MATH EXIT TICKETS

5th Grade

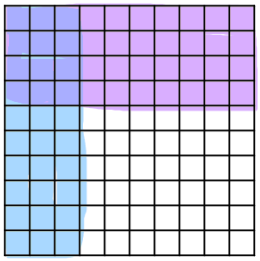
5.NBT.B.7

OPERATIONS

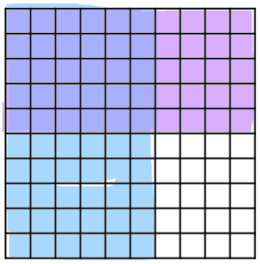
Name: _____ Date: _____

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.



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.G.A.1

GRAPH ON COORDINATE PLANE

Write the numbers for the x and y axes. Plot the ordered pairs on the coordinate plane and connect them with lines to form polygons. Name the polygon.

1. (0, 2), (2, 2), (2, 0), (0, 0)

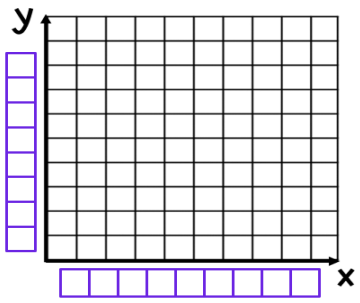
The polygon is a _____

2. (5, 3), (9, 4), (7, 6)

The polygon is a _____

3. (3, 8), (8, 8), (4, 10), (7, 10)

The polygon is a _____



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.

Common CORE Kingdom

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.

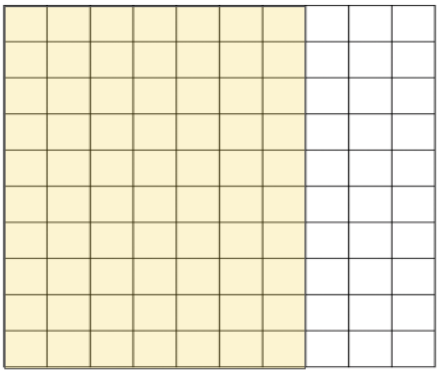
There are four exit tickets for each skill. Each subsequent exit ticket is more challenging. I recommend you differentiate by using the exit tickets based on each student's level of understanding.

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

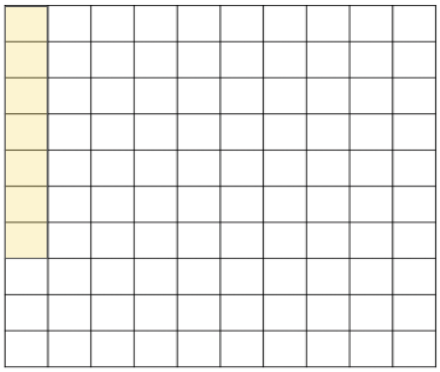
PLACE VALUE SYSTEM

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

5.MD.B.2

REPRESENT & INTERPRET DATA

Name: _____ Date: _____

Read the word problems and answer the questions.

1. 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.

5.OA.B.3

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.

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

5.NBT.B.6

OPERATIONS

Estimate the answers by using compatible numbers.

1. 3995 ÷ 49 = 4000/50=80

2. 751 ÷ 25 = 750/25=30

3. 4219 ÷ 63 = 4200/60=70

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.

Operations & Algebraic Thinking

5.OA.A.1
5.OA.A.2
5.OA.B.3

5.OA.A.1

NUMERICAL EXPRESSIONS

Name: _____ Date: _____

Add parentheses to make each equation true.

1. 8 + 2 x 4 ÷ 4 = 4
2. 8 + 2 x 4 ÷ 4 = 10
3. 6 x 3 + 5 - 1 = 22
4. 6 x 3 + 5 - 1 = 47
5. 10 x 10 - 4 ÷ 2 = 98
6. 10 x 10 - 4 ÷ 2 = 30

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.OA.A.1

NUMERICAL EXPRESSIONS

Name: _____ Date: _____

Add parentheses to make each equation true.

1. 8 + 2 x 4 ÷ 4 = 4
2. 8 + 2 x 4 ÷ 4 = 10
3. 6 x 3 + 5 - 1 = 22
4. 6 x 3 + 5 - 1 = 47
5. 10 x 10 - 4 ÷ 2 = 98
6. 10 x 10 - 4 ÷ 2 = 30

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.OA.A.1

NUMERICAL EXPRESSIONS

Name: _____ Date: _____

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

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.OA.A.1

NUMERICAL EXPRESSIONS

Name: _____ Date: _____

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

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.OA.A.2

NUMERICAL EXPRESSIONS

Name: _____ Date: _____

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.

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.OA.A.2

NUMERICAL EXPRESSIONS

Name: _____ Date: _____

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 hours 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.

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.OA.B.3

PATTERNS AND RELATIONSHIPS Name: _____ Date: _____

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?

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.OA.B.3

PATTERNS AND RELATIONSHIPS Name: _____ Date: _____

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?

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.

Numbers & Operations in Base Ten

5.NBT.A.1
5.NBT.A.2
5.NBT.A.3
5.NBT.A.4

5.NBT.A.2

PLACE VALUE SYSTEM

Name: _____ Date: _____

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. $87 \times 10^3 =$

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.2

PLACE VALUE SYSTEM

Name: _____ Date: _____

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. $87 \times 10^3 =$

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.

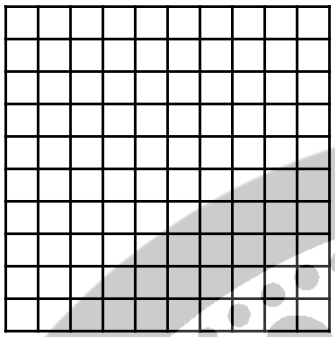
5.NBT.A.3

PLACE VALUE SYSTEM

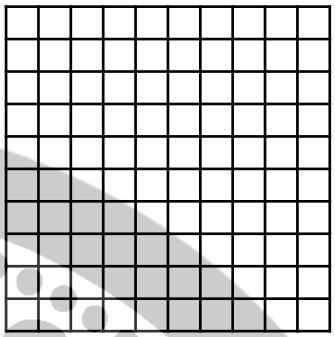
Name: _____ Date: _____

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

.70



.07



.70 ◯ .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.

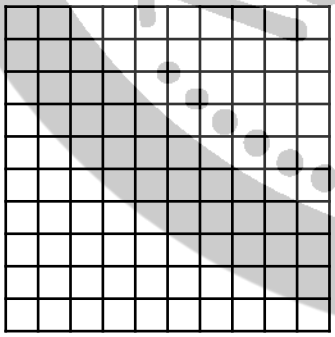
5.NBT.A.3

PLACE VALUE SYSTEM

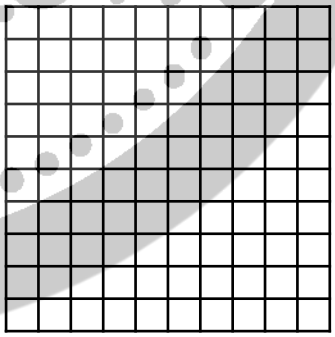
Name: _____ Date: _____

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

.70



.07



.70 ◯ .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!
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!
Pretty good-but I need more practice.
Unsure-I want to meet with you.

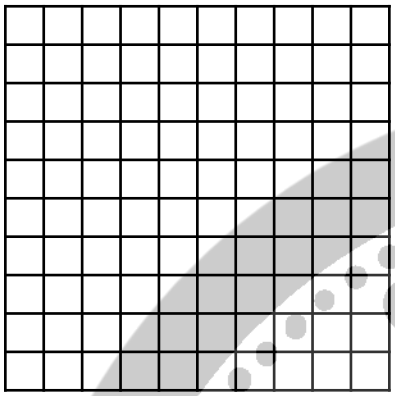
5.NBT.B.7

OPERATIONS

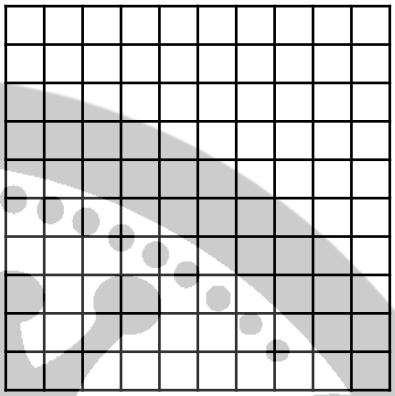
Name: _____ Date: _____

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. .



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.

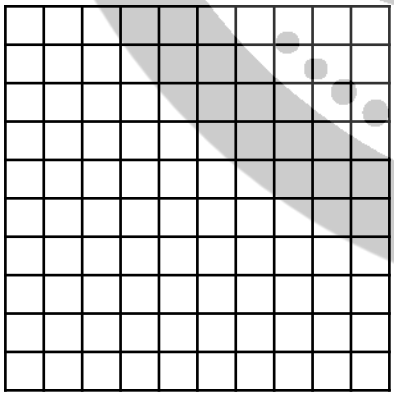
5.NBT.B.7

OPERATIONS

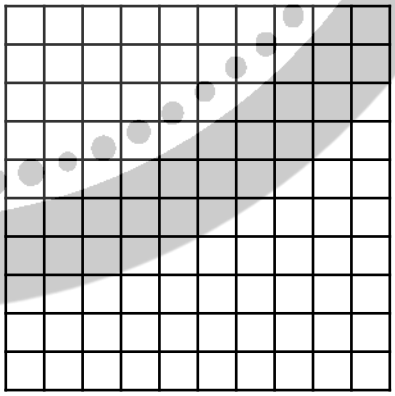
Name: _____ Date: _____

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. .



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.

Numbers and Operations-Fractions

5.NF.A.1
5.NF.A.2

5.NF.A.1

ADD & SUBTRACT FRACTIONS

Name: _____ Date: _____

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

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.NF.A.1

ADD & SUBTRACT FRACTIONS

Name: _____ Date: _____

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

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.NF.A.2

ADD & SUBTRACT FRACTIONS

Name: _____ Date: _____

Read and solve the word problems.

1. 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.

2. 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 of drawings.

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.NF.A.2

ADD & SUBTRACT FRACTIONS

Name: _____ Date: _____

Read and solve the word problems.

1. 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.

2. 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.

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.

Numbers and Operations-Fractions

5.NF.B.3
5.NF.B.4
5.NF.B.5
5.NF.B.6
5.NF.B.7

5.NF.B.5

MULTIPLY & DIVIDE FRACTIONS

Name: _____ Date: _____

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 $\frac{3}{1}$

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.NF.B.5

MULTIPLY & DIVIDE FRACTIONS

Name: _____ Date: _____

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 $\frac{3}{1}$

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.NF.B.5

MULTIPLY & DIVIDE FRACTIONS Name: _____ Date: _____

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

1. Jane is 30 years old. Her sister is $\frac{4}{5}$ of Jane's age. How old is Jane?

2. 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?

3. 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.

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.NF.B.5

MULTIPLY & DIVIDE FRACTIONS Name: _____ Date: _____

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

1. Jane is 30 years old. Her sister is $\frac{4}{5}$ of Jane's age. How old is Jane?

2. 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?

3. 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.

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.

Measurement & Data

5.MD.A.1
5.MD.B.2

5.MD.A.1

CONVERTING MEASUREMENTS

Name: _____ Date: _____

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

1. 4 gallons ◯ 12 quarts
2. 110 millimeters ◯ 10 centimeters
3. 8 hours ◯ 420 minutes
4. 220 milliliters ◯ 2.2 liters
5. 30 yards ◯ 300 feet
6. 24 pints ◯ 48 cups
7. 480 seconds ◯ 8 minutes
8. 25 pounds ◯ 425 ounces

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.MD.A.1

CONVERTING MEASUREMENTS

Name: _____ Date: _____

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

1. 4 gallons ◯ 12 quarts
2. 110 millimeters ◯ 10 centimeters
3. 8 hours ◯ 420 minutes
4. 220 milliliters ◯ 2.2 liters
5. 30 yards ◯ 300 feet
6. 24 pints ◯ 48 cups
7. 480 seconds ◯ 8 minutes
8. 25 pounds ◯ 425 ounces

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.MD.B.2

REPRESENT & INTERPRET DATA

Name: _____ Date: _____

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 /

Title

Label

Label

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.MD.B.2

REPRESENT & INTERPRET DATA

Name: _____ Date: _____

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 /

Title

Label

Label

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.

Measurement & Data

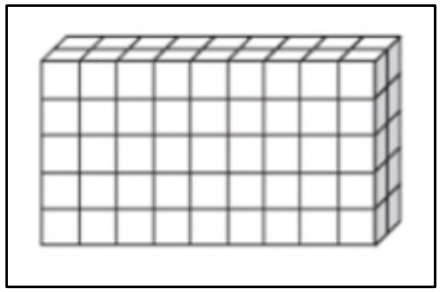
5.MD.C.3
5.MD.C.4
5.MD.C.5

5.MD.C.3

GEOMETRIC MEASUREMENT

Name: _____ Date: _____

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.

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

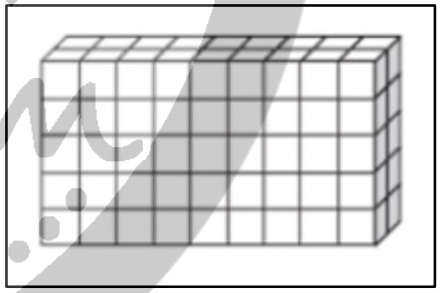
Confident-I got it!
Pretty good-but I need more practice.
Unsure-I want to meet with you.

5.MD.C.3

GEOMETRIC MEASUREMENT

Name: _____ Date: _____

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.

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

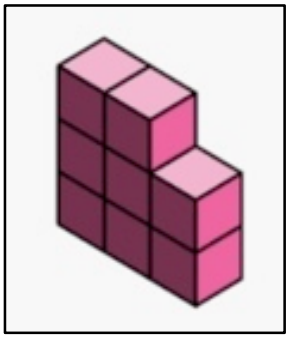
Confident-I got it!
Pretty good-but I need more practice.
Unsure-I want to meet with you.

5.MD.C.4

GEOMETRIC MEASUREMENT

Name: _____ Date: _____

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.

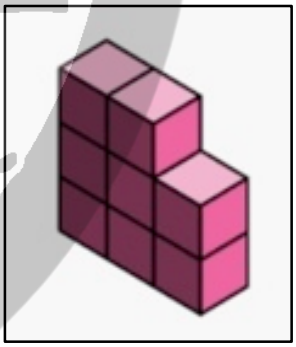
Confident-I got it!
Pretty good-but I need more practice.
Unsure-I want to meet with you.

5.MD.C.4

GEOMETRIC MEASUREMENT

Name: _____ Date: _____

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

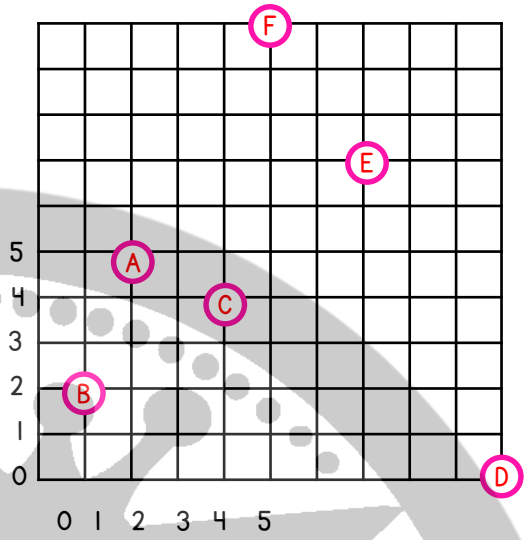
5.G.A.1

GRAPH ON COORDINATE PLANE

Name: _____ Date: _____

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.

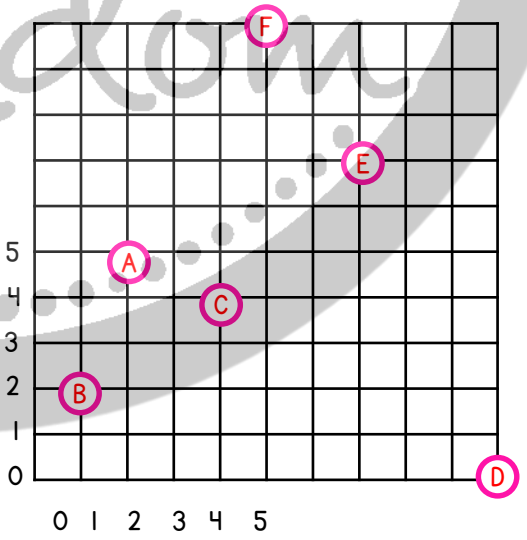
5.G.A.1

GRAPH ON COORDINATE PLANE

Name: _____ Date: _____

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.

Terms of Use

How Can I Use This Product?

Thank you for your purchase! I work hard to create products that support teacher and student success. Please note that the product is sold with the purpose of use by a single teacher in a classroom. If you need to use this product with more than one teacher or in multiple classrooms, additional licenses are available at a discount. You can access them by visiting your "Purchases" page and then selecting "Download Additional Licenses."

Good to Go:

- Use this product personally.
- Use this product in your own classroom.
- Provide to your students to use at your instruction.
- Print and/or copy for use in your classroom.
- Provide print version(s) of specific pages within the product to a substitute teacher with the sole purpose of instructing your students.
- Review this product with others with the sole purpose of recommending the product, provided you include the link below:

Not OK:

- Give to others to use personally.
- Give to others to use in another classroom.
- Give to parents to use with their children outside your lessons.
- Print or copy this item to share with other teachers or other classrooms.
- Publish or host online in a manner, including personal, classroom, or district websites,
- Publish, sell, or otherwise disseminate the product to anyone

https://www.teacherspayteachers.com/Store/Common-Core-Kingdom

Let's Connect!

www.commoncorekingdom.com

https://www.teacherspayteachers.com/Store/Common-Core-Kingdom

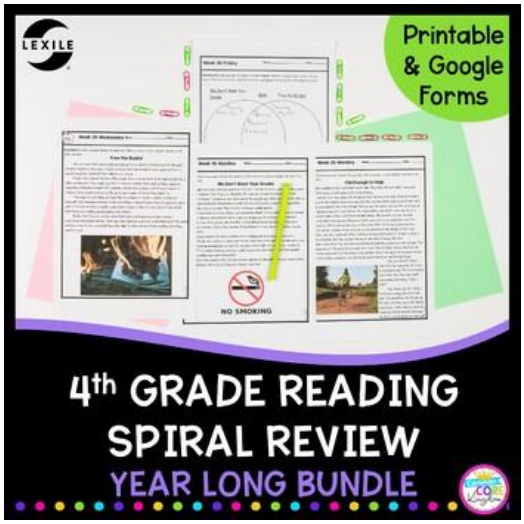
https://www.facebook.com/CommonCoreKingdom/

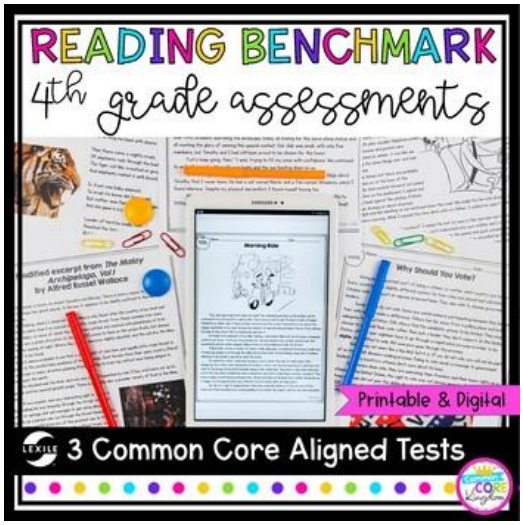
https://www.instagram.com/commoncorekingdom

https://www.pinterest.com/cckingdom/pins/

Julie@commoncorekingdom.com

Looking for more?





Credits

teaching with style

CREATIVE Clips

ZIP-A-DEE DOO-DAH Designs

teacherspayteachers.com/Store/Zip-a-dee-doo-dah-Designs

http://www.teacherspayteachers.com/Store/Zip-a-dee-doo-dah-Designs

graphics FROM THE POND

http://frompond.blogspot.com

FUN for Learning

Educational Products & Graphics

free scrapbook fonts

kevinandamanda.com/fonts