THIRD SPACE LEARNING

Exit Tickets

Domain: The Number System

6th grade

Exit Tickets

Name: .....

Standard: 6.NS.A.1

Focus: Compute quotients of fractions

Directions: Find the quotients.

a. $\frac{2}{5} \div \frac{1}{2} = \frac{\square}{\square}$

b. $\frac{5}{8} \div \frac{2}{3} = \frac{\square}{\square}$

c. $\frac{3}{4} \div \frac{3}{8} = \frac{\square}{\square}$

d. $\frac{2}{3} \div \frac{4}{5} = \frac{\square}{\square}$

Name: .....

Standard: 6.NS.A.1

Focus: Solve word problems involving division of fractions by fractions

Directions: Solve each word problem.

a. Violet has $\frac{2}{5}$ yard of ribbon. How many $\frac{1}{10}$ yard pieces can she cut?

b. A baker uses $\frac{3}{4}$ cups sugar to make 1 batch of cookies. Today he used $7\frac{1}{8}$ cups of sugar. How many batches of cookies did the baker make?

Exit Tickets

Name: .....

Standard: 6.NS.B.2

Focus: Divide multi-digit numbers using the standard algorithm

Directions: Find each quotient using the standard algorithm.

a. $26 \overline{)5278}$

b. $51 \overline{)16677}$

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Name: .....

Standard: 6.NS.B.3

Focus: Add and subtract multi-digit decimals

Directions: Solve each equation.

a. 921.057 + 84.53

b. 65.09 – 18.526

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Name: .....

Standard: 6.NS.B.3

Focus: Multiply and divide multi-digit decimals

Directions: Solve each equation.

a. 46.57×8.1

b. $1287.622 \div 13.72$

THIRD SPACE LEARNING

Name: .....

Standard: 6.NS.B.4

Focus: Find the greatest common factor and the least common multiple of two whole numbers

Directions: Fill in the blanks below.

a. Find the greatest common factor of 12 and 30.

Factors of 12 _____

Factors of 30 _____

The greatest common factor is _____

b. Find the least common multiple of 4 and 6.

Multiples of 4 _____

Multiples of 6 _____

The least common multiple is _____

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Name: .....

Standard: 6.NS.B.4

Focus: Use the distributive property to show the sum of two whole numbers in different ways

1. Which expression is equivalent to 54 + 18?

   a. 6(5 + 3) b. 9(6 + 2) c. 6(9 × 3) d. 3(18 + 1)

2. Which expression is equivalent to 35 + 10?

   a. 7(5 + 2) b. 5(7 + 3) c. 7(5 × 2) d. 5(7 + 2)

3. Use the distributive property to write an expression that is equivalent to 48 + 12.

Name: .....

Directions: Answer each question below.

Standard: 6.NS.C.5

Focus: Use positive and negative numbers to represent quantities in real-world contexts

a. On Saturday in Fairbanks, Alaska, the temperature was 6°F. On Sunday, it was –3°F. How much warmer was it on Saturday than on Sunday?

b. Sarah opened a new bank account and deposited $500. The next day, the bank made an error and subtracted $650 from her account. What is her new balance?

Exit Tickets

Name: .....

Standard: 6.NS.C.6a

Focus: Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line

a. Plot the opposite of 4 on the number line.

b. Plot the opposite of 1 on the number line.

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Name: .....

Standard: 6.NS.C.6b

Focus: Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane

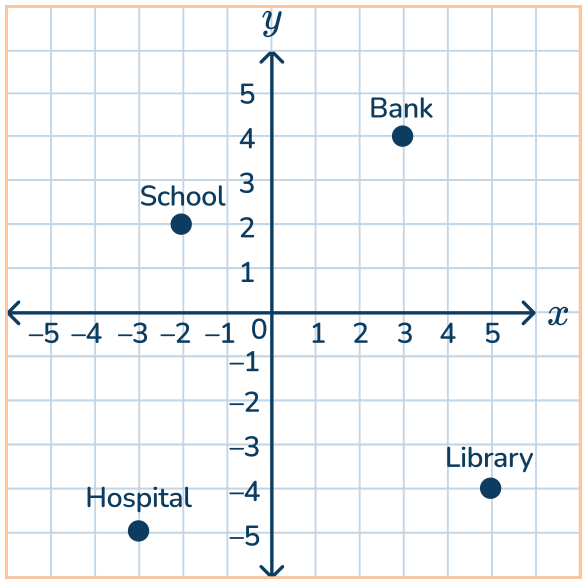
Directions: Use the graph to answer each question.

a. What quadrant is the school located in?

b. What quadrant is the library located in?

c. If the school is reflected across the x-axis, what will the coordinates be?

d. If the hospital is reflected across the y-axis, what will the coordinates be?



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Name: .....

Standard: 6.NS.C.6c

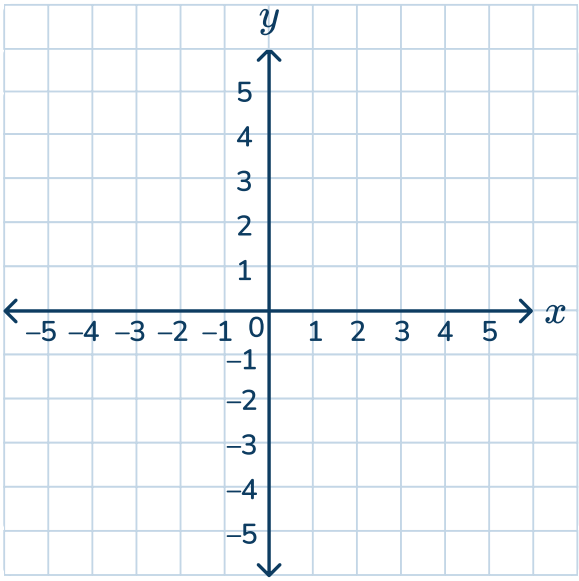
Focus: Find and position integers and other rational numbers on a horizontal or vertical number line diagram and a coordinate plane

a. Label the following numbers on the vertical number line:

3 –4 0 –2

b. Graph the following points on the coordinate plane to the right:

(4, –1) (–3, 2) (1, 2) (–5, –4)



Name: .....

Standard: 6.NS.C.7a

Focus: Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram

Directions: Compare the numbers by writing <, >, or = in each circle. Use the number line to help you.

a. –4 ◯ 3

b. 1 ◯ –5

c. –2 ◯ –6

d. –7 ◯ 7

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Name: .....

Directions: Solve each word problem.

Standard: 6.NS.C.7b

Focus: Write, interpret, and explain statements of order for rational numbers in real-world contexts

a. Fiona reads in a textbook that a species of birds migrates at a rate of $\frac{1}{5}$ of a mile per day, but a website says that the same species migrates at a rate of 0.18 miles per day. Which source suggests a faster migration rate for the birds? How do you know?

b. The temperature in City A is –15 degrees Celsius, and in City B, it's –9 degrees Celsius. Which city has the higher temperature? How do you know?

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Name: .....

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

Standard: 6.NS.C.7c

Focus: Understand the absolute value of a rational number

a. $|-8|$ ◯ 6

b. $|-2.76|$ ◯ 2.76

c. $\frac{1}{4}$ ◯ $\left|\frac{-1}{2}\right|$

d. $|-3|$ ◯ -3

e. Put the following numbers in order from least to greatest.

$|-5|$ 0 $\left|\frac{-1}{2}\right|$ 2 -4

_____, _____, _____ _____, _____

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Name: .....

Standard: 6.NS.C.7d

Focus: Distinguish comparisons of absolute value from statements about order

Directions: Answer each question by circling the correct response.

a. A city in Alaska has a temperature that is less than –10° C. Is the temperature less than or greater than 10° away from freezing (0°)?

less than greater than

b. A bank account has a balance of less than –$50. Does the account balance have a debt that is less than or greater than $50?

less than greater than

THIRD SPACE LEARNING

Name: .....

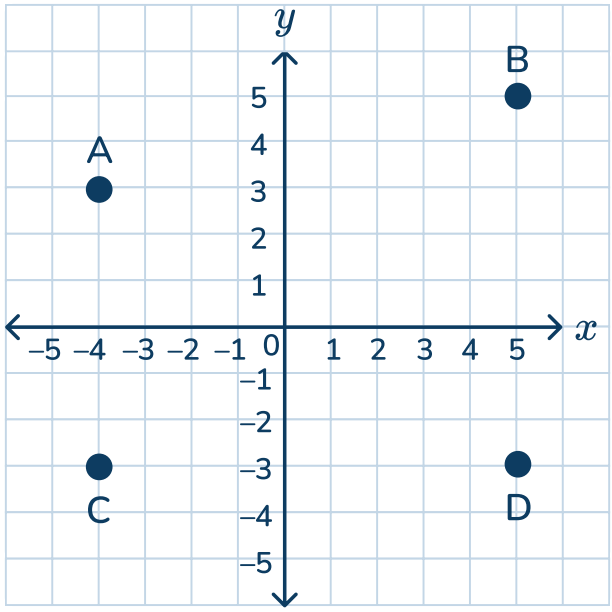
Standard: 6.NS.C.8

Focus: Graph points in all four quadrants of the coordinate plane; find distances between points

a. Name the coordinates of each point.

A: _____ B: _____

C: _____ D: _____



b. What is the distance between point A and C?

c. What is the distance between point C and D?

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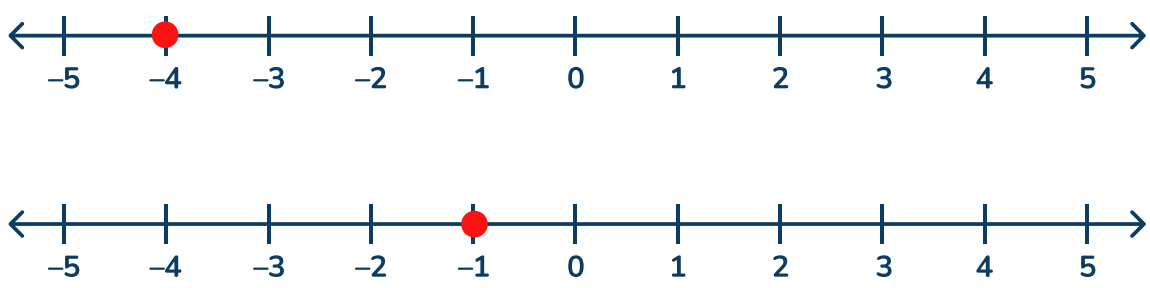
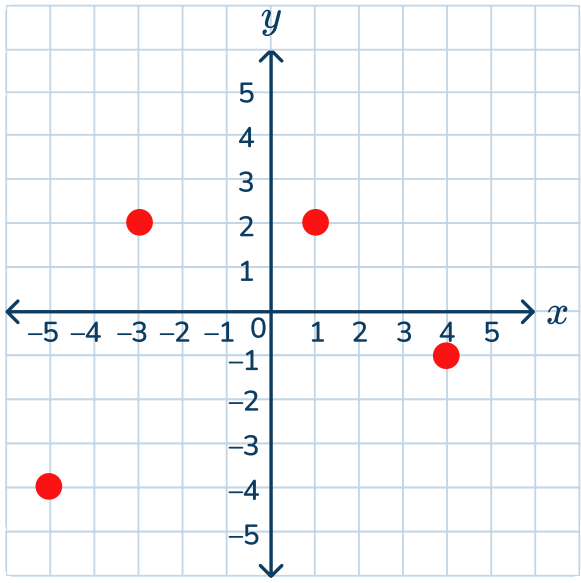
Standard	Answer(s)
6.NS.A.1	a. $\frac{4}{5}$ b. $\frac{15}{16}$ c. 2 d. $\frac{10}{12}$ or $\frac{5}{6}$
6.NS.A.1	a. Violet can cut 4 pieces of ribbon. b. The baker made $9\frac{1}{2}$ batches of cookies.
6.NS.B.2	a. 203 b. 327
6.NS.B.3	a. 1005.587 b. 46.564
6.NS.B.3	a. 377.217 b. 93.85
6.NS.B.4	a. Factors of 12: 1, 2, 3, 4, 6, 12 Factors of 30 1, 2, 3, 5, 6, 10, 15, 30 The greatest common factor is 6 b. Multiples of 4: 4, 8, 12, 16, 20, 24, 28, 32, 36, 40... Multiples of 6 6, 12, 18, 24, 30, 36, 42, 48, 54, 60... The least common multiple is 12
6.NS.B.4	a. B b. D c. Example answer: 6(8 + 2)
6.NS.C.5	a. It was 9° warmer on Saturday than Sunday. b. Her balance is –$150.

Standard	Answer(s)
6.NS.C.6a	
6.NS.C.6b	a. Quadrant II b. Quadrant IV c. (–2, –2) d. (3, –5)
6.NS.C.6c	a.  b. 
6.NS.C.7a	a. –4 < 3 b. 1 > –5 c. –2 > –6 d. –7 < 7

Standard	Answer(s)
6.NS.C.7b	a. The textbook suggests a faster rate because $\frac{1}{5} > 0.18$ b. City B has the higher temperature because $-9 > -15$
6.NS.C.7c	a. $\lvert -8 \rvert$ **>** 6 b. $\lvert -2.76 \rvert$ **=** 2.76 c. $\frac{1}{4}$ **<** $\left\lvert \frac{-1}{2} \right\rvert$ d. $\lvert -3 \rvert$ **>** -3 e. -4, 0, $\left\lvert \frac{-1}{2} \right\rvert$, 2, $\lvert -5 \rvert$
6.NS.C.7d	a. A city in Alaska has a temperature that is less than –10° C. Is the temperatureless than or greater than 10° away from freezing (0°)? less than **greater than** b. A bank account has a balance of less than $–50. Does the account balance have a debt that is less than or greater than $50? less than **greater than**
6.NS.C.8	a. A: (–4, 3) B: (5, 5) C: (–4, –3) D: (5, –3) b. 6 units c. 9 units

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