engage^{ny} / Eureka Math

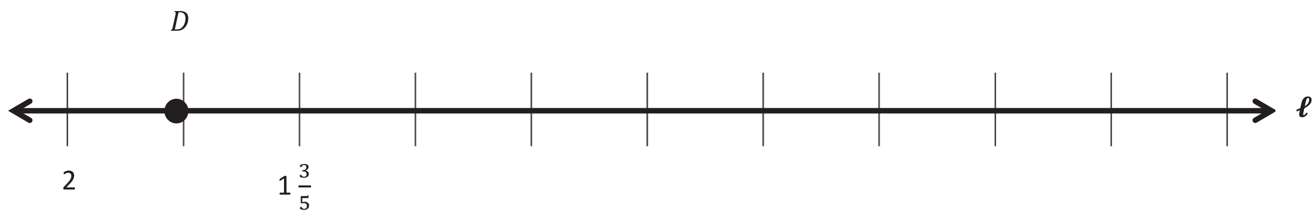
Exit Tickets

GRADE 5
MODULE 6

Version 3

Name ____ Date ______________________

Use number line ℓ to answer the questions.



a. Plot point C so that its distance from the origin is 1.

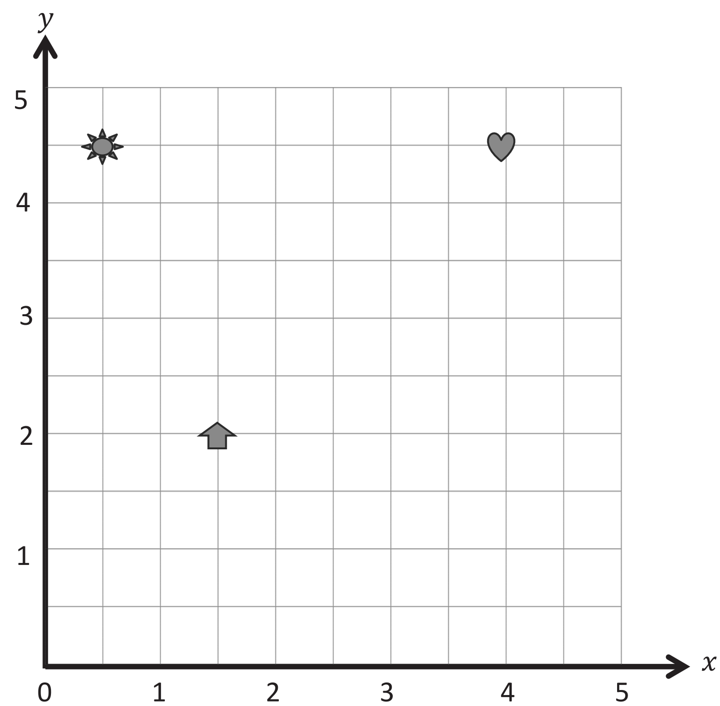
b. Plot point E $\frac{4}{5}$ closer to the origin than C. What is its coordinate? _____________

c. Plot a point at the midpoint of C and E. Label it H.

Name ____ Date ______________________

1. Name the coordinates of the shapes below.

Shape	x-coordinate	y-coordinate
Sun		
Arrow		
Heart		

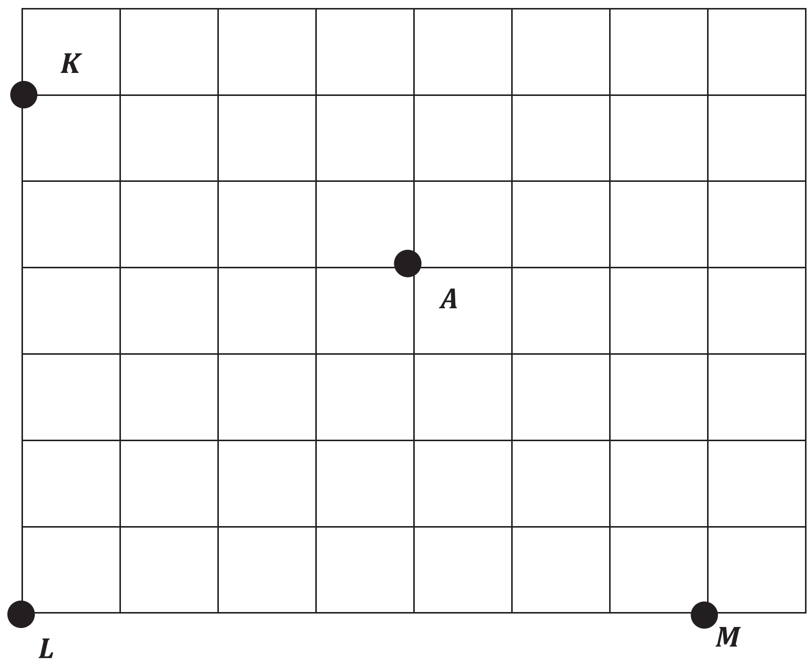


2. Plot a square at $(3, 3\frac{1}{2})$.

3. Plot a triangle at $(4\frac{1}{2}, 1)$.

Name ____ Date ____________________

Use a ruler on the grid below to construct the axes for a coordinate plane. The x-axis should intersect points L and M. Construct the y-axis so that it contains points K and L. Label each axis.



a. Place a hash mark on each grid line on the x- and y-axis.

b. Label each hash mark so that A is located at (1, 1).

c. Plot the following points:

Point	x-coordinate	y-coordinate
B	$\frac{1}{4}$	0
C	$1\frac{1}{4}$	$\frac{3}{4}$

Name ____ Date ______________________

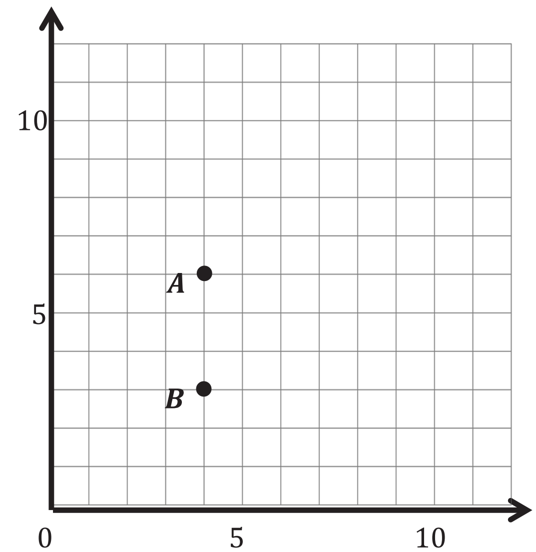
Fatima and Rihana are playing Battleship. They labeled their axes using just whole numbers.

a. Fatima's first guess is (2, 2). Rihana says, "Hit!" Give the coordinates of four points that Fatima might guess next.

b. Rihana says, "Hit!" for the points directly above and below (2, 2). What are the coordinates that Fatima guessed?

Name ______________________________ Date ________________

1. Use a straightedge to construct a line that goes through points A and B. Label the line ℓ.



2. Which axis is parallel to line ℓ?

   Which axis is perpendicular to line ℓ?

3. Plot two more points on line ℓ. Name them C and D.

4. Give the coordinates of each point below.

   A: __________ B: __________

   C: __________ D: __________

5. Give the coordinates of another point that falls on line ℓ with a y-coordinate greater than 20.

Name ____ Date ____________________

1. Plot the point H $(2\frac{1}{2}, 1\frac{1}{2})$.

2. Line ℓ passes through point H and is parallel to the y-axis. Construct line ℓ.

3. Construct line m such that the y-coordinate of every point is $\frac{3}{4}$.

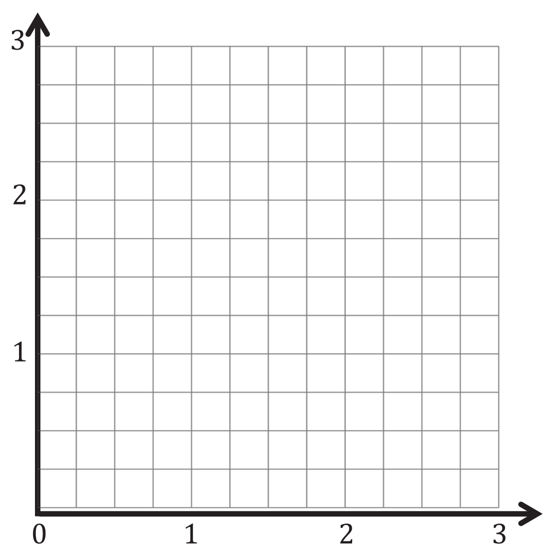
4. Line m is ________ units from the x-axis.

5. Give the coordinates of the point on line m that is $\frac{1}{2}$ unit from the y-axis.

6. With a blue pencil, shade the portion of the plane that is less than $\frac{3}{4}$ unit from the x-axis.

7. With a red pencil, shade the portion of the plane that is less than $2\frac{1}{2}$ units from the y-axis.

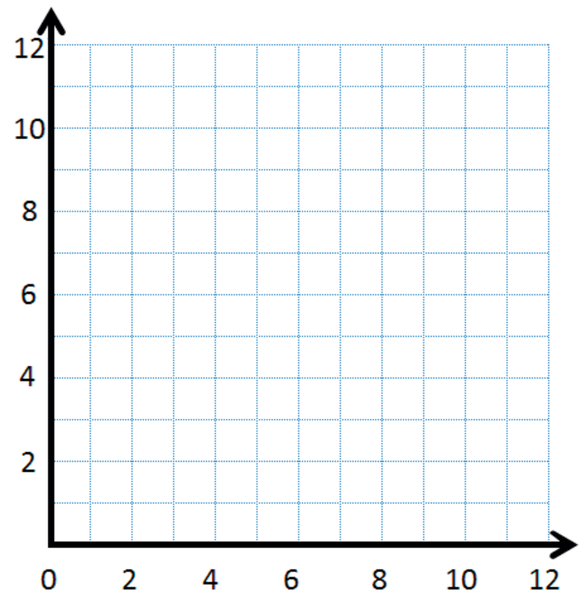
8. Plot a point that lies in the double-shaded region. Give the coordinates of the point.



Name ____ Date ______________________

Complete the chart. Then, plot the points on the coordinate plane.

x	y	(x, y)
0	4	
2	6	
3	7	
7	11	



1. Use a straightedge to draw a line connecting these points.

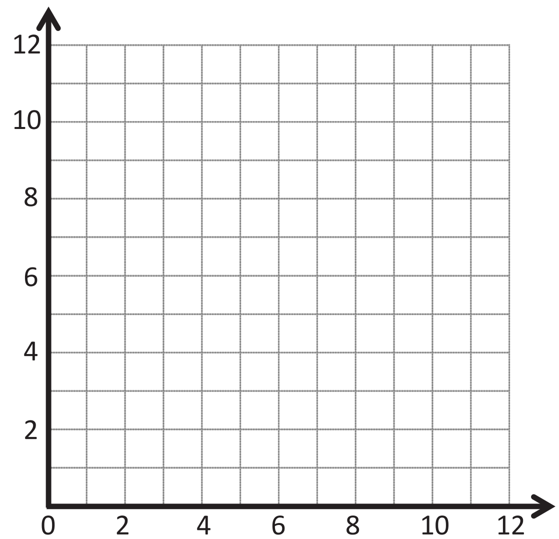
2. Write a rule to show the relationship between the x- and y-coordinates for points on the line.

3. Name two other points that are also on this line. __________ __________

Name ______________________________ Date ______________

Complete this table with values for y such that each y-coordinate is 5 more than 2 times as much as its corresponding x-coordinate.

x	y	(x, y)
0		
2		
3.5		



a. Plot each point on the coordinate plane.

b. Use a straightedge to draw a line connecting these points.

c. Name 2 other points that fall on this line with y-coordinates greater than 25.

Name ______________________________ Date ______________

Complete the table for the given rules. Then, construct lines ℓ and m on the coordinate plane.

Line ℓ

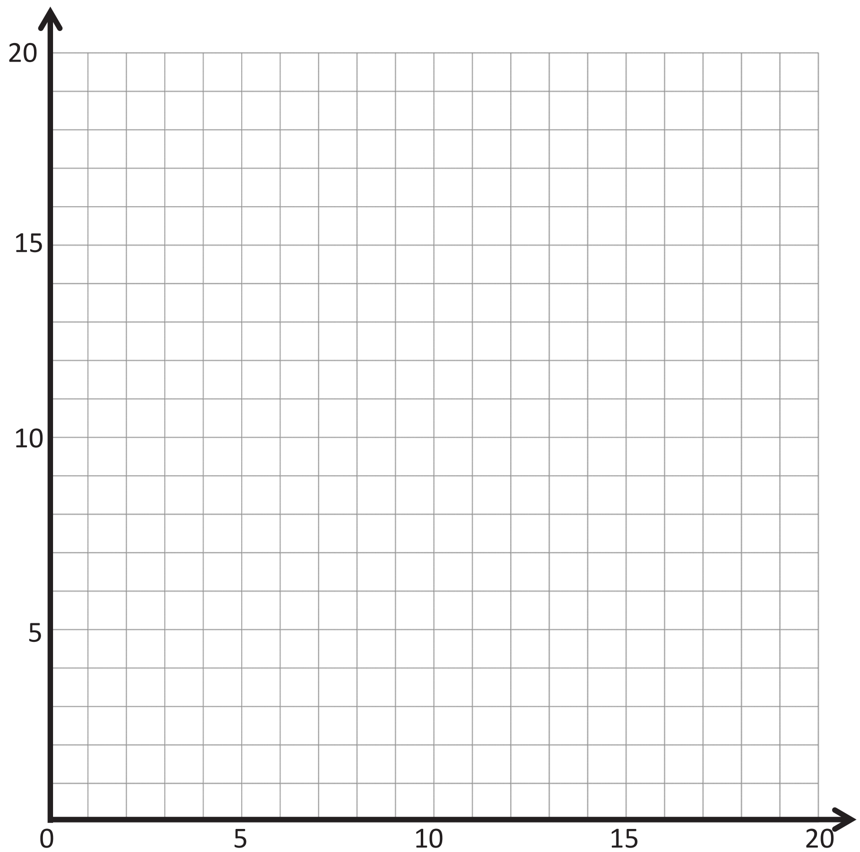
Rule: y is 5 more than x

x	y	(x, y)
0		
1		
2		
4		

Line m

Rule: y is 5 times as much as x

x	y	(x, y)
0		
1		
2		
4		



Name ______________________________ Date ________________

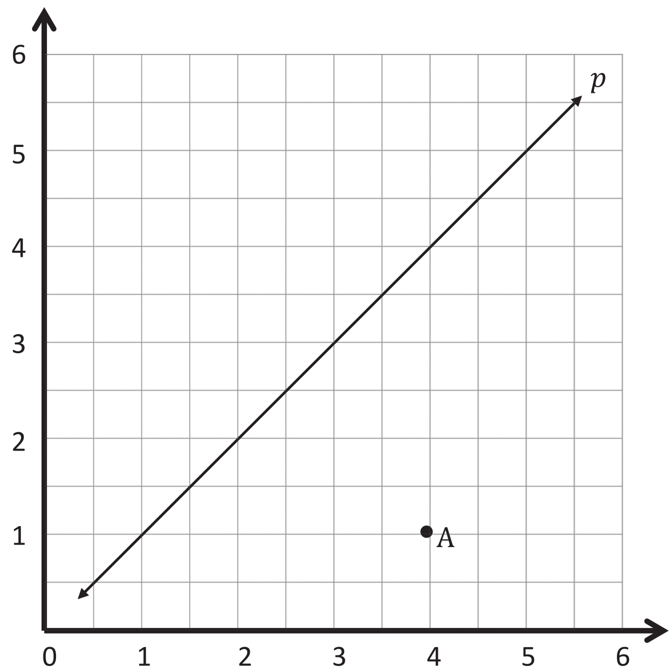
Use the coordinate plane below to complete the following tasks.

a. Line p represents the rule x *and* y *are equal*.

b. Construct a line, a, that is parallel to line p and contains point A.

c. Name 3 points on line a.

d. Identify a rule to describe line a.



Name ______________________________ Date ________________

1. Complete the tables for the given rules.

Line ℓ

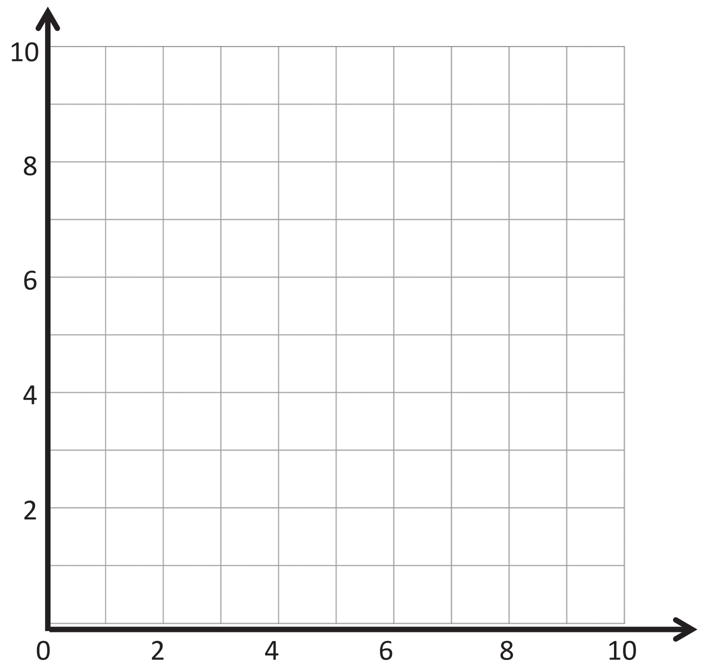
Rule: *Triple x*

x	y	(x, y)
0		
1		
2		
3		

Line m

Rule: *Triple x, and then add 1*

x	y	(x, y)
0		
1		
2		
3		



a. Draw each line on the coordinate plane above.

b. Compare and contrast these lines.

2. Circle the point(s) that the line for the rule *multiply x by $\frac{1}{3}$, and then add 1* would contain.

$(0, \frac{1}{2})$ $(1, 1\frac{1}{3})$ $(2, 1\frac{2}{3})$ $(3, 2\frac{1}{2})$

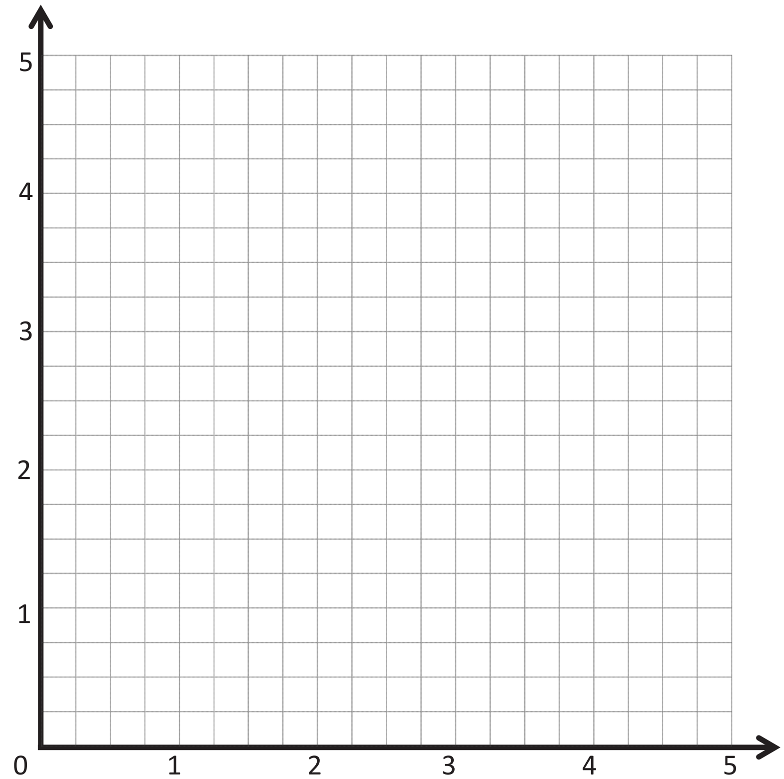
Name ____ Date ____________________

Write the rule for the line that contains the points $(0, 1\frac{1}{2})$ and $(1\frac{1}{2}, 3)$.

a. Identify 2 more points on this line. Draw the line on the grid.

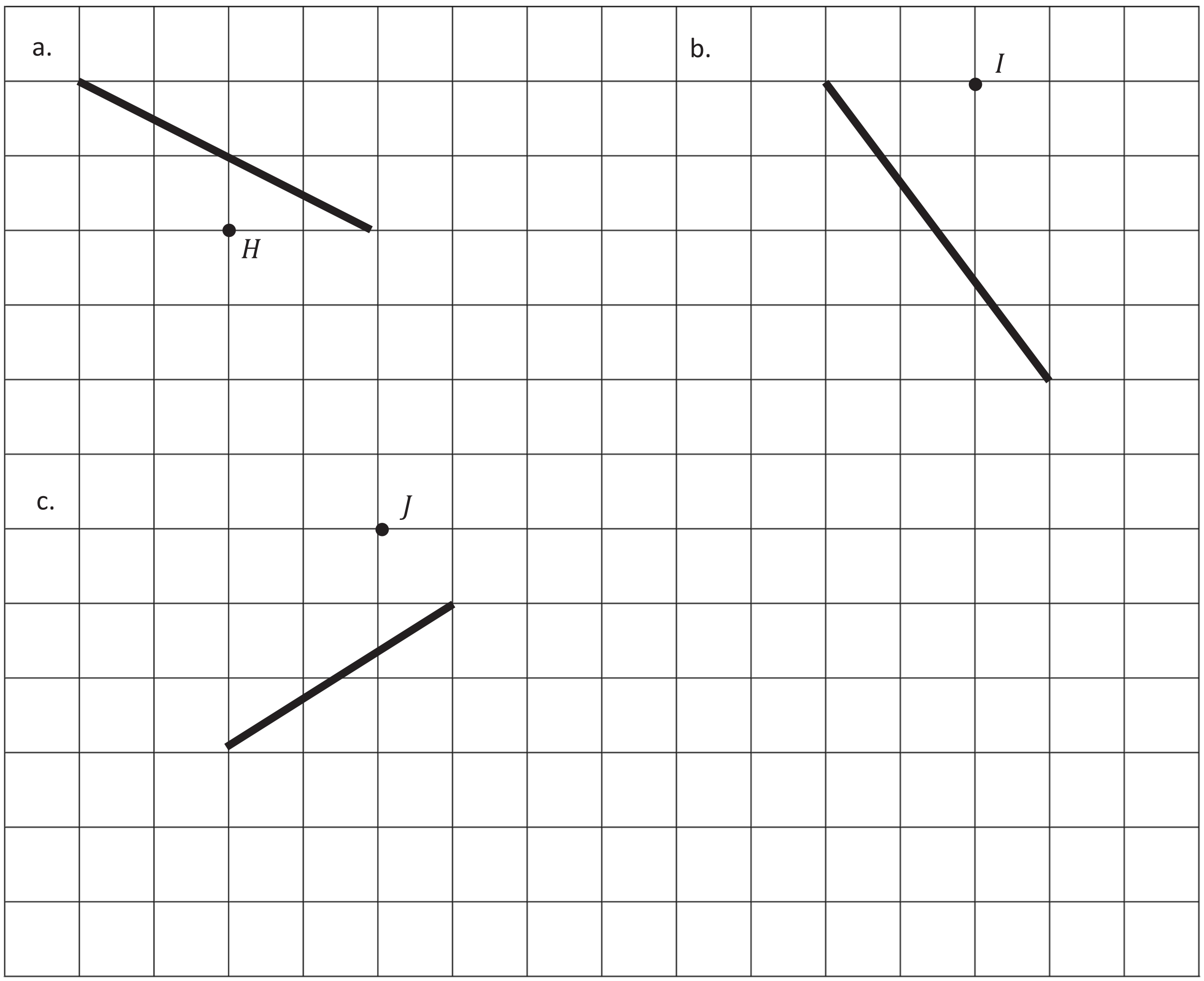
Point	x	y	(x, y)
B			
C			

b. Write a rule for a line that is parallel to $\overleftrightarrow{BC}$ and goes through point $(1, \frac{1}{2})$.



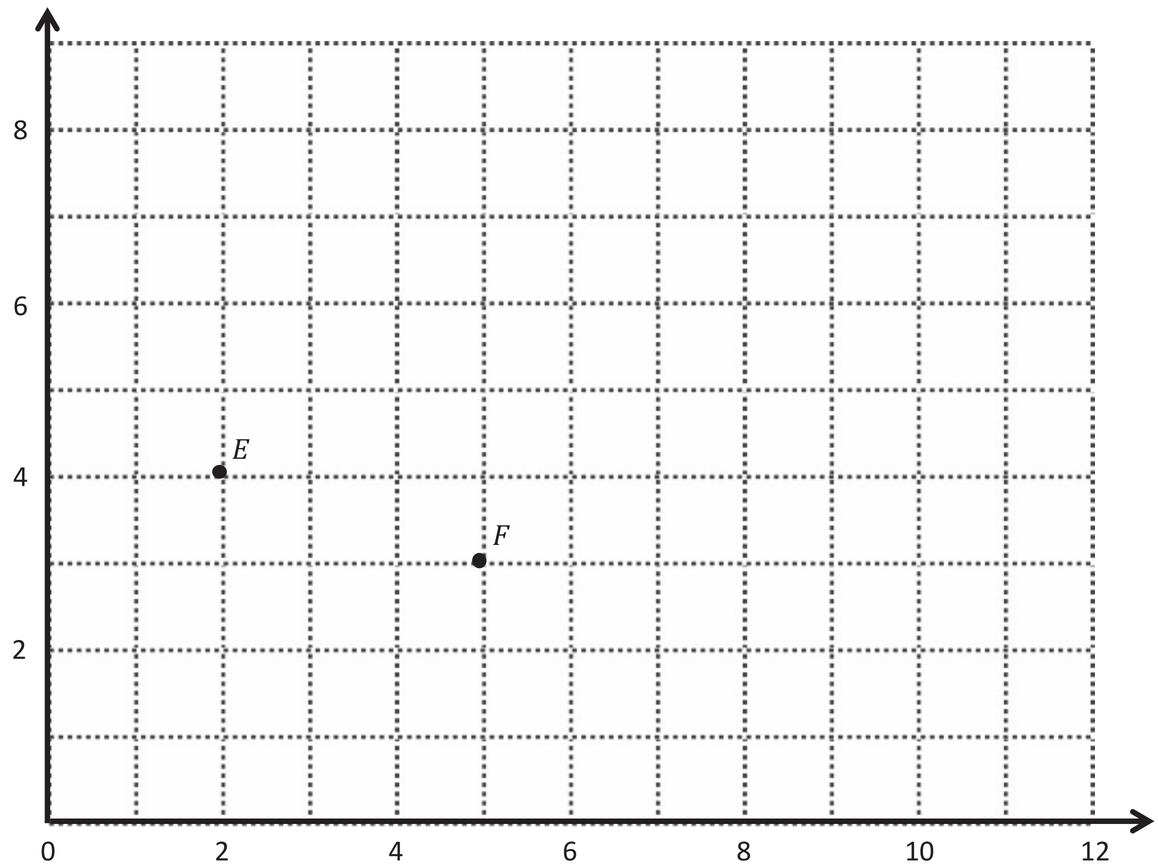
Name ______________________________ Date ________________

Use your straightedge to draw a segment parallel to each segment through the given point.



Name ____ Date ______________________

Use the coordinate plane below to complete the following tasks.



a. Identify the locations of E and F. E: (_____, _____) F: (_____, _____)

b. Draw $\overleftrightarrow{EF}$.

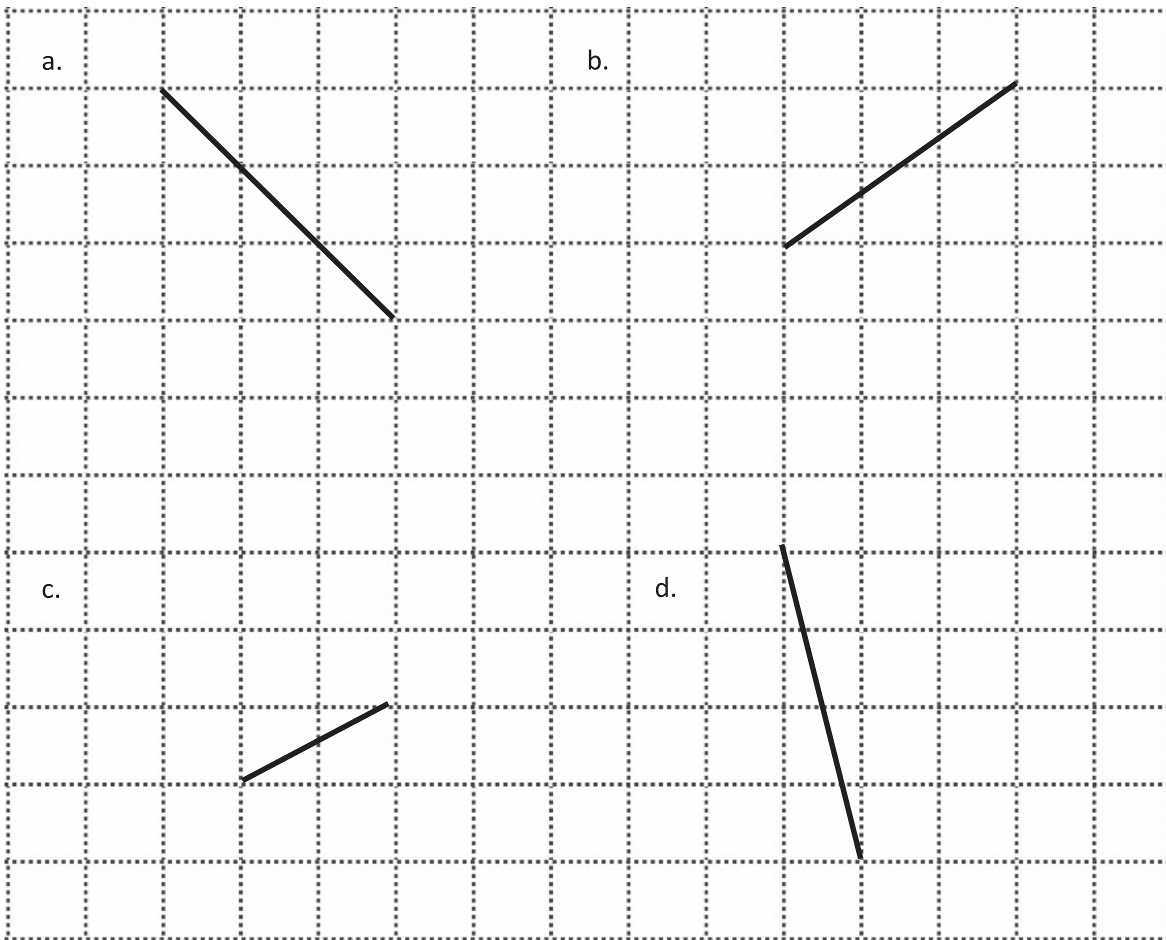
c. Generate coordinate pairs for L and M, such that $\overleftrightarrow{EF} \parallel \overleftrightarrow{LM}$.

L: (____, ____) M: (____, ____)

d. Draw $\overleftrightarrow{LM}$.

Name ____ Date ____________________

Draw a segment perpendicular to each given segment. Show your thinking by sketching triangles as needed.



Name ____ Date ____________________

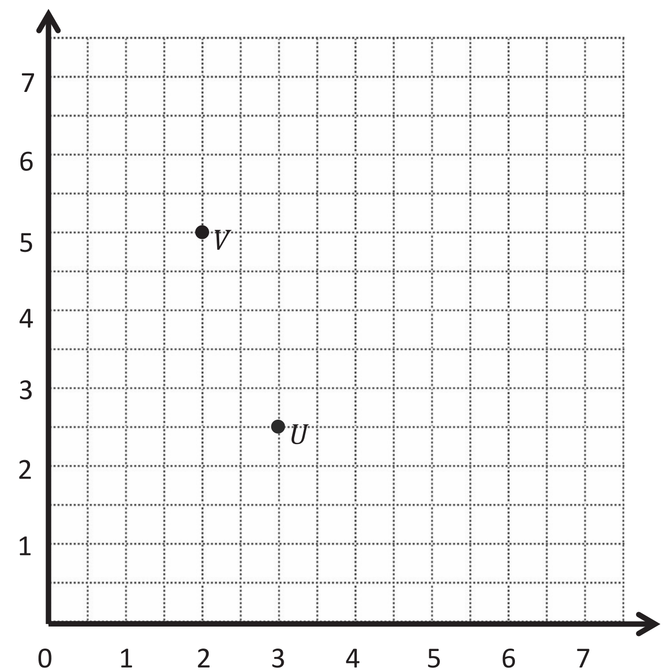
Use the coordinate plane below to complete the following tasks.

a. Draw $\overline{UV}$.

b. Plot point $W\left(4\frac{1}{2}, 6\right)$.

c. Draw $\overline{VW}$.

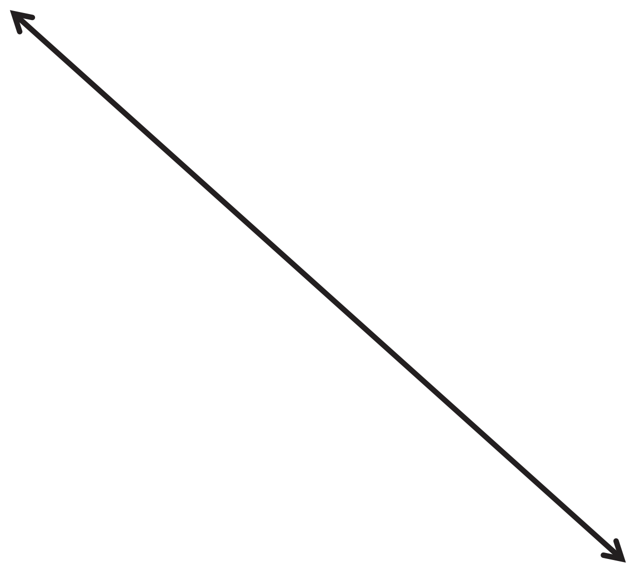
d. Explain how you know that $\angle UVW$ is a right angle without measuring it.



Name ______________________________ Date ____________________

1. Draw 2 points on one side of the line below, and label them T and U.

2. Use your set square and ruler to draw symmetrical points about your line that correspond to T and U, and label them V and W.



Name ____ Date ____________________

Kenny plotted the following pairs of points and said they made a symmetric figure about a line with the rule:

y is always 4.

(3, 2) and (3, 6)

(4, 3) and (5, 5)

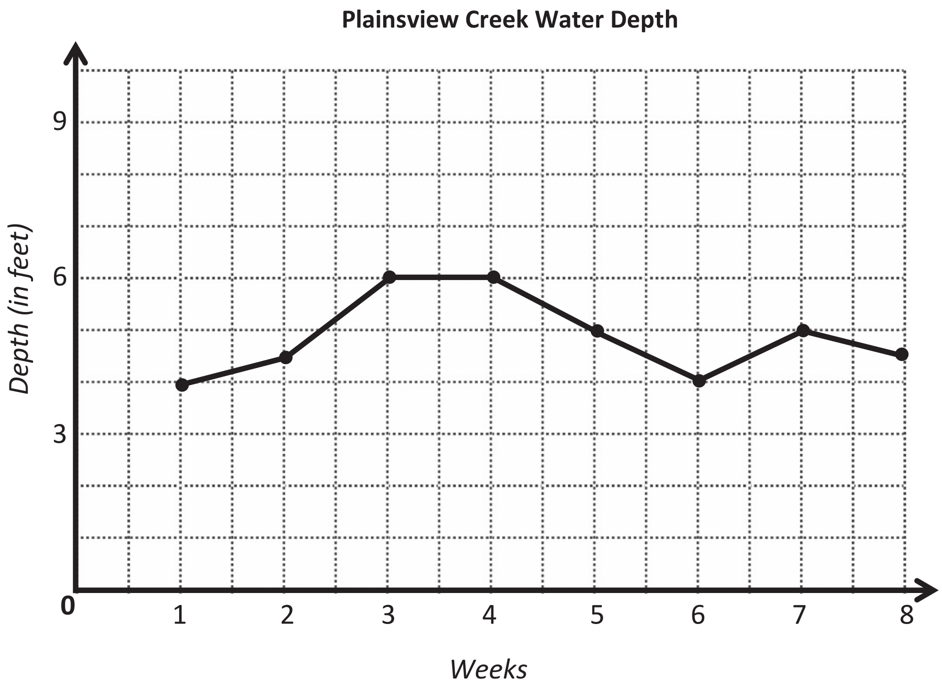
(5, $\frac{3}{4}$) and (5, $7\frac{1}{4}$)

(7, $1\frac{1}{2}$) and (7, $6\frac{1}{2}$)

Is his figure symmetrical about the line? How do you know?

Name ____ Date ______________________

The line graph below tracks the water level of Plainsview Creek, measured each Sunday, for 8 weeks. Use the information in the graph to answer the questions that follow.



a. About how many feet deep was the creek in Week 1? ________

b. According to the graph, which week had the greatest change in water depth? __________

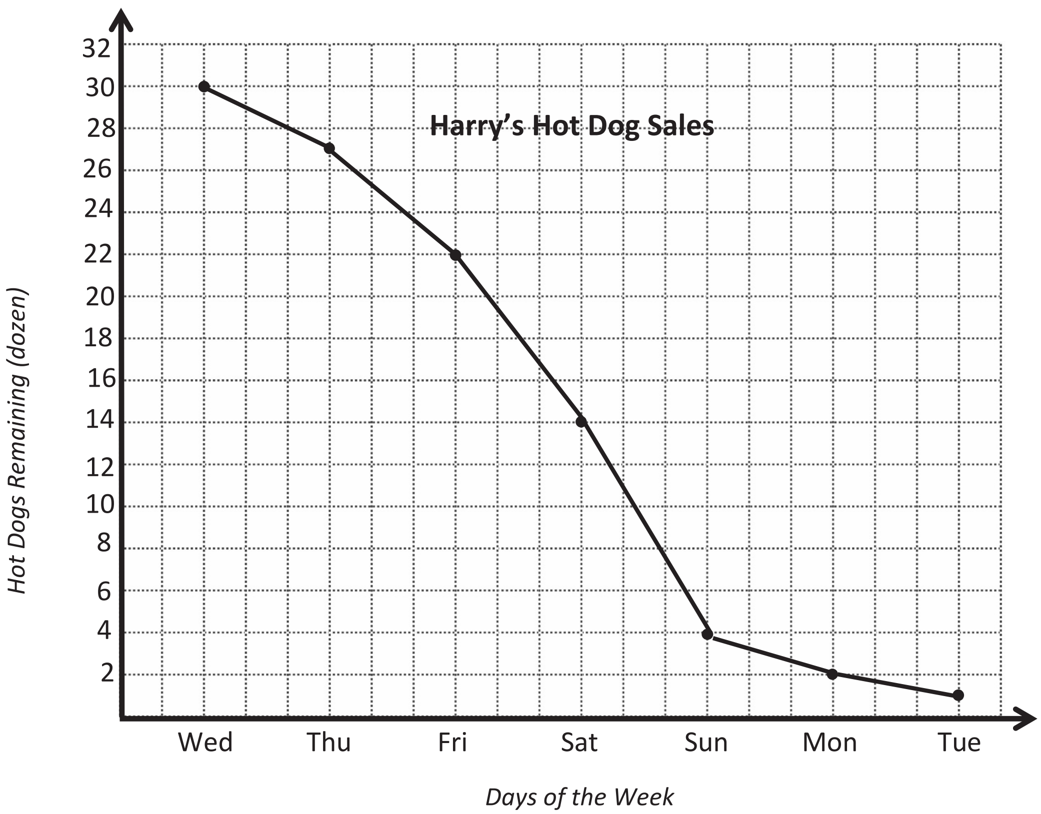
c. It rained hard throughout the sixth week. During what other weeks might it have rained? Explain why you think so.

d. What might have been another cause leading to an increase in the depth of the creek?

Name ______________________________ Date ________________

Use the following information to complete the line graph below. Then, answer the questions that follow.

Harry runs a hot dog stand at the county fair. When he arrived on Wednesday, he had 38 dozen hot dogs for his stand. The graph shows the number of hot dogs (in dozens) that remained unsold at the end of each day of sales.



a. How many dozen hot dogs did Harry sell on Wednesday? How do you know?

b. Between which two-day period did the number of hot dogs sold change the most? Explain how you determined your answer.

c. During which three days did Harry sell the most hot dogs?

d. How many dozen hot dogs were sold on these three days?

Name ______________________________ Date ________________

How did the games we played today prepare you to practice writing, solving, and comparing expressions this summer? Why do you think these are important skills to work on over the summer? Will you teach someone at home how to play these games with you? What math skills will you need to teach in order for someone at home to be able to play with you?

Name ____ Date ________________________

How did teaching other students how to solve a word problem strengthen your skills as a problem solver? What did you learn about your problem-solving skills? What are your strengths and weaknesses as a problem solver?

Name ______________________________ Date ________________

What math skills have you improved through our Fluency Practice this year? How do you know you've improved? What math skills do you need to continue to practice this summer? Why?

Name ____ Date ______________________

It is said that the true measure of knowing something is being able to teach it to someone else. Who can you teach these terms to this summer? How will you teach these terms to your summer student?

Name ____ Date ______________________

Playing math games can be a fun way to practice math skills. How will you use the games to retain these terms over the summer? Who will play with you? How can you change the games to play alone? How often will you play the games?

Name ____ Date ______________________

Today, when we saw a video on the Fibonacci sequence in the spiral and in nature, it may have felt a bit like "math magic." Have you ever felt math magic in your elementary school years? If so, when did you experience it? If not, did you experience it today? Explain.

Name ____ Date ______________________

Today, we watched how savings can grow over time, but we did not discuss how the money saved was earned. Have you ever thought about how math skills might help you to earn money? If so, what are some jobs that might require strong math skills? If not, think about it now. How might you make a living using math skills?

Name ____ Date ______________________

Today, you made a box for a special purpose. It shows one way that math is used all the time to create containers. When might there be other opportunities for you to use the math you have learned in elementary school?

Name ______________________________ Date ______________

What are you most looking forward to learning about in Grade 6 or in math in your future?