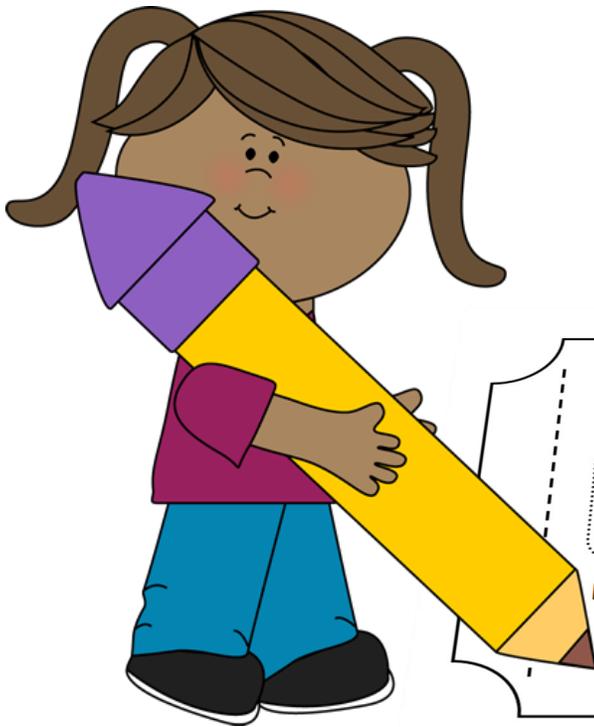


Kindergarten

Cluster 6 Exit Tickets



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

Which would you rather have?

Draw or write words to show your thinking.

NCK.CC.6

The form is a rectangular exit ticket with a scalloped edge. It contains a question about comparing two jars of coins. The left jar has 5 coins and the right jar has 4 coins. Below the jars is a line for the student to draw or write. The standard code 'NCK.CC.6' is written vertically on the right side.

Standards:

CC.6, OA.1, OA.2, OA.3, OA.4, OA.6

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 6 Exit Tickets

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

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Build towers and compare sets.	CC.6	3
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Represent and solve an addition word problem. <i>(problem type: add to, result unknown)</i>	OA.1, OA.2	5
Represent and solve an addition word problem. <i>(problem type: put together/take apart, total unknown)</i>	OA.1, OA.2	6
Represent subtraction using objects or drawings. <i>(problem type: take from, result unknown)</i>	OA.1	7
Represent and solve a subtraction word problem. <i>(problem type: take from, result unknown)</i>	OA.1, OA.2	8
Find ways to decompose 6 into parts.	OA.3	9
Solve a word problem by decomposing eight. <i>(problem type: put together/take apart, both addends unknown)</i>	OA.1, OA.3	10
Find missing number needed to make a set of 10 objects.	OA.4	11
Solve problem by finding missing number needed to make 10. <i>(problem type: put together/take apart, one addend unknown)</i>	OA.1, OA.4	12
Subitize (conceptual).	OA.6	13

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

Build a tower of **6** cubes.

Build a tower of **3** cubes.

Hold the tower that has less cubes.

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

Name:

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.

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

Which would you rather have?



Draw or write words to show your thinking.

Name:

NC.K.CC.6

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

Which would you rather have?



Draw or write words to show your thinking.

Name:

NC.K.CC.6

Teacher: Prompt student to use objects or drawings to solve.
Problem Type: Add To, Result Unknown

**Bo has 3 pencils in his pencil box.
His mom gives him 6 new pencils.
How many pencils does Bo have now?**

Name:

NC.K.OA.1, NC.K.OA.2

3 and 6 make _____.

Teacher: Prompt student to use objects or drawings to solve.
Problem Type: Add To, Result Unknown

**Bo has 3 pencils in his pencil box.
His mom gives him 6 new pencils.
How many pencils does Bo have now?**

Name:

NC.K.OA.1, NC.K.OA.2

3 and 6 make _____.

Teacher: Prompt student to use objects or drawings to solve.
Problem Type: Put Together/Take Apart, Total Unknown

Ana has 3 red apples and 2 green apples. How many apples does Ana have?

Name:

NC.K.OA.1, NC.K.OA.2

3 red and 2 green
are the same amount as _____.

Teacher: Prompt student to use objects or drawings to solve.
Problem Type: Put Together/Take Apart, Total Unknown

Ana has 3 red apples and 2 green apples. How many apples does Ana have?

Name:

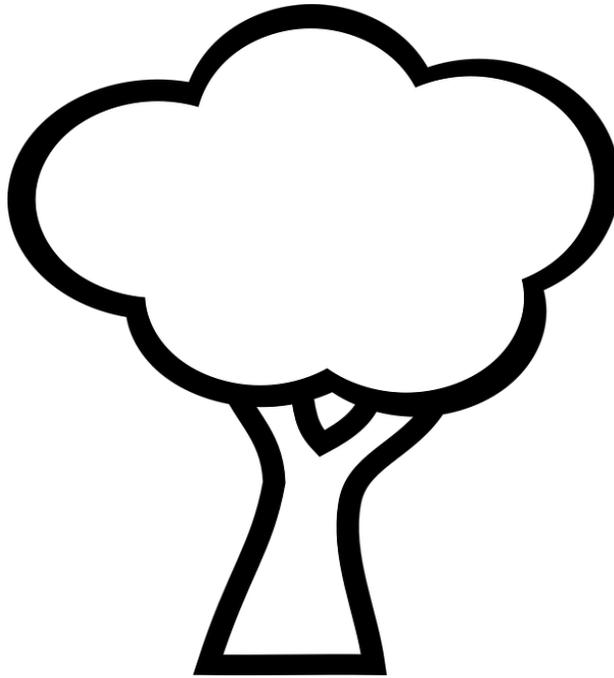
NC.K.OA.1, NC.K.OA.2

3 red and 2 green
are the same amount as _____.

Teacher: Student should represent the situation by acting it out with objects or using drawings.
Problem Type: Take From, Result Unknown

**4 apples were in the tree. Johnny ate 3 apples.
How many apples are still in the tree?**

Name: _____

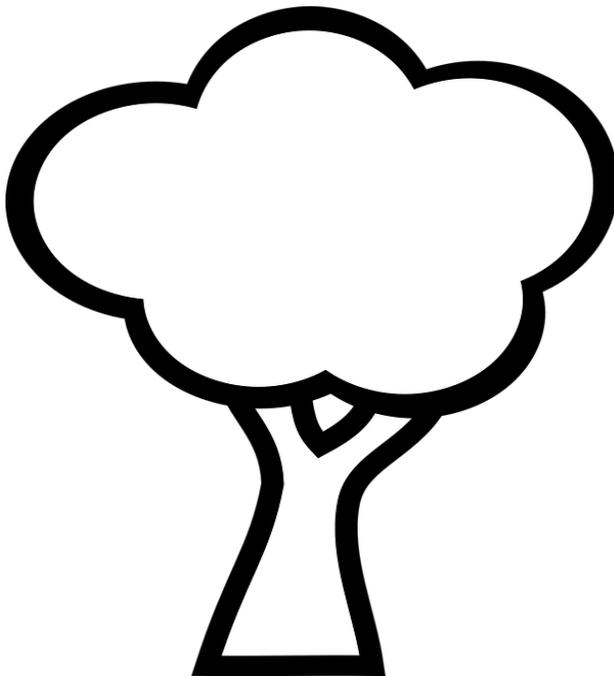


NC.K.OA.1

Teacher: Student should represent the situation by acting it out with objects or using drawings.
Problem Type: Take From, Result Unknown

**4 apples were in the tree. Johnny ate 3 apples.
How many apples are still in the tree?**

Name: _____



NC.K.OA.1

Teacher: Prompt student to use objects or drawings to solve.
Problem Type: Take From, Result Unknown

**There are 10 geese in the pond.
3 geese fly away. How many
geese are in the pond now?**

Name:

NC.K.OA.1, NC.K.OA.2

Teacher: Prompt student to use objects or drawings to solve.
Problem Type: Take From, Result Unknown

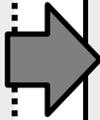
**There are 10 geese in the pond.
3 geese fly away. How many
geese are in the pond now?**

Name:

NC.K.OA.1, NC.K.OA.2

Teacher: Provide 6 red and yellow double-sided counters, small cup, and crayons.

Spill the counters.
How many red?
How many yellow?
How many total?



red	yellow	total

Name:

How many other ways
can you show six red
and yellow counters?

NC.K.OA.3

Teacher: Provide 6 red and yellow double-sided counters, small cup, and crayons.

Spill the counters.
How many red?
How many yellow?
How many total?



red	yellow	total

Name:

How many other ways
can you show six red
and yellow counters?

NC.K.OA.3

Prompt student to solve using objects, drawings, or numbers.

Problem Type: Put Together/Take Apart, Both Addends Unknown

Dora eats 9 grapes for snack. Some are red and some are green. How many grapes could be red, and how many could be green?

Name:

NC.K.OA.1, NC.K.OA.3

Find other ways to show 9 red and green grapes on the back of your paper.

Prompt student to solve using objects, drawings, or numbers.

Problem Type: Put Together/Take Apart, Both Addends Unknown

Dora eats 9 grapes for snack. Some are red and some are green. How many grapes could be red, and how many could be green?

Name:

NC.K.OA.1, NC.K.OA.3

Find other ways to show 9 red and green grapes on the back of your paper.

*Teacher: Provide student with several cubes.
Prompt student to use objects, drawings, or numbers to show thinking solution.*

Make a tower 4 cubes tall.

How many more cubes do you need to make the tower 10 cubes tall?

Name:

NC.K.OA.4

4 cubes and _____ cubes equal **10** cubes.

*Teacher: Provide student with several cubes.
Prompt student to use objects, drawings, or numbers to show thinking solution.*

Make a tower 4 cubes tall.

How many more cubes do you need to make the tower 10 cubes tall?

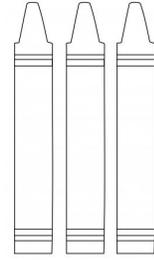
Name:

NC.K.OA.4

4 cubes and _____ cubes make **10** cubes.

Prompt student to use objects, drawings, or numbers to solve.
Problem Type: Put Together/Take Apart, One Addend Unknown

**Darryl has 3 crayons.
How many more crayons does
Darryl need to have 10 crayons?**



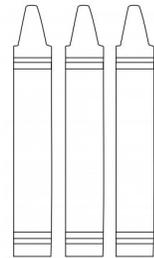
NC.K.OA.1, NC.K.OA.4

Name: _____

3 and _____ is the same amount as **10**.

Prompt student to use objects, drawings, or numbers to solve.
Problem Type: Put Together/Take Apart, One Addend Unknown

**Darryl has 3 crayons.
How many more crayons does
Darryl need to have 10 crayons?**



NC.K.OA.1, NC.K.OA.4

Name: _____

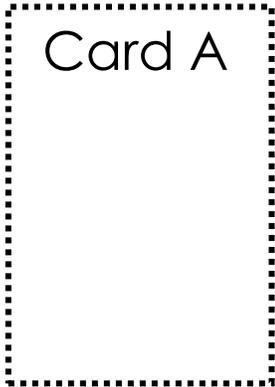
3 and _____ is the same amount as **10**.

Teacher: See directions on following page.

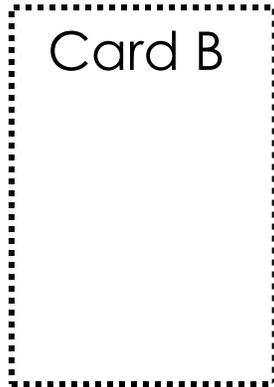
Write the number that
matches your teacher's set.

Name:

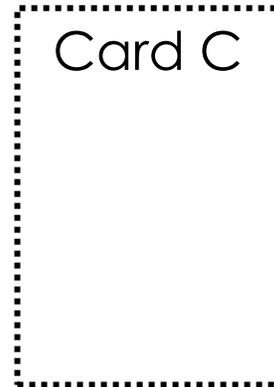
Card A



Card B



Card C



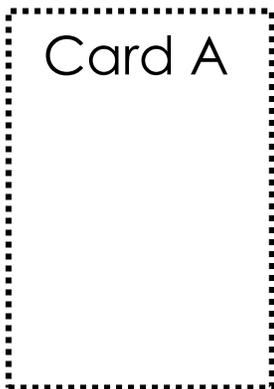
NC.K.OA.6

Teacher: See directions on following page.

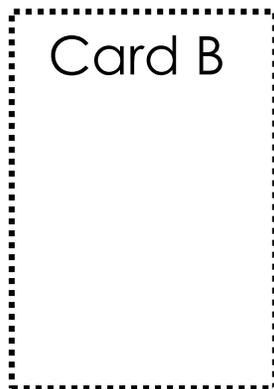
Write the number that
matches your teacher's set.

Name:

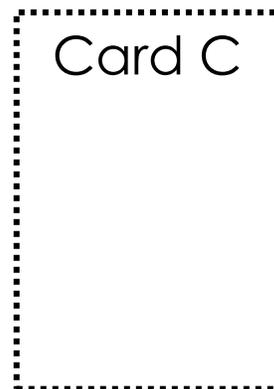
Card A



Card B



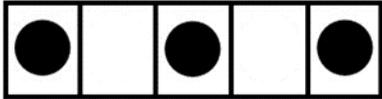
Card C

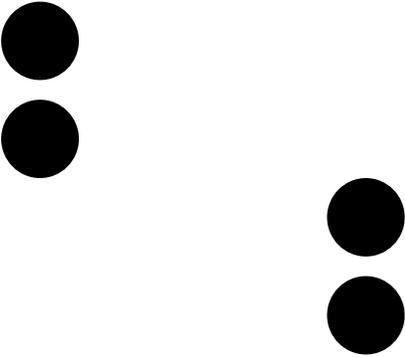
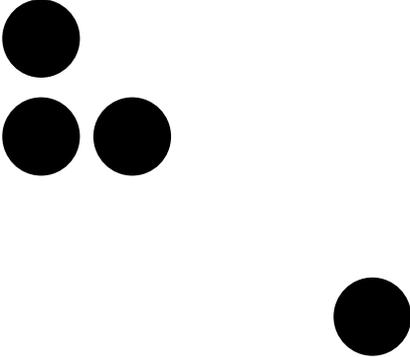


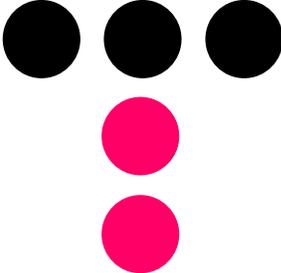
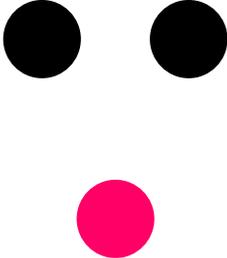
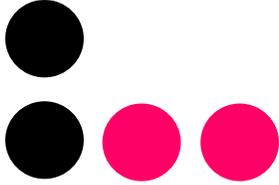
NC.K.OA.6

Subitizing Cards

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

Day 1	Card A 	Card B 	Card C 
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Day 2	Card A 	Card B 	Card C 
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Day 3	Card A 	Card B 	Card C 
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