

# Kindergarten

Numbers  
0-20

## Cluster 3 Exit Tickets



Put a ○ around the row with more cubes.

Yellow cube	Yellow cube	Yellow cube	Yellow cube	Yellow cube	Yellow cube	Yellow cube
Blue cube	Blue cube	Blue cube	Blue cube	Blue cube	Blue cube	Blue cube

Color the box with less cubes.

White cube	White cube	White cube	White cube
White cube	White cube	White cube	White cube

NC.K.CC.4 - NC.K.CC.6

**Standards: CC.1, CC.3, CC.4, CC.5, CC.6**  
with connections to MD.2 and G.1

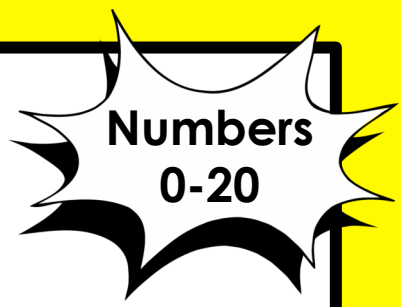
**Exit tickets** are written responses to questions posed at the end of a lesson. They are brief assessments which allow the teacher to determine student understanding of the concepts and skills taught that day.

**At the Kindergarten level**, a blank copy of the exit ticket should be displayed on the board and read aloud to students. As teacher reads, students work independently on their own copy of the exit ticket.

# Kindergarten

## Cluster 3 Exit Tickets

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Numbers  
0-20

*Topics are listed in order of standards, not necessarily the order in which they may be taught.*

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When given number orally, record the numeral.	CC.3	5
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Match numerals to sets.	CC.3 - CC.5	9
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Build sets to match given numbers.	CC.3 - CC.5	11
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*Teacher: See note at bottom of page.*

Count to 50.

Skip count by ten.  
Stop when you get to 50.

Name: \_\_\_\_\_

NC.K.CC.1

**Note to the Teacher:** Standard NC.K.CC.1 focus on rote counting, and should be assessed orally. The student does not need to have a copy of this exit ticket or see it since recognition of the written numeral is not required with this standard.

Write the missing numbers.

1	2	3	___	5
6	7	8	9	___
11	___	13	___	15

Name: \_\_\_\_\_

NC.K.CC.3

Write the missing numbers.

1	2	3	___	5
6	7	8	9	___
11	___	13	___	15

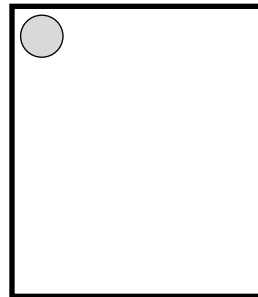
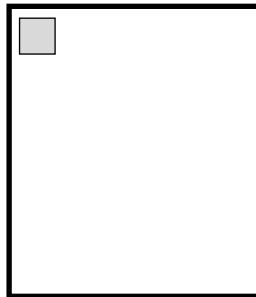
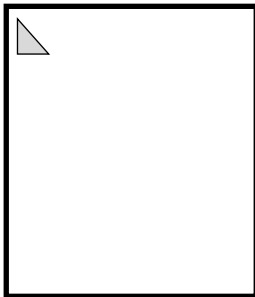
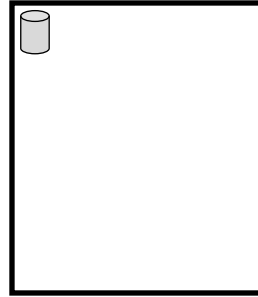
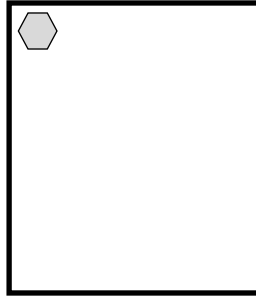
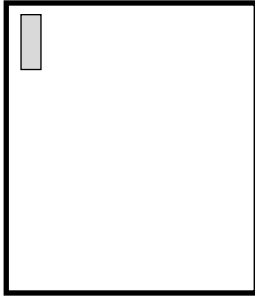
Name: \_\_\_\_\_

NC.K.CC.3

**Teacher:** Call out six numbers between 0-20 for students to record.

Example: Write the number 11 in the box with the rectangle.

Write the numbers your teacher says.



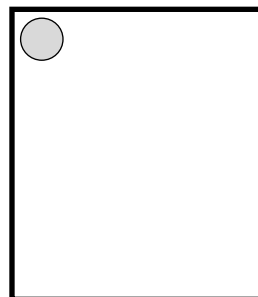
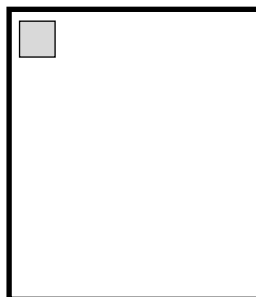
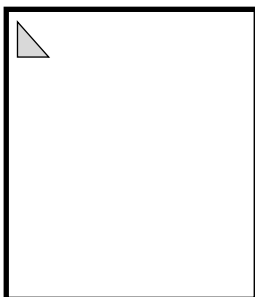
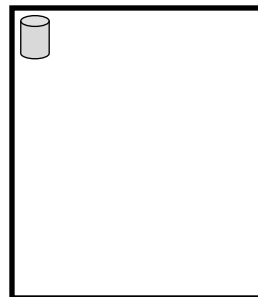
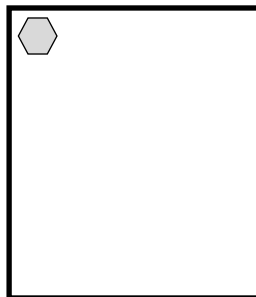
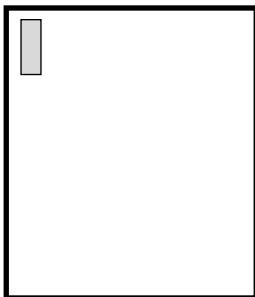
Name: \_\_\_\_\_

NC.K.CC.3

**Teacher:** Call out six numbers between 0-20 for students to record.

Example: In the box with the rectangle, write the number 11.

Write the numbers your teacher says.



Name: \_\_\_\_\_

NC.K.CC.3

Teacher: See directions on following page.  
Note: Student may write the answer or orally tell the teacher.

Write the number that  
matches your teacher's set.

NC.K.CC.3, NC.K.CC.4

Name:

Card A

Card B

Card C

Teacher: See directions on following page.  
Note: Student may write the answer or orally tell the teacher.

Write the number that  
matches your teacher's set.

NC.K.CC.3, NC.K.CC.4

Name:

Card A

Card B

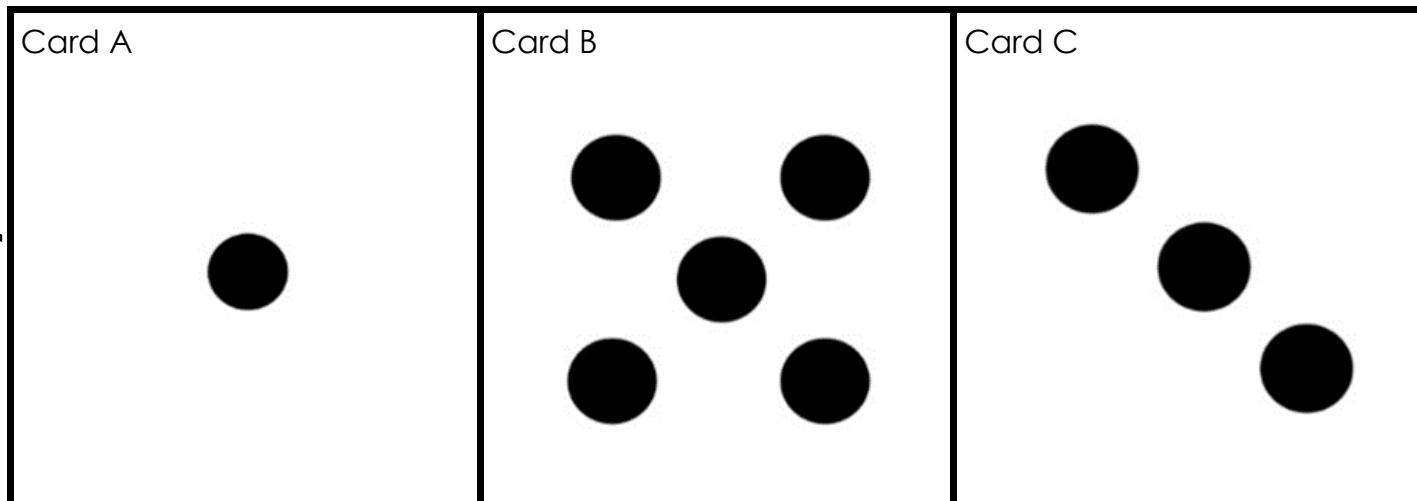
Card C

# Subitizing Cards

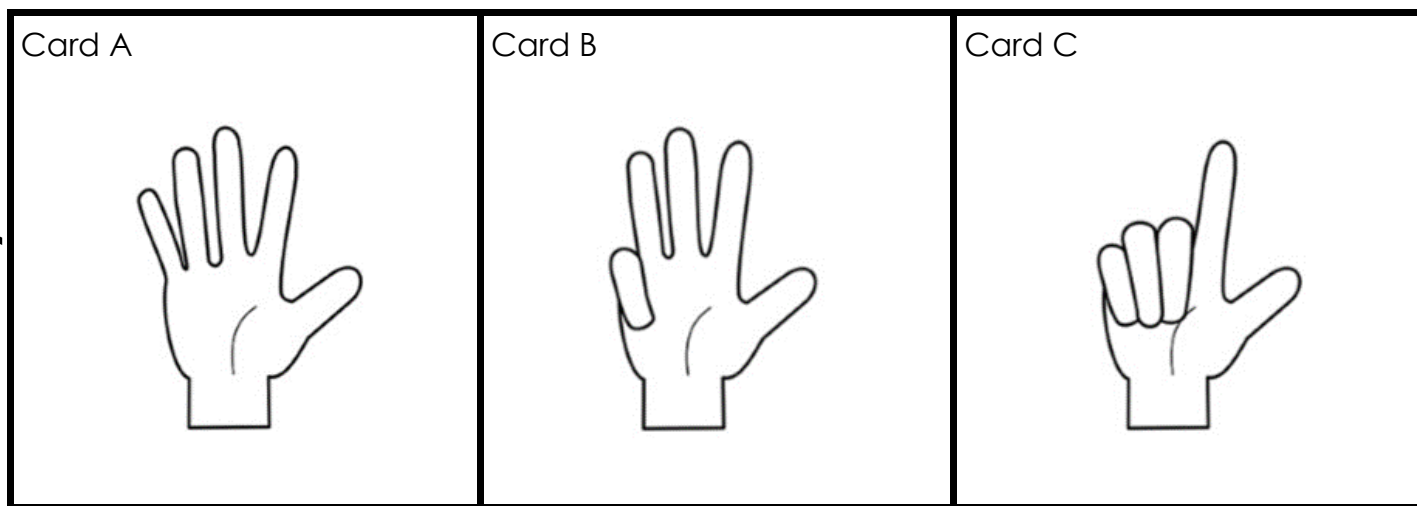
**Teacher Directions:** Print Day 1 cards and cut apart. Display each card for 3 seconds. Prompt students to put a ring around the matching numeral. Repeat using Day 2 and Day 3 cards.

*Note: Writing numerals is not an expectation of this standard.  
If students have difficulty recording answers, they may respond orally.*

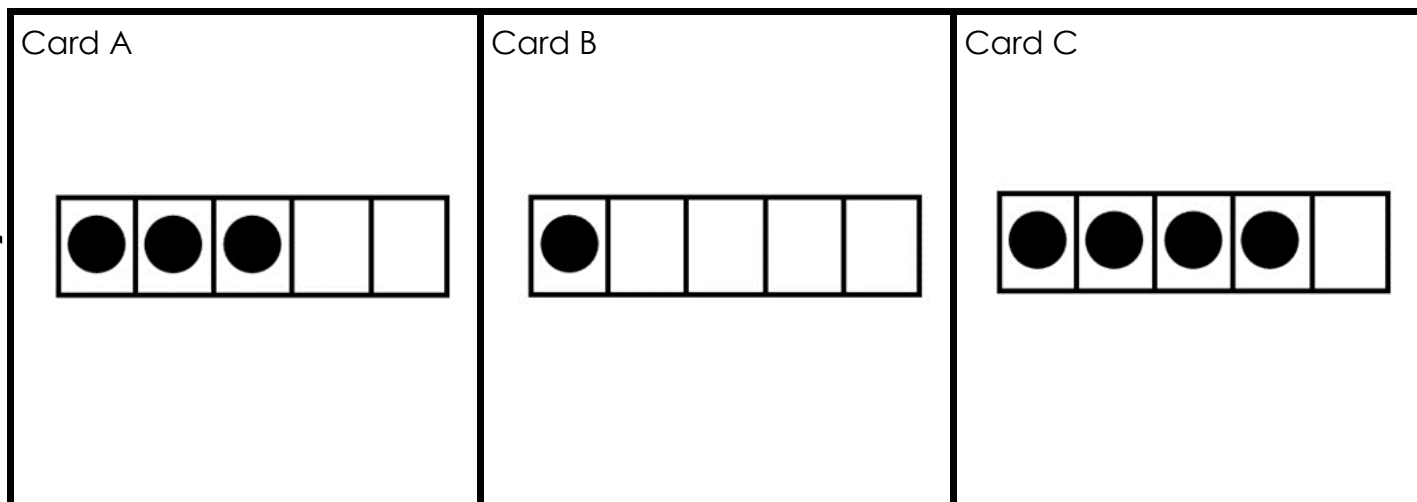
Day 1



Day 2



Day 3

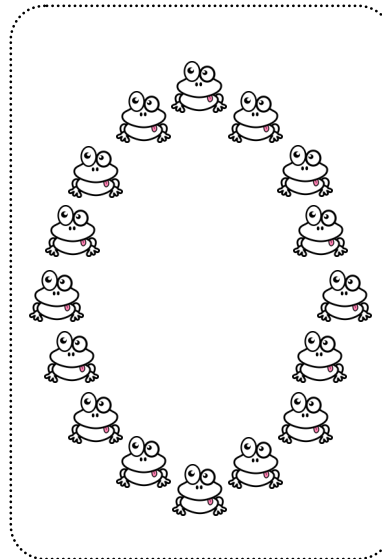
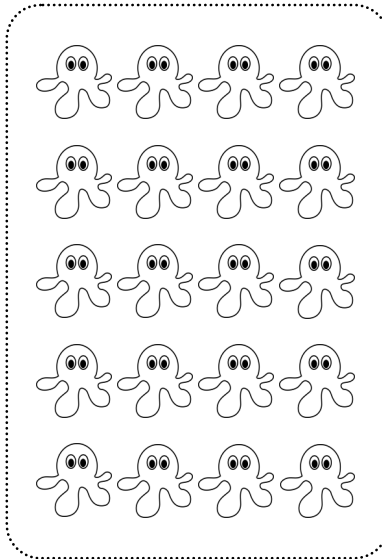
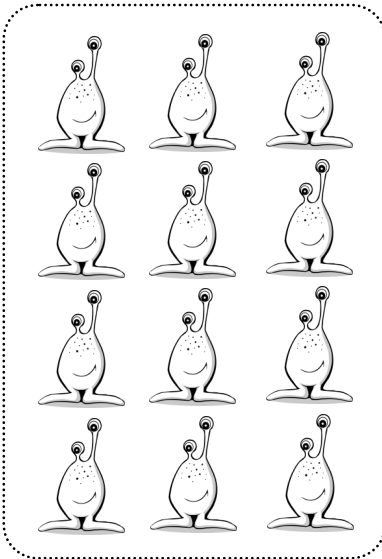


Name: \_\_\_\_\_

Color the group of **16** blue.

Color the group of **20** red.

Color the group of **12** yellow.



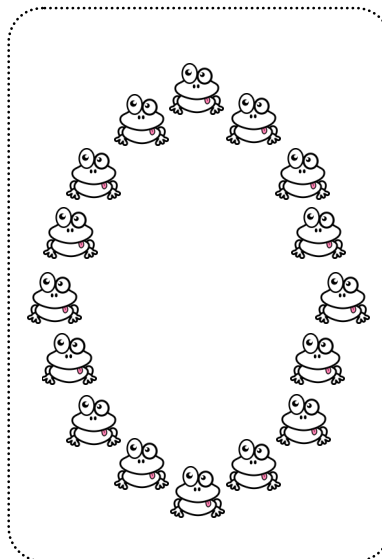
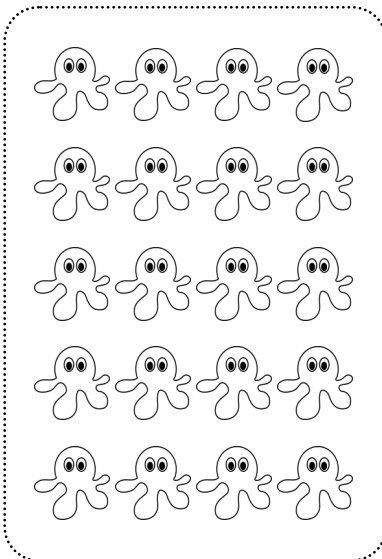
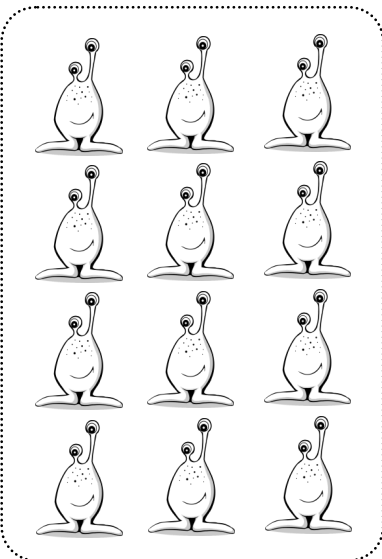
NC.K.CC.4, NC.K.CC.5

Name: \_\_\_\_\_

Color the group of **16** blue.

Color the group of **20** red.

Color the group of **12** yellow.

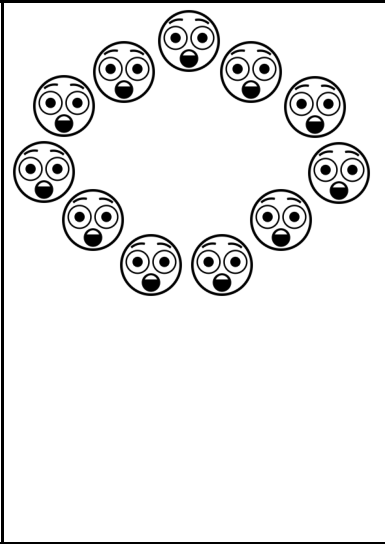
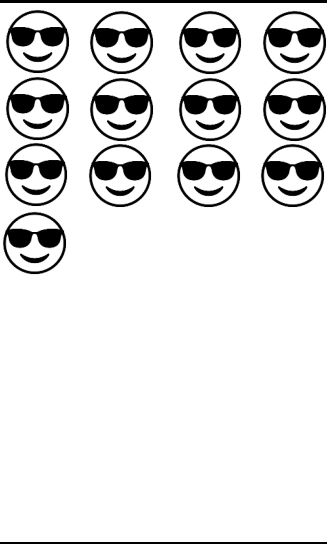
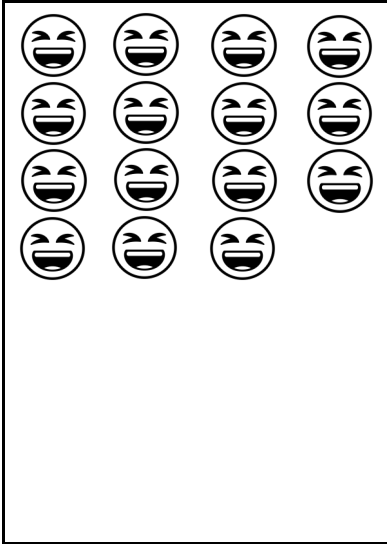


NC.K.CC.4, NC.K.CC.5



Glue each number to its matching set.

Name: \_\_\_\_\_



NC.K.CC.3 - NC.K.CC.5

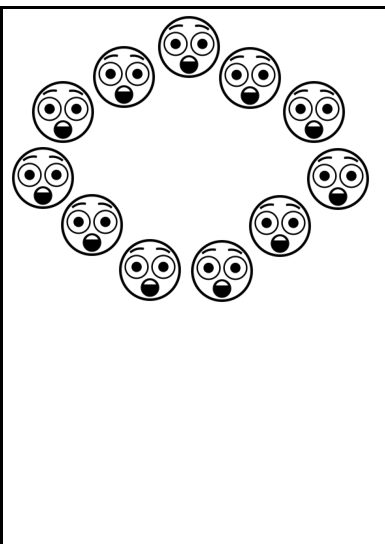
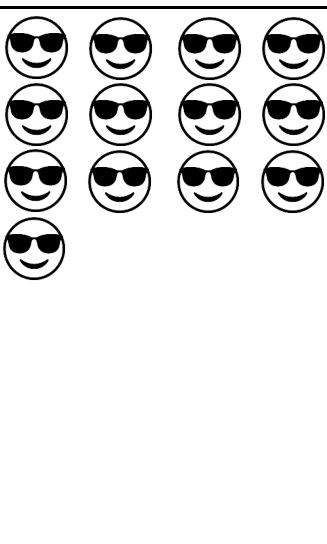
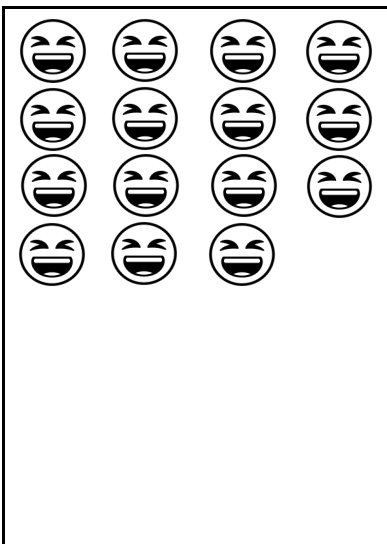
11

13

15

Glue each number to its matching set.

Name: \_\_\_\_\_



NC.K.CC.3 - NC.K.CC.5

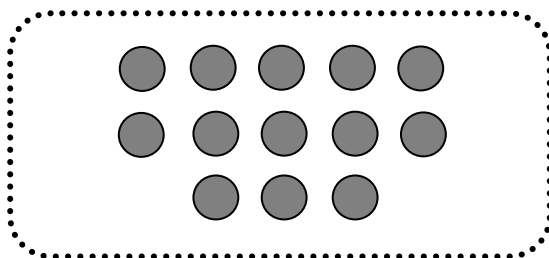
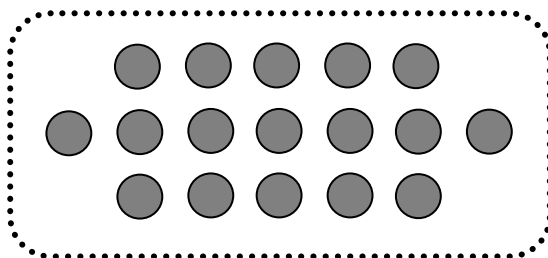
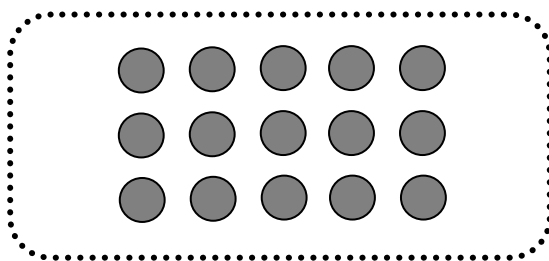
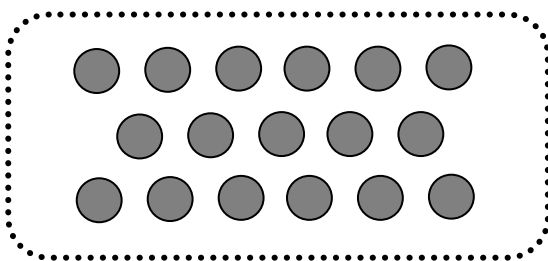
11

13

15

Name: \_\_\_\_\_

Color the boxes that have **17** dots.

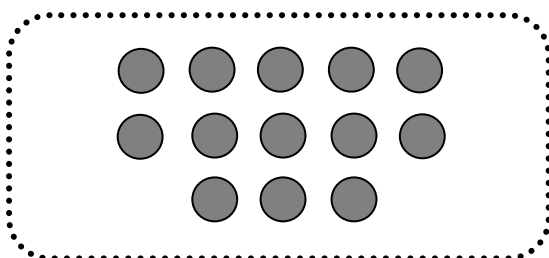
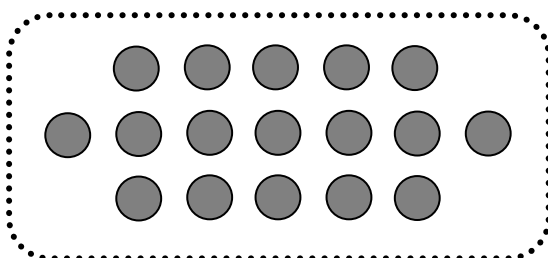
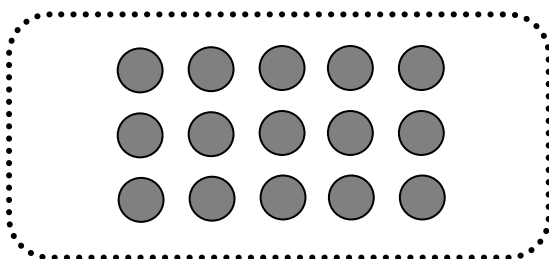
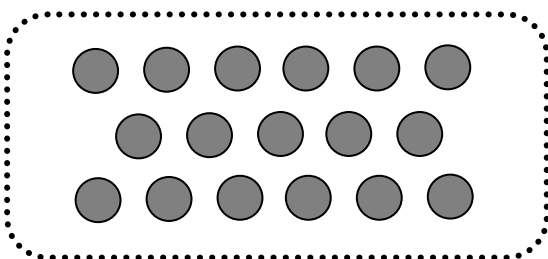


Find another way to show **17** dots.

NC.K.CC.4, NC.K.CC.5

Name: \_\_\_\_\_

Color the boxes that have **17** dots.



Find another way to show **17** dots.

NC.K.CC.4, NC.K.CC.5

Teacher: Give student a cupful of small manipulatives or snap cubes.  
Optional: Student may record a drawing for each set he/she builds.

Build a set of objects to match each number.

**11**

**13**

**19**

Name:

NC.K.CC.3 - NC.K.CC.5

Teacher: Give student a cupful of small manipulatives or snap cubes.  
Optional: Student may record a drawing for each set he/she builds.

Build a set of objects to match each number.

**11**

**13**

**19**

Name:

NC.K.CC.3 - NC.K.CC.5

*Teacher Note: Give student a set of 8-10 snap cubes.*

Place **18** cubes on your paper.

NC.K.CC.4, NC.K.CC.5

Name: \_\_\_\_\_

Take a cube away.

How many do you have now? \_\_\_\_\_

*Teacher Note: Give student a set of 8-10 snap cubes.*

Place **18** cubes on your paper.

NC.K.CC.4, NC.K.CC.5

Name: \_\_\_\_\_

Take a cube away.

How many do you have now? \_\_\_\_\_

*Teacher Note: Give student a set of 15-20 snap cubes.*

Name: \_\_\_\_\_

Build a tower of **9** cubes.

Build a tower of **5** cubes.

Hold the taller tower in the air.

Hold the tower with the greater  
amount of cubes in the air.

NC.K.CC.4 - NC.K.CC.6

**Note to the Teacher:** It is not necessary to make student copies of this exit slip as it does not require a written response.

**Note:** Start coloring at the left side, filling in each successive square.


Color **6 red** squares.

--	--	--	--	--	--	--	--	--

Color **8 blue** squares.

--	--	--	--	--	--	--	--	--

Draw a — under shorter row.

Draw a  around the row with less squares.

Name: \_\_\_\_\_

NC.K.CC.4 - NC.K.CC.6

**Note:** Start coloring at the left side, filling in each successive square.


Color **6 red** squares.

--	--	--	--	--	--	--	--	--

Color **8 blue** squares.

--	--	--	--	--	--	--	--	--

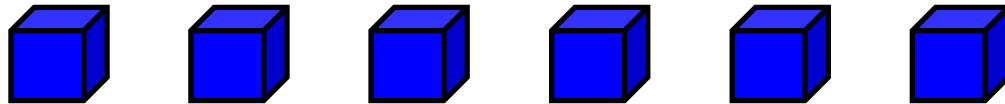
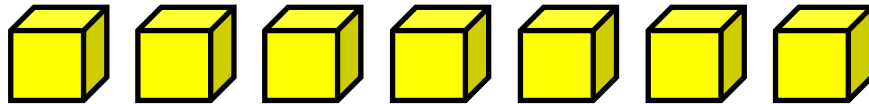
Draw a — under shorter row.

Draw a  around the row with less squares.

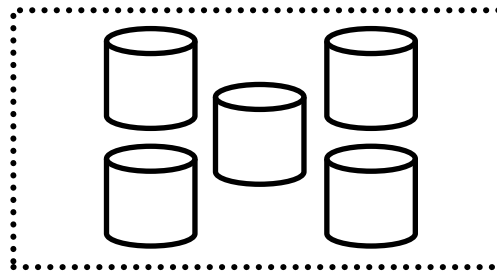
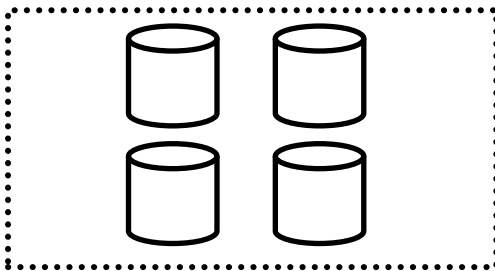
Name: \_\_\_\_\_

NC.K.CC.4 - NC.K.CC.6

Put a ○ around the row with more cubes.



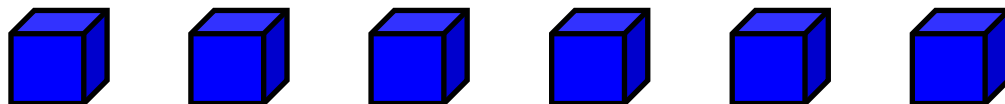
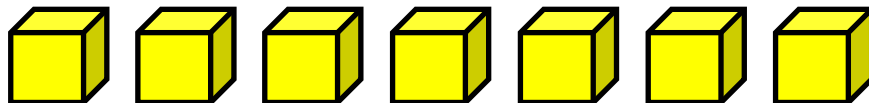
Color the box with less cylinders.



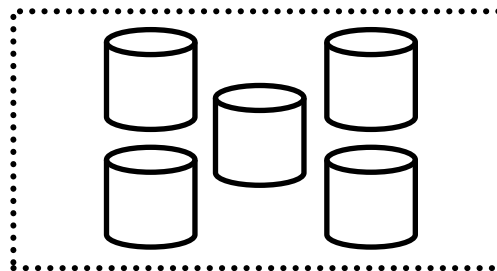
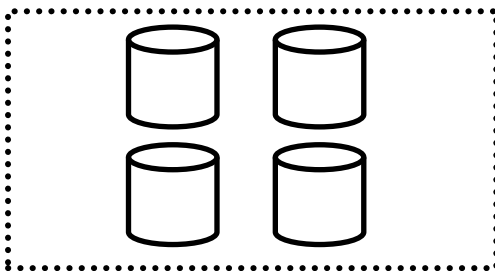
NC.K.CC.4 - NC.K.CC.6

Name:

Put a ○ around the row with more cubes.



Color the box with less cylinders.

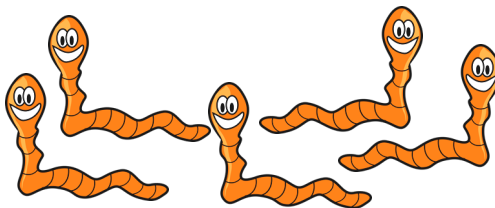
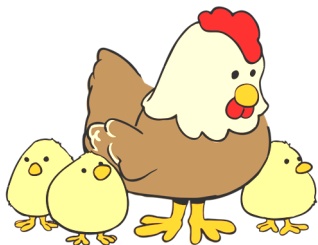


NC.K.CC.4 - NC.K.CC.6

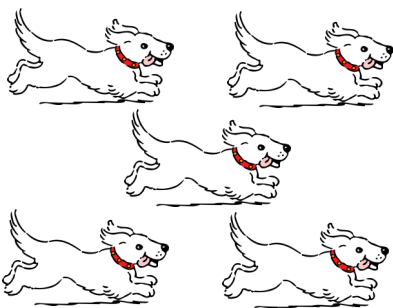
Name:

Name: \_\_\_\_\_

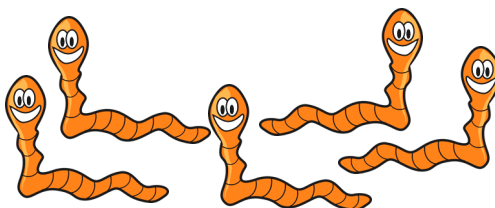
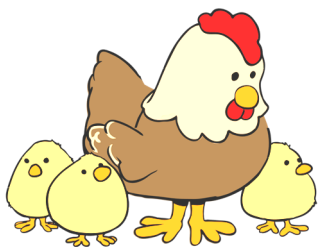
Are there more birds or worms?  
Circle the group with the **greater** amount.



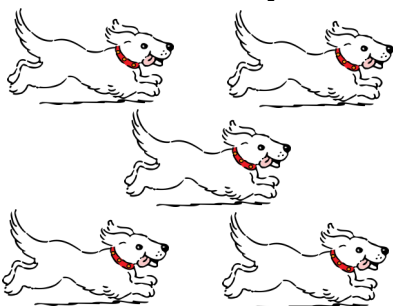
Draw a set of bones that is  
**less than** the number of dogs.



Are there more birds or worms?  
Circle the group with **more**.



Draw a set of bones that is  
**equal** to the number of dogs.



Name: \_\_\_\_\_



Do the girls  
have an  
equal number  
of muffins?

**YES NO**



How many stars?

Draw a set of circles that has the **same amount**.



Name: \_\_\_\_\_

Do the girls  
have an  
equal number  
of muffins?

**YES NO**



How many stars?

Draw a set of circles that has the **same amount**.



Name: \_\_\_\_\_