

Mathematics Spiral Review Quarter 1.1

Grade 2



Basic Computation NC.1.OA.5

$$6 + 2 = \square$$

Place Value NC.1.NBT.2

How many tens and ones are in the number 62? Prove it.

62	___ tens	___ ones
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Estimation NC.1.MD.2

About how many paper clips long is the pencil?



Skill of the Week NC.2.OA.3

Is the number 15 ODD or EVEN?

Draw a picture by making pairs to prove your answer.

Drawing/Picture NC.1.G.3

Partition the pizza to show fourths.



Measurement NC.1.MD.3

Write the time shown on the clock below. Explain how you know.



Mathematics Spiral Review Quarter 1.2

Grade 2



Basic Computation NC.1.OA.5

$$7 - 4 = \square$$

Place Value NC.1.NBT.2

Are the numbers 14 and 41 the same or different? How do you know? Explain your thinking using words and use a picture to prove your thinking.

Estimation NC.1.MD.2

About how many cubes long is your notebook? Estimate and then measure.



Skill of the Week NC.2.OA.2

Solve the problem below using the “Counting On” strategy by drawing a picture or using words to explain your thinking.

$$8 + 5 = \underline{\quad}$$

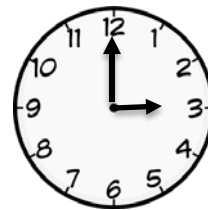
Drawing/Picture NC.1.G.3

Sarah wants to share half of her chocolate bar with her friend, Ben. Show how Sarah should partition the candy bar so each gets half of the candy bar.



Measurement NC.1.MD.3

Write the time shown on the clock below. Explain how you know.



Mathematics Spiral Review Quarter 1.3

Second Grade



Basic Computation NC.2.OA.2

$$9 + 5 = \underline{\quad}$$

Place Value NC.1.NBT.2

How many tens and ones are in the number 92? Prove it.

92	___tens	___ones
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Estimation NC.1.MD.2

Using the counter below, about how many counters long is the rectangle? Prove it!



Skill of the Week NC.2.OA.1, NC.2.NBT.5

There are 36 students playing on the playground. 6 more students come to play. How many students are now playing on the playground? Use the "Making a Ten" strategy to solve.










Drawing/Picture NC.2.OA.2

Solve the problem below using the "Counting On" strategy by drawing a picture.

$$12 + 4 = \underline{\quad}$$

Measurement NC.1.MD.4

What is the most favorite fruit? Write 3 true statements about the data.

Mathematics Spiral Review Quarter 1.4

Second Grade



Basic Computation NC.2.OA.2

$$8 + 8 = \underline{\quad}$$

Place Value NC.2.NBT.8

You have 34 toy cars. How many cars would you have if you had 10 more? 10 less? Explain the mental strategy you used to solve.

Estimation NC.1.MD.2

About how many paper clips long is the line?

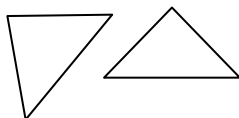


Skill of the Week NC.2.OA.1

Jose has 21 more toy cars than Jen. Jen has 33 toy cars. How many toy cars does Jose have? Write an equation. Then solve using any strategy of your choice.

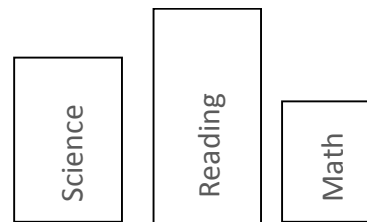
Drawing/Picture NC.1.G.2

Create a shape that is composed of 2 triangles. What shape did you make?



Measurement NC.1.MD.1

Put the books in order from shortest to longest.



Mathematics Spiral Review Quarter 1.5

Grade 2



Basic Computation NC.2.OA.2

$$7 + 9 = \underline{\quad}$$

Place Value NC.2.NBT.2

Given a number, fill in the next three numbers you count when skip counting by 5s.

55, _____, _____, _____, _____

Estimation NC.1.MD.2

Using the counter below, about how many counters long is the line? Prove it!

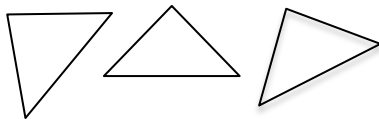


Skill of the Week NC.2.OA.2

Mike had some books. He gave his brother 19 of his books. Now Mike has 62 books. How many books did Mike have to begin? Write an equation and solve using a proof drawing.

Drawing/Picture NC.1.G.2

Draw a trapezoid using three triangles.



Measurement NC.1.MD.5

Put an X over the Nickel.



Mathematics Spiral Review Quarter 1.1-1.5

Grade 2 Answer Key



Basic Computation *NC.1.OA.5; NC.2.OA.2*

- 1.1: 8
- 1.2: 3
- 1.3: 14
- 1.4: 16
- 1.5: 16




Note: Students should come to 2nd grade with knowing from memory addition and subtraction facts within 10. They may still need to use quick, efficient strategies to solve, especially for addition and subtraction within 20.

Estimation *NC.1.MD.2*

- 1.1: about 5 paper clips long
- 1.2: about 9 cubes long (Answers may vary.)
- 1.3: about 6 counters long
- 1.4: about 3 paper clips long
- 1.5: about 4 counters long

Drawing/Picture *NC.1.G.3; NC.2.OA.2;*

NC.1.G.2

- 1.1: 
- 1.2: 
- 1.3: 16; I started with 12 and counting up 4 more – 13, 14, 15, 16.
- 1.4:  a square
- 1.5: Accept trapezoids that incorporate the 3 triangles;



Place Value *NC.1.NBT.2; NC.2.NBT.8; NC.2.NBT.2*

- 1.1: 6 tens 2 ones; accept strategies, such as a proof drawing
- 1.2: No, 14 and 41 are not the same because in 14 there is only one group of ten (has the value of 10) and 4 extra ones. In 41, there are 4 groups of ten (has the value of 40) and 1 extra one. So, 41 is larger than 14.
- 1.3: 9 tens 7 ones; accept strategies, such as a proof drawing
- 1.4: 44 and 24; 34 has 3 groups of ten. If you add one more group of ten, you will have four groups or 40. If you take away one group of ten, you will have 2 groups of ten or 20. The ones stay the same.
- 1.5: 55, 60, 65, 70, 75

Skill of the Week *NC.2.OA.3; NC.2.OA.2; NC.2.OA.1; NC.2.NBT.5*

- 1.1: 15 is odd; Students should have drawn a picture illustrating the making pairs strategy to prove their thinking.
- 1.2: 13; I started with 8 and counting on 5 more numbers – 9, 10, 11, 12, 13. Accept drawings of the counting on strategy.
- 1.3: $36+6=42$; I decomposed 6 into 4 and 2. 36 plus 4 equals 40 plus 2 more equals 42. Accept drawings of the counting on strategy.
- 1.4: $33+21=54$; accept strategies, such as a proof drawing
- 1.5: $62+19=81$; Students should provide a proof drawing to solve.

Measurement *NC.1.MD.1*

- 1.1: 1:30; I know because the hour hand is between 1 and 2 and the minute hand is on 6, which is halfway around the clock.
- 1.2: 3:00; I know because the hour hand is on 3 and the minute hand is on the 12.
- 1.3: Bananas; Data statements should reflect the data
- 1.4: Math, Science, Reading

