

MARVEL Math

Name: _____

ADDITION/SUBTRACTION 3.4C #2

Determine the value of a collection of bills and coins.

Label the value of the group of money.



\$ _____

Label the value of the group of money.



\$ _____

Name: _____

PLACE VALUE

3.2C #3

Placing Numbers between Consecutive Multiples to Round

money raised

\$0 \$10,000 \$20,000 \$30,000

Complete this statement about the money raised:

Word & Number Bank: more less
\$0 \$10,000 \$20,000 \$30,000

When rounded to the nearest ten thousand, the amount of money raised would round to _____, because it is _____ than halfway between \$ _____ and _____.

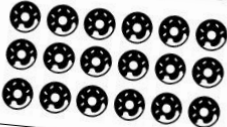
Name: _____

MULTIPLICATION/DIVISION 3.4D #3

Determine total of equal groups or an array (up to 10×10)

Write a multiplication equation to show the total value of the array of donuts.

_____ $\times$ _____ = _____



Which multiplication equation represents the way the flowers are grouped in the picture?

A. $2 \times 2 = 4$
B. $3 \times 2 = 6$
C. $4 \times 4 = 16$
D. $4 \times 2 = 8$



200+ Exit Tickets give you a Quick Daily Snapshot of student learning

Name: _____

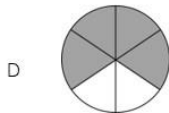
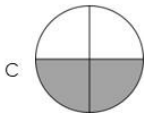
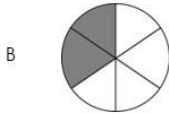
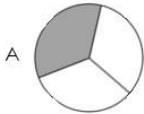
FRACTIONS

3.3F #3

Represent equivalent fractions using objects, models and number lines



1. Which model shows a fraction equivalent to the fraction shown on the model above?

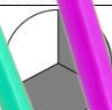


Name: _____

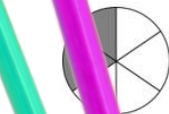
FRACTIONS

3.3F #3

Represent equivalent fractions using objects, models and number lines



Which model shows a fraction equivalent to the fraction shown on the model above?



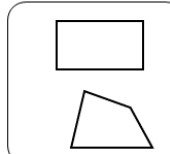
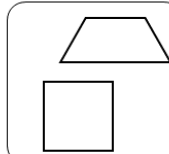
Name: _____

GEOMETRY

3.6B #1

Recognize attributes of quadrilaterals

Which set includes one shape that is not a trapezoid, rhombus, rectangle or square?



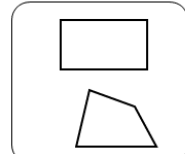
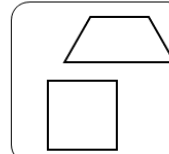
Name: _____

GEOMETRY

3.6B #1

Recognize attributes of quadrilaterals

Which set includes one shape that is not a trapezoid, rhombus, rectangle or square?



Name: _____

MEASUREMENT

3.7E #1

Determine liquid volume (capacity) or weight using appropriate units & tools

1. What is the weight of the cup of pencils?



2. Mike needs 37 mL of water for a science experiment. Shade in the graduated cylinder to show 37 mL of water.



Name: _____

MEASUREMENT

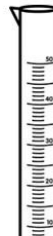
3.7E #1

Determine liquid volume (capacity) or weight using appropriate units & tools

1. What is the weight of the cup of pencils?



2. Mike needs 37 mL of water for a science experiment. Shade in the graduated cylinder to show 37 mL of water.



Data Tracking Made Easy

Easily form intervention groups while grading exit tickets!

SMALL GROUP
Students
Valeria
Jae Kwon
Salim
Diego
Evan
INTERVENTION NOTES
Date: 1-19 No. of Minutes:
What we did:
Used fraction bars to create number

MARVEL Math
3rd Grade Fractions TEKS Tracking Sheet

Exit Slip # →	1	2	3	4	1	2	3	4	1	2	3	4	1
Alexander	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Valeria	0	1/2	✓	✓	1/2	0	✓	✓	✓	✓	✓	✓	✓
Jaekwon	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chantal	1/2	0	✓	✓	0	✓	✓	✓	✓	✓	✓	✓	✓
Marco	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Enrique	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lillian	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Elisa	✓	1/2	✓	✓	✓	0	✓	✓	✓	✓	✓	✓	✓
Ming	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sophie	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Miguel	1/2	1/2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grace	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

FRACTIONS
Name: Salim
Name the fraction for a point on a number line below.
1/4

FRACTIONS
Name: Valeria
Name the fraction for a point on a number line below.
1/4

FRACTIONS
Name: Alexander
Name the fraction for a point on a number line below.
1/4

FRACTIONS
Name: Elisa
Name the fraction for a point on a number line below.
1/4

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



The image is a collage of educational materials. At the top left, a silver clipboard holds a red folder. Below it, a 'SMALL GROUP' student list includes Valeria, Marco, Enrique, Ming, Sophie, Rick, Diego, and Grace. To the right, a 'MEASUREMENT 3.6C #1' worksheet is visible, featuring a grid for area calculation. Below that, a 'MEASUREMENT 3.7E #1' worksheet is shown, with a grid for liquid volume measurement. On the right side, a '3rd Grade Measurement KS Tracking Sheet' is displayed, featuring a grid for tracking student progress. A large pink arrow points from the top right towards this tracking sheet. The tracking sheet has columns for '3.6C' (Determine the area of rectangles using number of rows x unit squares in each row) and '3.7B' (Determine the perimeter of a polygon or a missing side length when a perimeter and all other sides are given). The grid lists students: Alexander, Valeria, Jaekwon, Chantal, Marco, Enrique, Ian, and Lisa. The grid is partially filled with green checkmarks and yellow '0 1/2' marks. A blue paperclip is attached to the right side of the tracking sheet. A yellow highlighter is visible at the bottom right.

TEKS Aligned Exit Tickets

Name: DATA & GRAPHS 3.8A #5

Summarize data using a frequency table, dot plot, pictograph or bar graph with scaled intervals.

A store had a sale on video games last Saturday. The number of each type of video game sold is recorded in the pictograph below.

Video Games Sold

Racing	   
Hunting	 
Action	   

Each  represents 4 video games.

Complete the table to represent this data.

Racing	
Hunting	
Action	

Name: DATA & GRAPHS 3.8A #5

Summarize data using a frequency table, dot plot, pictograph or bar graph with scaled intervals.

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Hunting	 
Action	   

Each  represents 4 video games.

Complete the table to represent this data.

Racing	
Hunting	
Action	

Name: MEASUREMENT 3.7E #4

Determine liquid volume (capacity) or weight using appropriate units & tools.

1. What is the weight of the bird?



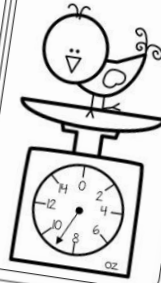
2. Elizabeth needs 65 mL of saline for a science experiment. Shade in the beaker to show 65 mL of saline.



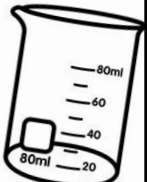
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Name: MEASUREMENT 3.7E #4

Determine liquid volume (capacity) or weight using appropriate units & tools.

1. What is the weight of the bird?



2. Elizabeth needs 65 mL of saline for a science experiment. Shade in the beaker to show 65 mL of saline.



Organized & Easy to Use

3 rd Grade Addition & Subtraction TEKS Tracking Sheet	3.4A Solve 1 & 2 step +/- problems within 1,000 using strategies based on place value, properties, & +/- relationship						3.4B Estimate by rounding or using compatible numbers				3.4C Determine the value of a collection of coins		3.5A Represent 1 & 2-step +/- problems with models, number lines & equations					
Exit Slip # →	1	2	3	4	5	6	1	2	3	4	1	2	1	2	3	4	5	6
Alexander	1	1	1			1	1	1	1									
Valeria	0	½	½		0	0	½	1										
Jaekwon	1	1	1			1	1	1	1									
Chantal	1	1	1			1	1	1	1									
Marco	½	½	1		0	½	1	1										
Enrique	1	1	1			1	1	1	1									
Lillian	1	1	1			1	1	1	1									
Elisa	1	1	1			1	1	1	1									
Ming	0	½	½		½	½	½	1										
Sophie	½	1	1		½	1	1	1										
Miguel	1	1	1			1	1	1	1									

Name: _____

FINANCIAL LITERACY 3.9E #1

List reasons to save and benefits of a savings plan, including saving for college.

1. Circle the all of the benefits of having a savings plan and money in a savings account.

You can pay for unplanned expenses.

You can earn interest.

You can save for an expensive purchase.

You can pay interest.

You can pay for college.

You can go into debt.



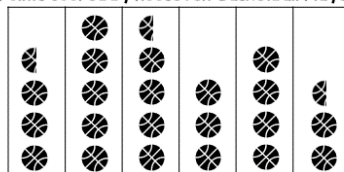
Name: _____

DATA & GRAPHS 3.8B #4

Solve 1 & 2-step problems using data from graphs

1st Game Results

Points Scored by Roosevelt Basketball Players



Each ● represents 2 points

1. How many points did Grace and Eva score in all?

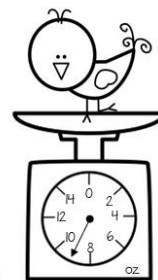
2. Liz scored 3 times as many points in the 2nd game as she did in the 1st game. How many

Name: _____

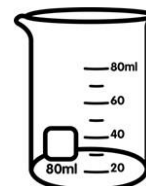
MEASUREMENT 3.7E #4

Determine liquid volume (capacity) or weight using appropriate units & tools

1. What is the weight of the bird?



2. Elizabeth needs 65 mL of saline for a science experiment. Shade in the beaker to show 65 mL of saline.



Track Interventions and collect data for:

- RTI meetings
- Parent Conferences
- Your Administrators

MARVEL Math

PLACE VALUE 3.2A #1
Compose and decompose numbers up to 100,000
A mystery number is made of four tens, five hundreds

ADDITION & SUBTRACTION 3.4A #3
1 and 2 step problems

Menu Item	Calories
Mini Pizza	985
Chicken Salad	653
Hamburger & Fries	1,358
Grilled Fish	875

Alex ordered the menu item with the highest calories and Aiden ordered the item with the fewest calories. What is the total number of calories in these two meals? **2,011 calories**

What is the difference in calories between the hamburger & fries and the grilled fish?
483 calories

SMALL GROUP
Students

Chantal Enrique Sophia Diego

INTERVENTION NOTES
Date: **10/2** No. of Minutes: **15**
What we did:
Solved word problems based on tables

SMALL GROUP
Students

Jenna Luke Elijah Hope

INTERVENTION NOTES
Date: **8/24** No. of Minutes: **10**
What we did:
Used a place value chart to write the standard form of numbers from verbal descriptions

SMALL GROUP
Students

Place Value

3rd Grade Place Value TEKS Tracking Sheet	3.2A Compose and decompose numbers up to 100,000 as the sum of so many tens, etc., + expanded notation						3.2B Relationships in the base-10 place value system				3.2C Represent a number on a number line to build to rounding				3.2D Compare and order whole numbers up to 100,000 using the symbols $>$, $<$, $=$					
Exit Slip # →	1	2	3	4	5	6	1	2	3	4	1	2	3	4	1	2	3	4	5	6
Alexander	1	1	1		1	1	1	1												
Valeria	0	½	½		0	0	½	1												
Jaekwon	1	1	1		1	1	1	1												
Chantal	1	1	1		1	1	1	1												
Marco	½	½	1		0	½	1	1												
Enrique	1	1	1		1	1	1	1												
Lillian	1	1	1		1	1	1	1												
Elisa	1	1	1		1	1	1	1												
Ming	0	½	½		1	1	1	1												
Sophie																				
Miguel																				
Grace																				
Marcel																				
Salim																				
Misha																				
Diego																				
Mia																				
Rick		½																		
Elijah																				
Evan		½																		
Rashid																				

Name:

PLACE VALUE 3.2A #1

Compose and decompose numbers up to 100,000

A mystery number is the sum of four ten thousands, seven thousands, five hundreds and nine ones.

What number is described?

Circle all of the expressions below that are equal to 947.

$90 + 40 + 7$

$600 + 300 + 30 + 10 + 7$

$900 + 40 + 7$

$600 + 300 + 4 + 7$

Name:

PLACE VALUE 3.2A #2

Compose and decompose numbers up to 100,000

A mystery number is the sum of eight ten thousands, four hundreds, seven tens and eight ones

What number is described?

Circle all of the expressions below that are equal to 727.

$700 + 20 + 7$

$500 + 200 + 7$

$700 + 10 + 7$

$500 + 200 + 7$

Name:

PLACE VALUE 3.2A #3

Compose and decompose numbers up to 100,000

A mystery number is the sum of seven ten thousands, four thousands, three tens and two ones.

What number is described?

Circle all of the expressions below that are equal to 1,583.

$150 + 80 + 3$

$1,000 + 50 + 80 + 3$

$800 + 700 + 80 + 3$

$1,000 + 300 + 200 + 50 + 30 + 3$

Set I

Addition & Subtraction

SUBTRACTION 3.4A #3

and 2 step problems

Menu Item	Calories
Mini Pizza	985
Chicken Salad	653
Hamburger & Fries	1,358
Grilled Fish	875

Alex ordered the menu item with the highest calories and Aiden ordered the item with the fewest calories.
What is the total number of calories in these two meals?

2,011 calories

What is the difference in calories between the hamburger & fries and the grilled fish?

483 calories

SUBTRACTION 3.4A #4

and 2 step

Menu Item	Calories
Mini Pizza	985
Chicken Salad	653
Hamburger & Fries	1,358
Grilled Fish	875

Alex ordered the menu item with the highest calories and Aiden ordered the item with the fewest calories.
What is the total number of calories in these two meals?

2,011

What is the difference in calories between the hamburger & fries and the grilled fish?

483



SMALL GROUP

Students

Chantal Sophie
Enrique Diego

INTERVENTION NOTES

Date: 10-2 No. of Minutes: 15

What we did:

Solved word problems based on tables

3rd Grade Addition & Subtraction RKS Tracking Sheet	1	2	3	4	5	6	1	2	3	4	1	2	3	4	1	2	3	4	5	6
Exit Slip # →																				
Alexander																				
Valeria																				
Jaekwon																				
Chantal																				
Marco																				
Enrique																				
Lillian																				
Elisa																				
Ming																				
Sophie																				
Miguel																				
Grace																				
Marcel																				
Salim																				
Misha																				
Diego																				

Name: Mia

ADDITION/SUBTRACTION 3.4A #3

1 and 2 step problems

Menu Item	Calories
Mini Pizza	985
Chicken Salad	653
Hamburger & Fries	1,358
Grilled Fish	875

Name: Alexander

ADDITION/SUBTRACTION 3.4A #3

1 and 2 step problems

Menu Item	Calories
Mini Pizza	985
Chicken Salad	653
Hamburger & Fries	1,358
Grilled Fish	875

Alex ordered the menu item with the highest calories and Aiden ordered the item with the fewest calories.
What is the total number of calories in these two meals?

2,011 calories

What is the difference in calories between the hamburger & fries and the grilled fish?

483

Name: Lillian

ADDITION/SUBTRACTION 3.4A #3

1 and 2 step problems

Menu Item	Calories
Mini Pizza	985
Chicken Salad	653
Hamburger & Fries	1,358
Grilled Fish	875

Alex ordered the menu item with the highest calories and Aiden ordered the item with the fewest calories.
What is the total number of calories in these two meals?

2,011 cal

What is the difference in calories between the hamburger & fries and the grilled fish?

483 cal

Set 2

Multiplication & Division

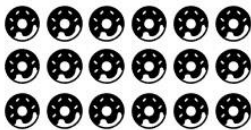
Name: _____

MULTIPLICATION/DIVISION 3.4D #3

Determine total of equal groups or an array (up to 10×10)

Write a multiplication equation to show the total value of the array of donuts.

_____ $\times$ _____ = _____



Which multiplication equation represents the way the flowers are grouped in the picture?

- A. $2 \times 2 = 4$
- B. $3 \times 2 = 6$
- C. $4 \times 4 = 16$
- D. $4 \times 2 = 8$



Name: _____

MULTIPLICATION/DIVISION 3.4D #3

Determine total of equal groups or an array (up to 10×10)

Write a multiplication equation to show the total value of the array of donuts.

_____ $\times$ _____ = _____



Which multiplication equation represents the way the flowers are grouped in the picture?

- A. $2 \times 2 = 4$
- B. $3 \times 2 = 6$
- C. $4 \times 4 = 16$
- D. $4 \times 2 = 8$



Name: _____

MULTIPLICATION/DIVISION 3.4F #2

Recall mult. facts to 10×10 & related division facts

A store has 9 bags of chips on each shelf. There are 6 shelves with bags of chips. How many total bags of chips are on the shelves?

Kyra and her 2 sisters washed dogs at an animal shelter. The girls washed a total of 27 dogs. Each girl washed the same number of dogs. How many dogs did each girl wash?

Which multiplication problem can help you solve $36 \div 9$?

Name: _____

MULTIPLICATION/DIVISION 3.4F #2

Recall mult. facts to 10×10 & related division facts

A store has 9 bags of chips on each shelf. There are 6 shelves with bags of chips. How many total bags of chips are on the shelves?

Kyra and her 2 sisters washed dogs at an animal shelter. The girls washed a total of 27 dogs. Each girl washed the same number of dogs. How many dogs did each girl wash?

Name: _____

MULTIPLICATION/DIVISION 3.5E #6

Represent real-world relationships using number pairs in a table and verbal descriptions

The table shows the number of toothpicks needed to make different numbers of octagons.

Number of Octagons	Number of Toothpicks
2	16
4	32
5	40

Complete each statement about the table.

The number of _____ is equal to the number of _____ multiplied by 8.

The number of _____ is equal to the number of _____ divided by 8.

Name: _____

MULTIPLICATION/DIVISION 3.5E #6

Represent real-world relationships using number pairs in a table and verbal descriptions

The table shows the number of toothpicks needed to make different numbers of octagons.

Number of Octagons	Number of Toothpicks
2	16
4	32
5	40

Complete each statement about the table.

The number of _____ is equal to the number of _____ multiplied by 8.

The number of _____ is equal to the number of _____ divided by 8.

Name: _____

MULTIPLICATION/DIVISION 3.5E #6

Represent real-world relationships using number pairs in a table and verbal descriptions

Name: _____

MULTIPLICATION/DIVISION 3.5E #6

Represent real-world relationships using number pairs in a table and verbal descriptions

Set 3

Fractions

3rd Grade Fractions TEKS Tracking Sheet	3.3A Represent fractions using objects, models, strip diagrams, & number lines				3.3B Name the fraction that corresponds to a point on a number line				3.3C Explain 1/b as 1 part of a whole that has been equally split into b parts				3.3D Compose & decompose fractions into the sum of unit fractions				3.3E			
Exit Slip # →	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Alexander	1	1	1		1	1	1	1												
Valeria	0	1/2	1/2		0	0	1/2	1												
Jaekwon	1	1	1		1	1	1	1												
Chantal	1	1	1		1	1	1	1												
Marco	1/2	1/2	1		0	1/2	1	1												
Enrique	1	1	1		1	1	1	1												
Lillian	1	1	1		1	1	1	1												
Elisa	1	1	1		1	1	1	1												
Ming	0	1/2	1/2		1/2	1/2	1/2	1												
Sophie	1/2	1	1		1/2	1	1	1												
Miguel	1	1	1		1	1	1	1												
Grace	1	1	1		1	1	1	1												
Marcel	1	1	1		1/2	1	1	1												
Salim	1	1	1		1	1	1	1												
Misha	0	1/2	1		0	1/2	1/2	1												
Diego	1	1	1		1	1	1	1												
Mia	1	1	1		1	1	1	1												
Rick	1/2	1	1		1/2	1	1	1												
Elijah	1	1	1		1	1	1	1												
Evan	1/2	1/2	1		0	1/2	1	1												
Rashid	1	1	1		1	1	1	1												

Name:

FRACTIONS

3.3A #1

Represent Fractions using objects, models, strip diagrams & number lines

Name the fraction for the shaded part of each figure below.



Name:

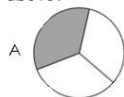
FRACTIONS

3.3F #3

Represent equivalent fractions using objects, models and number lines



1. Which model shows a fraction equivalent to the fraction shown on the model above?

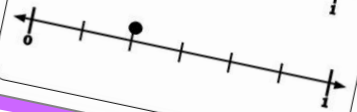
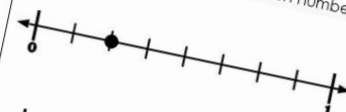


Name:

FRACTIONS

3.3B

Name the fraction for a point on a number line below.



Set 4

Classify & Sort 2-D & 3-D Figures based on attributes using formal geometric language

3.4.B Use attributes to recognize all types of quadrilaterals

	1	2	3	4
1	✓	✓	✓	✓
2	0	1/2	✓	✓
3	✓	✓	✓	✓
4	✓	✓	✓	✓
5	1/2	✓	1/2	✓
6	0	1/2	✓	✓

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

	1	2	3	4
1	✓	✓	✓	✓
2	✓	✓	✓	✓
3	✓	✓	✓	✓
4	✓	✓	✓	✓
5	✓	✓	✓	✓
6	0	1/2	✓	✓

Students: Evelyn, Ethan, Riley, Amir, David, Hannah, Eli, Kira, Rose

Set 5

Area, Perimeter & Measurement

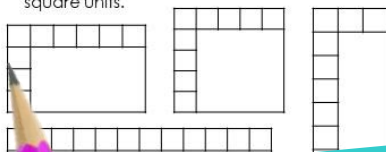
Name:

MEASUREMENT 3.6C #2

Determine the area of rectangles using number of rows x unit squares in each row.

1. Isabel made a quilt. Each square in her quilt is 1 square foot. Her quilt has 9 squares in each row and 12 rows. What is the area of her quilt?

2. Each rectangle has been divided into square units. Some squares are shown. Circle the rectangles with an area of 24 square units.



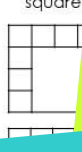
Name:

MEASUREMENT 3.6C #2

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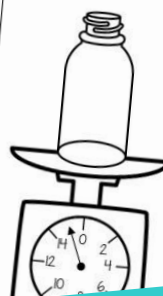


Name:

MEASUREMENT 3.7E #3

Determine liquid volume (capacity) or weight using appropriate units & tools.

1. What is the weight of the bottle?



2. Elizabeth needs 350 mL of water for a science experiment. Shade in the beaker to show 350 mL of water.

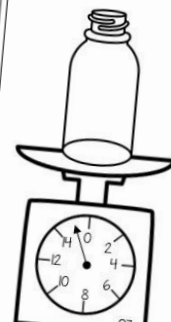


Name:

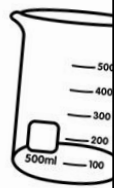
MEASUREMENT 3.7E #3

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1. What is the weight of the bottle?



2. Elizabeth needs 350 mL of water for a science experiment. Shade in the beaker to show 350 mL of water.



Name:

MEASUREMENT 3.7C #2

Problem solving using time intervals

1. Eli started running at the time shown on the clock below. He ran 3 miles in 25 minutes and then walked for 15 minutes.



Draw hands on the clock to show when Eli finished his walk.



Name:

MEASUREMENT 3.7C #2

Problem solving using time intervals

1. Eli started running at the time shown on the clock below. He ran 3 miles in 25 minutes and then walked for 15 minutes.



Draw hands on the clock to show when Eli finished his walk.



Name:

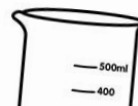
MEASUREMENT 3.7E #3

Determine liquid volume (capacity) or weight using appropriate units & tools.

1. What is the weight of the bottle?



2. Elizabeth needs 350 mL of water for a science experiment. Shade in the beaker to show 350 mL of water.



Set 6

Data & Graphs



Financial Literacy

FINANCIAL LITERACY 3.9A #3

Explain the connection between human capital/labor & income

Applicant A: has earned 3 Microsoft certifications in computer networking
Applicant B: has earned 1 Microsoft certification in computer networking and can type 95 words per minute on the computer

1. Which applicant is more likely to be hired as a computer tech?

- A. Applicant A
B. Applicant B

2. Circle the jobs that require a college degree.

Barista Teacher Physician
Administrative Assistant Musician
Lawyer Actor Roofer



SMALL GROUP STUDENTS

Marco
Evan

INTERVIEW

Date: 4-2

What we did:
Brainstorm
need a
talked for

3rd Grade Personal Financial Literacy "tested" TEKS Tracking Sheet

Exit Slip # →

	3.9A Explain the connection between human capital/labor & income				3.9B Explain how the availability & scarcity of resources impacts cost				3.9D Explain why credit is used and that borrowers pay lenders interest				3.9E List reasons to save and benefits of a savings plan, including saving for college			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Alexander	✓	✓	✓	✓	✓	✓										
Valeria	0	1/2	✓	✓	1/2	✓										
Jaekwon	✓	✓	✓	✓	0	1/2										
Chantal	✓	✓	✓	✓	✓	✓										
Marco	1/2	✓	1/2	✓	✓	✓										
Enrique	✓	✓	✓	✓	✓	✓										
Lillian	✓	✓	✓	✓	✓	✓										
Elisa	1/2	✓	✓	✓	✓	✓										
Ming	0	1/2	✓	✓	1/2	0										
Sophie	✓	✓	✓	✓	✓	✓										
Miguel	1/2	✓	✓	✓	1/2	✓										

FINANCIAL LITERACY

Name: Mia

FINANCIAL LITERACY 3.9A #3

Explain the connection between human capital/labor & income

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Applicant B: has earned 1 Microsoft certification in computer networking and can type 95 words per minute on the computer

1. Which applicant is more likely to be hired as a computer tech?

- A. Applicant A
B. Applicant B

2. Circle the jobs that require a college degree.

Barista Teacher Physician
Administrative Assistant Musician
Lawyer Actor Roofer

Name: Diego

FINANCIAL LITERACY 3.9A #3

Explain the connection between human capital/labor & income

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Applicant B: has earned 1 Microsoft certification in computer networking and can type 95 words per minute on the computer

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B. Applicant B

2. Circle the jobs that require a college degree.

Barista Teacher Physician
Administrative Assistant Musician
Lawyer Actor Roofer

Name: Misha

FINANCIAL LITERACY 3.9A #3

Explain the connection between human capital/labor & income

Applicant A: has earned 3 Microsoft certifications in computer networking
Applicant B: has earned 1 Microsoft certification in computer networking and can type 95 words per minute on the computer

1. Which applicant is more likely to be hired as a computer tech?

- A. Applicant A
B. Applicant B

2. Circle the jobs that require a college degree.

Barista Teacher Physician
Administrative Assistant Musician
Lawyer Actor Roofer

Name: Ming

FINANCIAL LITERACY 3.9A #3

Explain the connection between human capital/labor & income

Applicant A: has earned 3 Microsoft certifications in computer networking
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Barista Teacher Physician
Administrative Assistant Musician
Lawyer Actor Roofer

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Set 8

Recourse Includes For Each Set:



Teachers Notes



**6 Exit Tickets per
Readiness Standard**



**4 Exit Tickets per
Supporting Standard**



**Data Tracking
Check-off Sheet**



**Key with Space to Make
Reteach Small Groups**

Raving Reviews



I love this resource. We are required to track which students have mastered TEKs and this is extremely helpful!. - Macey B.



I love using math exit tickets to monitor my students' comprehension. Thank you for the great resource. - Liliana T.

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.

