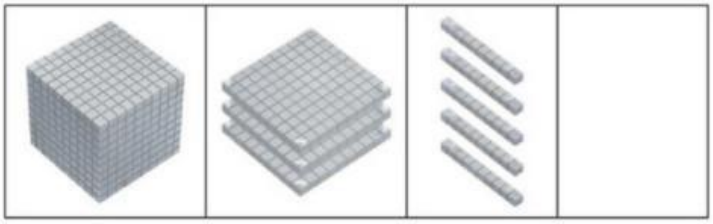
DAILY EXIT TICKET 1

Grade 3 | Unit: Numbers to 100,000 | Lesson 1: Counting to 10,000 | Day 1/1

Item 1

Label and count the picture to find out how many cubes are represented.



There are _____ cubes.

Item 2

Continue the pattern to find each missing number.
Does the pattern increase by ones, tens, hundreds, or thousands?

82 1,082 2,082 _____ _____ _____

This pattern increases by _____.

6,895 6,896 6,897 _____ _____ _____

This pattern increases by _____.

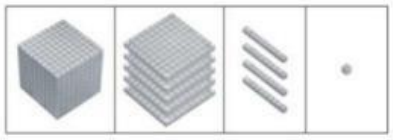
LIVEWORKSHEETS

DAILY EXIT TICKET 2

Grade 3 | Unit: Numbers to 100,000 | Lesson 2: Place Value | Day 1/2

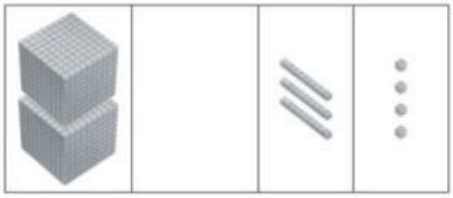
Item 1 & 2

Use the model to find the total value.



1,000 + 500 + 40 + 1 = _____

Use the model to find the total value.



2,000 + 30 + 4 = _____

Item 3

What is the value of each digit in the number 4,703?

4	7	0	3

The value of the digit 4 is _____.

The value of the digit 7 is _____.

The value of the digit 0 is _____.

The value of the digit 3 is _____.

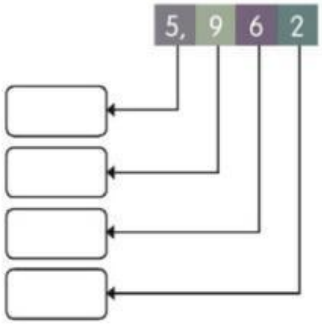
LIVEWORKSHEETS

FORMATIVE CHECKPOINT 1

Grade 3 | Unit: Numbers to 100,000 | Lesson 2: Place Value | Day 2/2

Item 1

What is the value of each digit?



Item 2

Write the number in the following forms:



Standard form:

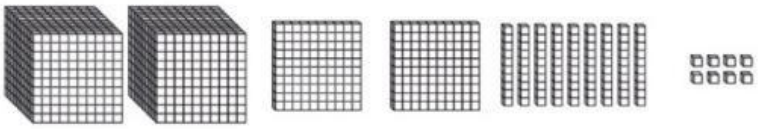
Expanded form:

Expanded notation:

Word form:

Item 3

Maren used base 10 blocks to model a number.



Which is **NOT** a way to write Maren's number?

A 2,000 + 200 + 90 + 8

B 2,298

C 2 thousands + 2 hundreds + 10 tens + 9 ones

D 2 thousands + 2 hundreds + 9 tens + 8 ones

LIVEWORKSHEETS

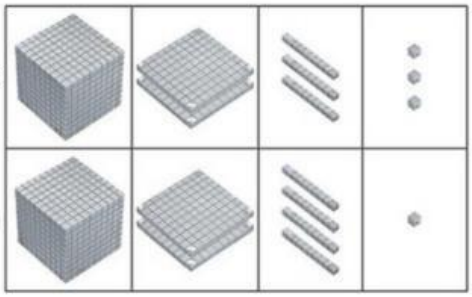
DAILY EXIT TICKET 3

Grade 3 | Unit: Numbers to 100,000 | Lesson 3: Comparing and Ordering Numbers | Day 1/2

Item 1

Use the model to compare the two numbers.

1,233



1,241

_____ is greater than

_____ because _____

_____

_____

_____

Item 2

Record each number in the place value chart and use >, <, or = to compare the numbers.

	Thousands	Hundreds	Tens	Ones
4,259				
4,592				

_____ ◯ _____

Item 3

Use <, >, or = to compare each pair of numbers.

1,387 ◯ 1,385

2,785 ◯ 2,759

LIVEWORKSHEETS

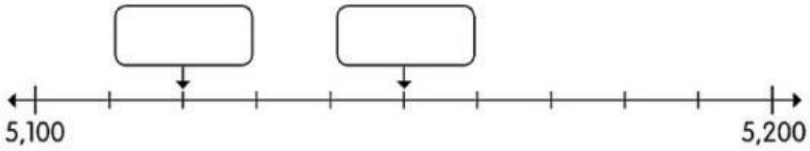
DAILY EXIT TICKET 4

Grade 3 | Unit: Numbers to 100,000 | Lesson 3: Comparing and Ordering Numbers | Day 1/2

Daily Objective: Look for a pattern to complete a number sequence.

Item 1

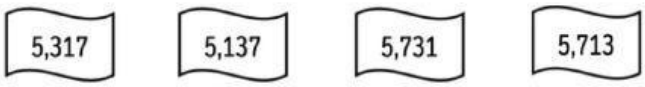
Fill in each missing number and compare using the sentence below.
Which is less, 5,120 or 5,150?



_____ is less than _____

Item 2

Order the numbers from least to greatest.

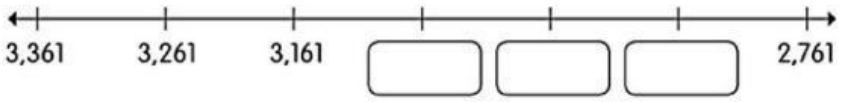


_____ _____ _____ _____

Item 3

Identify the pattern shown on the number line. Fill in each blank.

This pattern is increasing/decreasing by _____.



LIVEWORKSHEETS