

# Mathematics Spiral Review Quarter 2.1 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 54. 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? 98 or 89

How do you know?

## Skill of the Week NC.1.NBT.3

Which number is greater?

27 or 32

Prove your answer with place value drawings and/or explanations based on the number of ten groups and extra ones in each number.

## Drawing/Picture NC.1.OA.1

Solve the following problem using a drawing or picture:

Jenna has 14 balloons. She has 6 red balloons. The rest are green. How many green balloons does Jenna have?

## Measurement NC.K.MD.4

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

What is your favorite ice cream flavor?				
Chocolate	Jon	Phoebe Julie	Brayden Mike	5
Vanilla	Bob	Kayla Josh	Riley Jen	5
Strawberry	Isabel	Bryson	Will	3

# Mathematics Spiral Review Quarter 2.2 Grade 1



## Basic Computation NC.1.OA.9

$$3 + 6 = \square$$

Explain how you solved the equation.

## Place Value NC.1.NBT.2

You have 14 pencils. A pencil box holds 10 pencils.

- Do you have enough pencils to fill the box? How do you know?
- Do you have any leftovers?
- How many leftovers?

## Estimation NC.1.NBT.1

Which number will it take you longer to count up to? 54 or 123

How do you know?

## Skill of the Week NC.1.NBT.3

Which number is greater?

54 or 45

Prove your answer with place value drawings and/or explanations based on the number of ten groups and extra ones in each number.

## Drawing/Picture NC.1.OA.1

Solve the following problem using a drawing or picture:

Mrs. Jones gave out 12 stickers before lunch. She have out more stickers after lunch. She gave out a total of 19 stickers. How many stickers did Mrs. Jones give out after lunch?

## Measurement NC.K.MD.4

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

What is your favorite color?		
Blue	Genecis Tristen Wes Jewel Austin Jack	6
Yellow	Sue Marla Jackson	3
Green	William Christy Mike Shelly Jeff Omar Jason Harley	8

# Mathematics Spiral Review Quarter 2.3 Grade 1



## Basic Computation NC.1.OA.9

$$6 - 3 = \square$$

Explain how you solved the equation.

## Place Value NC.1.NBT.2

Your teacher puts 10 dots in each ten frame. She has 7 ten frames. How many dots does your teacher have? How many total tens does your teacher have? Are there any extra ones that did not make a new group of ten?

## Estimation NC.1.NBT.1

Which number will it take you longer to count up to? 87 or 78

How do you know?

## Skill of the Week NC.1.NBT.3

Which number is smaller?

16 or 61

Prove your answer with place value drawings and/or explanations based on the number of ten groups and extra ones in each number.

## Drawing/Picture NC.1.OA.1

Solve the following problem using a drawing or picture:

Emily had 18 marbles. She lost 9 of them. How many marbles does Emily have now?

## Measurement NC.K.MD.4

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

What is your favorite game?		
Soccer	Genecis Tristen Wes Jewel Austin Jack Sue Marla Jackson	9
Volleyball	Bryson Carol Kelsey Divine Eric Jose Renee	7
Football	William Christy Mike Shelly Jeff Omar Jason Harley Jane John Jordan Liam	12

# Mathematics Spiral Review Quarter 2.4 Grade 1



## **Basic Computation** *NC.1.OA.9*

$$10 - 4 = \square$$

Explain how you solved the equation.

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

Mark put his pennies into groups of tens and ones. He has 4 groups of ten and 6 leftovers. He told you he has 64 pennies. Do you agree or disagree? Why?

## **Estimation** *NC.1.NBT.1*

Which number will it take you longer to count up to? 115 or 65

How do you know?

## **Skill of the Week** *NC.1.NBT.3*

Compare these two numbers by filling in the circle with  $<$ ,  $=$ , or  $>$ .

$$67 \bigcirc 89$$

Prove your answer using a number line.

## **Drawing/Picture** *NC.1.OA.2*

Solve the following problem using a drawing or picture:

Charlie was measuring the length of objects using cubes. A pencil was 4 cubes long, a crayon was 2 cubes long, and a book was 8 cubes long. How many cubes did he use to measure all the object?

## **Measurement** *NC.1.MD.2*

About how many paper clips long is the pencil? If I used a new crayon to measure how long the pencil is, would the answer change? Why or why not?



# Mathematics Spiral Review Quarter 1.5

## Grade 1



### Basic Computation NC.1.OA.9

$$4 + 5 = \square$$

Explain how you solved the equation.

### Place Value NC.1.NBT.2

Are the numbers 17 and 71 the same or different? How do you know?

Prove your thinking with place value drawings.

### Estimation NC.1.NBT.3

20      29

Which number is less?

How do you know?

### Skill of the Week NC.1.NBT.3

Compare these two numbers by filling in the circle with  $<$ ,  $=$ , or  $>$ .

58 ○ 33

Prove your answer using a number line.

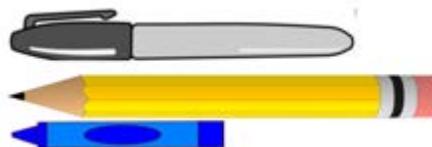
### Drawing/Picture NC.1.OA.2

Solve the following problem using a drawing or picture:

A stick measures 7 pop cubes, a rock measured 2 pop cubes, and a leaf measured 4 pop cubes. How many pop cubes do you need to measure these objects?

### Measurement NC.1.MD.1

Put these writing tools in order from shortest to longest. Explain how you know.



# Mathematics Spiral Review Quarter 1.1-1.5

## Grade 1 **Answer Key**



### **Basic Computation (NC.1.OA.9)**

- 2.1:** 7; see note  
**2.2:** 9; see note  
**2.3:** 3; see note  
**2.4:** 6; see note  
**2.5:** 9; see note

Note: Students are still building fluency of addition and subtraction within 10. Therefore, they may still need to use quick, efficient strategies to solve, such as  $4+5=9$  – I know that  $5+5=10$ , so one less is 9 because 4 is one less than 5.

### **Estimation (NC.1.NBT.1, NC.1.NBT.3)**

- 2.1:** 98. It comes after 89 (looked at number line, etc).  
**2.2:** 123. It comes after 54 (looked at number line, etc).  
**2.3:** 87. It comes after 78 (looked at number line, etc).  
**2.4:** 115. It comes after 65 (looked at number line, etc).  
**2.5:** 20 is less because it comes before 29 when counting. Both 20 and 29 have two tens but 29 has 9 ones and 20 has no extra ones. Therefore, 20 is less than 29.

### **Drawing/Picture NC.1.OA.1 & NC.1.OA.2**

- 2.1:** 8 balloons; see note  
**2.2:** 7 stickers; see note  
**2.3:** 9 marbles; see note  
**2.4:** 14 cubes; see note  
**2.5:** 13 pop cubes; see note

Note: Students drawings/pictures should match the problems. It is important that students are still using concrete models and/or pictures to solve in order to build conceptual understanding.

### **Place Value (NC.1.NBT.2)**

- 2.1:** 5; 4; 54; yes, because we are not adding or taking away any cubes – just changing the arrangement of the cubes from groups of tens to ones  
**2.2:** Yes; 14 has one group of ten and 4 extra ones; you could fill up one pencil box  
**2.3:** 70 dots; 7 tens; no extra ones  
**2.4:** Disagree, because 4 groups of ten is the same as 40 and 6 extra ones would make 46, not 64; accept drawings and/or reasoning  
**2.5:** 17 & 71 are not the same; there is one ten in 17 and 7 tens in 71; there are 7 ones in 17 and 1 one in 71; 71 is greater than 17

### **Skill of the Week (NC.1.NBT.3)**

- 2.1:** 32 is greater because it has one more group of ten compared to 27.  
**2.2:** 54 is greater because it has one more group of ten compared to 45.  
**2.3:** 16 is smaller because 61 has 5 more groups of ten.  
**2.4:**  $67 < 89$ ; number line should correctly show 67 and 89  
**2.5:**  $58 > 33$ ; number line should correctly show both numbers

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

- 2.1:** Answers will vary and should reflect the data.  
**2.2:** Answers will vary and should reflect the data.  
**2.3:** Answers will vary and should reflect the data.  
**2.4:** About 5 paper clips long; yes, the answer would change because the crayon is longer than the paperclip. I would need fewer crayons.  
**2.5:** Crayon, Marker, Pencil; Students should use reasoning to explain – example: if the marker is shorter than the pencil, and the crayon is shorter than the marker, the crayon is also shorter than the pencil.