

1ST
GRADE

MATH

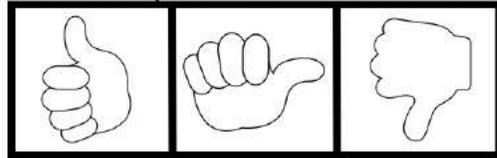
Exit Tickets

OPERATIONS & ALGEBRAIC THINKING

Name _____

How do you feel about this skill?

EXIT TICKET



I.OA
B.3

Solve.

$8+3= \square$

$7+6= \square$

$5+2= \square$

$3+8= \square$

$6+7= \square$

$2+5= \square$

$8+9= \square$

$4+9= \square$

$9+8= \square$

$9+4= \square$

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5 EXIT TICKETS FOR EVERY STANDARD

1ST
GRADE

MATH

Exit Tickets

1

1st 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

1st Grade Math Exit Tickets are aligned to the 1st 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.

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Standards

GRADE ONE: OPERATIONS & ALGEBRAIC THINKING

Standards in this domain:

CCSS.MATH.CONTENT.1.OA.A.1
CCSS.MATH.CONTENT.1.OA.B.4
CCSS.MATH.CONTENT.1.OA.D.7

CCSS.MATH.CONTENT.1.OA.A.2
CCSS.MATH.CONTENT.1.OA.C.5
CCSS.MATH.CONTENT.1.OA.D.8

CCSS.MATH.CONTENT.1.OA.B.3
CCSS.MATH.CONTENT.1.OA.C.6

Represent and solve problems involving addition and subtraction.

CCSS.MATH.CONTENT.1.OA.A.1

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

CCSS.MATH.CONTENT.1.OA.A.2

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbols for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

CCSS.MATH.CONTENT.1.OA.B.3

Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition). To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition).

CCSS.MATH.CONTENT.1.OA.B.4

Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

Add and subtract within 20.

CCSS.MATH.CONTENT.1.OA.C.5

Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

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Standards

GRADE ONE: OPERATIONS & ALGEBRAIC THINKING

Standards in this domain:

CCSS.MATH.CONTENT.1.OA.A.1
CCSS.MATH.CONTENT.1.OA.B.4
CCSS.MATH.CONTENT.1.OA.D.7

CCSS.MATH.CONTENT.1.OA.A.2
CCSS.MATH.CONTENT.1.OA.C.5
CCSS.MATH.CONTENT.1.OA.D.8

CCSS.MATH.CONTENT.1.OA.B.3
CCSS.MATH.CONTENT.1.OA.C.6

CCSS.MATH.CONTENT.1.OA.C.6

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 + 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.

CCSS.MATH.CONTENT.1.OA.D.7

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

CCSS.MATH.CONTENT.1.OA.D.8

Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.

**1ST
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Exit Tickets

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

Name _____

EXIT TICKET LOA A.1

How do you feel about this skill?

Solve.

There were 10 train cars on the blue track and 9 train cars on the green track. How many train cars are there in all?

There were 4 people and 3 animals in the car. How many people and animals were there combined?

Kelli did 7 flips on the trampoline on one day and 12 flips the next day. How many flips in all?

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EXIT TICKET LOA A.2

How do you feel about this skill?

Solve.

There were 4 hotdogs, 6 hamburgers and 4 steaks on the grill. How much meat was cooking on the grill?

Bill got the spots. He has 10 spots the first day, 3 spots the next day and 4 spots on the third day. How many spots in all?

The reef was home to many fish. 5 were blue, 6 were yellow and 7 had stripes. How many fish were in the reef?

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Name _____

EXIT TICKET LOA B.3

How do you feel about this skill?

Solve.

$9 \cdot 3 = \square$	$17 \cdot 1 = \square$	$9 \cdot 5 = \square$
$3 \cdot 9 = \square$	$1 \cdot 17 = \square$	$5 \cdot 9 = \square$
$5 \cdot 7 = \square$	$2 \cdot 3 = \square$	
$7 \cdot 5 = \square$	$3 \cdot 2 = \square$	

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Name _____

EXIT TICKET LOA B.4

How do you feel about this skill?

Solve.

$11 \cdot \square = 17$	$6 \cdot \square = 13$	$9 \cdot \square = 14$
$\square \cdot 4 = 12$	$\square \cdot 7 = 16$	$\square \cdot 5 = 19$
$10 \cdot \square = 15$	$2 \cdot \square = 11$	
$\square \cdot 11 = 18$	$\square \cdot 12 = 20$	

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EXIT TICKET LOA C.5

How do you feel about this skill?

Write the number that matches the clue.

1 more than 9	1 more than 15	1 more than 10
_____	_____	_____
1 more than 12	1 more than 16	1 more than 13
_____	_____	_____

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Name _____

EXIT TICKET LOA C.6

How do you feel about this skill?

Solve.

$7 \cdot 1 = \square$	$6 + 3 = \square$	$7 + 7 = \square$	$10 \cdot 5 = \square$
$9 \cdot 0 = \square$	\square	\square	$11 \cdot 2 = \square$

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Name _____

EXIT TICKET LOA D.7

How do you feel about this skill?

Circle the correct response.

$17 - 1 = 18$	$16 = 8 + 8$	$10 = 10$
$9 = 5 + 4$	$10 = 6 - 4$	

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Name _____

EXIT TICKET LOA D.8

How do you feel about this skill?

Solve.

Input	Output	Input	Output	Input	Output
11	3	6	0	12	2
13		9		17	
20		18		19	
Rule = -8		Rule = -6		Rule = -10	

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40 DIFFERENT EXIT TICKETS INCLUDED!