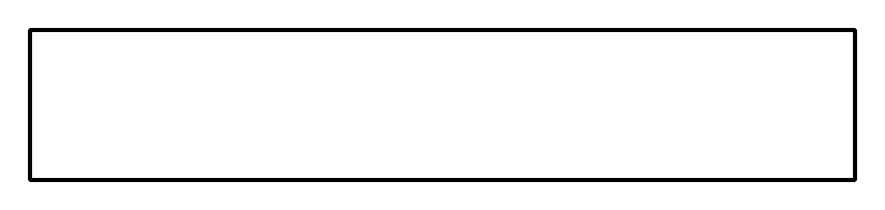
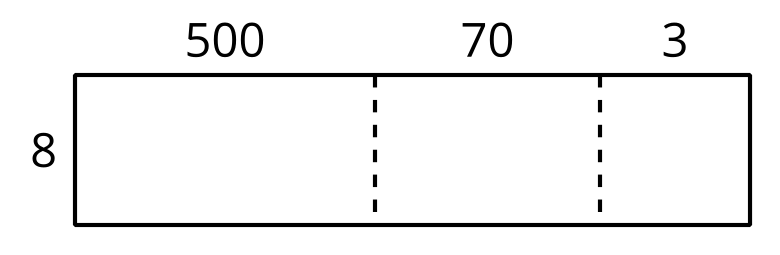
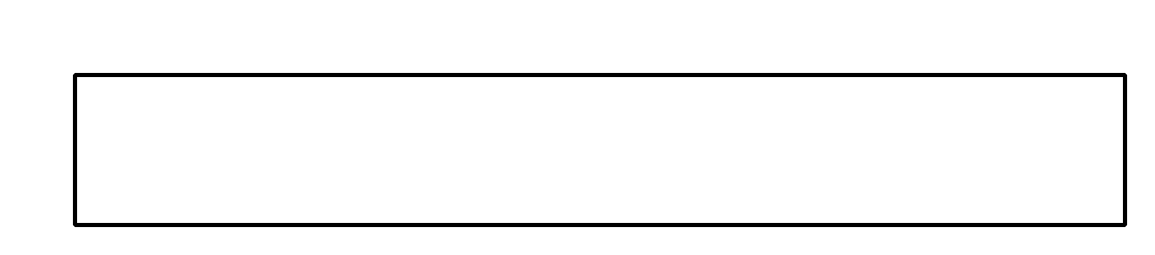
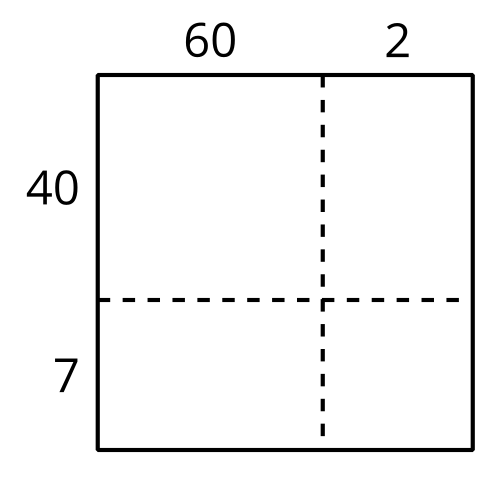
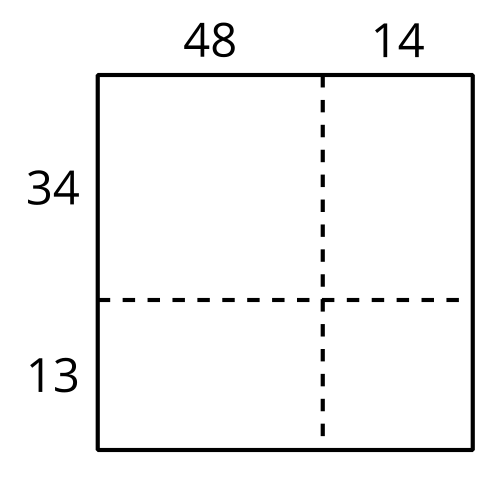
### Section B: Practice Problems

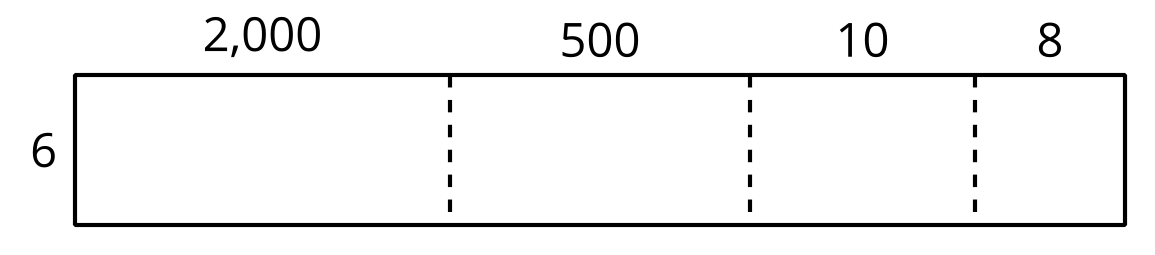
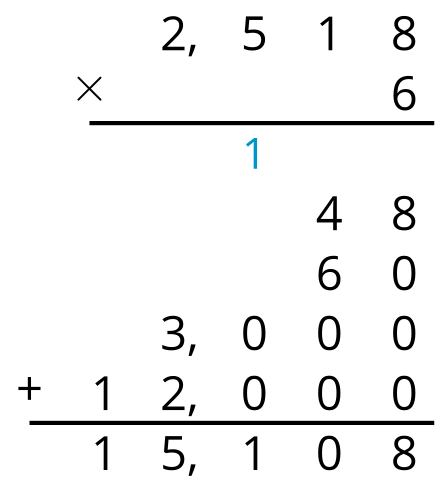
1. Mai has a sheet of stickers with 23 rows and 8 stickers in each row.
   1. Does Mai have more or less than 100 stickers? Explain your reasoning.
   2. Find how many stickers Mai has. Explain or show your reasoning.

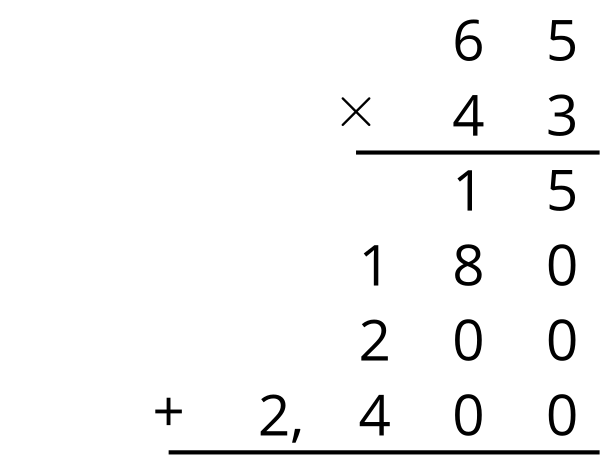
* (From Unit 6, Lesson 5.)

1. Find the value of . Use a diagram if it is helpful.

* 
* (From Unit 6, Lesson 6.)
  1. Use the diagram to find the value of .
  + 
  1. Find the value of .
  + 
* (From Unit 6, Lesson 7.)
  1. Use the diagram to find the value of .
  + 
  1. Would this diagram be helpful to find the value of ? Explain your reasoning.
  + 
* (From Unit 6, Lesson 8.)

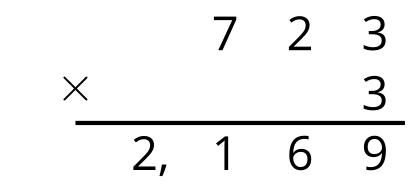
1. The diagram and calculations show two ways for finding the value of .

* 
* 
  1. How does each part of the vertical calculation relate to the diagram?
  2. Find the value of using a method of your choice.
* (From Unit 6, Lesson 9.)

1. Here is an incomplete calculation that uses partial products of .
   1. Write multiplication expressions that the numbers 15, 180, 200, and 2,400 each represent. Then, find the value of .
   * 
   1. Find the value of the product .

* (From Unit 6, Lesson 10.)

1. Here is how Elena calculated the value of .

* 
  1. Where does the 9 in Elena's calculation come from? What about the 6?
  2. Where do the 2 and the 1 in calculation come from?
  3. Use Elena's method to find the value of .
* (From Unit 6, Lesson 11.)

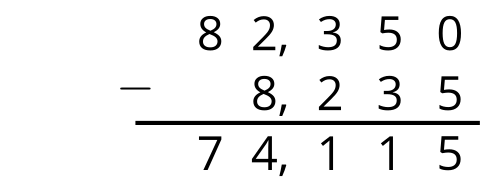
1. There are 4,218 students in school district A. School district B has 3 times as many students as school district A. How many students are in school district B? Explain or show your reasoning.

* (From Unit 6, Lesson 12.)

1. Exploration

* Clare was double checking her answers for some products. Without doing the computation again, she knew that these answers were incorrect. How might Clare have known?

1. Exploration

* Here is Mai's strategy to find the value of .
* 
  1. Explain why Mai's method works.
  2. Use Mai's method to find the value of .
  3. Find the value of using a strategy you learned. How is Mai's method like yours? How is it different than yours?



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