

# Missouri Grade 2 to Grade 3 Math Summer Bridge

*8-Week Review, Readiness, Practice, Quizzes, and Answers*

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# Grade 2 to Grade 3 Summer Bridge

**This book is a bridge: it keeps Grade 2 math strong while making the first month of Grade 3 feel familiar.**

Students revisit the Grade 2 ideas that matter most—place value, addition and subtraction, word problems, equal groups, fractions, measurement, time, money, data, and geometry—then preview the Grade 3 language connected to those skills. Parents and teachers get a clear summer plan without needing to build one from scratch.



## For families and teachers

Use one page per day, about 10–15 minutes. Let students try first, then use the answer explanations as quick reteaching after mistakes. Friday quizzes show which skills are ready and which need another short review.

## For students

Keep your work neat, show your thinking, and fix missed problems. The goal is not to rush through the book; the goal is to start Grade 3 ready to build on what you already know.



# How to Use This Bridge Book

## The page order is the plan.

Move through the book one day at a time. Each week has four short lesson days and one Friday quiz, so the routine stays predictable even when summer is busy.



**Lesson days** Read the short review, notice the bridge focus, and complete the 6 practice problems.

**Quiz day** Complete the 10-question mixed quiz without rushing. Use it to see what stuck from the week.

**Review answers** Check the answer key, then read the explanation for every missed problem. Correct the work in pencil before moving on.

**Extra support** If a skill is shaky, do one similar problem the next day before starting the new page.



### Keep it short

Most lesson pages should take about 10–15 minutes. Stop before practice turns into frustration.



### Show thinking

Use equations, quick models, number lines, labels, or scratch work. Organized work helps you get ready for Grade 3.



### Fix mistakes

A corrected mistake is useful practice. The answer key is written to reteach, not only to score.

# My Bridge Book Progress

Check off each lesson and write your Friday quiz score.

This bridge book belongs to: \_\_\_\_\_

Week	Mon	Tue	Wed	Thu	Friday Quiz
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ / 10
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ / 10
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ / 10
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ / 10
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ / 10
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ / 10
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ / 10
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ / 10

## Reflection Notes

After any Friday quiz, write the question number, what you noticed, and one comment that will help you next time. Use this space for problems you missed, guessed on, or want to remember.

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# Number Chart

Use this page for counting patterns, place value, and mental math.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Try it:

- Count by 2s, 5s, and 10s.
- Move down one row to add 10.
- Move up one row to subtract 10.
- Circle odd and even numbers in different colors.

# WEEK

1

## Place Value, Rounding, and Facts

### This Week's Days

Week 1 Day 1: Place Value Review into Thousands .....	2
Week 1 Day 2: Counting Patterns, Compare, and Order .....	3



## Day 1 Place Value Review into Thousands

**Bridge Focus:** You know hundreds, tens, and ones from Grade 2. Grade 3 stretches that same place-value thinking to thousands, so keep naming each digit by its place.

The same number can be shown in standard form, word form, and expanded form.

- Standard form uses digits, like 386.
- Word form writes the number in words, like three hundred eighty-six.
- Expanded form stretches the number into place-value parts.
- Only write nonzero place values in expanded form unless the directions ask for every place.
- Use the hundreds, tens, and ones places to check that all forms match.
- Reading the number aloud can help you write the word form correctly.

A good check is to add the expanded parts back together and see if you return to the original number.



### Practice

- Write 739 in expanded form. \_\_\_\_\_
- Write 506 in expanded form. \_\_\_\_\_
- Which is another way to write  $400 + 80 + 2$ ?
 

A. 428	B. 482
C. 842	D. 408
- Write the word form for 318. \_\_\_\_\_
- True or False: 620 is the same as  $600 + 2$ .
 

True     False
- A number is  $900 + 70 + 4$ . What is the number? \_\_\_\_\_



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Day 2

## Counting Patterns, Compare, and Order

**Bridge Focus:** Counting patterns and comparing numbers help you read larger Grade 3 numbers with confidence. Always compare from the greatest place first.

To compare numbers, look at the largest place value first and move right only when there is a tie.

- Use  $>$  to mean greater than and  $<$  to mean less than.
- Compare hundreds first in three-digit numbers.
- If the hundreds are the same, compare tens.
- If the tens are also the same, compare ones.
- To order numbers, compare them one pair at a time.
- Even numbers end in 0, 2, 4, 6, or 8; odd numbers end in 1, 3, 5, 7, or 9.

Keep your eyes moving left to right. The first place that is different decides which number is greater.

Hundreds	Tens	Ones
3	6	2
300	60	2

### Practice

- Fill in  $<$ ,  $>$ , or  $=$ . 438 \_\_\_\_\_ 483
- Fill in  $<$ ,  $>$ , or  $=$ . 709 \_\_\_\_\_ 690
- Order from least to greatest: 512, 251, 521. \_\_\_\_\_
- Which number is even?
 

A. 357	B. 491
C. 624	D. 719
- True or False: 845 is greater than 854.

True  False

- Write a number between 300 and 350 that is odd. \_\_\_\_\_



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WEEK

3

# Multiplication and Division Foundations

## This Week's Days

Week 3 Day 1: Equal Groups and Multiplication Meaning .....	5
Week 3 Day 2: Grade 3 Preview: Multiplication Facts .....	7



**Day 1** Equal Groups and Multiplication Meaning

**Bridge Focus:** Equal groups are the doorway to multiplication. Before writing a multiplication fact, check that every group has the same size.

Equal groups have the same number in each group, so you can count them with repeated addition.

- First count how many groups there are.
- Then count how many objects are in each group.
- Equal groups must all have the same size.
- Repeated addition adds the same number again and again.
- Skip-counting can help you find the total quickly.
- If groups are not equal, fix the groups before writing repeated addition.

Use the sentence: There are a certain number of groups with the same amount in each group. Then write the repeated addition.



**Practice**

1. There are 4 bags with 3 marbles in each bag. How many marbles are there?



2. Write repeated addition for 5 groups of 2. \_\_\_\_\_

3. Which shows equal groups?

- A. 3, 3, 3
- B. 2, 3, 4
- C. 5, 4, 5
- D. 1, 2, 3

4. True or False:  $4 + 4 + 4$  shows 3 equal groups of 4.

True  False



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5. There are 6 teams with 5 players on each team. What skip-counting pattern finds the total?
6. A tray has 3 rows with 6 cookies in each row. How many cookies are on the tray?

PREVIEW



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## Day 2 Grade 3 Preview: Multiplication Facts

**Bridge Focus:** This is a Grade 3 preview. Facts become easier when you connect arrays, skip counting, and related facts instead of memorizing isolated answers.

Multiplication facts are products you can learn and use quickly.

- Facts with 0 have product 0.
- Facts with 1 keep the other factor.
- Facts with 2 are doubles.
- Facts with 5 end in 0 or 5.
- Facts with 10 end in 0.

When a fact is hard, break it into friendlier facts.

H	T	O	
3	4	7	
2	5	6	
			line up places

### Practice

- $7 \times 8 =$  \_\_\_\_\_
- $9 \times 6 =$  \_\_\_\_\_
- $10 \times 4 =$  \_\_\_\_\_
- Find the missing factor: \_\_\_\_\_  $\times 7 = 42$
- Which product is 45?
 

A. $5 \times 8$	B. $9 \times 5$
C. $6 \times 7$	D. $10 \times 4$
- There are 8 tables with 6 chairs at each table. How many chairs are there?



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## ★ Check Your Answers! ★

Try each problem first, then look here to check your work.  
It's OK to make mistakes — that's how we learn ★



**Week 1, Day 1** Place Value Review into Thousands

**Answers**

**1**  $700 + 30 + 9$

**2**  $500 + 6$

**3** B

**4** three hundred eighteen

**5** False

**6** 974

**Explanations**

- 1** Use place value: 7 hundreds are 700, 3 tens are 30, and 9 ones are 9. Expanded form is  $700 + 30 + 9$ .
- 2** The 5 is worth 500 and the 6 is worth 6. The 0 tens is only holding the tens place, so  $500 + 6$  is enough.
- 3** The parts show 4 hundreds, 8 tens, and 2 ones. Put those digits in order to get 482.
- 4** Read 318 by saying the hundreds first, then the tens and ones. That gives three hundred eighteen.
- 5**  $600 + 2$  makes 602, not 620. The number 620 has 2 tens, so its expanded form is  $600 + 20$ .
- 6** The expanded form has 9 hundreds, 7 tens, and 4 ones. Put the digits in those places to make 974.

**Week 1, Day 2** Counting Patterns, Compare, and Order

**Answers**
**1** <

**2** >

**3** 251, 512, 521

**4** C

**5** False

**6** Answers vary

**Explanations**

- 1** Both numbers have 4 hundreds, so compare the tens. Three tens is less than eight tens, so  $438 < 483$ .
- 2** Compare hundreds first: 709 has 7 hundreds and 690 has 6 hundreds. Since 7 hundreds is greater,  $709 > 690$ .
- 3** The number 251 has only 2 hundreds, so it is least. Between 512 and 521, compare tens and ones; 512 comes before 521.
- 4** Even numbers have a ones digit of 0, 2, 4, 6, or 8. The number 624 ends in 4, so it is even.
- 5** Both numbers have 8 hundreds, so compare tens. Four tens is less than five tens, so 845 is less than 854.
- 6** A correct number must be greater than 300, less than 350, and end in 1, 3, 5, 7, or 9. For example, 327 works because it is in the range and ends in 7.


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**Week 3, Day 1 Equal Groups and Multiplication Meaning**
**Answers**
**1** 12 marbles

**2**  $2 + 2 + 2 + 2 + 2 = 10$ 
**3** A

**4** True

**5** 5, 10, 15, 20, 25, 30

**6** 18 cookies

**Explanations**

- 1** There are 4 equal groups of 3. Add  $3 + 3 + 3 + 3 = 12$ , so there are 12 marbles.
- 2** Five groups of 2 means the number 2 is added five times. The total is 10.
- 3** Equal groups must have the same number in every group. Choice A has 3 in each group, so the groups are equal.
- 4** The addend 4 is repeated three times. That represents 3 equal groups with 4 in each group.
- 5** Each team adds 5 players, so count by 5s for 6 groups. The last number, 30, is the total number of players.
- 6** The rows are equal groups of 6. Add  $6 + 6 + 6 = 18$ , so the tray has 18 cookies.

**Week 3, Day 2 Grade 3 Preview: Multiplication Facts**
**Answers**
**1** 56

**2** 54

**3** 40

**4** 6

**5** B

**6** 48 chairs

**Explanations**

- 1** One way to build this fact is to double a smaller known fact. Since  $7 \times 4 = 28$ , doubling the number of groups gives  $7 \times 8 = 28 + 28 = 56$ .
- 2**  $9 \times 6$  means 9 equal groups of 6, but it can be easier to start with 10 groups. Think  $10 \times 6 = 60$  and subtract one group of 6, giving 54.
- 3** A fact with 10 is one of the friendliest multiplication facts. Ten groups of 4 make 40, and the product ends in 0.
- 4** A missing factor asks which number makes the product when multiplied by the known factor. Because  $6 \times 7 = 42$ , the missing factor is 6.
- 5**  $9 \times 5$  is 9 groups of 5, and counting by fives gives 45. The traps are close facts:  $5 \times 8$  and  $10 \times 4$  make 40, while  $6 \times 7$  makes 42.
- 6** The tables are equal groups because each table has the same number of chairs. There are 8 groups of 6, so  $8 \times 6 = 48$  chairs.


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Great job checking your work!

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