

Mathematics Spiral Review Quarter 2.1

Grade 2



Basic Computation NC.2.OA.2

$$12 + 6 = \square$$

Place Value NC.2.NBT.2

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

75, _____, _____, _____, _____

Estimation NC.1.MD.2

Using the rectangle below, about how many rectangles long is the line?
Prove it!



Skill of the Week NC.2.OA.1

There are 13 kids playing at the park.
7 more kids join them. How many kids are playing at the park now?

Drawing/Picture NC.1.G.2

True or False

You can make a rectangle using 5 triangles. Prove it!

Measurement NC.1.MD.5

Put an X over the Dime.



Mathematics Spiral Review Quarter 2.2

Grade 2



Basic Computation NC.2.OA.2

$$15 - 8 = \square$$

Place Value NC.2.NBT.2

Given a number, fill in the next three numbers you count when skip counting by 10s.

38, _____, _____, _____, _____

Estimation NC.1.MD.2

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



Skill of the Week NC.2.OA.1

Jose has 17 red balloons. 8 balloons pop. How many balloons does Jose have now?

Drawing/Picture NC.1.G.3

Jim wants to share half of his cookie with Nicole. Show the piece he would give to Nicole.



Measurement NC.1.MD.5

Put an X over the Penny.



Mathematics Spiral Review Quarter 2.3

Second Grade



Basic Computation NC.2.OA.2

$$8 + \square = 14$$

Place Value NC.2.NBT.8

Mentally add 10 to the number below:

43

Mentally subtract 10 from the number below:

43

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.NBT.5

Mr. Hunt has 46 erasers. He buys 25 more erasers. How many erasers does Mr. Hunt have? Use the “Making a Ten” strategy to solve.

Drawing/Picture NC.2.NBT.3

Using place value drawings, show the number 68 in four different ways.

Measurement NC.2.MD.7

What time is it?



Mathematics Spiral Review Quarter 2.4

Second Grade



Basic Computation NC.2.OA.2

$$3 + \square = 11$$

Place Value NC.2.NBT.8

You have 67 baseball cards. How many cards would you have if you got 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?

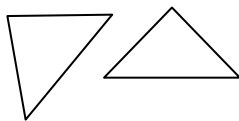


Skill of the Week NC.2.NBT.1

Using Place Value Drawings, show the number 153 four different ways.

Drawing/Picture NC.1.G.2

Create a shape that is composed of 4 triangles. What shape did you make?



Measurement NC.2.MD.7

What time is it?



Mathematics Spiral Review Quarter 2.5

Grade 2



Basic Computation NC.2.OA.2

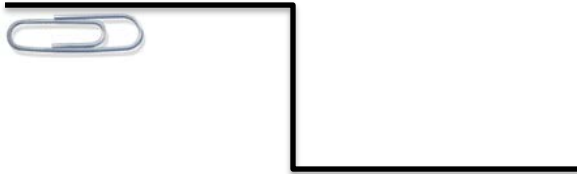
$$8 + 9 = \underline{\quad}$$

Place Value NC.2.NBT.8

You have 19 pencils. How many pencils would you have if you got 10 more? 10 less? Explain the mental strategy you used to solve.

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.NBT.3

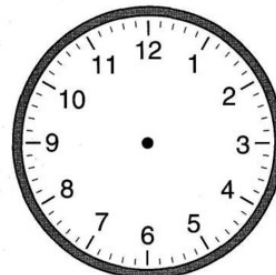
Show 264 in word form and expanded form.

Drawing/Picture NC.2.NBT.3

Show 324 using a place value drawing.

Measurement NC.2.MD.7

Show 4:25 on the clock below.



Mathematics Spiral Review Quarter 2.1-2.5

Grade 2 Answer Key



Basic Computation NC.2.OA.2

- 2.1: 18
- 2.2: 7
- 2.3: 6
- 2.4: 8
- 2.5: 17

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

- 2.1: about 7 rectangles long
- 2.2: answers will vary
- 2.3: about 9 counters long
- 2.4: about 4 paperclips long
- 2.5: about 5 paperclips long

Drawing/Picture NC.1.G.2; NC.1.G.3; NC.2.NBT.3

2.1: False;



- 2.2:
- 2.3: Drawings should represent place value drawings of the following: 6 tens & 8 ones, 5 tens & 18 ones, 4 tens & 28 ones, 3 tens & 38 ones, 2 tens & 48 ones, 1 ten & 58 ones, or 68 ones
- 2.4: Accept all correct drawings
- 2.5: Drawings should show 3 hundreds, 2 tens, and 4 ones

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

- 2.1: 75, 80, 85, 90, 95
- 2.2: 38, 48, 58, 68, 78
- 2.3: $43 + 10 = 53$; $43 - 10 = 33$
- 2.4: 77 and 57; 67 has 6 groups of ten. If you add one more group of ten, you will have 7 groups or 70. If you take away one group of ten, you will have 5 groups of ten or 50. The ones stay the same.
- 2.5: 29 and 9; 19 has 1 group of ten. If you add one more group of ten, you will have 2 groups or 20. If you take away one group of ten, you will have 0 groups of ten. The ones stay the same.

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

- 2.1: $13 + 7 = 20$; I know 13 is 10 and 3. If I add 3 and 7, I make a ten plus one more ten equals 20. Accept multiple strategies for solving.
- 2.2: $17 - 8 = 9$; I know that 8 can be decomposed into 7 and 1. $17 - 7 = 10$. $10 - 1 = 9$. Accept multiple strategies for solving.
- 2.3: $46 + 25 = 71$; I know that 40 plus 20 = 60. I can decompose the 5 into 4 and 1. 6 plus 4 equals 10. $60 + 10 = 70$ plus one more equals 71. Accept multiple strategies.
- 2.4: Accept correct drawings; 1 hundred, 5 tens, and 3 ones; 15 tens and 3 ones; 12 tens and 33 ones; etc.
- 2.5: two hundred sixty-four; $200 + 60 + 4$

Measurement NC.1.MD.1, NC.2.MD.7



2.1:



2.2:

- 2.3: 10:20; I know because the hour hand is on right past the 10 and the minute hand is on the 4 (5, 10, 15, 20).
- 2.4: 11:40; I know because the hour hand is between 11 and 12 and the minute hand is on 8 (I counted by 5s).
- 2.5: Clock should reflect 4:25.