

2ND GRADE

MATH

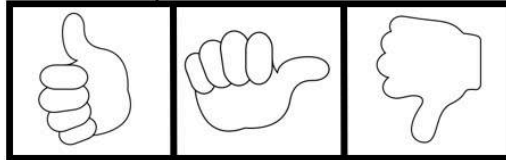
Exit Tickets

NUMBERS & OPERATIONS IN BASE TEN

Name _____

How do you feel about this skill?

EXIT TICKET



**2.NBT
A.1**

Write the number in the box.

4 hundreds, 6 tens, and 8 ones

7 hundreds, 2 tens, and 9 ones

8 hundreds, 5 tens, and 3 ones

3 hundreds, 7 tens, and 6 ones

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5 EXIT TICKETS FOR EVERY STANDARD

**2ND
GRADE**

MATH

Exit Tickets

1

2nd 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

2nd Grade Math Exit Tickets are aligned to the 2nd 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 TWO: NUMBERS & OPERATIONS IN BASE TEN

Standards in this domain:

CCSS.MATH.CONTENT.2.NBT.A.1
CCSS.MATH.CONTENT.2.NBT.A.4
CCSS.MATH.CONTENT.2.NBT.B.7

CCSS.MATH.CONTENT.2.NBT.A.2
CCSS.MATH.CONTENT.2.NBT.B.5
CCSS.MATH.CONTENT.2.NBT.B.8

CCSS.MATH.CONTENT.2.NBT.A.3
CCSS.MATH.CONTENT.2.NBT.B.6
CCSS.MATH.CONTENT.2.NBT.B.9

Understand place value.

CCSS.MATH.CONTENT.2.NBT.A.1

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

CCSS.MATH.CONTENT.2.NBT.A.1.A

100 can be thought of a bundle of ten tens – called a “hundred”.

CCSS.MATH.CONTENT.2.NBT.A.1.B

The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

CCSS.MATH.CONTENT.2.NBT.A.2

Count within 1000; skip-count by 5s, 10s, and 100s.

CCSS.MATH.CONTENT.2.NBT.A.3

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

CCSS.MATH.CONTENT.2.NBT.A.4

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

CCSS.MATH.CONTENT.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

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Standards

GRADE TWO: NUMBERS & OPERATIONS IN BASE TEN

Standards in this domain:

CCSS.MATH.CONTENT.2.NBT.A.1
CCSS.MATH.CONTENT.2.NBT.A.4
CCSS.MATH.CONTENT.2.NBT.B.7

CCSS.MATH.CONTENT.2.NBT.A.2
CCSS.MATH.CONTENT.2.NBT.B.5
CCSS.MATH.CONTENT.2.NBT.B.8

CCSS.MATH.CONTENT.2.NBT.A.3
CCSS.MATH.CONTENT.2.NBT.B.6
CCSS.MATH.CONTENT.2.NBT.B.9

CCSS.MATH.CONTENT.2.NBT.B.6

Add up to four two-digit numbers using strategies based on place value and properties of operations.

CCSS.MATH.CONTENT.2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understanding that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

CCSS.MATH.CONTENT.2.NBT.B.8

Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

CCSSMATH.CONTENT.2.NBT.B.9

Explain why addition and subtraction strategies work, using place value and the properties of operations.

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Exit Tickets

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

Name _____ How do you feel about this skill? **2.NBT.A.1**

EXIT TICKET

Write the number in the box.

4 hundreds, 6 tens, and 8 ones	
7 hundreds, 2 tens, and 9 ones	
8 hundreds, 5 tens, and 3 ones	
3 hundreds, 7 tens, and 6 ones	

Name _____ How do you feel about this skill? **2.NBT.A.1A**

EXIT TICKET

Solve the problems below.

13 tens is the same as _____

How many tens make the number 400? _____

11 tens is the same as _____

Name _____ How do you feel about this skill? **2.NBT.A.1B**

EXIT TICKET

How many hundreds would there be if you added 1 more 100?

Name _____ How do you feel about this skill? **2.NBT.A.2**

EXIT TICKET

Fill in the missing numbers.

35		45		
110	120			150
	234	334		
	725		735	

Name _____ How do you feel about this skill? **2.NBT.A.3**

EXIT TICKET

Write the value of the number represented by base ten blocks.

Name _____ How do you feel about this skill? **2.NBT.A.4**

EXIT TICKET

Compare the numbers using $>$, $=$, and $<$.

587 658 847 987

692 479 158 158

Name _____ How do you feel about this skill? **2.NBT.B.5**

EXIT TICKET

Regroup the tens and ones, write the new number.

Tens	Ones	Number
4	45	
7	12	
3	29	
6	32	

Name _____ How do you feel about this skill? **2.NBT.B.6**

EXIT TICKET

Complete using addition properties.

22 42 35 67

Name _____ How do you feel about this skill? **2.NBT.B.7**

EXIT TICKET

Decompose the addends in to tens before adding. Show your work.

73+26= 44+62= 54+32= 63+25=

Name _____ How do you feel about this skill? **2.NBT.B.8**

EXIT TICKET

Complete using mental math skills.

424	986	802	646
- 10	- 10	- 10	- 10

Name _____ How do you feel about this skill? **2.NBT.B.9**

EXIT TICKET

Fill in the missing line of the fact family.

64+37=98	52+42=94	64+20=84	
37+61=98		20+64=84	55+28=83
98-61=37	94-52=42		83-55=28
	94-42=52	84-64=20	83-28=55

55 DIFFERENT EXIT TICKETS INCLUDED!