

EXIT TICKETS



MATH



2NBTA.2 Counting & Skip Counting #2 Name: _____

1. Fill in the missing numbers.

961	962	963	964	965	966	967	968
971	972	973	974	975	976	977	978
981	982	983	984	985	986	987	988
991	992	993	994	995	996	997	998

2. Highlight the row of numbers that starts with 97. What is the counting pattern in this row?

3. Highlight the column of numbers that starts with 967. What do you notice about the numbers as you go down the column?

4. Look at the bottom two numbers in the last column. Describe what happened when counting from one to the other.

How confident are you _____

2NBTA.1 Place Value #1 Name: _____ Date: _____

1. Circle groups of ten to make a hundred. Complete the statement.

100 ones = 10 tens = 1 hundred

2. Now count all of the popsicle sticks. Complete the statement.

10 tens = 100

3. True or false? = 4

Use the place value mat to explain your thinking.

hundreds	tens	ones

How confident are you with today's lesson?

2ND GRADE



2.NBTA.2 **Counting & Skip Counting #2** Name: _____ Date: _____

1. Fill in the missing numbers.

961	962	963	964	965	966	967	968	969	970
971	972	973	974	975	976	977	978	979	980
981	982	983	984						
991	992	993	994						

2. Highlight the row of numbers that starts with 9.

3. Highlight the column of numbers that starts with 1. Notice about the numbers as you go down the column.

4. Look at the bottom two numbers in the last column. What happened when counting from one to the other?

2.NBTA.1 **Place Value #1** Name: _____ Date: _____

1. Circle groups of ten to make a hundred. Complete the statement.

100 ones = 10 tens = 1 hundred

2. Now count all of the popsicle sticks. Complete the statement.

10 tens = 100

3. True or false? = 4

Use the place value mat to explain your thinking.

hundreds	tens	ones

How confident are you with today's lesson?

2.NBTA.1 **Place Value #2** *eight blocks*

Count each set of base ten blocks and choose the correct number.

1. a. 12 b. 21 c. 201 d. 210

2. a. 12 b. 21 c. 201 d. 210

3. a. 245 b. 244 c. 243 d. 242

4. a. 709 b. 790 c. 79 d. 719

How confident are you with today's lesson?



2.NBT.A.2 Counting & Skip Counting #2

Name: _____ Date: _____

1. Fill in the missing numbers.

961	962	963	964	965	966	967	968	969	970
971	972	973	974	975	976	977	978	979	980
981	982	983	984	985	986	987	988	989	990
991	992	993	994	995	996	997	998	999	1000

2. Highlight the row of numbers that starts with 971. What is the counting pattern in this row?

3. Highlight the column of numbers that starts with 967. What do you notice about the numbers as you go down the column?

4. Look at the bottom two numbers in the last column. Describe what happened when counting from one to the other.

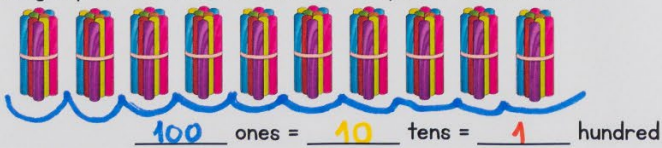
How confident are you with today's lesson?



2.NBT.A.1 Place Value #1

Name: _____ Date: _____

1. Circle groups of ten to make a hundred. Complete the statement.



2. Now count all of the popsicle sticks. Complete the statement.

10 tens = 100

3. True or false?



Use the place value mat to explain your thinking.

hundreds	tens	ones

How confident are you with today's lesson?





2.NBTA.2 Counting & Skip Counting #2 Name: _____

1. Fill in the missing numbers.

961	962	963	964	965	966	967
971	972	973	974	975	976	977
981	982	983	984	985	986	987
991	992	993	994	995	996	997

2. Highlight the row of numbers that starts with 971. What is the counting pattern in this row?

3. Highlight the column of numbers that starts with 967. What do you notice about the numbers as you go down the column?

4. Look at the bottom two numbers in the last column. Describe what happened when counting from one to the other.

2.OA.C.4 Repeated Addition #2

Write an equation for each array. Draw a line to match the equations with the same sum.

1.

2.

3.

4.

5.

6.

How confident are you with today's lesson?

SAMSUNG • •

😊 😐 😞

20A.A.1 Comparing Numbers #1

Which number makes each statement true?

1. _____ > 214	2. 803 = _____	3. _____ < 629	4. 570 < _____
a. 204	a. 803	a. 628	a. 507
b. 210	b. 830	b. 629	b. 517
c. 213	c. 802	c. 630	c. 571
d. 211	d. 804	d. 692	d. 570

5. _____ = 112	6. 451 > _____
a. 111	a. 451
b. 112	b. 351
c. 113	c. 514
d. 121	d. 541

How confident are you with today's lesson?
😊 😐 😞

20A.A.1 Comparing Numbers #2

Use the >, <, or = to symbol to compare each set of numbers.

1. 518 <input type="text"/> 418	2. 803 <input type="text"/> 830	3. 628 <input type="text"/> 629
4. 992 <input type="text"/> 992	5. 121 <input type="text"/> 112	6. 781 <input type="text"/> 718

How confident are you with today's lesson?
😊 😐 😞



Name: _____

20A.A.1 Word Problems #1

- Carmen had a package of 20 new gel pens. Bobby gave her 18 more now?
 $20 + 18 = 38$ gel pens
- Aaron counted 88 little Oreos in the bag at home. He packed 25 cookies were still in his bag at home?
 $88 - 25 = 63$ oreo cookies
- Cammie runs a farm in the country. She has 37 hens who are taking care of Cammie have altogether?
 $37 + 45 = 92$ chickens
- Cammie also has a herd of 80 cows that are either solid white or white with brown spots, how many cows are solid white?
 $80 - 52 = 28$ solid white

How confident are you with today's lesson?
😊





2.MD.A.1 Measuring Tools #3 Name: _____ Date: _____

1. How long is the crayon?

5 cm

2. How long is the calendar?

15 cm

3. How tall is the car?

3 3/4 ft

How confident are you with today's lesson?

Picture & Bar Graphs #2 Name: _____ Date: _____

Write the information on the bar chart into a picture graph about student snacks. Use a 😊 to = one student vote.

Snacks	Number of Students
crackers	4
cookies	2
grapes	6
string cheese	5

How many 😊 did you draw? How many students voted?
 😊 = 17 students

What was the most popular snack on this day?
 grapes

How many students had crackers or cookies?
 6 students

How confident are you with today's lesson?



HOW TO USE EXIT TICKETS

I love using exit tickets for assessment because they are:

- Short and quick to have students complete
- Easy to grade and give you valuable data

I like to use exit tickets throughout the unit to monitor student understanding of each skill. At the end of the lesson, give each student one exit ticket, and allow him or her to read and answer the corresponding questions. Collect the exit tickets, assess, and use the data to determine if your students need reteaching, more practice, or are ready for a larger assessment and the next unit.

There are four exit tickets for each skill. Each subsequent exit ticket is more challenging, so I recommend you use the exit tickets in order.

If you have a more advanced class, you can give the exit ticket as a pre-assessment, as well. This can help you determine if students need explicit instruction in a particular skill or not. If the majority of your students do not need explicit instruction, you can teach those who do using small groups.



Operations & Algebraic Thinking

2. OA.A.1

2.OA.B.2

2.OA.C.3

2.OA.C.4



Word Problems #1

Name: _____ Date: _____

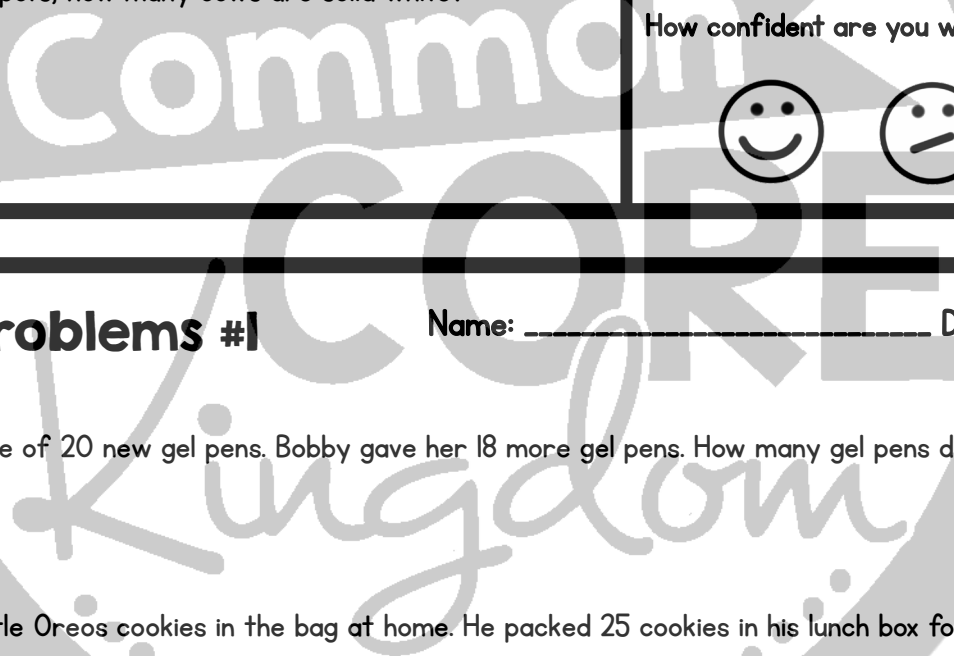
1. Carmen had a package of 20 new gel pens. Bobby gave her 18 more gel pens. How many gel pens does Carmen have now?

2. Aaron counted 88 little Oreos in the bag at home. He packed 25 cookies in his lunch box for snack. How many cookies were still in his bag at home?

3. Cammie runs a farm in the country. She has 37 hens who are taking care of 45 chicks. How many chickens does Cammie have altogether?

4. Cammie also has a herd of 80 cows that are either solid white or white with brown spots. If 52 of Cammie's cows are white with brown spots, how many cows are solid white?

How confident are you with today's lesson?



Word Problems #1

Name: _____ Date: _____

1. Carmen had a package of 20 new gel pens. Bobby gave her 18 more gel pens. How many gel pens does Carmen have now?

2. Aaron counted 88 little Oreos cookies in the bag at home. He packed 25 cookies in his lunch box for snack. How many cookies were still in his bag at home?

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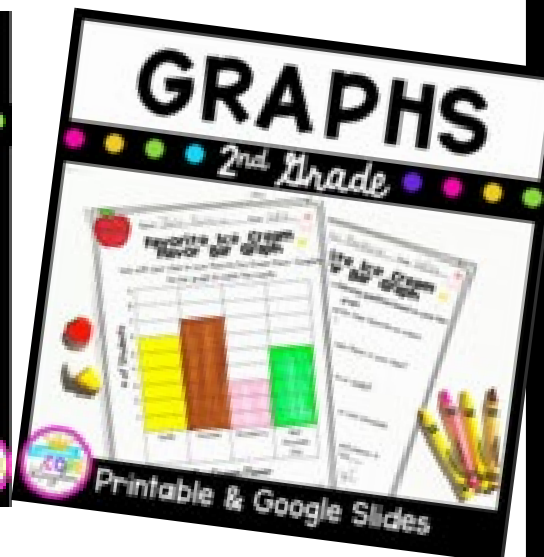


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