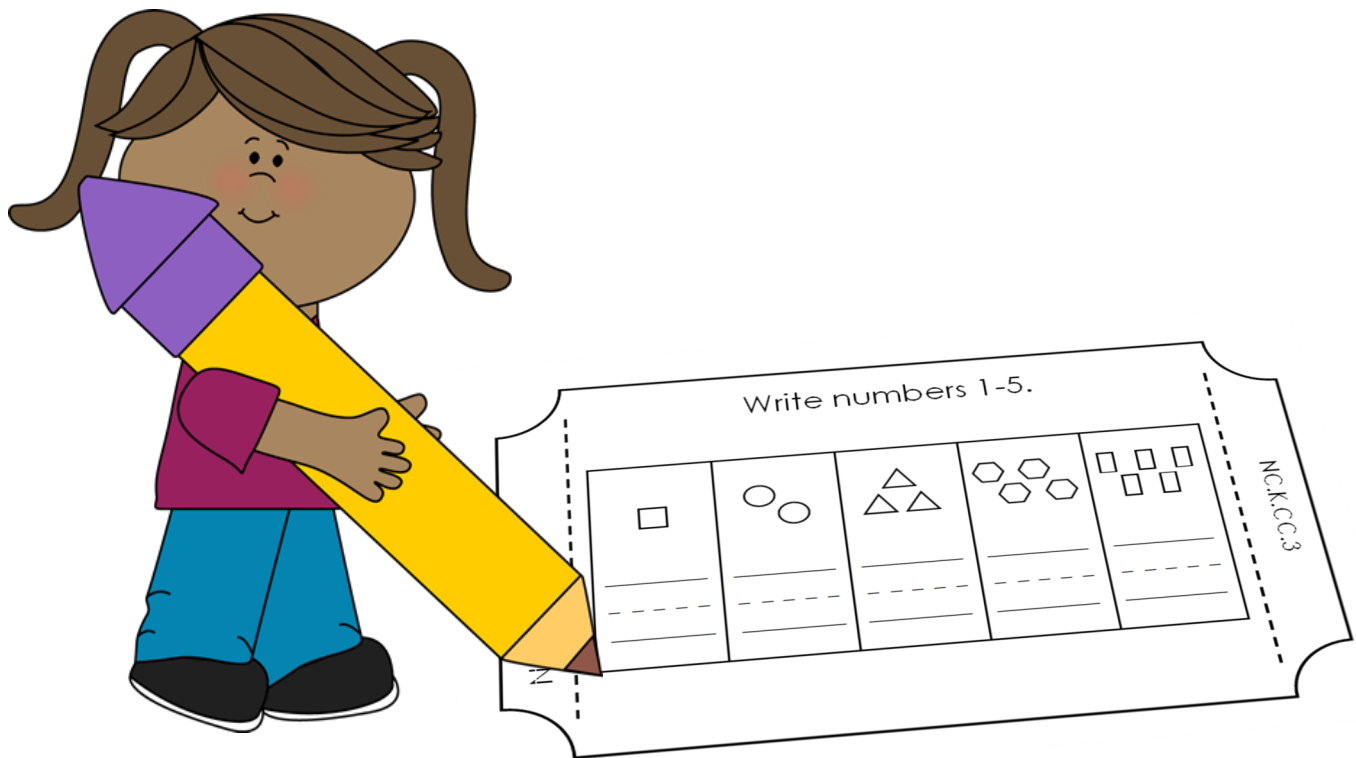


# Kindergarten

Numbers  
0-10

## Cluster 2 Exit Tickets



**Standards: NC.K.CC.1 - NC.K.CC.5**

**with connections to NC.K.MD.1, NC.K.MD.3, NC.K.G.3**

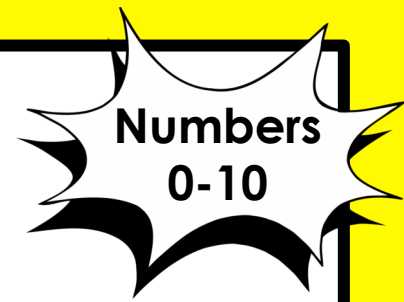
**Exit tickets** are written responses to questions posed at the end of a lesson. They are brief assessments which allow the teacher to determine student understanding of the concepts and skills taught that day.

**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 2 Exit Tickets

### Table of Contents



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

Topic	Standards	Page
Rote count from 1 and from a given number.	CC.1, CC.2	3
Write numbers in standard order.	CC.3	4
Write missing numbers in a sequence.	CC.3	5
Write missing numbers in a sequence.	CC.3	6
Subitize (perceptual).	CC.4	7
Count sets (one-to-one correspondence, cardinality).	CC.4, CC.5	9
Count sets (one-to-one correspondence, cardinality).	CC.4, CC.5	10
Count sets of five (conservation).	CC.4, CC.5	11
Count sets and record written numerals.	CC.3 - CC.5	12
Produce sets to match given numbers.	CC.4, CC.5	13
Produce sets to match given numbers.	CC.4, CC.5	14
Produce sets and record numerals (hierarchical inclusion).	CC.3 - CC.5	15

Teacher: See note at bottom of page.

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

Count to 10.


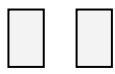
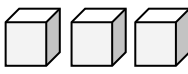
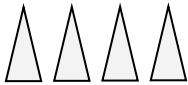
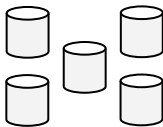
Say the next numbers.

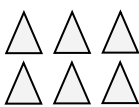
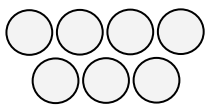
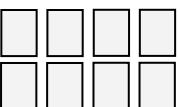
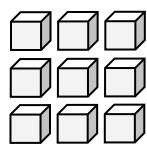
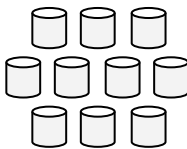
**4**    \_\_\_\_\_

NC.K.CC.1, NC.K.CC.2

**Note to the Teacher:** Standards NC.K.CC.1 and NC.K.CC.2 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 these standards.

Write numbers 1-10.


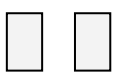
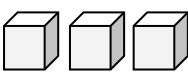

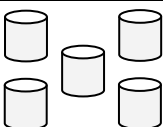
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
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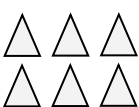
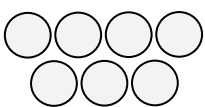
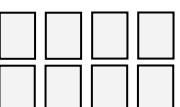
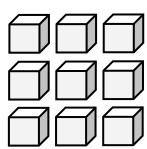
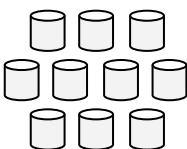
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
--	--	--	---	--

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

NC.K.CC.3

Write numbers 1-10.

 _____ _____ _____	 _____ _____ _____	 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
--	--	--	---	--

 _____ _____ _____	 _____ _____ _____	 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
--	--	--	---	--

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

NC.K.CC.3

Write the missing numbers.

<b>1</b>	<b>2</b>	<b>3</b>		<b>5</b>
----------	----------	----------	--	----------

<b>6</b>			<b>9</b>	<b>10</b>
----------	--	--	----------	-----------

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

NC.K.CC.3

Write the missing numbers.

<b>1</b>	<b>2</b>	<b>3</b>		<b>5</b>
----------	----------	----------	--	----------

<b>6</b>	<b>7</b>			<b>10</b>
----------	----------	--	--	-----------

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

NC.K.CC.3

Write the missing numbers.

6 7 \_ \_ \_

3		5		7
---	--	---	--	---

NC.K.CC.2, NC.K.CC.3

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

Write the missing numbers.

6 7 \_ \_ \_

3		5		7
---	--	---	--	---

NC.K.CC.2, NC.K.CC.3

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

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 write 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

Card A



Card B



Card C

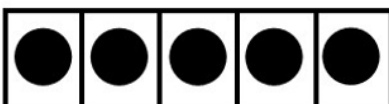


Day 2

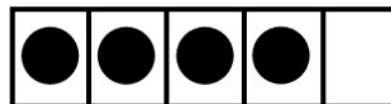
Card A



Card B

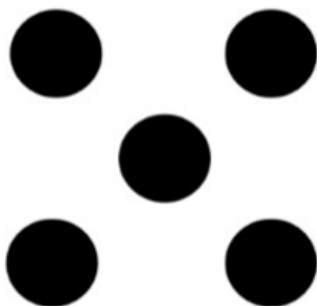


Card C

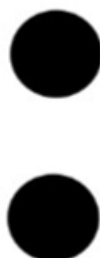


Day 3

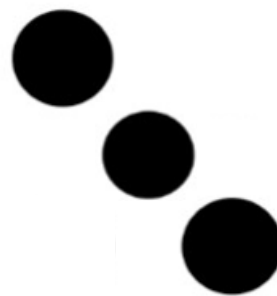
Card A



Card B



Card C





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

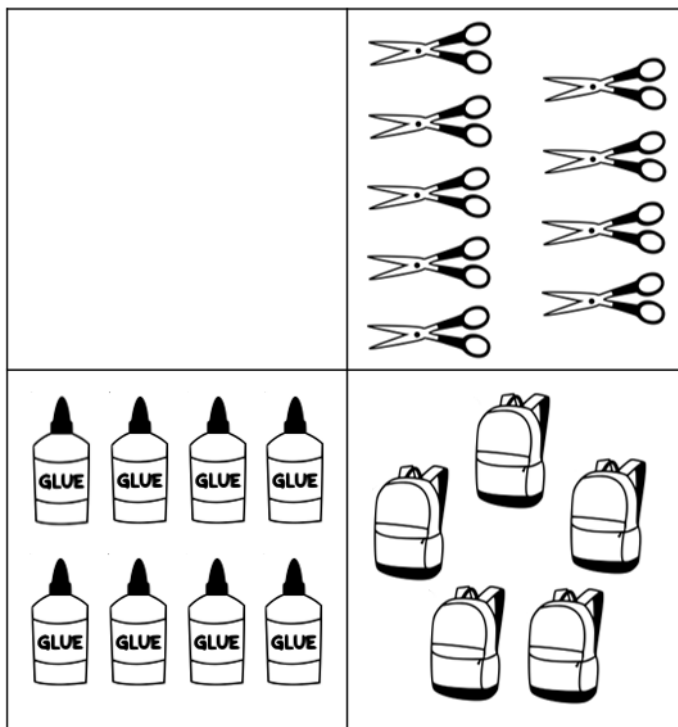
Teacher: Give student 4 cubes or pattern blocks (red, green, blue, yellow).

Put a blue block  
on the set of **9**.

Put a red block  
on the set of **5**.

Put a yellow block  
on the set of **0**.

Put a green block  
on the set of **8**.



NC.K.CC.4 - NC.K.CC.5

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

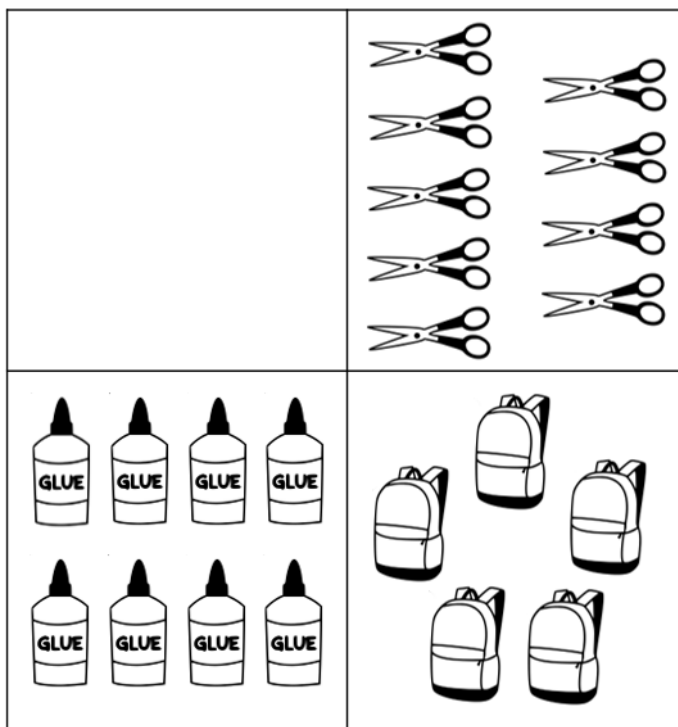
Teacher: Give student 4 cubes or pattern blocks (red, green, blue, yellow).

Put a blue block  
on the set of **9**.

Put a red block  
on the set of **5**.

Put a yellow block  
on the set of **0**.

Put a green block  
on the set of **8**.



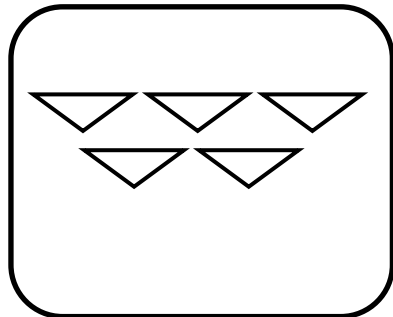
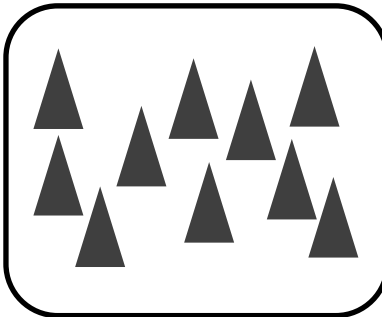
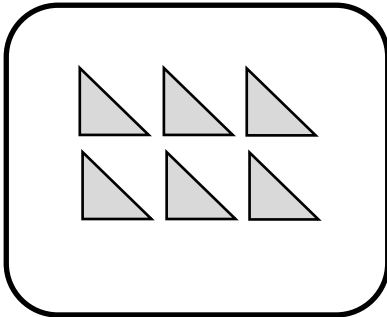
NC.K.CC.4 - NC.K.CC.5

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

Color the group of **10** triangles blue.

Color the group of **6** triangles red.

Color the group of **5** triangles yellow.



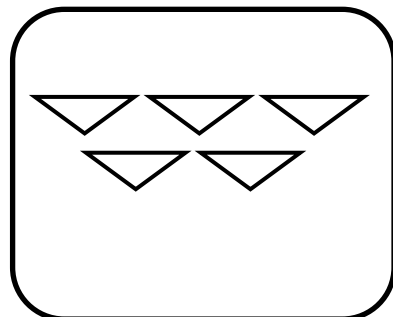
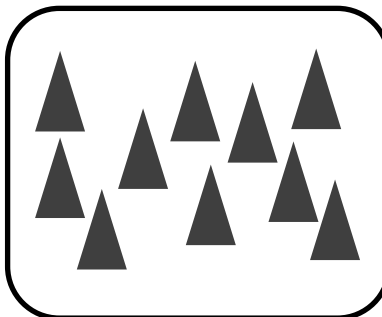
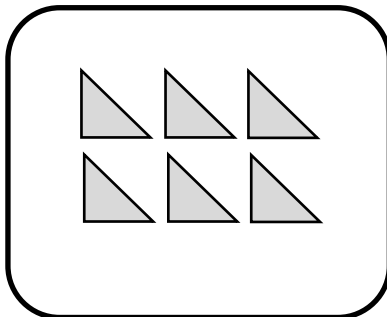
NC.K.CC.3 - NC.K.CC.5

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

Color the group of **10** triangles blue.

Color the group of **6** triangles red.

Color the group of **5** triangles yellow.

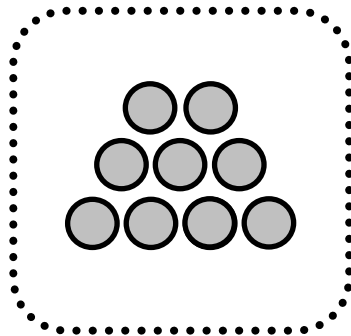
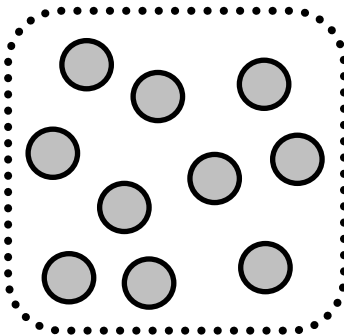
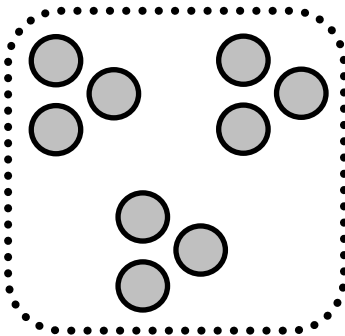
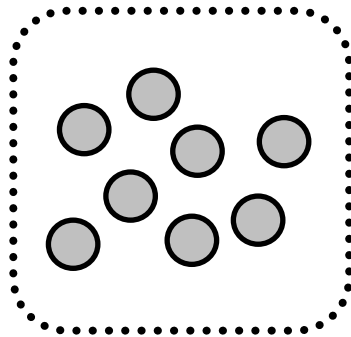
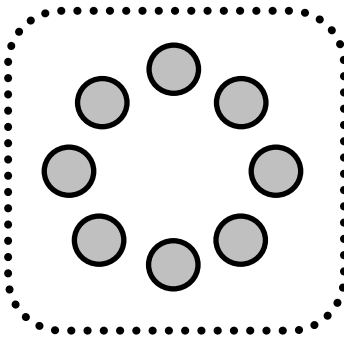
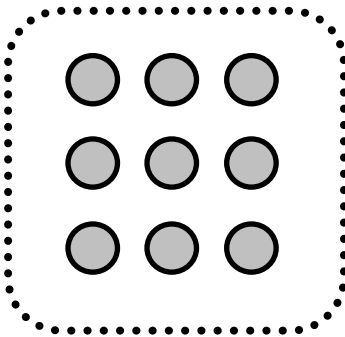


NC.K.CC.3 - NC.K.CC.5

Color each box that has a set of 9.

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

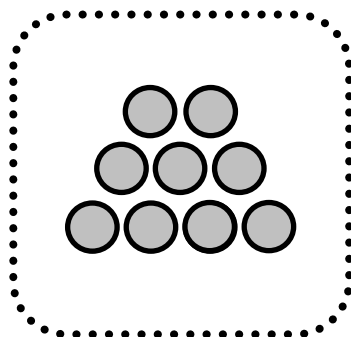
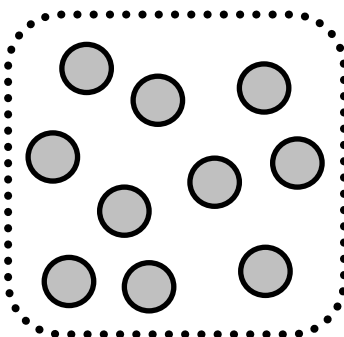
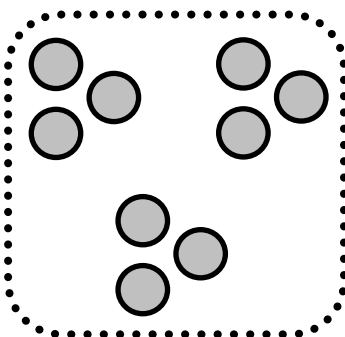
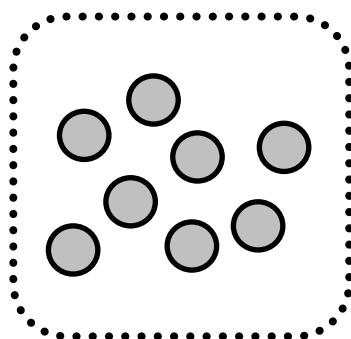
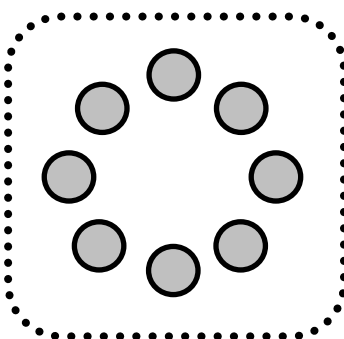
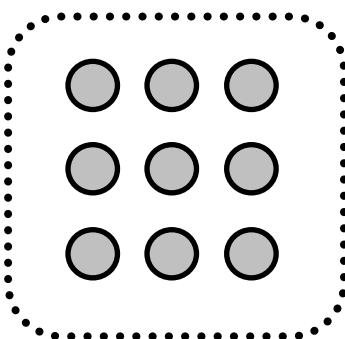
Name: \_\_\_\_\_



Color each box that has a set of 9.

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

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

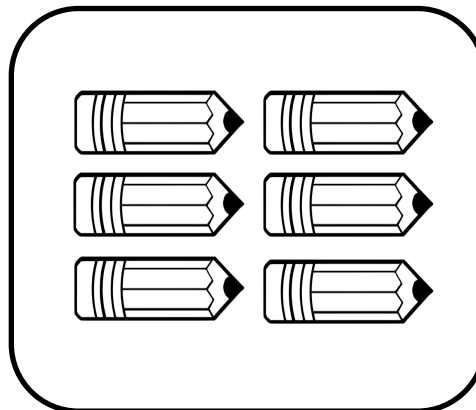
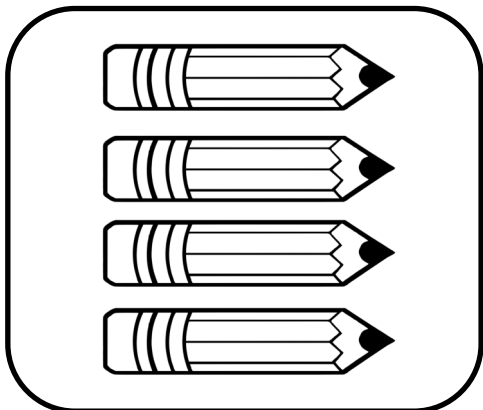


Name: \_\_\_\_\_

How many long pencils? \_\_\_\_\_

How many short pencils? \_\_\_\_\_

How many pencils? \_\_\_\_\_

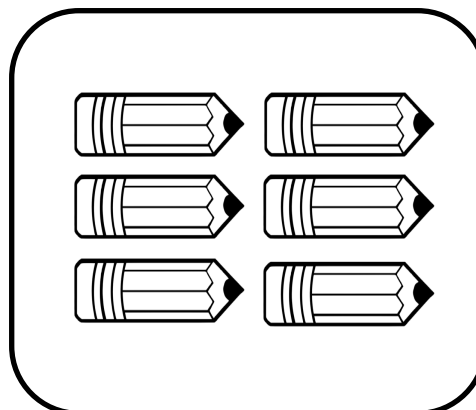
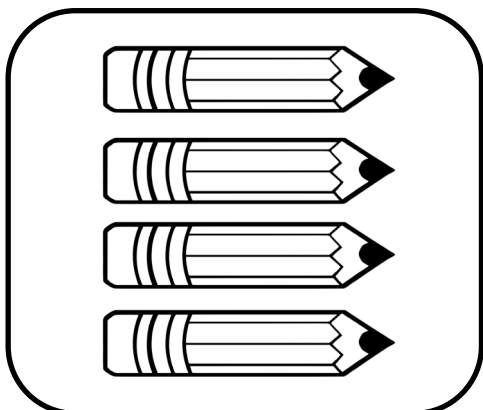


Name: \_\_\_\_\_

How many long pencils? \_\_\_\_\_

How many short pencils? \_\_\_\_\_

How many pencils? \_\_\_\_\_



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

NC.K.CC.4 - NC.K.CC.5

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

Build a tower of **10** cubes.

Build a tower of **7** cubes.

Tell your teacher a measurement word that describes your tower of 10.

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

**Additional information:** Any appropriate measurement word should be accepted for describing the tower of 10. Students may choose to use a word that compares the tower of 10 to the tower of 7 (taller, heavier), or they may simply describe the tower (tall, short, heavy, light).

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

Draw **0** triangles.

Draw **8** circles.

Draw **7** squares.

NC.K.CC.4 - NC.K.CC.5

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

Draw **0** triangles.

Draw **8** circles.

Draw **7** squares.

NC.K.CC.4 - NC.K.CC.5

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

Place **8** cubes on your paper.

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

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

Take a cube away.

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

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

Place **8** cubes on your paper.

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

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

Take a cube away.

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