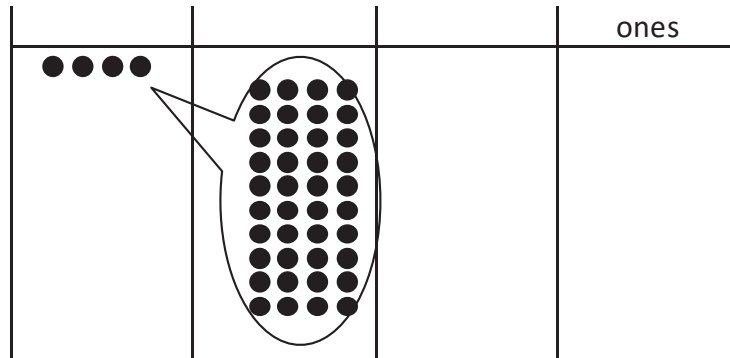# Exit Ticket Packet

Name _____   Date _____

Use the disks in the place value chart below to complete the following problems:

1. Label the place value chart.

2. Tell about the movement of the disks in the place value chart by filling in the blanks to make the following equation match the drawing in the place value chart:

     _____ × 10 = _____ = _____

3. Write a statement about this place value chart using the words *10 times as many*.

Name _____ Date _____

1. Fill in the blank to make a true number sentence. Use standard form.

    a. (4 ten thousands 6 hundreds) × 10 = _____

    b. (8 thousands 2 tens) ÷ 10 = _____

2. The Carson family saved up $39,580 for a new home. The cost of their dream home is 10 times as much as they have saved. How much does their dream home cost?

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Lesson 2: Recognize a digit represents 10 times the value of what it represents in the place to its right.

1

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Name _____ Date _____

1. In the spaces provided, write the following units in standard form. Be sure to place commas where appropriate.

   a. 9 thousands 3 hundreds 4 ones _____

   b. 6 ten thousands 2 thousands 7 hundreds 8 tens 9 ones _____

   c. 1 hundred thousand 8 thousands 9 hundreds 5 tens 3 ones _____

2. Use digits or disks on the place value chart to write 26 thousands 13 hundreds.

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

   How many thousands are in the number you have written? _____

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Lesson 3: Name numbers within 1 million by building understanding of the place value chart and placement of commas for naming base thousand units.

1

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Name _____   Date _____

1. Use the place value chart below to complete the following:

   a. Label the units on the chart.

   b. Write the number 800,000 + 6,000 + 300 + 2 in the place value chart.

   c. Write the number in word form.

2. Write one hundred sixty thousand, five hundred eighty-two in expanded form.

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Lesson 4:   Read and write multi-digit numbers using base ten numerals, number names, and expanded form.

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1

Name _____   Date _____

1. Four friends played a game. The player with the most points wins. Use the information in the table below to order the number of points each player earned from least to greatest. Then, name the person who won the game.

Player Name	Points Earned
Amy	2,398 points
Bonnie	2,976 points
Jeff	2,709 points
Rick	2,699 points

2. Use each of the digits 5, 4, 3, 2, 1 exactly once to create two different five-digit numbers.

    a. Write each number on the line, and compare the two numbers by using the symbols < or >. Write the correct symbol in the circle.

    _____ ◯ _____

    b. Use words to write a comparison statement for the problem above.

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Lesson 5:   Compare numbers based on meanings of the digits using >, <, or = to record the comparison.

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1

Name _____   Date _____

1. Fill in the empty boxes to complete the pattern.

468,235			471,235	472,235	

Explain in pictures, numbers, or words how you found your answers.

2. Fill in the blank for each equation.

    a. 1,000 + 56,879 = _____   b. 324,560 – 100,000 = _____

    c. 456,080 – 10,000 = _____   d. 10,000 + 786,233 = _____

3. The population of Rochester, NY, in the 2000 Census was 219,782. The 2010 Census found that the population decreased by about 10,000. About how many people lived in Rochester in 2010? Explain in pictures, numbers, or words how you found your answer.

Name _____   Date _____

1. Round to the nearest thousand. Use the number line to model your thinking.

    a. 7,621 ≈ _____   b. 12,502 ≈ _____   c. 324,087 ≈ _____

2. It takes 39,090 gallons of water to manufacture a new car. Sammy thinks that rounds up to about 40,000 gallons. Susie thinks it is about 39,000 gallons. Who rounded to the nearest thousand, Sammy or Susie? Use pictures, numbers, or words to explain.

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Lesson 7:   Round multi-digit numbers to the thousands place using the vertical number line.

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Name _____   Date _____

1. Round to the nearest ten thousand. Use the number line to model your thinking.

   a. 35,124 ≈ _____   b. 981,657 ≈ _____

2. Round to the nearest hundred thousand. Use the number line to model your thinking.

   a. 89,678 ≈ _____   b. 999,765 ≈ _____

3. Estimate the sum by rounding each number to the nearest hundred thousand.

   257,098 + 548,765 ≈ _____

Name _____ Date _____

1. Round 765,903 to the given place value:

    Thousand   _____

    Ten thousand   _____

    Hundred thousand   _____

2. There are 16,850 Star coffee shops around the world. Round the number of shops to the nearest thousand and ten thousand. Which answer is more accurate? Explain your thinking using pictures, numbers, or words.

Lesson 9:   Use place value understanding to round multi-digit numbers to any place value.

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1

Name _____   Date _____

1. There are 598,500 Apple employees in the United States.
    a. Round the number of employees to the given place value.

    thousand: _____

    ten thousand: _____

    hundred thousand: _____

    b. Explain why two of your answers are the same.

2. A company developed a student survey so that students could share their thoughts about school. In 2011, 78,234 students across the United States were administered the survey. In 2012, the company planned to administer the survey to 10 times as many students as were surveyed in 2011. About how many surveys should the company have printed in 2012? Explain how you found your answer.

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Lesson 10:   Use place value understanding to round multi-digit numbers to any
place value using real world applications.

1

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Name _____   Date _____

1. Solve the addition problems below using the standard algorithm.

   a. $23,607$
       $+\ 2,307$

   b. $3,948$
       $+\ \ 278$

   c. $5,983 + 2,097$

2. The office supply closet had 25,473 large paper clips, 13,648 medium paper clips, and 15,306 small paper clips. How many paper clips were in the closet?

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Lesson 11:   Use place value understanding to fluently add multi-digit whole numbers using the standard addition algorithm, and apply the algorithm to solve word problems using tape diagrams.

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1

Name _____   Date _____

Model the problem with a tape diagram. Solve and write your answer as a statement.

In January, Scott earned $8,999. In February, he earned $2,387 more than in January. In March, Scott earned the same amount as in February. How much did Scott earn altogether during those three months? Is your answer reasonable? Explain.

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Lesson 12:   Solve multi-step word problems using the standard addition algorithm
modeled with tape diagrams, and assess the reasonableness of
answers using rounding.

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1

Name _____   Date _____

1. Use the standard algorithm to solve the following subtraction problems.

a.   8, 5 1 2
     − 2, 5 0 1

b.   1 8, 0 4 2
     −   4, 1 2 2

c.   8, 0 7 2
     − 1, 5 6 1

Draw a tape diagram to represent the following problem. Use numbers to solve. Write your answer as a statement. Check your answer.

2. What number must be added to 1,575 to result in a sum of 8,625?

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Lesson 13:   Use place value understanding to decompose to smaller units once
using the standard subtraction algorithm, and apply the algorithm to
solve word problems using tape diagrams.

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1

Name _____   Date _____

Use the standard algorithm to solve the following subtraction problems.

1.

    1 9 , 3 5 0
  −   5 , 7 6 1
  _____

2. $32,010 - 2,546$

Draw a tape diagram to represent the following problem. Use numbers to solve, and write your answer as a statement. Check your answer.

3. A doughnut shop sold 1,232 doughnuts in one day. If they sold 876 doughnuts in the morning, how many doughnuts were sold during the rest of the day?

Lesson 14:   Use place value understanding to decompose to smaller units up to three times using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams.

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1

Name _____ Date _____

Draw a tape diagram to model each problem and solve.

1. 956,204 − 780,169 =_____

2. A construction company was building a stone wall on Main Street. 100,000 stones were delivered to the site. On Monday, they used 15,631 stones. How many stones remain for the rest of the week? Write your answer as a statement.

Lesson 15:   Use place value understanding to fluently decompose to smaller units
multiple times in any place using the standard subtraction algorithm,
and apply the algorithm to solve word problems using tape diagrams.

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1

Name _____   Date _____

Quarterback Brett Favre passed for 71,838 yards between the years 1991 and 2011. His all-time high was 4,413 passing yards in one year. In his second highest year, he threw 4,212 passing yards.

1. About how many passing yards did he throw in the remaining years? Estimate by rounding each value to the nearest thousand and then compute.

2. Exactly how many passing yards did he throw in the remaining years?

3. Assess the reasonableness of your answer in (b). Use your estimate from (a) to explain.

Lesson 16:   Solve two-step word problems using the standard subtraction algorithm fluently modeled with tape diagrams, and assess the reasonableness of answers using rounding.

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1

Name _____   Date _____

Draw a tape diagram to represent each problem. Use numbers to solve, and write your answer as a statement.

A mixture of 2 chemicals measures 1,034 milliliters. It contains some of Chemical A and 755 milliliters of Chemical B. How much less of Chemical A than Chemical B is in the mixture?

Name _____   Date _____

Draw a tape diagram to represent the problem. Use numbers to solve, and write your answer as a statement.

Park A covers an area of 4,926 square kilometers. It is 1,845 square kilometers larger than Park B.
Park C is 4,006 square kilometers larger than Park A.

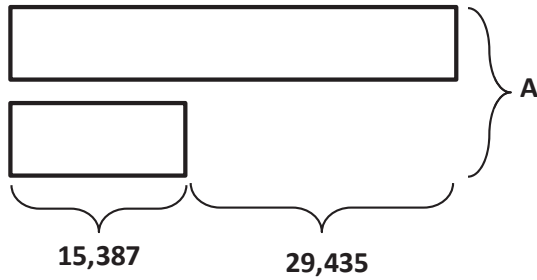1. What is the area of all three parks?

2. Assess the reasonableness of your answer.

Lesson 18:   Solve multi-step word problems modeled with tape diagrams, and
assess the reasonableness of answers using rounding.

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Name _____   Date _____

Using the diagram below, create your own word problem. Solve for the value of the variable.

1.

15,387   **29,435**

2. Using the equation below, draw a tape diagram and create your own word problem. Solve for the value of the variable.

$$248{,}798 = 113{,}205 + A + 99{,}937$$

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Lesson 19:   Create and solve multi-step word problems from given tape diagrams and equations.

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