Exit Ticket Packet
Sara lined up her centimeter cubes to find the length of the picture of the paintbrush. Sara thinks the picture of the paintbrush is 5 centimeter cubes long.

Is her answer correct? Explain why or why not.

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Lesson 1: Connect measurement with physical units by using multiple copies of the same physical unit to measure.
Matt measured his index card using a centimeter cube. He marked the endpoint of the cube as he measured. He thinks the index card is 10 centimeters long.

a. Is Matt’s work correct? Explain why or why not.

b. If you were Matt’s teacher what would you tell him?
Lesson 3 Exit Ticket

Name ___________________________ Date ________________

1. Use your centimeter ruler. What is the length in centimeters of each line?
   
   a. Line A is ______ cm long.

   Line A

   b. Line B is _____ cm long.

   Line B

   c. Line C is ______ cm long.

   Line C

2. Find the length across the center of the circle.

   The length across the circle is _________ cm.
Name ________________________________  Date __________________

1. Circle cm (centimeter) or m (meter) to show which measurement you would use to measure the length of each object.

   a. Length of a train  cm or m
   
   b. Length of an envelope  cm or m
   
   c. Length of a house  cm or m

2. Would it take more meters or more centimeters to measure the length of a playground? Explain your answer.

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   ______________________________________________________________
   ______________________________________________________________
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   ______________________________________________________________
Lesson 5 Exit Ticket

Name ___________________________ Date ________________

1. Circle the most reasonable estimate for each object.
   a. Length of a push pin
      1 cm or 1 m
   b. Length of a classroom door
      100 cm or 2 m
   c. Length of a pair of student scissors
      17 cm or 42 cm

2. Estimate the length of your desk. (Remember, the width of your pinky is about 1 cm.)
   My desk is about _____ cm long.

3. How does knowing that an unsharpened pencil is about 20 cm long help you estimate the length of your arm from your elbow to your wrist?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Lesson 5: Develop estimation strategies by applying prior knowledge of length and using mental benchmarks.

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Lesson 6 Exit Ticket

Name ___________________________ Date _______________

Measure the length of each line and compare.

Line M ___________________________

Line N ___________________________

Line O ___________________________

1. Line M is about ________ cm longer than Line O.

2. Line N is about ________ cm shorter than Line M.

3. Line N doubled would be about ________ cm (longer/shorter) than Line M.
Name _______________________________ Date _______________

Measure the lines with small paper clips and then with a centimeter ruler. Then, answer the questions below.

Line 1 ________________________________

Line 2 ________________________________

Line 3 ________________________________

a. Line 1
   _____ paper clips   _____ cm

b. Line 2
   _____ paper clips   _____ cm

c. Line 3
   _____ paper clips   _____ cm

Explain why each measurement required more centimeters than paper clips.

__________________________________________________________________________

__________________________________________________________________________

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Lesson 8 Exit Ticket

Name _______________________________________ Date ______________

1. Use the ruler below to draw one line that begins at 2 cm and ends at 12 cm. Label that line R. Draw another line that begins at 5 cm and ends at 11 cm. Label that line S.

   a. Add 3 cm to Line R and 4 cm to Line S.

   b. How long is Line R now? ______ cm

   c. How long is Line S now? ______ cm

   d. The new Line S is _____ cm (shorter/longer) than the new Line R.

[Image of a ruler with markings from 1 to 15 cm]
1. Use your string to measure the two paths. Write the length in centimeters.

Path M is ____ cm long.

Path N is ____ cm long.

2. Mandy measured the paths and said both paths are the same length. Is Mandy correct? Yes or No? ______

Explain why or why not.

_____________________________________________________________

_____________________________________________________________

3. Draw a tape diagram to compare the two lengths.
Name _____________________________  Date ___________

Steven has a black leather strip that is 13 centimeters long. He cut off 5 centimeters. His teacher gave him a brown leather strip that is 16 centimeters long. What is the total length of both strips?