

Multiplication & Division

TEKS Exit Tickets

3rd Grade Multiplication & Division TEKS Tracking Sheet	3.4D Determine total of an array (up to 10 x 10)				3.4E Represent multiplication, repeated +, area models, number line...				3.4F Recall mult. facts to 10x10 & related division facts				3.4G 2-digit x 1-digit multiplication using partial products; properties...				3.4H Find # in each group using fair share & partitive division			
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	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												
Grace	1	1	1		1	1	1	1												
Marcel	1	1	1		½	1	1	1												
Salim	1	1	1		1	1	1	1												
Misha	0	½	1		0	½	½	1												
Diego	1	1	1		1	1	1	1												
Mia	1	1	1		1	1	1	1												
Rick	½	1	1		½	1	1	1												
Elijah	1	1	1		1	1	1	1												
Evan	½	½	1		0	½	1	1												
Rashid	1	1	1		1	1	1	1												

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Name: _____

MULTIPLICATION/DIVISION 3.4E #4

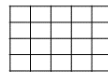
3.4E Represent multiplication in a variety of ways

Circle all of the ways that 4×5 can be represented.

$4 + 4 + 4 + 4$

$5 + 5 + 5 + 5$

$5 \times 5 \times 5 \times 5$



5, 10, 15, 20

4, 8, 12, 16, 20, 24

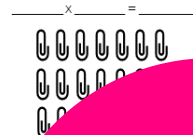


Name: _____

MULTIPLICATION/DIVISION 3.4D #1

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 paperclips.



Which multiplication way the picture shows?

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

3rd
GRADE

54 Exit Tickets give you a Quick Daily Snapshot of student learning

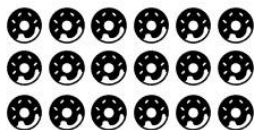
Name: _____

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?

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?

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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

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

Data Tracking Made Easy

Easily form intervention groups while grading exit tickets!

3rd Grade Multiplication & Division TEKS Tracking Sheet

Exit Slip #	3.4D Determine total of an array (up to 10 x 10)	3.4E Represent multiplication repeated + area models number line	3.4F Recall mult. facts to 10x10 & related division facts	3.4G 2 digit x 1 digit multiplication using partial products properties...	3.4H Find # in each group using division
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Alexander	✓ 0 1/2	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Valeria	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Jaekwon	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Chantal	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Marco	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Enrique	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Lillian	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Elisa	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Ming	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Sophie	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Miguel	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Grace	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Marcel	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Salim	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Misha	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Diego	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Mia	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Ric	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Eli	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Ev	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Ro	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓

MULTIPLICATION/DIVISION 3.4E #1

3.4E Represent multiplication in a variety of ways

Circle all of the ways that 6×2 can be represented.

$2 \times 2 \times 2 \times 2 \times 2 \times 2$ $2 + 2 + 2 + 2 + 2 + 2$

$2, 4, 6, 8, 10, 12$ $6, 12, 18, 24, 30, 36$

SMALL GROUP
Students: Enrique, Sophie, Grace, Valeria, Jaekwon

INTERVENTION NOTES
Date: 11-14 No. of Minutes: 15
What we did: showed all the ways we could represent 4×3 and 5×2 .

MULTIPLICATION/DIVISION 3.4E #2

3.4E Represent multiplication in a variety of ways

Circle all of the ways that 3×4 can be represented.

$4 + 4$ $3 \times 3 \times 3 \times 3$

SMALL GROUP
Students:

INTERVENTION NOTES
Date:

Track Progress Over Time

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

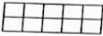
MARVELMath

MULTIPLICATION/DIVISION 3.4E #1

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$2 \times 2 \times 2 \times 2 \times 2$ $2 + 2 + 2 + 2 + 2$





2, 4, 6, 8, 10, 12 6, 12, 18, 24, 30, 36



SMALL GROUP
Students
Enrique
Sophie
Grace

INTERVENTION
Date: 11-14
What we did:
showed all 4 ways
could represent
and 5×2

3rd Grade Multiplication & Division TEKS Tracking Sheet

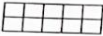
Exit Slip # →	3.4D Determine total of an array (up to 10×10)				3.4E Represent multiplication repeated +, area models, number line...				3.4F Recall mult. facts to 10×10 & related division facts				3.4G 2-digit $\times$ 1-digit multiplication using partial products, properties...				3.4H Find each quotient using long division			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	
Alexander																				
Valeria	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Jaekwon	0	$\frac{1}{2}$	✓	✓	$\frac{1}{2}$	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Chantal	✓	✓	✓	✓	✓	✓	✓	✓	0	$\frac{1}{2}$	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Marco	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Enrique	$\frac{1}{2}$	✓	✓	✓	$\frac{1}{2}$	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Lillian	0	$\frac{1}{2}$	✓	✓	$\frac{1}{2}$	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Elisa	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Ming	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Sophie	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Miguel	0	0	✓	✓	0	$\frac{1}{2}$	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Grace	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Marcel	$\frac{1}{2}$	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Salim	0	$\frac{1}{2}$	✓	✓	✓	✓	✓	✓	$\frac{1}{2}$	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

MULTIPLICATION/DIVISION 3.4E #2

3.4E Represent multiplication in a variety of ways

Circle all of the ways that 3×4 can be represented.

$2 \times 2 \times 2 \times 2 \times 2$ $2 + 2 + 2 + 2 + 2$

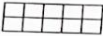




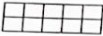
2, 4, 6, 8, 10, 12 6, 12, 18, 24, 30, 36

SMALL GROUP
Students
Enrique
Sophie
Grace

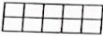
INTERVENTION
Date: 11-14
What we did:
showed all 4 ways
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and 5×2

Name: Valeria
MULTIPLICATION/DIVISION 3.4E #1
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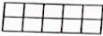
2, 4, 6, 8, 10, 12 6, 12, 18, 24, 30, 36

Name: Marco
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2, 4, 6, 8, 10, 12 6, 12, 18, 24, 30, 36

Name: Ming
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2, 4, 6, 8, 10, 12 6, 12, 18, 24, 30, 36

Name: Sophie
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2, 4, 6, 8, 10, 12 6, 12, 18, 24, 30, 36

TEKS Aligned Exit Tickets

Name: _____

MULTIPLICATION/DIVISION 3.4E #4

MULTIPLICATION/DIVISION 3.4E #4

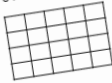
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Circle all of the ways that 4×5 can be represented.

$4 + 4 + 4 + 4$

$5 + 5 + 5 + 5$

$5 \times 5 \times 5 \times 5$



5, 10, 15, 20

4, 8, 12, 16, 20, 24



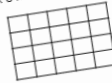
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5, 10, 15, 20

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Name: _____

MULTIPLICATION/DIVISION 3.4E #4

MULTIPLICATION/DIVISION 3.4E

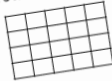
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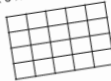
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5, 10, 15, 20

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Name: _____

MULTIPLICATION/DIVISION 3.4J #4

MULTIPLICATION/DIVISION 3.4J #4

Determine quotient using multiplication/division relationships

Jacobi is organizing soccer games at recess. There are 36 students that he will split into 4 equal sized teams. How many students will he put on each team?

Solution:

Which equation can help you find the number of students Jacobi puts on each team?

A. $4 \times 4 = 16$

B. $4 \times 9 = 36$

C. $9 \times 9 = 81$

D. $4 + 4 = 8$

Name: _____

MULTIPLICATION/DIVISION 3.4J #4

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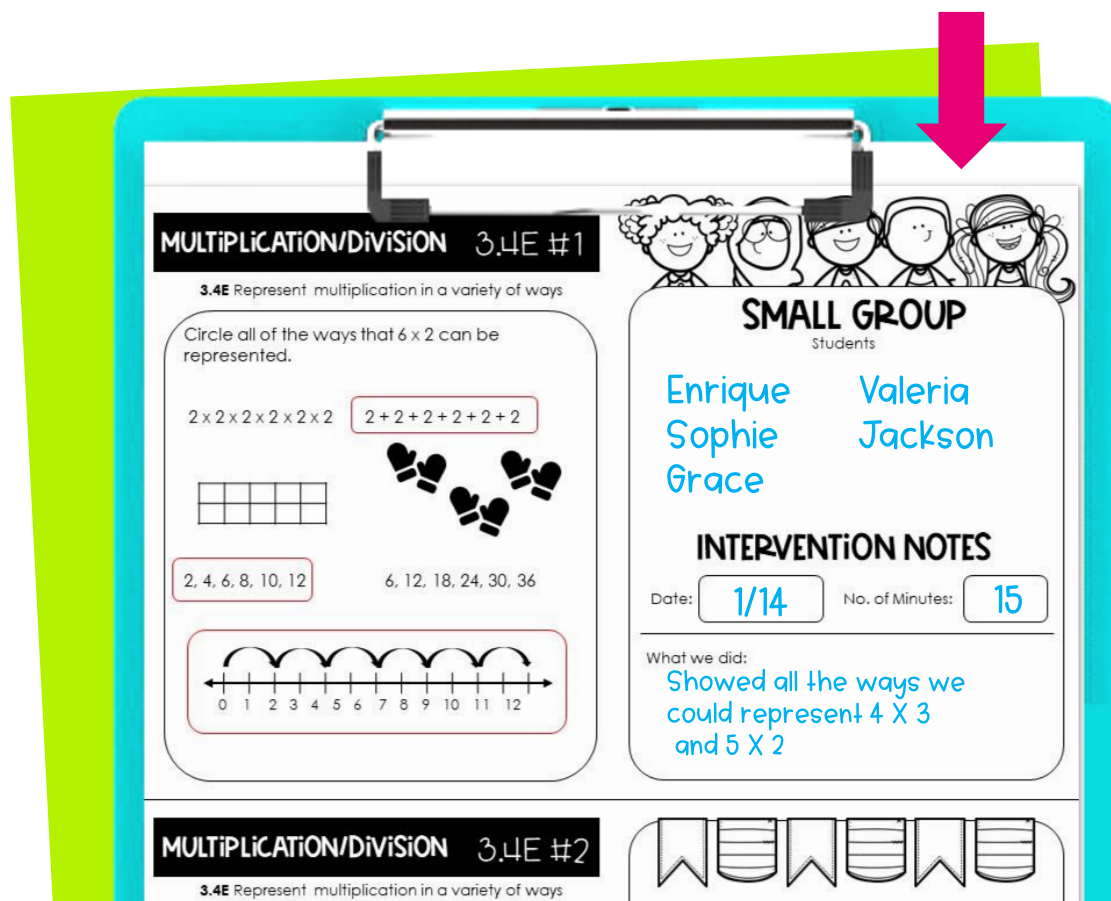
B. $4 \times 9 = 36$

C. $9 \times 9 = 81$

D. $4 + 4 = 8$

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

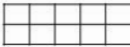


MULTIPLICATION/DIVISION 3.4E #1

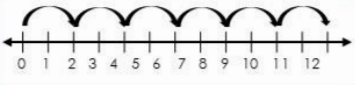
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$2, 4, 6, 8, 10, 12$ $6, 12, 18, 24, 30, 36$



SMALL GROUP
Students

Enrique Valeria
Sophie Jackson
Grace

INTERVENTION NOTES

Date: $1/14$ No. of Minutes: 15

What we did:
Showed all the ways we could represent 4×3 and 5×2

MULTIPLICATION/DIVISION 3.4E #2

3.4E Represent multiplication in a variety of ways



Organized & Easy to Use

3rd Grade Multiplication & Division TEKS Tracking sheet	3.4D Determine total of an array (up to 10 x 10)				3.4E Represent multiplication repeated +, area models, number line...				3.4F Recall mult. facts to 10x10 & related division facts				3.4G 2-digit x 1-digit multiplication using partial products, properties...				3.4H Find # in each group using fair share & partitive division			
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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												
Missal	1	1	1		1	1	1	1												

Name:

MULTIPLICATION/DIVISION 3.4E

3.4E Represent multiplication in a variety of ways

Circle all of the ways that 3×4 can be represented.

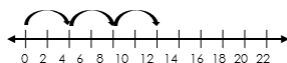
$4 + 4 + 4$

$3 \times 3 \times 3 \times 3$



3, 6, 9

4, 8, 12



Name:

MULTIPLICATION/DIVISION 3.4E #2

3.4E Represent multiplication in a variety of ways

Circle all of the ways that 3×4 can be represented.

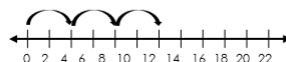
$4 + 4 + 4$

$3 \times 3 \times 3 \times 3$



3, 6, 9

4, 8, 12



Name:

MULTIPLICATION/DIVISION 3.4E #2

3.4E Represent multiplication in a variety of ways

Circle all of the ways that 3×4 can be represented.

$4 + 4 + 4$

$3 \times 3 \times 3 \times 3$



3, 6, 9

4, 8, 12

Name: _____

MULTIPLICATION/DIVISION 3

Represent 1 & 2-step $\times$ & $\div$ within 100 using arrays, strip diagrams

Zander collected 3 rocks each day for 7 days. How many rocks does Zander have now?

Write an equation to solve this problem:

Which strip diagram shows how to find rocks Zander has now?

A.

3	3	3	3
---	---	---	---

 $\div$ 7 =

B.

3	7
---	---

C.

3	3	3
---	---	---

 $\div$ 10 =

Name: _____

MULTIPLICATION/DIVISION 3

Determine total of equal groups or an array (up to 100) using a multiplication equation to show the value of the array of donuts.



Which multiplication equation represents 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

Determine unknown factor or product

Fill in the numbers that make

1. $25 = 5 \times \square$

2. $\square \div 9 = 5$

3. $4 = \square \div 7$

4. $\square \times 11 = 66$

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

A store sells 4 packs of gum for \$1.

Number of Dollars	Number of packs of gum
3	
4	
6	

Each spider has 8 legs.

Number of spiders	Total Number of Legs
32	
	80

Name: _____

MULTIPLICATION/DIVISION 3.5E #1

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

Fill in the tables to match each scenario.

Number of Dollars	Number of packs of gum
3	
4	
6	

Each spider has 8 legs.

Number of spiders	Total Number of Legs
32	
	80

Name: _____

MULTIPLICATION/DIVISION 3

Represent 1 & 2-step $\times$ & $\div$ within 100 using arrays, strip diagrams

Zander collected 3 rocks each day for 7 days. How many rocks does Zander have now?

Write an equation to solve this problem:

Which strip diagram shows how to find rocks Zander has now?

A.

3

 $\div$ 7 =

B.

3	7
---	---

C.

3	3	3
---	---	---

 $\div$ 10 =

Name: _____

MULTIPLICATION/DIVISION 3

Determine unknown factor or product

Fill in the numbers that make

1. $25 = 5 \times \square$

2. $\square \div 9 = 5$

3. $4 = \square \div 7$

4. $\square \times 11 = 66$

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

A store sells 4 packs of gum for \$1.

Number of Dollars	Number of packs of gum
3	
4	
6	

Each spider has 8 legs.

Number of spiders	Total Number of Legs
32	
	80

Name: _____

MULTIPLICATION/DIVISION 3.5E #1

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

Fill in the tables to match each scenario.

Number of Dollars	Number of packs of gum
3	
4	
6	

Each spider has 8 legs.

Number of spiders	Total Number of Legs
32	
	80

Recourse Includes



54 Exit Tickets in All



**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 used the extra exit tickets at the end of the year for a tic tac toe game as a review before our state test. The kids loved it! One of the best purchases I have made. Thank you! - Sharon M.



These were great exit slips that assessed the concepts well. They were great to use as formative assessments for my 3rd graders. - Megan 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.

