Exit Ticket Packet
Lesson 1 Exit Ticket

Name ___________________________ Date _________________

Use the Animal Classification table to answer the following questions about the types of animals at the local zoo.

<table>
<thead>
<tr>
<th>Animal Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>

1. How many animals are birds, fish, or reptiles? ____

2. How many more mammals are there than fish? ____

3. How many animals were classified? ____

4. How many more animals would need to be added to the chart to have 45 animals classified? ____
Lesson 2 Exit Ticket

Lesson 2: Draw and label a picture graph to represent data with up to four categories.

Name ______________________________ Date ______________

Use grid paper to create a picture graph below using data provided in the table. Then, answer the questions.

<table>
<thead>
<tr>
<th>Fairview Park Zoo Animal Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds</td>
</tr>
<tr>
<td>8</td>
</tr>
</tbody>
</table>

Title: ____________________________

a. How many more animals are mammals than birds? _________

b. How many more animals are mammals and reptiles than birds and fish? _________

c. How many fewer animals are fish than birds? _________

Legend: ____________________________
Complete the bar graph below using data provided in the table. Then, answer the questions about the data.

<table>
<thead>
<tr>
<th>Animal Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds</td>
</tr>
<tr>
<td>7</td>
</tr>
</tbody>
</table>

Title: __________________________

a. How many more animals are fish than reptiles? _____

b. How many more fish and mammals are there than birds and reptiles? _____
Lesson 4 Exit Ticket

Complete the bar graph using the table with the types of bugs Jeremy counted in his backyard. Then, answer the following questions.

<table>
<thead>
<tr>
<th>Types of Bugs</th>
<th>Butterflies</th>
<th>Spiders</th>
<th>Bees</th>
<th>Grasshoppers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>8</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>

Title: ______________________________________

0 __ __ __ __ __ __ __ __ __ __ __ __ __ __

a. How many more spiders and grasshoppers were counted than bees and butterflies? 

   

b. If 5 more butterflies were counted, how many bugs would have been counted?

   

Lesson 4: Draw a bar graph to represent a given data set.
Lesson 5 Exit Ticket

Name ____________________________ Date ______________

Use the table to complete the bar graph. Then, answer the following questions.

<table>
<thead>
<tr>
<th>Number of Dimes</th>
<th>Lacy</th>
<th>Sam</th>
<th>Stefanie</th>
<th>Amber</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>11</td>
<td>9</td>
<td>14</td>
</tr>
</tbody>
</table>

Title: ____________________________

a. How many more dimes does Amber have than Stefanie? _____
b. How many dimes will Sam and Lacy need to save to equal Stefanie and Amber? ________

Lesson 5: Solve word problems using data presented in a bar graph.
Lesson 6: Recognize the value of coins and count up to find their total value.

Count or add to find the total value of each group of coins.
Write the value using the ¢ or $ symbol.

1. __________________  
2. ____________________

3. ____________________  
4. ____________________
Lesson 7 Exit Ticket

Name __________________________        Date ______________

Solve.

1. Greg had 1 quarter, 1 dime, and 3 nickels in his pocket. He found 3 nickels on the sidewalk. How much money does Greg have?

2. Robert gave Sandra 1 quarter, 5 nickels, and 2 pennies. Sandra already had 3 pennies and 2 dimes. How much money does Sandra have now?
Name ____________________________ Date ______________

Solve.

1. Josh had 3 five-dollar bills, 2 ten-dollar bills, and 7 one-dollar bills. He gave Suzy 1 five-dollar bill and 2 one-dollar bills. How much money does Josh have left?

2. Jeremy has 3 one-dollar bills and 1 five-dollar bill. Jessica has 2 ten-dollar bills and 2 five-dollar bills. Sam has 2 ten-dollar bills and 4 five-dollar bills. How much money do they have together?
Name __________________________________________ Date ________________

Smith has 88 pennies in his piggy bank. Write two other coin combinations he could have that would equal the same amount.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
Lesson 10 Exit Ticket

Lesson 10: Use the fewest number of coins to make a given value.

Name ____________________________ Date ________________

1. Show 36 cents two ways. Use the fewest possible coins on the right below.

   Fewest coins:

2. Show 74 cents two ways. Use the fewest possible coins on the right below.

   Fewest coins:
Lesson 11 Exit Ticket

Name ____________________________ Date ________________

Solve.
1. \(100\,\text{¢} - 46\,\text{¢} = \) __________

2. __________ + 64\,\text{¢} = 100\,\text{¢}

3. __________ + 13 cents = 100 cents

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Name ______________________________________ Date ________________

Solve using the arrow way, a number bond, or a tape diagram.

Jacob bought a piece of gum for 26 cents and a newspaper for 61 cents. He gave the cashier $1. How much money did he get back?
Name ________________________________ Date ______________

Solve with a tape diagram and number sentence.

Gary went to the store with 4 ten-dollar bills, 3 five-dollar bills, and 7 one-dollar bills. He bought a sweater for $26. What bills did he leave the store with?
Lesson 14 Exit Ticket

Name ________________________________ Date ________________

Measure the lines below with an inch tile.

Line A __________________________________________

Line A is about ________ inches.

Line B __________________________________________

Line B is about ________ inches.

Line C __________________________________________

Line C is about ________ inches.

Lesson 14: Connect measurement with physical units by using iteration with an inch tile to measure.

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Lesson 15 Exit Ticket

Name _______________________________          Date __________________

Measure and label the sides of the shape below.

Side A is ____ inches.

Side B is ____ inches.  Side C is ____ inches.

Side D is ____ inches.

What is the sum of the length of Side B and the length of Side C? ________ inches
Lesson 16: Measure various objects using inch rulers and yardsticks.

Name _______________________________  Date ________________

Circle the unit that would best measure each object.

<table>
<thead>
<tr>
<th>Object</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marker</td>
<td>inch / foot / yard</td>
</tr>
<tr>
<td>Height of a car</td>
<td>inch / foot / yard</td>
</tr>
<tr>
<td>Birthday card</td>
<td>inch / foot / yard</td>
</tr>
<tr>
<td>Soccer field</td>
<td>inch / foot / yard</td>
</tr>
<tr>
<td>Length of a computer screen</td>
<td>inch / foot / yard</td>
</tr>
<tr>
<td>Height of a bunk bed</td>
<td>inch / foot / yard</td>
</tr>
</tbody>
</table>
Estimate the length of each item by using a mental benchmark. Then, measure the item using feet, inches, or yards.

<table>
<thead>
<tr>
<th>Item</th>
<th>Mental Benchmark</th>
<th>Estimation</th>
<th>Actual Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Length of an eraser</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Width of this paper</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 18 Exit Ticket 2•7

Lesson 18: Measure an object twice using different length units and compare; relate measurement to unit size.

Name ___________________________________________ Date __________________

Measure the lines in inches and centimeters. Round the measurements to the nearest inch or centimeter.

1. ____________________________________________

______ cm ________ in

2. ____________________________________________

______ cm ________ in
Lesson 19: Measure to compare the differences in lengths using inches, feet, and yards.

Name ________________________________ Date __________________

Measure the set of lines in inches, and write the length on the line. Complete the comparison sentence.

Line A __________________________________________

Line B __________________________________________

Line A measured about ____ inches. Line B measured about ____ inches.

Line A is about _____ inches longer/shorter than Line B.
Name ___________________________  Date ________________

Solve using a tape diagram. Use a symbol for the unknown.

Jasmine has a jump rope that is 84 inches long. Marie’s is 13 inches shorter than Jasmine’s. What is the length of Marie’s jump rope?
Name ________________________________  Date ________________

Find the value of the point on each number line marked by a letter.

1. Each unit has a length of ____________ centimeters.
   \[ A = \__\__\__\__\__\__\__\__\__\__\__\__\__\]

2. What is the difference between the two endpoints? _____________.
   \[ B = \__\__\__\__\__\__\__\__\__\__\__\__\__\]

Lesson 21: Identify unknown numbers on a number line diagram by using the distance between numbers and reference points.
Each unit length on both number lines is 20 centimeters.
(Note: Number lines are not drawn to scale.)

1. Show 20 centimeters more than 25 centimeters on the number line.

   \[\text{Number line}\]

2. Show 40 centimeters less than 45 centimeters on the number line.

   \[\text{Number line}\]

3. Write an addition or a subtraction sentence to match each number line.
1. The lines below have been measured for you. Record the data using tally marks on the table provided, and answer the questions below.

<table>
<thead>
<tr>
<th>Line</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5 inches</td>
</tr>
<tr>
<td>B</td>
<td>6 inches</td>
</tr>
<tr>
<td>C</td>
<td>4 inches</td>
</tr>
<tr>
<td>D</td>
<td>6 inches</td>
</tr>
<tr>
<td>E</td>
<td>3 inches</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Line Length</th>
<th>Number of Lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorter than 5 inches</td>
<td></td>
</tr>
<tr>
<td>5 inches or longer</td>
<td></td>
</tr>
</tbody>
</table>

2. If 8 more lines were measured to be longer than 5 inches and 12 more lines were measured to be shorter than 5 inches, how many tallies would be in the chart?

____________________________________________________________
Use the data in the table to create a line plot.

**Length of Crayons in a Class Bin**

<table>
<thead>
<tr>
<th>Crayon Length (inches)</th>
<th>Number of Crayons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>111</td>
</tr>
<tr>
<td>2</td>
<td>1111</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Crayon Length (inches)
Lesson 25 Exit Ticket

Name ________________________________ Date ________________

Answer the questions using the line plot below.

Number of Students in Each Grade at the School Baseball Game

1. How many students went to the baseball game? _____________

2. What is the difference between the number of first-grade students and the number of fourth-grade students who went to the baseball game? _____________

3. Come up with a possible explanation for why most of the students who attended are in the upper grades.

________________________________________________________________________

________________________________________________________________________
Use the data in the table provided to create a line plot. The table below describes the heights of second-grade students on the soccer team.

<table>
<thead>
<tr>
<th>Height (inches)</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>3</td>
</tr>
<tr>
<td>36</td>
<td>4</td>
</tr>
<tr>
<td>37</td>
<td>7</td>
</tr>
<tr>
<td>38</td>
<td>8</td>
</tr>
<tr>
<td>39</td>
<td>6</td>
</tr>
<tr>
<td>40</td>
<td>5</td>
</tr>
</tbody>
</table>

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