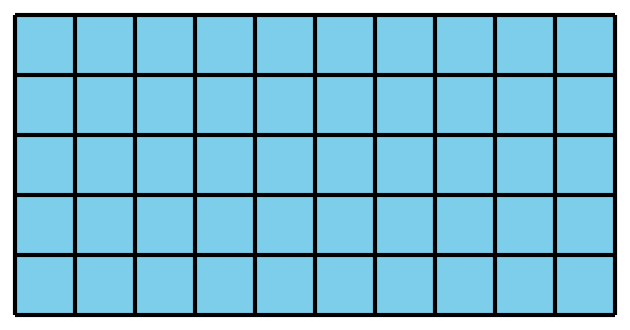
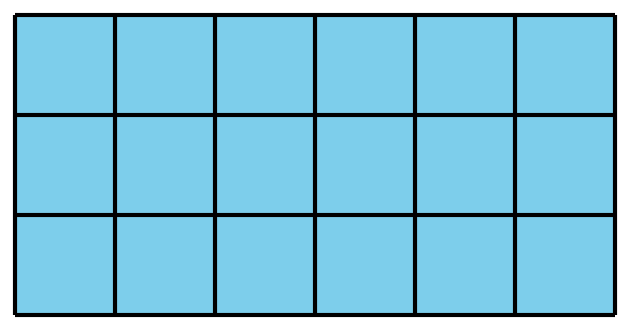
## Unit 2 Lesson 6: Different Square Units (Part 1)

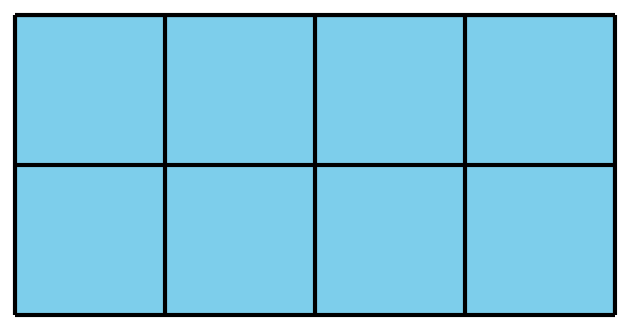
### WU Notice and Wonder: Squares, Squares (Warm up)

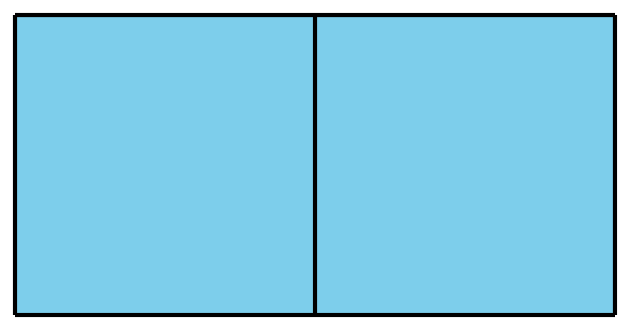
#### Student Task Statement

What do you notice? What do you wonder?

A

B

C

D

### 1 Same Rectangle, Different Units

#### Student Task Statement

Your teacher will give you two kinds of grid paper. Use them to create a rectangle for each expression.

Partner 1: Use grid 1.

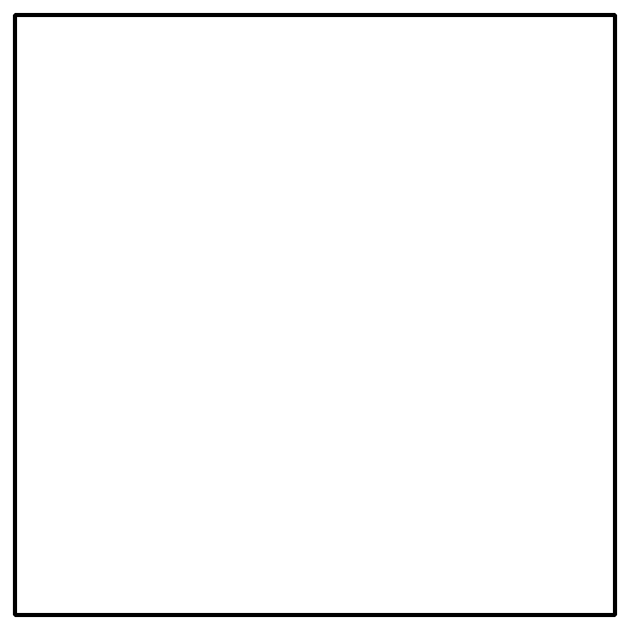
Partner 2: Use grid 2.

### 2 What’s the Area?

#### Student Task Statement

Estimate how many square centimeters and inches it will take to tile this square.

* square inches (estimate) \_\_\_\_\_\_\_\_\_
* square centimeters (estimate) \_\_\_\_\_\_\_\_\_



1. Use the inch grid and centimeter grid to find the area of the square
   * square inches \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   * square centimeters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Write a multiplication expression that describes the rows and columns in the square and can tell us the area in each unit.
   * square inches \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   * square centimeters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



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