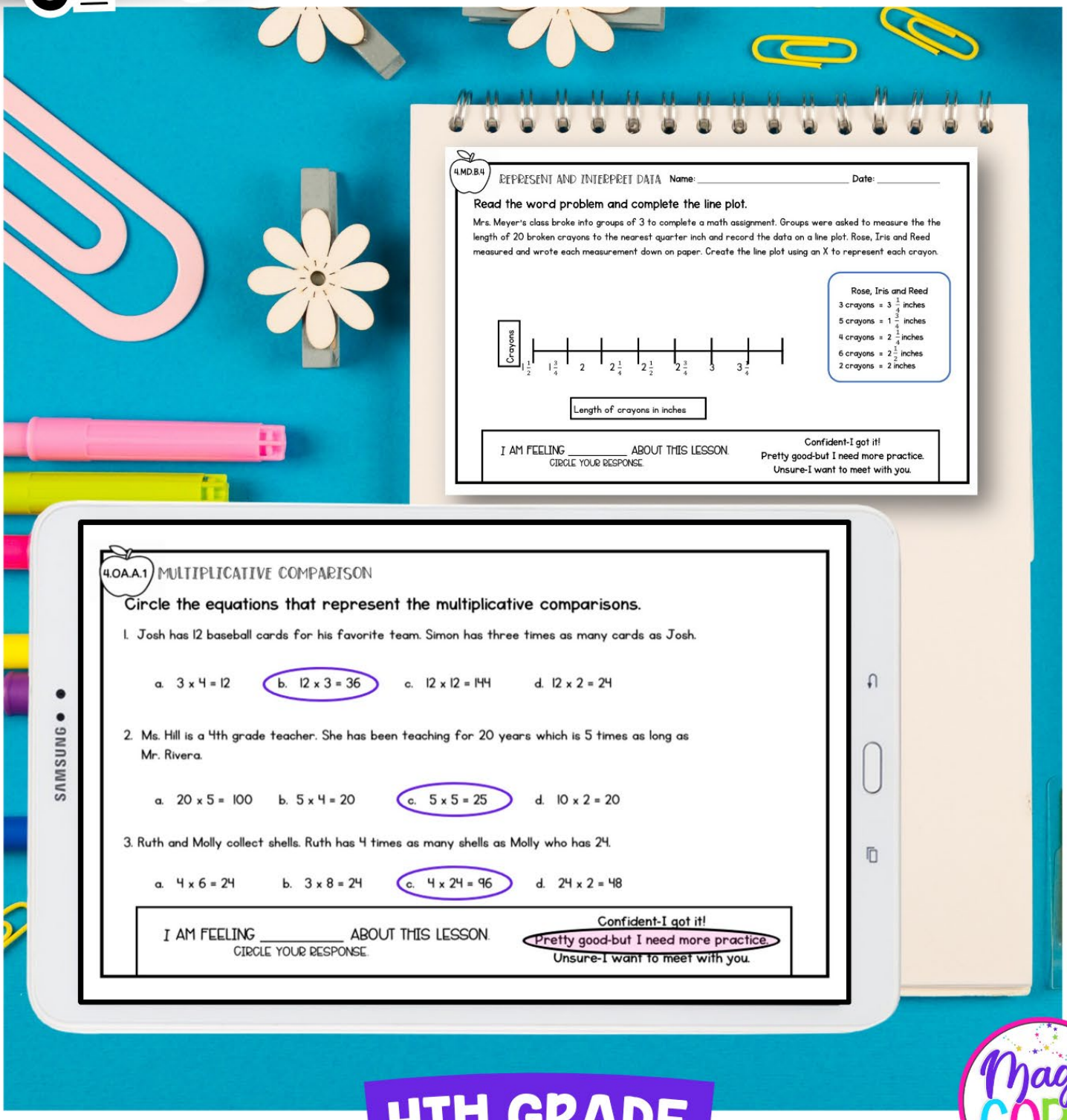
EXIT TICKETS MATH

112 tickets



4TH GRADE

MagiCORE

HOW TO USE EXIT TICKETS

I love using exit tickets for assessment because they are:

- Short and quick for students to complete.
- Easy to grade and provide valuable student data.

I like to use exit tickets throughout the unit to monitor student understanding of each skill. To use them at the end of a lesson, give each student an exit ticket and allow him or her to read and answer the corresponding questions independently. Collect the exit tickets, assess, and use the data to determine if your students need reteaching, more practice, or have mastered the skill.

There are four exit tickets for each skill. Each subsequent exit ticket is more challenging. I recommend you differentiate by using the exit tickets based on each student's level of understanding.

If you have a more advanced student or class, you can use the exit ticket as a pre-assessment. This will help you determine if students need explicit instruction in a particular skill or are ready to move on. If only a few students need explicit instruction, you can teach/reteach in small groups.

Operations & Algebraic Thinking

4.OA.A.1
4.OA.A.2
4.OA.A.3

4.OA.A.1 MULTIPLICATIVE COMPARISON Name: _____ Date: _____

Circle the equations that represent the multiplicative comparisons.

1. Josh has 12 baseball cards for his favorite team. Simon has three times as many cards as Josh.

   a. 3 x 4 = 12 b. 12 x 3 = 36 c. 12 x 12 = 144 d. 12 x 2 = 24

2. Ms. Hill is a 4th grade teacher. She has been teaching for 20 years which is 5 times as long as Mr. Rivera.

   a. 20 x 5 = 100 b. 5 x 4 = 20 c. 5 x 5 = 25 d. 10 x 2 = 20

3. Ruth and Molly collect shells. Ruth has 4 times as many shells as Molly who has 24.

   a. 4 x 6 = 24 b. 3 x 8 = 24 c. 4 x 24 = 96 d. 24 x 2 = 48

I AM FEELING _____ ABOUT THIS LESSON.
CIRCLE YOUR RESPONSE.

Confident-I got it!
Pretty good-but I need more practice.
Unsure-I want to meet with you.

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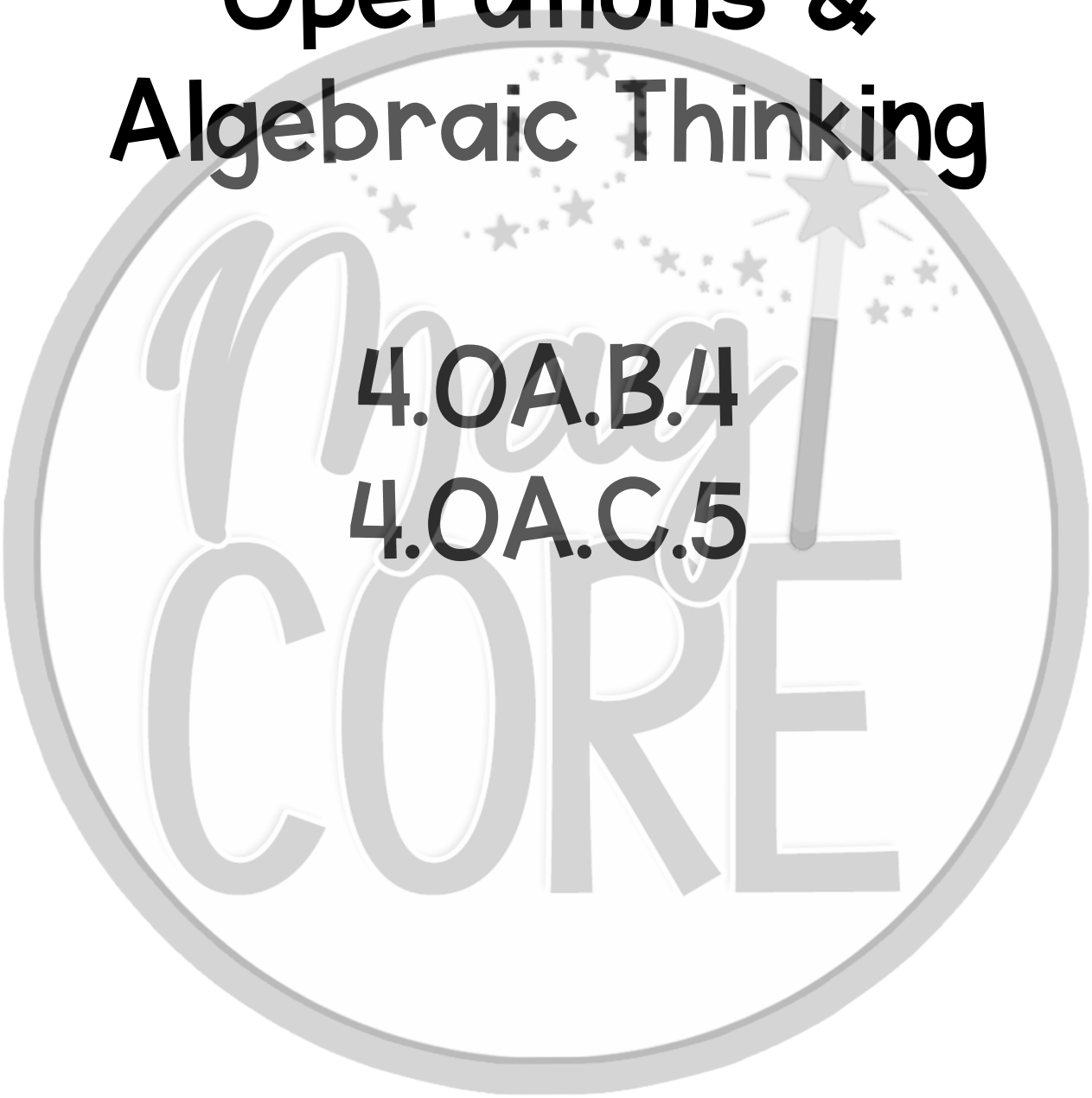
Operations & Algebraic Thinking

4.OA.B.4
4.OA.C.5



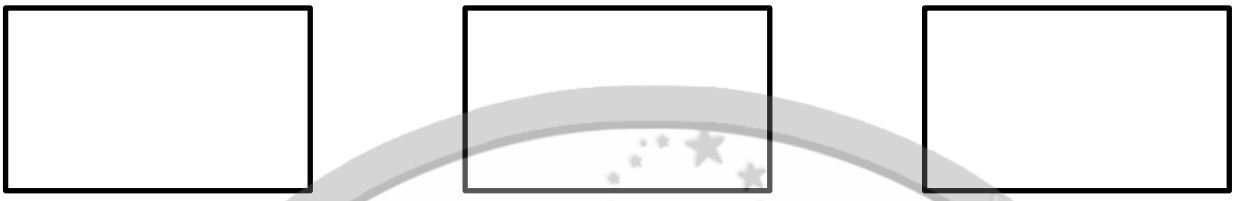
4.OA.B.4

FACTORS AND MULTIPLES

Name: _____ Date: _____

Read the word problem and answer the questions.

1. Tim wants to arrange 24 boxes of paperclips on a shelf in his closet. Create and draw 3 different rectangular arrays he can make with the boxes. Boxes cannot be placed on top of each other.



Arrangement 1 Arrangement 2 Arrangement 3

2. Write each equation that shows the dimensions of the arrays.

_____ _____ _____

3. Are there any other rectangular arrays Tim can make? If yes, write the equation. _____

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Number & Operations in Base Ten

4.NBT.A.1
4.NBT.A.2
4.NBT.A.3

4.NBT.A.1

PLACE VALUE WHOLE NUMBERS

Name: _____ Date: _____

Use the following information to answer the questions.

Kate's family drove across the country on a family vacation last summer. They drove a total of 6,752 miles on their trip.

1. Circle the expression that is equivalent to the value of the 7 in the number of miles Kate's family drove.

a. 700 x 10 b. 100 x 700 c. 7 x 100 1000 x 7

2. What is the value of the numeral 5 in the number of miles Kate's family drove? _____

3. Kate's family drove 935 miles on the last day of the trip. What number does the 9 represent? _____

4. Write an expression that shows the value of the numeral 6 in the total number of miles of the trip.

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Number & Operations in Base Ten

4.NBT.B.4
4.NBT.B.5
4.NBT.B.6

4.NBT.B.4

MULTI-DIGIT ARITHMETIC Name: _____ Date: _____

Read the word problem and answer the questions.

Talia records the sale of school supplies at the school store. Below is her table that shows the sale of pencils for the first half of the school year. Use her data to answer the questions.

Number of pencils sold.

Sept.	Oct.	Nov.	Dec.	Jan.
659	928	885	731	1,004

1. What two months have a total that is equal to 1390? _____

2. What two months have a total that is equal to 1889? _____

3. What is the difference between the month with the greatest number of sales and the month with the least number of sales?

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