1. What is the volume of the figures pictured below?

A. 

B. 

2. Draw a picture of a figure with a volume of 3 cubic units on the dot paper.
Lesson 2 Exit Ticket

1. If this net were to be folded into a box, how many cubes would fill it?

   Number of cubes: ________________

2. Predict how many centimeter cubes will fit in the box, and briefly explain your prediction. Use cubes to find the actual volume. (The figure is not drawn to scale.)

   Prediction: ________________
   Actual: ____________________
1. Use unit cubes to build the figure to the right and fill in the missing information.

   Number of layers: _____
   Number of cubes in each layer: _____
   Volume: _____ cubic centimeters

2. This prism measures 3 units by 4 units by 2 units. Draw the layers as indicated.

   Number of layers: 4
   Number of cubic units in each layer: 6
   Volume: _____ cubic centimeters
Lesson 4 Exit Ticket

NYS COMMON CORE MATHEMATICS CURRICULUM

Name ___________________________ Date ____________________

Calculate the volume of each prism.

a.  

<p>| | | |</p>
<table>
<thead>
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Length: ______ mm  
Width: ______ mm  
Height: ______ mm  
Volume: _________ mm³

Write the multiplication sentence that shows how you calculated the volume. Be sure to include the units.

b. A rectangular prism has a top face with an area of $20 \text{ ft}^2$ and a height of 5 ft. What is the volume of this rectangular prism?
Lesson 5 Exit Ticket

1. Find the volume of the prism.

   a. Find the volume of the prism.

   b. Shade the beaker to show how much liquid would fill the box.

   - 250 mL
   - 200 mL
   - 150 mL
   - 100 mL
   - 50 mL
1. Find the total volume of soil in the three planters. Planter A is 15 inches by 3 inches by 3 inches. Planter B is 9 inches by 3 inches by 4 inches.
1. A storage shed is a rectangular prism and has dimensions of 6 meters by 5 meters by 12 meters. If Jean were to double these dimensions, she believes she would only double the volume. Is she correct? Explain why or why not. Include a drawing in your explanation.
Lesson 8 Exit Ticket

Name ________________________________ Date ________________

1. Sketch a rectangular prism that has a volume of 36 cubic cm. Label the dimensions of each side on the prism. Fill in the blanks that follow.

   Height: ______ cm
   Length: ______ cm
   Width: ______ cm
   Volume: ______ cubic cm
1. A student designed this sculpture. Using the dimensions on the sculpture find the dimensions of each rectangular prism. Then, calculate the volume of prism.
   a. Rectangular Prism Y

   Height: __________ inches
   Length: __________ inches
   Width: __________ inches
   Volume: __________ cubic inches

   b. Rectangular Prism Z

   Height: __________ inches
   Length: __________ inches
   Width: __________ inches
   Volume: __________ cubic inches

   c. Find the total volume of the sculpture. Label the answer.
Emma tiled a rectangle and then sketched her work. Fill in the missing information, and multiply to find the area.

Emma's Rectangle:

_______ units long ________ units wide

Area = _________ units$^2$
1. To find the area, Andrea tiled a rectangle and sketched her answer. Sketch the rectangle, and find the area. Show your multiplication work.

Rectangle is

\[ 2 \frac{1}{2} \text{ units} \times 2 \frac{1}{2} \text{ units} \]

Area = ______________
Measure the rectangle with your ruler, and label the dimensions. Find the area.

1.
Find the area. Draw an area model if it helps you.

1. \( \frac{7}{2} \text{ mm} \times \frac{14}{5} \text{ mm} \)
2. \( 5 \frac{7}{8} \text{ km} \times \frac{18}{4} \text{ km} \)
Lesson 14

Name ______________________________________ Date __________________

1. Mr. Klimek made his wife a rectangular vegetable garden. The width is \(5 \frac{3}{4}\) ft and the length is \(9 \frac{4}{5}\) ft. What is the area of the garden?
Wheat grass is grown in planters that are $3 \frac{1}{2}$ inch by $1 \frac{3}{4}$ inch. If there is a $6 \times 6$ array of these planters with no space between them, what is the area of the array?
1. Use a ruler and a set square to draw a trapezoid.

2. What attribute must be present for a quadrilateral to also be a trapezoid?
Lesson 17 Exit Ticket

Name ______________________________________ Date ______________________

1. Draw a parallelogram.

2. When is a trapezoid also called a parallelogram?

Lesson 17: Draw parallelograms to clarify their attributes, and define parallelograms based on those attributes.

Date: 1/10/14
Lesson 18: Draw rectangles and rhombuses to clarify their attributes, and define rectangles and rhombuses based on those attributes.

Date: 1/10/14

Name ___________________________ Date ______________________

1. Draw a rhombus.

2. Draw a rectangle.
1. List the property that must be present to call a rectangle a square.

2. Excluding rhombuses and squares, explain the difference between parallelograms and kites.
Lesson 20: Classify two-dimensional figures in a hierarchy based on properties.

Use your tools to draw a square in the space below. Then fill in the blanks with an attribute. There is more than one answer to some of these.

a. Because a square is a kite, it must have ________________________________.

b. Because a square is a rhombus, it must have ________________________________.

c. Because a square is a rectangle, it must have ________________________________.

d. Because a square is a parallelogram, it must have ________________________________.

e. Because a square is a trapezoid, it must have ________________________________.

f. Because a square is a quadrilateral, it must have ________________________________.
Lesson 21 Exit Ticket

Name ____________________________________ Date ________________

1. Use the word bank to fill in the blanks. 
   \[ \text{trapezoids parallelograms} \]
   All _____________ are _______________, but not all _____________ are _______________.

2. Use the word bank to fill in the blanks. 
   \[ \text{kites rhombuses} \]
   All _____________ are _______________, but not all _____________ are _______________.