

# Texas Grade 2 to Grade 3 Math Summer Bridge Workbook

*8-Week Review, Grade 3 Readiness, Workbook Practice, and Answer Explanations*

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# Summer Math Bridge

## Workbook



**This workbook 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, operations, word problems, equal groups, fractions, measurement, time, money, data, and geometry—then preview the Grade 3 language connected to those skills. Each topic has a short review and a fuller workbook practice set, so students get enough written, visual, and problem-solving practice to build fluency.



### For families and teachers

Use one workbook lesson per day, about 20-25 minutes. Let students try first, then use the answer explanations as quick reteaching after mistakes. Friday mixed reviews 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 workbook; the goal is to start Grade 3 ready to build on what you already know.

# How to Use This Bridge Workbook

## The page order is the plan.

Move through the workbook one day at a time. Each week has four workbook practice days and one Friday mixed review, so the routine stays predictable even when summer is busy.



**Practice days** Read the quick review, study the example or model, and complete the 12-14 workbook problems.

**Friday review** Complete the mixed review without rushing. Use it to practice choosing the right method.

**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 steady

Most workbook lessons should take about 20-25 minutes. Stop before practice turns into frustration.



### Show thinking

Use equations, quick models, number lines, labels, or scratch work. Organized work is a Grade 3 habit.



### Fix mistakes

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

# My Bridge Workbook Progress

Check off each workbook lesson and write your Friday review score.

This workbook belongs to: \_\_\_\_\_

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

## Reflection

One Grade 2 skill I strengthened: \_\_\_\_\_

One Grade 3 preview skill I want to revisit: \_\_\_\_\_

**Small steady practice all summer makes Grade 3 feel easier.**

# 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 .....	<b>2</b>
Bonus: State Bridge Boost: Place Value to 1,200 .....	<b>4</b>







**Bonus****State Bridge Boost: Place Value to 1,200****STATE FOCUS**

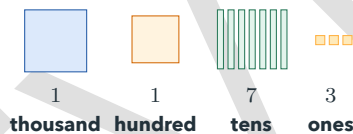
Some states use numbers through 1,200 in Grade 2. The place-value ideas stay the same, but now you may have one thousand too.

- ✓ Read the thousand first.
- ✓ Then read hundreds, tens, and ones.
- ✓ Expanded form can include 1,000.
- ✓ A zero still holds a place.
- ✓ Compare from left to right.

**Remember:** A number like 1,173 means 1 thousand, 1 hundred, 7 tens, and 3 ones.

**SET 1 Read and build numbers to 1,200.**

- 1 Use the model to write the number. \_\_\_\_\_



- 2 Write 1,208 in expanded form. \_\_\_\_\_

- 3 What is the value of the 2 in 1,245? \_\_\_\_\_

- 4 Use the chart to write the number. \_\_\_\_\_

Thousands	Hundreds	Tens	Ones
1	0	8	6

**SET 2 Compare and change by 10 or 100.**

- 5 Which is greater: 1,107 or 1,170? \_\_\_\_\_

Th	H	T	O
1	1	0	7
1	1	7	0

- 6 100 more than 1,045 is \_\_\_\_\_.

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7 10 less than 1,200 is \_\_\_\_\_.

8 True or False:  $1,083 = 1,000 + 80 + 3$ .

True  False

**SET 3 Apply place value to 1,200.**



9 Draw or write a model for 1,146.

**Draw it**

Show 1 thousand, 1 hundred, 4 tens, and 6 ones.

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10 Which number is between 1,100 and 1,200?

A. 1,020

B. 1,084

C. 1,148

D. 1,206

11 Order from least to greatest: 1,084, 1,148, 1,008. \_\_\_\_\_

12 Explain why 1,206 needs a zero in the tens place. \_\_\_\_\_

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# WEEK

3

## Multiplication and Division Foundations

### This Week's Days

Week 3 Day -1: Equal Groups and Multiplication Meaning .....	7
<b>3.1 Multiplication Situations</b> .....	<b>8</b>



**Day -1 Equal Groups and Multiplication Meaning**

**CORE CONCEPT**

Multiplication begins with equal groups. Count the groups, count how many are in each group, then write repeated addition or a multiplication fact.

- ✓ Equal groups have the same number in every group.
- ✓ Repeated addition adds the same group size again and again.
- ✓ An array uses rows and columns to show equal groups.
- ✓ The first factor can tell how many groups or rows.
- ✓ The second factor can tell how many are in each group or row.

**Remember:** Before multiplying, check that the groups are equal.

**SET 1 See equal groups.**



1 Write repeated addition for the picture.



3 Which set shows equal groups?

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

2 Write a multiplication equation for  $2 + 2 + 2 + 2 + 2$ . \_\_\_\_\_

4 True or False:  $6 + 6 + 6$  shows 3 equal groups of 6.  True  False

**SET 2 Use arrays.**



5 How many dots are in the array?



7 Draw or write repeated addition for 3 groups of 7. \_\_\_\_\_



6 Which equation matches 4 rows with 6 in each row?

- A.  $4 + 6 = 10$
- B.  $4 \times 6 = 24$
- C.  $6 - 4 = 2$
- D.  $24 \div 4 = 4$

8 A tray has 2 rows of 8 cookies. How many cookies are on the tray? \_\_\_\_\_



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**SET 3 Solve equal-group stories.**

- 9 There are 5 bags with 4 shells in each bag.  
How many shells?

- 10 Six teams have 5 players each. What skip-counting pattern finds the total?  
\_\_\_\_\_

- 11 Which story matches  $3 \times 9$ ?

A. 3 more than 9      B. 3 groups of 9  
C. 9 less than 3      D. 3 groups and 9 groups

- 12 A student writes  $4 + 5$  for 4 groups of 5. Explain the fix.

**Day -1****Equal Groups and Multiplication Meaning****CORE CONCEPT**

Multiplication situations have equal groups. Ask how many groups and how many are in each group.

- ✓ Equal groups must all have the same size.
- ✓ Repeated addition can show a multiplication story.
- ✓ Arrays show equal rows and columns.
- ✓ Skip counting helps find the total.
- ✓ A picture can help you choose the correct equation.

**Remember:** If the groups are not equal, do not multiply yet.

**SET 1 Draw or read equal groups.**

- 1 3 groups of 4 = \_\_\_\_\_

- 3 6 groups of 2 = \_\_\_\_\_

- 2 Read the model.



- 4 Write repeated addition for 3 groups of 6.  
\_\_\_\_\_

**SET 2 Use arrays and stories.**

- 5 How many dots are in the array?



crackers? \_\_\_\_\_

- 6 4 plates have 5 crackers each. How many

- 7 Which equation matches 5 bags with 2 shells in each bag?



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A.  $5 + 2 = 7$

B.  $5 \times 2 = 10$

C.  $2 - 5$

D.  $5 \div 2$

8 True or False:  $3 + 4$  means the same as 3 groups of 4.

 True False**SET 3 Create and check multiplication situations.**

9 Draw or describe 4 groups of 3.

\_\_\_\_\_

10 A box has 6 pencils. How many pencils are in 5 boxes? \_\_\_\_\_

11 Which story matches  $3 \times 7$ ?

A. 3 children share 7 cookies

B. 3 bags with 7 marbles each

C.  $7 - 3$  marbles

D.  $3 + 7$  marbles

12 A student says 4 groups of 5 is  $4 + 5 = 9$ . Explain the fix.

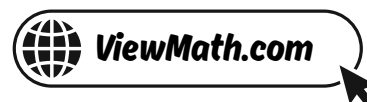


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## ★ Check Your Answers! ★

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



**1-1 Place Value Review into Thousands****Answers****1** 648**2**  $500 + 70 + 6$ **3**  $500 + 6$ **4** three hundred eighteen**5** B**6** 70 and 4**7** False**8** 805**9** 326**10**  $700 + 30 + 9$ **11** A**12** The 4 is in a different place.**Explanations**

- Place the digits in hundreds, tens, and ones order. The chart shows 6 hundreds, 4 tens, and 8 ones, so the number is 648.
- Expanded form lists the value of each digit. The model shows 500, 70, and 6, so the number is 576.
- The 5 is worth 500 and the 6 is worth 6. The 0 tens holds the tens place but does not add value.
- Read the hundreds first, then the tens and ones. The number 318 is three hundred eighteen.
- The parts show 4 hundreds, 8 tens, and 2 ones. Put those digits in order to get 482.
- The 7 is in the tens place, so it is worth 70. The 4 is in the ones place, so it is worth 4.
- $600 + 2$  makes 602, not 620. The number 620 has 2 tens, so it is  $600 + 20$ .
- The 0 must stay in the tens place so the 5 remains in the ones place. The number is 805.
- The mat shows 3 hundreds, 2 tens, and 6 ones. Put those digits together to write 326.
- The drawing should show 7 hundreds, 3 tens, and 9 ones. Those place values make  $700 + 30 + 9$ .
- The zero tens does not add value. Five hundreds and nine ones make  $500 + 9$ .
- In 704, the 4 is worth 4 ones. In 740, the 4 is worth 40, so the numbers are different.



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**Bonus State Bridge Boost: Place Value to 1,200****Answers**

- 1 1,173    2  $1,000 + 200 + 8$     3 200    4 1,086    5 1,170    6 1,145    7 1,190
- 8 True    9 The model should show  $1,000 + 100 + 40 + 6$ .    10 C    11 1,008, 1,084, 1,148
- 12 The zero holds the tens place.

**Explanations**

- 1 The model shows 1 thousand, 1 hundred, 7 tens, and 3 ones. That is 1,173.
- 2 1,208 has 1 thousand, 2 hundreds, 0 tens, and 8 ones. Skip the zero tens in expanded form.
- 3 The 2 is in the hundreds place, so it is worth 2 hundreds, or 200.
- 4 Write the digits in place-value order. The 0 hundreds keeps the tens and ones in the correct places.
- 5 The thousands and hundreds match. Compare tens: 7 tens is greater than 0 tens.
- 6 Adding 100 adds one hundred. The thousands, tens, and ones stay the same.
- 7 Ten less means count back one ten. From 1,200, the previous ten is 1,190.
- 8 The number has 1 thousand, 0 hundreds, 8 tens, and 3 ones. The nonzero parts are  $1,000 + 80 + 3$ .
- 9 Each part must match its place value. Together those parts make 1,146.
- 10 1,148 is greater than 1,100 and less than 1,200.
- 11 All have 1 thousand. Compare hundreds, tens, and ones to order them.
- 12 Without the zero, the 6 would move to the tens place. The zero shows there are no tens.



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**3-1 Equal Groups and Multiplication Meaning****Answers**

1  $3 + 3 + 3 + 3 = 12$

2  $5 \times 2 = 10$

3 A

4 True

5 15 dots

6 B

7  $7 + 7 + 7 = 21$

8 16 cookies

9 20 shells

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

11 B

12 Use  $5 + 5 + 5 + 5$  or  $4 \times 5$ .

1 12

2 4 groups of 3; 12 total.

3 12

4  $6 + 6 + 6 = 18$

5 12 dots

6 20 crackers

7 B

8 False

9 Example: four circles with three dots in each.

10 30 pencils

11 B

12 Use  $5 + 5 + 5 + 5 = 20$ .**Explanations**

- 1 There are 4 equal groups with 3 in each group. Add four threes to get 12.
- 2 The addend 2 appears 5 times. That means 5 equal groups of 2.
- 3 Equal groups all have the same size. Only 4, 4, 4 has the same number in every group.
- 4 The addend 6 is repeated three times. That shows three equal groups of 6.
- 5 The array has 3 rows with 5 dots in each row. Count  $5 + 5 + 5 = 15$ .
- 6 4 rows of 6 is 4 equal groups of 6. The matching fact is  $4 \times 6 = 24$ .
- 7 Three groups of 7 means write three sevens. The total is 21.
- 8 Each row is an equal group of 8. Two rows make  $8 + 8 = 16$ .
- 9 There are 5 equal groups of 4. Count by fours or multiply to get 20.
- 10 Each team adds 5 players. Six jumps of 5 land on 30.
- 11  $3 \times 9$  can mean 3 equal groups with 9 in each group.
- 12  $4 + 5$  only adds two numbers. Four groups of 5 need four fives, so the total is 20.
- 1 Three groups of 4 means  $4 + 4 + 4$ . Count 4, 8, 12.
- 2 There are 4 boxes and each has 3 dots. Four threes make 12.
- 3 Count six twos: 2, 4, 6, 8, 10, 12.
- 4 Repeated addition writes the group size once for each group.



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- 5 The array has 3 rows of 4. That is  $3 \times 4 = 12$ .
- 6 Each plate is a group of 5. Four fives make 20.
- 7 There are 5 equal groups of 2, so multiplication matches the story.
- 8  $3 + 4$  adds two numbers. Three groups of 4 should be  $4 + 4 + 4$ .
- 9 The picture should show 4 equal groups, and each group should have 3 objects.
- 10 Five boxes are 5 equal groups of 6. Count by sixes or multiply  $5 \times 6 = 30$ .
- 11  $3 \times 7$  means 3 equal groups of 7 in this story.
- 12  $4 + 5$  does not show four equal groups. Four groups of 5 make 20.



**Great job checking your work!**

Keep practicing and you'll be a math star!



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