



**THIRD SPACE  
LEARNING**

# Exit Tickets

**Domain: Operations and  
Algebraic Thinking**

**4th grade**

# Exit Tickets

Name: .....

Standard: 4.OA.A.1

Focus: Represent verbal statements of multiplicative comparisons as multiplication equations.

Directions: Write an equation to represent each statement.

- a. 8 times as many as 4 is 32.

\_\_\_\_\_

- b. 54 is 6 times as many as 9.

\_\_\_\_\_



Name: .....

Standard: 4.OA.A.2

Focus: Multiply or divide to solve word problems involving multiplicative comparisons.

Directions: Write an equation to represent each word problem, then solve.

- a. There are 198 carrots in the garden. There are three times as many carrots as onions. How many onions are in the garden?

- b. A floral shop sold 86 tulips on Saturday. They sold 5 times as many roses as tulips. How many roses did they sell on Saturday?



# Exit Tickets

Name: .....

Standard: 4.OA.A.3

Focus: Solve multi-step word problems using the four operations.

Directions: Solve each word problem.

- a. A nursery has 1,842 plants on Monday morning. 857 plants are sold by lunch time on Monday. 483 plants are then delivered on Monday afternoon. How many plants are there after the delivery?
- b. A teacher ordered headphones for all of her students. The headphones come in packs of 6 and cost \$9 a pack. If she has 112 students, how much did the teacher spend on headphones so that each student gets a pair?



Name: .....

Standard: 4.OA.A.3

Focus: Solve multi-step word problems using the four operations in which remainders must be interpreted.

Directions: Solve each word problem.

- a. Luke has 127 toy cars. He wants to put an equal number of cars into each of his 8 toy bins, then give the rest to his little brother. How many cars will Luke give to his little brother?
- b. A baker made 215 cupcakes for a party. She can put 12 cupcakes in a box. How many boxes will she need to use to bring all of the cupcakes to the party?



## Exit Tickets

Name: .....

Standard: 4.OA.A.3

Directions: Estimate the solution to each word problem.

Focus: Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

a. Maria drove 612 miles. Leo drove 394 miles. **About** how many more miles did Maria drive than Leo?

b. A shop sold 143 T-shirts. Each shirt costs \$18. What is the closest estimate of the amount of money the shop made selling the T-shirts??



Name: .....

Standard: 4.OA.B.4

Directions: List all factors of each number.

Focus: Find all factor pairs for a whole number in the range 1–100.

a. 21 \_\_\_\_\_

b. 24 \_\_\_\_\_

c. 36 \_\_\_\_\_

d. 50 \_\_\_\_\_



# Exit Tickets

Name: .....

Standard: 4.OA.B.4

Directions: Circle the numbers that make each sentence true.

Focus: Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.

a. 15 is a multiple of      30      6      4      3      2      5      1      10

b. 18 is a multiple of      6      9      8      4      3      36      2      5

c. 42 is a multiple of      7      14      3      5      6      4      21      2

d. 30 is a multiple of      4      2      10      6      5      3      8      15



Name: .....

Standard: 4.OA.B.4

Directions: Circle the correct numbers in the table.

Focus: Determine whether a given whole number in the range 1–100 is prime or composite.

Prime Numbers					Composite Numbers				
4	7	8			51	54	59		
	9	10	11			62	63	64	
12	14	15			67	70	71		
	19	21	23			73	75	79	
24	27	29			81	82	83		
	31	33	35			85	89	91	
42	43	47			93	97	99		



# Exit Tickets

Name: .....

Standard: 4.OA.C.5

Focus: Generate a number pattern that follows a given rule.

Directions: Determine the rule for each pattern, then complete the sequence.

a. Rule: \_\_\_\_\_

143, 136, 129, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b. Rule: \_\_\_\_\_

4, 8, 16, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

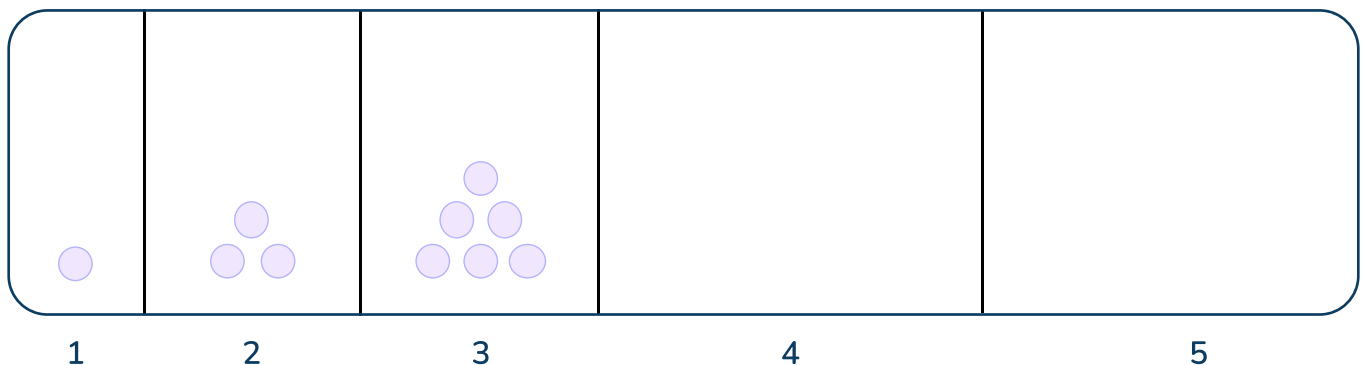


Name: .....

Standard: 4.OA.C.5

Focus: Generate a shape pattern that follows a given rule.

Directions: Continue the shape pattern, then use it to answer the question below.



How many circles will be in shape 10?



Standard	Answer(s)																																																																																
4.OA.A.1	a. $8 \times 4 = 32$ b. $6 \times 9 = 54$																																																																																
4.OA.A.2	a. $198 \div 3 = 66$ onions b. $86 \times 5 = 430$ roses																																																																																
4.OA.A.3 (multi-step)	a. There are 1,468 plants after the delivery. b. The teacher will need to buy 19 packs to have enough for all her students. $19 \times \$9$ per pack = \$171																																																																																
4.OA.A.3 (interpreting remainders)	a. Luke will give his brother 7 cars. ( $127 \div 8 = 15$ R 7) b. The baker will need to use 18 boxes to bring all of the cupcakes to the party. ( $215 \div 12 = 17$ R 11; the last box will not be full)																																																																																
4.OA.A.3 (estimation)	a. Maria drove about 200 miles more than Leo. ( $600 - 400 = 200$ ) b. The shop made about \$2,800 on the T-shirts. ( $140 \times \$20 = \$2,800$ )																																																																																
4.OA.B.4 (factors)	a. 21: 1, 3, 7, 21 b. 24: 1, 2, 3, 4, 6, 8, 12, 24 c. 36: 1, 2, 3, 4, 6, 9, 12, 18, 36 d. 50: 1, 2, 5, 10, 25, 50																																																																																
4.OA.B.4 (multiples)	a. 15 is a multiple of 3, 5, 1 b. 18 is a multiple of 6, 9, 3, 2 c. 42 is a multiple of 7, 14, 3, 6, 21, 2 d. 30 is a multiple of 2, 10, 6, 5, 3, 15																																																																																
4.OA.B.4 (prime and composite)	<table><tr><th colspan="5">Prime Numbers</th><th colspan="5">Composite Numbers</th></tr><tr><td>4</td><td></td><td>7</td><td></td><td>8</td><td>51</td><td></td><td>54</td><td></td><td>59</td></tr><tr><td></td><td>9</td><td></td><td>10</td><td></td><td>62</td><td></td><td>63</td><td></td><td>64</td></tr><tr><td>12</td><td></td><td>14</td><td></td><td>15</td><td>67</td><td></td><td>70</td><td></td><td>71</td></tr><tr><td></td><td>19</td><td></td><td>21</td><td></td><td>73</td><td></td><td>75</td><td></td><td>79</td></tr><tr><td>27</td><td></td><td>27</td><td></td><td>29</td><td>81</td><td></td><td>82</td><td></td><td>83</td></tr><tr><td></td><td>31</td><td></td><td>33</td><td></td><td>85</td><td></td><td>89</td><td></td><td>91</td></tr><tr><td>42</td><td></td><td>43</td><td></td><td>47</td><td>93</td><td></td><td>97</td><td></td><td>99</td></tr></table>	Prime Numbers					Composite Numbers					4		7		8	51		54		59		9		10		62		63		64	12		14		15	67		70		71		19		21		73		75		79	27		27		29	81		82		83		31		33		85		89		91	42		43		47	93		97		99
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Standard	Answer(s)
4.OA.C.5 (number pattern)	<p>a. Rule: subtract 7</p> <p>143, 136, 129, 122, 115, 108, 101, 94, 87</p> <p>b. Rule: multiply by 2</p> <p>4, 8, 16, 32, 64, 128, 256, 512, 1,024</p>
4.OA.C.5 (shape pattern)	<div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div> <p>There will be 55 circles in shape 10: <math>10 + 9 + 8 + 7 + 6 + 5 + 4 + 3 + 2 + 1 = 55</math></p>






## Do you have a group of students who need a boost in math?

Each student could receive a personalized lesson every week from our specialist one-on-one math tutors.

- ✓ Differentiated instruction for each student
- ✓ Aligned to your state's standard
- ✓ Scaffolded learning to close gaps

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