

INCUBATING EDUCATION

Louisiana 4-H Embryology



EXIT TICKET OPTIONS

ABC SUMMARY EXIT TICKET

This format of exit ticket is for an informal in class discussion.

- Create a draw bag with each letter of the alphabet (pieces of paper, blocks, small magnetic letters, etc.)
- Shake the bag and have a student draw from the bag.
 - Have the student come up with a word that begins with the drawn letter and relate that word to a significant idea or concept from the lesson.
 - Example: The student draws "R" on the lung lesson day.
 - Respiratory. Lungs are part of the respiratory system or
 - Reptile. Reptiles and avian have the same lungs.

PARKING LOT EXIT TICKET

Identify as "parking lot area" and before students leave re-state the learning objective for the lesson.

- Have students write on a sticky note "GOT IT", "MORE PRACTICE, PLEASE" OR "I DON'T UNDERSTAND"
- Have the students place the sticky notes in the "parking lot" before exiting the room
 - Virtual "parking lots" can be created using
 - Padlet
 - Pinup
 - Google Jamboards

SNOWBALL EXIT TICKET

Have students discuss in their groups what they observed in today's lesson

- On a piece of scratch paper, have students write down what they learned or may still have a question about from today's lesson.
 - Then have the students crumble up the piece of paper into a snowball.
 - On the count of three, they should throw their snow ball to one of their peers.
 - Once they throw the snowballs, have the students pick one up that is not theirs and read them silently
 - After, randomly select students to share what was in their snowball that they picked up, and ask additional questions and/or start a small discussion after each one.

BEACH BALL EXIT TICKET

This exit ticket idea will create good discussion, and a fun review game.

- Using a beach ball or some type medium size ball, with a sharpie write the numbers 1-5 all over the ball.
- Use the post investigation questions and/or additional questions numbering them 1-5.
 - You can have more than one set of questions for each number 1-5
 - Ex: 1's- 3 questions that correlate with it, 2's-3 questions that correlate with it, and so on
 - Class size and how many questions you have will determine how many sets of questions are needed
- After you label the ball and questions, have students form a big circle
- Begin passing the ball around the circle
 - The goal is to pass the ball to a different peer each time.
- When a student catches the ball have them shout out the number that is closest to their right thumb.
 - Read the question that correlates with their number and have them answer/discuss.
- This process should continue until all the students went.

Question Sets:

Question for #1's

- 1.
- 2.
- 3.
- 4.
- 5.

Question for #2's

- 1.
- 2.
- 3.
- 4.
- 5.

Question for #3's

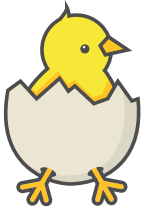
- 1.
- 2.
- 3.
- 4.
- 5.

Question for #4's

- 1.
- 2.
- 3.
- 4.
- 5.

Question for #5's

- 1.
- 2.
- 3.
- 4.
- 5.



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STUDENT INTERVIEW EXIT TICKET

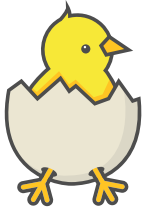


STATE THE MAIN CONCEPT OF TODAY'S LESSON

WHAT QUESTIONS DO YOU NEED ANSWERED TO UNDERSTAND THE CONCEPT MORE CLEARLY?

WHICH PARTS OF THE LESSON AND DISCUSSION TODAY HELPED CLARIFY THE LEARNING OBJECTIVE THE MOST?

WHAT PERSONAL CONNECTIONS DID YOU MAKE FROM TODAY'S LESSON?



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CRITICAL THINKING EXIT TICKET

ONE THING I HAVE A QUESTION ABOUT

TWO THINGS I LEARNED

THREE THINGS I CAN BUILD ON

	I have mastered this concept
	I am having a hard time understanding this (explain what you are struggling with)