

# 5<sup>th</sup> Grade Math Exit Tickets - Titles

\*Answer key is included for each exit ticket.

- #1 - Writing Decimals Through the Thousandths
- #2 - Comparing and Ordering Decimals
- #3 - Rounding Decimals
- #4 – Estimating Whole Number to Find Solutions
- #5 - Estimating Decimals to Find Solutions
- #6 – Multiply 3 Digit by 2 Digit Numbers
- #7 – Divide Four Digit by Two Digit Numbers
- #8 – Multiplying Decimals and Whole Numbers
- #9 – Multiplying Two Decimals
- #10 – Multiplying Decimals by Powers of 10
- #11 – Dividing Decimals
- #12 – Adding and Subtracting Decimals
- #13 – Add Fractions with Unlike Denominators
- #14 – Subtract Fractions with Unlike Denominators
- #15 – Add Fractions with Mixed Numbers
- #16 – Subtract Fractions with Mixed Numbers
- #17 – Multiplying Fractions and Whole Numbers
- #18 – Dividing Unit Fractions
- #19 – Dividing Whole Numbers by Unit Fractions
- #20 – Prime and Composite Numbers
- #21 – Solving for Unknown
- #22 – Simplify Numerical Expressions
- #23 – Graphing Numbers
- #24 – Additive Patterns
- #25 – Multiplicative Patterns
- #26 – Unit Cubes and Volume of Solid Figures
- #27 – Volume of Rectangular Prisms
- #28 – Finding Volume Using a Formula
- #29 – Customary Length
- #30 – Metric Length
- #31 – Customary Capacity
- #32 – Metric Capacity
- #33 – Customary Weight
- #34 – Metric Weight
- #35 – Finding Perimeter
- #36 – Finding Area
- #37 – Ordered Pairs
- #38 – Bar Graphs
- #39 – Dot Plot
- #40 – Stem & Leaf Plot
- #41 – Scatterplot
- #42 – Classify 2D Shapes
- #43 – Income and Taxes
- #44 – Balance a Budget



Exit Ticket #1: Writing Decimals Through  
the Thousandths

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

1. Write the following numbers in standard form:

$$1 + 0.3 + 0.04 + 0.009$$

four and six hundred seventy-two thousandths

2. Write the following numbers in word form:

$$8 + 0.09 + 0.002$$

3.451

3. Write the following numbers in expanded form:

13.768

six and three hundred forty-eight thousandths

Exit Ticket #1: Writing Decimals Through  
the Thousandths

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

1. Write the following numbers in standard form:

$$1 + 0.3 + 0.04 + 0.009$$

four and six hundred seventy-two thousandths

2. Write the following numbers in word form:

$$8 + 0.09 + 0.002$$

3.451

3. Write the following numbers in expanded form:

13.768

six and three hundred forty-eight thousandths

Exit Ticket #1: Writing Decimals Through  
the Thousandths

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

1. Write the following numbers in standard form:

$$1 + 0.3 + 0.04 + 0.009$$

four and six hundred seventy-two thousandths

2. Write the following numbers in word form:

$$8 + 0.09 + 0.002$$

3.451

3. Write the following numbers in expanded form:

13.768

six and three hundred forty-eight thousandths

## Exit Ticket # 2 Comparing and Ordering Decimals

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

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

2.37      2.325

5.67      5.756

4.203      4.232

2. During recess, students raced the 40 yard dash. The following were the students who raced and their times.

- Kelly - 8.432
- Marco - 8.04
- Timothy - 8.19
- Bradley - 8.457

Order the times from fastest to slowest

3. The 5<sup>th</sup> grade boys lined up by their height. Carlos was in between Matt and Jeremy. Matt is 57.045 inches tall and Jeremy is 57.360 inches tall. What are three possible numbers that could represent Carlos' height?

## Exit Ticket # 2 Comparing and Ordering Decimals

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

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

2.37      2.325

5.67      5.756

4.203      4.232

2. During recess, students raced the 40 yard dash. The following were the students who raced and their times.

- Kelly - 8.432
- Marco - 8.04
- Timothy - 8.19
- Bradley - 8.457

Order the times from fastest to slowest.

3. The 5<sup>th</sup> grade boys lined up by their height. Carlos was in between Matt and Jeremy. Matt is 57.045 inches tall and Jeremy is 57.360 inches tall. What are three possible numbers that could represent Carlos' height?

## Exit Ticket # 2 Comparing and Ordering Decimals

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

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

2.37      2.325

5.67      5.756

4.203      4.232

2. During recess, students raced the 40 yard dash. The following were the students who raced and their times.

- Kelly - 8.432
- Marco - 8.04
- Timothy - 8.19
- Bradley - 8.457

Order the times from fastest to slowest.

3. The 5<sup>th</sup> grade boys lined up by their height. Carlos was in between Matt and Jeremy. Matt is 57.045 inches tall and Jeremy is 57.360 inches tall. What are three possible numbers that could represent Carlos' height?

## Exit Ticket #5 Estimating Decimals to Find Solutions

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

1. Lizzie spent \$19.56 on a gift for her mom and \$26.13 on a gift for her dad. If she started with \$50. About how much does she have left. Estimate to find your answer.

2. Tricia is downloading music to her phone. She downloaded the following:

- Song 1 was 3.954 min long
- Song 2 was 4.123 min long
- Song 3 was 2.761 min long

About how many minutes of music did she download on her phone? Estimate to find your answer.

3. Daniel wants to buy a new pair of shoes for \$34.89 and a new wallet for \$14.67. He doesn't want to bring too much extra money with him to the mall. Approximately how much money will Daniel need to go shopping?

## Exit Ticket #5 Estimating Decimals to Find Solutions

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

1. Lizzie spent \$19.56 on a gift for her mom and \$26.13 on a gift for her dad. If she started with \$50. About how much does she have left. Estimate to find your answer.

2. Tricia is downloading music to her phone. She downloaded the following:

- Song 1 was 3.954 min long
- Song 2 was 4.123 min long
- Song 3 was 2.761 min long

About how many minutes of music did she download on her phone? Estimate to find your answer.

3. Daniel wants to buy a new pair of shoes for \$34.89 and a new wallet for \$14.67. He doesn't want to bring too much extra money with him to the mall. Approximately how much money will Daniel need to go shopping?

## Exit Ticket #5 Estimating Decimals to Find Solutions

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

1. Lizzie spent \$19.56 on a gift for her mom and \$26.13 on a gift for her dad. If she started with \$50. About how much does she have left. Estimate to find your answer.

2. Tricia is downloading music to her phone. She downloaded the following:

- Song 1 was 3.954 min long
- Song 2 was 4.123 min long
- Song 3 was 2.761 min long

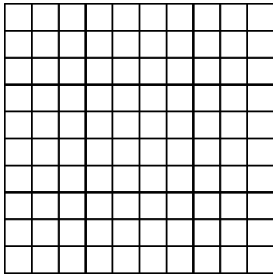
About how many minutes of music did she download on her phone? Estimate to find your answer.

3. Daniel wants to buy a new pair of shoes for \$34.89 and a new wallet for \$14.67. He doesn't want to bring too much extra money with him to the mall. Approximately how much money will Daniel need to go shopping?

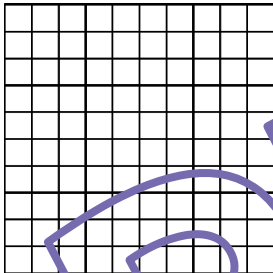
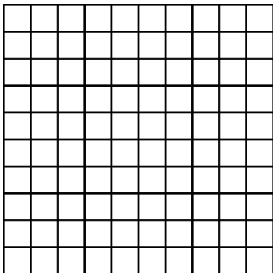
### Exit Ticket #9 Multiplying Two Decimals

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

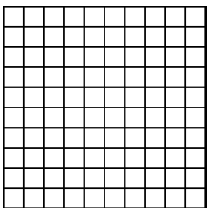
1. Use the decimal model to multiply  $0.3 \times 0.7$



2. Use the decimal model to multiply  $0.4 \times 1.2$



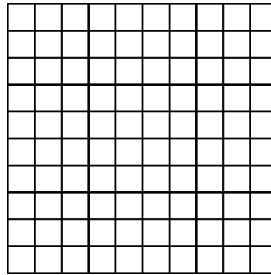
3. Chelsea multiplied two decimals and got a product of 0.63. If she shaded in 9 columns, what factor would represent the number of rows she shaded in?



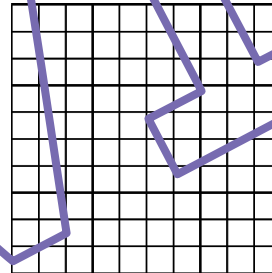
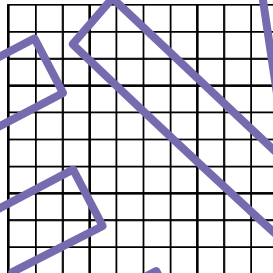
### Exit Ticket #9 Multiplying Two Decimals

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

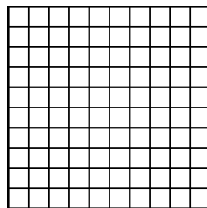
1. Use the decimal model to multiply  $0.3 \times 0.7$



2. Use the decimal model to multiply  $0.4 \times 1.2$



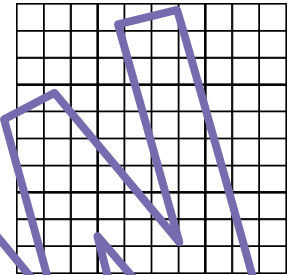
3. Chelsea multiplied two decimals and got a product of 0.63. If she shaded in 9 columns, what factor would represent the number of rows she shaded in?



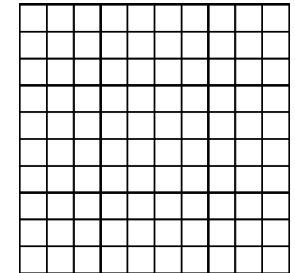
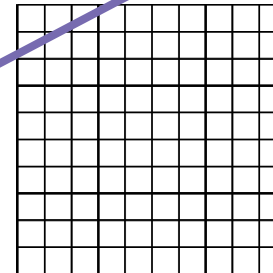
### Exit Ticket #9 Multiplying Two Decimals

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

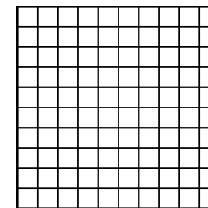
1. Use the decimal model to multiply  $0.3 \times 0.7$



2. Use the decimal model to multiply  $0.4 \times 1.2$



3. Chelsea multiplied two decimals and got a product of 0.63. If she shaded in 9 columns, what factor would represent the number of rows she shaded in?



Exit Ticket #10 Multiplying Decimals by Powers of 10

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

1. Multiply the following:

- $1 \times 0.832$
- $10 \times 0.832$
- $100 \times 0.832$
- $1,000 \times 0.832$

2. Find the value of  $m$ .

- $m \times 56.72 = 5,672$
- $m \times 834 = 8.34$
- $m \times 0.563 = 563$
- $7,034 \times m = 703.4$

3. Jordan is building a model of a building that is 873.2 feet tall. If his model is  $1/100$  of the actual size, how tall will his model be?

Exit Ticket #10 Multiplying Decimals by Powers of 10

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

1. Multiply the following:

- $1 \times 0.832$
- $10 \times 0.832$
- $100 \times 0.832$
- $1,000 \times 0.832$

2. Find the value of  $m$ .

- $m \times 56.72 = 5,672$
- $m \times 834 = 8.34$
- $m \times 0.563 = 563$
- $7,034 \times m = 703.4$

3. Jordan is building a model of a building that is 873.2 feet tall. If his model is  $1/100$  of the actual size, how tall will his model be?

Exit Ticket #10 Multiplying Decimals by Powers of 10

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

1. Multiply the following:

- $1 \times 0.832$
- $10 \times 0.832$
- $100 \times 0.832$
- $1,000 \times 0.832$

2. Find the value of  $m$ .

- $m \times 56.72 = 5,672$
- $m \times 834 = 8.34$
- $m \times 0.563 = 563$
- $7,034 \times m = 703.4$

3. Jordan is building a model of a building that is 873.2 feet tall. If his model is  $1/100$  of the actual size, how tall will his model be?

Exit Ticket #14 Subtract Fractions with Unlike Denominators

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

I. Solve

●  $\frac{7}{9} - \frac{2}{3} =$

●  $\frac{5}{8} - \frac{1}{4} =$

●  $\frac{5}{6} - \frac{1}{2} =$

2. Brett ran out for  $\frac{8}{10}$  miles. He turned around and started running home. He stopped after  $\frac{3}{5}$  mile and started walking. How much does he have left to walk?

3. Bennet has  $\frac{6}{8}$  of a candy bar. He eats  $\frac{1}{5}$  of it. How much does he have left?

Exit Ticket #14 Subtract Fractions with Unlike Denominators

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

I. Solve

●  $\frac{7}{9} - \frac{2}{3} =$

●  $\frac{5}{8} - \frac{1}{4} =$

●  $\frac{5}{6} - \frac{1}{2} =$

2. Brett ran out for  $\frac{8}{10}$  miles. He turned around and started running home. He stopped after  $\frac{3}{5}$  mile and started walking. How much does he have left to walk?

3. Bennet has  $\frac{6}{8}$  of a candy bar. He eats  $\frac{1}{5}$  of it. How much does he have left?

Exit Ticket #14 Subtract Fractions with Unlike Denominators

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

I. Solve

●  $\frac{7}{9} - \frac{2}{3} =$

●  $\frac{5}{8} - \frac{1}{4} =$

●  $\frac{5}{6} - \frac{1}{2} =$

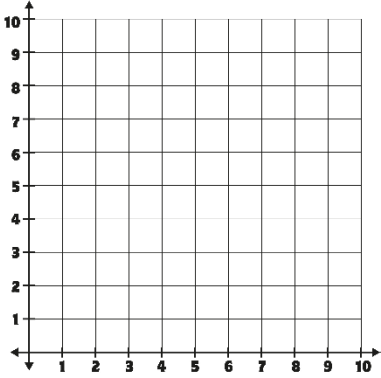
2. Brett ran out for  $\frac{8}{10}$  miles. He turned around and started running home. He stopped after  $\frac{3}{5}$  mile and started walking. How much does he have left to walk?

3. Bennet has  $\frac{6}{8}$  of a candy bar. He eats  $\frac{1}{5}$  of it. How much does he have left?

# Exit Ticket #24: Additive Patterns

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

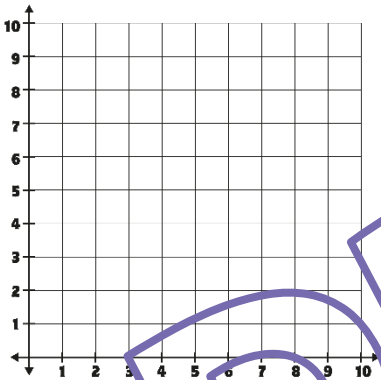
1. Complete the table. Graph the pattern.



$$y = x + 2$$

X	Y
1	
2	
3	
4	

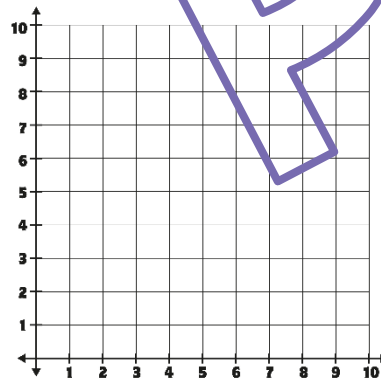
2. Complete the table. Graph the pattern.



$$y = x + 3$$

X	Y
4	
5	
6	
7	

3. Complete the table. Graph the pattern.



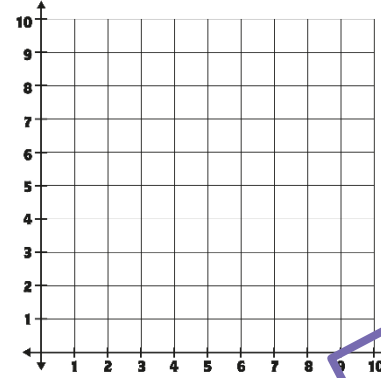
$$y = x + 1$$

X	Y
2	
4	
6	
8	

# Exit Ticket #24: Additive Patterns

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

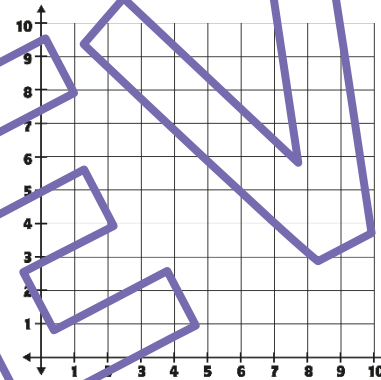
1. Complete the table. Graph the pattern.



$$y = x + 2$$

X	Y
1	
2	
3	
4	

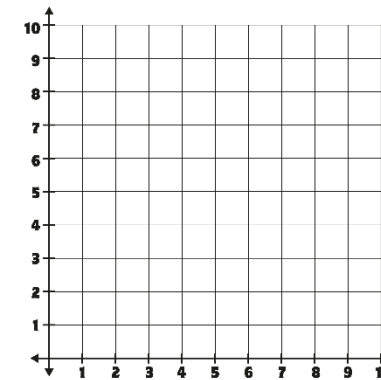
2. Complete the table. Graph the pattern.



$$y = x + 3$$

X	Y
4	
5	
6	
7	

3. Complete the table. Graph the pattern.



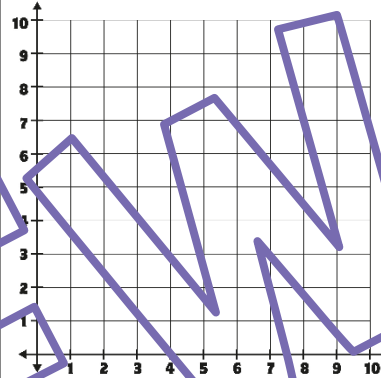
$$y = x + 1$$

X	Y
2	
4	
6	
8	

# Exit Ticket #24: Additive Patterns

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

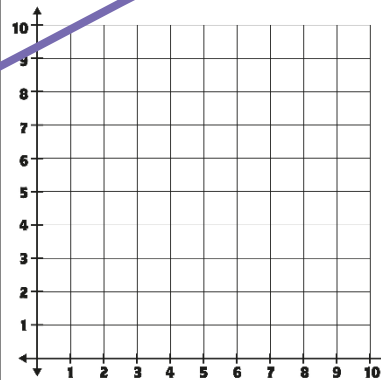
1. Complete the table. Graph the pattern.



$$y = x + 2$$

X	Y
1	
2	
3	
4	

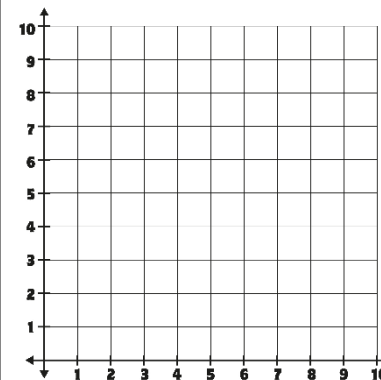
2. Complete the table. Graph the pattern.



$$y = x + 3$$

X	Y
4	
5	
6	
7	

3. Complete the table. Graph the pattern.



$$y = x + 1$$

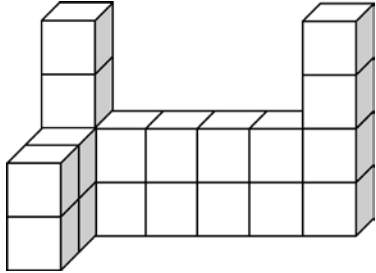
X	Y
2	
4	
6	
8	



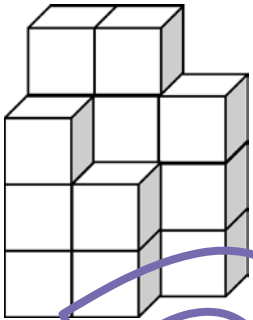
Exit Ticket #26: Unit Cubes and Volume of Solid Figures

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

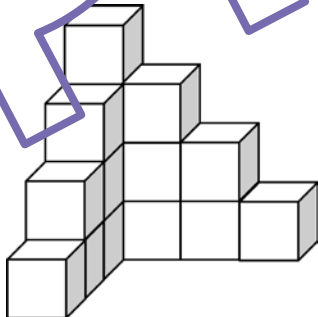
1. How many unit cubes are used to build the solid figure shown below?



2. How many unit cubes are used to build the solid figure shown below?



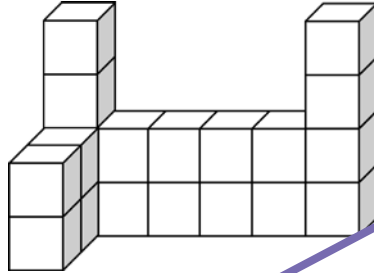
3. Henry is going to add another layer of unit cubes to base of this shape. How many total cubes will he use?



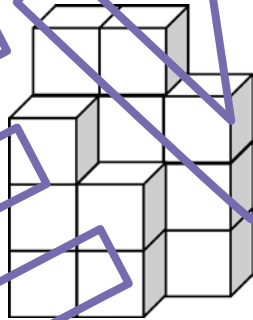
Exit Ticket #26: Unit Cubes and Volume of Solid Figures

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

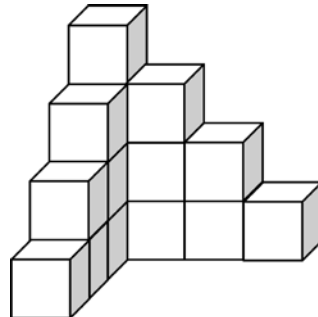
1. How many unit cubes are used to build the solid figure shown below?



2. How many unit cubes are used to build the solid figure shown below?



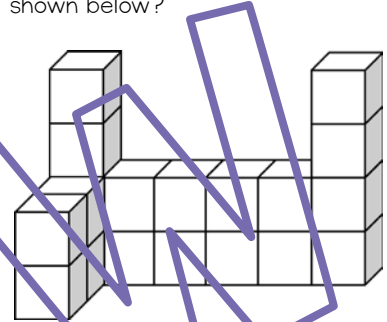
3. Henry is going to add another layer of unit cubes to base of this shape. How many total cubes will he use?



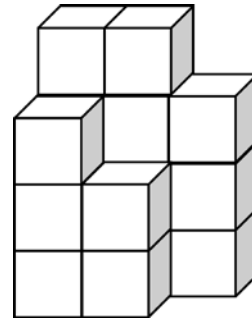
Exit Ticket #26: Unit Cubes and Volume of Solid Figures

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

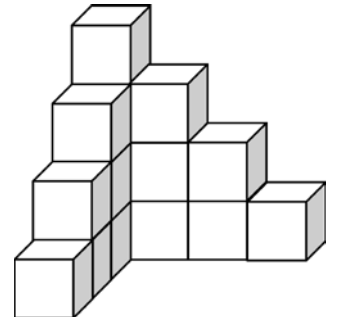
1. How many unit cubes are used to build the solid figure shown below?



2. How many unit cubes are used to build the solid figure shown below?



3. Henry is going to add another layer of unit cubes to base of this shape. How many total cubes will he use?



### Exit Ticket #31: Customary Capacity

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

I. Convert:

- 9 gallons = \_\_\_\_\_ quarts
- 18 quarts = \_\_\_\_\_ pints
- 32 cups = \_\_\_\_\_ quarts

2. Maxine is making 8 quarts of lemonade for a potluck. How many cups of lemonade will she make?

3. Betsy has a container that will hold 8 pints of water and Penny has a container that will hold 6 quarts of water. How many cups in all will their two containers hold?

### Exit Ticket #31: Customary Capacity

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

I. Convert:

- 9 gallons = \_\_\_\_\_ quarts
- 18 quarts = \_\_\_\_\_ pints
- 32 cups = \_\_\_\_\_ quarts

2. Maxine is making 8 quarts of lemonade for a potluck. How many cups of lemonade will she make?

3. Betsy has a container that will hold 8 pints of water and Penny has a container that will hold 6 quarts of water. How many cups in all will their two containers hold?

### Exit Ticket #31: Customary Capacity

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

I. Convert:

- 9 gallons = \_\_\_\_\_ quarts
- 18 quarts = \_\_\_\_\_ pints
- 32 cups = \_\_\_\_\_ quarts

2. Maxine is making 8 quarts of lemonade for a potluck. How many cups of lemonade will she make?

3. Betsy has a container that will hold 8 pints of water and Penny has a container that will hold 6 quarts of water. How many cups in all will their two containers hold?

### Exit Ticket #36: Finding Area

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

1. Alayna is laying tile on her bathroom floor. Each tile has an area of 1 square foot. If her bathroom is 4 feet by 10 feet, how many tiles does she need to cover her bathroom floor?

2. Kendra's kitchen is 12 feet by 14 feet. She buys two rugs to put in her kitchen. One rug is 3 feet by 8 feet. The other is 4 feet by 5 feet. What part of the kitchen won't be covered by the rugs?

3. Bailiee is painting a wall that is 10 feet by 17 feet. She has painted a 4 feet by 6 feet section of the wall purple. She will paint the rest pink. How much of the wall will she paint pink?

### Exit Ticket #36: Finding Area

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

1. Alayna is laying tile on her bathroom floor. Each tile has an area of 1 square foot. If her bathroom is 4 feet by 10 feet, how many tiles does she need to cover her bathroom floor?

2. Kendra's kitchen is 12 feet by 14 feet. She buys two rugs to put in her kitchen. One rug is 3 feet by 8 feet. The other is 4 feet by 5 feet. What part of the kitchen won't be covered by the rugs?

3. Bailiee is painting a wall that is 10 feet by 17 feet. She has painted a 4 feet by 6 feet section of the wall purple. She will paint the rest pink. How much of the wall will she paint pink?

### Exit Ticket #36: Finding Area

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

1. Alayna is laying tile on her bathroom floor. Each tile has an area of 1 square foot. If her bathroom is 4 feet by 10 feet, how many tiles does she need to cover her bathroom floor?

2. Kendra's kitchen is 12 feet by 14 feet. She buys two rugs to put in her kitchen. One rug is 3 feet by 8 feet. The other is 4 feet by 5 feet. What part of the kitchen won't be covered by the rugs?

3. Bailiee is painting a wall that is 10 feet by 17 feet. She has painted a 4 feet by 6 feet section of the wall purple. She will paint the rest pink. How much of the wall will she paint pink?