

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.

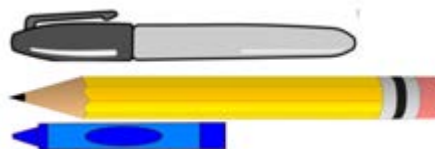
Drawing/Picture NC.1.OA.2

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.