

1ST  
GRADE

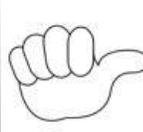
# MATH

## Exit Tickets

### MEASUREMENT & DATA

Name \_\_\_\_\_

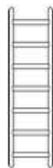
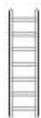
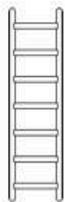
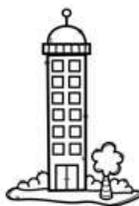
How do you feel about this skill?



I.MD  
A.1

### EXIT TICKET

Circle the shortest object in each box..



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5 EXIT TICKETS FOR EVERY STANDARD

1<sup>ST</sup>  
GRADE

# MATH

## Exit Tickets

1

1<sup>st</sup> Grade Math Exit Tickets are a quick way to assess your students to determine where they are at with each math skill. These are a great tool to guide your instruction and determine differentiation needs.

2

1<sup>st</sup> Grade Math Exit Tickets are aligned to the 1<sup>st</sup> grade level standards. Each exit ticket has the standard clearly identified in the upper right corner. There are 5 different exit tickets per standard.

3

Every exit ticket was designed to have a clean and easy to follow format. There are two exit tickets per sheet of paper to accommodate teachers with easy-to-print, paper-saving options.

4

Self-reflection is important. Every exit tickets comes with a student self-reflection in an effort to provide the teacher with insights as to how the student feels about each skill.

1<sup>ST</sup>  
GRADE

# MATH

# Standards

## GRADE ONE: MEASUREMENT & DATA

Standards in this domain:

CCSS.MATH.CONTENT.1.MD.A.1  
CCSS.MATH.CONTENT.1.MD.C.4

CCSS.MATH.CONTENT.1.MD.A.2

CCSS.MATH.CONTENT.1.MD.B.3

Measure lengths indirectly and by iterating length units.

CCSS.MATH.CONTENT.1.MD.A.1

Order three objects by length; compare the lengths of two objects indirectly by using a third object.

CCSS.MATH.CONTENT.1.MD.A.2

Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Tell and write time.

CCSS.MATH.CONTENT.1.MD.B.3

Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data

CCSS.MATH.CONTENT.1.MD.C.4

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

1ST GRADE

# MATH

## Exit Tickets

LET'S HAVE A LOOK AT A FEW...

Name \_\_\_\_\_

How do you feel about this skill? I.MD A.1

### EXIT TICKET

Circle the shortest object in each box..


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Name \_\_\_\_\_

How do you feel about this skill? I.MD A.2

### EXIT TICKET

How long is each object?

units	units	units
units	units	

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Name \_\_\_\_\_

How do you feel about this skill? I.MD B.3

### EXIT TICKET

Write the time.

	:	
	:	
	:	
	:	
	:	

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Name \_\_\_\_\_

How do you feel about this skill? I.MD C.4

### EXIT TICKET

Count the objects and write the totals in the chart.


Use the totals from the chart on the left to complete the bar graph below.

5			
4			
3			
2			
1			

1. How many apples and pears are there in all?  
2. How many strawberries and bananas are there in all?  
3. How many more bananas are there than pears?

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20 DIFFERENT EXIT TICKETS INCLUDED!