

# Mathematics Spiral Review Quarter 4.1

## Grade 1



### Basic Computation NC.1.OA.6

$$7 + 9 = \square$$

How can you use the Making a Ten strategy to solve the above equation?

### Place Value NC.1.NBT.4

There are 69 birds in the field. 30 more birds joined them. How many birds are in the field now?

Solve using Quick Tens & Ones, a Number Line, or Ten Frames. Explain your reasoning with words.

### Estimation NC.1.NBT.1

Which number will it take you longer to count up to? 142 or 99

How do you know?

### Skill of the Week NC.1.G.1

#### Guess My Shape

- I have 6 faces.
- I have 8 vertices.
- I have 12 edges.

What 2 shapes could I be? How do you know? What makes these two shapes different?

### Drawing/Picture NC.1.G.1

#### Draw My Shape

- I am a closed figure.
- I have 4 sides.
- I have 4 angles or vertices.
- I have one pair of parallel sides.

### Measurement NC.1.MD.2

Look at your classroom door. About how many of your shoe steps would it take to measure across the bottom of the door? What makes you think that?

- a. 8      b. 18      c. 80

Now check by seeing how many shoe steps across the door is.

# Mathematics Spiral Review Quarter 4.2 Grade 1



## **Basic Computation** *NC.1.OA.6*

I know  $8 + 8 = \underline{\quad}$ .

So, I know  $8 + 9 = \underline{\quad}$ .

Explain how you can quickly find the sum of  $8 + 9$  if you know the sum of  $8 + 8$ .

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

You have 78 erasers. A box holds 10 erasers.

- How many boxes can you fill? How do you know?
- Do you have any leftovers?
- How many leftovers?
- How many more erasers would you need to fill another box?

Prove your answers with a picture.

## **Estimation** *NC.1.NBT.2*

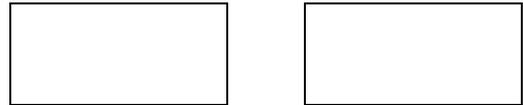
Close to 10 – Yes or No?

X    X    X    X  
X    X    X    X

Explain your thinking?

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

You and your friend are going to share a candy bar. Show 2 different ways you could partition the candy bar.



Explain what partitioning means.

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

Draw My Shape

- I am a closed figure.
- I have 4 sides.
- One set of my sides are equal and the other set of sides are equal.
- I have 4 angles or vertices.

## **Measurement** *NC.K.MD.3*

What time is it?



**Mathematics Spiral Review Quarter 4.3  
Grade 1**



**Basic Computation NC.1.OA.6**

If I know  $10 - 2 = 8$ ,  
then  $2 + \underline{\quad} = 10$ .

Explain how you can find  
 $2 + \underline{\quad} = 10$  if you know  $10 - 2 = 8$ .

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

**98 and 89**

How are these two numbers the same? How are these two numbers different?

**Estimation NC.1.NBT.2**

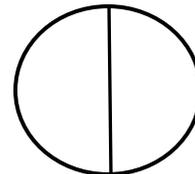
Close to 30 – Yes or No?

X    X    X    X    X    X  
X    X    X    X    X  
X    X    X    X    X

Explain your thinking?

**Skill of the Week NC.1.G.3**

Mom brought a small pizza home already cut in half. At dinner, two of your friends come over. Describe what will happen to the pieces of pizza if you cut it into fourths.



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

Guess My Shape

- I have 6 square faces.
- I have 8 vertices.
- I have 12 edges.

**Measurement NC.K.MD.3**

What time is it?



**Mathematics Spiral Review Quarter 4.4  
Grade 1**



**Basic Computation NC.1.OA.6**

MaKayla has 8 red pencils and 12 blue pencils. How many pencils does MaKayla have?

Explain which strategy you used to solve.

**Place Value NC.1.NBT.5**

There are 46 pencils in the pencil holder. We add 30 more pencils. How many pencils are in the pencil holder now? Explain how you solved this problem using pictures and/or words.

**Estimation NC.1.NBT.3**

38      98

Which number is less?

How do you know?

**Skill of the Week NC.1.OA.2,  
NC.1.OA.3**

Dad put 3 candles on the cake. Mom put 4 candles on the cake. My sister put 6 candles on the cake. How old am I? Solve the problem by writing an equation and making a ten.

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

Guess My Shape

- I have no faces.
- I have no vertices.
- I have no edges.

**Measurement NC.1.MD.5**

Which coin am I?

- I am silver.
- I have smooth edges?

Which coin am I? How do you know?

**Mathematics Spiral Review Quarter 4.5  
Grade 1**



**Basic Computation NC.1.OA.6**

There are 13 snakes on a log. 8 snakes slither away. How many snakes are on the log now? Explain which strategy you used to solve.

**Place Value NC.1.NBT.6**

There are 50 ladybugs on the window. 30 ladybugs fly away. How many ladybugs are on the window now? Explain how you solved the problem using pictures and/or words.

**Estimation NC.1.NBT.3**

87      96

Which number is more?  
How do you know?

**Skill of the Week NC.1.OA.2,  
NC.1.OA.3**

There are 2 ladybugs, 8 bees, and 5 beetles in the garden. How many insects are in the garden?

Solve the problem by writing an equation and making a ten.

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

Draw a 3D shape. Then write 3 sentences describing your shape using defining attributes.

**Measurement NC.1.MD.5**

Mr. Walters has a dime in his pocket. Draw a picture to show how many pennies have the same value as one dime.

# Mathematics Spiral Review Quarter 4.1-4.5

## Grade 1 **Answer Key**



### **Basic Computation (NC.1.OA.6)**

**4.1:** 16; I used the make a ten strategy to solve. I know that 7 can be decomposed into 6 and 1. 9 and 1 make 10 and 6 more equals 16.

**4.2:** 16; 17; I know that  $8 + 8 = 16$ , so I know  $8 + 9 = 17$  because I'm adding one more (9 is one more than 8).

**4.3:** 8; If  $10 - 2 = 8$ , then I know the fact family. So, I can add 8 to 2 to make 10.

**4.4:**  $8 + 12 = 20$ ; I know that 12 is 10 and 2.  $8 + 2$  is 10 and 10 more is 20.

**4.5:**  $13 - 8 = 5$ ; I know that  $8 + 2 = 10$  and 3 more makes 13. So  $2 + 3 = 5$ .

Note: Students should use efficient strategies to solve addition and subtraction equations within 20, including but not limited to Making a Ten, Doubles plus one/minus one, number line, counting on, etc. Using fingers to add and subtract does not lead to building +/- fluency for students.

### **Estimation (NC.1.NBT.1, NC.1.NBT.2, NC.1.NBT.3)**

**4.1:** 142; accept reasonable responses

**4.2:** Yes; because there is almost enough to fill a tens frame; accept reasonable responses

**4.3:** No, because you have enough to possibly fill two ten frames; accept reasonable responses

**4.4:** 38; accept reasonable responses

**4.5:** 96; accept reasonable responses

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

**4.1:** accurate drawing of a trapezoid

**4.2:** accurate drawing of a rectangle

**4.3:** cube;

**4.4:** sphere

**4.5:** Students should have an accurate drawing and correct sentences using defining attributes to describe their shape.

### **Place Value (NC.1.NBT.2, 4, 5, & 6)**

**4.1:**  $69 + 30 = 99$ ; accept reasonable drawings and explanations.

**4.2:** 7 boxes; 8 leftover pencils; need 2 more to make another box; accept appropriate & correct drawings

**4.3:** Both have the digits 9 and 8. 98 is different because the 9 is in the tens place and the 8 is in the ones place; in 89, the 8 is in the tens place and 9 in the ones place

**4.4:** 76 pencils; 46 has 4 tens; 30 has 3 tens; 4 tens plus 3 tens = 7 tens; so 46 and 30 more is 76; accept reasonable drawings and explanations

**4.5:** 20 ladybugs; I drew 5 tens frames for a total of 50; then took 3 ten frames away. That leaves 2 tens frames for a total of 20; accept reasonable drawings and explanations

### **Skill of the Week (NC.1.OA.1, NC.1.OA.2, NC.1.G.1, NC.G.3)**

**4.1:** cube or rectangular prism; accept correct explanations

**4.2:** accept partitions in which each rectangle is divided into 4 equal pieces

**4.3:** Each piece will be smaller because you are dividing the pizza into more pieces

**4.4:**  $3 + 4 + 6 = 13$ ; I know  $4 + 6 = 10$  and 3 more is 13. So, the person is 13 years old.

**4.5:**  $2 + 8 + 5 = 15$ ; I know that  $2 + 8 = 10$  and 5 more is 15. There are 15 insects in the garden.

### **Measurement (NC.1.MD.2, NC.1.MD.3, NC.1.MD.5)**

**4.1:** a. 8

**4.2:** 4:00

**4.3:** 3:30

**4.4:** nickel

**4.5:** 10 pennies