Exit Ticket Packet
Name ________________________________ Date __________________

Use the RDW process to solve the problem below. Use a letter to represent the unknown.

Sandra keeps her sticker collection in 7 albums. Each album has 40 stickers in it. She starts a new album that has 9 stickers in it. How many total stickers does she have in her collection?
Use the RDW process to solve the problem below. Use a letter to represent the unknown.

Jaden’s bottle contains 750 milliliters of water. He drinks 520 milliliters at practice and then another 190 milliliters on his way home. How many milliliters of water are left in Jaden’s bottle when he gets home?
Use the RDW process to solve the problem below. Use a letter to represent the unknown.

Twenty packs of fruit snacks come in a box. Each pack weighs 6 ounces. Students eat some. There are 48 ounces of fruit snacks left in the box. How many ounces of fruit snacks did the students eat?
List as many attributes as you can to describe each polygon below.

1. M

2. N
Name ____________________________ Date ________________

Jonah draws the polygon below. Use your ruler and right angle tool to measure his polygon. Then, answer the questions below.

1. Is Jonah’s polygon a regular polygon? Explain how you know.

2. How many right angles does his polygon have? Circle the right angles on his polygon.

3. How many sets of parallel lines does his polygon have?

4. What is the name of Jonah’s polygon?
Name ____________________________ Date __________________

Use a ruler and a right angle tool to help you draw a shape that matches the attributes of Jeanette’s shape. Label your drawing to explain your thinking.

Jeanette says her shape has 4 right angles and 2 sets of parallel sides. It is not a regular quadrilateral.
Use your tetrominoes to make a rectangle that has an area of 20 square units. Then, color the grid to show how you made your rectangle. You may use the same tetromino more than once.
Name ____________________________ Date ____________________

Choose three shapes from your tangram puzzle. Trace them below. Label the name of each shape, and describe at least one attribute that they have in common.
Name ________________________________  Date __________________

Nancy uses her tangram pieces to make a trapezoid without using the square piece. Below, sketch how she might have created her trapezoid.
Jason paints the outside edges of a rectangle purple. Celeste paints the inside of the rectangle yellow.

1. Use your crayons to color the rectangle that Jason and Celeste painted.

2. Which color represents the perimeter of the rectangle? How do you know?
Name ____________________________ Date ________________

Estimate to draw at least four copies of the given regular hexagon to make a new shape, without gaps or overlaps. Outline the perimeter of your new shape with a highlighter. Shade in the area with a colored pencil.
Lesson 12:
Measure side lengths in whole number units to determine the perimeter of polygons.

Exit Ticket

Name ________________________________ Date __________________

Measure and label the side lengths of the shape below in centimeters. Then, find the perimeter.

Perimeter = ______________________________________________________________________

= ______ cm
Which shape below has the greater perimeter? Explain your answer.

Shape A

Shape B
Travis traces a regular pentagon on his paper. Each side measures 7 centimeters. He also traces a regular hexagon on his paper. Each side of the hexagon measures 5 centimeters. Which shape has a greater perimeter? Show your work.
Marlene ropes off a square section of her yard where she plants grass. One side length of the square measures 9 yards. What is the total length of rope Marlene uses?
Use your string to find the perimeter of the shape below to the nearest quarter inch.
Lesson 17 Exit Ticket

Label the unknown side lengths. Then, find the perimeter of the shaded rectangle.

Name ___________________________ Date ________________

12 m

5 m

a m

b m

6 m

14 m

12 m
Lesson 18 Exit Ticket

Name ____________________________________________ Date __________________

Tessa uses square-centimeter tiles to build rectangles with an area of 12 square centimeters. She draws the rectangles as shown below. Label the unknown side lengths of each rectangle. Then, find the perimeter of each rectangle.

12 cm

____ cm

P = ______

3 cm

____ cm

P = ______

6 cm

____ cm

P = ______
Use unit square tiles to make rectangles for the given number of unit squares. Complete the chart to show how many rectangles you made for the given number of unit squares. You might not use all the spaces in the chart.

<table>
<thead>
<tr>
<th>Number of unit squares</th>
<th>Number of rectangles I made</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Width</th>
<th>Length</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Name ________________________________________ Date __________________

Use your square unit tiles to build as many rectangles as you can with a perimeter of 8 units.

a. Estimate to draw your rectangles below. Label the side lengths of each rectangle.

b. Find the areas of the rectangles in part (a) above.
On the grid below, shade and label at least two different rectangles with a perimeter of 20 centimeters.
Suppose you have a rectangle with a perimeter of 2 cm. What can you conclude about the side lengths? Can all 4 sides of the rectangle measure a whole number of centimeters?
Adriana traces a regular triangle to create the shape below. The perimeter of her shape is 72 centimeters. What are the side lengths of the triangle?
Estimate to draw three different rectangles with a perimeter of 16 centimeters. Label the width and length of each rectangle.
Lesson 25 Exit Ticket

Name ___________________________________________ Date _________________________

1. Sketch rectangles with the following perimeters. Label the side lengths.
   a. 22 cm

   b. 30 cm

2. Explain the steps you took to create the rectangles with the given perimeters.
Name ____________________________ Date ______________

1. Use string to help you sketch a circle with a perimeter of about 15 centimeters.

2. Estimate to draw a rectangle with a perimeter of 15 centimeters. Label the width and length.
Lesson 27: Exit Ticket

1. Record the perimeters and areas of Rectangles A and B in the chart below.

<table>
<thead>
<tr>
<th>Rectangle:</th>
<th>Width and Length:</th>
<th>Perimeter</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>_______ cm by _______ cm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>_______ cm by _______ cm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What is the same about Rectangles A and B? What is different?
Jennifer measures her rectangular sandbox and finds the width is 8 feet and the length is 6 feet.

a. Estimate to draw Jennifer’s sandbox, and label the side lengths.

b. What is the area of Jennifer’s sandbox?

c. What is the perimeter of Jennifer’s sandbox?
Jeannette draws four identical squares as shown below to make a new, larger square. The length of one of the small square sides is 8 centimeters. What is the perimeter of the new, larger square?
Jayden solves the problem as shown below.

The recreation center soccer field measures 35 yards by 65 yards. Chris dribbles the soccer ball around the field 4 times. What is the total number of yards Chris dribbles the ball?

1. What strategies did Jayden use to solve this problem?

2. What did Jayden do well?
Marty shades the square as shown below and says one-half of the big square is shaded. Do you agree? Why or why not?
Name ___________________________ Date ____________________

Riddian shades a circle as shown below.

1. Is Riddian’s shape about one-half shaded? How do you know?

2. Estimate to shade about one-half of the circle in an unusual way.

Lesson 32: Explore and create unconventional representations of one-half.
Name __________________________ Date ______________

What fluency activity helped you the most in becoming fluent with your multiplication and division facts this year? Write three or four sentences to explain what made it so useful.