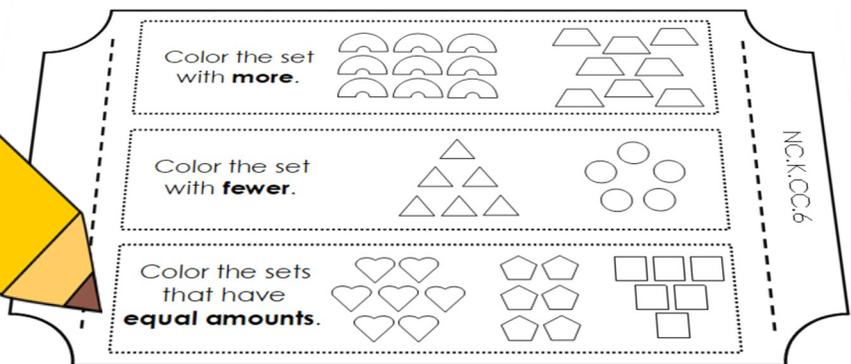
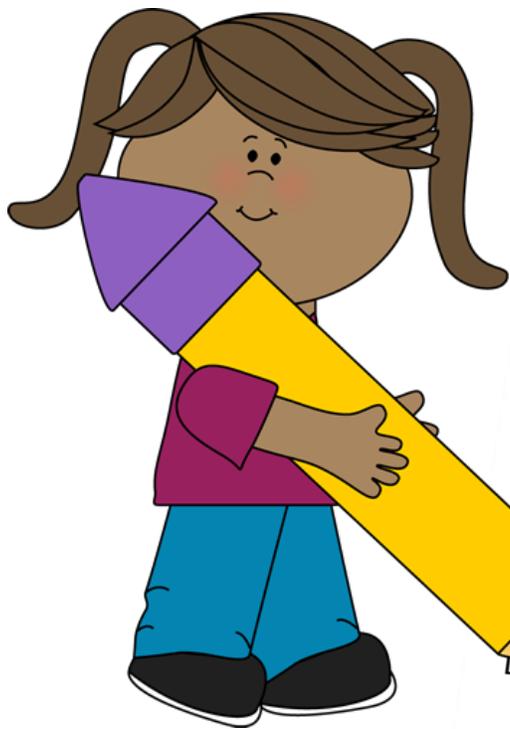


Kindergarten

Cluster 5 Exit Tickets



Standards: CC.1, CC.2, CC.6, CC.7

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 5 Exit Tickets

Table of Contents

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

Topic	Standard	Page
Count by ones. Skip count by tens.	CC.1	3
Say the next four numbers in a counting sequence.	CC.2	4
Count on from a given number.	CC.2	5
Count a set. (hierarchical inclusion).	CC.5	6
Produce a set to match given number (hierarchical inclusion).	CC.5	7
Color the sets with more, less, and equal amounts.	CC.6	8
Build towers and compare.	CC.5, CC.6	9
Circle the numerals that are more, less, and equal.	CC.5, CC.6	10
Produce a set for a given number. Produce a set that is less.	CC.7	11
Analyze sets using comparison words.	CC.6, CC.7	12

Teacher: See note at bottom of page.

Count to 100.

Skip count by ten.
Stop when you get to 100.

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.

Teacher: See note at bottom of page.

Say the next numbers.

35 36 37 _____

57 58 59 _____

Name: _____

NC.K.CC.2

Note to the Teacher: Standard NC.K.CC.2 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.

Teacher: See note at bottom of page.

Name:

Start counting at 48.
Stop when you get to 70.

Start counting at 82.
Stop when you get to 100.

NC.K.CC.2

Note to the Teacher: Standard NC.K.CC.2 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.

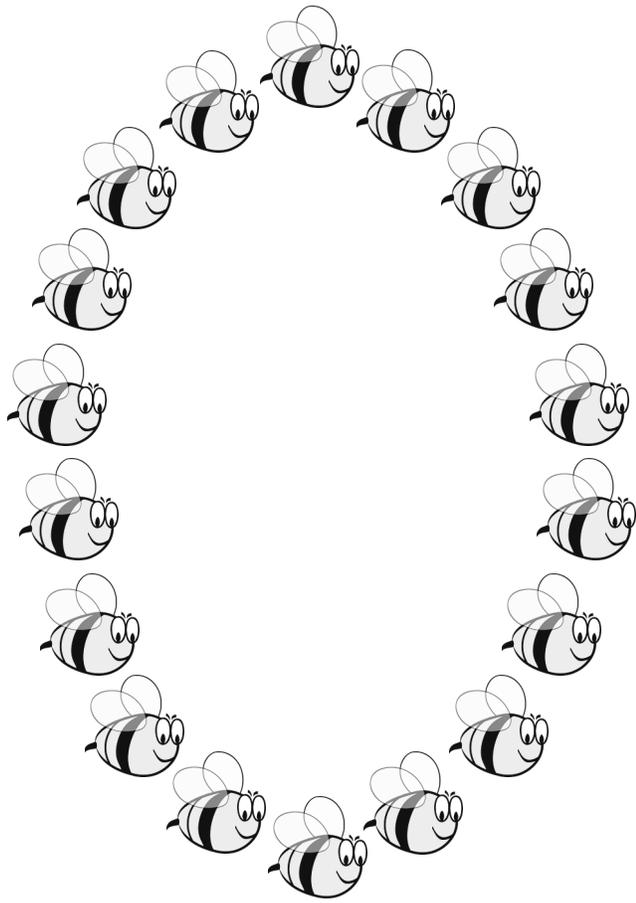
Name: _____

How many bees?

_____ bees

Draw **1** more bee.
How many bees now?

_____ bees



NC.K.CC.5

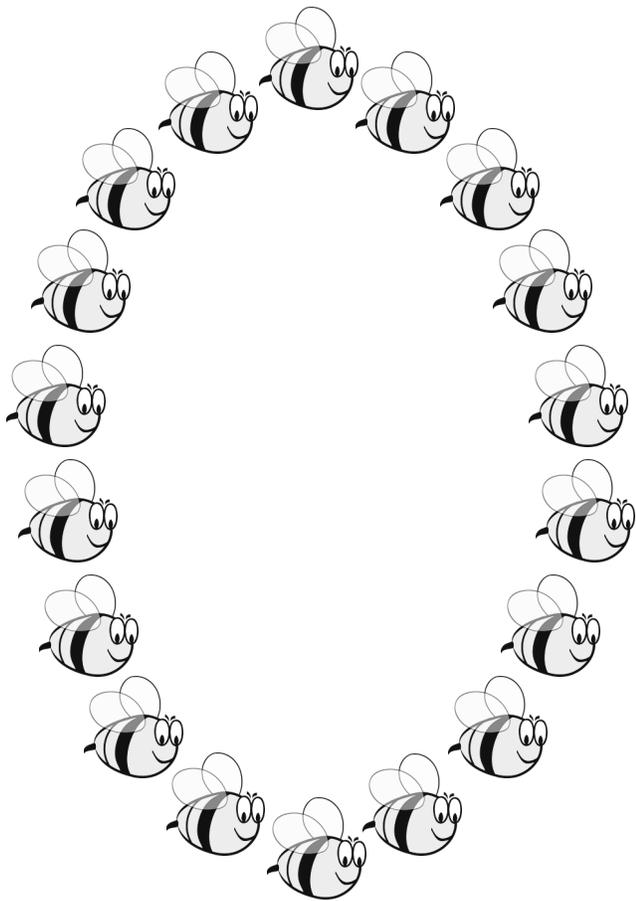
Name: _____

How many bees?

_____ bees

Draw **1** more bee.
How many bees now?

_____ bees



NC.K.CC.5

Teacher: Give student a double-sided chip.

Draw 14 apples.

Name:

NC.K.CC.5

Put a chip on one apple to hide it.
How many apples do you have now?

_____ apples

Teacher: Give student a double-sided chip.

Draw 14 apples.

Name:

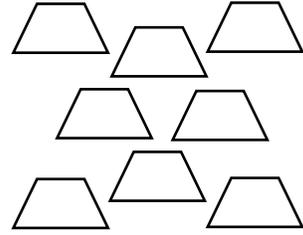
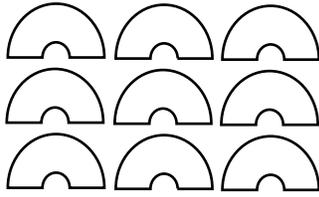
NC.K.CC.5

Put a chip on one apple to hide it.
How many apples do you have now?

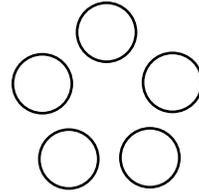
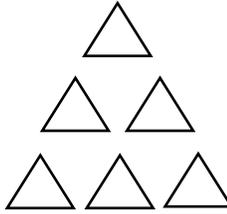
_____ apples

Name: _____

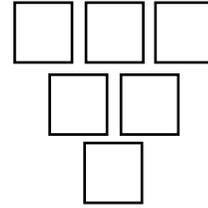
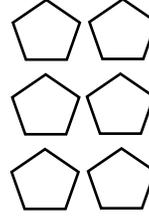
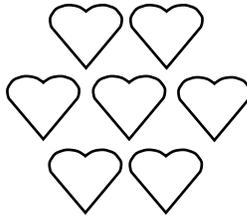
Color the set
with **more**.



Color the set
with **fewer**.



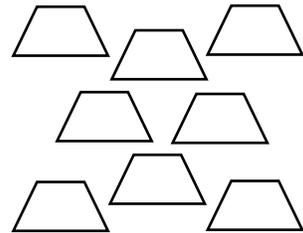
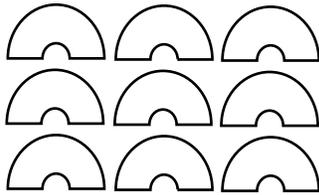
Color the sets
that have
equal amounts.



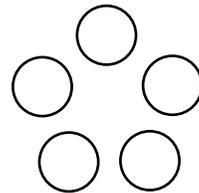
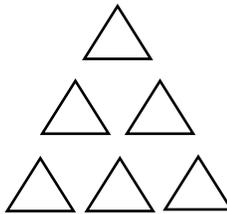
NC.K.CC.6

Name: _____

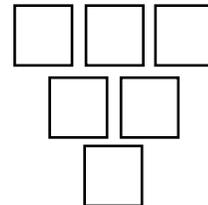
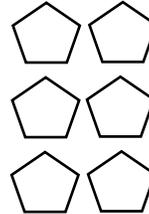
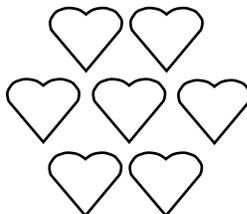
Color the set
with **more**.



Color the set
with **fewer**.



Color the sets
that have
equal amounts.



NC.K.CC.6

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

Build a tower of **7** cubes.

Build a tower of **6** cubes.

Hold the tower with the greater amount.

Build a tower that is equal
to the tower you are holding.

Name:

NC.K.CC.5, 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.

Name:

Two pigs look for bricks to make a house.
Big Pig sees 10 bricks. Draw Big Pig's bricks.

Little Pig sees less bricks. How many
bricks might Little Pig see? Draw his bricks.

NC.K.CC.5, NC.K.CC.6

Name:

Two pigs look for bricks to make a house.
Big Pig sees 10 bricks. Draw Big Pig's bricks.

Little Pig sees less bricks. How many
bricks might Little Pig see? Draw his bricks.

NC.K.CC.5, NC.K.CC.6

Name: _____

Circle the number that is **less**.

2

3

Circle the number that is **greater**.

9

10

Circle the two numbers that are **equal**.

1

10

1

NC.K.CC.7

Name: _____

Circle the number that is **less**.

2

3

Circle the number that is **greater**.

9

10

Circle the two numbers that are **equal**.

1

10

1

NC.K.CC.7

Teacher: Encourage student to explain their answer using comparison words such as *more, less, greater, and fewer.*

Which would you rather have?

4 cookies

2 cookies

Draw or write words to show your thinking.

Name:

NC.K.CC.6 - NC.K.CC.7

Teacher: Encourage student to explain their answer using comparison words such as *more, less, greater, and fewer.*

Which would you rather have?

4 cookies

2 cookies

Draw or write words to show your thinking.

Name:

NC.K.CC.6 - NC.K.CC.7