



Second Grade Math Exit Tickets

A Full Year of Standards-Based Exit Tickets

Answer Key Name: _____ Exit Ticket 1

MEASUREMENT Exit Tickets

Standard	Objective	Ticket Number
2.MD.1	Inch Tiles	1
	Inches with Rulers	2
	Inches with Rulers	3
	Measuring with Feet	4
	Measuring with Feet	5
	Measuring Tape	6
	Inches and Feet	7
	Inches and Feet	8
	Centimeters	9
2.MD.2	Inches and Feet	10
	Inches and Yards	11
	Centimeters & Meters	12
	Centimeters & Meters	13
	Centimeters & Meters	14
2.MD.3	Estimating Length	16
	Estimating Length	17
2.MD.4	Difference in Length	18
2.MD.5	Word Problems	19
	Word Problems	20

NOT SO WIMPY TEACHER

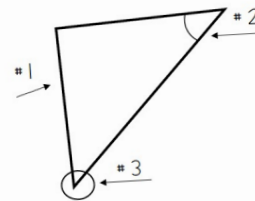
2.GA.1

Triangles

Name: _____

Exit Ticket I

Directions: Look at the arrows on the diagram. Determine if the arrow is pointing to a vertex, angle, or side. Write your answer on the line.



1. _____

2.OA.1

Word Problems

Name: _____

Exit Ticket 19

Directions: Use the word problem solving strategy to solve the problem.

1. There are 29 cans on the shelf at the grocery store. Gertrude stocked 38 more cans on the shelf. How many total cans are on the shelf?

2.NBT.7

Subtraction with Models

Name: _____

Exit Ticket II

Directions: Draw models to subtract.

Key: $\square = 100$ $| = 10$ $\bullet = 1$ Example: $242 =$

$$\begin{array}{r} 746 \\ - 234 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 623 \\ - 455 \\ \hline \end{array}$$

2.GA.2

Partitioning Rectangles with Equations Exit Ticket 7

Name: _____

Directions: Partition each rectangle into the given number of rows and columns. Write an addition equation that represents the models.

1. 3 rows
3 columns



2.

4 rows
2 columns





TEACHER DIRECTIONS

WHAT IS INCLUDED:

- Exit tickets for each 2nd Grade Common Core standard, (150 tickets total)
- A guide for each group of exit tickets that shows the skill, the covered standard, and the corresponding ticket number
- Answer keys for each exit ticket
- A chart to track which tickets you have used along with student progress



OPTIONS FOR USING EXIT TICKETS

- Use daily or weekly at the end of the class to assess students' understanding of a newly taught skill
- Assign to students to complete individually
- Remind students that exit tickets are not a test or a quiz, rather a quick check for understanding
- Have students hand you their exit ticket as they are lining up, and review each one immediately
- Use at the beginning of the class period to see how much students retained and understand from the previous lesson
- Alternatively, you can use these tickets as a preview of new material to see what students already know about a new topic
- Use the data from exit tickets to plan future instruction and prepare small group lesson plans

2-DIGIT ADDITION & Exit Tickets

Standard	Objective
2.NBT.5	Addition with Place Value Blocks
	Addition with Place Value Blocks
	Addition with Number Lines
	Addition with Number Lines
	Addition with Expanded Form
	Addition with Expanded Form
	Addition with Standard Form
	Addition with Standard Form
	Subtraction with Place Value Blocks
	Subtraction with Place Value Blocks
	Subtraction with Number Lines
	Subtraction with Number Lines
	Subtraction with Expanded Form
	Subtraction with Expanded Form
	Subtraction with Standard Form
	Subtraction with Standard Form

MEASUREMENT Exit Tickets

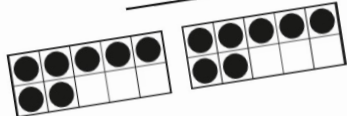
Objective	Ticket Number
Rulers	1
Rulers	2
with Feet	3
with Feet	4
e	5
at	6
t	7
	8
	9
	10
rs	11
s	12
s	13
	14
	15



Get started right away with teacher directions and an at a glance for each unit.

2.OA.3
Modeling Even Numbers & Equations

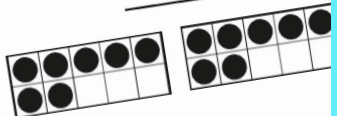
Directions: Determine the number that is modeled. Then write the number.

1.  _____

_____ + _____ = _____

2.OA.3
Modeling Even Numbers & Equations

Directions: Determine the number that is modeled. Then write the number.


1.  _____

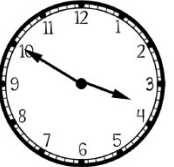
_____ + _____ = _____

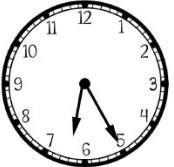
2.MD.7 Name: _____

Time to Five Minutes **Exit Ticket 7**

Directions: Write the time shown on the clocks.

1.  _____


2.  _____


3.  _____


2.MD.7 Name: _____

Time to Five Minutes **Exit Ticket 7**

Directions: Write the time shown on the clocks.

1.  _____

2.  _____

3.  _____

Name: _____

Exit Ticket 17

Write the addition and subtraction equation that...

...ary books. She needs to shelve 78...

...ved 29 books. How many more books...

subtraction equation

Name: _____

Exit Ticket 17

...ion and subtraction equation that...

...ks. She needs to shelve 78...

...books. How many more books...



Exit tickets print 2 per page for quick printing and zero paper waste.



2.NBT.6 Answer Key Name: _____

Adding Three 2-Digit Numbers Exit Ticket 17

Directions: Solve each problem using the standard algorithm. Regroup if necessary.

1.
$$\begin{array}{r} 5 \left[\begin{array}{r} 1 \\ 45 \end{array} \right] 9 \\ 4 + \left[\begin{array}{r} 24 \\ 25 \end{array} \right] 5 \\ \hline 94 \end{array}$$

2.
$$\begin{array}{r} 5 \left[\begin{array}{r} 2 \\ 39 \end{array} \right] 17 \\ 2 + \left[\begin{array}{r} 18 \\ 13 \end{array} \right] 3 \\ \hline 70 \end{array}$$

3.
$$\begin{array}{r} 3 \left[\begin{array}{r} 1 \\ 22 \end{array} \right] 11 \\ 4 + \left[\begin{array}{r} 29 \\ 28 \end{array} \right] 8 \\ \hline 79 \end{array}$$

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2.NBT.5 Addition with Standard Algorithm Name: _____

Exit Ticket 7

Directions: Solve each problem using the standard algorithm.

1.
$$\begin{array}{r} \text{tens ones} \\ 34 \\ + 53 \\ \hline \end{array}$$

2.
$$\begin{array}{r} \text{tens ones} \\ 23 \\ + 56 \\ \hline \end{array}$$

3.
$$\begin{array}{r} \text{tens ones} \\ 22 \\ + 37 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 20 \\ + 39 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 43 \\ + 45 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 14 \\ + 15 \\ \hline \end{array}$$

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With Place Value Blocks Exit Ticket 10 Name: _____

Directions: Use place value blocks to subtract.

Example: $42 = \text{||||} \bullet\bullet$

2.
$$\begin{array}{r} 47 \\ - 29 \\ \hline \end{array}$$

NOT SO WIMPY TEACHER

2.NBT.6 Answer Key Name: _____

Adding Four 2-Digit Numbers Exit Ticket 18

Directions: Solve each problem using the standard algorithm. Regroup if necessary.

1.
$$\begin{array}{r} 5 \left[\begin{array}{r} 1 \\ 30 \\ 12 \end{array} \right] 2 \\ 7 + \left[\begin{array}{r} 39 \\ 42 \end{array} \right] 11 \\ \hline 123 \end{array}$$

2.
$$\begin{array}{r} 7 \left[\begin{array}{r} 1 \\ 44 \\ 23 \end{array} \right] 7 \\ 6 + \left[\begin{array}{r} 56 \\ 10 \end{array} \right] 6 \\ \hline 133 \end{array}$$

3.
$$\begin{array}{r} 3 \left[\begin{array}{r} 2 \\ 7 \\ 15 \end{array} \right] 12 \\ 5 + \left[\begin{array}{r} 28 \\ 35 \end{array} \right] 13 \\ \hline 85 \end{array}$$

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2.OA.2 & 2.NBT.8 Mental Math Name: _____

Exit Ticket 2

Directions: Find each sum or difference mentally.

1.	$8 + 9 =$	
2.	$12 + 7 =$	
3.	$4 + 6 =$	
4.	$5 + 3 =$	
5.	$20 + 4 =$	
6.	$17 + 4 =$	
7.	$6 - 5 =$	
8.	$19 - 8 =$	

9.	$77 + 10 =$	
10.	$73 + 10 =$	
11.	$74 + 10 =$	
12.	$19 + 10 =$	
13.	$17 + 100 =$	
14.	$353 + 100 =$	
15.	$294 + 100 =$	
16.	$63 + 100 =$	

NOT SO WIMPY TEACHER



These exit tickets are perfect for use as assessment, review, or small group work.