

# Oregon Grade 2 Math Summer Review

*8-Week Core Review with Practice and Weekly Quizzes*

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# ☀ Welcome to Summer Math Review! ☀

This 8-week plan reviews the Grade 2 math students already learned this year.

## How each week works

- 📅 Monday through Thursday are short review days.
- 💡 Each day starts with a Lesson Review.
- ✎ Each practice day has 6 problems.
- ✅ Friday is a 10-question quiz.
- ✔ Answers explain the thinking, not just the final number.

Try your best first. Then use the answer key like a teacher.

# Your 8-Week Summer Review Plan

Use this book four days a week, then take the quiz on Friday.

## Weekly Schedule

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Day 1	Day 2	Day 3	Day 4	Quiz 1
2	Day 5	Day 6	Day 7	Day 8	Quiz 2
3	Day 9	Day 10	Day 11	Day 12	Quiz 3
4	Day 13	Day 14	Day 15	Day 16	Quiz 4
5	Day 17	Day 18	Day 19	Day 20	Quiz 5
6	Day 21	Day 22	Day 23	Day 24	Quiz 6
7	Day 25	Day 26	Day 27	Day 28	Quiz 7
8	Day 29	Day 30	Mixed Review	Final Review	Final Quiz

### For students

Read the Lesson Review first. Try all 6 problems before checking answers. If you miss one, read the explanation and fix your work.

### For parents and teachers

The daily pages are meant to be short. If a student struggles, use the answer explanation as the teaching step, then have the student correct the problem.

### Goal

By the end of 8 weeks, students will have completed 192 daily practice problems and 80 quiz questions, with review across the full Grade 2 math year.

# ✔ Summer Progress Tracker

Check off each day as you finish it.

Week	Mon	Tue	Wed	Thu	Fri Quiz
1	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>

## Small practice adds up.

Four short days and one quiz each week is enough to keep Grade 2 math fresh all summer.

# WEEK

# 1

## Place Value and Number Patterns

### This Week's Days

Day 1: Count and Skip Count to 1,000

Day 2: Hundreds, Tens, and Ones



## Day 1 Count and Skip Count to 1,000

Counting patterns help you move through large numbers without saying every number.

- When you count by 1s, each number is 1 more than the last number.
- Skip-counting means the jump stays the same every time.
- Counting by 5s usually ends in 0 or 5.
- Counting by 10s changes the tens place and keeps the ones digit the same.
- Counting by 100s changes the hundreds place and keeps the tens and ones the same.
- For a missing number, find the jump first and then keep that same jump.

Say the pattern aloud if you get stuck. Your ears often hear the counting jump before your pencil does.



### Practice

1. Fill in the missing number: 215, 220, 225, \_\_\_\_\_, 235
2. Write the next three numbers: 478, 479, 480, \_\_\_\_\_
3. Fill in the missing number: 360, 370, \_\_\_\_\_, 390
4. Fill in the missing number: 128, 228, 328, \_\_\_\_\_
5. Which pattern counts by 10s?
 

A. 144, 149, 154	B. 144, 154, 164
C. 144, 244, 344	D. 144, 145, 146
6. Mia starts at 775 and counts backward by 5s. What are the next 4 numbers?



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## Day 2 Hundreds, Tens, and Ones

Place value tells how much a digit is worth because of where it sits in the number.

- In a three-digit number, the places are hundreds, tens, and ones.
- A digit in the hundreds place counts groups of 100.
- A digit in the tens place counts groups of 10.
- A digit in the ones place counts single ones.
- A zero can hold a place even when it does not add value.
- Build the number by adding hundreds, tens, and ones together.

Read a three-digit number from left to right: hundreds first, then tens, then ones.

Hundreds	Tens	Ones
3	6	2
300	60	2

### Practice

- In 462, how many hundreds are there? \_\_\_\_\_
- What is the value of the underlined digit? 738 \_\_\_\_\_
- Write the number with 5 hundreds, 0 tens, and 9 ones. \_\_\_\_\_
- $600 + 40 + 7 =$  \_\_\_\_\_
- Which number has 8 tens?
 

A. 816	B. 681
C. 584	D. 728
- A box has 3 hundreds, 6 tens, and 2 ones of stickers. How many stickers is that?



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WEEK

3

## Bigger Operations and Word Problems

 This Week's Days 

Day 9: Add Several Two-Digit Numbers

Day 10: Add and Subtract Within 1,000



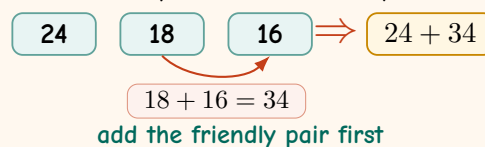
 Day 9

## Add Several Two-Digit Numbers

When you add three or four numbers, you can choose an order that makes the work easier.

- Line up ones with ones and tens with tens if you stack the numbers.
- Add the ones first and regroup if the ones make 10 or more.
- Look for friendly pairs that make 10, 20, 50, or 100.
- Adding in a different order does not change the total.
- Keep track of every addend so none are skipped.
- Estimation helps you decide if the total is reasonable.

Friendly pairs are like shortcuts, but the answer must still include every number in the problem.


 **Practice**

1.  $23 + 15 + 31 =$  \_\_\_\_\_

2.  $18 + 22 + 14 =$  \_\_\_\_\_

3.  $36 + 27 + 19 =$  \_\_\_\_\_

4. Which total is 100?

A.  $25 + 35 + 30$

B.  $40 + 18 + 42$

C.  $55 + 20 + 15$

D.  $28 + 32 + 30$

5. True or False:  $12 + 30 + 18$  can be grouped as  $(12 + 18) + 30$ .

True    False

6. A team collected 24 cans, 37 cans, and 16 cans. How many cans did they collect?



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## Day 10 Add and Subtract Within 1,000

Large numbers still follow the same place-value rules: hundreds with hundreds, tens with tens, and ones with ones.

- Line up hundreds, tens, and ones before computing.
- For addition, regroup 10 ones as 1 ten or 10 tens as 1 hundred when needed.
- For subtraction, trade from a larger place when a place does not have enough.
- Break numbers into hundreds, tens, and ones to do mental math.
- Estimate to check whether the final answer is close to what you expected.
- Use addition to check subtraction and subtraction to check addition.

The digits may look bigger, but each place still has one job.

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

### Practice

- $326 + 241 =$  \_\_\_\_\_
- $458 + 126 =$  \_\_\_\_\_
- $689 - 247 =$  \_\_\_\_\_
- $730 - 418 =$  \_\_\_\_\_
- Which answer is closest to 500?
 

A. $326 + 241$	B. $689 - 247$
C. $730 - 418$	D. $180 + 125$
- A library has 248 picture books and 136 chapter books. How many books 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** Count and Skip Count to 1,000

**Answers**

1

230

2

481, 482, 483

3

380

4

428

5

B

6

770, 765, 760, 755

**Explanations**

1

The pattern counts by 5s because each number is 5 more than the one before it. Add 5 to 225 to get 230, and then 235 comes next.

2

This pattern counts forward by 1. After 480, the next three numbers are 481, 482, and 483.

3

The numbers count by 10s, so the tens place goes up by 1 ten each step. Add 10 to 370 to get 380.

4

This pattern counts by 100s. The last two digits stay 28, and the hundreds digit goes from 1 to 2 to 3 to 4.

5

Counting by 10s adds 10 each time. Choice B goes from 144 to 154 to 164, so it has the same jump of 10.

6

Counting backward by 5s means subtract 5 each time. From 775, the next numbers are 770, 765, 760, and 755.

**Week 1, Day 2** Hundreds, Tens, and Ones

**Answers**

1

4 hundreds

2

30

3

509

4

647

5

C

6

362 stickers

**Explanations**

1

The first digit in 462 is in the hundreds place. That digit is 4, so the number has 4 hundreds.

2

The underlined 3 is in the tens place. A tens digit counts groups of 10, so 3 tens equals 30.

3

Five hundreds make 500 and nine ones make 9. The 0 holds the tens place, so the number is 509.

4

Put each place-value part into its place: 600 gives 6 hundreds, 40 gives 4 tens, and 7 gives 7 ones. Together they make 647.

5

The tens place is the middle digit in a three-digit number. In 584, the middle digit is 8, so it has 8 tens.

6

Three hundreds are 300, six tens are 60, and two ones are 2. Add the place values to make 362 stickers.


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**Week 3, Day 1 Add Several Two-Digit Numbers**
**Answers**

1

69

2

54

3

82

4

B

5

True

6

77 cans

**Explanations**

1

Add tens and ones by place. The tens make  $20 + 10 + 30 = 60$  and the ones make  $3 + 5 + 1 = 9$ , so the total is 69.

2

Look for a friendly pair first:  $18 + 22 = 40$ . Then add the remaining number, 14, to get  $40 + 14 = 54$ .

3

Add two numbers first:  $36 + 27 = 63$ . Then add 19 by adding 20 and subtracting 1, so  $63 + 19 = 82$ .

4

$40 + 18 + 42$  can be grouped as  $40 + 42 = 82$ , then  $82 + 18 = 100$ . The other choices total 90.

5

Addition can be done in any order or grouping. Since  $12 + 18 = 30$ , the expression becomes  $30 + 30 = 60$ .

6

This is a put-together story with three groups, so add all three amounts.  $24 + 16 = 40$ , and  $40 + 37 = 77$  cans.

**Week 3, Day 2 Add and Subtract Within 1,000**
**Answers**

1

567

2

584

3

442

4

312

5

B

6

384 books

**Explanations**

1

Add by place: 3 hundreds plus 2 hundreds is 5 hundreds, 2 tens plus 4 tens is 6 tens, and 6 ones plus 1 one is 7 ones. The sum is 567.

2

The ones make  $8 + 6 = 14$ , so regroup 1 ten and keep 4 ones. Then  $5 + 2 + 1 = 8$  tens and  $4 + 1 = 5$  hundreds, so the sum is 584.

3

Subtract each place because no regrouping is needed.  $9 - 7 = 2$ ,  $8 - 4 = 4$ , and  $6 - 2 = 4$ , so the difference is 442.

4

Subtract 418 in parts from 730: take away 400 to get 330, then 10 to get 320, then 8 to get 312. The difference is 312.

5

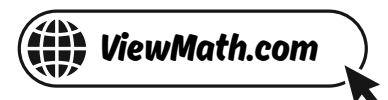
$689 - 247 = 442$ , which is 58 away from 500. The other answers are farther from 500.

6

The story combines two groups of books, so add 248 and 136. The ones make 14, so regroup 1 ten; then the total is 384 books.



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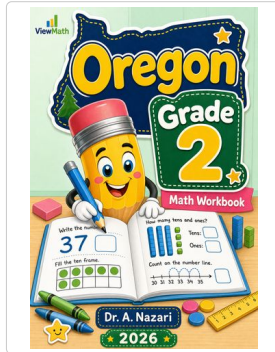
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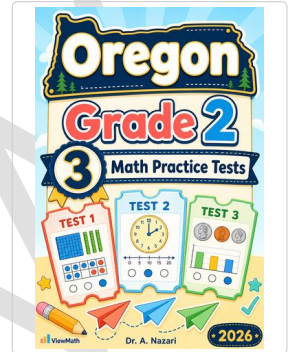
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Step-by-Step



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3 Practice Tests



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5 Practice Tests



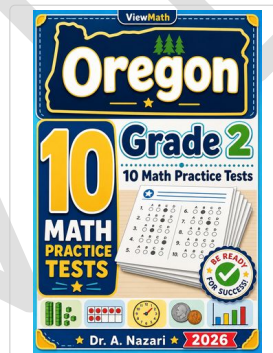
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7 Practice Tests



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10 Practice Tests



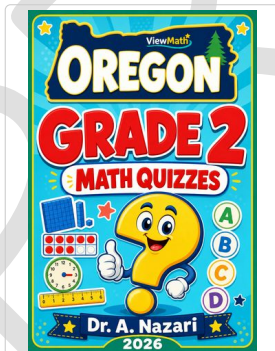
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