

Name: _____

Date: _____

Monday « EXIT TICKET »

Goal: I can identify the difference between odd and even numbers by writing at least five of each type below.

odd numbers	even numbers

Confidence scale:



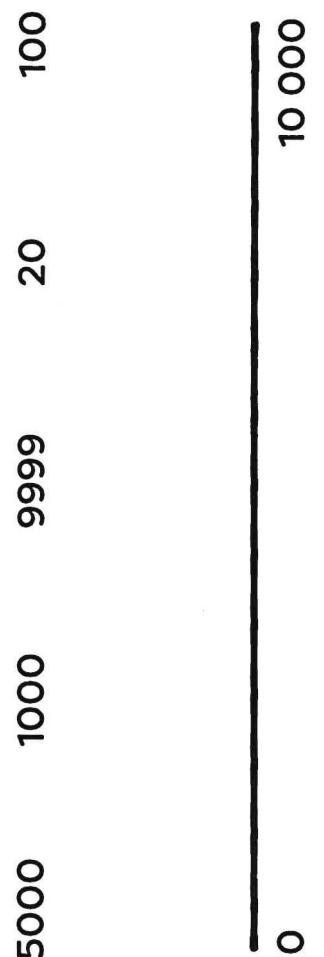
teachstarter

Name: _____

Date: _____

« EXIT TICKET »

Goal: I can represent numbers up to 10 000 on a number line.



5000

1000

9999

100

Explain

$$21 + ? = 56$$
$$56 - ? = 35$$

Name: _____

Date: _____

« EXIT TICKET »

Goal: I sort numbers into digits, including their place value up to ten thousands.

Thousand		Unit		
t	o	h	t	o

- fifty-one thousand, six hundred and fifty-two
- twenty-three thousand, five hundred and twenty-six
- eighty-seven thousand, and two

Confidence scale:



teachstarter

Name: _____

Date: _____

« EXIT TICKET »

Goal: I can explain the connection between addition and subtraction.

0

5000

1000

9999

Explain

$$21 + ? = 56$$
$$56 - ? = 35$$

Confidence scale:



teachstarter



Confidence scale:



teachstarter

Name: _____ Date: _____

Tuesday « EXIT TICKET »

Goal: I can recall multiplication facts of 2, 3, 5 and 10.

$2 \times 8 =$	$3 \times 4 =$
$5 \times 6 =$	$10 \times 12 =$
$2 \times 12 =$	$3 \times 7 =$
$10 \times 9 =$	$5 \times 9 =$

Confidence scale: teachstarter

Name: _____ Date: _____

« EXIT TICKET »

Goal: I can recall one-digit addition facts mentally.
(Teacher observation may be required.)

$4 + 1 =$	$3 + 5 =$
$9 + 8 =$	$8 + 4 =$
$3 + 9 =$	$9 + 9 =$
$7 + 8 =$	$6 + 8 =$

Confidence scale: teachstarter

Name: _____ Date: _____

« EXIT TICKET »

Goal: I can use multiplication facts of 2, 3, 5 and 10 to divide numbers.

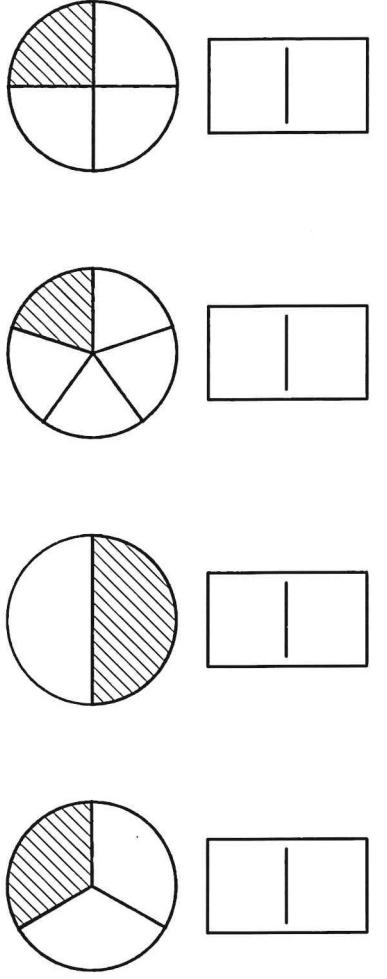
$24 \div 3 =$	$45 \div 5 =$
$70 \div 10 =$	$36 \div 3 =$
$50 \div 5 =$	$22 \div 2 =$
$18 \div 2 =$	$120 \div 10 =$

Confidence scale: teachstarter

Name: _____ Date: _____

« EXIT TICKET »

Goal: I can represent unit fractions for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$.



Confidence scale: teachstarter

Name: _____

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Wednesday « EXIT TICKET »

Goal: I can draw notes and coins to represent a price using Australian currency.

$$\$5.75 =$$

$$\$65.15 =$$

$$\$83.40 =$$

$$\$125.60 =$$

$$\$201.85 =$$

Confidence scale:

Confidence scale:

Name: _____

Date: _____

« EXIT TICKET »

Goal: I can round money amounts to the nearest five cents.

$$\$4.99 =$$

$$\$6.54 =$$

$$\$9.21 =$$

$$\$0.98 =$$

$$\$3.11 =$$

Confidence scale:

Confidence scale:

Name: _____

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« EXIT TICKET »

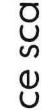
Goal: I can describe and continue number patterns using addition and subtraction.

$$48, 54, 60, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}, \dots$$

$$98, 96, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}, 90, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}, \dots$$

$$6, 12, 24, 48, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}, \dots$$

Confidence scale:



Name: _____

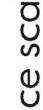
Date: _____

« EXIT TICKET »

Goal: I can measure the length of objects using the most appropriate unit of measurement.

unit of measurement	unit of measurement
desk top	classroom
pencil width	

Confidence scale:



Name: _____

Date: _____

Name: _____ Date: _____

Thursday « EXIT TICKET »

Goal: I can measure the mass of objects using the most appropriate unit of measurement.

unit of measurement	
my writing book	
myself	
my school bag	

Confidence scale: teachstarter

Name: _____ Date: _____

« EXIT TICKET »

Goal: I can convert digital time to analogue time to the minute.

12:41 pm	3:33 am	8:21 am

Confidence scale: teachstarter

Name: _____ Date: _____

« EXIT TICKET »

Goal: I can measure the capacity different objects can hold using the most appropriate measuring units.

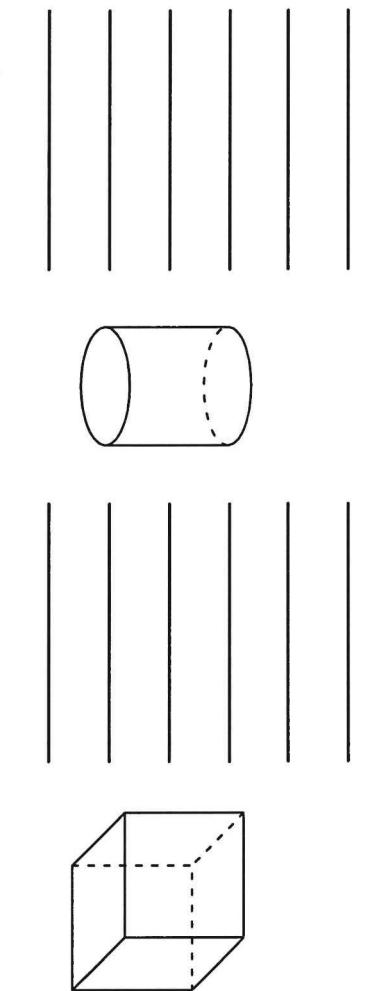
unit of measurement	
drink bottle	
bucket	
coffee mug	

Confidence scale: teachstarter

Name: _____ Date: _____

« EXIT TICKET »

Goal: I can describe features of 3D objects.

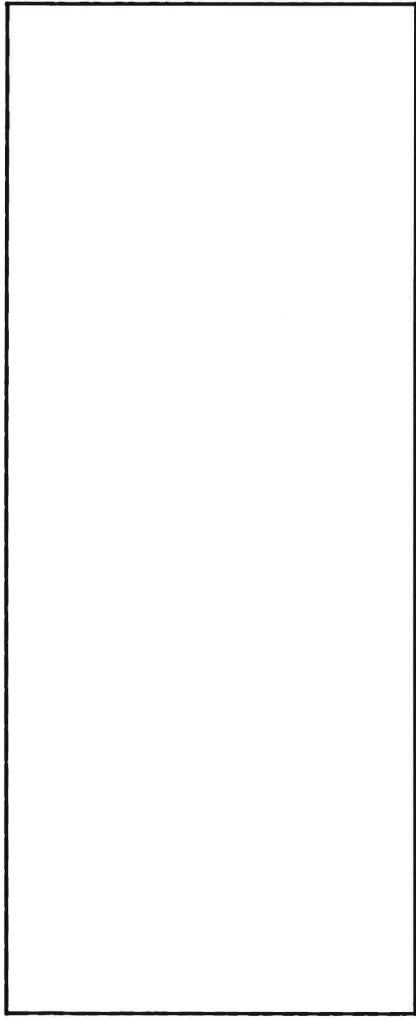


Confidence scale: teachstarter

Name: _____ Date: _____

« EXIT TICKET »

Goal: I can draw an object that has lines of symmetry.



Confidence scale: © teachstarter

Name: _____

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« EXIT TICKET »

Goal: I can name angles up to 180 degrees.

Angle	Angle	Angle	Angle

Confidence scale: © teachstarter

Name: _____ Date: _____

Name: _____

Date: _____

« EXIT TICKET »

Goal: I can identify angles in real life.

Angle	In real life
acute angle	
right angle	
obtuse angle	
straight angle	

Confidence scale: © teachstarter

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« EXIT TICKET »

Goal: I can collect data from a question I have formed.

Question:	Tally	Total

Confidence scale: © teachstarter

Name: _____

Date: _____

« EXIT TICKET »

Goal: I can name angles up to 180 degrees.