Mathematics Spiral Review Quarter 3.1
Grade 2

Basic Computation ***NC.2.OA.2***

18 - 9 = ☐

Place Value ***NC.2NBT.3***

Show the number below in expanded form:

584

_____ + _____ + _____ = _____

Estimation ***NC.1.MD.2***

Using the paper clip below, about how many paper clips long is the line? Prove it!

Skill of the Week ***NC.2.NBT.6***

Solve the problem below using the "Make a Ten" Strategy or the "Doubles" Strategy. Then draw a proof drawing to prove your thinking.

46 + 26 + 54 =

Drawing/Picture ***NC.2.G.1***

I am a closed shape with 6 sides. What shape am I?

_____

Draw a picture of the shape.

Measurement ***NC.1.MD.7***

What time is it?

Wake County Public School System, 2019

Mathematics Spiral Review Quarter 3.2
Grade 2

Basic Computation *NC.2.OA.2*

15 - 8 = ☐

Place Value *NC.2NBT.3*

Show the number below in expanded form:

359

_____ + _____ + _____ = _____

Estimation *NC.1.MD.2*

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

Skill of the Week *NC.2.NBT.7*

Solve the following using a Proof Drawing:

457 + 362 =

Answer the following:

Did you have to regroup the ones? ____
Did you have to regroup the tens? ____

Drawing/Picture *NC.2.G.1*

I am a closed shape with three sides. What shape am I?

_____

Draw a picture of the shape.

Measurement *NC.1.MD.7*

What time is it?

Wake County Public School System, 2019

Mathematics Spiral Review Quarter 3.3
Second Grade

Basic Computation ***NC.2.OA.2***

$$8 + \square = 14$$

Place Value ***NC.2.NBT.4***

Use < or > to make the statement true:

500 + 40 + 3 ☐ 3 tens + 5 hundreds + 4 ones

Prove your answer using a Proof Drawing.

Estimation ***NC.2.MD.3***

Jamal was measuring a paper clip. He estimated it to be 2 inches long. Then he actually measured it.

Did he measure correctly? Why or why not?

Skill of the Week ***NC.2.NBT.7***

Solve the following using Expanded Form:

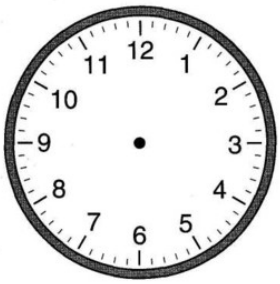
278 + 389 =

Drawing/Picture ***NC.2.NBT.3***

Using place value drawings, show the number 245 in four different ways.

Measurement ***NC.2.MD.7***

Show 11:40 on the clock below.



Wake County Public School System, 2019

Mathematics Spiral Review Quarter 3.4
Second Grade

Basic Computation ***NC.2.OA.2***

$3 + \square = 11$

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

You have 99 baseball cards. How many cards would you have it you got 10 more? 10 less? Explain the mental strategy you used to solve.

Estimation ***NC.2.MD.3***

About how many inches long is the line?

Now use a measurement tool to check your estimation.

Skill of the Week ***NC.2.NBT.7***

Using a Place Value Drawing, solve the following:

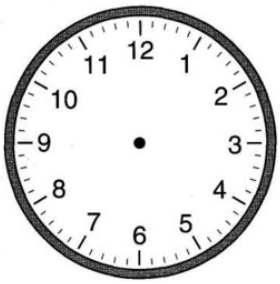
342 – 235 =

Drawing/Picture ***NC.2.NBT.3***

Using place value drawings, show the number 376 in four different ways.

Measurement ***NC.2.MD.7***

Show 6:55 on the clock below.



Wake County Public School System, 2019

Mathematics Spiral Review Quarter 3.5
Grade 2

Basic Computation ***NC.2.OA.2***

15 - ☐ = 7

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

Show 100 more and 100 less:

403

100 more would be _____.

100 less would be _____.

Explain the mental strategy you used to solve.

Estimation ***NC.2.MD.3***

About how many centimeters long is the line?

_____

Now use a measurement tool to check your estimation.

Skill of the Week ***NC.2.MD.5/NC.2.OA.1***

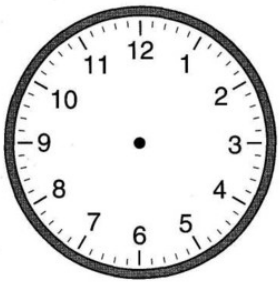
Jose's toy care traveled 27 centimeters farther than Miguel's toy car. Jose's toy car traveled 63 centimeters. How many centimeters did Miguel's toy car travel? Explain your thinking using any strategy.

Drawing/Picture ***NC.2.NBT.3***

Show 654 using a place value drawing.

Measurement ***NC.2.MD.7***

Show 3:05 on the clock below.



Wake County Public School System, 2019

Mathematics Spiral Review Quarter 3.1-3.5
Grade 2 Answer Key

Basic Computation *NC.2.OA.2*

3.1: 9
3.2: 7
3.3: 6
3.4: 8
3.5: 8

Note: 2nd graders may still need to use quick, efficient strategies to solve addition and subtraction problems within 20.

Place Value *NC.2.NBT.3, NC.2.NBT.4,* NC.2.NBT.8

3.1: 500 + 80 + 4 = 584
3.2: 300 + 50 + 9 = 359
3.3: 543 > 534; Proof drawing should accurately reflect each number, showing 4 tens is greater than 3 tens
3.4: 10 more is 109; 10 less is 89; Explanations should reflect a mental strategy
3.5: 100 more is 503; 100 less is 303; Explanations should reflect a mental strategy

Estimation *NC.1.MD.2, NC.2.MD.1, NC.2.MD.3*

3.1: about 6 paper clips long

3.2: about 3 cubes; answers will vary based on the length of the crayon selected

3.3: Jamal did not measure correctly. He started at the beginning of the ruler. He was supposed to begin at the first line or tick mark.

3.4: about 3 inches long

3.5: about 5 centimeters long

Skill of the Week *NC.2.NBT,6, NC.2.NBT.7, NC.2.MD.5, NC.2.OA.1*

3.1: Accept either strategy; Make a Ten example: I add 54 and 46 because 4 + 6 is 10. 50 + 40 = 90, so 90 + 10 = 100 + 26 = 126.

3.2: 819; Proof drawings should reflect the composing of a new hundred

3.3: 667; Expanded Form should be accurate;

3.4: 107; Accept correct drawings;

3.5: 63 – 27 = 36; accept correct strategies, such as number line, expanded form, proof drawing, etc

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

3.1: hexagon; accept correct drawings

3.2: triangle; accept correct drawings
3.3: Drawings should represent place value drawings such as: 2 hundreds, 4 tens, 5 ones; 1 hundred, 14 tens, 5 ones; 2 hundreds, 3 tens, 15 ones, etc.
3.4: Drawings should represent place value drawings such as: 3 hundreds, 7 tens, 6 ones; 1 hundred, 27 tens, 6 ones; 2 hundreds, 15 tens, 26 ones, etc.
3.5: Drawings should show 6 hundreds, 5 tens, and 4 ones

Measurement *NC.2.MD.7*

3.1: 12:55
3.2: 4:45

3.3: Students' drawings should reflect proper hour and minute hand placements

3.4: Students' drawings should reflect proper hour and minute hand placements

3.5: Students' drawings should reflect proper hour and minute hand placements

Wake County Public School System, 2019