

Mathematics Spiral Review Quarter 1.1
Grade 1



Basic Computation NC.K.OA.5

$$3 - 2 = \square$$

Place Value NC.K.NBT.1

I have 13 chips. Will they all fit in this ten frame? Why or why not? Prove it!

Estimation NC.1.NBT.1

Which number will it take you longer to count up to? 12 or 21

How do you know?

Skill of the Week NC.1.MD.4

Look at the table below. Write 3 sentences to describe the data.

What is your favorite animal?				
Dinosaur	Jasmine	Doug	Sherri	6
	Sam	Christy	Macy	
Elephant	Jen	Jason	Pedro Taylor	4
Bear	Jesus	Alyse	Justin	3

Drawing/Picture NC.K.G.5

Draw a picture of a triangle and a rectangle. How do you know you drew a triangle? How did you know you drew a rectangle? (What are the attributes of each shape?)

Measurement NC.K.MD.1

Show students a red tower of 10 cubes and a blue tower of 14 cubes. Use some measurement words to describe the height of this tower (point to the blue tower).

Mathematics Spiral Review Quarter 1.2
Grade 1



Basic Computation NC.K.OA.5

$$4 - 2 = \square$$

Place Value NC.K.NBT.1

I have 9 chips. Will they all fit in this ten frame? Why or why not? Prove it!

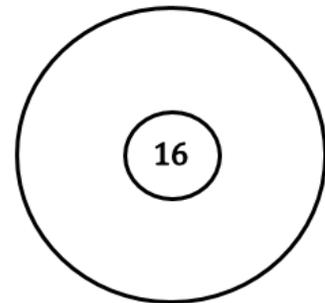
Estimation NC.1.NBT.1

Which number will it take you longer to count up to? 15 or 50

How do you know?

Skill of the Week NC.1.NBT.2

Using pictures, represent (show) the number 16 in three different ways.



Drawing/Picture NC.K.G.5

Draw a picture of a square and a hexagon. How do you know you drew a square? How did you know you drew a hexagon? (What are the attributes of each shape?)

Measurement NC.K.MD.2

Use measurement words to describe the length of these two pencils.



Mathematics Spiral Review Quarter 1.3
Grade 1



Basic Computation NC.K.OA.5

$$5 - 3 = \square$$

Place Value NC.1.NBT.2

Using cubes, show the number 13. Do you have enough to make a group of ten? How many groups of ten? How many extra ones do you have that did not make a new group of ten? How many are there total? If we ungrouped all the cubes, would we still have the same amount? How do we know? Prove it!

Estimation NC.1.NBT.1

Which number will it take you longer to count up to? 23 or 42

How do you know?

Skill of the Week NC.1.NBT.1

Fill in the missing numbers.

25, _____, _____, _____, 29,
_____, _____, _____

Drawing/Picture NC.K.OA.1

Emily had 9 marbles. She bought some more. Now she has 13 marbles. How many marbles did Emily buy? Draw a picture to find out how many marbles she bought.

Measurement NC.K.MD.1

List the attributes that describe a feather.

Mathematics Spiral Review Quarter 1.4
Grade 1



Basic Computation NC.1.OA.9

$$10 - 1 = \square$$

Explain how you solved the equation.

Place Value NC.1.NBT.2

Using cubes, show the number 17. Do you have enough to make a group of ten? How many groups of ten? How many extra ones do you have that did not make a new group of ten? How many are there total? If we ungrouped all the cubes, would we still have the same amount? How do we know? Prove it!

Estimation NC.1.NBT.1

Which number will it take you longer to count up to? 67 or 76

How do you know?

Skill of the Week NC.1.OA.6

There are 6 chocolate cupcakes and 5 strawberry cupcakes. How many cupcakes are there? Solve using the Make a Ten strategy.

Drawing/Picture NC.1.OA.1

There were 10 birds in a tree. 6 were Cardinals and the rest were Blue Jays. How many Blue Jays were in the tree? Draw a picture to find out how many Blue Jays were in the tree.

Measurement NC.K.MD.1

Compare a paper clip to a book using measurable attributes.

Mathematics Spiral Review Quarter 1.5

Grade 1



Basic Computation *NC.1.OA.9*

$$9 - 2 = \square$$

Explain how you solved the equation.

Place Value *NC.1.NBT.2*

Using cubes, show the number 19. Do you have enough to make a group of ten? How many groups of ten? How many extra ones do you have that did not make a new group of ten? How many are there total? If we ungrouped all the cubes, would we still have the same amount? How do we know? Prove it!

Estimation *NC.1.NBT.1*

Which number will it take you longer to count up to? 45 or 24

How do you know?

Skill of the Week *NC.1.OA.6*

There were 14 skittles. I ate 5 skittles. How many skittles do you have now? Use the Subtracting Down to 10 strategy to solve.

Drawing/Picture *NC.1.OA.1*

There were 12 children playing outside. Some children come inside. Now there are 6 children outside. How many children are inside? Draw a picture to find out how many children are inside.

Measurement *NC.K.MD.2*

Compare your desk to the teacher's desk. Describe them using measurable attributes.

Mathematics Spiral Review Quarter 1.1-1.5

Grade 1 **Answer Key**



Basic Computation (NC.K.OA.5; NC.1.OA.9)

- 1:1:** 1; see note
1:2: 2; see note
1:3: 2; see note
1:4: 9; I know that one less than 10 is 9; so $10-1$ is 9.
1:5: 7; I counted back by saying 9...8,7.

Note: Students should come to 1st grade with knowing from memory addition and subtraction facts within 5. They may still need to use quick, efficient strategies to solve.

Estimation (NC.1.NBT.1)

- 1.1:** 21. It comes after 12 (looked at number line, etc).
1.2: 50. It comes after 15 (looked at number line, etc).
1.3: 42. It comes after 23 (looked at number line, etc).
1.4: 76. It comes after 67 (looked at number line, etc).
1.5: 45. It comes after 24 (looked at number line, etc.)

Drawing/Picture NC.K.G.4 & NC.1.OA.1

- 1.1:** A triangle has 3 sides and 3 corners. A rectangle has 4 sides and 4 corners.
1.2: A square has 4 sides that are equal in length and 4 corners. A hexagon has 6 sides and 6 corners.
1.3: She bought 4 marbles. Pictures should accurately represent the problem.
1.4: There are 4 Blue Jays. Pictures should accurately represent the problem.
1.5: 6 children came inside. Pictures should accurately represent the problem.

Place Value (NC.K.NBT.1; NC.1.NBT.2)

- 1.1:** No. Only 10 chips can fit in the frame. There will be 3 extra chips.
1.2: Yes. The frame can hold 10 chips and 9 is one less than 10.
1.3: Yes, there will be 1 group of ten and 3 extra ones for a total of 13; Yes, we would have the same amount because we are not adding or taking away any cubes – just changing the arrangement.
1.4: Yes, there will be 1 group of ten and 7 extra ones; yes, we would have the same amount
1.5: Yes, there will be 1 group of ten and 9 extra ones; yes, we would have the same amount

Skill of the Week (NC.1.MD.4, NC.1.NBT.1, NC.1.NBT.2, NC.1.OA.6)

- 1.1:** Answers will vary and should reflect the data.
1.2: Answers will vary (ex: 16 circles, Group of 10 and 6 extras, 3 groups of 5 and one more, etc)
1.3: 25, 26, 27, 28, 29, 30, 31, 32
1.4: 11; Students can use a ten frame or explain (I decomposed the 5 into 4 and 1 because $6 + 4 = 10$ and one more equals 11 OR I broke apart 6 into 5 and 1 because 5 and 5 equals 10 and 1 more is 11.)
1.5: 9; First, I removed the 4 from the second ten frame and I have on full ten frame left (so $14-4$ is 10). Then remove 1 from the first ten frame. So, $10-1$ is nine.

Measurement (NC.K.MD.1 & 2)

Students should describe measurable attributes of objects using terms such as: length, weight, heavy(ier), light(er), long(er), big(ger), small(er), more of, less of, taller, shorter.

Example for 1:1: The blue tower is taller than the red tower because it sticks out more. It has 4 more cubes which makes it longer.