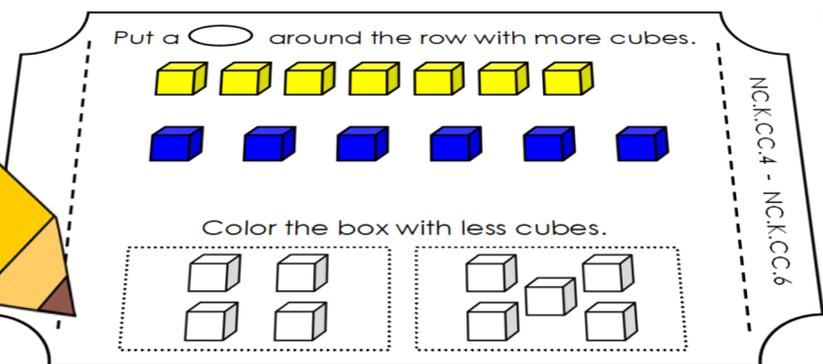


Kindergarten

Numbers
0-20

Cluster 3 Exit Tickets



Standards: CC.1, CC.3, CC.4, CC.5, CC.6
with connections to MD.2 and G.1

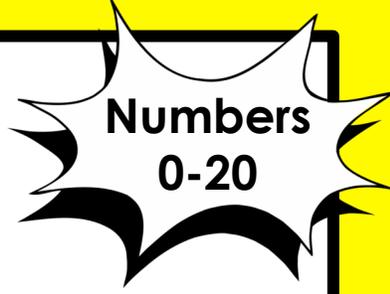
Exit tickets are written responses to questions posed at the end of a lesson. They are brief assessments which allow the teacher to determine student understanding of the concepts and skills taught that day.

At the Kindergarten level, a blank copy of the exit ticket should be displayed on the board and read aloud to students. As teacher reads, students work independently on their own copy of the exit ticket.

Kindergarten

Cluster 3 Exit Tickets

Table of Contents



Numbers
0-20

Topics are listed in order of standards, not necessarily the order in which they may be taught.

Topic	Standards	Page
Rote count by ones and tens to 50.	CC.1	3
Write missing numbers in a sequence.	CC.3	4
When given number orally, record the numeral.	CC.3	5
Subitize (perceptual).	CC.5	6
Count sets (one-to-one correspondence, cardinality).	CC.4, CC.5	8
Match numerals to sets.	CC.3 - CC.5	9
Count sets of 17 (conservation).	CC.4 - CC.5	10
Build sets to match given numbers.	CC.3 - CC.5	11
Produce sets and record numerals (hierarchical inclusion).	CC.3 - CC.5	12
Build towers to compare length and quantity.	CC.4 - CC.6	13
Color rows of squares to compare length and quantity.	CC.4 - CC.6	14
Compare quantities using <u>more</u> and <u>less</u> .	CC.4 - CC.6	15
Compare quantities using <u>greater</u> and <u>less than</u> .	CC.4 - CC.6	16
Compare quantities using <u>equal</u> and <u>same amount as</u> .	CC.4 - CC.6	17

Teacher: See note at bottom of page.

Count to 50.

Skip count by ten.
Stop when you get to 50.

Name:

NC.K.CC.1

Note to the Teacher: Standard NC.K.CC.1 focus on rote counting, and should be assessed orally. The student does not need to have a copy of this exit ticket or see it since recognition of the written numeral is not required with this standard.

Write the missing numbers.

1	2	3	_____	5
6	7	8	9	_____
11	_____	13	_____	15

Name: _____

NC.K.CC.3

Write the missing numbers.

1	2	3	_____	5
6	7	8	9	_____
11	_____	13	_____	15

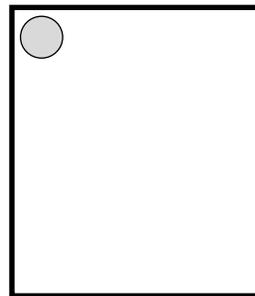
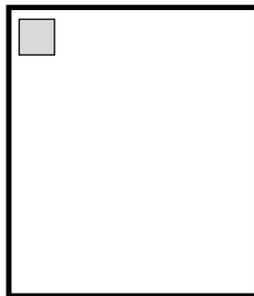
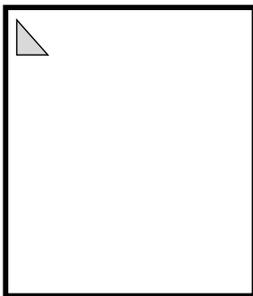
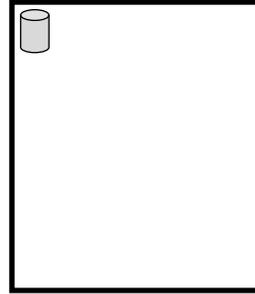
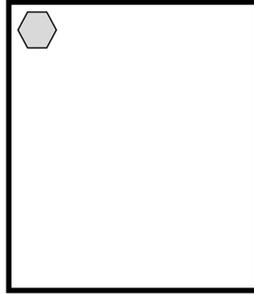
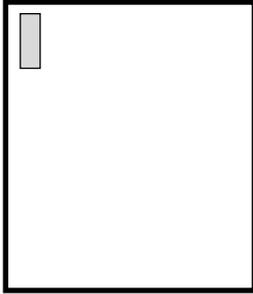
Name: _____

NC.K.CC.3

Teacher: Call out six numbers between 0-20 for students to record.

Example: Write the number 11 in the box with the rectangle.

Write the numbers your teacher says.



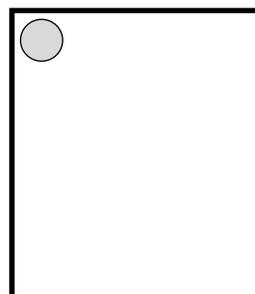
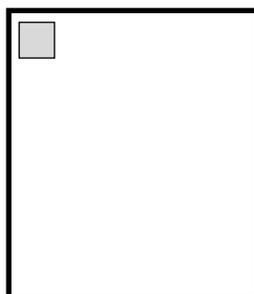
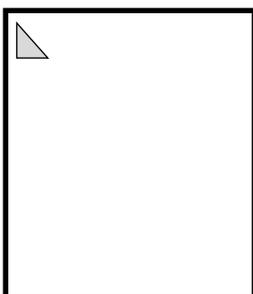
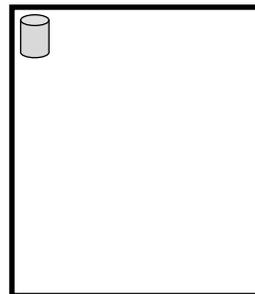
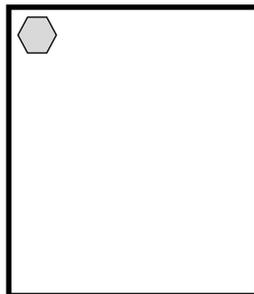
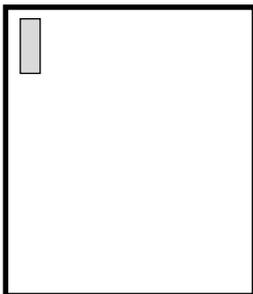
Name: _____

NC.K.CC.3

Teacher: Call out six numbers between 0-20 for students to record.

Example: In the box with the rectangle, write the number 11.

Write the numbers your teacher says.



Name: _____

NC.K.CC.3

Teacher: See directions on following page.
Note: Student may write the answer or orally tell the teacher.

Write the number that
matches your teacher's set.

Name:

Card A

Card B

Card C

NC.K.CC.3, NC.K.CC.4

Teacher: See directions on following page.
Note: Student may write the answer or orally tell the teacher.

Write the number that
matches your teacher's set.

Name:

Card A

Card B

Card C

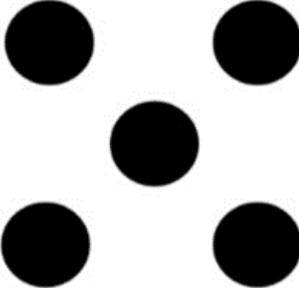
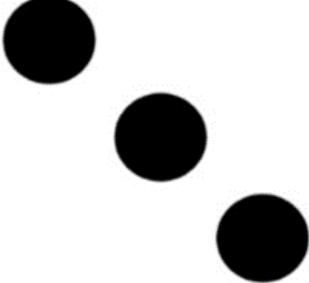
NC.K.CC.3, NC.K.CC.4

Subitizing Cards

Teacher Directions: Print Day 1 cards and cut apart. Display each card for 3 seconds. Prompt students to put a ring around the matching numeral. Repeat using Day 2 and Day 3 cards.

*Note: Writing numerals is not an expectation of this standard.
If students have difficulty recording answers, they may respond orally.*

Day 1

Card A 	Card B 	Card C 
---	---	---

Day 2

Card A 	Card B 	Card C 
---	---	---

Day 3

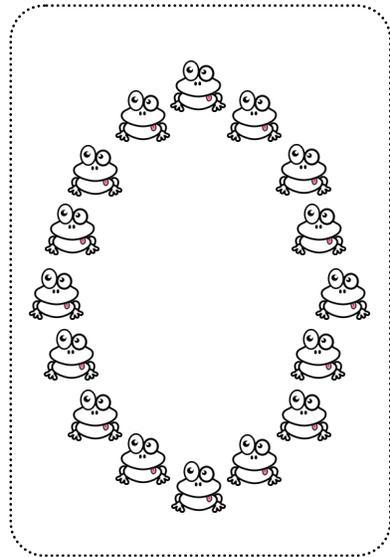
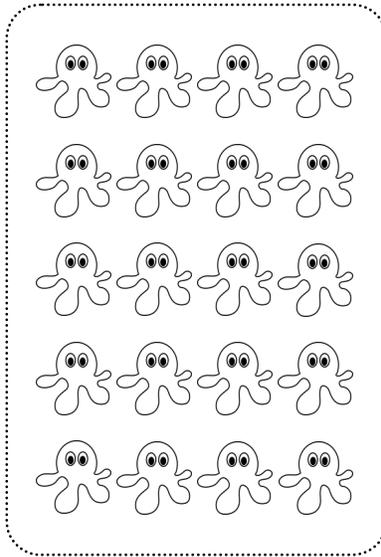
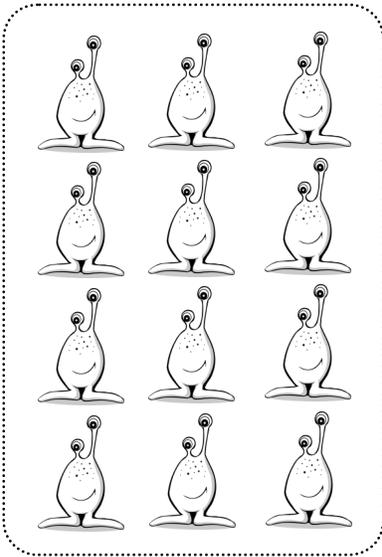
Card A 	Card B 	Card C 
---	--	---

Color the group of **16** blue.

Color the group of **20** red.

Color the group of **12** yellow.

Name: _____



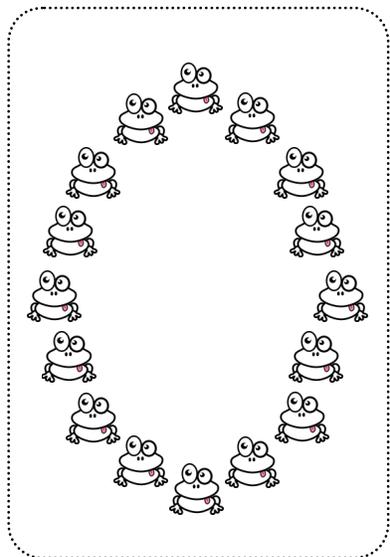
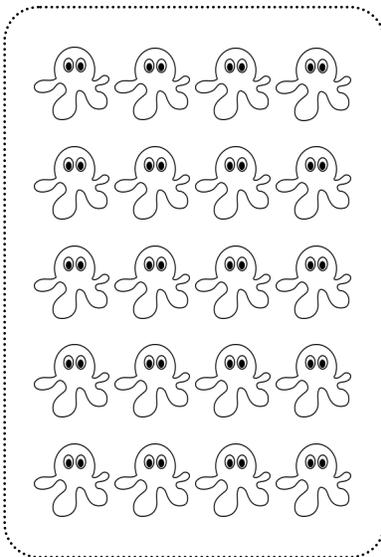
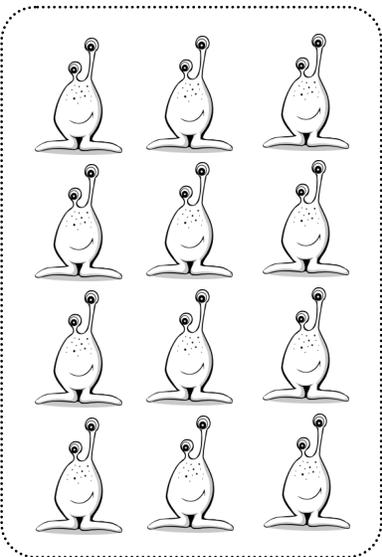
NC.K.CC.4, NC.K.CC.5

Color the group of **16** blue.

Color the group of **20** red.

Color the group of **12** yellow.

Name: _____



NC.K.CC.4, NC.K.CC.5

Glue each number to its matching set.

--	--	--

NC.K.CC.3 - NC.K.CC.5

Name: _____



11

13

15

Glue each number to its matching set.

--	--	--

NC.K.CC.3 - NC.K.CC.5

Name: _____

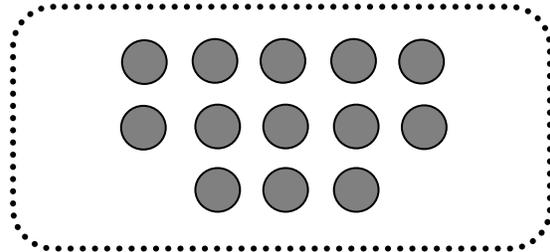
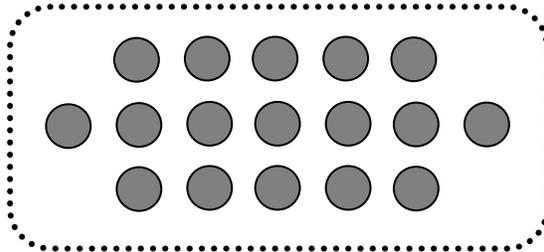
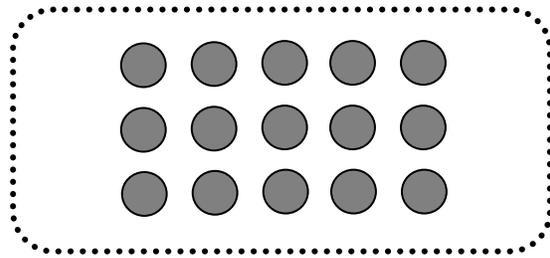
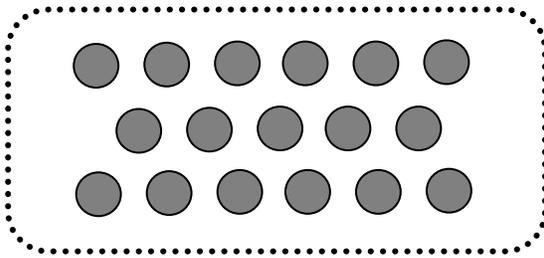


11

13

15

Color the boxes that have **17** dots.

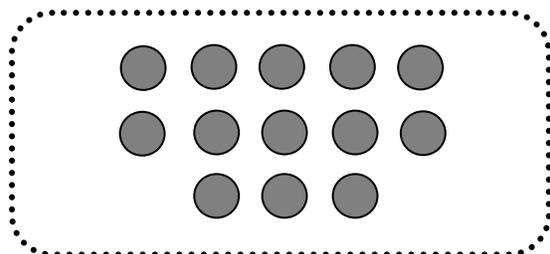
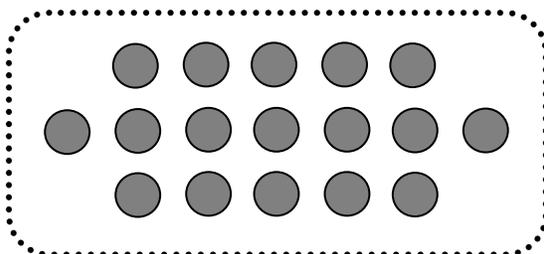
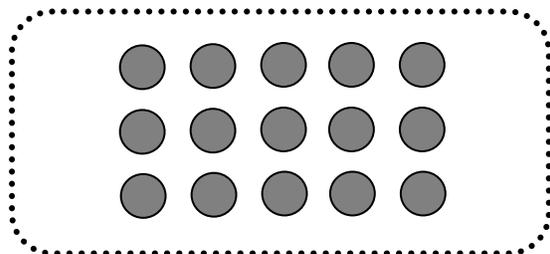
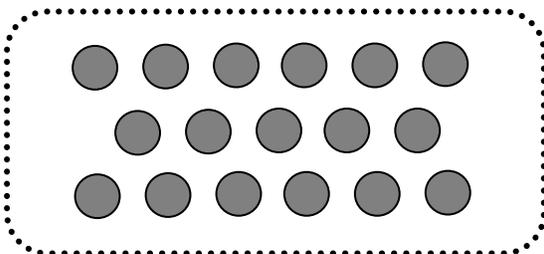


Find another way to show **17** dots.

Name: _____

NC.K.CC.4, NC.K.CC.5

Color the boxes that have **17** dots.



Find another way to show **17** dots.

Name: _____

NC.K.CC.4, NC.K.CC.5

Teacher: Give student a cupful of small manipulatives or snap cubes.
Optional: Student may record a drawing for each set he/she builds.

Build a set of objects to match each number.

11

13

19

Name:

NC.K.CC.3 - NC.K.CC.5

Teacher: Give student a cupful of small manipulatives or snap cubes.
Optional: Student may record a drawing for each set he/she builds.

Build a set of objects to match each number.

11

13

19

Name:

NC.K.CC.3 - NC.K.CC.5

Teacher Note: Give student a set of 8-10 snap cubes.

Place **18** cubes on your paper.

Name: _____

NC.K.CC.4, NC.K.CC.5

Take a cube away.

How many do you have now? _____

Teacher Note: Give student a set of 8-10 snap cubes.

Place **18** cubes on your paper.

Name: _____

NC.K.CC.4, NC.K.CC.5

Take a cube away.

How many do you have now? _____

Teacher Note: Give student a set of 15-20 snap cubes.

Name: _____

Build a tower of **9** cubes.

Build a tower of **5** cubes.

Hold the taller tower in the air.

Hold the tower with the greater amount of cubes in the air.

NC.K.CC.4 - NC.K.CC.6

Note to the Teacher: It is not necessary to make student copies of this exit slip as it does not require a written response.

Note: Start coloring at the left side, filling in each successive square.

Color **6 red** squares.

--	--	--	--	--	--	--	--	--	--

Color **8 blue** squares.

--	--	--	--	--	--	--	--	--	--

Draw a  under shorter row.

Draw a  around the row with less squares.

Name: _____

NC.K.CC.4 - NC.K.CC.6

Note: Start coloring at the left side, filling in each successive square.

Color **6 red** squares.

--	--	--	--	--	--	--	--	--	--

Color **8 blue** squares.

--	--	--	--	--	--	--	--	--	--

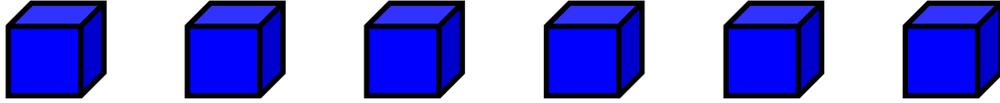
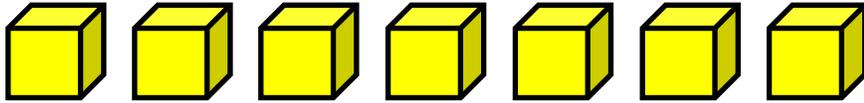
Draw a  under shorter row.

Draw a  around the row with less squares.

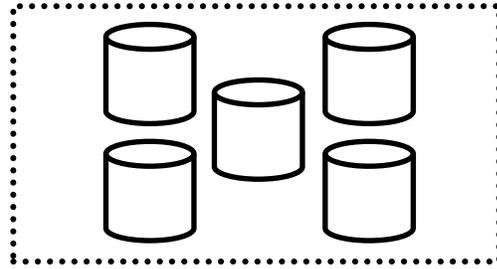
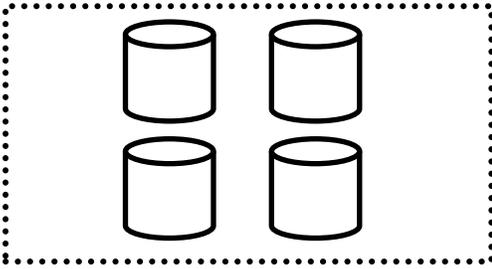
Name: _____

NC.K.CC.4 - NC.K.CC.6

Put a  around the row with more cubes.



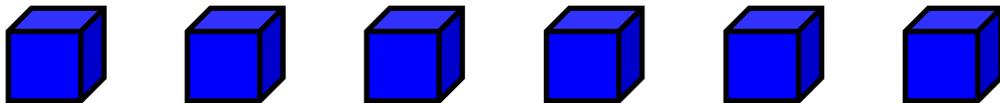
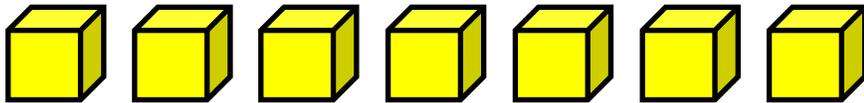
Color the box with less cylinders.



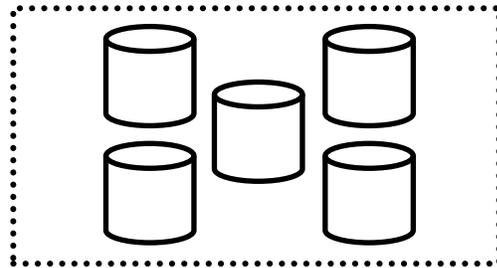
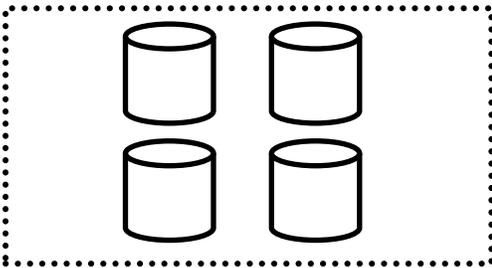
Name:

NC.K.CC.4 - NC.K.CC.6

Put a  around the row with more cubes.



Color the box with less cylinders.

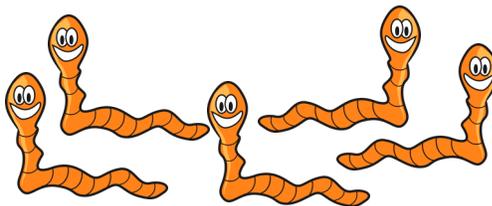
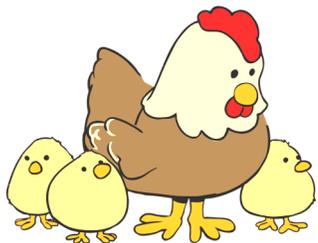


Name:

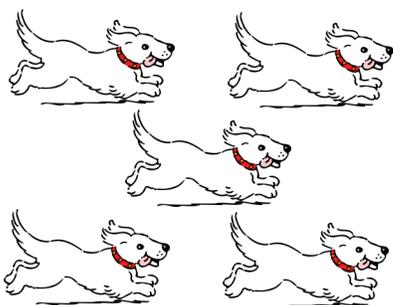
NC.K.CC.4 - NC.K.CC.6

Name: _____

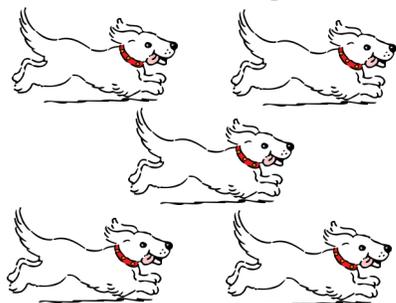
Are there more birds or worms?
Circle the group with the **greater** amount.



Draw a set of bones that is
less than the number of dogs.

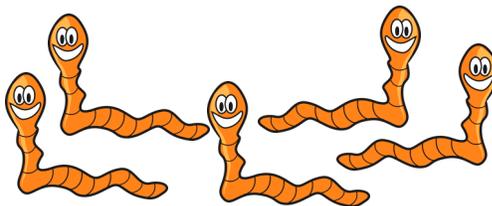
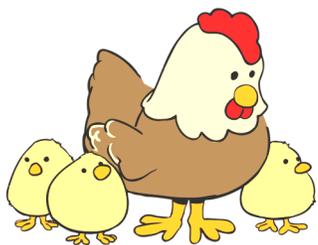


Draw a set of bones that is
equal to the number of dogs.



Name: _____

Are there more birds or worms?
Circle the group with **more**.



Do the girls
have an
equal number
of muffins?

YES **NO**



NC.K.CC.4 - NC.K.CC.6

Name:



How many stars?

Draw a set of circles that has the **same amount**.

Do the girls
have an
equal number
of muffins?

YES **NO**



NC.K.CC.4 - NC.K.CC.6

Name:



How many stars?

Draw a set of circles that has the **same amount**.