

A yellow school bus with black wheels and a black bumper. The words "109 tickets" are written in large, bold, black letters on the side of the bus. The bus is moving to the right, indicated by motion lines behind the wheels and a cloud-like puff of air coming from the back. The background is pink with faint white outlines of buildings.

5.MD.B.2

REPRESENT & INTERPRET DATA

Name: _____ Date: _____

Read the word problems and answer the questions.

I. Mr. Gavin timed his P.E. class on a 1 mile run. The 10 fastest runners' times, in minutes, were

$7, 8\frac{1}{4}, 9\frac{1}{2}, 10, 7\frac{1}{2}, 7\frac{6}{8}, 8\frac{2}{8}, 7\frac{1}{4}, 8\frac{3}{4}, 10\frac{1}{4}$

Plot the times and answer the questions.



2. What is the difference in time between the fastest runner and the slowest runner?

3. Two runners had the same time. What was their time?

I AM FEELING _____ ABOUT THIS LESSON.
CIRCLE YOUR RESPONSE.

Confident-I got it!
Pretty good-but I need more practice.
Unsure-I want to meet with you.

5TH GRADE



HOW TO USE EXIT TICKETS

I love using exit tickets for assessment because they are:

- Short and quick for students to complete.
- Easy to grade and provide valuable student data.

I like to use exit tickets throughout the unit to monitor student understanding of each skill. To use them at the end of a lesson, give each student an exit ticket and allow him or her to read and answer the corresponding questions independently. Collect the exit tickets, assess, and use the data to determine if your students need reteaching, more practice, or have mastered the skill.

There are four exit tickets for each skill. Each subsequent exit ticket is more challenging. I recommend you differentiate by using the exit tickets based on each student's level of understanding.

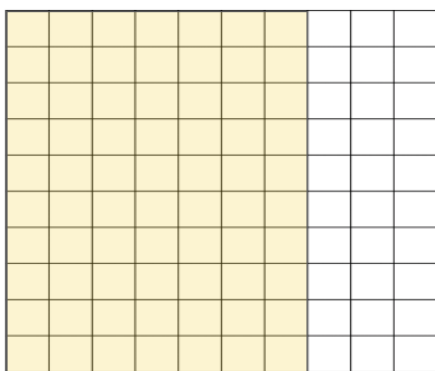
If you have a more advanced student or class, you can use the exit ticket as a pre-assessment. This will help you determine if students need explicit instruction in a particular skill or are ready to move on. If only a few students need explicit instruction, you can teach/reteach in small groups.



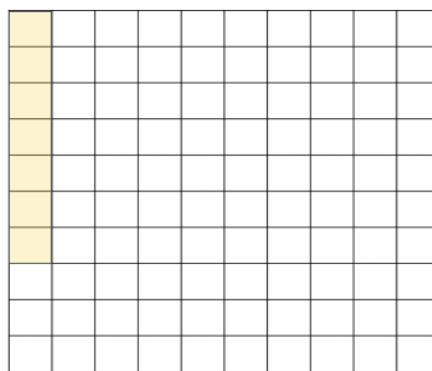
5.NBT.A.3

PLACE VALUE SYSTEM

Represent the decimals on the grids. Then compare the two numbers using $<$, $>$ or $=$.



0.7



0.07

I AM FEELING _____ ABOUT THIS LESSON.
CIRCLE YOUR RESPONSE.

Confident-I got it!

Pretty good-but I need more practice.

Unsure-I want to meet with you.



5.NBT.A.3

PLACE VALUE SYSTEM

Name: _____ Date: _____

Fill in the missing information from the chart below.

Number	Expanded Form (using fractions for decimals)	Written Form
1.05		One and five one-hundredths
	$30 + 8 + \frac{4}{1,000}$	
68.254		
		Nine and nineteen hundredths

I AM FEELING _____ ABOUT THIS LESSON.
CIRCLE YOUR RESPONSE.Confident-I got it!
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5.MD.B.2

REPRESENT & INTERPRET DATA

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 $7, 8\frac{1}{4}, 9\frac{1}{2}, 10, 7\frac{1}{2}, 7\frac{6}{8}, 8\frac{2}{8}, 7\frac{1}{4}, 8\frac{3}{4}, 10\frac{1}{4}$

Plot the times and answer the questions.



2. What is the difference in time between the fastest runner and the slowest runner?
3. Two runners had the same time. What was their time?

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PATTERNS AND RELATIONSHIPS

Name: _____ Date: _____

Complete the table below. Then answer the questions.

Row 1	6		18			36
Row 2		25	20		10	

1. Identify the rules for each row.

Row 1

Row 2

2. Write the corresponding terms as ordered pairs.

3. What will be the next ordered pair in the table?

I AM FEELING _____ ABOUT THIS LESSON.
CIRCLE YOUR RESPONSE.

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OPERATIONS

Estimate the answers by using compatible numbers.

1. $3995 \div 49 =$

2. $751 \div 25 =$

3. $4219 \div 63 =$

I AM FEELING _____ ABOUT THIS LESSON.
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Operations & Algebraic Thinking

5.OA.A.1

5.OA.A.2

5.OA.B.3

Add parentheses to make each equation true.

1. $8 + 2 \times 4 \div 4 = 4$

2. $8 + 2 \times 4 \div 4 = 10$

3. $6 \times 3 + 5 - 1 = 22$

4. $6 \times 3 + 5 - 1 = 47$

5. $10 \times 10 - 4 \div 2 = 98$

6. $10 \times 10 - 4 \div 2 = 30$

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5. $10 \times 10 - 4 \div 2 = 98$

6. $10 \times 10 - 4 \div 2 = 30$

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Replace the n in each equation to make the statement true.

1. $3 \times n + (2 \times 8) = 25$

2. $(7 \times 7) \div (n + 3) = 7$

3. $29 - \{(5 + 9) \times n\} = 1$

4. $(12 \div 4) \times (n - 4) = 24$

5. $\{(24 \div 4) \div n\} - 3 = 0$

6. $13 \times 3 + \{n - (3 \times 3)\} = 40$

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Write an expression for the following statements. Use a letter for the unknown.

1. Lia has 15 less dollars to spend on her new bike than Mary spent.
2. Mr. Smith drove 65 miles per hour on the highway. He will travel some this afternoon.
3. Betsy's soccer team divides up into 4 groups for practice everyday.
4. Dan owns five times the number of cats as the shelter owns, plus 3 more cats.

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Complete the table below. Then answer the questions.

Row 1	3	6	9	12		
Row 2		4	6		10	

1. Identify the rules for each row.

Row 1 Row 2

2. Write the corresponding terms as ordered pairs.

3. What will be the 10th ordered pair for the table?

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Numbers & Operations in Base Ten

5.NBT.A.1

5.NBT.A.2

5.NBT.A.3

5.NBT.A.4

Multiply each number by powers of 10.

1. $76 \times 10^1 =$

2. $32 \times 10^3 =$

3. $18 \times 10^5 =$

4. $215 \times 10^4 =$

5. $137 \times 10^2 =$

6. $87 \times 10^3 =$

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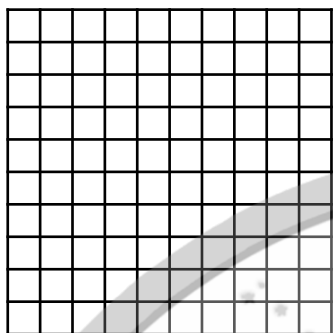
6. $87 \times 10^3 =$

I AM FEELING _____ ABOUT THIS LESSON.
CIRCLE YOUR RESPONSE.

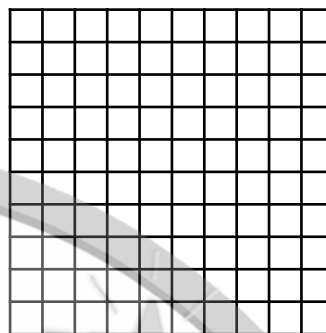
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Represent the decimals on the grids. Then compare the two numbers using $<$, $>$ or $=$.

.70



.07



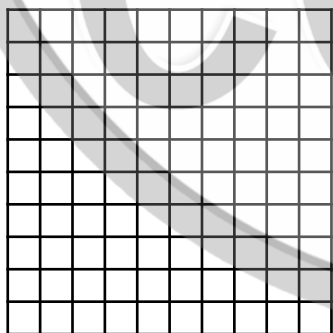
.07

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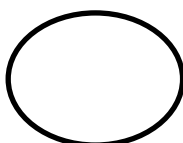
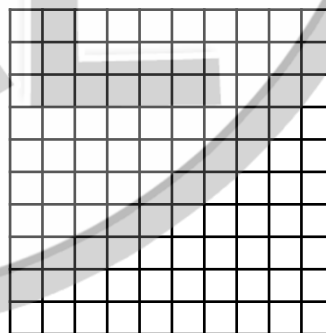
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.07



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Fill in the missing information from the chart below.

Number	Expanded Form (using fractions for decimals)	Written Form
1.05		One and five one-hundredths
	$30 + 8 + \frac{4}{1,000}$	
68.254		
		Nine and nineteen hundredths

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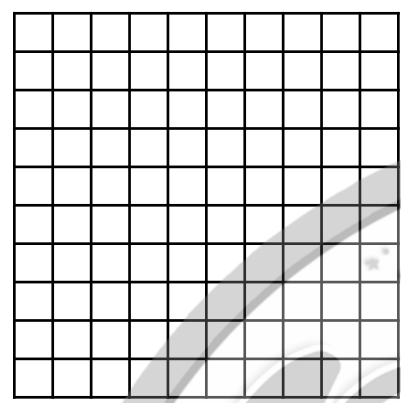
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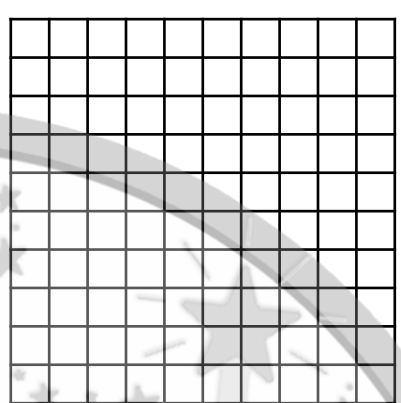
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The grids show multiplication problems with two decimals as the factors. The grids are divided into hundredths. What are the multiplication problems? Solve them..

1.



2. .

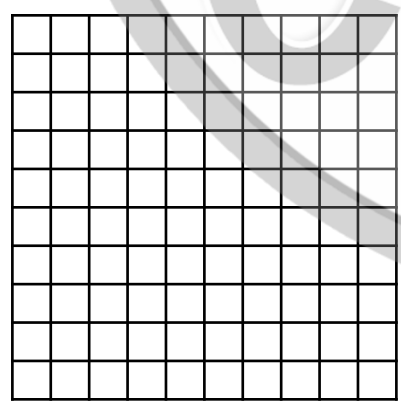


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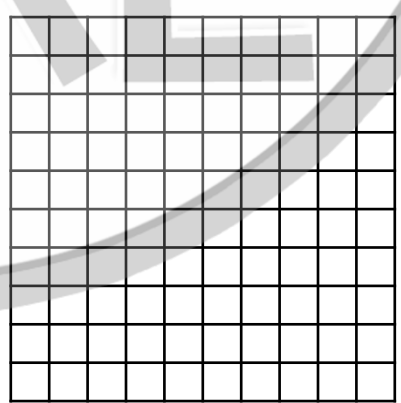
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Numbers and Operations-Fractions

5.NF.A.1

5.NF.A.2



Circle the equations that are true.

1. $\frac{1}{4} + \frac{3}{8} = \frac{4}{8}$

2. $\frac{3}{6} + \frac{5}{10} = 1$

3. $\frac{6}{8} + \frac{3}{4} = 1\frac{1}{2}$

4. $\frac{2}{8} + \frac{3}{12} = \frac{1}{2}$

5. $\frac{4}{6} - \frac{3}{8} = \frac{12}{48}$

6. $\frac{6}{9} - \frac{4}{12} = \frac{1}{3}$

7. $1\frac{4}{10} - \frac{1}{2} = 1\frac{18}{20}$

8. $2\frac{7}{8} - \frac{3}{4} = 1\frac{1}{8}$

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CIRCLE YOUR RESPONSE.

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Read and solve the word problems.

- Shane is helping his mother wrap his father's three birthday gifts. He needs $1\frac{1}{2}$ yards of ribbon for each gift. The roll of ribbon has 4 yards of ribbon. Does he have enough ribbon to wrap all three gifts? Explain your thinking with numbers or drawings.
- Sandra is making oatmeal for herself and her three younger sisters. She needs $\frac{2}{3}$ cup of oatmeal for each serving. The bag of oatmeal has already been opened. Sandra measures the oatmeal and finds that there are $3\frac{1}{3}$ cups left. Does she have enough oatmeal for her and her sisters? Explain your thinking with numbers or drawings.

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Numbers and Operations-Fractions

5.NF.B.3

5.NF.B.4

5.NF.B.5

5.NF.B.6

5.NF.B.7

Use your reasoning skills to determine which value is greater. Circle the greater value.

1. $8 \times \frac{8}{8}$ or $\frac{8}{1} \times 8$

2. $\frac{3}{5}$ or $\frac{1}{2}$

3. $3 \times \frac{2}{6}$ or $\frac{3}{1} \times 3$

4. $\frac{6}{5}$ or $\frac{2}{1}$

5. $9 \times \frac{2}{2}$ or $\frac{4}{1} \times 4$

6. $\frac{12}{6}$ or $\frac{3}{1}$

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4. $\frac{6}{5}$ or $\frac{2}{1}$

5. $9 \times \frac{2}{2}$ or $\frac{4}{1} \times 4$

6. $\frac{12}{6}$ or $\frac{3}{1}$

I AM FEELING _____ ABOUT THIS LESSON.
CIRCLE YOUR RESPONSE.

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Pretty good-but I need more practice.
Unsure-I want to meet with you.

Read the word problems. Use your reasoning skills to answer the questions.

- Jane is 30 years old. Her sister is $\frac{4}{5}$ of Jane's age. How old is Jane?
- Ricky ate 2 bags of popcorn at the movies. Jarod ate $1\frac{1}{2}$ times as much popcorn. How much popcorn did Jarod eat?
- Christian ran $5\frac{1}{2}$ miles on Saturday. On Sunday he ran $\frac{1}{2}$ as far as he did on Saturday. How far did Christian run on Sunday.

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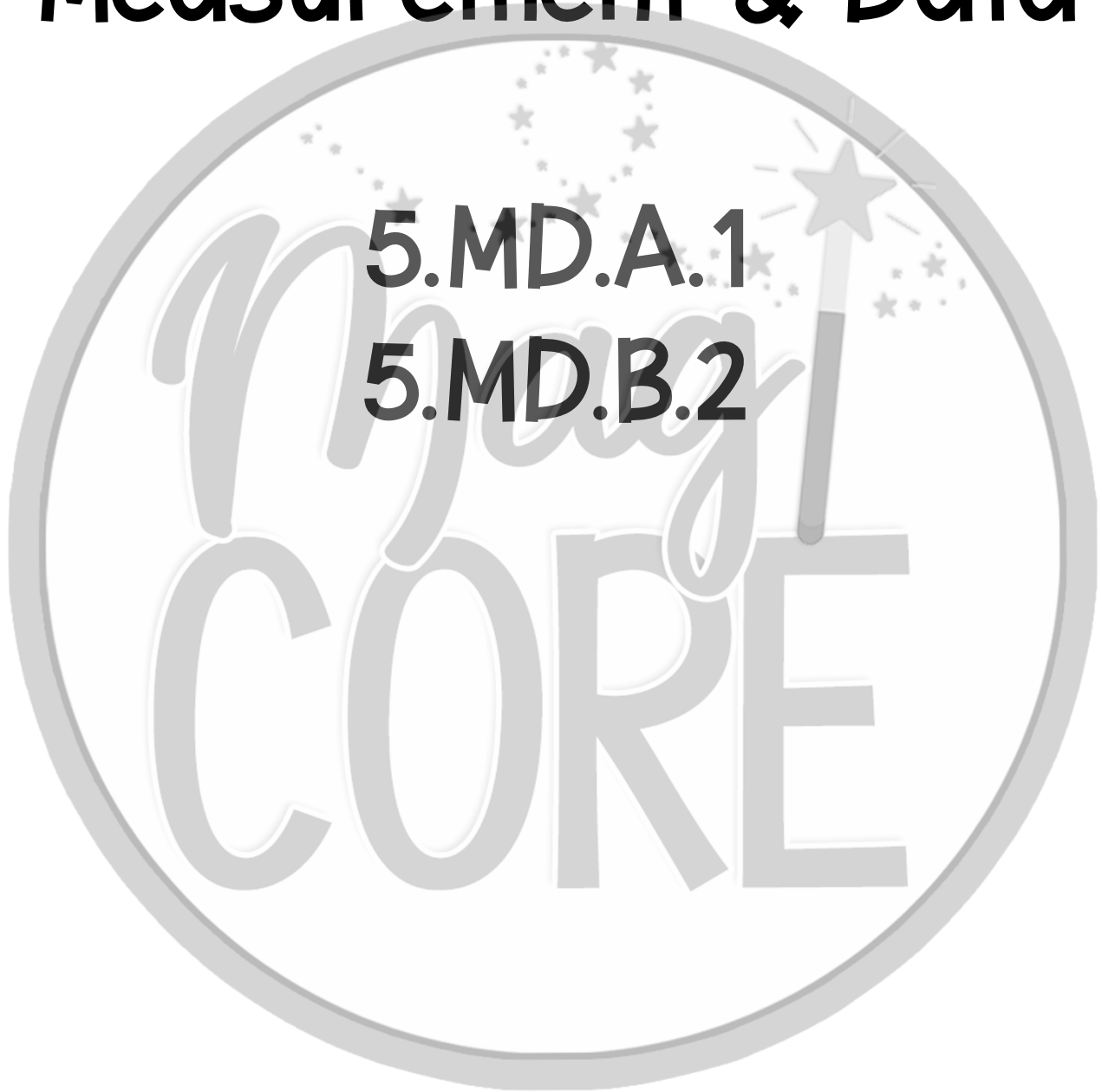
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Measurement & Data

5.MD.A.1

5.MD.B.2



Write the correct symbol (<, >, =) that makes the comparison true.

1. 4 gallons

12 quarts

2. 110 mill

10 centimeters

3. 8 hours

420 minutes

4. 220 m

2.2 liters

5. 30 yards

300 feet

6. 24

48 cups

7. 480 seconds

8 minutes

8. 25

425 ounces

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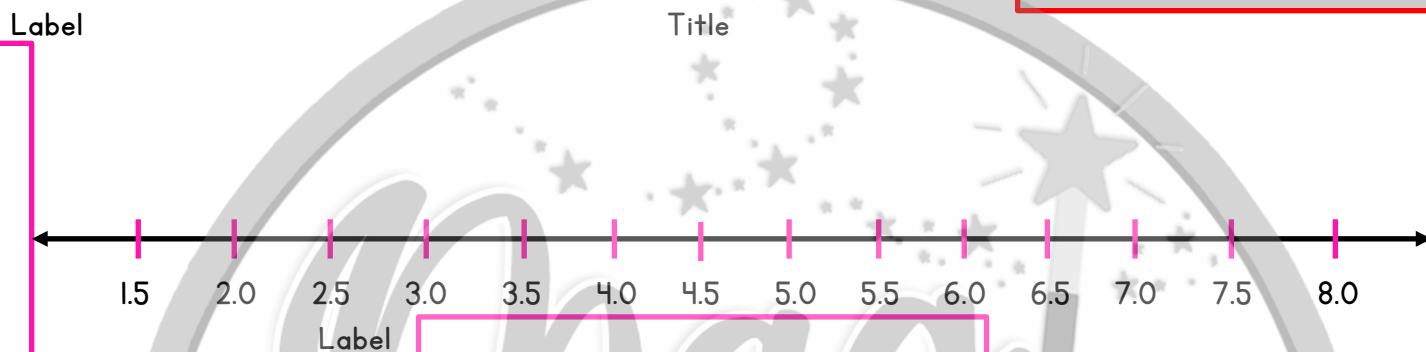
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Read the word problems and answer the questions.

1. Steve measured the height of his tomato plants and wants to record his data on the line plot below. He wrote the measurements on a chart. Use his data to complete the line plot by marking with an X. Remember to add a title and labels that describe the line plot.

Steve's tomato plant data in inches:
 1.5 /// 2.0 / 2.5 // 3.0 // 3.5 /
 4.0 // 4.5 /// 5.0 / 5.5 6.0 //
 6.5 7.0 // 7.5 // 8.0 /



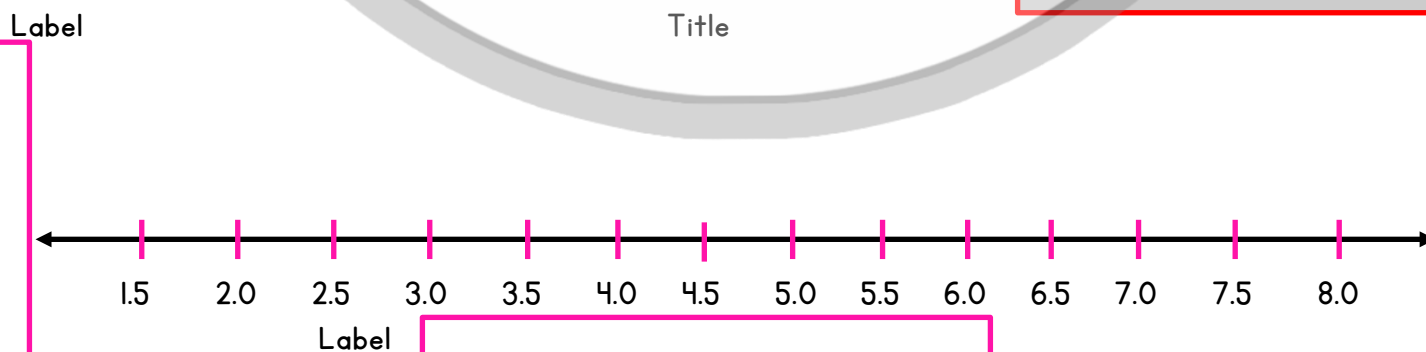
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Measurement & Data

5.MD.C.3

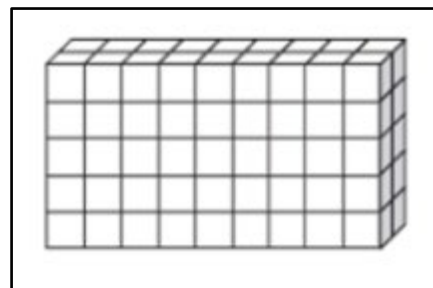
5.MD.C.4

5.MD.C.5



Read the word problem and answer the questions.

Josie found the volume of this solid by counting each cubic unit on the front layer and then doubling the number.



1. Why will this method work? Explain.

2. Find the volume using Josie's method. Write the volume in the box below.

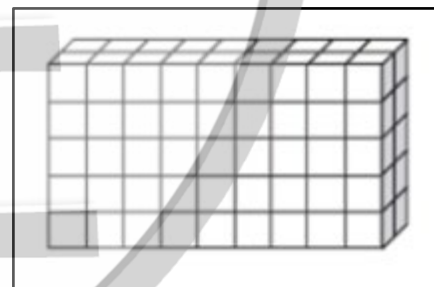
cubic units.

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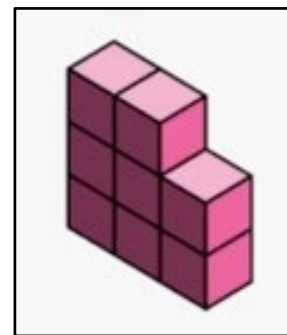
cubic units.

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Find the volume of the shape. Then answer the questions.

1. What is the volume of the solid to the right? Solve using an equation.
2. Imagine there is an identical layer of cubes attached to the back of the figure. How would the volume change? Solve using an equation that shows your thinking.
3. What if there were seven layers added to the first? How would the volume change? Solve using an equation that shows your thinking.

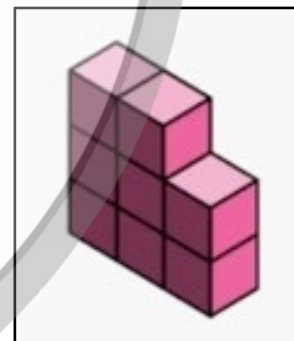


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Confident-I got it!
Pretty good-but I need more practice.
Unsure-I want to meet with you.

Find the volume of the shape. Then answer the questions.

1. What is the volume of the solid to the right? Solve using an equation.
2. Imagine there is an identical layer of cubes attached to the back of the figure. How would the volume change? Solve using an equation that shows your thinking.
3. What if there were seven layers added to the first? How would the volume change? Solve using an equation that shows your thinking.



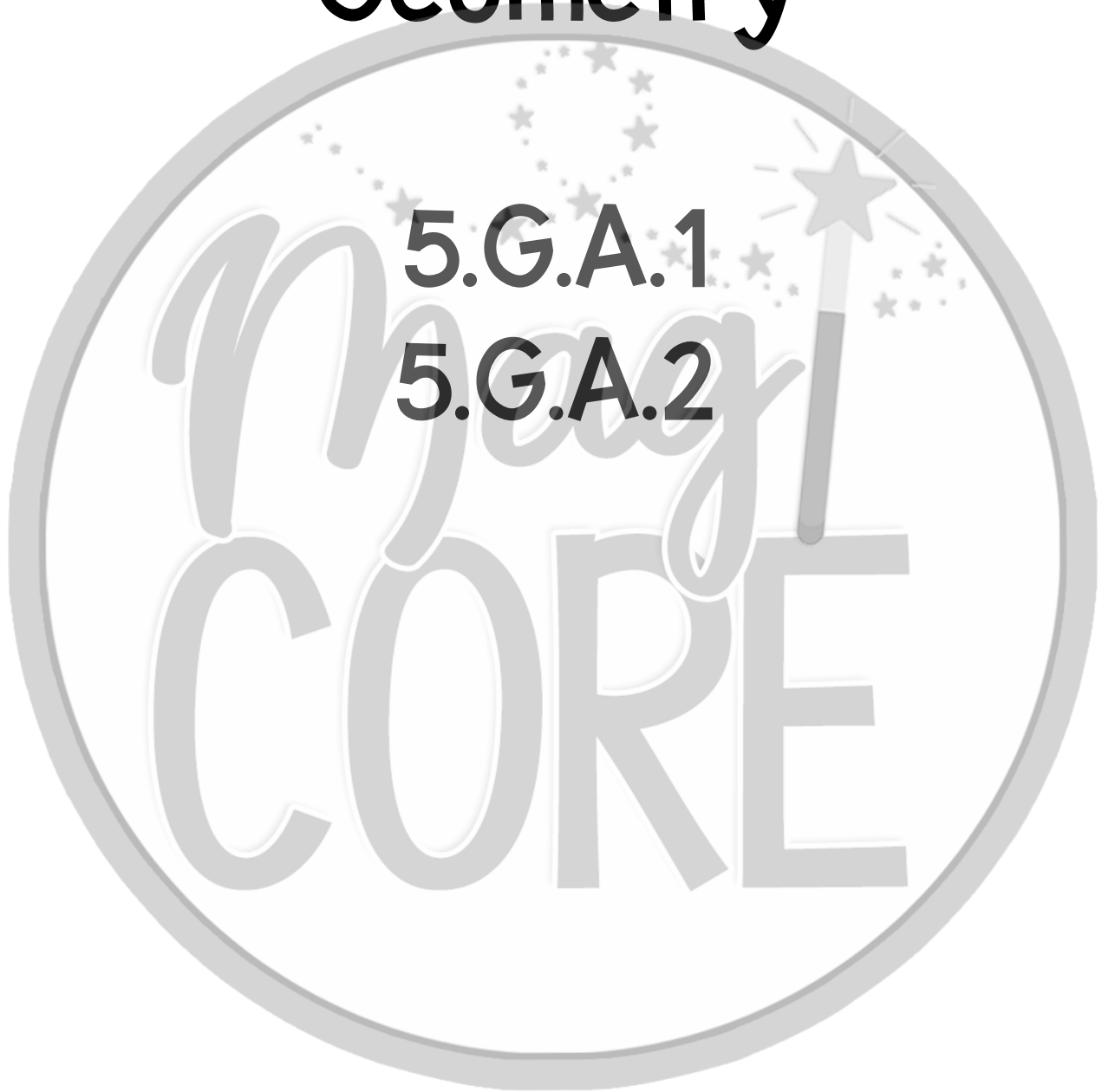
I AM FEELING _____ ABOUT THIS LESSON.
CIRCLE YOUR RESPONSE.

Confident-I got it!
Pretty good-but I need more practice.
Unsure-I want to meet with you.

Geometry

5.G.A.1

5.G.A.2



Write the ordered pairs for the points on the coordinate plane.

1. Point A is at _____.

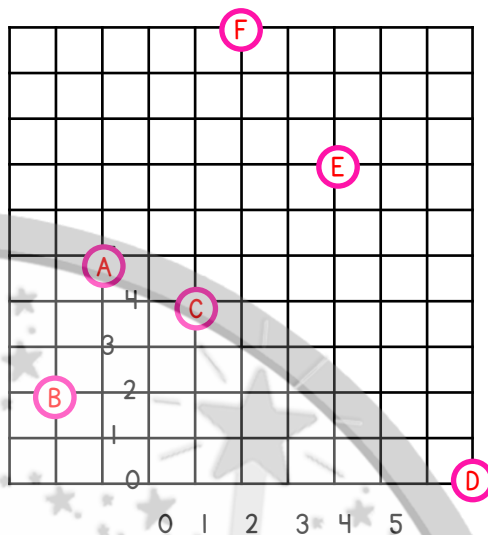
2. Point B is at _____.

3. Point C is at _____.

4. Point D is at _____.

5. Point E is at _____.

6. Point F is at _____.



I AM FEELING _____ ABOUT THIS LESSON.
CIRCLE YOUR RESPONSE.

Confident-I got it!
Pretty good-but I need more practice.
Unsure-I want to meet with you.

Write the ordered pairs for the points on the coordinate plane.

1. Point A is at _____.

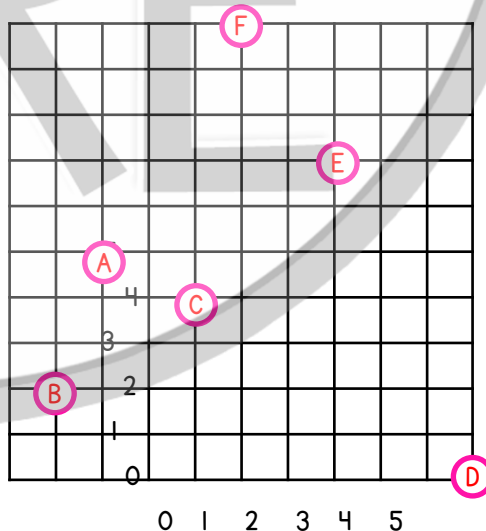
2. Point B is at _____.

3. Point C is at _____.

4. Point D is at _____.

5. Point E is at _____.

6. Point F is at _____.



I AM FEELING _____ ABOUT THIS LESSON.
CIRCLE YOUR RESPONSE.

Confident-I got it!
Pretty good-but I need more practice.
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