SQUARES ON A GRID

LEARNING GOAL

1. I can correct any mistakes I have been making when working with numbers in scientific notation.
2. I can reason about squares and their side lengths using a unit grid.

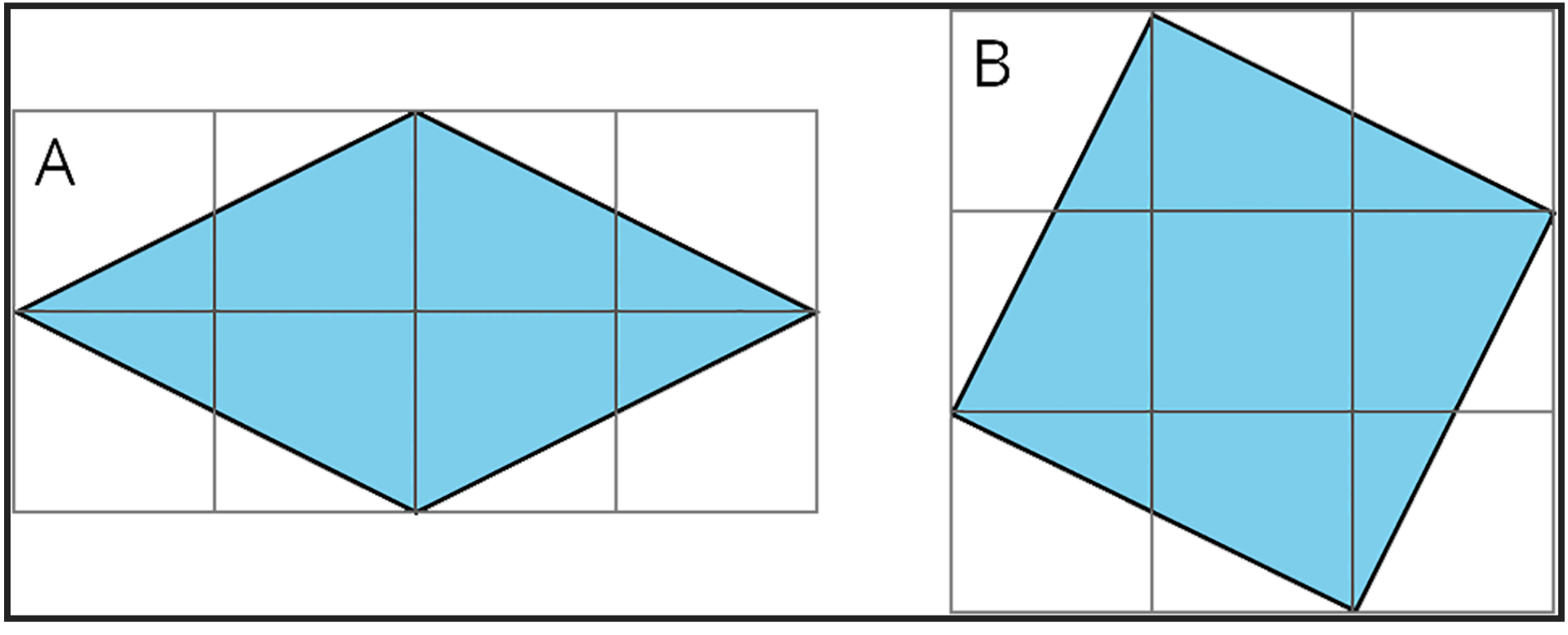
WHAT I NEED IN MATH CLASS

Directions: Check the boxes that match your preferences about your upcoming work in math class.

I would like ...

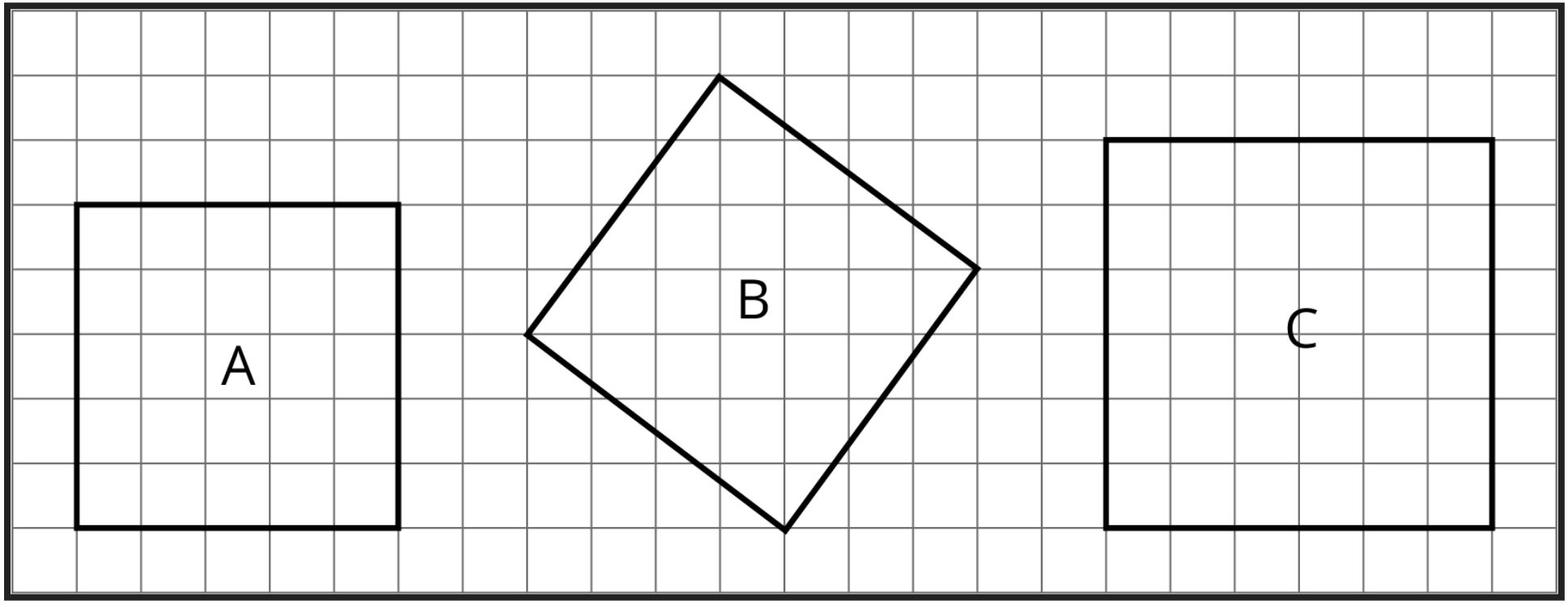
- ☐ **... to learn new math**
- ☐ **... to practice math skills using an online learning platform (Check all that apply)**
  - ☐ **ALEKS**
  - ☐ **wootmath!**
  - ☐ **Other: _____**
- ☐ **... to be challenged.**
- ☐ **... to do something creative (Select all that apply)**
  - ☐ **... like a project**
  - ☐ **... a presentation**
  - ☐ **... making and sharing videos about math**
  - ☐ **Other: _____**
- ☐ **... to interact more with my classmates or teacher.**
  List any classmates below who you would like to collaborate with in math class.

TASK 1



Which shaded region is larger? Explain your reasoning.

TASK 2

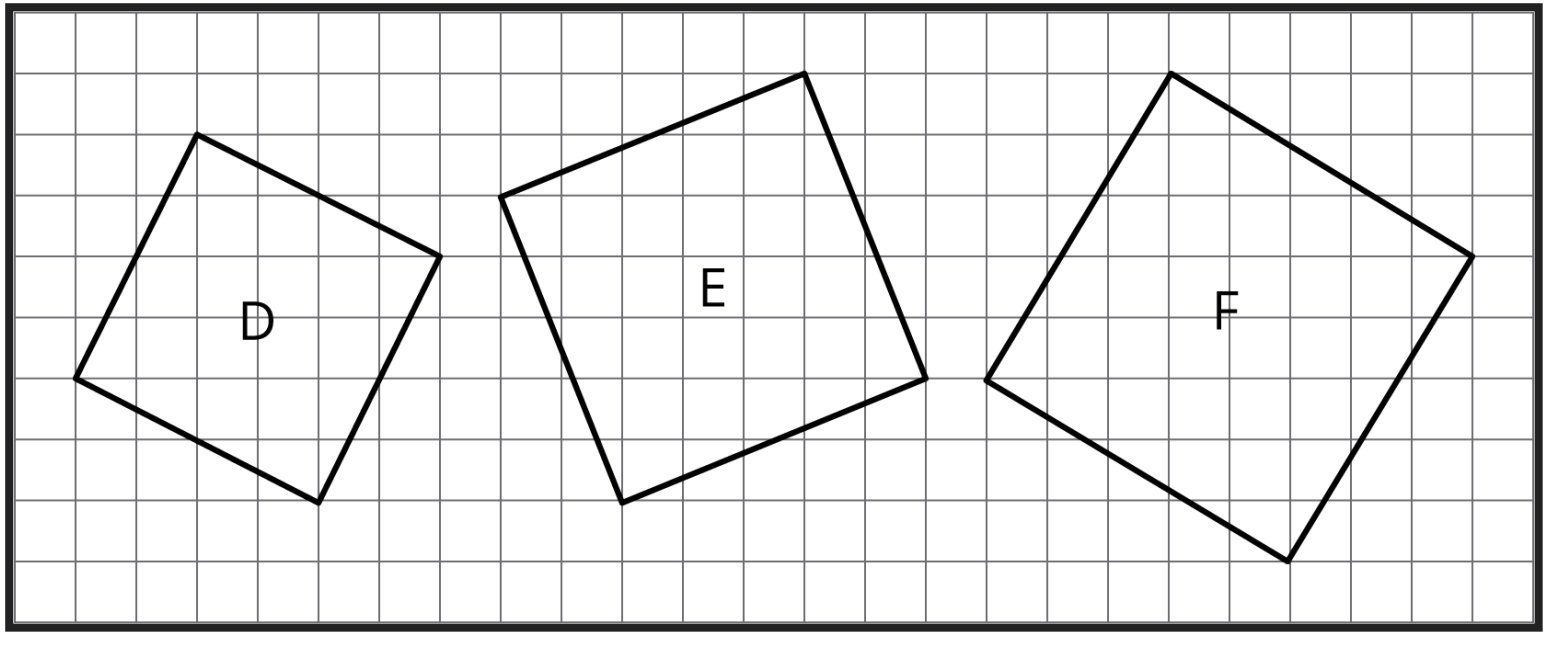


1. What is the side length of square A? What is its area?

2. What is the side length of square C? What is its area?

3. What is the area of square B? What is its side length?

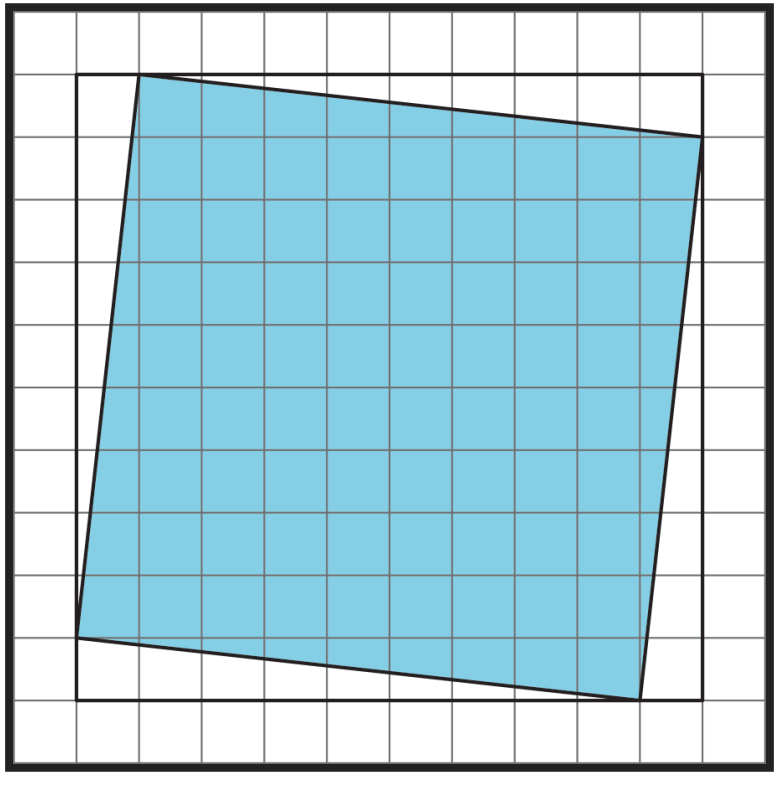
TASK 3



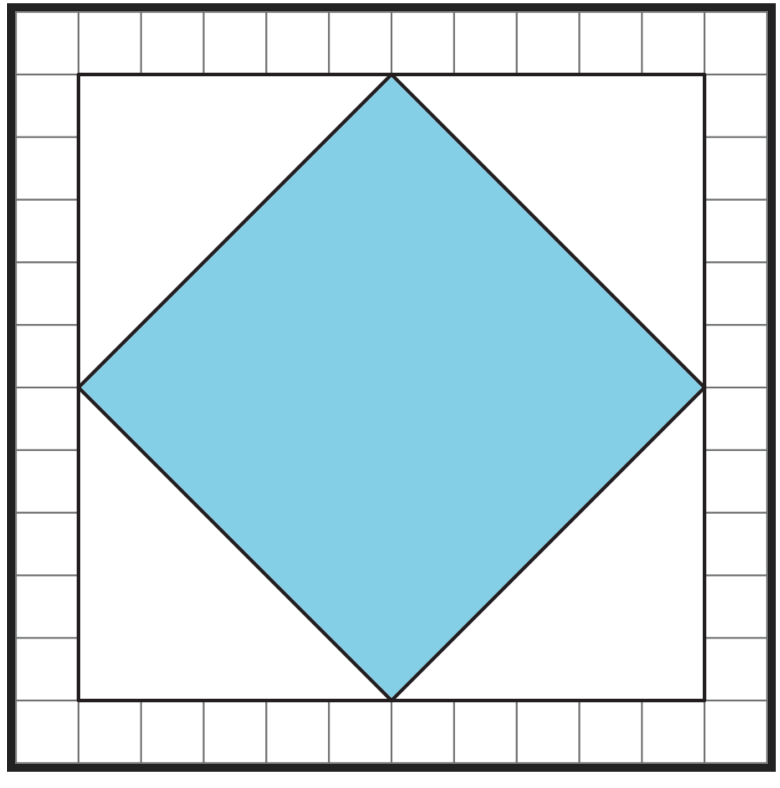
1. Find the areas of squares D, E, and F. Which of these squares must have a side length that is greater than 5 but less than 6? Explain how you know.

TASK 4

Find the area of each shaded region (in square units). Show your thinking.

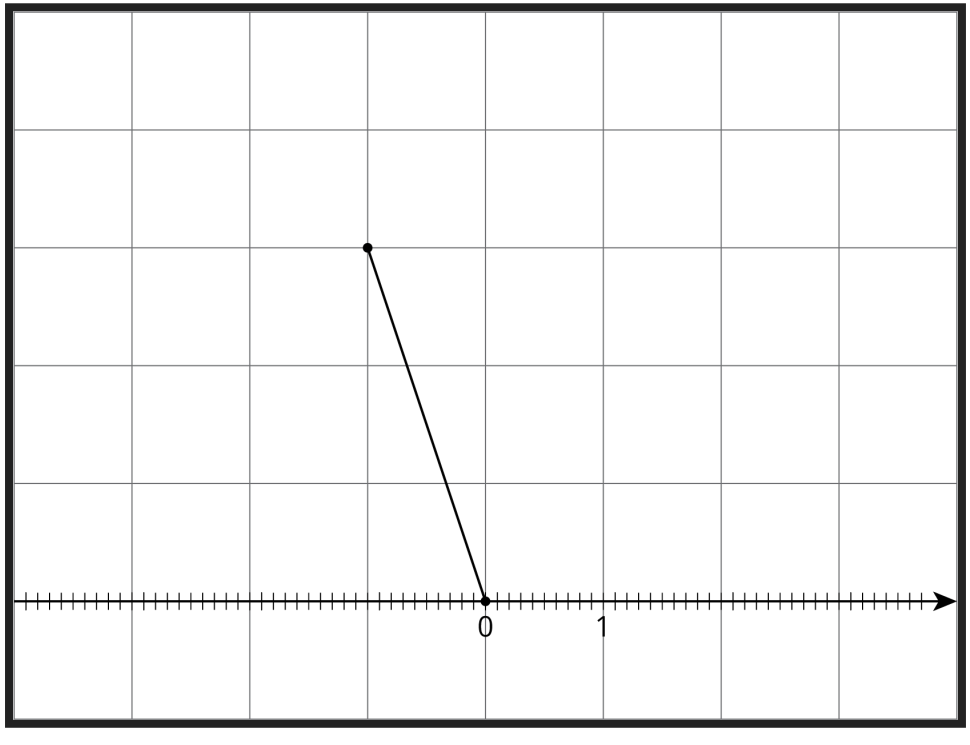


1.



2.

TASK 5



1. Estimate the length of the line segment to the nearest tenth of a unit (each grid square is 1 square unit).