

# Wisconsin Grade 2 Math Summer Workbook

*8-Week Summer Practice with Quick Reviews, Mixed Review, and Answers*

**Dr. A. Nazari**

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# Grade 2 Math Summer Review Workbook

**This workbook keeps Grade 2 math strong with quick reviews, workbook-style practice, and weekly mixed review.**

Students revisit the Grade 2 ideas that matter most—place value, operations, equal groups, measurement, money, data, shapes, area, perimeter, and fractions—then practice those skills in a steady 8-week routine. Each page is built for print-and-go practice with answers that teach students how to correct mistakes.

## **For families and teachers**

Use one page per day. Let students try first, then use the answer explanations as short reteaching after mistakes. Friday mixed reviews show which skills are ready and which need another quick pass.

## **For students**

Read the Quick Review, show your thinking, and check your work carefully. The goal is not to rush; the goal is to keep math skills fresh for the next school year.

**A little practice each day builds confidence before school starts again.**

# How to Use This Workbook

## The page order is the plan.

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



**Lesson days** Read the Quick Review, then complete one focused workbook practice page.

**Friday review** Complete the mixed review without rushing. Use it to see what stuck from the week.

**Review answers** Check the answer key and read each explanation for missed problems. Correct the work 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 pages should take about 15-20 minutes.



### Show thinking

Use equations, models, labels, or scratch work.



### Fix mistakes

Use the explanations as short reteaching.

# What's Inside?

An 8-week workbook plan for Grade 2 summer math practice.

<b>Week 1</b>	Counting patterns, hundreds, tens, ones, expanded form, and comparing numbers.
<b>Week 2</b>	Facts within 20, make-ten strategies, and two-digit addition and subtraction.
<b>Week 3</b>	Adding several numbers, three-digit operations, strategy explanations, and word problems.
<b>Week 4</b>	Odd and even numbers, equal groups, arrays, repeated addition, and patterns.
<b>Week 5</b>	Measuring tools, inches, centimeters, length problems, number lines, and time.
<b>Week 6</b>	Coins, bills, money stories, picture graphs, bar graphs, and line plots.
<b>Week 7</b>	2D shapes, 3D shapes, rows, columns, rectangles, and equal shares.
<b>Week 8</b>	Building shapes, area, perimeter, symmetry, and final Grade 2 mixed review.

## Quick Reviews

Each topic begins with a compact review of the skill students need before starting the practice.

## Weekly Reviews

Friday pages mix the week's skills so students can practice choosing the right method.

## Workbook Practice

Practice sets include computation, word problems, tables, graphs, models, and short written reasoning.

## Answers

The answer key includes explanations that show how to think through the problem, not just the final answer.

# My Summer Workbook Progress

Check off each 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"/>	____ / ____
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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 skill I improved this week: \_\_\_\_\_

One skill I want to practice again: \_\_\_\_\_

**Keep going. Finished pages are proof of progress.**

# 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

## Counting and Place Value

### This Week's Days

Week 1 Day 1: Count and Skip Count to 1,000 .....	<b>2</b>
Week 1 Day 2: Hundreds, Tens, and Ones .....	<b>4</b>



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

### SKILL SNAPSHOT

Counting patterns help you move through large numbers. First find the size of the jump, then keep that same jump each time.

- ✓ Counting by 1s changes the number by 1 each step.
- ✓ Counting by 5s often lands on numbers ending in 0 or 5.
- ✓ Counting by 10s changes the tens place while the ones digit stays the same.
- ✓ Counting by 100s changes the hundreds place while the tens and ones stay the same.
- ✓ For a missing number, compare two numbers you know to find the rule.
- ✓ Backward counting uses subtraction instead of addition.

**Remember:** Say the pattern aloud and check that every step uses the same jump.

### Find the counting rule.

1 214, 215, 216, \_\_\_\_\_, 218

Step	1	2	3	4
Number	214	215	216	

2 335, 340, 345, \_\_\_\_\_, 355

335	340	345	
-----	-----	-----	--

3 482, 492, \_\_\_\_\_, 512

482	492		512
	+10	+10	+10

4 126, 226, 326, \_\_\_\_\_

126	226	326	
	+100	+100	+100

5 910, 900, 890, \_\_\_\_\_

6 75, 100, 125, \_\_\_\_\_

### Use the path or table.

7 Follow the hops. What number belongs in the empty box? \_\_\_\_\_



8 Use the table to continue the pattern. \_\_\_\_\_

Step	1	2	3	4
Number	205	305	405	



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- 9 Which pattern counts by 5s?
- A. 418, 428, 438                      B. 418, 423, 428  
C. 418, 518, 618                      D. 418, 419, 420
- 10 True or False: 735, 745, 755, 765 counts by 10s.  True  False

 **Write and explain patterns.**

- 11 Write the next three numbers:  
567, 568, 569, \_\_\_\_\_
- 12 Write the next four numbers when counting backward by 5s from 620.  
\_\_\_\_\_
- 13 A class skip-counts by 100s starting at 188.  
What are the next three numbers?  
\_\_\_\_\_
- 14 Find the missing number:  
990, 995, \_\_\_\_\_, 1,005
- 15 Sami starts at 735 and counts forward by 10s. What is the fifth number Sami says if 735 is the first number?



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## Day 2 Hundreds, Tens, and Ones

### SKILL SNAPSHOT

Place value tells what a digit is worth because of where it sits in a number. In Grade 2, three-digit numbers use hundreds, tens, and ones.

- ✓ The hundreds place counts groups of 100.
- ✓ The tens place counts groups of 10.
- ✓ The ones place counts single ones.
- ✓ A 0 can hold a place even when that place adds no value.
- ✓ Build a number by putting the hundreds, tens, and ones digits in order.
- ✓ The value of a digit is the digit times its place value.

**Remember:** Read numbers from left to right: hundreds, tens, ones.

### ☰ Read place-value charts.

- 1 Use the chart. What number is shown?

Hundreds	Tens	Ones
4	6	2

- 2 Use the chart. What number is shown?

Hundreds	Tens	Ones
7	0	5

- 3 In 638, how many hundreds are there?

Hundreds	Tens	Ones
6	3	8

- 4 In 638, how many tens are there?

Hundreds	Tens	Ones
6	3	8

- 5 Write the number with 5 hundreds, 9 tens, and 1 one. \_\_\_\_\_

### ☰ Tell the value of a digit.

- 6 What is the value of the underlined digit? 824 \_\_\_\_\_

H	T	O
<u>8</u>	2	4

- 7 What is the value of the underlined digit? 649 \_\_\_\_\_

H	T	O
6	<u>4</u>	9



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# WEEK

3

## Bigger Operations and Word Problems

### This Week's Days

Week 3 Day 1: Add Several Two-Digit Numbers .....	<b>7</b>
Week 3 Day 2: Add and Subtract Within 1,000 .....	<b>9</b>



**Day 1 Add Several Two-Digit Numbers**

**SKILL SNAPSHOT**

When you add three or four two-digit numbers, you can choose an order that makes the total easier to find.

- ✓ Line up ones with ones and tens with tens when you stack numbers.
- ✓ Add the ones first. Regroup if the ones make 10 or more.
- ✓ Look for friendly pairs that make 10, 20, 50, or 100.
- ✓ You may change the order of addends, but every addend must still be included.
- ✓ Estimate the total so you can tell whether your answer is reasonable.

**Remember:** A friendly pair is useful only if you still add the leftover number or numbers after the pair.

**☰ Make a friendly pair first.**

1 Add the number cards:  $17 + 23 + 12 =$  \_\_\_\_\_

17 23 12

2  $26 + 14 + 35 =$  \_\_\_\_\_

3  $38 + 12 + 29 =$  \_\_\_\_\_

4  $45 + 15 + 18 =$  \_\_\_\_\_

5 Use the cards. Add the friendly pair first.  
\_\_\_\_\_

24 16 31

6 Use the cards. Add the friendly pair first.  
\_\_\_\_\_

33 17 28

**☰ Add four numbers without skipping any addend.**

7 Use the tens chart:  $10 + 20 + 30 + 40 =$  \_\_\_\_\_

10	20	30	40
----	----	----	----

8  $13 + 17 + 22 + 8 =$  \_\_\_\_\_

9  $25 + 25 + 18 + 12 =$  \_\_\_\_\_

10  $16 + 24 + 19 + 11 =$  \_\_\_\_\_

11 Add the table totals.

Round	Points
1	18
2	22
3	15
4	25




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 **Solve and explain your addition thinking.**

**12** A team collected cans as shown. How many cans did the team collect? \_\_\_\_\_

Box	Cans
1	27
2	13
3	36

**13** A game has four scores: 12, 18, 25, and 5. What is the total score? \_\_\_\_\_

**14** True or False:  $29 + 11 + 34$  can be grouped as  $(29 + 11) + 34$ .

 True False

**15** Which expression has a total of 90?

**A.**  $21 + 29 + 30$

**B.**  $42 + 18 + 30$

**C.**  $36 + 24 + 20$

**D.**  $25 + 25 + 30$

**16** Estimate first: Is  $34 + 27 + 19$  closer to 60 or 80? \_\_\_\_\_



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**Day 2 Add and Subtract Within 1,000**

**SKILL SNAPSHOT**

Three-digit addition and subtraction use the same place-value rule every time: hundreds with hundreds, tens with tens, and ones with ones.

- ✓ Line up numbers by place before you add or subtract.
- ✓ In addition, regroup 10 ones as 1 ten or 10 tens as 1 hundred.
- ✓ In subtraction, trade from the next place when a place does not have enough.
- ✓ You can also break the second number into hundreds, tens, and ones.
- ✓ Use the opposite operation to check your answer.

**Remember:** Before computing, estimate. A close estimate helps catch answers with digits in the wrong place.

**Use place value to add.**

1 Use place values to add  $326 + 241$ .

H	T	O
3	2	6
2	4	1

2  $458 + 126 =$  \_\_\_\_\_

3  $275 + 319 =$  \_\_\_\_\_

4  $604 + 178 =$  \_\_\_\_\_

5 Use the chart to add  $243 + 152$ . \_\_\_\_\_

H	T	O
2	4	3
1	5	2

**Use place value to subtract.**

6 Use the place-value chart to subtract  $689 - 247$ . \_\_\_\_\_

H	T	O
6	8	9
2	4	7

7  $730 - 418 =$  \_\_\_\_\_

8  $805 - 362 =$  \_\_\_\_\_

9  $742 - 318 =$  \_\_\_\_\_

10 Follow the path:  $956 - 200 - 40 - 7 =$  \_\_\_\_\_



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 **Estimate, choose, and apply.**

**11** Use the estimate table:  $389 + 214$  is about \_\_\_\_\_

Actual	Rounded
389	400
214	200

**12** Solve:  $389 + 214 =$  \_\_\_\_\_

**13** Estimate:  $742 - 318$  is about \_\_\_\_\_

**14** Which answer is closest to 500?

**A.**  $326 + 241$

**B.**  $689 - 247$

**C.**  $730 - 418$

**D.**  $180 + 125$

**15** A library has 248 picture books and 136 chapter books. How many books are there?  
\_\_\_\_\_

**16** Use the take-away bar. A school had 625 flyers and handed out 278. How many are left?  
\_\_\_\_\_



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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 Count and Skip Count to 1,000****Answers**

- 1 217   2 350   3 502   4 426   5 880   6 150   7 670   8 505   9 B
- 10 True   11 570, 571, 572   12 615, 610, 605, 600   13 288, 388, 488   14 1,000
- 15 775

**Explanations**

- 1 The pattern counts forward by 1. Add 1 to 216 to get 217, and then 218 comes next.
- 2 The numbers increase by 5 each time. Add 5 to 345 to get the missing number, 350.
- 3 This pattern counts by 10s. Add 10 to 492 to get 502, then add 10 again to get 512.
- 4 The pattern counts by 100s. The last two digits stay 26, and the hundreds digit increases by 1.
- 5 The pattern counts backward by 10s, so each step uses subtraction. Subtract 10 from 890 to get 880, which keeps the same counting rule.
- 6 Each step adds 25, so keep using the same skip-counting rule. Add 25 to 125 to get 150.
- 7 Each hop adds 10, so the number should move one ten higher. Add 10 to 660 to land on 670.
- 8 The table adds 100 at each step, which changes the hundreds place. After 405, add 100 to get 505.
- 9 Counting by 5s means each number is 5 more than the last. Choice B goes from 418 to 423 to 428, so it adds 5 each time.
- 10 Each number is 10 more than the number before it. The ones digit stays 5 while the tens digit increases.
- 11 The pattern counts forward by 1. After 569, the next three numbers are 570, 571, and 572.
- 12 Counting backward by 5s means subtract 5 each time. Starting at 620, the next four numbers are 615, 610, 605, and 600.
- 13 Add 100 for each step. The hundreds digit increases while the tens and ones digits stay 88.
- 14 The pattern counts by 5s. Add 5 to 995 to reach 1,000, and another 5 gives 1,005.
- 15 List the count: 735, 745, 755, 765, 775. The fifth number is 775 because there are four jumps of 10 after the starting number.



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## 1-2 Hundreds, Tens, and Ones

### Answers

- 1 462   2 705   3 6 hundreds   4 3 tens   5 591   6 800   7 40   8 2  
 9 0   10 C   11 True   12 380   13 629   14 247 stickers   15 406   16 True

### Explanations

- 1 Read the chart from left to right. It shows 4 hundreds, 6 tens, and 2 ones, so the number is 462.
- 2 The chart has 7 hundreds, 0 tens, and 5 ones. The 0 holds the tens place, so the number is 705.
- 3 The hundreds digit is the first digit in a three-digit number. In 638, the 6 tells there are 6 hundreds.
- 4 The tens digit is the middle digit in a three-digit number. In 638, the 3 tells there are 3 tens.
- 5 Put the digits in place-value order: hundreds, tens, ones. The digits 5, 9, and 1 make 591.
- 6 The underlined 8 is in the hundreds place, so it means 8 hundreds. Eight hundreds has a value of 800.
- 7 The underlined 4 is in the tens place, so it means 4 groups of ten. Four tens equals 40.
- 8 The underlined 2 is in the ones place. Ones count single units, so its value is 2.
- 9 The underlined 0 is in the tens place. It means zero tens, so its value is 0 even though it holds the place.
- 10 Look at the middle digit to find the tens place. In 584, the middle digit is 8, so it has 8 tens.
- 11 The 7 is in the tens place. Seven tens equals 70, so the statement is true.
- 12 The table shows 3 hundreds, 8 tens, and 0 ones. Put those digits in order to make 380.
- 13 The parts show 6 hundreds, 2 tens, and 9 ones. Put those digits in hundreds-tens-ones order to make 629.
- 14 Two hundreds are 200, four tens are 40, and seven ones are 7. Together they make 247 stickers.
- 15 No tens means the tens digit is 0. The number has 4 hundreds, 0 tens, and 6 ones, so it is 406.
- 16 2 hundreds is 200 and 15 tens is 150. Adding  $200 + 150 + 2$  gives 352, so this is a valid traded form.



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**3-1 Add Several Two-Digit Numbers****Answers**

- 1 52   2 75   3 79   4 78   5 71   6 78   7 100   8 60   9 80  
 10 70   11 80 points   12 76 cans   13 60 points   14 True   15 B   16 Closer to 80

**Explanations**

- 1 Group  $17 + 23$  first because they make the friendly number 40. Then add the remaining 12 to get  $40 + 12 = 52$ .
- 2 Use the friendly pair  $26 + 14 = 40$  to make the addition easier. Then add the remaining 35, so  $40 + 35 = 75$ .
- 3 Pair 38 and 12 because they make the friendly number 50. Then add the last addend:  $50 + 29 = 79$ .
- 4 The first two numbers make the friendly number 60:  $45 + 15 = 60$ . Then add the remaining 18 to get 78.
- 5 Look for a friendly pair to make the addition easier. Since  $24 + 16 = 40$ , add the remaining 31 to get 71.
- 6 The friendly pair is  $33 + 17 = 50$ , which makes the sum easier to finish. Then add 28 more:  $50 + 28 = 78$ .
- 7 Add the tens because each number is made of full tens. The sum  $1 + 2 + 3 + 4 = 10$  tens, and ten tens equals 100.
- 8 Make two friendly pairs so the four addends are easier to combine. Since  $13 + 17 = 30$  and  $22 + 8 = 30$ , the total is  $30 + 30 = 60$ .
- 9 Pair the numbers to make easy sums before adding all four amounts. Since  $25 + 25 = 50$  and  $18 + 12 = 30$ , the total is 80.
- 10 Group addends that make friendly sums.  $16 + 24 = 40$  and  $19 + 11 = 30$ , so the two partial sums make 70.
- 11 The table has four addends, so pair them into friendly sums.  $18 + 22 = 40$  and  $15 + 25 = 40$ , then  $40 + 40 = 80$  points.
- 12 This story joins three groups, so add all three amounts. Use  $27 + 13 = 40$ , then add 36 to get 76 cans.
- 13 Add all four scores. Friendly pairs make the work shorter:  $12 + 18 = 30$  and  $25 + 5 = 30$ , so the total is 60 points.
- 14 Addition can be regrouped without changing the total because the same addends are used. Here  $29 + 11 = 40$ , and  $40 + 34 = 74$ .
- 15 Choice B has a friendly pair that makes the total easy to check.  $42 + 18 = 60$ , then  $60 + 30 = 90$ , while the other choices total 80.
- 16 The exact total is  $34 + 27 + 19 = 80$ . An estimate also points near 80 because 34 is about 30, 27 is about 30, and 19 is about 20.



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**3-2 Add and Subtract Within 1,000****Answers****1**

567

**2**

584

**3**

594

**4**

782

**5**

395

**6**

442

**7**

312

**8**

443

**9**

424

**10**

709

**11**

About 600

**12**

603

**13**

About 400

**14**

B

**15**

384 books

**16**

347 flyers

**Explanations****1**

Add each place separately so hundreds, tens, and ones stay organized. The parts are 500, 60, and 7, which combine to make 567.

**2**

The ones make  $8 + 6 = 14$ , so regroup 10 ones as 1 ten. Then add tens and hundreds to get 584.

**3**

Add ones first:  $5 + 9 = 14$ , so write 4 ones and regroup 1 ten. The tens become  $7 + 1 + 1 = 9$  tens, and the hundreds are  $2 + 3 = 5$ .

**4**

Break 178 into hundreds, tens, and ones before adding. Add 100, then 70, then 8 to 604 to reach 782.

**5**

The chart lines up the places. Add hundreds, tens, and ones:  $200 + 100 = 300$ ,  $40 + 50 = 90$ , and  $3 + 2 = 5$ , so the sum is 395.

**6**

No regrouping is needed because each top digit is larger than the digit below it. Subtract ones, tens, and hundreds to get 442.

**7**

Subtract in parts:  $730 - 400 = 330$ , then  $330 - 10 = 320$ , then  $320 - 8 = 312$ . Breaking the number apart keeps each step clear.

**8**

Subtract 362 in parts to keep the hundreds, tens, and ones organized.  $805 - 300 = 505$ ,  $505 - 60 = 445$ , and  $445 - 2 = 443$ .

**9**

Regroup because 2 ones cannot subtract 8 ones. After trading, subtract place by place to get 424.

**10**

The path subtracts 247 in parts. After subtracting 200, then 40, then 7, the final number is 709.

**11**

Estimate by rounding each addend to a nearby hundred. Round 389 to about 400 and 214 to about 200, then add to get about 600.

**12**

Add the actual numbers after estimating.  $9 + 4 = 13$  ones,  $8 + 1 + 1 = 10$  tens, and  $3 + 2 + 1 = 6$  hundreds, so the sum is 603.

**13**

Round 742 to about 700 and 318 to about 300. Then  $700 - 300 = 400$ , so the difference should be near 400.

**14**

Find the exact difference first, then compare its distance from 500. Since  $689 - 247 = 442$ , it is 58 away from 500 and is closer than the other choices.

**15**

This story combines two groups, so add  $248 + 136$ . Regroup the ones and tens as needed to get 384 books.

**16**

This is a take-away story because some flyers were removed. Subtract 278 from 625 with regrouping to get 347 flyers left.



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**Great job checking your work!**

Keep practicing and you'll be a math star!

PREVIEW



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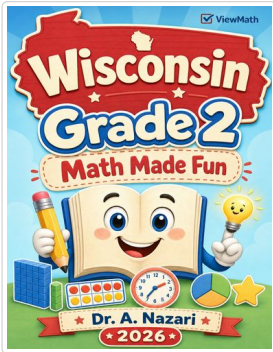


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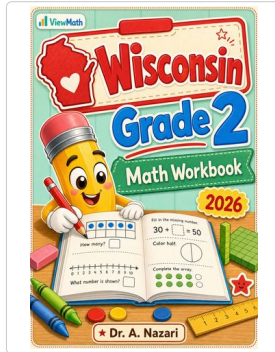
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5 Practice Tests



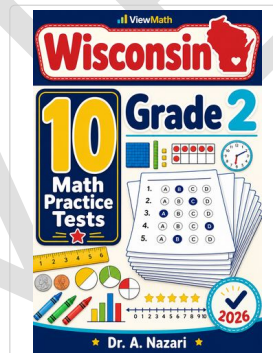
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7 Practice Tests



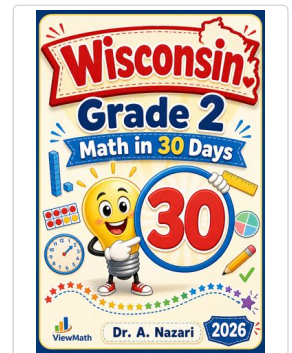
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10 Practice Tests



Scan Me



Math in 30 Days



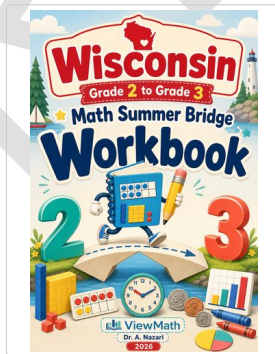
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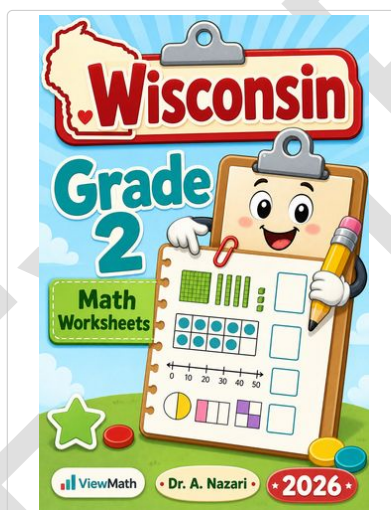


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