

Exit Ticket #2: Compose and Decompose Numbers	Exit Ticket #2: Compose and Decompose Numbers	Exit Ticket #2: Compose and Decompose Numbers
Name:	Name:	Name:
I. Write the following numbers in standard form:	I. Write the following numbers in standard form:	I. Write the following numbers in standard form:
5,000 + 400 + 20 + 9	5,000 + 400 + 20 + 9	5,000 + 400 + 264.9
nineteen thousand, seven hundred, fifty-six	nineteen thousand, seven hundred, fifty-si	nineteen housairs seven undred, tofty-six
2. Write the following numbers in word form:	2. Write the Collowing numbers in word form:	2. Write me following numbers in word form:
70,000 + 2,000 + 300 + 80 + 1	70,000 + 2,000 + 300 + 10 + 1	70,000 + 2,000 + 300 + 80 + 1
28,710	28.7%	28,710
3. Write the following numbers in expanded form	3. Write the following numbers in expanded form:	3. Write the following numbers in expanded form:
2 5,873	2 5,873	2 5,873
thirty three thousand, two hundred, forty-three	thirty three thousand, two hundred, forty-three	thirty three thousand, two hundred, forty-three

Exit Ticket #3: Place Value	Exit Ticket #3: Place Value	Exit Ticket #3: F
Name:	Name:	Name:
I. Use the number <b>562,783</b> to answer the following:	I. Use the number 562,783 to answer the following:	I. Use the number 562,782 R
What digit is in the hundreds place?	What digit is in the hundreds place?	What digit is in the undreds
What digit is in the thousands place?	What digit is in the thousands place?	Virit dign is in the thous of
What digit is in the hundred thousands place?	What digit is in the hundred thousands place	What dig t is in the hunged
What digit is in the ones place?	What digit is in the ones plac	Who digit is in the ones law
2. Use the number <b>16,190</b> to answer the following:	2. Use the number <b>16,190</b> to an wer the following	2. Use the number <b>16,190</b> to a
How many tens are there?	How muny talks are there	How many tens are there?
How many hundreds are there?	How many hundreds are there?	How many hundreds are the
How many thousands are there!	Havemany thousands are there?	How many thousands are the
How many text nousands are there:	tow many ter mousands are there?	How many ten thousands are
3. Use the number <b>54,3</b> , to answer the following	3. Use the number <b>54,319</b> to answer the following:	3. Use the number <b>54,319</b> to
What place is the 3 in ?	What place is the 3 in?	What place is the 3 in?
What is the value of the 4?	What is the value of the 4?	What is the value of the 4?
What digit has the largest value?	What digit has the largest value?	What digit has the largest v

### Exit Ticket #3: Place Value

nswer the following:

ds ple ce?

ncs place?

d thousands place?

answer the following:

nere?

here?

are there?

o answer the following:

value?

Exit Ticket #4: Representing Numbers on a Number Line	Exit Ticket #4: Representing Numbers on a Number Line	Exit Ticket #4: Representing Numbers on a Number Line
Name:	Name:	Name:
I. Between which two thousands is the number 2,879.? Draw a number line to show your answer.	I. Between which two thousands is the number 2,879.? Draw a number line to show your answer.	I. Between which two the sean is is the number 2,879.? Draw a number live to how your answer.
2. Between which two hundreds is the number 356? Draw a number line to show your answer	2. Between which two hundreds is the number 250: Ording a number line to show your answer	2. Between which two hundreds is the number 353? Draw a number line to show your answer
3. Between which two turn thousands is the number 72,605? Dintw a number line to show your answer.	3. Between which two ten thousands is the number 72,605? Draw a number line to show your answer.	3. Between which two ten thousands is the number 72,605? Draw a number line to show your answer.

## Exit Ticket #5: Comparing and Ordering Numbers

### Name:

I. Use the symbols <.>, or = to compare the following numbers:

654 456

8,210 8,278

76,345 76,345

2. Sammy had \$5,243 in his savings account, Becca had \$4,872 in her savings account, and Juan had \$5,781 in his savings account. Order the amounts from least to greatest.

3. Kelly had 345 by seball cards in her collection. Michael had 267 by eball card in his collection. Use had 413 baseball card in his collection. Order the numbers from greates to least.

# Exit Ticket #5: Comparing and Ordering Numbers

Name:

I. Use the symbols <.>, or = to compare the following numbers:

654 456

8,210 8,278

76,345 76,345

2. Sammyola 1\$5,243 in a s salings account, Bec a back 1,8 <sup>2</sup>2 in her savings account, and Juan had \$5,785... his anxings account. Or her the amounts from least to greatest.

3. Kelly had 345 baseball cards in her collection. Michael had 267 baseball card in his collection. Kyle had 413 baseball cards in his collection. Order the numbers from greatest to least.

## Exit Ticket #5: Comparing and Ordering Numbers

Name:

I. Use the symbols <.>, on 10 ompare the following numbers:

654 456

210 278

76,345

2. Samm, nad \$5,243 in his savings account, Becca to \$4,872 in her savings account, and Juan had \$5,781 in his savings account. Order the amounts from least to greatest.

3. Kelly had 345 baseball cards in her collection. Michael had 267 baseball card in his collection. Kyle had 413 baseball cards in his collection. Order the numbers from greatest to least.

#### Exit Ticket #6: Representing Fractions

### Name:

I. Look at the shape to answer the questions::



What fraction names the shaded part of the shape?

What fraction names the unshaded part of the shape?

2. Marco ordered a pizza. There were eight slices total. Three of the slices had pepperoni on them. Four slices have mushrooms. One slice had olives.

What fraction names the number of slipe man have pepperoni?

What fraction names one number of slices that have musher one?

3. Tasha wanted in pain the real angle different colors.

red	pink	blue
blue	ıe	Ink

What fraction of the shape will she paint blue?

What fraction of the shape will she paint pink?

#### Exit Ticket #6: Representing Fractions

### Name: \_\_\_\_\_

I. Look at the shape to answer the questions::



What fraction names the shaded part of the shape?

What fraction names the unshaued part of the shape?

2. Marco are red a pizzi. There were eight slic structure. There of the slices had proper on hem.

Four cases have must sport s. Or a slice had lives.

What in action name the number of slices that mave pept roni?

What forceron names the number of slices that ave mushronas?

3. Tasha wanted to paint the rectangle different colors.

red	pink	blue
blue	blue	pink

What fraction of the shape will she paint blue?

What fraction of the shape will she paint pink?

#### Exit Ticket #6: Representing Fractions

### Name:

I. Look at the shape to a ....... the questions::



V has fraction in mes the six dedicart of the shape?

What fraction names the unshould part of the hape?

2. Marg ordered a pizza. There were eight slices trail. Three of the slices had pepperoni on them. Four slices have mushrooms. One slice had olives.

What fraction names the number of slices that have pepperoni?

What fraction names the number of slices that have mushrooms?

3. Tasha wanted to paint the rectangle different colors.

red	pink	blue
blue	blue	pink

What fraction of the shape will she paint blue?

What fraction of the shape will she paint pink?

### Exit Ticket #7: Fractions on a Number Line Exit Ticket #7: Fractions on a Number Line Exit Ticket #7: Fractions on a Number Line Name: \_\_\_\_\_ Name: Name: I. Write the fraction the state point on the I. Write the fraction that names the point on the I. Write the fraction that names the point on the number line below. number line below. number line below. Point A = Point A = Point B = Point B = Point C = Point C = Point C = 2. Label at missing points on the number line 2. Label on the missing points on the number line. 2. Label all the missing points on the number line. 3. Jessica ran 3/1 of a mile and Lennedi r n 6/8 3. Jessica ran 3/8 of a mile and Kennedi ran 6/8 3. Jessica ran 3/8 of a mile and Kennedi ran 6/8 of a mile. Label each point of the number line of a mile. Label each point on the number line of a mile. Label each point on the number line below indicating how ar each girl ran. below indicating how far each girl ran. below indicating how far each girl ran.

Exit Ticket #8: Unit Fractions	Exit Ticket #8: Unit Fractions	Exit Ticket #8: Unit Fractions
Name:	Name:	Name:
I. Jenna divided a piece of paper into six equal parts. She shaded in one of the parts. What fraction of the paper did Jenna shade in?	I. Jenna divided a piece of paper into six equal parts. She shaded in one of the parts. What fraction of the paper did Jenna shade in?	I. Jenna divided a piece C paper into six equal parts. She shaded in one of the parts. What fraction of the capur did Tenna shade in?
2. Carlos had a sandwich that was cut into four pieces. He only ate one piece for lunch. What fractions names the part he ate for lunch?	2. Carlos buc a sandwich that vas cut into four ruces has only are one price for lunch. What fractions naives the partine at 1 for lunch?	2. Carles had a sandwich that was cut into four neces. He only ate one piece for lunch. What fractions names the part he ate for lunch?
3. Shade in one en hth our ne real angle below.	3. Shade in one eighth of the rectangle below.	3. Shade in one eighth of the rectangle below.

# Exit Ticket #9: Compose and Decompose Fractions

Name:

I. Write the following fractions as a sum of unit fractions:

2. Ms. Nelson divides a candy bar into six equal pieces. She eats one piece. Use unit fractions to show how many pieces she has left.

3. What fraction is represented by the sum of the unit fractions below:

$$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} =$$

$$\frac{1}{3} + \frac{1}{3} =$$

### Exit Ticket #9: Compose and Decompose Fractions

Name:

I. Write the following fractions as a sum of unit fractions:

2. Ms. Nelcon divides a collection into six equal place. Size eats the piece. Use unit fractions to show how many pieces showns off.

3. What fraction is represented by the sum of the unit fractions below:

$$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} =$$

$$\frac{1}{3} + \frac{1}{3} =$$

### Exit Ticket #9: Compose and Decompose Fractions

Name:

I. Write the following fraction as a sum of unit fractions:

2. Ms. M. son divides a candy bar into six equal ruces. She eats one piece. Use unit fractions to show how many pieces she has left.

3. What fraction is represented by the sum of the unit fractions below:

$$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} =$$

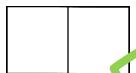
$$\frac{1}{3} + \frac{1}{3} =$$

# Exit Ticket #10: Dividing Objects Exit Ticket #10: Dividing Objects Exit Ticket #10: Dividing Objects Name: \_\_\_\_\_ Name: Name: \_\_\_\_\_ I. Eight friends, share 3 vice pizzas equally. How I. Eight friends, share 3 whole pizzas equally. How I. Eight friends, share 3 whole pizzas equally. How many slices does each friend get? many slices does each friend get? many slices does each friend g t? 2. Taylor maker three triend shared three 2. Taylor and her three friends shared three 2. Taylor and her three friends shared three ma bus equaly. How rouch ideach girlet? candy bars equally. How much did each girl get? andy bars equally. How much did each girl get? 3. Draw a model show now much each person 3. Draw a model to show how much each person 3. Draw a model to show how much each person gets: 4 friends share 2 small pies e ually. 4 friends share 2 small pies equally. 4 friends share 2 small pies equally.

### Name:

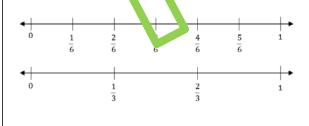
I. Write a fraction that is equivalent to the following:

2. Shade the model. Then divide the pieces to find the equivalent fraction.



$$\frac{1}{2} = \frac{1}{6}$$

3. Use the number lines below to cuentify two pairs equivalent fractions



#### Exit Ticket #II: Equivalent Fractions

### Name:

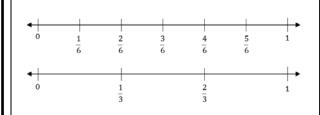
I. Write a fraction that is equivalent to the following:

2. Shade an model. The divice the pieces to tod



$$\frac{1}{2} = \frac{1}{6}$$

3. Use the number lines below to identify two pairs equivalent fractions.



#### Exit Ticket #II: Equivalent Fractions

### Name: \_\_\_\_\_

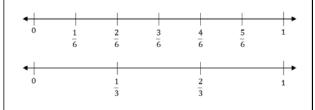
I. Write a fraction that i sequiralent to the following:

2. Shad the model. Then divide the pieces to find the equivalent fraction.



$$\frac{1}{2} = \frac{1}{6}$$

3. Use the number lines below to identify two pairs equivalent fractions.



### Exit Ticket #12: Comparing Fractions

### Name:

I. Use the symbols <.>, or = to compare the following fractions with the same numerator.



$$\frac{3}{8}$$
  $\bigcirc$   $\frac{3}{4}$ 

$$\frac{1}{3}$$
  $\left(\right)$   $\frac{1}{7}$ 

2. Use the symbols <.>, or = to compare the following fractions with the same denominator.

$$\frac{5}{6}$$
  $\frac{3}{6}$ 

$$\frac{2}{3}$$

3. Julie ate three slices or cherry pie. Mitchel at three slices of appropie. Where a statement of pie they ate.



Apple pie Cherry pie

#### Exit Ticket #12: Comparing Fractions

### Name:

I. Use the symbols <.>, or = to compare the following fractions with the same numerator.

$$\frac{5}{6}$$
  $\bigcirc$   $\frac{5}{10}$ 

$$\frac{3}{8}$$

$$\frac{1}{3}$$

2. Use the symbols <.>, or = to compare the food ing Cractions with the same denominator.

$$\frac{2}{3}$$
  $\frac{1}{3}$ 

$$\frac{6}{8}$$
  $\frac{4}{8}$ 

3. Julie ate three slices of cherry pie. Mitchel ate three slices of apple pie. Write a statement to compare the amount of pie they ate.





Apple pie

Cherry pie

#### Exit Ticket #12: Comparing Fractions

### Name:

I. Use the symbols <.>, on the opmpare the following fractions with the sale numerator.

$$\frac{5}{6}$$
  $\frac{5}{10}$ 

2. Use the symbols <.>, or = to compare the flowing fractions with the same denominator.

$$\frac{5}{6}$$
  $\frac{3}{6}$ 

$$\frac{2}{3}$$
  $\frac{1}{3}$ 

$$\frac{6}{8}$$

3. Julie ate three slices of cherry pie. Mitchel ate three slices of apple pie. Write a statement to compare the amount of pie they ate.





Apple pie

Cherry pie

Exit Ticket #l3: One-Step Addition Problems
Name:
I. On Friday, Krista read 56 pages. On Saturday, she spent the whole day reading and read 78 pages. How many pages did she read all together?

2. Over the weekend, the fruit stand sold 243 bananas and 321 apples. How many pieces of fruit did they sell in all?

3. Lou has \$4,50% in his cavings a count. He made a deposit of \$975. Now much does he have in the account after he made the deposit?

## Exit Ticket #13: One-Step Addition Problems

Name:

I. On Friday, Krista read 56 pages. On Saturday, she spent the whole day reading and read 78 pages. How many pages did she read all together?

2. Over the weekend, the fruit stand sold 243 hand, as and 32 coples. How many pieces of fruit did they sell call?

3. Lou has \$4,507 in his savings account. He made a deposit of \$975. How much does he have in his account after he made the deposit?

# Exit Ticket #13: One-Step Addition Problems

Name:

I. On Friday, Krista read 52 pares. On Saturday, she spent the whole day reading and read 78 pages. How many pares die she read all together?

2. Over the weekend, the fruit stand sold 243 humanas and 321 apples. How many pieces of fruit did they sell in all?

3. Lou has \$4,507 in his savings account. He made a deposit of \$975. How much does he have in his account after he made the deposit?

### Exit Ticket #I4: Two-Step Addition Problems

### Name:

I. Callen spent 28 minutes cleaning his room in the morning and then took a short break. He spent 15 minute before lunch and then another 19 minutes in the afternoon. How long did it take him to clean his room?

2. Mr. Nelson harvested his vegetables. He had 206lbs of carrots, 195lbs of broccoli, and 422lbs of potatoes. How many pounds in total did he harvest?

3. The Miller family was raking a summer mad trip. They were plaining on diving 1,378 miles to their first destination 3,512 to their second destination, and then 2,178 miles to get back home. How many miles we may drive during their trip?

### Exit Ticket #I4: Two-Step Addition Problems

### Name:

I. Callen spent 28 minutes cleaning his room in the morning and then took a short break. He spent 15 minute before lunch and then another 19 minutes in the afternoon. How long did it take him to clean his room?

2. Mr. Nelson i arvested it is vegetables. He had 20 oils to 3 carro. I 1951bs of broccoli, and 4,21bs of pollutoes. Yow more points in total did to harvest?

3. The Miller family was taking a summer road trip. They were planning on driving 1,378 miles to their first destination, 3,512 to their second destination, and then 2,978 miles to get back home. How many miles will they drive during their trip?

### Exit Ticket #I4: Two-Step Addition Problems

### Name: \_\_\_\_

I. Callen spent 28 minuter stealing his room in the morning and then took a hortoreak. He spent 15 minute before local and then another 19 minutes in the control on the local took local dictions him to clean his secon?

2. Mr. No son harvested his vegetables. He had 20 oibs of carrots, 1951bs of broccoli, and 4221bs of potatoes. How many pounds in total did he harvest?

3. The Miller family was taking a summer road trip. They were planning on driving 1,378 miles to their first destination, 3,512 to their second destination, and then 2,978 miles to get back home. How many miles will they drive during their trip?

Exit Ticket #15: One-Step Subtraction Problems	Exit Ticket #15: One-Step Subtraction Problems	Exit Ticket #15: One-Step Subtraction Problems
Name:	Name:	Name:
I. Kendall had \$48. He bought a new book for \$16. After he made his purchase, how much did he have left?	I. Kendall had \$48. He bought a new book for \$16. After he made his purchase, how much did he have left?	I. Kendall had \$48. He borgar a new book for \$16.  After he made his purchase, how much did he have left?
2. Pablo collects baseball cards. He had 634 cards in his collection. He wanted to help his younger brother start a collection so he gave him 189 baseball cards. How many cards did Pablo have left?	2. Pablo conects baseball rands He had 63 f cards in his solication. We wanted to help his younger broths, standa collection so he gave him 186 waseball cards. Now many lands did Pablo have left?	2. Pable collects baseball cards. He had 634 cards is als collection. He wanted to help his younger brother start a collection so he gave him 189 baseball cards. How many cards did Pablo have left?
3. The tallest roller coasier in Droas is 340 feet. The tallest roller coaster in Louston is 265 to 25. How much taller is the roller coaster in Dallas?	3. The tallest roller coaster in Dallas is 346 feet. The tallest roller coaster in Houston is 265 feet. How much taller is the roller coaster in Dallas?	3. The tallest roller coaster in Dallas is 346 feet. The tallest roller coaster in Houston is 265 feet. How much taller is the roller coaster in Dallas?

# Exit Ticket #16: Two-Step Subtraction Problems

#### Name:

I. Clinton is putting a fence around his garden. He needs a total of 88 feet of fencing. He had 34 feet in his garage and his neighbor gave him 18 feet. How many feet of fencing does Clinton need to get at the store?

2. Raul had a goal of reading 500 pages over the summer. In June he read 208 pages. In July he read 147 pages. How many pages does he have left to read in August?

3. Mia is making a peaked for her grandparent's anniversary party. They warded a total of 150 cupcakes. She made 60 chorolate ones on Thursday, and 64 vanilla ones on Friday. How many does she have left to make on Saturday?

### Exit Ticket #16: Two-Step Subtraction Problems

#### Name:

I. Clinton is putting a fence around his garden. He needs a total of 88 feet of fencing. He had 34 feet in his garage and his neighbor gave him 18 feet. How many feet of fencing does Clinton need to get at the store?

2. Raul has a roal of reading 5.00 pages over the summer. In June he read 208 pages. In July he read "7 pages, How hany pages does he have left to read in Augus 2

3. Mia is making cupcakes for her grandparent's anniversary party. They wanted a total of 150 cupcakes. She made 80 chocolate ones on Thursday, and 64 vanilla ones on Friday. How many does she have left to make on Saturday?

### Exit Ticket #16: Two-Step Subtraction Problems

#### Name: \_\_\_\_

I. Clinton is putting a fence around his garden. He needs a total of 88 feet of ferving. He had 34 feet in his garden and his reighbor gave him 18 feet on w many feet of ferving opes Clinton need to get at the store?

2. Rault a a goal of reading 500 pages over the owner. In June he read 208 pages. In July he read 147 pages. How many pages does he have left to read in August?

3. Mia is making cupcakes for her grandparent's anniversary party. They wanted a total of 150 cupcakes. She made 80 chocolate ones on Thursday, and 64 vanilla ones on Friday. How many does she have left to make on Saturday?

Exit Ticket #17: Rounding to The Nearest 10	Exit Ticket #17: Rounding to The Nearest 10	Exit Ticket #17: Rounding to The Nearest 10
Name:	Name:	Name:
I. Round the following numbers to the nearest 10.	I. Round the following numbers to the nearest IO.	I. Round the following nur bers to the nearest 10.
• 79 rounds to	• 79 rounds to	• 79 round: 1to
• 24 rounds to	• 24 rounds to	• 14 rounds t
• 62 rounds to	• 62 rounds to	• 62 rounds to
• 86 rounds to	• 86 rounds to	• 86 rounds to
2. Round the following numbers to the nearest 10.	2. Round the following number to the neclest I	2. Round me following numbers to the nearest 10.
• 238 rounds to	238 round to	• 238 rounds to
• 354 rounds to	3541 ounds to	• 354 rounds to
• 784 rounds to	• 784 m unds to	• 784 rounds to
• II2 roun 's to	II2 sunds to	Il2 rounds to
3. List 3 numbers that could round to 420 when rounded to the nealest 10.	3. List 3 numbers that could round to 420 when rounded to the nearest 10.	3. List 3 numbers that could round to 420 when rounded to the nearest 10.

Exit Ticket #18: Rounding to The Nearest 100	Exit Ticket #18: Rounding to The Nearest 100	Exit Ticket #18: Rounding to The Nearest 100
Name:	Name:	Name:
I. Round the following numbers to the nearest 100.	I. Round the following numbers to the nearest 100.	I. Round the following numbers to the nearest 100.
• 729 rounds to	• 729 rounds to	• 799 rounts to
• 890 rounds to	• 890 rounds to	• 190 rounds to
• 572 rounds to	• 572 rounds to	• 572 rounds to
• 134 rounds to	• 134 rounds to	134 rounds 12
2. Round the following numbers to the nearest 100.	2. Round the following numbers to the necesst ICO.	2. Round me following numbers to the nearest 100.
• 3,298 rounds to	3,298 rounds to	• 3,298 rounds to
• 8,034 rounds to	8,03 (rounds to	• 8,034 rounds to
• 1,780 rounds to	• 1,780 Junes to	• 1,780 rounds to
• 5,122 rd inds to	5.122 rounds to	• 5,122 rounds to
3. List 3 numbers that could round to 700 when rounded to the nearest 100	3. List 3 numbers that could round to 700 when rounded to the nearest 100.	3. List 3 numbers that could round to 700 when rounded to the nearest 100.

#### Exit Ticket #19: Estimating Solutions

### Name:

I. Round or use compatible numbers to estimate the sums.

- I9 + 52
- 149 + 24 + 27
- 109 + 888
- 204 + 547
- 2. There are 211 students in 3<sup>rd</sup> grade and 187 students in 4<sup>th</sup> grade. What is the best estimate for the number of students in 3<sup>rd</sup> and 4<sup>th</sup> grade combined?

3. Mr. Kelly's class raised  $\phi$ 4ll for the school fundraiser. Ms. Cartis class raised \$392 and 68 Bentley's class raised \$503. What is the best estimate for the total amount they raised?

#### Exit Ticket #19: Estimating Solutions

### Name:

I. Round or use compatible numbers to estimate the sums.

- 19 + 52
- 149 + 24 + 27
- IO9 + 888
- 204 + 547

2. There is e. 211 students in 3<sup>r</sup> igrade and 87 clude its in 4<sup>th</sup> grade. Whilt is the best estimate for the number of scudens in 1<sup>rd</sup> and 4<sup>th</sup> coude combined?

3. Mr. Kelly's class raised \$411 for the school fundraiser. Ms. Carl's class raised \$392 and Ms. Bentley's class raised \$503. What is the best estimate for the total amount they raised?

#### Exit Ticket #19: Estimating Solutions

### Name:

I. Round or use compatible mumbers to estimate the sums.

- 52
- 19 + 2 + 2
- 109 + 38
- 204 + 547

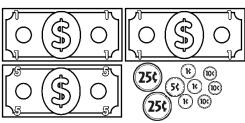
2. There are 211 students in 3<sup>rd</sup> grade and 187 cludents in 4<sup>th</sup> grade. What is the best estimate for the number of students in 3<sup>rd</sup> and 4<sup>th</sup> grade combined?

3. Mr. Kelly's class raised \$411 for the school fundraiser. Ms. Carl's class raised \$392 and Ms. Bentley's class raised \$503. What is the best estimate for the total amount they raised?

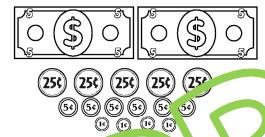
### Exit Ticket #20: Counting Money

### Name:

I. Find the amount shown below:



2. Find the amount shown below:

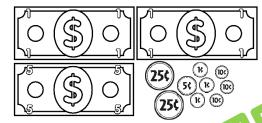


3. After his purchase, Jayden received back the following change. 2 he dollar bills 3 quarters. 2 nickels and 4 pennies. Yow houch did he get back.

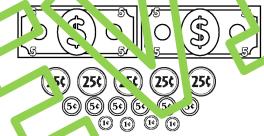
#### Exit Ticket #20: Counting Money

### Name: \_\_\_\_\_

I. Find the amount shown below:



2. Find the argunt shows below:



3. After his purchase, Jayden received back the following change. 2 one dollar bills 3 quarters, 2 nickels and 4 pennies. How much did he get back.

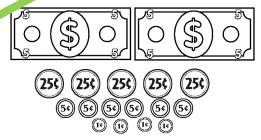
#### Exit Ticket #20: Counting Money

### Name: \_\_\_\_

I. Find the amount shown



2. Find the amount shown below:



3. After his purchase, Jayden received back the following change. 2 one dollar bills 3 quarters, 2 nickels and 4 pennies. How much did he get back.

# Exit Ticket #21: Finding Products Using Arrays

Name:

I. Write a multiplication sentence for the array shown below:

2. Write a multiplication sentence for the array shown below:

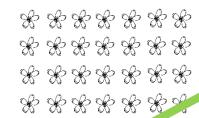


3. Draw an array to show 6x7.

# Exit Ticket #21: Finding Products Using Arrays

Name:

I. Write a multiplication sentence for the array shown below:



2. Write a.m. Hiplication, enterce for the array above below:



3. Draw an array to show 6x7.

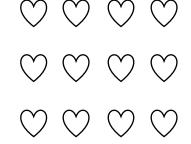
# Exit Ticket #21: Finding Products Using Arrays

Name:

I. Write a multiplication someone for the array shown below:



2. Write a multiplication sentence for the array



3. Draw an array to show 6x7.

Exit Ticket #22: Multiplication Strategies	Exit Ticket #22: Multiplication Strategies	Exit Ticket #22: Multiplication Strategies
Name:	Name:	Name:
I. Use repeated addition, equal sized groups, arrays, area models, or a number line to represent 5x8.	I. Use repeated addition, equal sized groups, arrays, area models, or a number line to represent 5x8.	I. Use repeated addition, equal sized groups, arrays, area models, or a number line to represent 5x8.
2. Use repeated addition, equal sized groups, arrays, area models, or a number line to represent 4x7.	2. Use remained addition equal sized groups, carais, whea models, or a number line to represent 427	2. Use repeated addition, equal sized groups, c., ays, area models, or a number line to represent 4x7.
3. Use repeated addition, equal sized groups, arrays, area modes, or a number line to represent 3x6	3. Use repeated addition, equal sized groups, arrays, area models, or a number line to represent 3x6	3. Use repeated addition, equal sized groups, arrays, area models, or a number line to represent 3x6

### Exit Ticket #23: Multiplying by I, 2, and 3

### Name: \_\_\_\_\_

I. Write all the xl multiplication facts:

x   =	I x 6 =
I x 2 =	1 x 7 =
I x 3 =	I x 8 =
I x 4 =	I x 9 =
I x 5 =	I x IO =

2. Write all the x2 multiplication facts:

2 x l =	2 x 6 =
2 x 2 =	2 x 7 =
2 x 3 =	2 x 8
2 x 4 =	2×9
2 0=	2 x 10

3. Write all the x? multiplication acts:

3 x l =	3 . 6 =
3 x 2 =	x 7 =
3 x 3 =	3 x 8 =
3 x 4 =	3 x 9 =
3 x 5 =	3 x IO =

#### Exit Ticket #23: Multiplying by I, 2, and 3

### Name:

I. Write all the xl multiplication facts:

x   =	I x 6 =
1 x 2 =	1 x 7 =
1 x 3 =	I x 8 =
1 x 4 =	1 x 9 =
1 x 5 =	1 10 =

2. Write one x2 multiplication facts:

Z	2 > 6 =
2 x 2 =	2 x 7 =
2 x 3 =	2 x } =
2 1 =	2 x 9 =
2.5=	2 x 10 =

3. Write all the x 3 multiplication facts:

3 x l =	3 x 6 =
3 x 2 =	3 x 7 =
3 x 3 =	3 x 8 =
3 x 4 =	3 x 9 =
3 x 5 =	3 x IO =

#### Exit Ticket #23: Multiplying by I, 2, and 3

### Name: \_\_\_\_\_

l. Write all the xl multiplication facts:

l x l	1 x 6 =
\	l : 7 =
x \ =	1 x .8 =
1, 4=	. v 9 =
I x 5 =	I x IO =

2. Write all the x2 multiplication facts:

2 x l =	2 x 6 =
2 x 2 =	2 x 7 =
2 x 3 =	2 x 8 =
2 x 4 =	2 x 9 =
2 x 5 =	2 x IO =

3. Write all the x 3 multiplication facts:

3 x l =	3 x 6 =
3 x 2 =	3 x 7 =
3 x 3 =	3 x 8 =
3 x 4 =	3 x 9 =
3 x 5 =	3 x 10 =

### Exit Ticket #24: Multiplying by 5, 9, and 10

### Name:

I. Write all the x5 multiplication facts:

5 x l =	5 x 6 =
5 x 2 =	5 x 7 =
5 x 3 =	5 x 8 =
5 x 4 =	5 x 9 =
5 x 5 =	5 x IO =

2. Write all the x9 multiplication facts:

9 x   =	9 x 6 =
9 x 2 =	9 x 7 =
9 x 3 =	9 x 8
9 x 4 =	a <sub>v</sub> q
9 v =	9 x IO

3. Write all the x ? mul. plication facts:

IO x I =	10 (6 =
IO x 2 =	7 =
10 x 3 =	10 x 8 =
10 x 4 =	10 x 9 =
10 x 5 =	10 x 10 =

#### Exit Ticket #24: Multiplying by 5, 9, and 10

# Name: \_\_\_\_\_

I. Write all the x5 multiplication facts:

5 x l =	5 x 6 =
5 x 2 =	5 x 7 =
5 x 3 =	5 x 8 =
5 x 4 =	5 x 9 =
5 x 5 =	5 × 10 =

2. Write one x9 multip cation facts:

%	9 > 6 =
9 x 2 =	9 x 7 =
9 x 3 =	9 x } =
C x ' =	9 x 9 =
= C , D	9 x 10 =

3. Write all the x 10 multiplication facts:

10 x l =	10 x 6 =
10 x 2 =	10 x 7 =
10 x 3 =	10 x 8 =
10 x 4 =	10 x 9 =
10 x 5 =	10 x 10 =

#### Exit Ticket #24: Multiplying by 5, 9, and 10

### Name: \_\_\_\_\_

I. Write all the x5 multiplicano facts:

5 x	5 x ( =
5 x 2 =	( x 7
5 x <sup>2</sup> =	5.8=
5 - 4 =	= P x <sup>7</sup>
5 x 5	5 x 10 =

2. Write all the x9 multiplication facts:

9 x l =	9 x 6 =
9 x 2 =	9 x 7 =
9 x 3 =	9 x 8 =
9 x 4 =	9 <sub>x</sub> 9 =
9 x 5 =	9 x IO =

3. Write all the x 10 multiplication facts:

10 x l =	10 x 6 =
10 x 2 =	10 x 7 =
IO x 3 =	10 x 8 =
10 x 4 =	10 x 9 =
10 x 5 =	10 x 10 =

### Exit Ticket #25: Multiplying by 4, 6, and 8

### Name:

I. Write all the x4 multiplication facts:

Ч x I =	4 x 6 =
4 x 2 =	4 x 7 =
4 x 3 =	4 x 8 =
Ч x Ч =	4 x 9 =
4 x 5 =	4 x 10 =

2. Write all the x6 multiplication facts:

6x l =	6 x 6 =
6 x 2 =	6 x 7 =
6 x 3 =	6 x 8
6 x 4 =	6 x 9
6 v=	6 x 10

3. Write all the x? multiplication acts:

8 x l =	8.6=
8 x 2 =	2 x 7 =
8 x 3 =	8 x 8 =
8 x 4 =	8 x 9 =
8 x 5 =	8 x IO =

#### Exit Ticket #25: Multiplying by 4, 6, and 8

### Name: \_\_\_\_\_

I. Write all the x4 multiplication facts:

4 x l =	4 x 6 =
4 x 2 =	4 x 7 =
4 x 3 =	4 x 8 =
Ч x Ч =	4 x 9 =
4 x 5 =	L 10 =

2. Write \_\_\_\_ x6 multiplication facts:

b.   =	6 > 6 =
6 x 2 =	6 x 7 =
6 x 3 =	6 x =
<i>C</i>	6 x 9 =
6.0=	6 x 10 =

3. Write all the x 8 multiplication facts:

8 x l =	8 x 6 =
8 x 2 =	8 x 7 =
8 x 3 =	8 x 8 =
8 x 4 =	8 x 9 =
8 x 5 =	8 x IO =

#### Exit Ticket #25: Multiplying by 4, 6, and 8

### Name: \_\_\_\_\_

I. Write all the x4 multiplicano facts:

4 x l	Ч x є =
4 x 2 =	x 7
4 x ? =	4.8=
L, , Y =	' x 9 =
4 x 5	4 x 10 =

2. Write all the x6 multiplication facts:

6x l =	6 x 6 =
6 x 2 =	6 x 7 =
6 x 3 =	6 x 8 =
6 x 4 =	6 x 9 =
6 x 5 =	6 x 10 =

3. Write all the x 8 multiplication facts:

8 x l =	8 x 6 =
8 x 2 =	8 x 7 =
8 x 3 =	8 x 8 =
8 x 4 =	8 x 9 =
8 x 5 =	8 x IO =

### Exit Ticket #26: Multiplying by 7, II, and I2

### Name: \_\_\_\_\_

I. Write all the x7 multiplication facts:

7 x l =	7 x 6 =
7 x 2 =	7 x 7 =
7 x 3 =	7 x 8 =
7 x 4 =	7 x 9 =
7 x 5 =	7 x IO =

2. Write all the xll multiplication facts:

x   =	II x 6 =
II x 2 =	II x 7 =
II x 3 =	∥ x 8
x 4 =	11 √ q <u>.</u>
) =	11 x 10

3. Write all the xi multiplication acts:

12 x l =	12 - 6 =
12 x 2 =	.2 x 7 =
12 x 3 =	12 x 8 =
12 x 4 =	12 x 9 =
12 x 5 =	12 x 10 =

### Exit Ticket #26: Multiplying by 7, II, and I2

# Name: \_\_\_\_\_

I. Write all the x7 multiplication facts:

7 x l =	7 x 6 =
7 x 2 =	7 x 7 =
7 x 3 =	7 x 8 =
7 x 4 =	7 x 9 =
7 x 5 =	7 × 10 =

2. Write an extl multiplication facts:

=	II x 6 =
Ⅱ x 2 =	x
ll x 3 =	x 8 =
	x 9 =
J =	II x IO =

3. Write all the xl2 multiplication facts:

12 x l =	12 x 6 =
12 x 2 =	12 x 7 =
12 x 3 =	12 x 8 =
12 x 4 =	12 x 9 =
12 x 5 =	12 x 10 =

#### Exit Ticket #26 Multiplying by 7, II, and I2

### Name: \_\_\_\_\_

I. Write all the x7 multiple and facts:

7 x	7 x ( =
7 x 2 =	. x 7
7 x 3 =	7 8=
/ <b>Y</b> 4 =	₹ x 9 =
7 x 5	7 x IO =

2. Write all the xll multiplication facts:

x   =	II x 6 =
II x 2 =	II x 7 =
II x 3 =	II x 8 =
П x Ч =	x 9 =
II x 5 =	x    0 =

3. Write all the xl2 multiplication facts:

12 x I =	12 x 6 =
12 x 2 =	12 x 7 =
12 x 3 =	12 x 8 =
12 x 4 =	12 x 9 =
12 x 5 =	12 x 10 =

Exit Ticket #27: 2xl Digit Multiplication Using The Box Method	Exit Ticket #27: 2xl Digit Multiplication Using The Box Method	Exit Ticket #27: 2xl Digit Multiplication Using The Box Method
Name:	Name:	Name:
I. Use the box method to solve 45 x 7.	I. Use the box method to solve 45 x 7.	I. Use the box method to cove 15 x 7.
2. Use the box method to solve 83 x 4.	2. Use the commethod to solve 83 x 4.	2. Use the box method to solve 83 x 4.
3. Use the box method to solve 50 x 5.	3. Use the box method to solve 59 x 5.	3. Use the box method to solve 59 x 5.

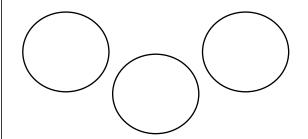
Exit Ticket #28: 2xl Digit Multiplication Using Partial Products	Exit Ticket #28: 2xl Digit Multiplication Using Partial Products	Exit Ticket #28: 2xl Digit Multiplication Using Partial Products
Name:	Name:	Name:
I. Use partial products solve 32 x 3.	I. Use partial products solve 32 x 3.	I. Use partial products school x 3.
32 <u>X 3</u>	32 <u>X 3</u>	31: Y <u>3</u>
2. Use partial products to solve 47 x 6.	2. Use paraici products to solv 47 x 6.	2. Use notial products to solve 47 x 6.
47 <u>X 6</u>	47 <u>X 6</u>	47 <u>X 6</u>
3. Use partial products 1.5 solve 81/x 9.	3. Use partial products to solve 84 x 9.	3. Use partial products to solve 84 x 9.
84 <u>X 9</u>	84 <u>X 9</u>	84 <u>X 9</u>

Exit Ticket #29: 2xl Digit Multiplication Using The Standard Algorithm	Exit Ticket #29: 2xl Digit Multiplication Using The Standard Algorithm	Exit Ticket #29: 2xl Digit Multiplication Using The Standard Algorithm
Name:	Name:	Name:
I. Use the standard algorithm to solve 83 x 4.	I. Use the standard algorithm to solve 83 x 4.	I. Use the standard algorithm to solve 83 x 4.
83 <u>X 4</u>	83 <u>X 4</u>	86 <u>Y_4</u>
2. Use the standard algorithm to solve 57 x 5.	2. Use the six odard algor thm to solve 57 x 5.	2. Use the standard algorithm to solve 57 x 5.
57 <u>X 5</u>	X 5	57 <u>X 5</u>
3. Use the standard algorithm to solve 27 . 6.	3. Use the standard algorithm to solve 27 x 6.	3. Use the standard algorithm to solve 27 x 6.
27 <u>X 6</u>	<u>X 6</u>	<u>X 6</u>

#### Exit Ticket #30: Model Division

### Name:

I. Jenny has 18 cubes. She puts the cubes into three equal groups. How many cubes are in each group?



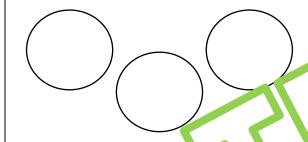
2. Michael is putting 24 photos into a photo album. He can put 6 photos on a page. How many pages will he need? Draw a model to show your answer.

# 3. Julia baked 36 vookies. She was able to vake scookies on a tray of a time flow many tray of a she have to bake? Dri w a rodel to show your answer.

#### Exit Ticket #30: Model Division

### Name:

I. Jenny has 18 cubes. She puts the cubes into three equal groups. How many cubes are in each group?



2. Michael's putting 24 photos into a photo album History put 6 photos on a page. How many puges will be need. Draw a mod I to show your asswer.

# 3. Julia baked 36 cookies. She was able to bake 9 cookies on a tray at a time. How many trays did she have to bake? Draw a model to show your answer.

#### Exit Ticket #30: Model Division

### Name:

I. Jenny has 18 cubes. She pure the cubes into three equal groups. How many cubes are in each group?



2. Michaels putting 24 photos into a photo album. Lan put 6 photos on a page. How many pages will he need? Draw a model to show your answer.

3. Julia baked 36 cookies. She was able to bake 9 cookies on a tray at a time. How many trays did she have to bake? Draw a model to show your answer.

# Exit Ticket #3l: Modeling Division Using Arrays

Name:

I. What division equation can you write for the array shown below.



2. What division equation can you write for the array shown below.

3. What division equation can you write for the array shown below.

# Exit Ticket #3l: Modeling Division Using Arrays

Name:

I. What division equation can you write for the array shown below.



2. What due on equation can be write for the conditions will be a view of the conditions of the condit

3. What division equation can you write for the array shown below.

### Exit Ticket #3l: Modeling Division Using Arrays

Name:

I. What division equation carry ou write for the array shown below.



2. What uvision equation can you write for the ay shown below.

3. What division equation can you write for the array shown below.



#### Exit Ticket #32: Even or Odd

### Name:

I. Brenda rolled three dice to make a three digit numbers







What are all the even numbers you could make?

What are all the odd numbers you could make?

2. Multiply the numbers 82 and 7. Is the product going to be even or odd? How can you tell?

3. A mystery number is even and has 2 digits. The sum of the two digits is 8 cm, the digits in its tens place is between 0 and 3. What is the mystery number?

#### Exit Ticket #32: Even or Odd

### Name:

I. Brenda rolled three dice to make a three digit numbers







What are all the even numbers you could make?

What are all the odd number you could rake?

2. Multiply in numbers (2 and 7. Is the productions to use even in odd? How can you tell?

3. A mystery number is even and has 2 digits. The sum of the two digits is 8 and the digits in the tens place is between 0 and 3. What is the mystery number?

#### Exit Ticket #32: Even or Odd

### Name: \_\_\_\_\_

I. Brenda rolled three dig to make a three digit numbers







Mat re all he even numbers you could make?

What are all the odd numbers you could make?

2. Multiny the numbers 82 and 7. Is the producting to be even or odd? How can you tell?

3. A mystery number is even and has 2 digits. The sum of the two digits is 8 and the digits in the tens place is between 0 and 3. What is the mystery number?

#### Exit Ticket #33: Multiplication and Division Fact Families

Name:

I. Find the unknown factor and quotient.

- $6 \times 4 =$  and  $24 \div 4 =$
- $3 \times 5 =$  and  $15 \div 5 =$
- $7 \times 6 =$  and  $42 \div 7 =$
- $9 \times 2 =$  and  $18 \div 2 =$
- 2. Write all of the multiplication and division equations you can from the numbers below.

7

35

5

3. Meg has 27 florers and wants to place them evenly into 3 vases.

How many flowers will he place in each vase?

What multiplication fact can you use to help you solve the problem?

# Exit Ticket #33: Multiplication and Division Fact Families

Name: \_\_\_\_\_

- I. Find the unknown factor and quotient.
- $6 \times 4 =$  and  $24 \div 4 =$
- $3 \times 5 =$  and  $15 \div 5 =$
- $7 \times 6 =$  and  $42 \div 7 =$
- $9 \times 2 =$  and  $18 \div 2 =$
- 2. Write coosthe multiplication and division and provided from the numbers below

35

3. Meg has 27 flowers and wants to place them evenly into 3 vases.

How many flowers will she place in each vase?

What multiplication fact can you use to help you solve the problem?

# Exit Ticket #33: Multiplication and Division Fact Families

Name: \_\_\_\_\_

- I. Find the unknown factor and quotient.
- $6 \times 4 =$  and  $94 \div 4 =$
- 3 x 3 = \_\_\_\_ and 15 + 5 = \_\_\_\_
- 7 x 1 = \_\_\_\_ 42 7 = \_\_\_\_
- 2. Writ all of the multiplication and division autions you can from the numbers below.

35 5

3. Meg has 27 flowers and wants to place them evenly into 3 vases.

How many flowers will she place in each vase?

What multiplication fact can you use to help you solve the problem?

Exit Ticket #34: Addition Strategies	Exit Ticket #34: Addition Strategies	Exit Ticket #34: Addition Strategies
Name:	Name:	Name:
I. Represent and solve the following by drawing a model, number line or using an equation.	I. Represent and solve the following by drawing a model, number line or using an equation.	I. Represent and solve the roll ving by drawing a model, number line or usil g and quation.
78 + 45	78 + 45	73+15
2. Represent and solve the following by drawing a model, number line or using an equation.	2. Representend solve the following by distaining a model number like or using an equation.	2. Represent and solve the following by drawing a model, number line or using an equation.
213 + 65	2130-155	213 + 65
3. Represent and olve the following by drawing a model, number line or using a requation.	3. Represent and solve the following by drawing a model, number line or using an equation.	3. Represent and solve the following by drawing a model, number line or using an equation.
7,3 + 94	778 + 941	778 + 941

Exit Ticket #35: Subtraction Strategies	Exit Ticket #35: Subtraction Strategies	Exit Ticket #35: Subtraction Strategies
Name:	Name:	Name:
I. Represent and solve the following by drawing a model, number line or using an equation.	I. Represent and solve the following by drawing a model, number line or using an equation.	I. Represent and solve the wing by drawing a model, number line or using an iquation.
52 - 46	52 - 46	39 - 16
2. Represent and solve the following by drawing a model, number line or using an equation.  304 - 15	2. Represent and solve the following by drawing a mode, humber line or using an equation.  36.3 15	2. Represent and solve the following by drawing a model, number line or using an equation.  304 - 15
3. Represent and polve the following by driving model, number line in using a equation.  54.1 - 120	3. Represent and solve the following by drawing a model, number line or using an equation.  594 - 120	3. Represent and solve the following by drawing a model, number line or using an equation.  594 - 120

Exit Ticket #36: Multiplication Comparison Expressions	Exit Ticket #36: Multiplication Comparison Expressions	Exit Ticket #36: Multiplication Comparison Expressions
Name:	Name:	Name:
I. Kelsey has I' markers. Lizzie has two times as many markers as Kelsey has. Write a multiplication expression to represent this comparison.	I. Kelsey has I' markers. Lizzie has two times as many markers as Kelsey has. Write a multiplication expression to represent this comparison.	I. Kelsey has I'I markers. It was two times as many markers as Kelsey has. Virite a multiplication expression to rouse entitles con parison.
2. Micah sold 9 boxes of chocolates for a school fundraiser. Taylor sold 4 times as much as Micah.	2. Micah sua 3 boxes of thoca ates for a chool funding ison. Taylon sold 4 times as much as in 1 icah.	2. Mical word 9 boxes of chocolates for a school fundraiser. Taylor sold 4 times as much as Micah.
Write a multiplication expression to represent this comparison.	Write a multiplication expression to represent this comparison.	Write a multiplication expression to represent this comparison.
3. Tyrone scored & points during the bask thall game. Steven scored 4 times as many points a Tyrone. Write a multiplication expression to represent this companion.	3. Tyrone scored 6 points during the basketball game. Steven scored 4 times as many points as Tyrone. Write a multiplication expression to represent this comparison.	3. Tyrone scored 6 points during the basketball game. Steven scored 4 times as many points as Tyrone. Write a multiplication expression to represent this comparison.

Exit Ticket #37: Determine an Unknown Number in a Multiplication Equation	Exit Ticket #37: Determine an Unknown Number in a Multiplication Equation	Exit Ticket #37: Determine an Unknown Number in a Multiplication Equation		
Name:	Name:	Name:		
I. Nia earned \$16 in a week picking weeds. She earns \$4 each hour she picked weeds. How many hours did she work?	I. Nia earned \$16 in a week picking weeds. She earns \$4 each hour she picked weeds. How many hours did she work?	I. Nia earned \$16 in a werk picking weeds. She earns \$4 each hour she picked veeds. How many hours did she wasks.		
2. Jamila spent \$30 to buy new books. She got a total of 5 books. If each book cost the same amount, how much did each book cost?	2. Jamila pert \$30 to bry ner books. Shingot contrain frictbooks. If each rook lost the same amous, how such all each book cost?	2. Jamile spent \$30 to buy new books. She got a total of 5 books. If each book cost the same amount, how much did each book cost?		
3. Mr. Brown's class is going on a rield trip. They are split into 4 grows and even group has 9 % 5 in it. How many students are spling on the field trip?	3. Mr. Brown's class is going on a field trip. They are split into 4 groups and each group has 9 kids in it. How many students are going on the field trip?	3. Mr. Brown's class is going on a field trip. They are split into 4 groups and each group has 9 kids in it. How many students are going on the field trip?		

Exit	Ticket	#38:	Number	Patterns in a
			Table	

#### Name:

I. Complete the table and then describe the pattern for the relationship between the numbers.

R	3	7	5	6	7
Τ	6	ω	Ю		

2. Complete the table and then describe the pattern for the relationship between the numbers.

L	4	5	6	7	8
М	2	3	4		

3. Kylie uses I sco to of remonade powder and 4 cups of water to make one sucher. How mail scoops and how much water will she need if she wants to make 3 pitchers?

# Exit Ticket #38: Number Patterns in a Table

# Name:

I. Complete the table and then describe the pattern for the relationship between the numbers.

R	<u></u> თ	丁	15	6	7
Т	6	ω	0		

2. Complete the table and their describe integrations in the relationship between the number

L	丁	5	6	7	0
M	2	3	丁		

3. Kylie uses I scoop of lemonade powder and 4 cups of water to make one pitcher. How many scoops and how much water will she need if she wants to make 3 pitchers?

# Exit Ticket #38: Number Patterns in a Table

## Name: \_\_\_\_\_

I. Complete the table and ther describe the pattern for the relations ip be ween the numbers.

	3	4	5	6	7
T	6	8			

2. Complie the table and then describe the relationship between the numbers.

الــ	Т	5	6	7	8
М	2	3	4		

3. Kylie uses I scoop of lemonade powder and 4 cups of water to make one pitcher. How many scoops and how much water will she need if she wants to make 3 pitchers?

Exit Ticket #39: Classify 2D Shapes		Exit Ticket #39: Classify 2D Shapes		Exit Ticket #39: Classify 2D Shapes
Name:		Name:		Name:
I. Look at these two shapes:  What is one similarity the two shapes have?		I. Look at these two shapes:  What is one similarity the two shapes have?		I. Look at these two shapes.  Virit is one simparity the two shapes have?
What is one difference the two shapes have?		What is one difference the two shaces have:		Minit is one difference the two shores have?
2. Draw 2–3 shapes for each category:		2. Draw 2,3 chapes for each category:		2. Draw 2-3 shapes for each category:
Polygons Non-Polygons		Pory rons Ion-Polygon		Polygons Non-Polygons
3. Describe the attributes of the shape:		3. Describe the attributes of the shape:		3. Describe the attributes of the shape:
Name:		Name:		Name:
Number of Side:		Number of Side:		Number of Side:
Number of Vertices:		Number of Vertices:		Number of Vertices:

Exit Ticket #40: Classify Quadrilaterals	Exit Ticket #40: Classify Quadrilaterals	Exit Ticket #40: Classify Quadrilaterals
Name:	Name:	Name:
I. Provide at least three names for the shape shown below.	I. Provide at least three names for the shape shown below.	I. Provide at least three commentor the shape shown below.
2. Use the words all or some to complete the following statements:	2. Use the words all or some to complete the following statements:	2. Use the words all or some to complete the following statements:
rectangles are squires      /Lapezoids are qua 'n aterais	trangles are squares     trapezoids are quadrilaterals	rectangles are squares      trapezoids are quadrilaterals
3. Mystery Shape I am a quadril reral. I have two sets of parallel sides and for right angles. It shall of my sides are the same length.  What shape am I?	3. Mystery Shape: I am a quadrilateral. I have two sets of parallel sides and four right angles. Not all of my sides are the same length.  What shape am I?	3. Mystery Shape: I am a quadrilateral. I have two sets of parallel sides and four right angles. Not all of my sides are the same length.  What shape am I?

#### Exit Ticket #41: Classify 3D Shapes

# Name:

I. Look at these two shapes:





What is one similarity the two shapes have?

What is one difference the two shapes have?

2. Describe the attributes of the shape:



Name:

Number of Faces:

Number of Vernces:

Number of Edges:

3. Describe the a tribut of the mape:



Name:

Number of Faces:

Number of Vertices::

Number of Edges:

#### Exit Ticket #41: Classify 3D Shapes

# Name: \_\_\_\_\_

I. Look at these two shapes:





What is one similarity the two shapes have?

What is one difference the two shores have's

2. Describe the attributes of the shape:



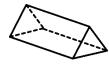
vame

Number of Fuc

Number of Vinces:

Nu ter of Edges:

3. Describe the attributes of the shape:



Name:

Number of Faces:

Number of Vertices::

Number of Edges:

#### Exit Ticket #41: Classify 3D Shapes

## Name: \_\_\_\_\_

I. Look at these two shares.





Virit is one simparity the two shopes have?

Unit is one difference he wo shows have?

2. Describe the attributes of the shape:



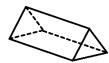
Name:

Number of Faces:

Number of Vertices:

Number of Edges:

3. Describe the attributes of the shape:



Name:

Number of Faces:

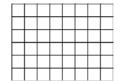
Number of Vertices::

Number of Edges:

#### Exit Ticket #42: Finding Area

## Name:

I. Brittney purchased a rug for her living room.



What equation can be used to find the area of this rug?

What is the area of the rug?

2. Minh is painting a mural on his bedroom wall. The mural is 5 feet long and 8 week wide. What is the area of the mural he is painting?

3. Chris is making flags for his neighbors. One neighbor wants a flag that is 1 feet long and 2 feet wide. Another neighbor wants a flag that is 5 feet long and 4 feet wide. How much fabric will Chris need to make both cags?

#### Exit Ticket #42: Finding Area

# Name:

I. Brittney purchased a rug for her living room.



What equation can be used to find the area of this rug?

What is the area of the rug?

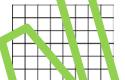
2. Minh is call ting a mure on his bedroom wall. The nair a is feet larg and  $\xi$  week wide. What is the area of the nairal halfs pointing?

3. Chris is making flags for his neighbors. One neighbor wants a flag that is 4 feet long and 3 feet wide. Another neighbor wants a flag that is 5 feet long and 4 feet wide. How much fabric will Chris need to make both flags?

#### Exit Ticket #42: Finding Area

## Name:

I. Brittney purchased a regree her living room.



Math quation of n becased in find the area of this rug?

What is the art of the ug?

2. Minh painting a mural on his bedroom wall. The rural is 5 feet long and 8 week wide. What is the area of the mural he is painting?

3. Chris is making flags for his neighbors. One neighbor wants a flag that is 4 feet long and 3 feet wide. Another neighbor wants a flag that is 5 feet long and 4 feet wide. How much fabric will Chris need to make both flags?

Exit Ticket #43: Finding Area of Composite Figures	Exit Ticket #43: Finding Area of Composite Figures	Exit Ticket #43: Finding Area of Composite Figures
Name:	Name:	Name:
I. Each square represents one square foot. What is the area of the shape below?  2. Each square represents one square inch. What	I. Each square represents one square foot. What is the area of the shape below?  2. Each square represents one square inc. Whit	I. Each square represent one square foot. What is the area of the shape selow.  2. Each square represents one square inch. What
is the area of the shape below?	is me are a of the shape below?	is me area of the shape below?
3. Find the area of the unape below.  4ft  4ft  4ft  4ft  4ft  4ft  4ft  4f	3. Find the area of the shape below.  4ft  4ft  4ft  4ft  4ft  8ft	3. Find the area of the shape below.  4ft  4ft  4ft  4ft  8ft

## Exit Ticket #44: Finding Perimeter Exit Ticket #44: Finding Perimeter Exit Ticket #44: Finding Perimeter Name: Name: Name: \_\_\_\_\_ I. Find the perimeter of the shape below: I. Find the perimeter of the shape below: I. Find the perimeter of the slippe below: 15in 5in 5in 5in 2. Find the parimeter of the sape below. The 2. Find the perimeter of the shape below. The 2. Find the perimeter of the shape below. The measurements are in feet. cas re. ents a e in fee casurements are in feet. 3. Ritchie is makin, a wooden picture fram, for its 3. Ritchie is making a wooden picture frame for his 3. Ritchie is making a wooden picture frame for his mom and one for he dad. It frame for his mom and one for his dad. The frame for his mom mom and one for his dad. The frame for his mom is 5x7 inches and the frame for his dad is 8x10 is 5x7 inches and the frame for his dad is 8x10 is 5x7 inches and the frame for his dad is 8x10 inches. How much wood will he need for both inches. How much wood will he need for both inches. How much wood will he need for both frames? frames? frames?

#### Exit Ticket #45: Find the Length of Missing Exit Ticket #45: Find the Length of Missing Exit Ticket #45: Find the Length of Missing Sides Sides Sides Name: \_\_\_\_\_ Name: \_\_\_\_\_ Name: I. Raul has a square franting a perimeter of 20 I. Raul has a square frame with a perimeter of 20 I. Raul has a square frame with a perimeter of 20 inches. How long is each de? inches. How long is each side? inches. How long is each side? 2. Zelde putting a garden in her backyard. The 2. Zelda is putting a garden in her backyard. The 2. Zelda is pulting a garcen in er backya d. Th training hof to see needed to go around he trailength of fence needed to go around the total length of fence needed to go around the gardenis 47 Seet. What is the length of the garden is 47 feet. What is the length of the garden is 47 feet. What is the length of the anknown side? unknown side? unknown side? 9 feet 9 feet 9 feet 3. Missy wants to put up a wallproper bora 3. Missy wants to put up a wallpaper border 3. Missy wants to put up a wallpaper border around her room. Ar room a rectangle with around her room. Her room is a rectangle with a around her room. Her room is a rectangle with a length of 15 feet and widh of 11 feet. If she has length of 15 feet and a width of 11 feet. If she has length of 15 feet and a width of 11 feet. If she has 50 feet of border, doe she give enough border 50 feet of border, does she have enough border 50 feet of border, does she have enough border to go all they way around her room? to go all they way around her room? to go all they way arounder room?

# Exit Ticket #46: Elapsed Time Exit Ticket #46: Elapsed Time Exit Ticket #46: Elapsed Time Name: Name: Name: I. Find the Elapsed Time: I. Find the Elapsed Time: I. Find the Elapsed Time: Start Time: 12:55 Start Time: 12:55pm Start Time: 12:55pm End Time: 1:35pm End Time: 1:35pm End 7 / e: 1:35p n 2. Find the consed Time 2. Find the Elapsed Time: 2. Find the Elapsed Time: Start Ime: 12:20am Start Time: 10:20am Start Time: 10:20am \_nd Time: II:35an End Time: II:35am End Time: II:35am 3. Find the Elapsed Time: 3. Find the Elapse Time 3. Find the Elapsed Time: Start Time: 7:40pm Start Time: 7:40pm Start Time: 7:40pm End Time: 8:35pm End Time: 8:35pm End Time: 8:35pm

# Exit Ticket #47: Multi-Step Problem Solving With Elapsed Time

#### Name:

I. The movie starts at 8:10. Kristy and Haley need 30 minutes to drive to the theatre and 12 minutes to get their tickets and get seated. What time do they need to leave to make it to the theatre on time?

2. Jordan arrived at the gym at 3:35pm. He spent 20 minutes on the treadmill, 30 minutes on the stairmaster and 45 minutes lifting weights. What time did he finish his workout?

3. Blanca was moving how neighbors' yard. She started mowing at 10:30am She took a 30 number lunch break and then Sinished mowing at 1:50pm. How much time did she spend mowing?

# Exit Ticket #47: Multi-Step Problem Solving With Elapsed Time

#### Name:

I. The movie starts at 8:10. Kristy and Haley need 30 minutes to drive to the theatre and I2 minutes to get their tickets and get seated. What time do they need to leave to make it to the theatre on time?

2. Jordan and ived at the symbol 3:35pm. Te spect 20 months on the treadmill, 30 minutes on the stairmuster and 45 minutes lifting weights by nathing edid he finish his work at?

3. Blanca was mowing her neighbors' yards. She started mowing at 10:30am. She took a 30 minute lunch break and then finished mowing at 1:50pm. How much time did she spend mowing?

# Exit Ticket #47: Multi-Step Problem Solving With Elapsed Time

#### Name: \_\_\_\_\_

I. The movie starts at 8:10 and ty and Haley need 30 minutes to drive to the theotre and 12 minutes to get their tickers and get sea ed. What time do they seed to be ve to make it to the theatre on im 2

2. Jordanarrived at the gym at 3:35pm. He spent 2° minutes on the treadmill, 30 minutes on the stairmaster and 45 minutes lifting weights. What time did he finish his workout?

3. Blanca was mowing her neighbors' yards. She started mowing at 10:30am. She took a 30 minute lunch break and then finished mowing at 1:50pm. How much time did she spend mowing?

Exit Ticket #48: Determine Liquid Volume with Customary Units	Exit Ticket #48: Determine Liquid Volume with Customary Units	Exit Ticket #48: Determine Liquid Volume with Customary Units
Name:	Name:	Name:
I. Margot has a pitchers that holds 2 quarts of water. How many cups does her pitcher hold?	I. Margot has a pitchers that holds 2 quarts of water. How many cups does her pitcher hold?	I. Margot has a pitchers than rolds 2 quarts of water. How many cups does her pitcher hold?
2. Ivan is cooking spaghetti on the stove. He needs to boil 16 cups of water. He only has a pint measuring cup. How many pints of water will he use?	2. Ivan is socking spaghe to on the stove. He needs to solve the stove of the stove	2. Ivan it cooking spaghetti on the stove. He needs to soil 16 cups of water. He only has a pint measuring cup. How many pints of water will he use?
3. Noah has a gallin jug or milk invits fridge. He drank 3 cups on Menday and z cups on Tuesday.  How many cups are left in the jug?	3. Noah has a gallon jug of milk in his fridge. He drank 3 cups on Monday and 2 cups on Tuesday. How many cups are left in the jug?	3. Noah has a gallon jug of milk in his fridge. He drank 3 cups on Monday and 2 cups on Tuesday. How many cups are left in the jug?

#### Exit Ticket #49: Liquid Volume with Metric Exit Ticket #49: Liquid Volume with Metric Exit Ticket #49: Liquid Volume with Metric Units Units Name: \_\_\_\_\_ Name: Name: I. State if you would mean he volume with a I. State if you would measure the volume with a I. State if you would measure the volume with a milliliter or liter: milliliter or liter: milliliter or liter: A spoon full of water \_\_\_\_\_ A spoon full of water \_\_\_\_\_ A spoon fall of vater \_\_\_ A water bottle \_\_\_\_\_ A water bottle \_\_\_\_\_ A water bottle A tea kettle \_\_\_\_\_ A tea kettle \_\_\_\_\_ A 'ea ke, 'le .. A cap full of water \_\_\_\_\_ A cap full of vater \_\_\_ A cap full of water \_\_\_\_\_ A dropper A dropper \_\_\_\_\_ A dropper \_\_\_\_\_ A fish tank A fish tank \_\_\_\_\_ 2. Rank the following containers in order of which 2. Rank the to owing compliner in order of which 2. Raple me following containers in order of which ne an hold the cost liquid to the least liquid. me can hold the most liquid to the least liquid. one can hold the most liquid to the least liquid. dropper fish nk dropper fish tank tea kettle tea ke 'tle fish tank tea kettle dropper soup bowl soup L wl soup bowl mug mug 3. About how man glasses of juice could y u fit 3. About how many glasses of juice could you fit in 3. About how many glasses of juice could you fit in a liter bottle? a liter bottle? a liter bottle?

# Exit Ticket #50: Customary Units for Weight

## Name:

- I. . State if you would measure the weight with an ounce or pound:
- A strawberry\_\_\_\_\_
- A book \_\_\_\_\_
- A slice of bread\_\_\_\_\_
- A can of soup \_\_\_\_\_
- A button\_\_\_\_\_
- A puppy\_\_\_\_\_
- 2. Maria buys 4 pounds and 6 ounces of potatoes for dinner. How many ounces does she buy in all?

# 3. Juanita is cooking dinner and coants to surve everyone 2 ounces of past cohe is cooking to 16 people. How many pounds on pasta does she need to buy?

# Exit Ticket # 50: Customary Units for Weight

## Name:

- I. . State if you would measure the weight with an ounce or pound:
- A strawberry\_\_\_\_\_
- A book \_\_\_\_\_
- A slice of bread\_\_\_\_\_
- A can of soup \_\_\_\_\_
- A button\_\_\_\_\_
- A puppy\_\_\_\_\_
- 2. Maria Luys 4 pounds c d 6 Junces of p tatoe For all her. How it my ourses a les she buy it all?

# 3. Juanita is cooking dinner and wants to serve everyone 2 ounces of pasta. She is cooking for 16 people. How many pounds of pasta does she need to buy?

# Exit Ticket # 50: Customary Units for Weight

N	_	m	_	•
IN	α	m	e	•

- I. . State if you would me sure the weight with an ounce or pound:
- A strawk .rry\_\_\_\_\_
- A ba k \_\_\_\_\_\_
- A lice on bread\_\_\_\_\_
- A can f soup\_\_\_\_\_
- A button\_\_\_\_\_
- pup, v\_\_\_\_\_\_
- 2. Manipouys 4 pounds and 6 ounces of potatoes or dinner. How many ounces does she buy in all?

3. Juanita is cooking dinner and wants to serve everyone 2 ounces of pasta. She is cooking for 16 people. How many pounds of pasta does she need to buy?

## Exit Ticket #51: Metric Units for Mass Exit Ticket #51: Metric Units for Mass Name: \_\_\_\_\_ Name: \_\_\_\_\_ I. . State if you would measure the mass with a I. . State if you would measure the mass with a gram or a kilogram gram or a kilogram A chair\_\_\_\_\_ A chair\_\_\_\_\_ A cat \_\_\_\_\_ A cat A ring\_\_\_\_\_ A paperclip\_\_\_\_\_ A paperclip\_\_\_\_\_ A crayon\_\_\_\_\_ A desk\_\_\_\_ 2. Katie is making a pie and needs 10 grams of 2. Katie is making a pie a d ne ds 10 gram of flour and 8 grams of sugar for every pie she four maggram, of suggrafor every pie sig makes. If she is going to make 4 pies. How much make. If she is going to rake pies. How much rlour and sugar will she had? flour and sugar will she need?

3. Paulina wants to weigh each father in h

use to measure her tather?

feather collection. What marric unit should s

3. Paulina wants to weigh each feather in her feather collection. What metric unit should she use to measure her feathers?

#### Exit Ticket #51: Metric Units for Mass

Ν	a	m	ne	•
---	---	---	----	---

- I. . State if you would measure the mass with a gram or a kilogram
- A chair\_\_\_\_\_
- A ca \_\_\_\_\_
- A ing\_\_\_\_\_\_
- A pape clip
- A crayon\_\_\_\_\_\_
- des
- 2. Katins making a pie and needs 10 grams of four and 8 grams of sugar for every pie she makes. If she is going to make 4 pies. How much flour and sugar will she need?

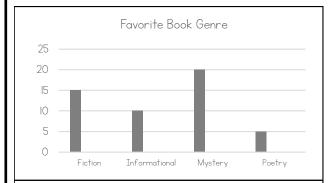
3. Paulina wants to weigh each feather in her feather collection. What metric unit should she use to measure her feathers?

Exit Ticket #52: Data From a Pictograph	Exit Ticket #52: Data From a Pictograph	Exit Ticket #52: Data From a Pictograph	
Name:	Name:	Name:	
Lucy's Bakery Weekend Sales	Lucy's Bakery Weekend Sales	Lucy's Bakery Wee end Sales	
Thursday ( ) ( )	Thursday 000	Thursday (000)	
Friday 0000	Friday 0000	Fr: 4. 000(1)	
Saturday 000000	Saturday 000000	Sa_urday () () () () () ()	
Sunday 00000	Sunday 00000	Sunday ( O O O O	
①5 donuts	©= 5 donuts	€ 5 donuts	
1. How many donuts did Lucy sell on each day?	1. How many donuts did Luc's sell on each day?	1 How many acouts did Lucy sell on each day?	
Thursday:	Thursday:	Thu sday:	
Friday:	Fridy:	Friday:	
Saturday:	Saturday:	Saturday:	
Sunday:	Sunda	Sunday:	
2. How many more donuts did Lucy school	2. How many more donum discuscy sell on	2. How many more donuts did Lucy sell on	
Saturday than on Thursday 2	Saturday Man on Thursday?	Saturday than on Thursday?	
3. How many donuts vid Lu, y sell on Friday and Saturday combined?	3. How many donuts did Lucy sell on Friday and Saturday combined?	3. How many donuts did Lucy sell on Friday and Saturday combined?	

Exit Ticket #53: Data From a Frequency Table	Exit Ticket #53: Data From a Frequency Table	Exit Ticket #53: Data From a Frequency Table	
Name:	Name:	Name:	
Favorite Sports of 3 <sup>rd</sup> Grade Students  Soccer  Football  Basketball  Baseball	Favorite Sports of 3 <sup>rd</sup> Grade Students  Soccer  Football  Basketball  Baseball	Favorite Sports of a de Students  Soccer  For pall  Basebal  MI  Basebal	
1. How many students picked each sport?	1. How many students picke \each spor \?	1. How many six dents it cked each sport?	
Soccer:	Soccer:	Socrat:	
Football:	Football	Footlan:	
Basketball:	Basker ball:	Basketball:	
Baseball:	Baseball:	Baseball:	
2. How many more students picked the mospopular sport than the limit pichular.	2. How many more stude to picked the most popular smart than the least popular?	2. How many more students picked the most popular sport than the least popular?	
3. How many students picked football and baseball combined?	3. How many students picked football and baseball combined?	3. How many students picked football and baseball combined?	

#### Exit Ticket #54: Data From a Bar Graph

# Name:



1. How many students picked each genre?

Fiction:

Informational:

Mystery:

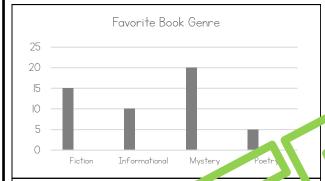
Poetry:

2. How many more students p sked the mospopular genre than the last popular genre

3. If three students witched their votes from Mystery to Fiction, how would that change the graph?

#### Exit Ticket #54: Data From a Bar Graph

# Name:



1. How many students picke each gent??

Fiction:

Informe ione

Myst y:

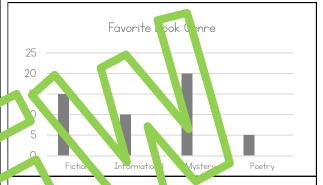
Poetry:

2. How many more stude, to picked the most popular game? han the least popular genre?

3. If three students switched their votes from Mystery to Fiction, how would that change the graph?

#### Exit Ticket #54: Data From a Bar Graph

## Name:



1 11 w many si dents ricked each genre?

Ficti 1.

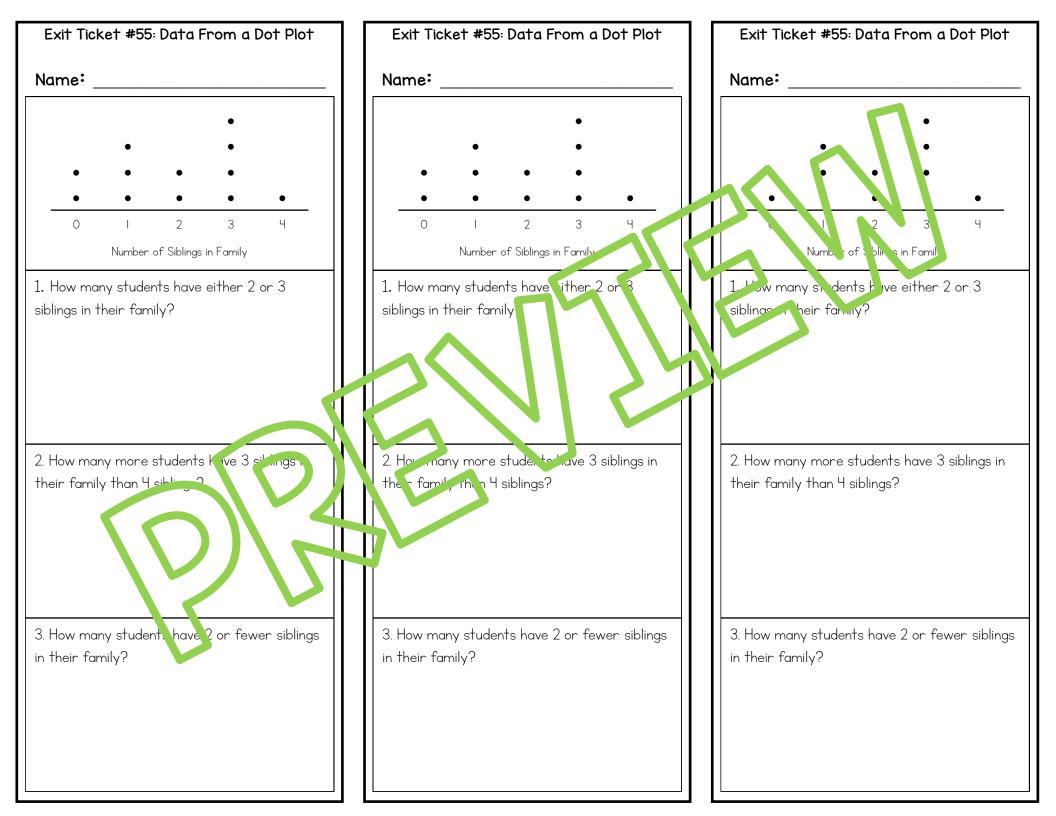
Informational:

Mystery:

Poetry:

2. How many more students picked the most popular genre than the least popular genre?

3. If three students switched their votes from Mystery to Fiction, how would that change the graph?



# Exit Ticket #56: Working to Make an Income

#### Name:

I. Ruth and Sara both want to buy a bicycle that costs \$100. Their parents will pay them \$5 for every hour they help in the yard. After 3 months Sara worked for 15 hours and Ruth worked for 21 hours. Have either of them earned enough money to buy the bicycle?

2. Use the information from the graph to answer the questions:

What job makes the

What job makes the

most per week?

least per we

Starting Weekly Salary		
Hair Stylist	\$350	
Lawyer	_,500	
Teacher	\$7"	
vveor, ster	\$1, 00	

3. Why do some ) bs paymore than other?

# Exit Ticket #56: Working to Make an Income

## Name:

I. Ruth and Sara both want to buy a bicycle that costs \$100. Their parents will pay them \$5 for every hour they help in the yard. After 3 months Sara worked for 15 hours and Ruth worked for 21 hours. Have either of them earned enough money to buy the bicycle?

2. Use the incormation from the graph to answer the clestions:

what job makes the most say week?

east per wer

Start ng V	Veekly Salc y
. Styl t	\$35.7
Lawyer	\$2,300
Tec ho	\$750
Webmaster	\$1,200
·	

3. Why do some jobs pay more than others?

# Exit Ticket #56: Working to Make an Income

## Name: \_\_\_\_\_

I. Ruth and Sara both want to but a bicycle that costs \$100. Their parents will pay them \$5 for every hour they help in the yard After I morn's Sara worked for 15 hours and Ruth works I for 21 hours. Have either of their earned end gh mone, to buy the bicycle?

2. Use the information from the graph to answer

the questions:

What job makes the most per week?

Starting Weekly Salary		
Hair Stylist \$350		
Lawyer	\$2,300	
Teacher	\$750	
Webmaster	\$1,200	

What job makes the least per week?

3. Why do some jobs pay more than others?

#### Exit Ticket #57: Cost of Resources

# Name:

Cookies sold at Red Star Bakery				
Flavor Cost Number In Stock				
Chocolate Chip	\$2	36		
Sugar	\$2	36		
Peanut Butter	\$3	24		
Sninckerdoodle	\$4	12		

1. Melba buys 3 chocolate chip cookies, 2 sugar cookies and I snickerdoodle cookie. How much money does she spend?

2. If the bakery sells out of on the Planut Butter and all the Surger pakies, how much money will the make?

3. Why do you think the sn kerdoodle cookies are the most expensive?

#### Exit Ticket #57: Cost of Resources

## Name:

Cookies sold at Red Star Bakery				
Flavor	Number In Stock			
Chocolate Chip	\$2	36		
Sugar	\$2	36		
Peanut Butter	\$3	24		
Sninckerdoodle	\$4			

1. Melba buys 3 chocolate crip cookies, ? sugar cookies and I snickerd odle sookie. It ow much money does she spend

2. If the bakery sells our of all the Peanut Bunter and all the Sugar cookies, how much money will the make?

3. Why do you think the snickerdoodle cookies are the most expensive?

#### Exit Ticket #57: Cost of Resources

## Name:

Cookies sold at Red S ar Bakery				
Flavor	Cos		Nui	mber In Stock
Chr a te Chip	\$2	$\mathbf{M}$	abla	36
St ar	\$2	II		36
Peanu, Rutter	3			24
Sinckerdo lle				12

1 Melba buys a chocole e chip cookies, 2 sugar cookies and I snickerdoodle cookie. How much money docushe spend?

2. If the bakery sells out of all the Peanut Butter and all the Sugar cookies, how much money will they make?

3. Why do you think the snickerdoodle cookies are the most expensive?

# Exit Ticket #58: Spending & Saving Decisions

## Name:

I. Cameron is buying a new Great Dane puppy that costs \$350. She already has \$150 saved up. How much does she need to save each week if she wants to get her puppy in 5 weeks?

2. Kaden wants to save \$180 to spend on Christmas gifts for his family. If he earns \$10 each week mowing his neighbors yard, how many weeks does he need to save to reach his goal?

3. Greta makes \$1.25 each week. She spend \$95 each week on living expenses the wants to kers a plane ticket that costs \$140. How much should she save each week if she mants to purchase her ticket in 6 weeks?

# Exit Ticket #58: Spending & Saving Decisions

## Name: \_\_\_\_\_

I. Cameron is buying a new Great Dane puppy that costs \$350. She already has \$150 saved up. How much does she need to save each week if she wants to get her puppy in 5 weeks?

2. Kaden year's to save \$30 to spend on Christinas of its for his family. If he earns \$10 each week mowing his reliables years, how many week does me need to save in reach his good?

3. Greta makes \$135 each week. She spends \$95 each week on living expenses. She wants to buy a plane ticket that costs \$140. How much should she save each week if she wants to purchase her ticket in 6 weeks?

# Exit Ticket #58: Spending & Saving Decisions

## Name:

I. Cameron is buying a new on at Dane puppy that costs \$350. She already was \$1.0 saved up. How much does she noted to save each week if she wanted get him puppy in 5 weeks?

2. Kader wants to save \$180 to spend on Christmas is for his family. If he earns \$10 each week mowing his neighbors yard, how many weeks does he need to save to reach his goal?

3. Greta makes \$135 each week. She spends \$95 each week on living expenses. She wants to buy a plane ticket that costs \$140. How much should she save each week if she wants to purchase her ticket in 6 weeks?

#### Exit Ticket #59: Repaying Interest

## Name:

I. Josh borrowers \$220 from his dad to buy a new bicycle. His dad says that he can repay him with interest. His dad will charge him \$2 for every \$20 he borrows. How much will Josh have to pay back his dad?

2. Robert has \$1000 in a savings account. The bank gives him \$1 interest on every \$100 he has in his account. How much money in interest will the bank owe Robert?

3. Caleb lent his brother, Nate, \$20 but to I him rewill charge him \$1 in erest every week he do not pay him back. Nate forgot in pay him back for 4 weeks. How much does late a ve Caleb now?

#### Exit Ticket #59: Repaying Interest

# Name:

I. Josh borrowers \$220 from his dad to buy a new bicycle. His dad says that he can repay him with interest. His dad will charge him \$2 for every \$20 he borrows. How much will Josh have to pay back his dad?

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#### Exit Ticket #59: Repaying Interest

## Name:

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3. Caleb lent his brother, Nate, \$20 but told him he will charge him \$1 interest every week he doesn't pay him back. Nate forgot to pay him back for 4 weeks. How much does Nate owe Caleb now?

Exit Ticket #60: Reasons to Save	Exit Ticket #60: Reasons to Save	Exit Ticket #60: Reasons to Save
Name:	Name:	Name:
I. List three things people might save for in the short-term:	I. List three things people might save for in the short-term:	I. List three things people saight save for in the short-term:
2. List three things people might save for in the long-term:	2. List thrue things people might save for in the larger ends	2. List the ee things people might save for in the larg-term:
3. Michelle is in 4 grade out war s to start saving money to go to college. List 2 rhings she sho 14 ro	3. Michelle is in 4 <sup>th</sup> grade but wants to start saving money to go to college. List 3 things she should to	3. Michelle is in 4 <sup>th</sup> grade but wants to start saving money to go to college. List 3 things she should to
make her goal a reality.	make her goal a reality.	make her goal a reality.