

Mathematics Spiral Review Quarter 1.1

Grade 3



Basic Computation (NC.2.NBT.5)

$$63-32= \underline{\quad}$$

Place Value (NC.2.NBT.1)

In the number 637, what value does the 6 represent?

Estimation (NC.2.MD.8)

You want to buy a candy bar that costs \$0.50. You have the following coins in your pocket: 1 quarter and 3 dimes. Do you have enough money to buy the candy bar?

Skill of the Week (NC.2.NBT.2)

Laila was skip-counting by 10s. She already counted up to 490. If she continues to skip-count by 10s, what are the next three numbers she will count?

490, , ,

Drawing/Picture (NC.2.NBT.1)

Draw a picture of the number 246 using hundreds, tens, and ones.

Measurement (NC.2.MD.5)

In P.E. class, Kate jumped 14 inches. Mary jumped 23 inches. How much farther did Mary jump than Kate? Write an equation and solve the problem.

Mathematics Spiral Review Quarter 1.1

Grade 3 **Answer Key**



Basic Computation (NC.2.NBT.5)

$$63-32=\underline{\quad}$$

$$63-32=31$$

Place Value (NC.2.NBT.1)

In the number 637, what value does the 6 represent?

The 6 represents 6 hundreds or 600.

Estimation (NC.2.MD.8)

You want to buy a candy bar that costs \$0.50. You have the following coins in your pocket: 1 quarter and 3 dimes. Do you have enough money to buy the candy bar?

yes. 25 cents + 30 cents = 55 cents < \$0.50

Skill of the Week (NC.2.NBT.2)

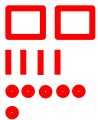
Laila was skip-counting by 10s. She already counted up to 490. If she continues to skip-count by 10s, what are the next three numbers she will count?

490, , ,

490, *500, 510, 520*

Drawing/Picture (NC.2.NBT.1)

Draw a picture of the number 246 using hundreds, tens, and ones.



Measurement (NC.2.MD.5)

In P.E. class, Kate jumped 14 inches. Mary jumped 23 inches. How much farther did Mary jump than Kate?

Write an equation and solve the problem. *23-14 = 9 inches further*

Mathematics Spiral Review Quarter 1.2

Grade 3



Basic Computation (NC.2.OA.2)

Solve each of the following:

$11+4$

$15 - 4$

$7+4$

$8+9$

$18 - 8$

$13 - 9$

Place Value (NC.2.NBT.3)

5 hundreds + 5 tens + 9 ones = _____

Estimation (NC.2.MD.8) You want to buy a doughnut that cost \$0.85. You have 2 quarters, 2 dimes,, and 8 pennies. Do you have enough money to buy the doughnut?

Skill of the Week (NC.2.NBT.7)

Solve the following addition problem to find the sum. Create a proof drawing to show your addition is correct.

$$215 + 127 =$$

Drawing/Picture (NC.2.G.1)

Draw a shape that has three sides and three angles. What shape is it?

Measurement (NC.2.MD.7)

What time is shown on the clock?



Mathematics Spiral Review Quarter 1.2

Grade 3 *Answer Key*



Basic Computation (NC.2.OA.2)

Solve each of the following:

$11+4= 15$ $15 - 4= 11$ $7+4= 11$

$8+9= 17$ $18 - 8= 10$ $13 - 9= 4$

Place Value (NC.2.NBT.3)

5 hundreds + 5 tens + 9 ones = ____

559

Estimation (NC.2.MD.8)

You want to buy a doughnut that cost \$0.85.
You have 2 quarters, 2 dimes, and 8 pennies.
Do you have enough money to buy the
doughnut?

*Yes; 50 cents + 20 cents + 8 cents = 78 cents;
78 cents < \$.85*

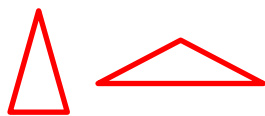
Skill of the Week (NC.2.NBT.7)

Solve the following addition problem to find
the sum. Create a proof drawing to show your
addition is correct. $215 + 127=342$

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |
| 3 | 4 | 2 |

Drawing/Picture (NC.2.G.1)

Draw a shape that has three sides and
three angles. What shape is it? *triangle*



Measurement (NC.2.MD.7)

What time is shown on the clock?

3:15

Mathematics Spiral Review Quarter 1.3

Grade 3



Basic Computation (NC.2.NBT.5)

Solve the following using the Place Value, Decomposing Tens, or commutative property.

$52 + 43 = \underline{\quad}$ $74 - 38 = \underline{\quad}$

$58 + 40 = \underline{\quad}$ $79 - 30 = \underline{\quad}$

Place Value (NC.2.NBT.4)

Use the symbols $<$, $=$ or $>$ to compare these numbers:

$452 \underline{\quad} 455$ $386 \underline{\quad} 471$

$363 \underline{\quad} 333$

Estimation (NC.2.MD.3)

About how many inches long do you think this line is if you measured it with a Ruler?

Skill of the Week (NC.2.OA.1)

Sam had 214 baseball cards. Jordan had 125 less baseball cards than Sam. How many baseball cards did Jordan have?

Use pictures and an equation to solve.

Drawing/Picture (NC.2.OA.3)

Is the number 12 even or odd? Justify your thinking with a picture.

Measurement (NC.2.MD.8)

How many different ways can you make \$14 using \$1, \$5, and \$10 bills?

Mathematics Spiral Review Quarter 1.3

Grade 3 *Answer Key*



Basic Computation (NC.2.NBT.5)

$$52 + 43 = \underline{95} \quad 74 - 38 = \underline{36}$$

$$58 + 40 = \underline{98} \quad 79 - 30 = \underline{49}$$

Place Value (NC.2.NBT.4)

Use the symbols $<$, $=$ or $>$ to compare these numbers:

$$452 \underline{<} 455 \quad 386 \underline{<} 471$$

$$363 \underline{>} 333$$

Estimation (NC.2.MD.3)

You will need a string. Hold up the string and ask the following question:

About how many inches long do you think this line is if you measured it with a ruler? *Approximately 3 inches*

Skill of the Week (NC.2.OA.1)

Sam had 214 baseball cards. Jordan had 125 less baseball cards than Sam. How many baseball cards did Jordan have? Use pictures and an equation to solve. *$214 - 125 = 89$ baseball cards*

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |
| | 8 | 9 |

Drawing/Picture (NC.2.OA.3)

Is the number 12 even or odd? Justify your thinking with a picture.

12 is an even number. Picture should show 6 groups of 2 or 2 groups of 6.

Measurement (NC.2.MD.8)

How many different ways can you make \$14 using \$1, \$5, and \$10 bills?

$$\underline{\$10 + \$1 + \$1 + \$1 + \$1 = \$14}$$

$$\underline{\$5 + \$5 + \$1 + \$1 + \$1 + \$1 = \$14, \text{ etc.}}$$

Mathematics Spiral Review Quarter 1.4

Grade 3



Basic Computation (NC.2.NBT.8)

What is 10 more than 238?

What is 10 less than 238?

What is 100 more than 238?

What is 100 less than 238?

Place Value (NC.2.NBT.1)

I am the number that is 10 more than 1 hundred, 4 tens, and 9 ones. What number am I?

Estimation (NC.3.OA.3)

Mrs. B has 5 packages of crayons in her classroom. There are 8 crayons in each package. *About* how many crayons does Mrs. B have?

Skill of the Week (NC.2.OA.1)

There are some students in the gym. 16 more students show up. Now there are 55 students. How many students were in the gym at first?

Drawing/Picture (NC.2.G.3)

Draw a circle and a rectangle. Partition each shape into four equal shares.

Measurement (NC.2.MD.8)

How can you make 34 cents using pennies, nickels, dimes, and quarters?

Mathematics Spiral Review Quarter 1.4

Grade 3 **Answer Key**



Basic Computation (NC.2.NBT.8)

What is 10 more than 238? **248**

What is 10 less than 238? **228**

What is 100 more than 238? **338**

What is 100 less than 238? **138**

Place Value (NC.2.NBT.1)

I am the number that is 10 more than 1 hundred, 4 tens, and 9 ones. What number am I?

159

Estimation (NC.3.OA.3)

Mrs. B has 5 packages of crayons in her classroom. There are 8 crayons in each package. *About* how many crayons does Mrs. B have?

8 rounds to 10; $10 \times 5 = 50$; Mrs. B has about 50 crayons. Answers may vary.

Skill of the Week (NC.2.OA.1)

There are some students in the gym. 16 more students show up. Now there are 55 students. How many students were in the gym at first?

39 students

Drawing/Picture (NC.2.G.3)

Draw a circle and a rectangle. Partition each shape into four equal shares.

Answers may vary.

Measurement (NC.2.MD.8)

How can you make 34 cents using pennies, nickels, dimes, and quarters? **Answers may vary.**

Ex. 1 quarter & 9 pennies; 3 dimes & 4 pennies; etc.

Mathematics Spiral Review Quarter 1.5

Grade 3



Basic Computation (NC.2.NBT.6)

$$42 + 35 + 21 = \underline{\hspace{2cm}}$$

$$43 + 36 + 57 = \underline{\hspace{2cm}}$$

Place Value (NC.2.NBT.1)

You have 12 base-ten sticks.

How many tens do you have?

Do you have enough tens to make a hundred?

What is the value of the 12 base-ten sticks?

Estimation (NC.3.OA.3)

Chase bought 2 packs of gum. There are 8 pieces of gum in each pack. *About* how many pieces of gum did Chase buy?

Skill of the Week (NC.2.OA.4)

What is the total number of stars below?

Write an equation to represent the array.

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*   *   *   *
*   *   *   *
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Drawing/Picture (NC.2.NBT.7)

Use a number line to find the sum of $354 + 126$.

Measurement (NC.2.MD.2)

Measure the length of a pencil. How long is the pencil in centimeters? How long is the pencil in inches? Explain how the measurements can both be used to describe the length of a pencil.

Mathematics Spiral Review Quarter 1.5

Grade 3 **Answer Key**



Basic Computation (NC.2.NBT.6)

$$42 + 35 + 21 = \underline{98}$$

$$43 + 36 + 57 = \underline{136}$$

Place Value (NC.2.NBT.1)

You have 12 base-ten rods.

How many tens do you have?

Do you have enough tens to make a hundred?

What is the value of the 12 base-ten rods?

12 tens; yes, you can make a hundred;

$$12 \text{ tens} = 120$$

Estimation (NC.3.OA.3)

Chase bought 2 packs of gum. There are 8 pieces of gum in each pack. *About* how many pieces of gum did Chase buy?

8 rounds to 10, $2 \times 10 = 20$, Chase bought about 20 pieces of gum. Answers may vary.

Skill of the Week (NC.2.OA.4)

What is the total number of stars below?

Write an equation to represent the array.

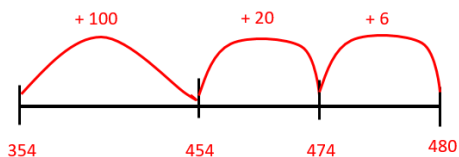
I see 4 stars in each row and there are 2 rows.

$$\text{So } 4+4=8.$$

I see 2 stars in each column and there are 4 columns. So $2+2+2+2=8$.

Drawing/Picture (NC.2.NBT.7)

Use a number line to find the sum of $354 + 126$. $354+126=480$



Measurement (NC.2.MD.2)

Measure the length of a pencil. How long is the pencil in centimeters? How long is the pencil in inches? Explain how the measurements can both be used to describe the length of a pencil. *Example: The pencil is 18 centimeters long and 7 inches long. Both measurements can be used to describe the length because they are measurements of small objects. Inches are bigger than centimeters. Answers will vary.*