

# Exit Ticket Packet

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Draw lines to match and make each statement true.

10 tens = 1 thousand

10 hundreds = 1 ten

10 ones = 1 hundred

2. Circle the largest unit. Box the smallest.

4 tens

2 hundreds

9 ones

3. Draw models of each, and label the following number.

2 tens

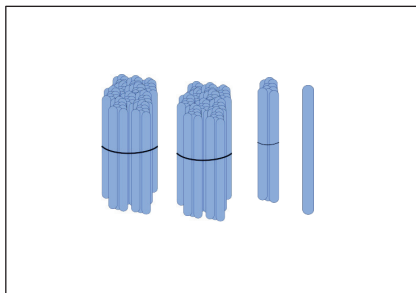
7 ones

6 hundreds

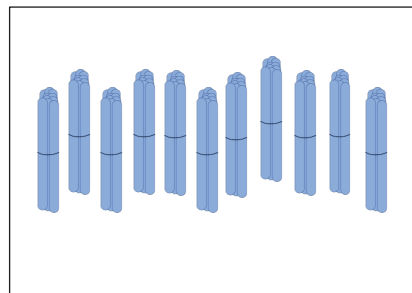
Name \_\_\_\_\_

Date \_\_\_\_\_

1. These are bundles of hundreds, tens, and ones. How many straws are in each group?



\_\_\_\_\_ straws



\_\_\_\_\_ straws

2. Count from 96 to 140 with ones and tens. Use pictures to show your work.

3. Fill in the blanks to reach the benchmark numbers.

35, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 40, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 100, \_\_\_\_\_, 300

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Draw a line to match the numbers with the units you might use to count them.

300 to 900

ones, tens, and hundreds

97 to 300

ones and tens

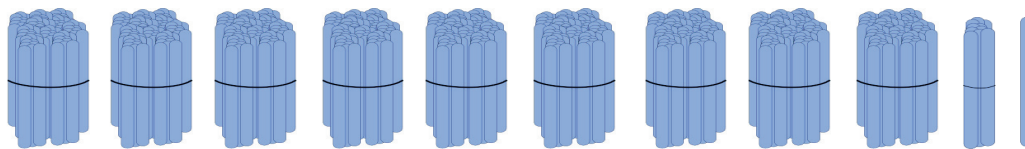
484 to 1,000

ones and hundreds

743 to 800

hundreds

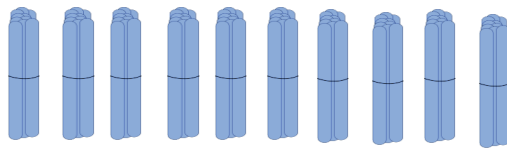
2. These are bundles of hundreds, tens, and ones. Draw to show how you would count to 1,000.



Name \_\_\_\_\_

Date \_\_\_\_\_

1. These are bundles of 10. If you put them together, which unit will you make?



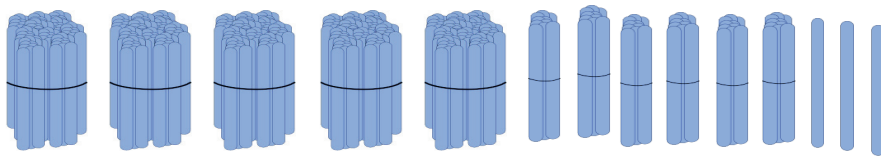
a. one

b. ten

c. hundred

d. thousand

2. These are bundles of hundreds, tens, and ones. How many sticks are there in all?



\_\_\_\_\_

3. Imagine the place value chart. Write the numbers that show a way to count from 187 to 222.

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Look at the Hide Zero cards. What is the value of the 6?

5	6	9
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- a. 6                      b. 600                      c. 60
2. What is another way to write 5 ones 3 tens 2 hundreds?
- a. 325                      b. 523                      c. 253                      d. 235
3. What is another way to write 6 tens 1 hundred 8 ones?
- a. 618                      b. 168                      c. 861                      d. 681

4. Write 905 in unit form.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Write in number form.

a.  $10 + 10 + 1 + 1 + 100 + 100 + 100 =$  \_\_\_\_\_

b.  $400 + 70 + 6 =$  \_\_\_\_\_

c. \_\_\_\_\_  $= 9 + 700 + 10$

d. \_\_\_\_\_  $= 200 + 50$

e.  $2 + 600 =$  \_\_\_\_\_

f.  $300 + 32 =$  \_\_\_\_\_

2. Write in expanded form.

a.  $974 =$  \_\_\_\_\_

b.  $435 =$  \_\_\_\_\_

c.  $35 =$  \_\_\_\_\_

d.  $310 =$  \_\_\_\_\_

e.  $703 =$  \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Write 342 in word form.

\_\_\_\_\_

2. Write in standard form.

a. Two hundred twenty-six \_\_\_\_\_

b. Eight hundred three \_\_\_\_\_

c. 5 hundreds + 56 ones \_\_\_\_\_

d.  $60 + 800 + 3$  \_\_\_\_\_

3. Write the value of 17 tens three different ways. Use the largest unit possible.

a. Standard form \_\_\_\_\_

b. Expanded form \_\_\_\_\_

c. Unit form \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

1. Write the total value of the money shown below in standard and expanded form.

\$1		\$10	\$100
\$1		\$10	\$100
\$1		\$10	\$100
\$1		\$10	
\$1	\$1	\$10	

Standard form:

\_\_\_\_\_

Expanded form:

\_\_\_\_\_

2. What is the value of 3 ten-dollar bills and 9 one-dollar bills? \_\_\_\_\_

3. Draw money to show 2 different ways to make \$142, using only \$1, \$10, and \$100 bills.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Jeremy counted from \$280 to \$435. Use the number line to show a way that Jeremy could have used ones, tens, and hundreds to count.



2. Use the number line to show another way that Jeremy could have counted from \$280 to \$435.



3. Use the number line to show how many hundreds, tens, and ones you use when you count from \$776 to \$900.



To count from \$776 to \$900, I used \_\_\_\_ hundreds \_\_\_\_ tens \_\_\_\_ ones.

Name \_\_\_\_\_

Date \_\_\_\_\_

Jerry wonders, "How many \$10 bills are equal to a \$1,000 bill?"

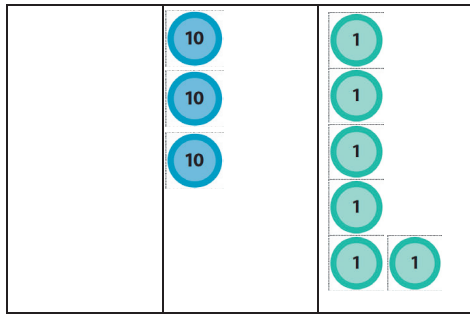
Think about the different strategies your classmates used to answer Jerry's question. Answer the problem again using a strategy you liked that is different from yours. Use words, pictures, or numbers to explain why that strategy also works.

Name \_\_\_\_\_

Date \_\_\_\_\_

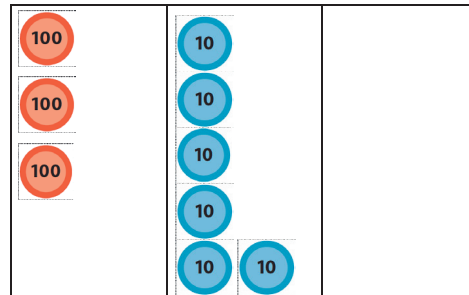
1. Tell the value of the following numbers.

a.



a. \_\_\_\_\_

b.



b. \_\_\_\_\_

2. Fill in the sentences below to tell about the change from 36 to 360.

a. I changed \_\_\_\_\_ to \_\_\_\_\_.

b. I changed \_\_\_\_\_ to \_\_\_\_\_.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Match to show the equivalent value.

a. 10 ones

1 hundred

b. 10 tens

1 thousand

c. 10 hundreds

1 ten

2. Draw disks on the place value chart to show 348.

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a. How many more ones to make a ten? \_\_\_\_\_ ones

b. How many more tens to make a hundred? \_\_\_\_\_ tens

c. How many more hundreds to make a thousand? \_\_\_\_\_ hundreds

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Draw place value disks to show the numbers.

a. 560

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b. 506

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2. Draw and label the jumps on the number line to move from 0 to 141.



Name \_\_\_\_\_

Date \_\_\_\_\_

1. Whisper count as you show the numbers with place value disks.

a. Draw 241 using hundreds, tens, and ones.

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b. Draw 241 using **only tens and ones**.

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2. Fill in the blanks.

a.  $45 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones $45 =$  \_\_\_\_\_ onesb.  $682 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones $682 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ ones

Name \_\_\_\_\_

Date \_\_\_\_\_

Think about the different strategies and tools your classmates used to answer the pencil question. Explain a strategy you liked that is different from yours using words, pictures, or numbers.



Name \_\_\_\_\_

Date \_\_\_\_\_

Write  $>$ ,  $<$ , or  $=$ .

1. 499  500

2. 179  177

3. 431  421

4. 703  seven hundred three

5. 2 hundred 70 ones   $70 + 200 + 1$

6.  $300 + 60$   306

7. 4 tens 2 ones   $30 + 12$

8. 3 tens 7 ones   $45 - 10$

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Whisper count as you show the numbers with place value disks. Circle  $>$ ,  $<$ , or  $=$ .

a. Draw 142 using hundreds, tens, and ones.

b. Draw 12 tens 4 ones.

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 $<$  $=$  $>$ 

--	--	--

2. Write  $>$ ,  $<$ , or  $=$ .

a. 1 hundred 6 tens  106

b. 74 tens   $700 + 4$

c. Thirty tens  300

d. 21 ones 3 hundreds  31 tens

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Order the following from **least to greatest** in standard form.

a. 426    152    801    \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b. six hundred twenty    206    60 tens 2 ones    \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

c.  $300 + 70 + 4$      $3 + 700 + 40$     473    \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_2. Order the following from **greatest to least** in standard form.a. 4 hundreds 12 ones    421     $10 + 1 + 400$     \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_b. 8 ones 5 hundreds    185     $5 + 10 + 800$     \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Fill in the blanks.

a. 10 more than 239 is \_\_\_\_\_.

b. 100 less than 524 is \_\_\_\_\_.

c. \_\_\_\_\_ more than 352 is 362.

d. \_\_\_\_\_ more than 467 is 567.

e. 1 more than \_\_\_\_\_ is 601.

f. 10 less than \_\_\_\_\_ is 241.

g. 100 less than \_\_\_\_\_ is 878.

h. 10 more than \_\_\_\_\_ is 734.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Fill in the blanks, and circle the correct answer.

1 more than 209 is \_\_\_\_\_.

We made a \_\_\_\_\_.

one
ten
hundred

2. Fill in the blanks. Whisper the complete sentence.

a. 1 less than 150 is \_\_\_\_\_.

d. 10 more than \_\_\_\_\_ is 716.

b. 10 more than 394 is \_\_\_\_\_.

e. 100 less than \_\_\_\_\_ is 894.

c. \_\_\_\_\_ less than 607 is 597.

f. 1 more than \_\_\_\_\_ is 900.

Name \_\_\_\_\_

Date \_\_\_\_\_

Find the pattern. Fill in the blanks.

1. 109, \_\_\_\_\_, 111, \_\_\_\_\_, \_\_\_\_\_, 114

2. 710, \_\_\_\_\_, 690, \_\_\_\_\_, \_\_\_\_\_, 660, 650

3. 342, \_\_\_\_\_, \_\_\_\_\_, 642, 742, \_\_\_\_\_

4. 902, \_\_\_\_\_, \_\_\_\_\_, 872, \_\_\_\_\_, 852