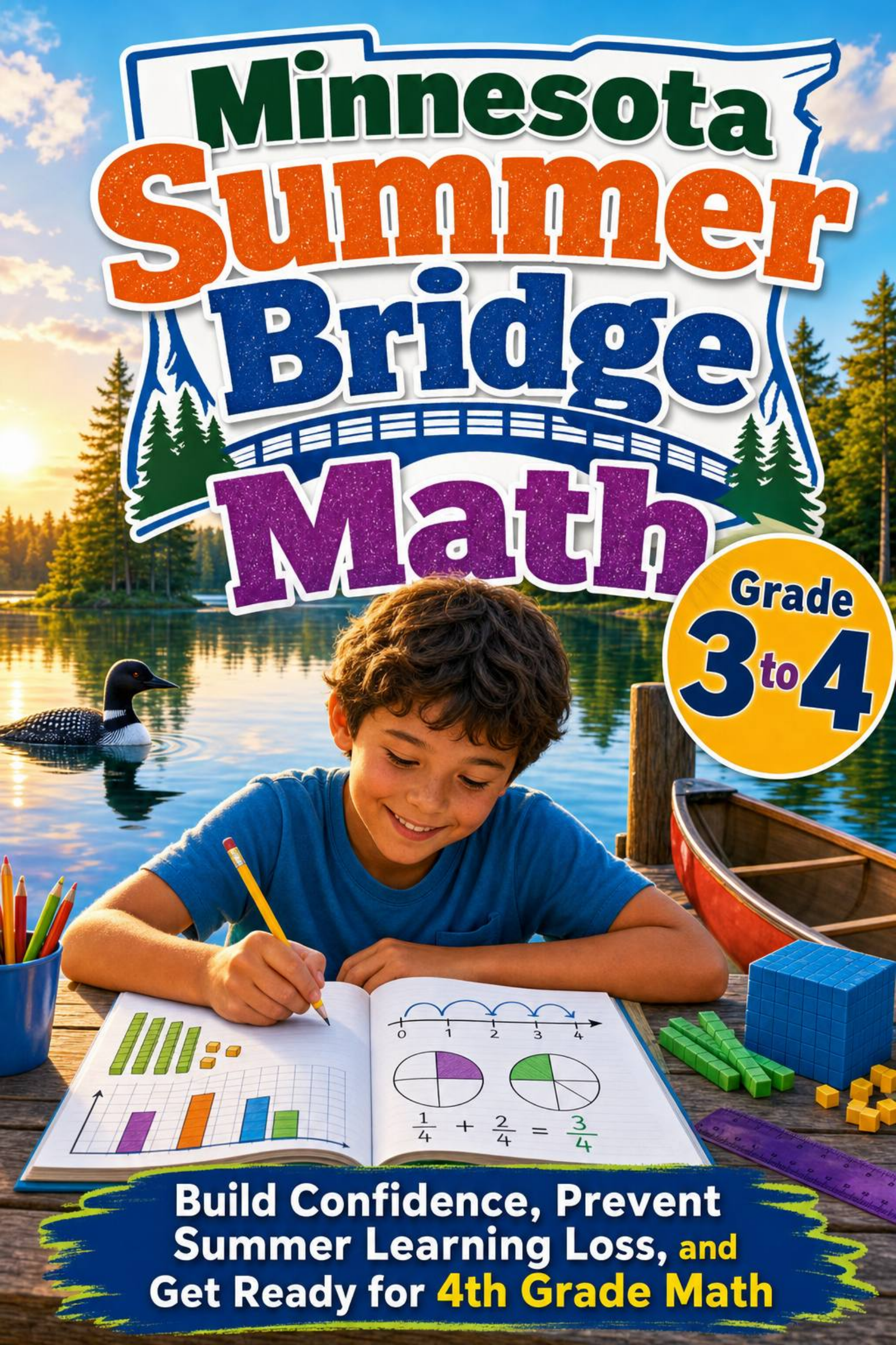
Minnesota Summer Bridge Math

Grade 3 to 4



Build Confidence, Prevent Summer Learning Loss, and Get Ready for 4th Grade Math

GRADE
3 TO 4

Summer Bridge

MATH
SUMMER
BRIDGE

Minnesota Summer Bridge

Grade 3 to 4 Math

8-Week Summer Bridge

Build Confidence, Prevent Summer Learning Loss,
and Get Ready for 4th Grade Math

Review **Preview** **Practice** **Check**

A steady bridge from Grade 3 skills into Grade 4 readiness.

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Bridge Skill Map

What This Summer Builds

The bridge has two jobs

Keep fluent Strengthen the Grade 3 skills students should be able to explain, model, and check.

Look ahead Preview the Grade 4 ideas that grow naturally from those skills.

Standards review: This Minnesota edition was reviewed against Minnesota K-12 Academic Standards in Mathematics and the Grade 3 to Grade 4 skills commonly sampled by MCA. Topic badges in this edition reference Minnesota (2007) standards codes.

Number Sense

MN 3.1 → MN 4.1

Review Place value, rounding to the nearest 10 or 100, and add/subtract within 1,000.

Build Read, write, compare, round, add, and subtract multi-digit numbers; multiply larger numbers by one digit.

Operations

MN 3.1–3.2 → MN 4.1–4.2

Review Equal groups, arrays, multiplication/division within 100, unknown factors, properties, patterns, and two-step problems.

Build Multiplicative comparison, multi-step word problems, factors, multiples, prime/composite numbers, and pattern rules.

Fractions

MN 3.1.3 → MN 4.1

Review Unit fractions, number lines, equivalent fractions, and comparison.

Build Whole-number fractions, stronger models, and clearer fraction reasoning.

Measurement and Geometry

MN 3.3–3.4 → MN 4.3–4.4

Review Time, length, money, graphs, line plots, area, perimeter, and equal parts.

Build Precise units, area/perimeter problem solving, and shape classification.

Eight-week path

1. Place value, rounding, addition, subtraction
2. Equal groups, arrays, multiplication facts
3. Division, fact families, unknown factors
4. Operation choice, two-step problems, estimation, patterns
5. Fractions, number lines, equivalents, comparison
6. Time, length, money, measurement, data
7. Area, perimeter, quadrilaterals, equal parts
8. Grade 4 readiness and cumulative mixed review

Readiness signs to watch for

1. Chooses an operation and explains why it fits the story.
2. Shows neat work with place value, models, units, or labels.
3. Checks answers with an estimate, inverse operation, or model.
4. Corrects mistakes by naming the step that changed the answer.

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Day 4 Add Within 1,000 Using Place Value Strategies

MN 3.1, 4.1

☞ Big Idea

Addition within 1,000 is strongest when students line up places, combine like places, and regroup when needed.

✓ Learn to:

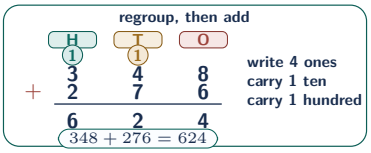
- Line up hundreds, tens, and ones before adding.
- Regroup 10 ones as 1 ten and 10 tens as 1 hundred.
- Explain why each regrouped digit belongs in its column.

The Meaning

Addition within 1,000 works because like units combine with like units. Ones add to ones, tens add to tens, and hundreds add to hundreds. Regrouping is just trading: 10 ones become 1 ten, and 10 tens become 1 hundred.

☞ Bridge Habit

Line up hundreds, tens, and ones. Add one place at a time.



Watch For

Do not add a tens digit to a ones digit because the columns look close.

Example 1: Try the idea

Question: Find $348 + 276$**.**

A simple model will help here.

Add ones: $8 + 6 = 14$, so write 4 ones and regroup 1 ten.

Add tens: $4 + 7 + 1 = 12$ tens, so write 2 tens and regroup 1 hundred.

Add hundreds: $3 + 2 + 1 = 6$ hundreds. The final answer is 624.

☞ ***Result:*** 624

Example 2: Try the idea

Question: A class has 186 **pencils and gets** 235 **more. How many pencils?**

Read the question, then follow the math carefully.

The word more means add.

Compute $186 + 235$.

The total is 421. The final answer is 421 pencils.

☞ ***Result:*** 421 ***pencils***

Day 4: Practices:

Skill Practice

1. What is the sum? $248 + 376 =$ _____
2. A class counted 415 school tickets and then 287 more. How many are there in all? _____
3. Add by place value: $129 + 568 =$ _____
4. What is the sum of 302 and 499? _____
5. Combine the two amounts 675 and 146. What total do you get? _____
6. A school record shows 224 first, then 338 more. How many in all? _____
7. Line up the digits and add: $583 + 217 =$ _____
8. What is the exact sum? Estimate first, then add: $746 + 158 =$ _____
9. What is the sum? $390 + 284 =$ _____
10. A class counted 507 library cards and then 296 more. How many are there in all? _____
11. Add by place value: $188 + 642 =$ _____
12. What is the sum of 431 and 359? _____
13. Combine the two amounts 264 and 527. What total do you get? _____
14. A school record shows 719 first, then 136 more. How many in all? _____
15. Line up the digits and add: $455 + 368 =$ _____
16. What is the exact sum? Estimate first, then add: $609 + 245 =$ _____
17. What is the sum? $173 + 486 =$ _____
18. A class counted 534 garden seeds and then 277 more. How many are there in all? _____
19. Add by place value: $298 + 405 =$ _____
20. What is the sum of 361 and 489? _____
21. Combine the two amounts 126 and 238. What total do you get? _____
22. A school record shows 347 first, then 194 more. How many in all? _____
23. Line up the digits and add: $586 + 309 =$ _____

Word Problems

24. The art room had 256 markers and received 367 more. How many markers are there now? _____
25. A school library had 438 picture books and bought 296 new ones. How many picture books are there in all? _____
26. A class collected 173 cans on Monday and 549 cans on Tuesday. How many cans did they collect? _____
27. A museum counted 318 morning visitors and 487 afternoon visitors. How many visitors came altogether? _____
28. A store sold 654 pencils in April and 178 in May. How many pencils were sold in both months? _____

Day 5 Subtract Within 1,000 Using Regrouping

MN 3.1, 4.1

☞ Big Idea

Subtraction becomes clearer when students keep place value lined up and regroup from the next place only when they need to.

✓ Learn to:

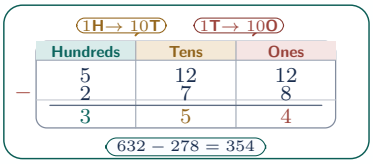
- Line up place values before subtracting.
- Regroup only when the top digit does not have enough.
- Check a subtraction answer by adding the difference back.

The Meaning

Subtraction compares what is taken away with what is available in each place. If the top digit does not have enough ones or tens, regroup from the next place. The value of the whole number stays the same; only the way it is written changes.

☞ Bridge Habit

Ask whether the top digit has enough. If not, regroup one ten or one hundred.



Watch For

Regrouping changes the form of the number, not its total value.

Example 1: Try the idea

Question: Find 632 − 278**.**

Read the question, then follow the math carefully.

Regroup 3 tens as 2 tens and 12 ones.

Subtract ones: $12 - 8 = 4$.

Regroup hundreds for tens, then subtract to get 354.

☞ ***Result:*** 354

Example 2: Try the idea

Question: A library had 520 **books. Students borrowed** 186**. How many stayed?**

Let's work it out together.

Borrowed books are taken away.

Compute 520 − 186.

The difference is 334. The final answer is 334 books.

☞ ***Result:*** 334 ***books***