



**THIRD SPACE  
LEARNING**

# Exit Tickets

**Domain: Measurement and Data**

**4th grade**

# Exit Tickets

Name: .....

Standard: 4.MD.A.1

Directions: Choose the best answer.

Focus: Know relative sizes of measurement units within one system of units

1. What is the best estimate for the length of a paperclip?
  - a. 3 mm
  - b. 3 cm
  - c. 3 m
  - d. 3 km
2. What is the best estimate for the weight of a moving truck?
  - a. 5 ounces
  - b. 5 pounds
  - c. 5 tons
3. What is the best estimate for the distance of a one-day hike?
  - a. 10 inches
  - b. 10 feet
  - c. 10 yards
  - d. 10 miles



Name: .....

Standard: 4.MD.A.1

Directions: Convert each measurement.

Focus: Express measurements in a larger unit in terms of a smaller unit

- a. 12 km = \_\_\_\_\_ m
- b. 8 lb = \_\_\_\_\_ oz
- c. 24 L = \_\_\_\_\_ ml
- d. 39 m = \_\_\_\_\_ cm
- e. 18 hours = \_\_\_\_\_ minutes
- f. 9 kg = \_\_\_\_\_ g



## Exit Tickets

Name: .....

Standard: 4.MD.A.1

Focus: Record measurement equivalents in a two column table

Directions: Complete each table.

a.

feet	inches
1	
	24
	36
5	
	96
10	

b.

meters	centimeters
	400
6	
	900
15	
26	
	3,000



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Name: .....

Standard: 4.MD.A.2

Focus: Solve word problems involving different types of measurements

Directions: Solve each word problem.

a. A farmer gives each of his 12 horses 11 gallons of water each day. How many quarts of water does he give to all of his horses each day?

b. Alex spent  $1\frac{1}{2}$  hours on his math homework and 2 hours on his reading homework. How many minutes did he spend on his homework in all?



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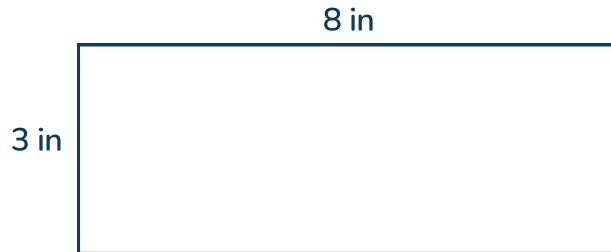
## Exit Tickets

Name: .....

Standard: 4.MD.A.3

Focus: Apply the area and perimeter formulas for rectangles

a. Find the perimeter of the rectangle.



Perimeter = \_\_\_\_\_ inches

b. Find the area of the rectangle.



Area = \_\_\_\_\_ square feet

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Name: .....

Standard: 4.MD.B.4

Focus: Make a line plot to display a data set of measurements in fractions of a unit

Directions: Each student in a 4th grade classroom measured the length of their pencil. The data is shown below. Create a line plot to represent the data.

 $4\frac{1}{2}$   $5\frac{1}{8}$   $4\frac{1}{4}$  6  $4\frac{1}{2}$   $5\frac{1}{8}$   $5\frac{1}{2}$   $5\frac{1}{2}$   $4\frac{1}{2}$   $4\frac{1}{4}$  5  $5\frac{3}{4}$   $5\frac{3}{4}$   $4\frac{7}{8}$   $5\frac{1}{2}$  4  $5\frac{1}{4}$   $4\frac{7}{8}$  5

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## Exit Tickets

Name: .....

Standard: 4.MD.B.4

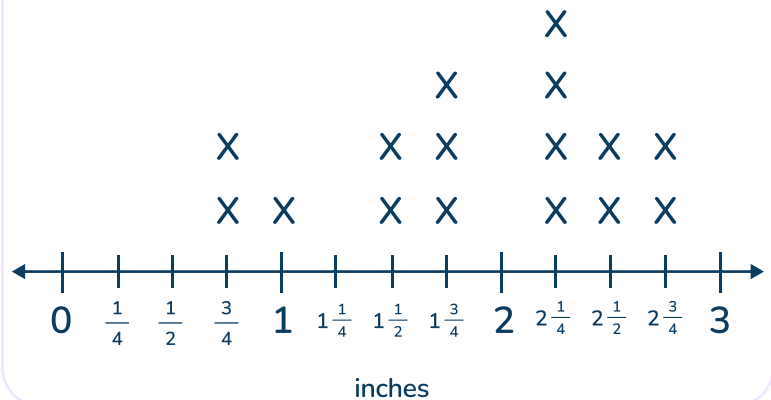
Focus: Solve problems involving addition and subtraction of fractions by using information presented in line plots

Directions: Answer each question about the line plot.

a. What is the difference between the tallest plant and the shortest plant?

b. What is the difference between the most common plant height and the least common plant height?

Plant height after 2 weeks

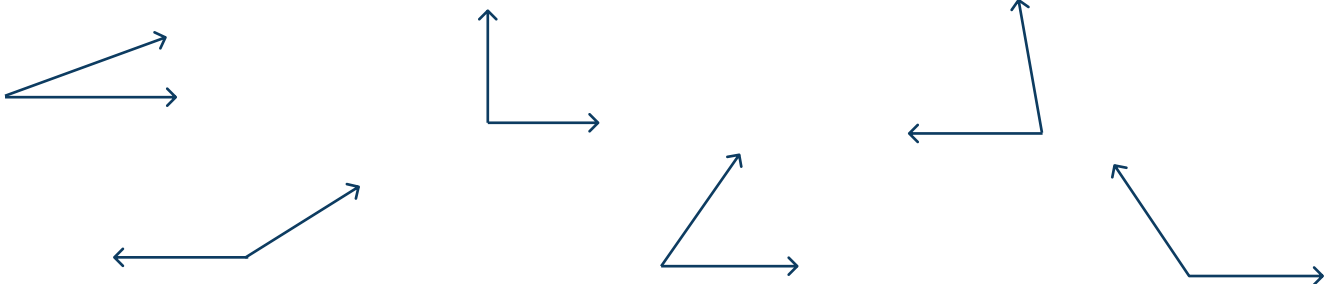

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Name: .....

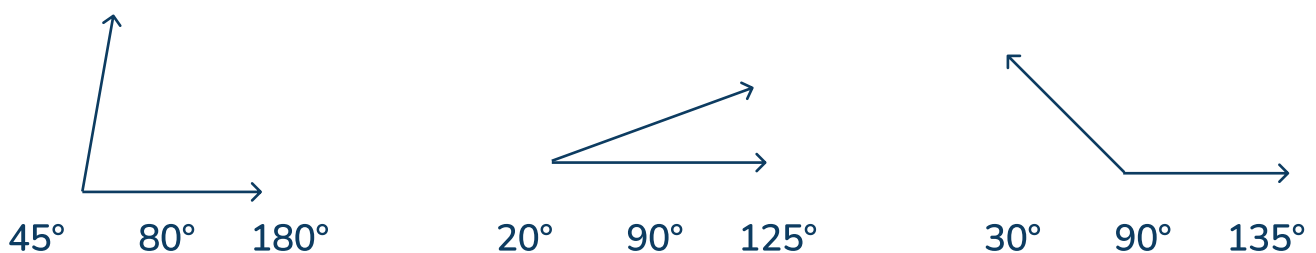
Standard: 4.MD.C.5

Focus: Understand concepts of angles and angle measurement

1. Circle the acute angles.



2. Circle the best estimate of each angle measure.


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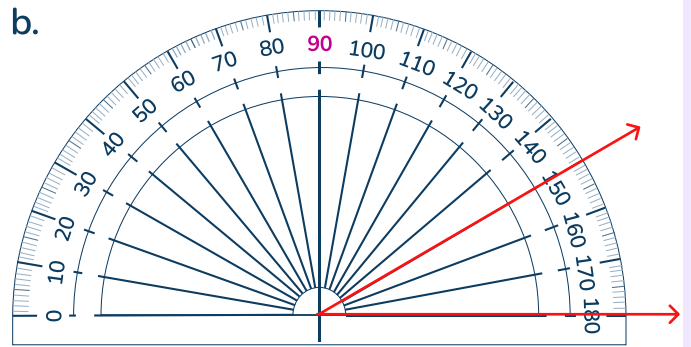
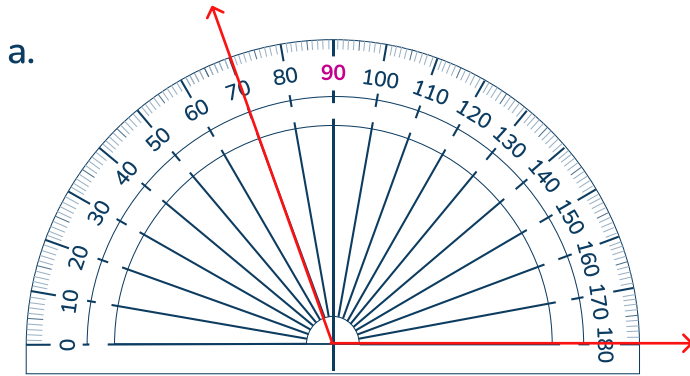
# Exit Tickets

Name: .....

Standard: 4.MD.C.6

Focus: Measure angles in whole-number degrees using a protractor

Directions: Write the measure of each angle.

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Name: .....

Standard: 4.MD.C.6

Focus: Sketch angles of specified measure

Directions: Use a protractor to draw each angle.

a. Draw a  $45^\circ$  angle.b. Draw a  $125^\circ$  angle. THIRD SPACE LEARNING

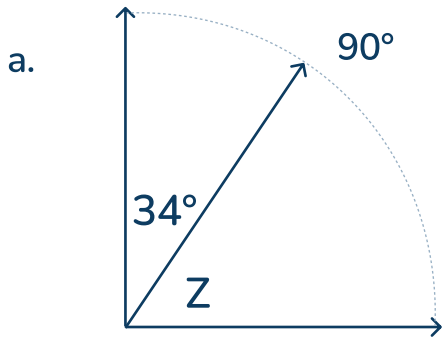
## Exit Tickets

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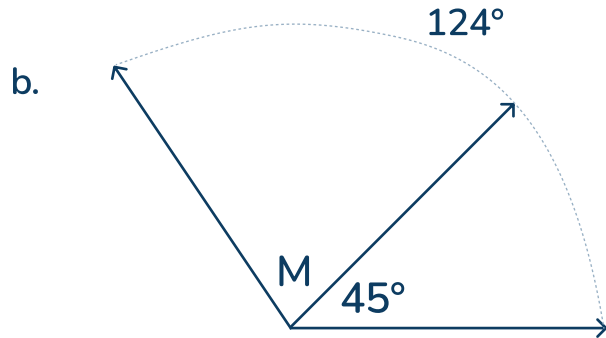
Standard: 4.MD.C.7

Focus: Recognize angle measure as additive

Directions: Find the measure of each missing angle.



$$\angle Z = \underline{\hspace{2cm}}$$



$$\angle M = \underline{\hspace{2cm}}$$

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Name: .....

Standard: 4.MD.C.7

Focus: Recognize angle measure as additive

Directions: Find the total measure of each angle.

Q •      • T

E •

H •

R •

S •

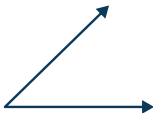

F •

G •

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Standard	Answer(s)																												
4.MD.A.1	1. (b) 3 cm 2. (c) 5 tons 3. (d) 10 miles																												
4.MD.A.1	a. 12,000 m b. 128 oz c. 24,000 ml d. 3,900 cm e. 1,080 minutes f. 9,000 g																												
4.MD.A.1	a. <table border="1"> <thead> <tr> <th>Feet</th><th>Inches</th></tr> </thead> <tbody> <tr><td>1</td><td>12</td></tr> <tr><td>2</td><td>24</td></tr> <tr><td>3</td><td>36</td></tr> <tr><td>5</td><td>60</td></tr> <tr><td>8</td><td>96</td></tr> <tr><td>10</td><td>120</td></tr> </tbody> </table> b. <table border="1"> <thead> <tr> <th>Meters</th><th>Centimeters</th></tr> </thead> <tbody> <tr><td>4</td><td>400</td></tr> <tr><td>6</td><td>600</td></tr> <tr><td>9</td><td>900</td></tr> <tr><td>15</td><td>1,500</td></tr> <tr><td>26</td><td>2,600</td></tr> <tr><td>30</td><td>3,000</td></tr> </tbody> </table>	Feet	Inches	1	12	2	24	3	36	5	60	8	96	10	120	Meters	Centimeters	4	400	6	600	9	900	15	1,500	26	2,600	30	3,000
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4.MD.A.2	a. 528 quarts b. 210 minutes																												
4.MD.A.3	1. Perimeter = 22 inches 2. Area = 48 square feet																												



Standard	Answer(s)
4.MD.B.4	<p>Note: Students may label the number line in all eighths - this is okay as long as they can determine which fractions on the line are equivalent to the fractions shown in the data.</p>
4.MD.B.4	<p>a. 2 inches b. 1 <math>\frac{1}{4}</math> inches</p>
4.MD.B.5	<p>a. Circle the acute angles.</p> <p>b. Circle the best estimate of each angle measure.</p>
4.MD.B.6	<p>a. <math>110^\circ</math> b. <math>30^\circ</math></p>
4.MD.B.6	<p>a. </p> <p>b. </p> <p>Note: angles may face any direction</p>
4.MD.B.7	<p>a. <math>\angle Z = 56^\circ</math> b. <math>\angle M = 79^\circ</math></p>
4.MD.C.7	<p>a. <math>\angle QRS = 101^\circ</math> b. <math>\angle EFG = 80^\circ</math></p>






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- ✓ Scaffolded learning to close gaps

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