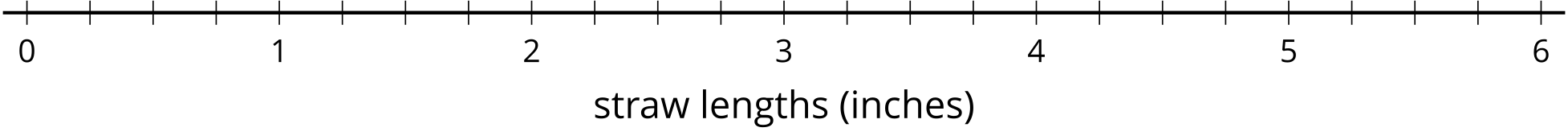
* (From Unit 6, Lesson 3.)

1. The line plot shows the width of some postcards in inches.

* 
* 1. How many postcards measured inches?
  2. How many postcards measured 6 inches or more?
  3. How many postcards were measured for the line plot?
* (From Unit 6, Lesson 4.)

1. Here are the lengths of some straws in inches. Represent the data on a line plot.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
| * 5 |  |  |  |  |  |  |  |

* 
* (From Unit 6, Lesson 5.)

1. Exploration

* You will need a ruler marked in inches for this problem.
  1. For each length, pick an object in the classroom or at home that you think will be close to that length.
     + inches
     + 7 inches
     + 33 inches
  2. Measure each object using a ruler marked in inches. Was each estimate too high, too low, or just right?

1. Exploration

* Choose a collection of objects to measure at school or at home. Make a line plot of the length of the objects.



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