



**THIRD SPACE
LEARNING**

Exit Tickets

Domain: Number and
Operations in Base Ten

2nd grade

Exit Tickets

Name:

Directions: Fill in the information about the number in the place value chart.

Standard: 2.NBT.1

Focus: Understand that the digits of a three-digit number represent hundreds, tens, and ones

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There are hundreds.

There are tens.

There are ones.

Write the number:



Name:

Directions: Count forward or backward by 1 to fill in the missing numbers.

Standard: 2.NBT.A.2

Focus: Count within 1000

a. 189, , , 192 , , , , 196 ,

b. , 350 , , , , , 345 , ,

c. , 993 , , , , 997 , , ,



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Standard: 2.NBT.A.2

Focus: Skip-count by 5s, 10s, and 100s

a. Count by 5.

900 , , , , , , ,

b. Count by 10.

550 , , , , , , ,

c. Count by 100.

200 , , , , , , ,

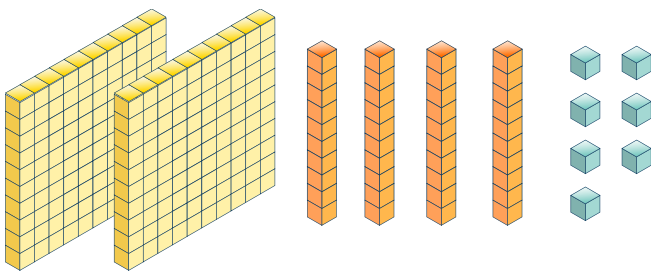


Name:

Standard: 2.NBT.A.3

Focus: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form

Directions: Write the number represented below in numerals, number names, and expanded form.



a. Numerals:

b. Number names:

c. Expanded form:



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Standard: 2.NBT.A.4

Focus: Compare two three-digit numbers

Directions: Compare the numbers by writing $<$, $>$, or $=$ in each circle.

a. 927  729

b. 703  730

c. 832  823

d. 548  458



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Name:

Standard: 2.NBT.B.5

Focus: Fluently add and subtract within 100

Directions: Solve each equation.

a. $38 + 27 =$

b. $49 - 36 =$



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Name:

Standard: 2.NBT.B.6

Focus: Add up to four two-digit numbers

Directions: Solve the equation.

$$42 + 17 + 23 + 15 =$$



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Name:

Standard: 2.NBT.B.7

Focus: Add and subtract within 1000

Directions: Solve each equation using any strategy.

a. $517 + 245 =$

b. $708 - 436 =$



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Name:

Standard: 2.NBT.B.8

Focus: Mentally add or subtract 10 or 100 from a given number 100-900

Directions: Fill in the blank to complete each equation.

a. $265 + 10 = \underline{\hspace{2cm}}$

b. $154 + \underline{\hspace{2cm}} = 254$

c. $537 + 100 = \underline{\hspace{2cm}}$

d. $882 + 10 = \underline{\hspace{2cm}}$

e. $721 + \underline{\hspace{2cm}} = 731$

f. $311 + \underline{\hspace{2cm}} = 411$



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Name:

Standard: 2.NBT.B.9

Focus: Explain why addition and subtraction strategies work

Directions: Solve each problem, then answer the questions.

a. $67 + 15 =$

b. $49 - 28 =$

Did you need to regroup? Why or why not?

Did you need to regroup? Why or why not?



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Standard	Answer(s)
2.NBT.A.1	There are 6 hundreds. There are 8 tens. There are 3 ones. Write the number: 683
2.NBT.A.2	a. 189 , 190 , 191 , 192 , 193 , 194 , 195 , 196 , 197 b. 351 , 350 , 349 , 348 , 347 , 346 , 345 , 344 , 343 c. 992 , 993 , 994 , 995 , 996 , 997 , 998 , 999 , 1,000
2.NBT.A.2	a. Count by 5. 900 , 905 , 910 , 915 , 920 , 925 , 930 b. Count by 10. 550 , 560 , 570 , 580 , 590 , 600 , 610 c. Count by 100. 200 , 300 , 400 , 500 , 600 , 700 , 800
2.NBT.A.3	a. 247 b. Two hundred forty-seven c. $(2 \times 100) + (4 \times 10) + (7 \times 1)$
2.NBT.A.4	a. > b. < c. > d. >
2.NBT.B.5	a. 65 b. 13
2.NBT.B.6	97




Standard	Answer(s)
2.NBT.B.7	a. 762 b. 272
2.NBT.B.8	a. 275 b. 100 c. 637 d. 892 e. 10 f. 100
2.NBT.B.9	<p>a. 82 Yes, we need to regroup because when we add the digits in the ones place ($7 + 5$), we get 12. Since this is greater than 10, we need to carry 1 ten to the tens place. So we put the 2 in the ones place, then carry the ten to add with the digits in the tens column.</p> <p>b. 21 No, we do not need to regroup. We start with the digits in the ones place and subtract ($9 - 8$) then the numbers in tens place ($4 - 2$). We would only need to regroup or borrow if the digit in the first number was less than the digit in the second number.</p> <p>Note: explanations may vary</p>

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