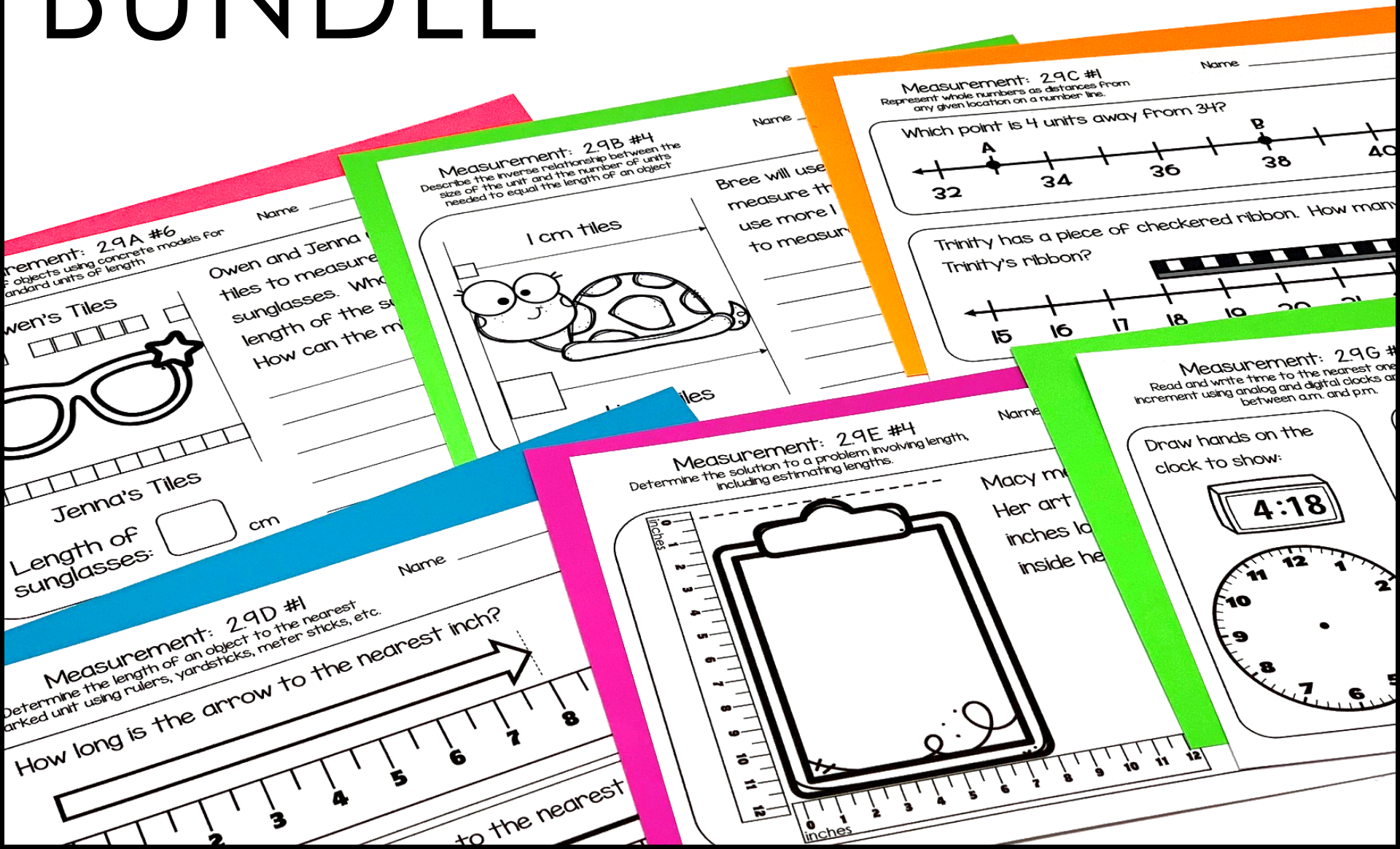


2nd GRADE TEKS

Exit Tickets

BUNDLE



Perfect to use **all year!**

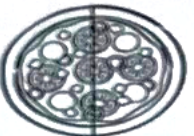
Includes Exit Tickets for all 2nd Grade Math TEKS!

Fractions: 2.3B #2
Explain that the more pieces in one whole, the smaller the piece and vice versa.

Justin cut a pizza into 4 equal pieces.



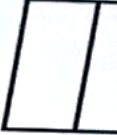
Sofia cut a pizza into 2 equal pieces.



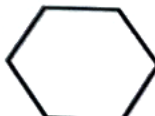
Who has smaller pieces?
Who has larger pieces?
Complete this sentence with the correct word: smaller or larger
A pizza that is cut into 4 pieces has _____ pieces than a pizza that is cut into 2 pieces.

Fractions: 2.3D #3
Identify examples and non-examples of halves, fourths and eighths.

Circle any quadrilateral that is divided into halves.
Cross out any quadrilateral that is not divided into halves.



Draw lines to divide the hexagon into fourths.

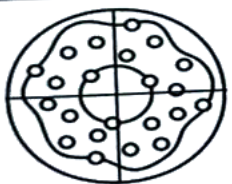


Draw lines that **DO NOT** divide the hexagon into fourths.

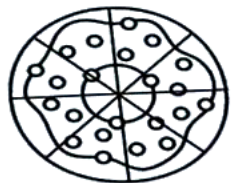


Fractions: 2.3B #1
Explain that the more pieces in one whole, the smaller the piece and vice versa.

Elise cut a donut into 4 equal pieces.



Caleb cut a donut into 8 equal pieces.



1. Who has smaller pieces?
2. Who has larger pieces?
Complete this sentence with the correct word: smaller or larger
3. A donut that is cut into 4 pieces has _____ pieces than a donut that is cut into 8 pieces.

Fractions: 2.3C #1
Use models to count fractional parts beyond one whole & recognize how many parts it takes to make one whole.

Name the total length of each fraction piece:

one whole

one half

Sofia's fraction pieces:

one fourth

one fourth

one fourth

Jack's fraction pieces:

Data Tracking Made Easy

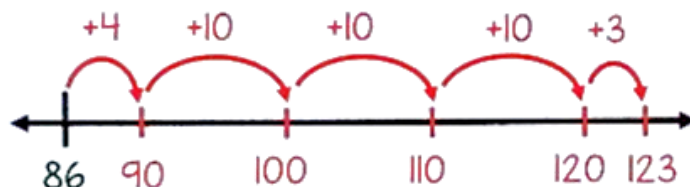
Easily form intervention groups on the key while grading!

Addition & Subtraction: 2.7C #5
Represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem



Brooke had 86 beads. She bought some more beads. Now she has 123 beads. How many beads did she buy?

Show how to solve this problem using the open number line below. Explain using words and drawings. Use the back of this paper if needed.



Sample response:

I made jumps to get from 86 to 123. Then I went back and added the amount I jumped each time.

$10 + 10 + 10 + 4 + 3 = 37$
She bought 37 beads.

Small Group

Avery
Lucas

Antonio
Kayla

Rick
Eva

met 11-2
10 min.
worked out
problem on
exit slip

met 11-3
15 min.
solved word prob.
for $75 + 119$ with
an open numberline

2.7C #6

Subtraction word
problems where unknowns may be any one of the terms in the problem



There are 197 first graders at a school. There are 121 second graders and 100 third graders. How many second graders are there?

Track Progress Over Time

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

3rd Grade Geometry TEKS Tracking Sheet

3.6A Classify & Sort 2-D & 3-D figures based on attributes using formal geometric language

3.6B Use attributes to recognize all types of quadrilaterals

3.6E Recognize that same-sized parts of congruent figures have an equal area

Exit Slip # →	1	2	3	4	5	6	1	2	3	4	1	2	3	4
Briley	✓	✓	✓	✓			✓	✓						
Andrew	0	1/2	✓	✓			0	1/2						
Hope	✓	✓	✓	✓			✓	✓						
Carlos	✓	✓	✓	✓			✓	✓						
Jaelyn	1/2	✓	1/2	✓			1/2	✓						
Jee	0	1/2	✓	✓			✓	✓						
Drew	✓	✓	✓	✓			✓	✓						
Franklin	✓	✓	✓	✓			✓	✓						
Rick	0	0	1/2	✓			0	1/2						
Abby	✓	✓	✓	✓			✓	✓						
Jose	✓	✓	✓	✓			✓	✓						
Evelyn	1/2	✓	✓	✓			0	1/2						
Ethan	0	1/2	✓	✓			✓	✓						
Riley	✓	✓	✓	✓			✓	✓						
Amir	✓	✓	✓	✓			1/2	✓						
David	✓	✓	✓	✓			✓	✓						

SMALL GROUP Students

Jaelyn Abby Jose

INTERVENTION NOTES

Date: 2/27 No. of Minutes:

What we did: Used D shape to name attributes.

Organized & Easy to Use

Money: 25A #1
Determine the value of a collection of coins up to one dollar.

Write the value of each collection of coins



Money: 25A #5
Determine the value of a collection of coins up to one dollar.

Write the value of each collection of coins



Name _____

Money: 25B #6

Use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.

Which label does NOT correctly name the value of the coins shown?



- A. 65 cents B. 0.65¢
C. 65¢ D. \$0.65



Name _____

Angelina's Coins



Write the value of the coins using a dollar sign

Write the value of the coins using a cent symbol

Money: 25A #1
Determine the value of a collection of coins up to one dollar.

Write the value of each collection of coins



Name _____

Money: 25B #1

Use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.

Which label does NOT correctly name the value of the coins shown?



- A. 37¢ B. 0.37¢
C. \$0.37 D. 37 cents



Donavan's Coins



Write the value of the coins using a dollar sign

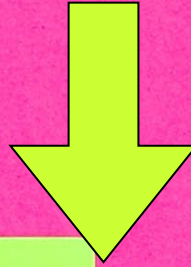
Write the value of the coins using a cent symbol

Money: 25A #5
Determine the value of a collection of coins up to one dollar.

Write the value of each collection of coins



TEKS Aligned Exit Tickets

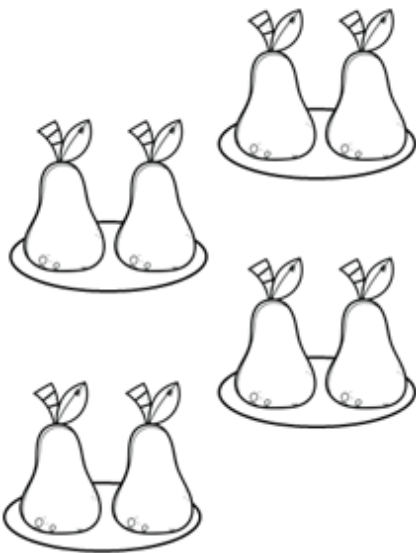


Multiplication & Division: 2.6A #2

Model, create, and describe contextual multiplication situations that join equal groups of concrete objects.

Name _____

Use the numbers and words in the box to complete the multiplication story about the picture. You will not use all of the numbers and words.



2	4	8
total	plate	on each

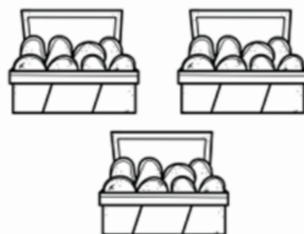
There are ____ plates. There are
2 pears _____ plate.
There are a _____ of 8
pears.

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

Multiplication & Division: 2.6A #3
Model, create, and describe contextual multiplication situations that join equal groups of concrete objects.

Write a multiplication story to match the picture. Use the words and numbers in the box in your story.



24	3	8	total
chicken nuggets		box	in each

There are 3 boxes. There are 8 chicken nuggets in each box. There are a total of 24 chicken nuggets.

Small Group

Valeria
Rick

Ming
Evan

5/23
15 min.

Drew pictures on whiteboards and created word problem stories.

2.6A #4
Model, create, and describe contextual multiplication situations that join equal groups of concrete objects.

Kara has 4 dresses. She put 3 buttons on each dress. How many total buttons did Kara put on the dresses?

Data Tracking **Made Easy**

Use the TEKS check-off sheet to track progress over time and know where students are at with TEKS mastery.



Raving Reviews



This resource was great. It was simple for me to prepare for the students. Everything was in order and laid out in the order it needed to be taught. The students loved and were engaged with it and were able to follow it easily. THIS IS MY ABSOLUTE FAVORITE RESOURCE! We use it everyday! There is something for every math lesson in 2nd grade!!

-Jannette D.



This was such a great resource. I was looking for the perfect exit ticket to assess student mastery of TEKS. It is short and does not overwhelm the students. I love how the tracking sheet is broken up by TEKS!

-Dulce S.



I LOVE THIS RESOURCE!!! I would definitely recommend this resource to anyone needing 2nd grade exit tickets! Great design, easy to use, helpful in solidifying the ideas and lessons learned in class!!

-Olivia H.

About the Author

This resource was created by Melissa Johnson, who has 16 years of k-10 teaching experience and a masters degree in Mathematics Education. Her resources build conceptual understanding, make connections between math topics and engage students in the mathematics they are learning.

