Mathematics Spiral Review Quarter 4.1
Grade 2

Basic Computation *NC.2.OA.2*

16 - 9 = ☐

Place Value *NC.2NBT.3*

Show the number below in expanded form:

529

_____ + _____ + _____ = _____

Estimation *NC.1.MD.3*

About how many inches long is the pencil? Now measure to see how your estimate compared to the actual measurement.

Skill of the Week *NC.2.MD.10*

Using the data below, create a bar or picture graph. Then analyze the data and write at least 3 statements about your observations.

Favorite Sport	
Sport	Number of People
Basketball	13
Volleyball	7
Softball	6
Soccer	12

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

I am a closed shape with 4 equal sides. What shape am I?

_____

Draw a picture of the shape.

Measurement *NC.1.MD.7*

What time is it?

Mathematics Spiral Review Quarter 4.2
Grade 2

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

$$12 + \square = 20$$

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

What is the value of the bold digit?

437

_____

Estimation ***NC.1.MD.3***

About how many centimeters long is the pencil? Now measure to see how your estimate compared to the actual measurement.

Skill of the Week ***NC.2.NBT.8***

Show 3 ways to make 67 cents using coins.

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

I have 6 faces. Each face is a square. What shape am I?

_____

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

What time is it?

Mathematics Spiral Review Quarter 4.3
Second Grade

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

$$18 = 6 + \square$$

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

Mrs. Harris asked her students to use base ten blocks to represent the number 242.

- Ian used two hundreds, four tens, and two ones.
- Maya used 242 ones.

How can you show another way to represent 242 using base ten blocks?

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

About how many centimeters long is the box below? Now measure to see how your estimate compared to the actual measurement.

Skill of the Week ***NC.2.NBT.8***

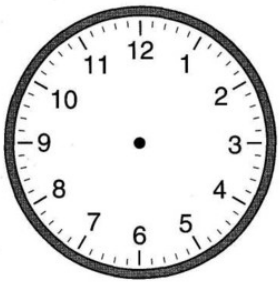
I have three coins in my left hand, 1 quarter and two dimes. In the right hand, I have six coins. These six coins are 1 quarter, 2 nickels, and 3 pennies. Which hand is holding a greater value of money? How do you know?

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

Using place value drawings, show the number 327 in four different ways.

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

Show 12:40PM on the clock below.



Mathematics Spiral Review Quarter 4.4
Second Grade

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

13 - ☐ = 9

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

Compare the numbers, using <, >, or =. Then explain your reasoning using words.

592 ____ 529

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

About how many inches long is the box below? Now measure to see how your estimate compared to the actual measurement.

Skill of the Week ***NC.2.G.3***

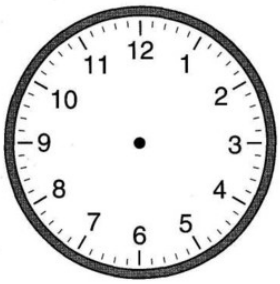
Draw two circles partitioned into fourths in different ways. Explain in words what partition means.

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

Using place value drawings, show the number 98 in four different ways.

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

Show 3:25AM on the clock below.



Mathematics Spiral Review Quarter 4.5
Grade 2

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

$\square - 9 = 8$

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

Marcus and Emily are thinking about the number 345. Emily says the digit 4 has the value of 4. Marcus says the digit 4 has the value of 40. Who is correct? Explain how you know using words, drawings, or pictures.

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

About how many centimeters long is the line?

Now use a measurement tool to check your estimation. If you were to measure using inches, would you have more or fewer inches compared to centimeters? Why?

Skill of the Week ***NC.2.G.1***

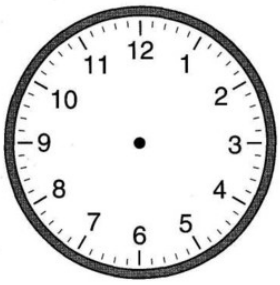
Draw a closed shape that has four straight sides. What is your shape? How do you know?

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

Show 543 using a place value drawing.

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

Show 9:35 on the clock below.



Mathematics Spiral Review Quarter 4.1-4.5
Grade 2 Answer Key

Basic Computation *NC.2.OA.2*

4.1: 7
4.2: 8
4.3: 12
4.4: 4
4.5: 17

Estimation *NC.2.MD.3*

4.1: 3 inches

4.2: 7 centimeters

4.3: 5 centimeters

4.4: 2 inches

4.5: about 8 centimeters

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

4.1: square; accept correct drawings

4.2: cube
4.3: Drawings should represent place value drawings such as: 3 hundreds, 2 tens, 7 ones; 2 hundreds, 12 tens, 7 ones; 1 hundreds, 21 tens, 17 ones, etc.
4.4: Drawings should represent place value drawings such as: 9 tens, 8 ones; 6 tens, 38 ones; 5 tens, 48 ones, etc.
4.5: Drawings should show 5 hundreds, 4 tens, and 3 ones

Place Value *NC.2.NBT.1, NC.2.NBT.3,* NC.2.NBT.4

4.1: 500 + 20 + 9 = 529
4.2: 400
4.3: 1 hundred, 14 tens, and 2 ones; 1 hundred, 10 tens, 42 ones; accept correct decompositions
4.4: 592 > 529; Explanations and/or drawings should reflect correct place value understandings
4.5: Marcus is correct because in the number 345, the 4 is in the tens place, which means the value of the 4 is 40.

Skill of the Week *NC.2.MD.10, NC.2.NBT.8, NC.2.MD.G.1, NC.2.MD.G.3*

4.1: Students should accurately represent the data using a bar or picture graph. Then they should accurately record 3 observations about the data.

4.2: Accept accurate representations of 67 cents, such as 2 quarter, one dime, one nickel, and 2 pennies; one quarter, 4 dimes, 2 pennies; etc.

4.3: The left hand has 45 cents and the right hand has 38 cents. The left hand has 4 tens or 40 and the right hand has 3 tens or 30. Therefore, 4 tens is more than 3 tens. I also know that 45 cents is 7 cents more than 38 cents.

4.4: Accept accurate drawings of circles partitioned into fourths.;

4.5: Drawings should represent any quadrilateral. Students should identify the name of the shape and an explanation of how they know it is that shape.

Measurement *NC.2.MD.7*

4.1: 12:15
4.2: 3:50

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

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

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