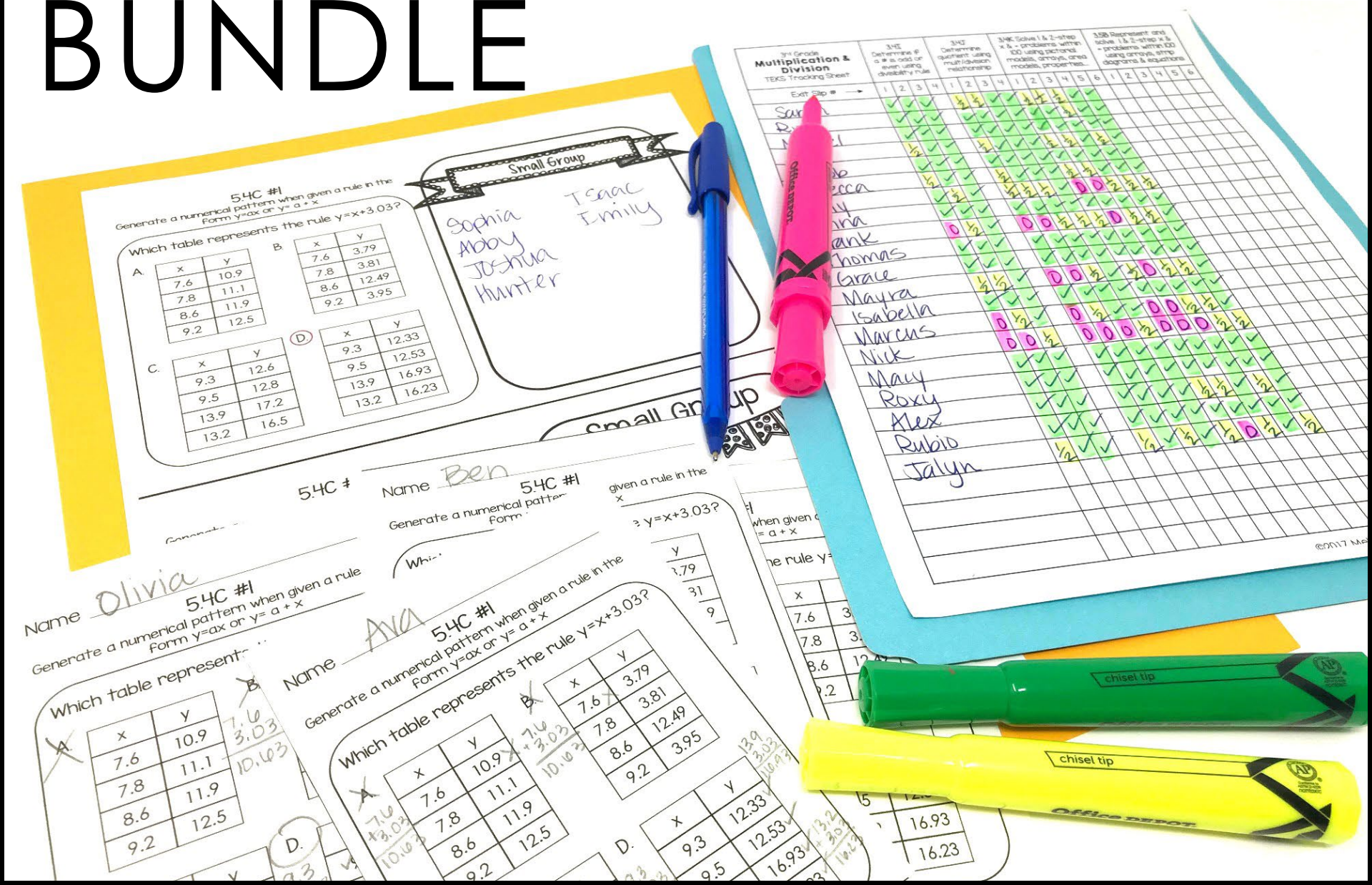


# 5<sup>th</sup> GRADE TEKS

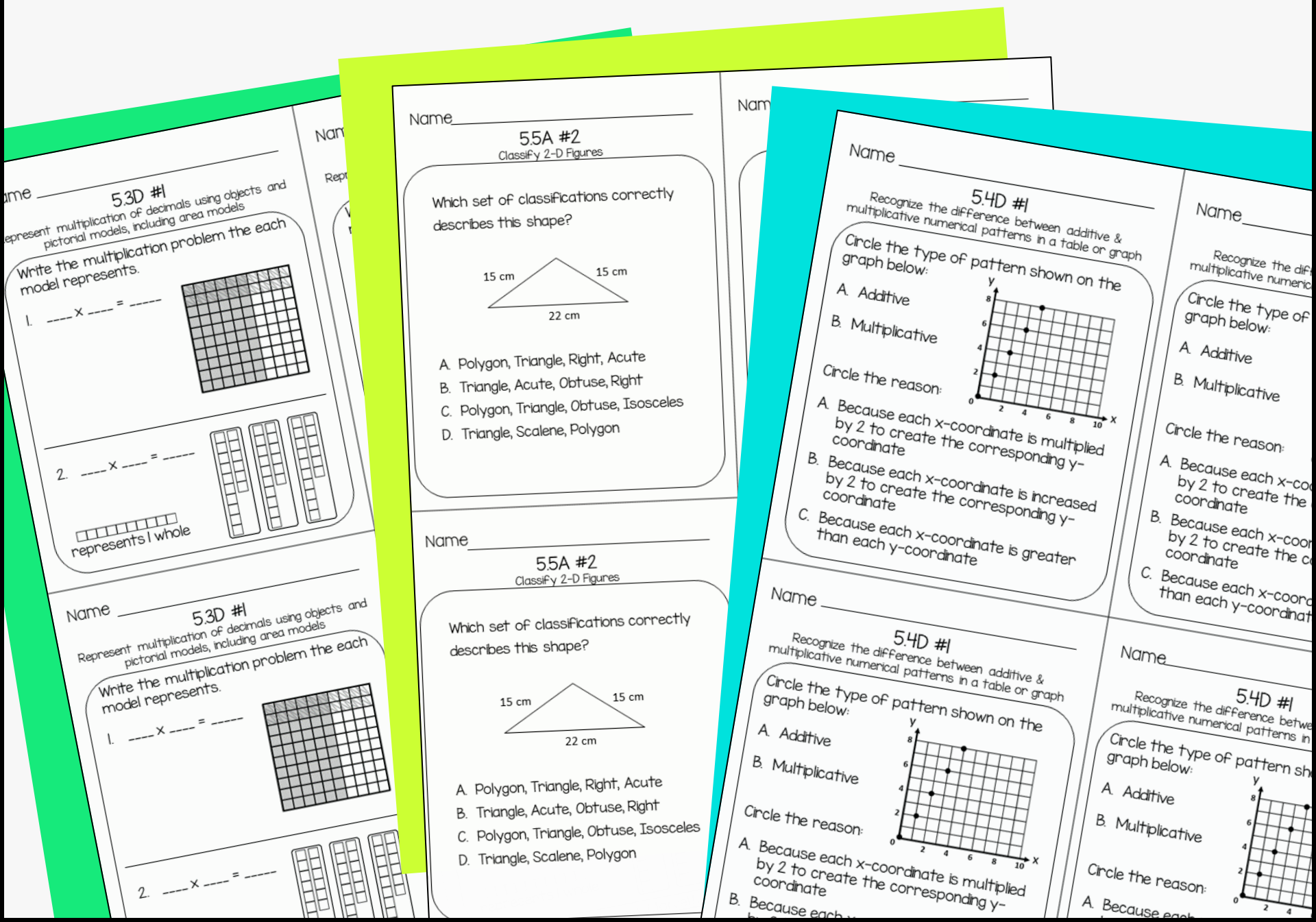
## Exit Tickets

### BUNDLE



# Perfect to use **all year!**

## Includes Exit Tickets for all 5<sup>th</sup> Grade Math TEKS!



# Data Tracking Made Easy

Easily form intervention groups on the key while grading!



The image displays a collection of educational materials used for data tracking and intervention group formation. On the left, a large grid is filled with checkmarks in green, yellow, and pink, likely representing student performance data. In the center, a worksheet titled "55A #4 Classify 2-D Figures" is shown, featuring a diagram of a trapezoid with dimensions (7 in., 13 in., 5 in.) and a table for classification. To the right, a "Small Group" section lists the names of five students: Michael, Noah, Isabella, Ella, and Emily. Below this, three more worksheets for "55A #4" are visible, each with a student's name (Chloe, Gabe, Ben) and a similar classification table. A yellow highlighter and a blue pencil are also present, indicating active use of the materials.

**55A #4 Classify 2-D Figures**

Place check marks in the table to correctly describe the figure shown.

5 in.

7 in. 13 in.

|               | Yes                                 | No                                  |
|---------------|-------------------------------------|-------------------------------------|
| Polygon       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Quadrilateral | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Pentagon      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Parallelogram | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

**Small Group**

Michael  
Noah  
Isabella  
Ella  
Emily

**55A #4 Classify 2-D Figures**

Name Chloe

Place check marks in the table to correctly describe the figure shown.

5 in.

7 in. 13 in.

|               | Yes                                 | No                                  |
|---------------|-------------------------------------|-------------------------------------|
| Polygon       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Quadrilateral | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Pentagon      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Parallelogram | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Isosceles     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Trapezoid     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

**55A #4 Classify 2-D Figures**

Name Gabe

Place check marks in the table to correctly describe the figure shown.

5 in.

7 in. 13 in.

|               | Yes                      | No                       |
|---------------|--------------------------|--------------------------|
| Polygon       | <input type="checkbox"/> | <input type="checkbox"/> |
| Quadrilateral | <input type="checkbox"/> | <input type="checkbox"/> |
| Pentagon      | <input type="checkbox"/> | <input type="checkbox"/> |
| Parallelogram | <input type="checkbox"/> | <input type="checkbox"/> |

**55A #4 Classify 2-D Figures**

Name Ben

Place check marks in the table to correctly describe the figure shown.

5 in.

7 in. 13 in.

|               | Yes                      | No                       |
|---------------|--------------------------|--------------------------|
| Polygon       | <input type="checkbox"/> | <input type="checkbox"/> |
| Quadrilateral | <input type="checkbox"/> | <input type="checkbox"/> |
| Pentagon      | <input type="checkbox"/> | <input type="checkbox"/> |
| Parallelogram | <input type="checkbox"/> | <input type="checkbox"/> |

**Student List:**

Isabella  
Marcus  
Nick  
Macy  
Roxy  
Alex  
Rubio  
Jalyn

# Track Progress Over Time

Use the TEKS check-off sheet to know where students are at with TEKS mastery



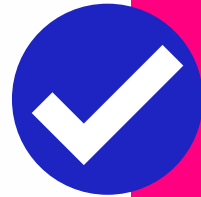
The image displays a collection of educational materials used for tracking student progress. On the left, a 'TEKS check-off sheet' lists student names and their mastery status for various standards. The standards are organized into columns, with some cells marked with green checkmarks and others with yellow or pink circles. The students listed are Sarah, Ryan, Miguel, David, Jacob, Rebecca, Lilly, Anna, Frank, Thomas, Grace, Mayra, Isabella, Marcus, Vick, Nancy, Roxy, Alex, Rubio, and Alynn.

In the center, there are several math worksheets. One worksheet, titled '5.3I #3', asks students to 'Represent and solve multiplication of a whole number and a Fraction using objects and pictorial models, including area models'. It includes a question: 'Which model represents  $\frac{1}{4}$  of 12?' and four options (A, B, C, D) showing different area models. Another worksheet, titled '5.3I #3', asks students to 'Represent and solve multiplication of a whole number and a Fraction using objects and pictorial models, including area models'. It includes a question: 'Which model represents  $\frac{1}{4}$  of 12?' and four options (A, B, C, D) showing different area models. A third worksheet, titled '5.3I #3', asks students to 'Represent and solve multiplication of a whole number and a Fraction using objects and pictorial models, including area models'. It includes a question: 'Which model represents  $\frac{1}{4}$  of 12?' and four options (A, B, C, D) showing different area models. A fourth worksheet, titled '5.3I #3', asks students to 'Represent and solve multiplication of a whole number and a Fraction using objects and pictorial models, including area models'. It includes a question: 'Which model represents  $\frac{1}{4}$  of 12?' and four options (A, B, C, D) showing different area models.

On the right, there is a 'Small Group' worksheet with the names Elizabeth, Manuel, Max, Ashley, and Ryan. A blue pen is resting on this worksheet.

At the bottom, there are three markers: a green one, a pink one, and a yellow one. The yellow marker has 'Office DEPOT' written on it.

# Resource Includes



**172 Exit Tickets**



**6 Exit Tickets for every  
Readiness Standard**



**4 Exit Tickets for every  
Supporting Standard**



**Data Tracking  
Check-off Sheets**



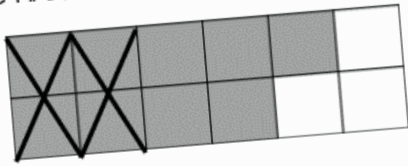
**Keys with space to make  
reteach small groups**

# Organized & Easy to Use

Quarter page Exit Tickets are perfect for a quick and easy daily check.

Name \_\_\_\_\_  
5.3H #2  
Represent & solve addition and subtraction of fractions

The shaded part of the model represents a fraction. The model shows another fraction that has been subtracted from the first fraction.

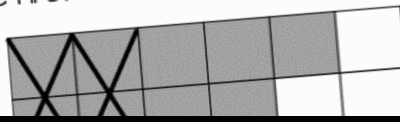


Which expression is represented by the model?

- A.  $\frac{9}{12} - \frac{2}{6}$       B.  $\frac{9}{12} - \frac{2}{12}$   
C.  $\frac{8}{12} - \frac{4}{12}$       D.  $\frac{5}{12} - \frac{4}{12}$

Name \_\_\_\_\_  
5.3H #2  
Represent & solve addition and subtraction of fractions

The shaded part of the model represents a fraction. The model shows another fraction that has been subtracted from the first fraction.



Name \_\_\_\_\_

5.3L #2  
Problem Solving

An ice cream shop uses  $\frac{1}{3}$  of a gallon of ice cream to make each super banana split. How many super banana splits can be made with 24 gallons of ice cream?

Name \_\_\_\_\_

5.3L #2  
Problem Solving

An ice cream shop uses  $\frac{1}{3}$  of a gallon of ice cream to make each super banana split. How many super banana splits can be made with 24 gallons of ice cream?

Name \_\_\_\_\_  
5.3J #3  
Represent problems involving fractions

Four friends shared  $\frac{1}{2}$  of a cake. Which equation shows the fraction of the original cake each friend got?



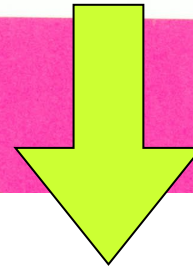
- A.  $4 \times \frac{1}{2} = 2$   
B.  $\frac{1}{2} \div 4 = \frac{1}{8}$   
C.  $4 \div \frac{1}{2} = 8$   
D.  $\frac{1}{2} \times 4 = \frac{1}{8}$

Name \_\_\_\_\_  
5.3J #3  
Represent problems involving fractions

Four friends shared  $\frac{1}{2}$  of a cake. Which equation shows the fraction of the original cake each friend got?



# TEKS Aligned Exit Tickets



Name \_\_\_\_\_

5.10B #3

Gross vs. Net Income

Circle the amount of money in this example that shows the employee's gross income.

Draw a rectangle around the amount of money that shows the employee's net income.

|                              |            |
|------------------------------|------------|
| Earnings                     | \$3,875.72 |
| Deductions:                  |            |
| Retirement                   | \$304.00   |
| Social Security              | \$263.23   |
| Medicare                     | \$58.00    |
| Federal tax withholding      | \$398.73   |
| Amount of money in paycheck: | \$2,851.76 |

# Use the Key to **Make Reteach Small Groups Easily** While You Grade

Track interventions and have data to share at RTI meetings, parent conferences and with your administration

Place Value: 5.2A #1  
Represent the value of a digit using numerals and expanded notation

A family has driven ninety-thousand, thirty-six and forty-eight hundredths miles in their van. How is this number written in expanded notation?

$$(9 \times 10,000) + (3 \times 10) + (6 \times 1) + (4 \times 0.1) + (8 \times 0.01)$$

Students could also use fraction notation for the decimals

Luke's Mystery Number:  
 $(4 \times 100,000) + (7 \times 10,000) + (5 \times 100) + (6 \times 0.1) + (8 \times 0.001)$

What is Luke's Mystery Number?

- A. 47,506.8      B. 470,500.68  
C. 407,506.008      **D. 470,500.608**

Small Group

Valeria  
Rick

Ming  
Evan

9/12

15 min.

Used Place Value charts and place value discs to write numbers in expanded form.

Place Value: 5.2A #2  
Represent the value of a digit using numerals and expanded notation

Small Group

# Raving Reviews



These were excellent for a quick end of the day or end of the class period check for understanding. Quick, easy, and efficient. Highly recommend.

-Halli R.



This is amazing! This is an RTI data collectors dream! Thank you so much :)

-Tiny Texas Teacher



"I am literally obsessed with this product! So well planned out, organized, thorough, and excellent tool to quickly assess kiddos. You saved me so much work! Thank you! "

-Kristin K.



I really enjoy using this resource as a check after I teach a concept. It is a quick way to see if your kiddos can generalize the information they have learned.

-Heather S.