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Date:	

Unit 1 Module 1 Session 2 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct.

Betty has 3 cats and 4 dogs. She feeds each of them one scoop of food twice a day. Which expression can be used to show how many scoops Betty feeds her pets in one day?

- **A** $(2 \times 3) \times 4$
- **B** $(2 \times 3) + 4$
- **C** 2 + (3 + 4)
- **D** $2 \times (3 + 4)$

Assess Yourself!

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Write the number that matches how you feel about today's Math lesson:

Name: _	
Date :	

Unit 1 Module 1 Session 2 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct.

Betty has 3 cats and 4 dogs. She feeds each of them one scoop of food twice a day. Which expression can be used to show how many scoops Betty feeds her pets in one day?

- **A** $(2 \times 3) \times 4$
- **B** $(2 \times 3) + 4$
- **C** 2 + (3 + 4)
- **D** $2 \times (3 + 4)$

I do not understand this yet. I need some more time to practice. I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Unit 1 Module 1 Session 4 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct.

What is the value of the expression below?

$$[(3 \times 4) - 6] + 4 \times 2$$

- **A** 4
- **B** 14
- **C** 20
- **D** 30

Assess Yourself!

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Write the number that matches how you feel about today's Math lesson:

Name: _	
Date ·	

Unit 1 Module 1 Session 4 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct.

What is the value of the expression below?

$$[(3 \times 4) - 6] + 4 \times 2$$

- **A** 4
- **B** 14
- **C** 20
- **D** 30

Assess Yourself!

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Unit 1 Module 1 Session 5 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct.

Which expression can be used to represent 8 more than the product of 15 and 12?

- **A** $15 \times 12 + 8$
- **B** $(15 + 12) \times 8$
- **C** $15 \times 12 \times 8$
- **D** $15 \times (12 + 8)$

Assess Yourself!

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Write the number that matches how you feel about today's Math lesson:

Name: _	
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Unit 1 Module 1 Session 5 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct.

Which expression can be used to represent 8 more than the product of 15 and 12?

- **A** $15 \times 12 + 8$
- **B** $(15 + 12) \times 8$
- **C** $15 \times 12 \times 8$
- **D** $15 \times (12 + 8)$

Assess Yourself!

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Name: Date : Unit 1 Module 2 Session 2 Exit Ticket	Name: Date : Unit 1 Module 2 Session 2 Exit Ticket
Directions: Read the following problem and solve it to the best of your ability.	Directions: Read the following problem and solve it to the best of your ability.
Rosa and Steve each have a baseball card collection. Steve has $\frac{1}{8}$ as many baseball cards in his collection as Rosa. Who has more baseball cards? Be sure to include what you know about fractions in your answer. Explain your answer.	Rosa and Steve each have a baseball card collection. Steve has $\frac{1}{8}$ as many baseball cards in his collection as Rosa. Who has more baseball cards? Be sure to include what you know about fractions in your answer. Explain your answer.
Assess Yourself!	Assess Yourself!

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Unit 1 Module 2 Session 3 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct.

Which expression has a value less than $1\frac{1}{2}$?

- **A** $1\frac{1}{2} \times \frac{3}{2}$
- **B** $1\frac{1}{2} \times \frac{1}{2}$
- **C** $1\frac{1}{2} \times 2$
- **D** $1\frac{1}{2} \times 1$

Assess Yourself!

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Write the number that matches how you feel about today's Math lesson:

Name: _	
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Unit 1 Module 2 Session 3 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct.

Which expression has a value less than $1\frac{1}{2}$?

- **A** $1\frac{1}{2} \times \frac{3}{2}$
- **B** $1\frac{1}{2} \times \frac{1}{2}$
- **C** $1\frac{1}{2} \times 2$
- **D** $1\frac{1}{2} \times 1$

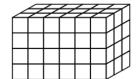
Assess Yourself!

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Name:	
Date:	
Unit 1 N	Module 2 Session 4 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct.

Which expression **cannot** be used to determine the volume of the rectangular prism pictured below?



- **A** 12 × 6
- **B** 18 × 4
- C $6 \times 3 \times 4$
- **D** $6 \times 4 \times 6$

Assess Yourself!

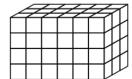
Write the number that matches how you feel about today's Math lesson:

Name: _	
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Unit 1 Module 2 Session 4 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct.

Which expression **cannot** be used to determine the volume of the rectangular prism pictured below?



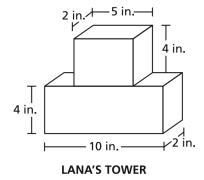
- **A** 12 × 6
- **B** 18 × 4
- C 6 x 3 x 4
- **D** $6 \times 4 \times 6$

Write	the	numb	er that	matche	s how	you fe	eel ab	out t	today'	S
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Name:	
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Unit 1	Module 2 Session 5 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct. Show your work.

Lana used the two blocks pictured in the diagram to build a tower.



What is the total volume, in cubic inches, of the tower Lana built?

- **A** 27
- **B** 80
- **C** 116
- **D** 120

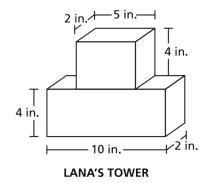
Assess Yourself!

Write the number that matches how you feel about today's Math lesson:

Name:	
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Unit 1 N	Module 2 Session 5 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct. Show your work.

Lana used the two blocks pictured in the diagram to build a tower.



What is the total volume, in cubic inches, of the tower Lana built?

- A 27
- **B** 80
- **C** 116
- **D** 120

Assess Yourself!

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Name:	
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Unit 1 N	Module 2 Session 6 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct.

What part of the expression below should be calculated first?

$$8 + \{22 \times [15 + (14 \times 2)]\}$$

- A 8 + 22
- **B** 22 × 15
- C 14 × 2
- D 15 + 14

Assess Yourself!

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Unit 1 Module 2 Session 6 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct.

What part of the expression below should be calculated first?

$$8 + \{22 \times [15 + (14 \times 2)]\}$$

- A 8 + 22
- **B** 22 × 15
- C 14 × 2
- **D** 15 + 14

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Unit 1 Module 3 Session 1 Exit Ticket	Unit 1 Module 3 Session 1 Exit Ticket		

Directions: Read the following problem and solve it to the best of your ability.

A teacher has 55 sheets of stickers with a total of 1,320 stickers. Each sheet has the same number of stickers. How many stickers are on each sheet?

Show your work.

Directions: Read the following problem and solve it to the best of your ability.

A teacher has 55 sheets of stickers with a total of 1,320 stickers. Each sheet has the same number of stickers. How many stickers are on each sheet?

Show your work.

Assess Yourself!

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Unit 1 N	Module 3 Session 3 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct. Show your work.

A company has an annual employee picnic. The company rents buses to transport the employees to the picnic area. There are 1,320 employees. Each bus carries a total of 54 employees. What is the minimum number of buses the company needs to transport all of the employees to the picnic area?

- A 24
- B 25
- **C** 26
- **D** 27

Assess Yourself!

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Unit 1	Module 3 Session 3 Exit Ticket

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- A 24
- B 25
- C 26
- **D** 27

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Unit 1 M	lodule 3 Session 4 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct. Show your work.

What is the value of the expression below?

$$8 + 24 \div (2 \times 6) - 4$$

- A 92
- B 76
- C 11
- D 6

Assess Yourself!

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Write the number that matches how you feel about today's Math lesson:

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Unit 1 Module 3 Session 4 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct. Show your work.

What is the value of the expression below?

$$8 + 24 \div (2 \times 6) - 4$$

- A 92
- B 76
- C 11
- D 6

Assess Yourself!

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Unit 1 Module 4 Session 1 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct. Show your work.

What is the value of the expression 3,972 ÷ 12?

- A 372
- B 336
- C 331
- D 306

Assess Yourself!

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Unit 1 Module 4 Session 1 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct. Show your work.

What is the value of the expression 3,972 ÷ 12?

- A 372
- B 336
- C 331
- D 306

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Unit 1	Module 4 Session 2 Exit Ticket	

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct. Show your work.

Mr. Hinckley owns 83 acres of land. He divides the land into eight equal sections to sell to eight buyers. Which phrase describes how much land, in acres, each buyer will receive?

- A more than 9 and less than 10
- B more than 10 and less than 11
- C more than 11 and less than 12
- D more than 12 and less than 13

Assess Yourself!

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Unit 1 Module 4 Session 2 Exit Ticket

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Unit 1 Module 4 Session 3 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct. Show your work.

What is 1,748 ÷ 38?

- A 41
- B 43
- C 46
- D 48

Assess Yourself!

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Write the number that matches how you feel about today's Math lesson:

Name: _	
Date:	

Unit 1 Module 4 Session 3 Exit Ticket

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What is 1,748 ÷ 38?

- A 41
- B 43
- C 46
- D 48

Assess Yourself!

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Name:	Name:
Date:	Date :
Unit 1 Module 4 Session 4 Exit Ticket	Unit 1 Module 4 Session 4 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Show your work.

A library had 6,422 music CDs stored on 26 shelves. If the same number of CDs were stored on each shelf, how many CDs were stored on each shelf?

Directions: Read the following problem and solve it to the best of your ability. Show your work.

A library had 6,422 music CDs stored on 26 shelves. If the same number of CDs were stored on each shelf, how many CDs were stored on each shelf?

Assess Yourself!

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Unit 2 N	Module 1 Session 1 Exit Ticket	

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct.

Which fraction has the same value as 0.28?

- A $\frac{28}{1}$
- B $\frac{28}{10}$
- $C = \frac{28}{100}$
- $D = \frac{28}{1,000}$

Assess Yourself!

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Write the number that matches how you feel about today's Math lesson:

Name: _	
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Unit 2 Module 1 Session 1 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct.

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- A $\frac{28}{1}$
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Assess Yourself!

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Name:	
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Unit 2 N	Module 1 Session 2 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct. Show your work.

Ryan folded a sheet of paper to make 12 equal-sized sections. He shaded 2 sections, as shown below.



Which fraction is equivalent to the one represented by the shaded part of the sheet of paper?

- A $\frac{1}{12}$
- $\mathbf{B} = \frac{1}{6}$
- $\mathbf{c} = \frac{1}{5}$
- D 6

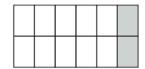
Assess Yourself!

Write the number that matches how you feel about today's Math lesson:

Name:	
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Unit 2	Module 1 Session 2 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Circle the answer that you think is correct. Show your work.

Ryan folded a sheet of paper to make 12 equal-sized sections. He shaded 2 sections, as shown below.



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- В
- C -
- D (

Assess Yourself!

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Unit 2 Module 1 Session 3 Exit Ticket

Directions: Read the following problems and solve them to the best of your ability. Circle the answers that you think are correct. Show your work.

Which number sentence shows a correct comparison?

- **A** $\frac{1}{3} > \frac{3}{4}$
- **B** $\frac{4}{5} < \frac{1}{3}$
- $c \frac{1}{3} = \frac{3}{4}$
- **D** $\frac{3}{4} < \frac{4}{5}$

What is the value of $\frac{3}{10} + \frac{27}{100}$?

- A $\frac{30}{10}$
- B $\frac{30}{100}$
- c $\frac{57}{10}$
- $\frac{57}{100}$

Name: _______
Date : ______

Unit 2 Module 1 Session 3 Exit Ticket

Directions: Read the following problems and solve them to the best of your ability. Circle the answers that you think are correct. Show your work.

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- **B** $\frac{4}{5} < \frac{1}{3}$
- $c \frac{1}{3} = \frac{3}{4}$
- **D** $\frac{3}{4} < \frac{4}{5}$

What is the value of $\frac{3}{10} + \frac{27}{100}$?

- A $\frac{30}{10}$
- B $\frac{30}{100}$
- c $\frac{57}{10}$
- D $\frac{57}{100}$

Name: ______
Date : _____

Unit 2 Module 1 Session 4 Exit Ticket

Directions: Read the following problems and solve them to the best of your ability. Circle the answers that you think are correct. Show your work.

What is the value of the expression $\frac{2}{5} + \frac{3}{7}$?

- A $\frac{5}{35}$
- **B** $\frac{6}{35}$
- c $\frac{5}{12}$
- D $\frac{29}{35}$

What is the value of the expression below?

$$3\frac{1}{4}$$
 $-1\frac{7}{8}$

- A 14
- B 18
- $C 2\frac{3}{8}$
- D $3\frac{1}{2}$

Name: ______ Date : _____

Unit 2 Module 1 Session 4 Exit Ticket

Directions: Read the following problems and solve them to the best of your ability. Circle the answers that you think are correct. Show your work.

What is the value of the expression $\frac{2}{5} + \frac{3}{7}$?

- A $\frac{5}{35}$
- **B** $\frac{6}{35}$
- c $\frac{5}{12}$
- D $\frac{29}{35}$

What is the value of the expression below?

$$3\frac{1}{4}$$
 $-1\frac{7}{8}$

- A 14
- B 138
- C 2
- D 31

Name:	
Date:	

Unit 2 Module 2 Session 1 Exit Ticket

Directions: Read the following problems and solve them to the best of your ability. Show your work.

$$\frac{1}{2}$$
 x 16 = _____

$$\frac{3}{4}$$
 x 28 = ____

Name:

Date : Unit 2 Module 2 Session 1 Exit Ticket

Directions: Read the following problems and solve them to the best of your ability. Show your work.

$$\frac{1}{2}$$
 x 16 = _____

$$\frac{3}{4}$$
 x 28 = _____

Assess Yourself!

I do not understand this yet. I need some more time to practice. I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Write the number that matches how you feel about today's Math lesson:

Assess Yourself!

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
	I	1	

Name:	
Date:	
Unit 2 N	Module 2 Session 2 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Show your work.

Elsie has two equal-sized bags of rice. One bag is $\frac{1}{3}$ full, and the other bag is $\frac{1}{5}$ full. She combines the rice into one of the bags. What fraction of a full bag of rice does Elsie now have after combining the rice?

- $\mathbf{A} = \frac{1}{2}$
- $\mathbf{B} = \frac{1}{4}$
- $c = \frac{2}{15}$
- **D** $\frac{8}{15}$

Assess Yourself!

I do not understand this yet. I understand reed some it. I still smore time need some reads	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Write the number that matches how you feel about today's Math lesson:

Name: ˌ	
Date : _	

Unit 2 Module 2 Session 2 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Show your work.

Elsie has two equal-sized bags of rice. One bag is $\frac{1}{3}$ full, and the other bag is $\frac{1}{5}$ full. She combines the rice into one of the bags. What fraction of a full bag of rice does Elsie now have after combining the rice?

- A
- B 2
- $C = \frac{2}{15}$
- **D** $\frac{8}{15}$

Assess Yourself!

I do not understand this yet. I need some more time to practice. I do not understand starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Directions: Read the following problems and solve them to the best of your ability. Show your work.

Mark ran $\frac{1}{7}$ of the 35 kilometer running trail. How many kilometers did he run?

Directions: Read the following problems and solve them to the best of your ability. Show your work.

Mark ran $\frac{1}{7}$ of the 35 kilometer running trail. How many kilometers did he run?

What is the value of $6\frac{3}{5} + 3\frac{2}{3}$?

A
$$2\frac{14}{15}$$

B
$$9\frac{4}{15}$$

C
$$9\frac{5}{8}$$

D
$$10\frac{4}{15}$$

What is the value of $6\frac{3}{5} + 3\frac{2}{3}$?

A
$$2\frac{14}{15}$$

B
$$9\frac{4}{1!}$$

C
$$9\frac{5}{8}$$

D
$$10\frac{4}{15}$$

Name:	
Date : _	

Unit 2 Module 2 Session 4 Exit Ticket

Directions: Read the following problems and solve them to the best of your ability. Circle the answer that you think is correct. Show your work.

Which is a better buy, 12 candy bars for \$6 or 20 candy bars for

\$30. Show your thinking below with models, numbers or equations.

What is the value of the expression shown below?

$$9\frac{4}{10} - 2\frac{8}{10}$$

- **A** $6\frac{4}{10}$
- **B** $6\frac{6}{10}$
- C $7\frac{4}{10}$
- **D** $7\frac{6}{10}$

Name:	
-	

Unit 2 Module 2 Session 4 Exit Ticket

Directions: Read the following problems and solve them to the best of your ability. Circle the answer that you think is correct. Show your work.

Which is a better buy, 12 candy bars for \$6 or 20 candy bars for \$30. Show your thinking below with models, numbers or equations.

What is the value of the expression shown below?

$$9\frac{4}{10} - 2\frac{8}{10}$$

- **A** $6\frac{4}{10}$
- **B** $6\frac{6}{10}$
- C $7\frac{4}{10}$
- **D** $7\frac{6}{10}$

Name:	
Date:	
Unit 2 N	Module 2 Session 5 Exit Ticket

Name: _______
Date : ______

Unit 2 Module 2 Session 5 Exit Ticket

Directions: Read the following problems and solve them to the best of your ability. Circle the answer that you think is correct. Show your work.

Which expression is equivalent to $\frac{3}{5}$?

- A 3×5
- B 3 + 5
- C 3 ÷ 5
- D 3 5

Diane walks $3\frac{3}{8}$ miles on Saturday. She walks $1\frac{5}{6}$ fewer miles on Sunday than she does on Saturday. How many miles does Diane walk on Sunday?

- **A** $1\frac{13}{24}$
- **B** $2\frac{11}{24}$
- C $2\frac{13}{24}$
- **D** $5\frac{5}{24}$

Michael wants to buy lemons to make lemonade. He can buy 8 lemons for \$12 or 10 lemons for \$14. Which is a better buy?

Directions: Read the following problems and solve them to the best of your ability. Circle the answer that you think is correct. Show your work.

Which expression is equivalent to $\frac{3}{5}$?

- A 3×5
- B 3+5
- C 3 ÷ 5
- D 3 5

Diane walks $3\frac{3}{8}$ miles on Saturday. She walks $1\frac{5}{6}$ fewer miles on Sunday than she does on Saturday. How many miles does Diane walk on Sunday?

- **A** $1\frac{13}{24}$
- **B** $2\frac{11}{24}$
- C $2\frac{13}{24}$
- **D** $5\frac{5}{24}$

Michael wants to buy lemons to make lemonade. He can buy 8 lemons for \$12 or 10 lemons for \$14. Which is a better buy?

Name:	
Date:	
Unit 2 N	Module 3 Session 1 Exit Ticket

Name:
Date :
Unit 2 Module 3 Session 1 Exit Ticket

Directions: Read the following problems and solve them to the best of your ability. Circle the answer that you think is correct. Show your work. Directions: Read the following problems and solve them to the best of your ability. Circle the answer that you think is correct. Show your work.

What is the value of the expression shown below?

$$\frac{1}{2} + \frac{2}{3} - \frac{1}{4}$$

- A $\frac{2}{1}$
- $\mathbf{B} = \frac{4}{9}$
- $c \frac{11}{12}$
- **D** $\frac{17}{12}$

What is the value of the expression shown below?

$$\frac{1}{2} + \frac{2}{3} - \frac{1}{4}$$

- $A = \frac{2}{1}$
- $\mathbf{B} = \frac{4}{9}$
- $c = \frac{11}{12}$
- **D** $\frac{17}{12}$

4 pounds of oranges cost \$7. Use a ratio table or a strategy of your choice to find the cost for 9 pounds and 12 pounds.

4 pounds of oranges cost \$7. Use a ratio table or a strategy of your choice to find the cost for 9 pounds and 12 pounds.

a Cost of 9 pounds of oranges: _____ b Cost of 12 pounds of oranges: _____ a Cost of 9 pounds of oranges: _____ b Cost of 12 pounds of oranges:

Name: Date : Unit 2 Module 3 Session 2 Exit Ticket	Name: Date : Unit 2 Module 3 Session 2 Exit Ticket			
Directions: Read the following problems and solve them to the best of your ability. The model below is shaded to represent a fraction.	Directions: Read the following problems and solve them to the best of your ability. The model below is shaded to represent a fraction.			
Which figure is shaded to show a fraction equivalent to the model?	Which figure is shaded to show a fraction equivalent to the model?			
A	A			
В	В			
c	c			
D	D			
Complete the table to show equivalent fractions.of an hour. Use the	Complete the table to show equivalent fractions.of an hour. Use the			
clocks to show each equivalent fraction. Equivalent fraction for $\frac{3}{4}$	clocks to show each equivalent fraction. Equivalent fraction for $\frac{3}{4}$			
numerator 3	numerator 3			
denominator 4	denominator 4			

Name:	
Date:	
Unit 2	Module 3 Session 4 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Show your work.

Marcel has $2\frac{1}{3}$ cups of milk. He uses $\frac{2}{3}$ cup for his cereal and $1\frac{1}{4}$ cups for a pancake recipe. How much milk, in cups, does Marcel have remaining?

- A $\frac{5}{12}$
- **B** $\frac{7}{12}$
- **c** $1\frac{1}{12}$
- **D** $1\frac{11}{12}$

Assess Yourself!

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Write the number that matches how you feel about today's Math lesson:

Name: _	
Date :	

Unit 2 Module 3 Session 4 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Show your work.

Marcel has $2\frac{1}{3}$ cups of milk. He uses $\frac{2}{3}$ cup for his cereal and $1\frac{1}{4}$ cups for a pancake recipe. How much milk, in cups, does Marcel have remaining?

- A $\frac{5}{12}$
- **B** $\frac{7}{12}$
- **c** $1\frac{1}{12}$
- **D** $1\frac{11}{12}$

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Write the n	umber t	that mat	ches ho	w you	feel a	bout to	oday's	Math
lesson:				-			•	

Name:				
Date:				

Unit 2 Module 3 Session 5 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Show your work.

What is the value of the expression shown below?

$$14\frac{1}{3} - 6\frac{5}{8}$$

- A $7\frac{1}{24}$
- **B** $7\frac{17}{24}$
- C $8\frac{7}{24}$
- D $8\frac{23}{24}$

Assess Yourself!

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Write the number that matches how you feel about today's Math lesson:

Name: _	
Date: -	

Unit 2 Module 3 Session 5 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Show your work.

What is the value of the expression shown below?

$$14\frac{1}{3} - 6\frac{5}{8}$$

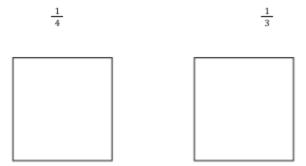
- A $7\frac{1}{24}$
- **B** $7\frac{17}{24}$
- C $8\frac{7}{24}$
- D $8\frac{23}{24}$

Assess Yourself!

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Name:	
Date:	
Unit 2 N	Module 4 Session 1 Exit Ticket

Directions: Show the following fractions in the model below. Then, draw in lines so they have the same number of pieces. Write the equivalent fraction name beside both and write an equation under each to match the sketch.

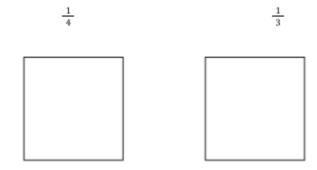


What is the value of $9\frac{2}{3} - 4\frac{1}{5}$?

- **A** $5\frac{1}{8}$
- **B** $5\frac{7}{8}$
- C $5\frac{5}{15}$
- **D** $5\frac{7}{15}$

Name:	
Date :	
Unit 2 N	Module 4 Session 1 Exit Ticket

Directions: Show the following fractions in the model below. Then, draw in lines so they have the same number of pieces. Write the equivalent fraction name beside both and write an equation under each to match the sketch.



What is the value of $9\frac{2}{3} - 4\frac{1}{5}$?

- **A** $5\frac{1}{8}$
- **B** $5\frac{7}{8}$
- C $5\frac{5}{1!}$
- **D** $5\frac{7}{15}$

Name:	
Date:	
Unit 2 N	Module 4 Session 2 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Show your work.

Tara baked $6\frac{1}{2}$ dozen cookies. She sold $3\frac{2}{6}$ dozen of the cookies she made. How many dozens of cookies does Tara have remaining?

- A $3\frac{1}{6}$
- **B** $3\frac{1}{4}$
- **C** $3\frac{3}{8}$
- **D** $3\frac{5}{6}$

Assess Yourself!

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Write the number that matches how you feel about today's Math lesson:

Name: _	
Date :	

Unit 2 Module 4 Session 2 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Show your work.

Tara baked $6\frac{1}{2}$ dozen cookies. She sold $3\frac{2}{6}$ dozen of the cookies she made. How many dozens of cookies does Tara have remaining?

- A $3\frac{1}{6}$
- B 3
- **C** $3\frac{3}{8}$
- **D** $3\frac{5}{6}$

Assess Yourself!

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Name:	Name:
Date :	Date :
Unit 2 Module 4 Session 3 Exit Ticket	Unit 2 Module 4

Directions: Read the following problem and solve it to the best of your ability.

Sam has a goal of walking $3\frac{1}{2}$ miles by the end of the day. He walks $1\frac{1}{8}$ miles before lunch and $\frac{3}{4}$ mile after resting. What is the remaining distance, in miles, that Sam needs to walk to reach his goal?

Show your work.

Assess Yourself!

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I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.

Write the number that matches how you feel about today's Math lesson:

Name:	
Date:_	

Unit 2 Module 4 Session 3 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability.

Sam has a goal of walking $3\frac{1}{2}$ miles by the end of the day. He walks $1\frac{1}{8}$ miles before lunch and $\frac{3}{4}$ mile after resting. What is the remaining distance, in miles, that Sam needs to walk to reach his goal?

Show your work.

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Write the	e number	that mat	ches how	you feel	about to	oday's I	Math
lesson:						-	

Name:	
Date : _	

Name: Date :

Unit 3 Module 1 Session 1 Exit Ticket

Unit 3 Module 1 Session 1 Exit Ticket

Directions: Solve the following problems to the best of your ability. Show your work.

Directions: Solve the following problems to the best of your ability. Show your work.

$$\frac{1}{3}$$
 of 27=

 $\frac{1}{3}$ of 27=

Assess Yourself!

2 1 3 I do not I am I understand I understand starting to it. I might it AND could understand this yet. I understand make a few teach it to need some it. I still small someone more time need some mistakes at else. to practice. more time times. to review.

Assess Yourself!

understand this yet. I need some it. more time to practice.	am tarting to nderstand I still eed some nore time o review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Write the number that matches how you feel about today's Math lesson:

Name: ˌ	
Date : _	

Date:

Unit 3 Module 1 Session 2 Exit Ticket

Unit 3 Module 1 Session 2 Exit Ticket

Directions: Solve the following problems to the best of your ability. Show your work.

Directions: Solve the following problems to the best of your ability. Show your work.

Name:

Which decimal is equivalent to $\frac{41}{100}$?

A 41.0

B 4.10

C 0.41

D 0.041

Which decimal is equivalent to $\frac{41}{100}$?

A 41.0

B 4.10

C 0.41

D 0.041

Assess Yourself!

3 1 I do not I am I understand I understand it. I might it AND could starting to understand this yet. I understand make a few teach it to need some it. I still small someone more time mistakes at need some else. to practice. more time times. to review.

Assess Yourself!

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Write the number that matches how you feel about today's Math lesson:

Name: Date : Unit 3 Module 1 Session 3 Exit Ticket	Name: Date : Unit 3 Module 1 Session 3 Exit Ticket
Directions: Solve the following problems to the best of your ability. Show your work.	Directions: Solve the following problems to the best of your ability. Show your work.
264.7 x 10 =	264.7 x 10 =
4,843.9 ÷ 10 =	4,843.9 ÷ 10 =
Assess Yourself!	Assess Yourself!

more time need some to practice. need some to practice. more time to review.
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Write the number that matches how you feel about today's Math lesson:

I do not understand this yet. I need some more time	I am starting to understand it. I still need some	I understand it. I might make a few small mistakes at	I understand it AND could teach it to someone else.
			else.
to practice.	more time to review.	times.	

Name:	
Date:	
Unit 3 N	Nodule 1 Session 4 Exit Ticket

Directions: Solve the following problems to the best of your ability. Show your work.

Which expression is equivalent to 100,000?

- $A 10^4$
- **B** 10⁵
- C 10⁶
- $D 10^7$

What number has the same value as 32×10^4 ?

- A 3.2
- **B** 320
- C 0.0032
- **D** 320,000

Assess Yourself!

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Write the number that matches how you feel about today's Math lesson:

Name:							
Date : _							
	_	 	 	 			

Unit 3 Module 1 Session 4 Exit Ticket

Directions: Solve the following problems to the best of your ability. Show your work.

Which expression is equivalent to 100,000?

- $A 10^4$
- B 10⁵
- C 10⁶
- **D** 10^7

What number has the same value as 32×10^4 ?

- **A** 3.2
- **B** 320
- C 0.0032
- **D** 320,000

Assess Yourself!

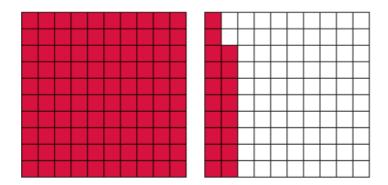
I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Name: _.	
Date ·	

Unit 3 Module 1 Session 5 Exit Ticket

Directions: Read the following problems and solve them to the best of your ability. Show your work.

Write the decimal that is represented in the model:



Decimal:_____

Which comparison is true?

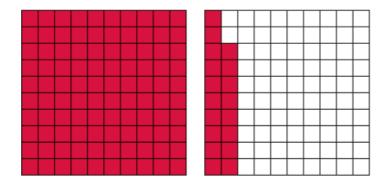
- \mathbf{A} 0.04 > 0.14
- **B** 0.83 > 0.92
- C 0.27 < 0.36
- **D** 0.52 < 0.49

Name: ˌ	
Data ·	

Unit 3 Module 1 Session 5 Exit Ticket

Directions: Read the following problems and solve them to the best of your ability. Show your work.

Write the decimal that is represented in the model:



Decimal:_____

Which comparison is true?

- A 0.04 > 0.14
- B 0.83 > 0.92
- C 0.27 < 0.36
- D 0.52 < 0.49</p>

Name: Date :		Name: Date :				
Unit 3 Module 2 Session 1 Exit Ticket			3 Module 2 Session 1 Exit Ticket			
Directions: Read the following problem and solve it to the best of your ability.		Directions: Read the following problem and solve it to the best of your ability.				
Fou	r hundred sixty-nine and eight hundredths can also be written as	Fou	r hundred sixty-nine and eight hundredths can also be written as			
A	460.908	A	460.908			
В	460.98	В	460.98			
C	469.08	C	469.08			
D	469.800	D	469.800			

Assess Yourself!

I do not understand this yet. I need some more time	I am starting to understand it. I still need some	I understand it. I might make a few small mistakes at	I understand it AND could teach it to someone else.
more time to practice.	need some more time to review.	mistakes at times.	else.

Write the number that matches	how you feel	about today's	Math
lesson:	-	-	

Assess Yourself!

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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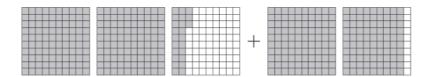
Write the number that matches	how you fee	el about t	oday's	Math
lesson:	-			

Name:						
Date :						

Unit 3 Module 2 Session 2 Exit Ticket

Directions: Read the following problems and solve them to the best of your ability.

The decimal grids below are shaded to model an expression.

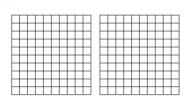


What is the value of the expression modeled by the decimal grids?

- A 3.29
- B 3.32
- C 4.10
- D 4.13

What is the value of the expression below?

- **A** 8.75
- **B** 8.85
- **C** 9.25
- **D** 9.75

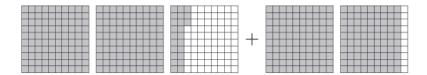


Name:	
Date:	
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Unit 3 Module 2 Session 2 Exit Ticket

Directions: Read the following problems and solve them to the best of your ability.

The decimal grids below are shaded to model an expression.

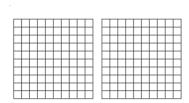


What is the value of the expression modeled by the decimal grids?

- A 3.29
- B 3.32
- C 4.10
- D 4.13

What is the value of the expression below?

- **A** 8.75
- **B** 8.85
- **C** 9.25
- **D** 9.75



Name:			
Date .			

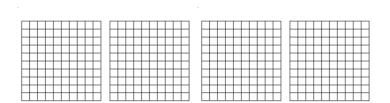
Unit 3 Module 2 Session 3 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability.

Create models to help you solve the following problem.

Which decimal makes the number sentence true?

- A 0.4
- **B** 0.26
- C 0.3
- **D** 0.28





Name:	
Date:	

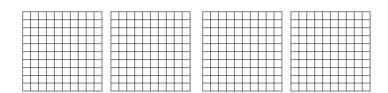
Unit 3 Module 2 Session 3 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability.

Create models to help you solve the following problem.

Which decimal makes the number sentence true?

- A 0.4
- **B** 0.26
- C 0.3
- **D** 0.28





Name: ______
Date : _____

Unit 3 Module 2 Session 5 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability.

Which fraction has the same value as 0.28?

- A $\frac{28}{1}$
- **B** $\frac{28}{10}$
- $C = \frac{28}{100}$
- $D = \frac{28}{1.000}$

Assess Yourself!

Write the number that matches how you feel about today's Math lesson:

Unit 3 Module 2 Session 5 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability.

Which fraction has the same value as 0.28?

- A $\frac{28}{1}$
- **B** $\frac{28}{10}$
- $C = \frac{28}{100}$
- $D = \frac{28}{1,000}$

Assess Yourself!

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I do not understand this yet. I need some more time to practice. I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.

Name:			 	 	_
Date : _					

Unit 3 Module 2 Session 6 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability.

Christopher wants to buy a notebook for \$2.15, a pack of glue sticks for \$5.08, and a pack of pens for \$3.08. What is the total cost of the three items Christopher wants to buy?

- **A** \$10.75
- \$10.31
- C \$10.23
- **D** \$10.11

Name: Date: Unit 3 Module 2 Session 6 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability.

Christopher wants to buy a notebook for \$2.15, a pack of glue sticks for \$5.08, and a pack of pens for \$3.08. What is the total cost of the three items Christopher wants to buy?

- A \$10.75
- **B** \$10.31
- C \$10.23
- **D** \$10.11

Assess Yourself!

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Write the number that matches how you feel about today's Math lesson:

Assess Yourself!

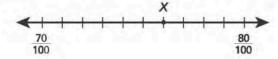
I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Name: ______
Date :

Unit 3 Module 2 Session 7 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability.

Which decimal best represents the location of point X on the number line below?



- A 0.076
- B 0.077
- C 0.76
- D 0.77

Assess Yourself!

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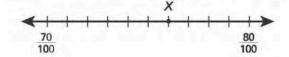
Write the number that matches how you feel about today's Math lesson:

Name:			
Date ·			

Unit 3 Module 2 Session 7 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability.

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- A 0.076
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Assess Yourself!

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--	--	--	---

Name:					Name: Date :			
Unit 3 Module 3 Session 2 Exit Ticket					Unit 3 Mod	lule 3 Session	n 2 Exit Ticket	t
Directions: Read the following problems and solve them to the best of your ability.					Directions: Read the following problems and solve them to the best of your ability.			
Find the sum of 5.78 and 2.39. Show your work.					Find the sum of 5.78 and 2.39. Show your work.			
Find the diff	erence of 8.78	3 and 3.89. Sh	ow your work.		Find the diff	erence of 8.78	3 and 3.89. Sh	ow your work.
Assess Yours	self!				Assess Yours	self!		
I do not understand this yet. I	I am starting to understand	I understand it. I might make a few	I understand it AND could teach it to		I do not understand this yet. I	I am starting to understand	I understand it. I might make a few	I understand it AND could teach it to

Write the number that matches how you feel about today's Math lesson:

mistakes at

someone

else.

small

times.

need some

practice.

more time to

it. I still

review.

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Name	b:	Name	e:		
Date:		Date :			
	Module 3 Session 3 Exit Ticket	Unit 3 Module 3 Session 3 Exit Ticket			
	tions: Read the following problem and solve it to the of your ability.		tions: Read the following problem and solve it to the of your ability.		
Whic	th measurement is equivalent to 4,000 centimeters?	Whic	ch measurement is equivalent to 4,000 centimeters?		
Α	4 meters	Α	4 meters		
В	40 meters	В	40 meters		
C	400 meters	С	400 meters		
D	40 000 meters	D	40 000 meters		

Assess Yourself!

1	2	3	q
I do not	I am starting	I understand	I understand
understand	to	it. I might	it AND could
this yet. I	understand	make a few	teach it to
need some	it. I still	small	someone
more time to	need some	mistakes at	else.
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	review.		

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Name	e:	Nam	e:
Date	:	Date	:
	3 Module 3 Session 4 Exit Ticket		3 Module 3 Session 4 Exit Ticket
	tions: Read the following problems and solve them to est of your ability.		ctions: Read the following problems and solve them to est of your ability.
in kilo A 4 B 4 C 0	stance between two houses on a street is 450 meters. What is the distance measured meters? 45 4.5 4.5 4.5 4.0.45	in kilo A A B C	istance between two houses on a street is 450 meters. What is the distance measured smeters? 45 4.5 0.45
A B	at is 34.275 rounded to the nearest hundredth? 34.0 34.3	What A B	at is 34.275 rounded to the nearest hundredth? 34.0 34.3 34.27
C D	34.27 34.28	D	34.28

Name:	
Date ·	

Unit 3 Module 4 Session 1 Exit Ticket

Directions: Read the following problems and solve them to the best of your ability.

Which number, when rounded to the nearest thousand, is 17,000?

- A 16,129
- **B** 16,921
- C 17,538
- D 17,853

What is the value of $102 \div 6$?

- A 16
- **R** 17
- C 96
- **D** 108

Unit 3 Module 4 Session 1 Exit Ticket

Directions: Read the following problems and solve them to the best of your ability.

Which number, when rounded to the nearest thousand, is 17,000?

- A 16,129
- **B** 16,921
- C 17,538
- **D** 17,853

What is the value of $102 \div 6$?

- A 16
- **R** 17
- C 96
- D 108

Name:	
Date .	

Unit 3 Module 4 Session 2 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Show your work.

What is the value of the expression below?

$$738 \div 18$$

- **A** 40
- **B** 41
- C 401
- **D** 410

Assess Yourself!

I do not understand this yet. I need some more time to	I am starting to understand it. I still need some	I understand it. I might make a few small mistakes at	I understand it AND could teach it to someone else.
need some more time to	it. I still need some	make a few small mistakes at	someone
practice.	more time to review.	times.	

Write the number that matches how you feel about today's Math lesson:

Name:		
Date ·		

Unit 3 Module 4 Session 2 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Show your work.

What is the value of the expression below?

$$738 \div 18$$

- A 40
- **B** 41
- C 401
- **D** 410

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Name:		
Date : _		
Unit 3 N	Module 4 Session 3 Exit Ticket	

Directions: Read the following problem and solve it to the best of your ability. Show your work.

Josie has a 1,364-page book to read over summer vacation. She wants to read the same number of pages each day for 62 days. What is the total number of pages Josie will need to read each day?

- A 28
- **B** 27
- C 22
- **D** 17

Assess Yourself!

I do not understand this yet. I need some more time to practice.	I am starting to understand it. I still need some more time to review.	I understand it. I might make a few small mistakes at times.	I understand it AND could teach it to someone else.
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Write the number that matches how you feel about today's Math lesson:

Name: _	
Date :	

Unit 3 Module 4 Session 3 Exit Ticket

Directions: Read the following problem and solve it to the best of your ability. Show your work.

Josie has a 1,364-page book to read over summer vacation. She wants to read the same number of pages each day for 62 days. What is the total number of pages Josie will need to read each day?

- **A** 28
- **B** 27
- C 22
- **D** 17

Assess Yourself!

Write the number that matches how you feel about today's Math lesson:
