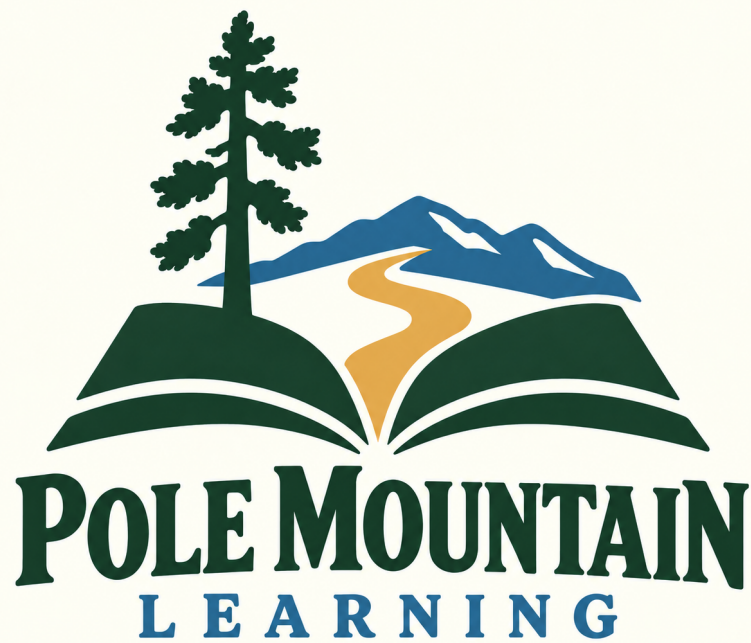




Exit Ticket to Tomorrow's Lesson

MULTIPLICATION & DIVISION

Grade 3 skills • Grade 4 review & intervention

Check. Teach. Try again.

12 tickets • 6 teaching guides • Answer keys

Models + explanations • Flexible groups • Later Check

31-PAGE MAIN PACK + 13 BONUS FORMAT PAGES

12 half-page sheets + 1 cut-apart Later Check sheet

Find your next step

Start here + teaching decisions	3-6
Cycle 1 / Equal groups	7-9
Cycle 2 / Arrays and factor meaning	10-12
Cycle 3 / Division: sharing equally	13-15
Cycle 4 / Division: making groups	16-18
Cycle 5 / Related multiplication and division	19-21
Cycle 6 / Break apart a fact	22-24
Teacher array model	25
Flexible-group observation tracker	26
Later Check / student pages	27-29
Later Check / answer key	30
Terms of use + credits	31

Each cycle: Form A, Form B, then its teacher guide and answer key.

Separate bonus formats: 12 half-page sheets (two matching tickets per sheet) and 1 cut-apart Later Check sheet. These repeat the main-pack tasks.

A short check. A useful next step.

1 / Choose one skill

Use the skill your class is learning. These are foundational multiplication and division tasks, not a complete Grade 4 curriculum. Print one full-page ticket per student at actual size. Keep Form B for after instruction.

2 / Collect evidence

Allow about 5-10 minutes, adjusting to student need. Students draw, calculate and explain. Read directions aloud without supplying the math. Accept oral explanations or manipulatives and record that support. Speed is not scored.

3 / Make a provisional decision

Look at the model, calculation and explanation together. Use the teacher page for the matching cycle. Ask a brief follow-up question when an answer is unclear; do not infer a fixed misconception from one response.

4 / Teach and recheck

Use the short lesson or guided practice. Give Form B without showing its answers in advance. Record stronger, similar or weaker evidence. Use the Later Check several days later if the skill has been taught.

5 / Make the language accessible

Use the single-object pictures as vocabulary cues, not solved models. Students can draw dots rather than realistic objects. Offer: "The ___ tells me ___." or "I know because ___." Record any adult help; do not count language difficulty alone as a math error.

What should I teach tomorrow?

R / Reteach the representation

The model or explanation does not yet match the situation. Meet briefly with the student to confirm what they meant. If the concern persists, use the model-based mini-lesson on that skill page.

P / Practice with support

The mathematical structure is sound, but computation, labeling or explaining needs help. Use the guided task. Supply counters or a known-fact strategy rather than restarting every concept.

E / Extend and revisit

The answers, model and explanation fit. Offer the extension; check the skill again later. Use the extension to explore another example or strategy.

? / Clarify before grouping

Evidence is missing, conflicting or affected by directions, language, time or access needs. Ask "Show me what one group means" or "Tell me how you started." Gather another example before choosing a group.

How to use these results

Use R, P, E and ? as planning notes, not permanent labels. **Change groups when new evidence appears.** A brief ticket does not establish mastery. Compare the model, explanation and calculation with classwork and conversation. Record supports used and check again with the Later Check.

Look at the work, not just the total

Illustrative responses only. Confirm the student's thinking before choosing a next step.

R / Revisit equal groups

"4 bags with 3 shells: $4 + 3 = 7$." The drawing shows 4 dots beside 3 dots.

Next: Ask what each number counts. Build four bags with three counters in each; connect to repeated addition.

P / Support the calculation

The drawing shows 4 groups of 3. The student writes $3 + 3 + 3 + 3 = 11$ and explains that each bag has three.

Next: The structure fits. Have the student recount with a strategy and check 4×3 ; do not automatically reteach equal groups.

E / Extend the reasoning

The drawing shows 4 groups of 3; $4 \times 3 = 12$. The student explains that 4 counts bags and 3 counts shells in each.

Next: Offer a different equal-group story for 12. Ask the student to explain how the new story matches the equation.

? / Gather an explanation

The student writes "12" but leaves the model and explanation blank.

Next: Ask "Show me how you got 12." Missing work could have several causes; do not assume a skill gap.

Sharing or making groups?

Cycles 3 and 4 | Fictional examples. Ask what the numbers represent before grouping.

Sharing: 18 beads among 3 children. Find beads per child.

Making groups: 24 markers, 6 per cup. Find the number of cups.

R / Revisit the known quantity

Sharing: "3 beads in each group, so 6 children." Making groups: "6 cups, so 4 markers in each."

Next: The student switched what is known. Mark the 3 children or 6 markers per cup in the story, then rebuild the model.

P / Support counting or labeling

Sharing: 3 equal groups of 6, but the total is counted as 17. Making groups: 4 groups of 6, but the answer is labeled "4 markers."

Next: The model fits. Recount systematically or ask what the answer counts. Check whether the label reflects a wording slip or a deeper confusion.

E / Connect both meanings

The student finds 6 beads per child and 4 cups, with matching models and labels.

Next: Write a sharing story and a making-groups story for $18 \div 3$. Explain why the same equation can answer different questions.

? / Ask for the missing evidence

The student gives 6 for sharing or 4 for making groups but supplies no model or explanation.

Next: Ask: "What does 3 (or 6) mean in this story? Show one group." Collect the explanation before deciding on a teaching group.

Equal groups

CYCLE 01 / STUDENT TICKET - FORM A

Draw it. Explain it.

Name: _____

Date: _____

① Show the groups

There are 4 bags with 3 shells in each bag. Draw the bags and shells.
Write a multiplication equation for the total.



bag



shell

Draw + write your equation

Draw dots, groups or an array. Label your equation.



② Explain your thinking

Sam says, "4 groups of 3 means $4 + 3 = 7$." Explain the mistake. Use your drawing to help.

Use words, a drawing or an equation.

Equal groups

CYCLE 01 / STUDENT TICKET - FORM B

Draw it. Explain it.

Name: _____

Date: _____

① Show the groups

There are 3 trays with 5 muffins on each tray. Draw the trays and muffins. Write a multiplication equation for the total.



tray



muffin

Draw + write your equation

Draw dots, groups or an array. Label your equation.

② Explain your thinking

Jo says, "3 groups of 5 means $3 + 5 = 8$." Explain the mistake. Use your drawing to help.

Use words, a drawing or an equation.

Equal groups

CYCLE 01 / TEACHER GUIDE

Look closely. Choose a next step.

Connect equal groups to multiplication.

CCSS skill connections: 3.OA.1

Form A / answer evidence

1. 4 groups of 3; $4 \times 3 = 12$ shells. Accept $3 \times 4 = 12$ if the drawing still represents 4 bags with 3 in each.
2. The 4 counts groups; 3 counts shells in each. Add 3 four times ($3 + 3 + 3 + 3$), not $4 + 3$.

Form B / answer evidence

1. 3 groups of 5; $3 \times 5 = 15$ muffins. Accept $5 \times 3 = 15$ with the correct situation model.
2. Add 5 three times ($5 + 5 + 5$), not $3 + 5$.

! What to notice

If the model uses unequal groups or the explanation adds the two given numbers, investigate the meaning of each factor. A correct total alone is not enough evidence.

R Reteach / model-based mini-lesson

Use a new example: 3 paper circles and 4 counters on each. Ask: "What does 3 count? What does 4 count?" Move each group as you count 4, 8, 12. Connect $4 + 4 + 4$ to 3×4 .

P Practice / guided task

Try 2 groups of 6. Have the student build, draw and label the groups, then write $2 \times 6 = 12$. Ask why $2 + 6$ does not match the model.

E Extend

Make two different equal-group stories with a total of 12. Explain what each factor counts.

Arrays and factor meaning

CYCLE 02 / STUDENT TICKET - FORM A

Draw it. Explain it.

Name: _____ Date: _____

① Build the array

Draw an array with 3 rows of 4 dots. Write how many rows and how many dots are in each row. Write a multiplication equation.

Draw + write your equation

Draw dots, groups or an array. Label your equation.



② Explain your thinking

Imagine turning your array so it has 4 rows. How many dots are in each row now? Explain why the total stays the same.

Use words, a drawing or an equation.

Arrays and factor meaning

CYCLE 02 / STUDENT TICKET - FORM B

Draw it. Explain it.

Name: _____ Date: _____

① Build the array

Draw an array with 2 rows of 6 dots. Write how many rows and how many dots are in each row. Write a multiplication equation.

Draw + write your equation

Draw dots, groups or an array. Label your equation.



② Explain your thinking

Imagine turning your array so it has 6 rows. How many dots are in each row now? Explain why the total stays the same.

Use words, a drawing or an equation.

Arrays and factor meaning

CYCLE 02 / TEACHER GUIDE

Look closely. Choose a next step.

Connect rows, columns and equal groups.

CCSS skill connections: 3.OA.1, 3.OA.5

Form A / answer evidence

1. 3 rows, 4 in each; $3 \times 4 = 12$. Accept reversed factor order when labels and model are consistent.
2. 3 in each new row; still 12 dots. Turning changes their arrangement, not the number of dots.

Form B / answer evidence

1. 2 rows, 6 in each; $2 \times 6 = 12$. Accept reversed factor order with a consistent model.
2. 2 in each new row; still 12 dots. No dots were added or removed.

! What to notice

A correct equation with an incorrect array suggests the representation needs attention. Do not treat reversed factors alone as an error.

R Reteach / model-based mini-lesson

Build 2 rows of 5 counters. Trace one row at a time. Label 2 rows and 5 in each. Rotate the array; identify 5 rows of 2 and count the same 10 counters.

P Practice / guided task

Build 3 rows of 6. Rotate it and name 6 rows of 3. Connect both arrangements to the same total, 18.

E Extend

Can you make two arrays for 12 that are not just rotations of each other? Explain.

Division: sharing equally

CYCLE 03 / STUDENT TICKET - FORM A

Draw it. Explain it.

Name: _____ Date: _____

① Share equally

Share 18 beads equally among 3 children. Draw or show how you share. How many beads does each child get?



child



bead

**Draw + write your equation**

Draw dots, groups or an array. Label your equation.

② Explain your thinking

Complete: $18 \div 3 = \underline{\quad}$. In this story, what does the 3 tell you? What does the answer tell you?

Use words, a drawing or an equation.

Division: sharing equally

CYCLE 03 / STUDENT TICKET - FORM B

Draw it. Explain it.

Name: _____ Date: _____

① Share equally

Share 20 stickers equally among 4 children. Draw or show how you share. How many stickers does each child get?



child



sticker

Draw + write your equation

Draw dots, groups or an array. Label your equation.

② Explain your thinking

Complete: $20 \div 4 = \underline{\quad}$. In this story, what does the 4 tell you? What does the answer tell you?

Use words, a drawing or an equation.

Division: sharing equally

CYCLE 03 / TEACHER GUIDE

Look closely. Choose a next step.

Find the amount in each group when the number of groups is known.

CCSS skill connections: 3.OA.2

Form A / answer evidence

1. 6 beads each; a model shows 3 equal groups with 6 in each.
2. 6; 3 is the number of children/groups. The answer is beads per child.

Form B / answer evidence

1. 5 stickers each; 4 equal groups of 5.
2. 5; 4 is the number of children/groups. The answer is stickers per child.

! What to notice

If the student makes groups of 3 (or 4) instead of sharing among that many children, ask them to identify the children in the drawing before drawing a conclusion.

R Reteach / model-based mini-lesson

Place 3 mats for children. Deal 12 counters one at a time equally. Ask what is known (12 total, 3 children) and what is unknown (4 each). Connect to $12 \div 3 = 4$.

P Practice / guided task

Share 15 counters among 3 mats. Check 5 on each and $3 \times 5 = 15$. Ask the student to label the unit in the answer.

E Extend

With the same 18 beads, compare sharing among 3 children and 6 children. Explain the change.

Division: making groups

CYCLE 04 / STUDENT TICKET - FORM A

Draw it. Explain it.

Name: _____

Date: _____

① Make equal groups

You have 24 markers. Put 6 markers in each cup. Draw or show how you group them. How many cups do you need?



cup



marker

Draw + write your equation

Draw dots, groups or an array. Label your equation.

② Explain your thinking

Complete: $24 \div 6 = \underline{\quad}$. What does the 6 tell you? What does the answer tell you?

Use words, a drawing or an equation.

Division: making groups

CYCLE 04 / STUDENT TICKET - FORM B

Draw it. Explain it.

Name: _____ Date: _____

① Make equal groups

You have 21 pencils. Put 7 pencils in each pot. Draw or show how you group them. How many pots do you need?



pot



pencil

Draw + write your equation

Draw dots, groups or an array. Label your equation.

② Explain your thinking

Complete: $21 \div 7 = \underline{\quad}$. What does the 7 tell you? What does the answer tell you?

Use words, a drawing or an equation.

Division: making groups

CYCLE 04 / TEACHER GUIDE

Look closely. Choose a next step.

Find the number of groups when the group size is known.

CCSS skill connections: 3.OA.2

Form A / answer evidence

1. 4 cups; four groups of 6 markers.
2. 4; 6 is markers per cup. The answer is the number of cups.

Form B / answer evidence

1. 3 pots; three groups of 7 pencils.
2. 3; 7 is pencils per pot. The answer is the number of pots.

! What to notice

A model with 6 cups rather than 6 markers per cup may indicate confusion about the known group size. Ask what one group represents.

R Reteach / model-based mini-lesson

Use 20 counters. Circle groups of 5. Count the four groups, then label $20 \div 5 = 4$. Contrast "5 in each group" with "5 groups."

P Practice / guided task

Make groups of 4 from 16 counters. Count 4 groups. Ask what each 4 in $16 \div 4 = 4$ means; the equal numbers have different roles.

E Extend

Write two stories for $24 \div 6$: one asks how many groups, and one asks how many in each group.

Related multiplication and division

CYCLE 05 / STUDENT TICKET - FORM A

Draw it. Explain it.

Name: _____ Date: _____

① Connect the facts

Complete both equations: $6 \times \underline{\quad} = 42$ and $42 \div 6 = \underline{\quad}$. Show or explain how the equations are connected.

Draw + write your equation

Draw dots, groups or an array. Label your equation.



② Explain your thinking

Ari says, " $42 \div 6 = 8$." Use multiplication to show why that cannot be right.

Use words, a drawing or an equation.

Related multiplication and division

CYCLE 05 / STUDENT TICKET - FORM B

Draw it. Explain it.

Name: _____ Date: _____

① Connect the facts

Complete both equations: $8 \times \underline{\quad} = 48$ and $48 \div 8 = \underline{\quad}$. Show or explain how the equations are connected.

Draw + write your equation

Draw dots, groups or an array. Label your equation.



② Explain your thinking

Lee says, " $48 \div 8 = 7$." Use multiplication to show why that cannot be right.

Use words, a drawing or an equation.

Related multiplication and division

CYCLE 05 / TEACHER GUIDE

Look closely. Choose a next step.

Use multiplication to explain a division fact.

CCSS skill connections: 3.OA.4, 3.OA.6

Form A / answer evidence

1. 7 and 7. Six groups of 7 make 42, so 42 shared among 6 groups gives 7 each (or 7 groups of 6 make 42).
2. $6 \times 8 = 48$, not 42. Since $6 \times 7 = 42$, the quotient is 7.

Form B / answer evidence

1. 6 and 6. Eight groups of 6 make 48; the missing factor is the quotient.
2. $8 \times 7 = 56$, not 48. Since $8 \times 6 = 48$, the quotient is 6.

! What to notice

If facts are inaccurate but the relationship is explained correctly, support fact strategies without labeling the multiplication-division connection as missing.

R Reteach / model-based mini-lesson

Build 4 groups of 5. Write $4 \times 5 = 20$ and $20 \div 4 = 5$. Cover the 5 in the multiplication sentence: division asks for that missing factor.

P Practice / guided task

Use $5 \times 6 = 30$ to solve $30 \div 5$. Then check a proposed answer of 7: $5 \times 7 = 35$, so it does not fit.

E Extend

Write and explain two multiplication and two division equations using 7, 8 and 56.

Break apart a fact

CYCLE 06 / STUDENT TICKET - FORM A

Draw it. Explain it.

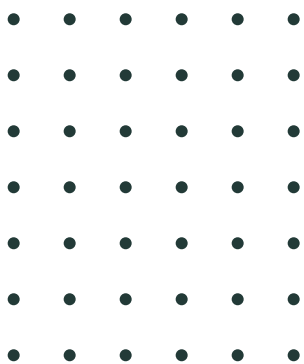
Name: _____

Date: _____

① Split the array

The array has 7 rows of 6 dots. Draw a line to split it into 5 rows and 2 rows. Label the dots in each part.

Complete: $(5 \times 6) + (2 \times 6) = \underline{\quad} + \underline{\quad} = \underline{\quad}$.

Split + label both parts

② Explain your thinking

Pat counts the first 5 rows and gets 30 dots. Then Pat adds only 2 more dots. Explain what Pat should count in the last 2 rows.

Use words, a drawing or an equation.

Break apart a fact

CYCLE 06 / STUDENT TICKET - FORM B

Draw it. Explain it.

Name: _____

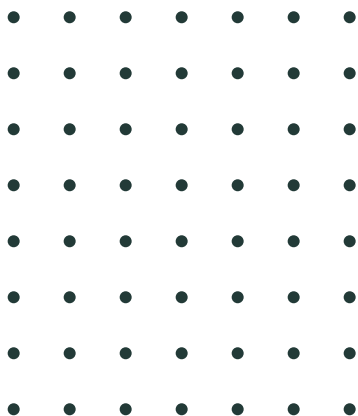
Date: _____

① Split the array

The array has 8 rows of 7 dots. Draw a line to split it into 5 rows and 3 rows. Label the dots in each part.

Complete: $(5 \times 7) + (3 \times 7) = \underline{\quad} + \underline{\quad} = \underline{\quad}$.

Split + label both parts



② Explain your thinking

Ren counts the first 5 rows and gets 35 dots. Then Ren adds only 3 more dots. Explain what Ren should count in the last 3 rows.

Use words, a drawing or an equation.

Break apart a fact

CYCLE 06 / TEACHER GUIDE

Look closely. Choose a next step.

Use the distributive property with an array.

CCSS skill connections: 3.OA.5

Form A / answer evidence

1. $30 + 12 = 42$; a split after row 5 makes 5 rows of 6 and 2 rows of 6. Labels show 30 and 12 dots.
2. The remaining 2 rows each contain 6 dots, so add $2 \times 6 = 12$ dots, not just 2.

Form B / answer evidence

1. $35 + 21 = 56$; a split after row 5 makes 5 rows of 7 and 3 rows of 7. Labels show 35 and 21 dots.
2. The remaining 3 rows each contain 7 dots, so add $3 \times 7 = 21$ dots, not just 3.

! What to notice

Adding the leftover group count instead of its product is a reason to revisit what each array section represents. Separate arithmetic slips from a structural misunderstanding.

R Reteach / model-based mini-lesson

Draw 6 rows of 4 dots. Split into 5 rows and 1 row. Label 20 dots and 4 dots. Connect $(5 \times 4) + (1 \times 4) = 24$.

P Practice / guided task

Draw 7 rows of 3. Split into 5 rows and 2 rows. Label $15 + 6 = 21$; explain why the second part is 6, not 2.

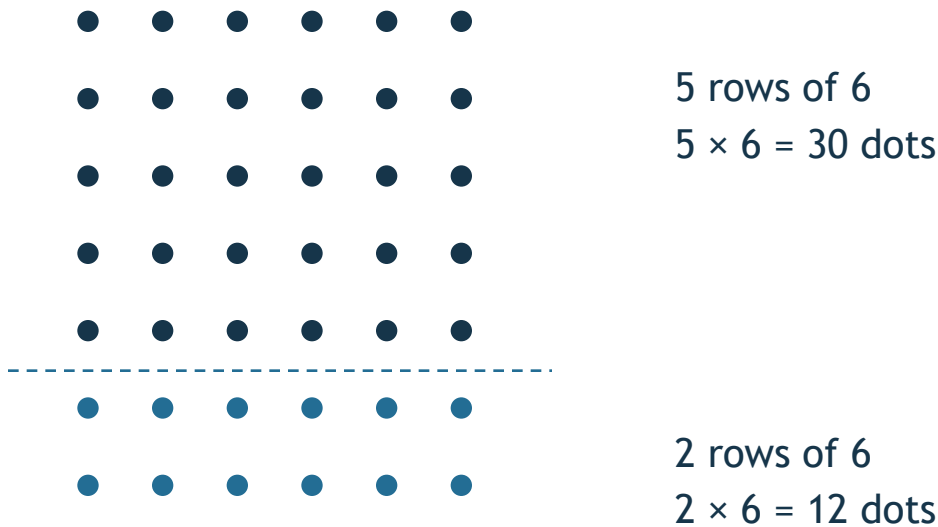
E Extend

Solve 8×7 with a different split. Explain why both splits give 56.

Rows are groups, not single dots

Cycle 6 teaching support | Use after collecting the check, not as a hint during it.

Show 7 rows of 6. Split after the first 5 rows.



$$30 + 12 = 42 \text{ dots}$$

Ask, then point

"What does the 2 count?" It counts rows. "How many dots are in those 2 rows?" Twelve. Trace both remaining rows so students see why adding only 2 dots does not count the whole array.

Move to guided practice

Draw 7 rows of 3 and split into 5 rows and 2 rows. Ask students to label the parts and explain why the second part is 6, not 2. Then use a fresh practice task before giving Form B. Give the Later Check several days later.

Flexible-group observation tracker

Teacher: _____ Skill / cycle: _____ Date: _____

Use student initials or classroom codes. Store with your classroom records. R = reteach; P = practice; E = extend; ? = clarify. Print 3-4 copies for a class of 24-32 students.

Student	Evidence + support	Next R/P/E/?	Teaching action	Form B / Later Check

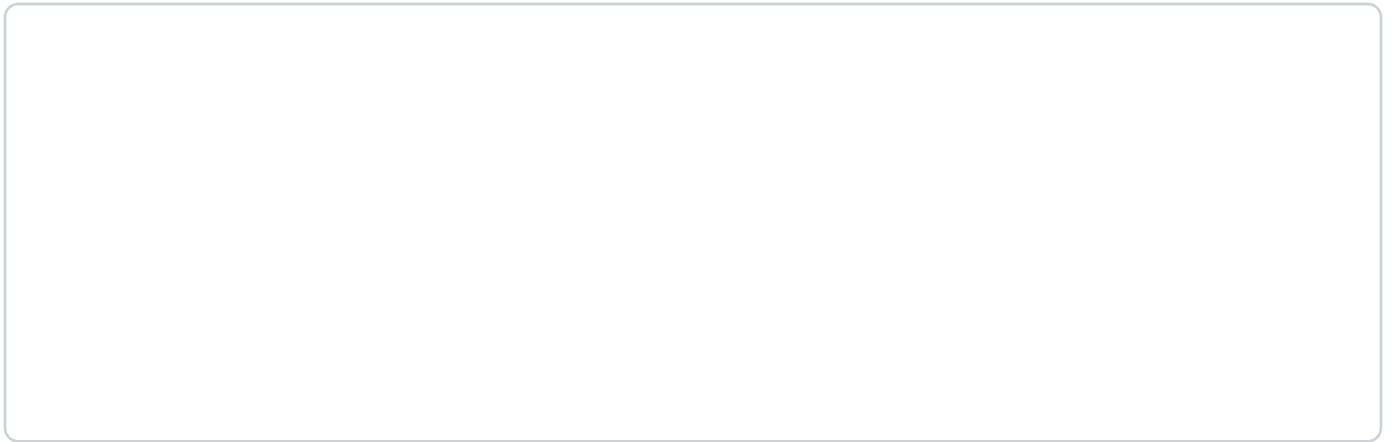
After the next check: What changed? Who needs a different task or another conversation?

Later Check / 1 of 3

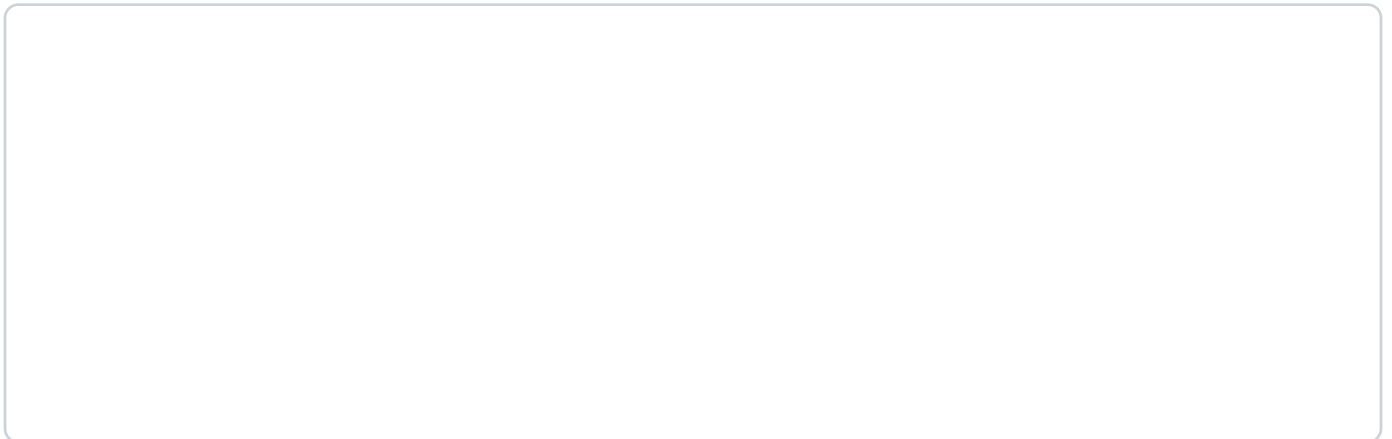
Name: _____ Date: _____

Teacher: assign only the numbered tasks for skills already taught. Use several days after practice. Accept an oral explanation and record any support.

1. Draw 5 groups of 4. Write the multiplication equation. Explain what each factor counts.



2. Draw 2 rows of 7 dots. Imagine turning your array to make 7 rows. How many dots are in each row now? Explain why the total stays the same.

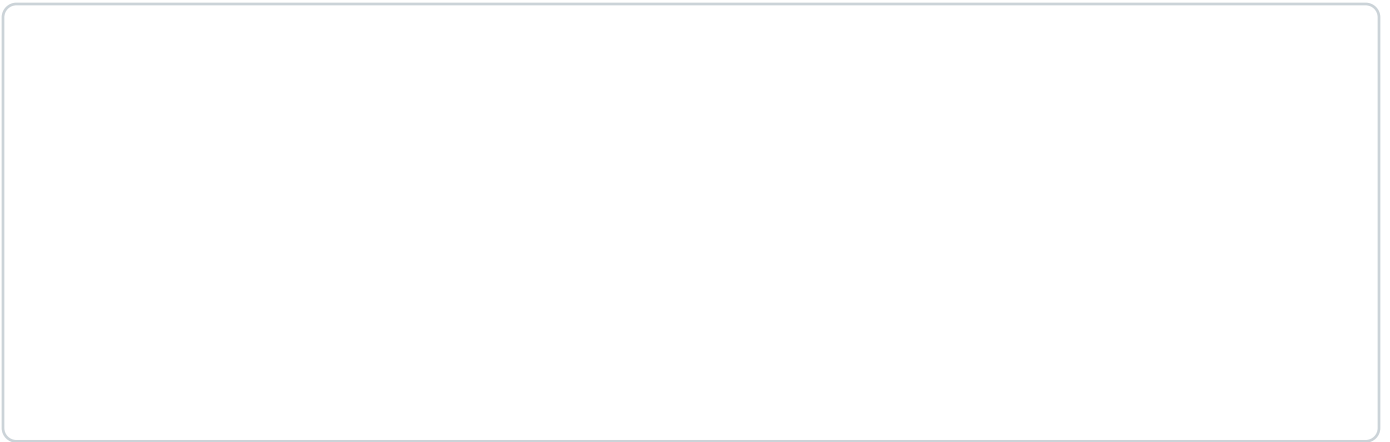


Later Check / 2 of 3

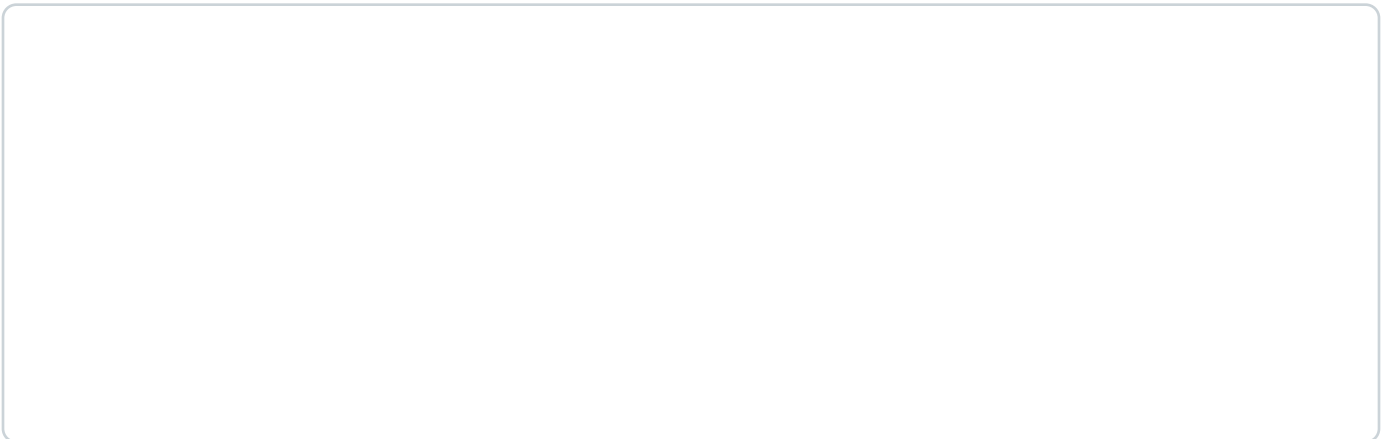
Name: _____ Date: _____

Teacher: assign only the numbered tasks for skills already taught. Use several days after practice. Accept an oral explanation and record any support.

3. Share 24 blocks equally among 4 children. How many each? Draw and label a model.



4. Pack 30 crayons with 5 in each box. How many boxes? Draw or explain how you know.



Later Check / 3 of 3

Name: _____ Date: _____

Teacher: assign only the numbered tasks for skills already taught. Use several days after practice. Accept an oral explanation and record any support.

5. Complete $7 \times \underline{\quad} = 35$ and $35 \div 7 = \underline{\quad}$. Explain the connection.

6. Use a split to solve 9×4 . Show both parts and explain why you add their products.

Later Check / answer key

Key / items 1-6

1. 20; five groups of four. Explain group count versus amount per group. Accept an equivalent equation with a consistent model.
2. 14; after turning, 7 rows of 2. No dots were added or removed.
3. 6 blocks each; four groups of 6.
4. 6 boxes; six groups of 5.
5. 5 and 5; seven groups of five make 35, so division finds the missing factor.
6. 36. Example: $(5 \times 4) + (4 \times 4) = 20 + 16$. Accept any valid split and explanation.

Plan the next lesson

Compare the Later Check with Form A, Form B and recent classwork. Note whether the student uses the strategy independently or needs a prompt. Choose the next task from that evidence.

Reflect on instruction

Did the recommended activity help? Was there enough work space? How long did drawing and explaining take? Which wording confused students? Record one adjustment for the next lesson.

Made for your classroom

One educator / one classroom

Your purchase licenses one educator to use this resource with their own students, year after year. Print copies for those students and keep a personal backup. You may share assigned pages with your students through a password-protected classroom platform or directly with their families for assigned practice.

Keep the files in your classroom

Please do not share the full resource with colleagues, post it on a public website or shared school drive, resell it, or include it in another product. Additional educators need their own licenses. Keep the copyright notices on copies.

Credits

Original instructional text, page design and vocabulary drawings: Pole Mountain Learning. Official Pole Mountain Learning logo: approved AI-generated artwork. Heading type: Marker Felt by Pat Snyder. Body type: Trebuchet MS by Microsoft Corporation, designed by Vincent Connare. Fonts are embedded in these PDFs; font files are not distributed separately.

Standards connections

Teacher guides identify related Grade 3 Common Core skills: 3.OA.1, 3.OA.2, 3.OA.4, 3.OA.5 and 3.OA.6. These are focused skill connections, not a claim of complete standards coverage. Source: Common Core State Standards for Mathematics (2010), page 23, thecorestandards.org.

Thank you

Thank you for supporting independent classroom resources. For a file problem or question about this product, contact Pole Mountain Learning through the TPT product or store page.