

2<sup>ND</sup>  
GRADE

# MATH

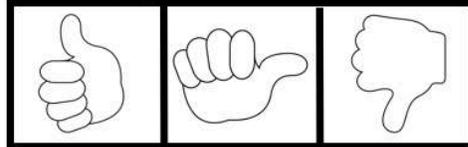
## Exit Tickets

### GEOMETRY

Name \_\_\_\_\_

How do you feel about this skill?

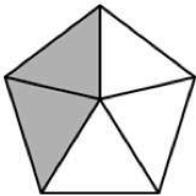
### EXIT TICKET



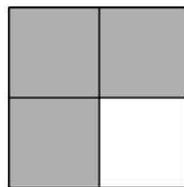
2.G  
A.3

Solve the problems below.

Write the fraction that describes the shaded part?

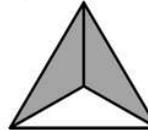
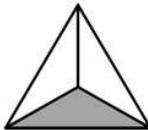
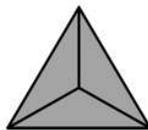
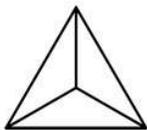


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Beth colored  $\frac{2}{3}$  of her triangle. Circle her shape.



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5 EXIT TICKETS FOR EVERY STANDARD

**2<sup>ND</sup>  
GRADE**

# MATH

## Exit Tickets

**1**

2<sup>nd</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**

2<sup>nd</sup> Grade Math Exit Tickets are aligned to the 2<sup>nd</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.

**2<sup>ND</sup>  
GRADE**

**MATH**

*Standards*

**GRADE TWO: GEOMETRY**

Standards in this domain:

CCSS.MATH.CONTENT.2.G.A.1

CCSS.MATH.CONTENT.2.G.A.2

CCSS.MATH.CONTENT.2.G.A.3

Reason with shapes and their attributes.

CCSS.MATH.CONTENT.2.G.A.1

Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

CCSS.MATH.CONTENT.2.G.A.2

Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

CCSS.MATH.CONTENT.2.G.A.3

Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

# 2<sup>ND</sup> GRADE

# MATH

## Exit Tickets

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

Name \_\_\_\_\_

**EXIT TICKET**

Solve the problems below.

How do you feel about this skill? **2.G A.1**

Draw a pentagon.

Write your answer on the lines about the shape. Faces



Name \_\_\_\_\_

**EXIT TICKET**

Solve the problems below.

How do you feel about this skill? **2.G A.2**

Partition the rectangle into 4 rows and 2 columns.

Total Boxes= \_\_\_\_\_

rows and 2 columns.

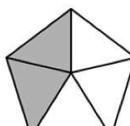
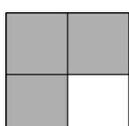
Total Boxes= \_\_\_\_\_

Name \_\_\_\_\_

**EXIT TICKET**

Solve the problems below.

Write the fraction that describes the shaded part?

 \_\_\_\_\_  \_\_\_\_\_

Beth colored  $\frac{2}{3}$  of her triangle. Circle her shape.



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**15 DIFFERENT  
EXIT TICKETS  
INCLUDED!**