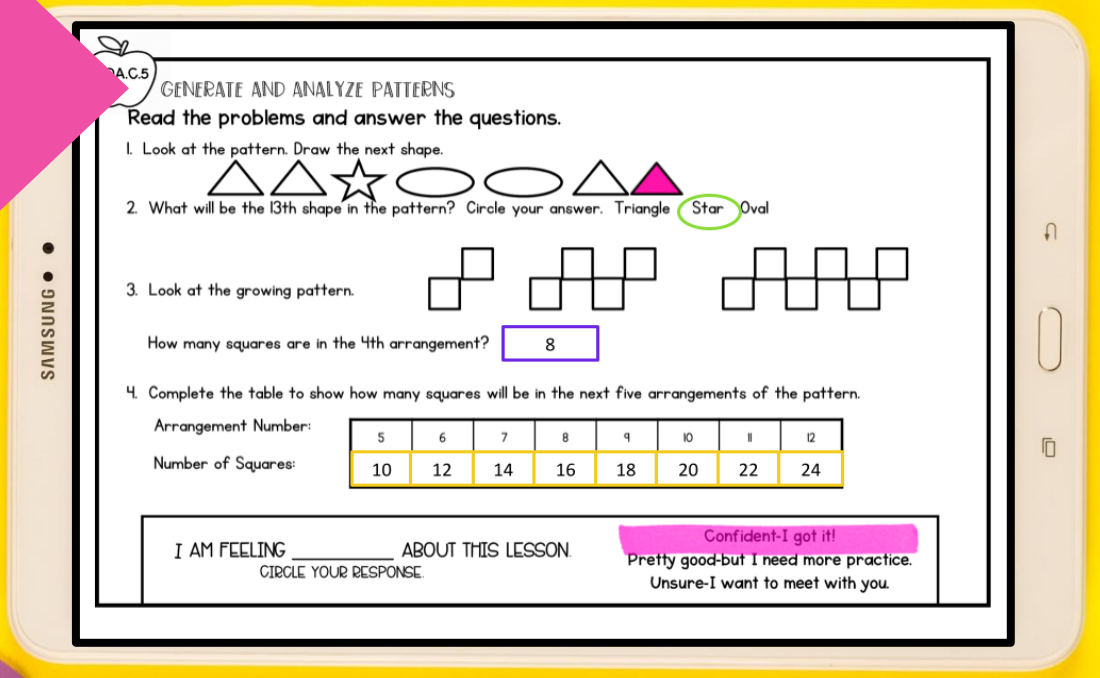
MATH EXIT TICKETS

4th Grade



A.C.5

GENERATE AND ANALYZE PATTERNS

Read the problems and answer the questions.

1. Look at the pattern. Draw the next shape.

2. What will be the 13th shape in the pattern? Circle your answer. Triangle Star Oval

3. Look at the growing pattern.

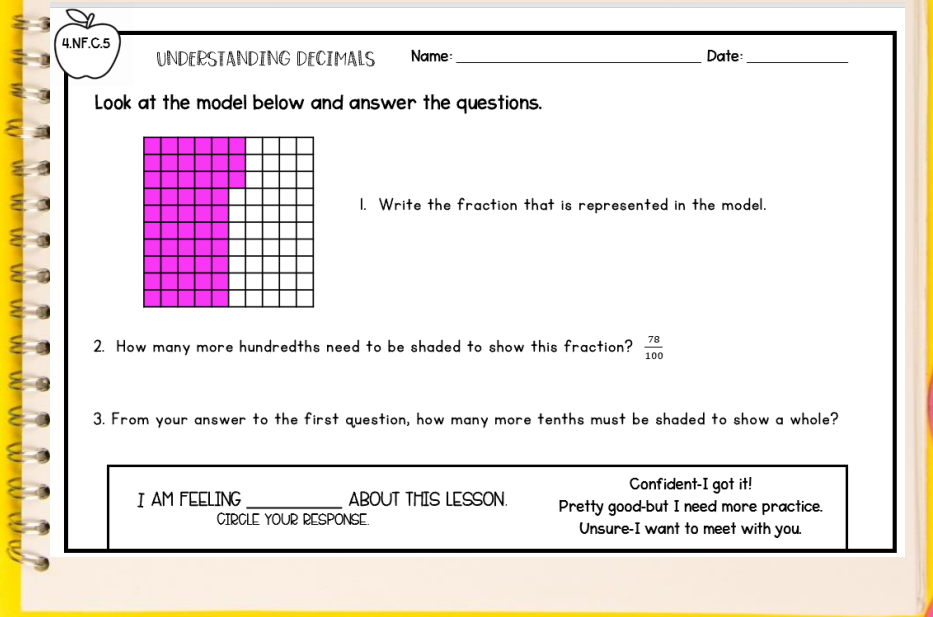
How many squares are in the 4th arrangement? 8

4. Complete the table to show how many squares will be in the next five arrangements of the pattern.

Arrangement Number:	5	6	7	8	9	10	11	12
Number of Squares:	10	12	14	16	18	20	22	24

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.



4.NF.C.5

UNDERSTANDING DECIMALS Name: _____ Date: _____

Look at the model below and answer the questions.

1. Write the fraction that is represented in the model.

2. How many more hundredths need to be shaded to show this fraction? $\frac{78}{100}$

3. From your answer to the first question, how many more tenths must be shaded to show a whole?

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Common CORE Kingdom

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

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Operations & Algebraic Thinking

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

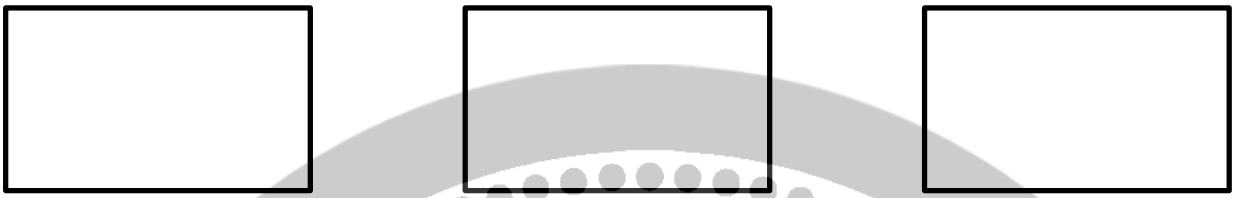
4.OA.B.4

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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CIRCLE YOUR RESPONSE.

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4.OA.B.4

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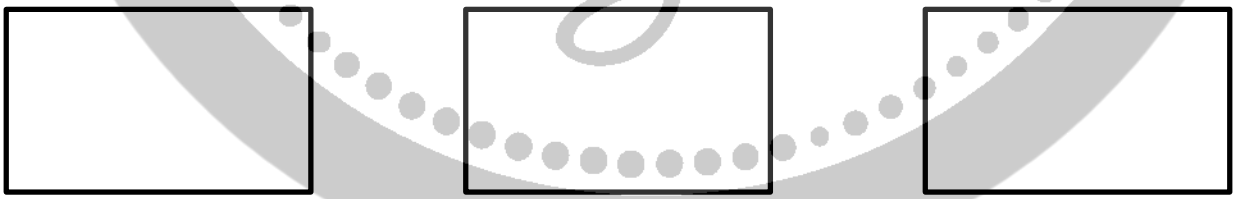

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Number & Operations in Base Ten

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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CIRCLE YOUR RESPONSE.

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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?

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

Confident-I got it!
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4.NBT.B.4

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Number & Operations - Fractions

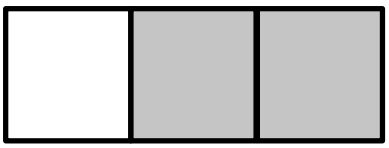
4.NF.A.1
4.NF.A.2
4.NF.B.3
4.NF.B.4

4.NF.A.1

EQUIVALENT FRACTIONS

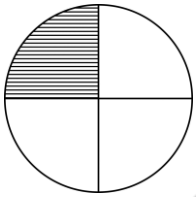
Name: _____ Date: _____

Use the models to answer the questions.



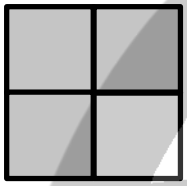
1. Circle the fractions that are equivalent to the shaded area.

a. $\frac{1}{2}$ b. $\frac{2}{3}$ c. $\frac{4}{6}$ d. $\frac{5}{8}$ e. $\frac{6}{9}$ f. $\frac{2}{4}$



2. Circle the fractions that are equivalent to the shaded area.

a. $\frac{1}{4}$ b. $\frac{2}{6}$ c. $\frac{4}{8}$ d. $\frac{6}{8}$ e. $\frac{3}{6}$ f. $\frac{2}{8}$



3. Circle the fractions that are equivalent to the shaded area.

a. $\frac{3}{5}$ b. $\frac{2}{4}$ c. $\frac{6}{6}$ d. $\frac{3}{4}$ e. $\frac{3}{2}$ f. $\frac{6}{8}$

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.

4.NF.A.1

EQUIVALENT FRACTIONS Name: _____ Date: _____

Use the models to answer the questions.

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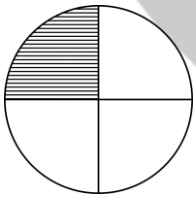

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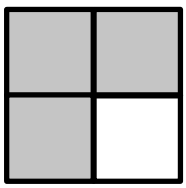

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Number & Operations - Fractions

4.NF.C.5
4.NF.C.6
4.NF.C.7

4.NF.C.5

UNDERSTANDING DECIMALS

Name: _____ Date: _____

Circle the equations that are true.

1. $\frac{20}{100}+\frac{40}{100}=\frac{6}{10}$ 2. $\frac{3}{100}+\frac{2}{10}=\frac{23}{100}$ 3. $\frac{1}{10}+\frac{2}{100}=\frac{12}{100}$ $\frac{8}{100}+\frac{2}{10}=\frac{10}{100}$

Fill in the missing number to make the statement true.

5. $\frac{8}{10}$ + _____ tenths = 1

6. $\frac{4}{10}$ + _____ hundredths = 1

7. 1 = $\frac{60}{100}$ + _____ tenths

8. 1 = $\frac{90}{100}$ + _____ hundredths

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CIRCLE YOUR RESPONSE.

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4.NF.C.5

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Measurement & Data

4.MD.A.1
4.MD.A.2
4.MD.B.3
4.MD.B.4

4.MD.A.1

SOLVING MEASUREMENT PROBLEMS Name: _____ Date: _____

Read and solve the word problem.

1. Lanie lives on a tree farm. Each spring she helps her parents measure the height of the newly planted pine trees. She measures the height of four of her favorite trees and records the data in inches and feet. Help Lanie complete the chart by converting the measurements from inches to feet.

TREE	INCHES	FEET
Blue Spruce	18 inches	
Douglas Fir	12 inches	
Balsam Fir	24 inches	
White Pine	36 inches	

2. Explain what you did to change the inches into feet.

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2. Explain what you did to change the inches into feet.

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Measurement & Data

4.MD.C.5
4.MD.C.6
4.MD.C.7

4.MD.C.5

UNDERSTANDING ANGLES

Name: _____ Date: _____

Fill in the blanks with a word that make these statements true.

1. A _____ is used to measure angles.

2. There are _____ degrees in a semi-circle.

3. A ray is a part of a _____ with a start point and extending in the opposite direction indefinitely.

4. An angle is formed by two _____.

5. There are _____ degrees in a circle.

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

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4.MD.C.5

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Geometry

4.G.A.1
4.G.A.2
4.G.A.3

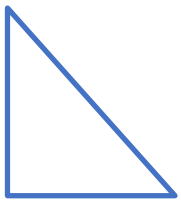
4.G.A.1

LINES, ANGLES, AND SHAPES

Name: _____ Date: _____

Label the angles as acute, obtuse or right in the shapes below.

1. _____



_____ _____

2. _____

_____ _____

_____

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4.G.A.1

LINES, ANGLES, AND SHAPES Name: _____ Date: _____

Label the angles as acute, obtuse or right in the shapes below.

1. _____

_____ _____

2. _____

_____ _____

_____

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Julie@commoncorekingdom.com

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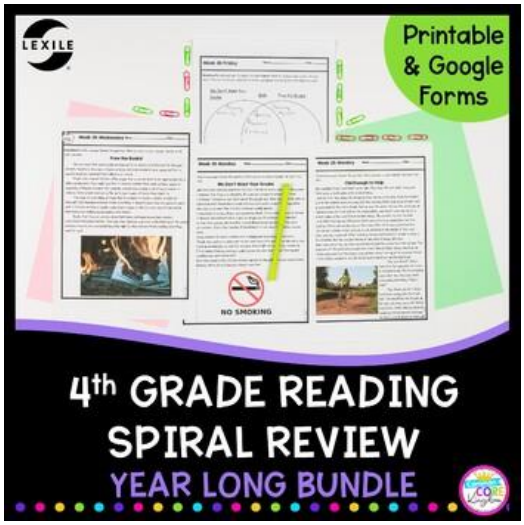

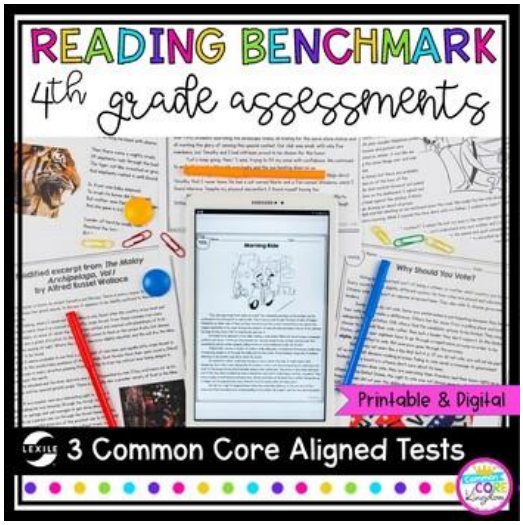

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