engage^ny / **Eureka Math**

Exit Tickets
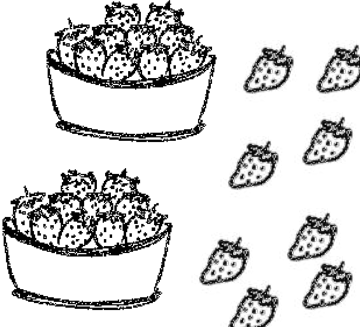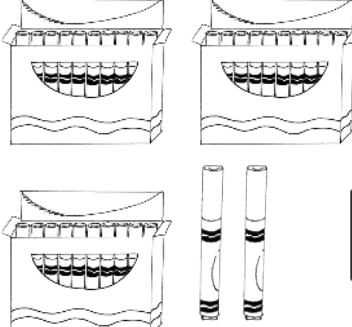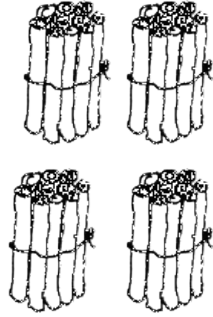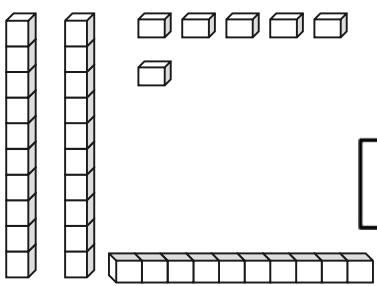
Name _____ Date _____

Complete the number bonds.

1.	2.
3.	4.

Lesson 1: Compare the efficiency of counting by ones and counting by tens.

1

Name _____ Date _____

Match the picture to the place value chart that shows the correct tens and ones.
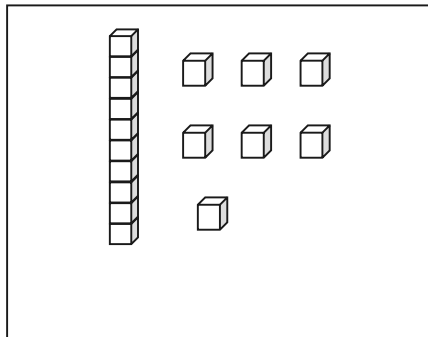
tens	ones
4	0

tens	ones
1	7

tens	ones
3	3

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Lesson 2: Use the place value chart to record and name tens and ones within a two-digit number.
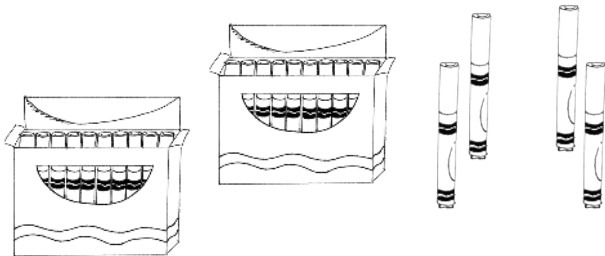
2
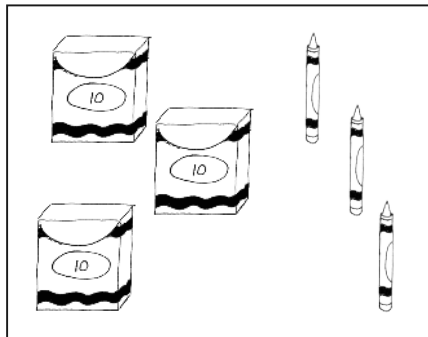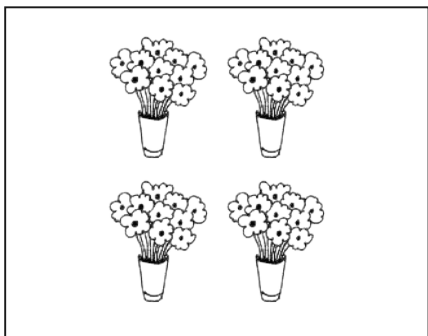
Name _____   Date _____

Count as many tens as you can. Complete each statement. Say the numbers and the sentences.
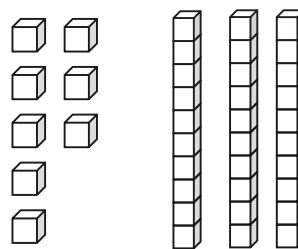
1.	2.
_____ **tens** _____ **ones** is the same as _____ **ones**.	_____ **tens** _____ **ones** is the same as _____ **ones**.

Fill in the missing numbers.

3.   27   ➡ | tens | ones |
|---|---|
| | |
   ➡   _____ ones

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Lesson 3:   Interpret two-digit numbers as either tens and some ones or as all ones.

3

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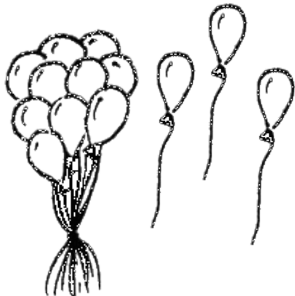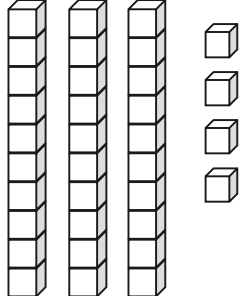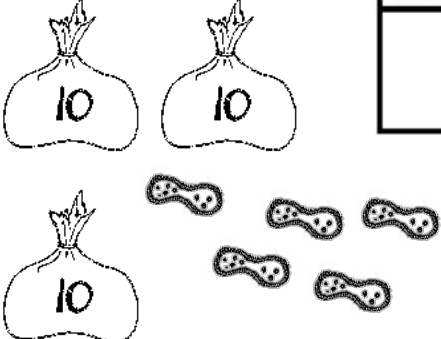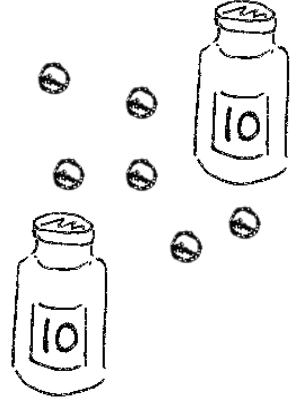
Name _____   Date _____
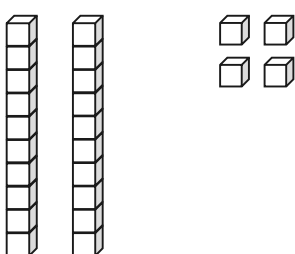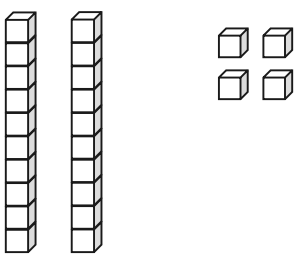
Write the tens and ones. Then, write an addition sentence to add the tens and ones.

1.	tens	ones

____ + ____ = ____ (first blank: 10)

2.	tens	ones

____ + ____ = ____ (second blank: 4)

3.	tens	ones

____ = ____ + ____ (middle blank: 30)

4.	tens	ones

____ = ____ + ____ (middle blank: 6)

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Lesson 4:   Write and interpret two-digit numbers as addition sentences that combine tens and ones.

4

Name _____   Date _____

Draw 1 more or 10 more. You may use a quick ten to show 10 more.

1. 1 more than 24 is _____.	2. 10 more than 24 is _____.

Cross off (x) to show 1 less or 10 less.

3. 10 less than 30 is _____.	4. 1 less than 30 is _____.

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Lesson 5: Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number.

5

Name _____   Date _____

Fill in the blank. Draw or cross off tens or ones as needed.
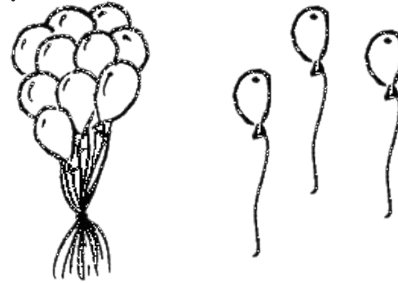
1.	2.
10 more than 23 is _____.	1 more than 13 is _____.
3.	4.
10 less than 31 is _____.	1 less than 14 is _____.

Name _____   Date _____

1. Write the number of items in each set. Then, circle the set that is *greater* in number. Write a statement to compare the two sets.

   _____   _____
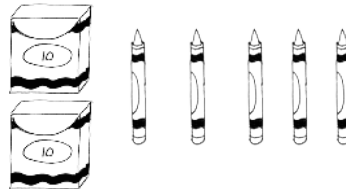
   _____ is greater than _____.

2. Write the number of items in each set. Then, circle the set that is *less* in number.

   Say a statement to compare the two sets.

   _____   _____
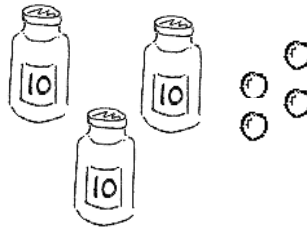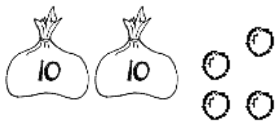
   _____ is less than _____.

3. Circle the set of coins that has a greater value.

4. Circle the set of coins that has less value.

Lesson 7:   Compare two quantities, and identify the greater or lesser of the two given numerals.

7

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Name _____   Date _____

1. Write the numbers in order from *greatest* to *least*.

40
39   29
30

____ ____ ____ ____

2. Complete the sentence frames using the phrases from the word bank to compare the two numbers.

Word Bank

is greater than
is less than
is equal to

a. 17 _____ 24

b. 23 _____ 2 tens 3 ones

c. 29 _____ 20

Name _____   Date _____

Write the numbers in the blanks so that the alligator is eating the greater number. Read the number sentence, using *is greater than, is less than,* or *is equal to.* Remember to start with the number on the left.

a. 12 10 ____ > ____	b. 22 24 ____ < ____	c. 17 25 ____ > ____
d. 13 3 ____ > ____	e. 27 28 ____ > ____	f. 30 21 ____ < ____
g. 12 21 ____ > ____	h. 31 13 ____ < ____	i. 32 23 ____ < ____

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Lesson 9:   Use the symbols >, =, and < to compare quantities and numerals.

9

Name _____   Date _____

Circle the correct words to make the sentence true. Use >, <, or = and numbers to write a true number sentence.

a.

29 | is greater than
is less than
is equal to | 2 tens 6 ones

_____ ◯ _____

b.

1 ten 8 ones | is greater than
is less than
is equal to | 19

_____ ◯ _____

c.

2 tens 9 ones | is greater than
is less than
is equal to | 40

_____ ◯ _____

d.

39 | is greater than
is less than
is equal to | 4 tens 0 ones

_____ ◯ _____

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Name _____   Date _____

Complete the number bonds and number sentences.

1.
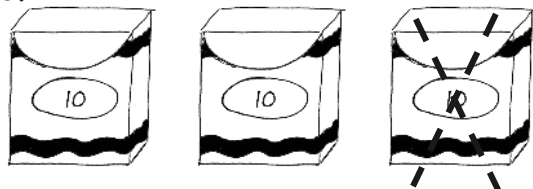
20

1 ten + 1 ten = _____ tens

_____ + _____ = 20

2.

_____ tens = _____ tens + _____ ten

_____ = _____ + _____

3.

_____ tens − _____ ten = _____ tens

_____ − _____ = _____

4.

_____ tens − _____ tens = _____ tens

_____ − _____ = _____
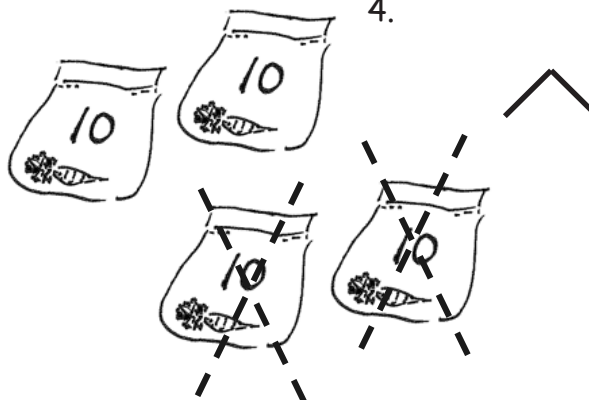
Name _____   Date _____

Complete the number sentences. Use quick tens, the arrow way, or coins to show your thinking.

$$28 + 10 = \underline{\hspace{1.5cm}}$$
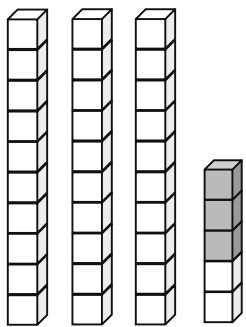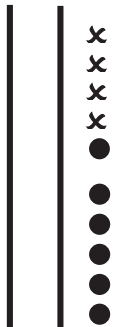
$$14 + 20 = \underline{\hspace{1.5cm}}$$

Name _____   Date _____

Fill in the place value chart, and write a number sentence to match the picture.

1.

tens	ones

_____ + _____ = _____

2.

tens	ones

_____ + _____ = _____

Draw quick tens, ones, and number bonds to solve. Complete the place value chart.

3.

33 + 6 = _____

tens	ones

4.

23 + 7 = _____

tens	ones

Name _____   Date _____

Draw quick tens and ones. Complete the number sentence and place value chart.

1.

17 + 1 = _____

tens	ones

2.

17 + 3 = _____

tens	ones

3.

17 + 6 = _____

tens	ones

Make a number bond to solve. Show your thinking with number sentences or the arrow way. Complete the place value chart.

4.

32 + 7 = _____

tens	ones

5.

26 + 9 = _____

tens	ones

Name _____   Date _____

1. Solve the problems.

a.	7 + 5 = _____
b.	17 + 5 = _____
c.	27 + 5 = _____

Solve the problems.

2. a. 5 + 3 = _____

    b. 15 + 3 = _____

    c. 25 + 3 = _____

    d. 35 + 3 = _____

3. a. 5 + 8 = _____

    b   15 + 8 = _____

    c. 25 + 8 = _____

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Name _____   Date _____

Solve using quick ten drawings to show your work.

1. 24 + 5	2. 14 + 20

Draw number bonds to solve.

3. 19 + 20	4. 36 + 3

5. Draw dimes and pennies to help you solve the addition problem.

13 + 20

Name _____ Date _____

Find the totals using quick ten drawings or number bonds.

1. $17 + 8 =$ _____	2. $28 + 7 =$ _____
3. $24 + 10 =$ _____	4. $19 + 20 =$ _____

Name _____   Date _____

Circle the work that correctly solves the addition problem.

$$17 + 9$$

a.

17 + 9
3   6

17 + 3 = 20
20 + 6 = 26

b.

17 + 9

20 + 5 = (25)

c.

17 + 9

17 $\xrightarrow{+3}$ 20 $\xrightarrow{+6}$ 26

d. Fix the work that was incorrect by making a new drawing in the space below with the matching number sentence.

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Lesson 18:   Share and critique peer strategies for adding two-digit numbers.

18

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Name _____ Date _____

Read the word problem.
Draw a tape diagram and label.
Write a number sentence and a statement that matches the story.
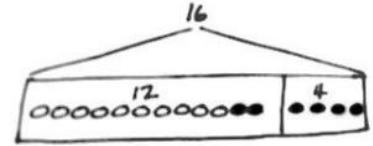
Peter counted 14 ladybugs in a garden, and Lee counted 6 ladybugs outside of the garden. How many ladybugs did they count in all?

They counted _____ ladybugs.

Lesson 19:   Use tape diagrams as representations to solve *put together/take apart with total unknown* and *add to with result unknown* word problems.

19

Name _____   Date _____

Read the word problem.
Draw a tape diagram and label.
Write a number sentence and a statement that matches the story.
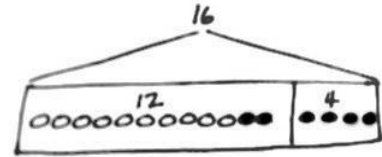
There were 6 turtles in the tank. Dad bought some more turtles. Now, there are 12 turtles. How many turtles did Dad buy?

Dad bought _____ turtles.

Lesson 20:   Recognize and make use of part–whole relationships within tape
diagrams when solving a variety of problem types.

20

Name _____   Date _____

Read the word problem.
Draw a tape diagram and label.
Write a number sentence and a statement that matches the story.
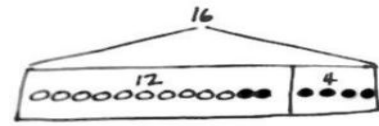
Shanika read some pages on Monday. On Tuesday, she read 6 pages. She read 13 pages during the 2 days. How many pages did she read on Monday?

Shanika read _____ pages on Monday.

Name _____   Date _____

Circle the 2 story problems that match the tape diagram.

17

14   ?
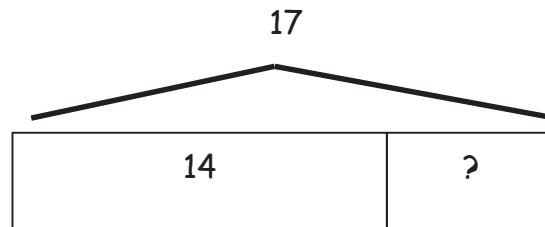
a. There are 14 ants on the picnic blanket. Then, some more ants came over.
    Now, there are 17 ants on the picnic blanket. How many ants came over?

b. 14 children are on the playground from one class. Then, 17 children from
    another class came to the playground. How many children are on the playground
    now?

c. 17 grapes were on the plate. Willie ate 14 grapes. How many grapes are on the
    plate now?

Name _____   Date _____

1. Match the place value charts that show the same amount.

   a.

tens	ones
2	12

tens	ones
2	16

   b.

tens	ones
2	8

tens	ones
1	18

   c.

tens	ones
3	6

tens	ones
3	2

2. Tamra says that 24 is the same as 1 ten 14 ones, and Willie says that 24 is the same as 2 tens 14 ones. Draw quick tens to show if Tamra or Willie is correct.

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Lesson 23: Interpret two-digit numbers as tens and ones, including cases with more than 9 ones.

23

Name _____   Date _____

Solve using number bonds. Write the two number sentences that show that you added the ten first.

1. 13 + 26 = _____ ∧ _____ + _____ = _____ _____ + _____ = _____	2. 19 + 21 = _____ ∧ _____ + _____ = _____ _____ + _____ = _____

EUREKA MATH   **Lesson 24:**   Add a pair of two-digit numbers when the ones digits have a sum less   **24**
                                    than or equal to 10.

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Name _____   Date _____

Solve using number bonds. Write the 2 number sentences to record what you did.

a.	b.
12 + 27 = _____	21 + 19 = _____

Name _____   Date _____

1. Solve using number bonds to add ten first. Write the 2 number sentences that helped you.

   a. $15 + 19 = $ _____

   ____ + ____ = ____

   ____ + ____ = ____

   b. $19 + 17 = $ _____

   ____ + ____ = ____

   ____ + ____ = ____

2. Solve using number bonds to make a ten. Write the 2 number sentences that helped you.

   a. $15 + 19 = $ _____

   ____ + ____ = ____

   ____ + ____ = ____

   b. $19 + 17 = $ _____

   ____ + ____ = ____

   ____ + ____ = ____

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Lesson 26:   Add a pair of two-digit numbers when the ones digits have a sum greater than 10.

26

Name _____   Date _____

Solve using number bonds with pairs of number sentences. You may draw quick tens and some ones to help you.

a. 16 + 15 = _____	b. 17 + 13 = _____
c. 16 + 16 = _____	d. 17 + 15 = _____

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Name _____   Date _____

Solve using quick tens and ones, number bonds, or the arrow way.

a. $12 + 16 =$ _____	b. $26 + 14 =$ _____
c. $18 + 16 =$ _____	d. $19 + 17 =$ _____

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Lesson 28:   Add a pair of two-digit numbers with varied sums in the ones.

28

Name _____   Date _____

Solve using quick ten drawings, number bonds, or the arrow way.

a. 18 + 14 = _____	b. 14 + 23 = _____
c. 28 + 12 = _____	d. 19 + 21 = _____