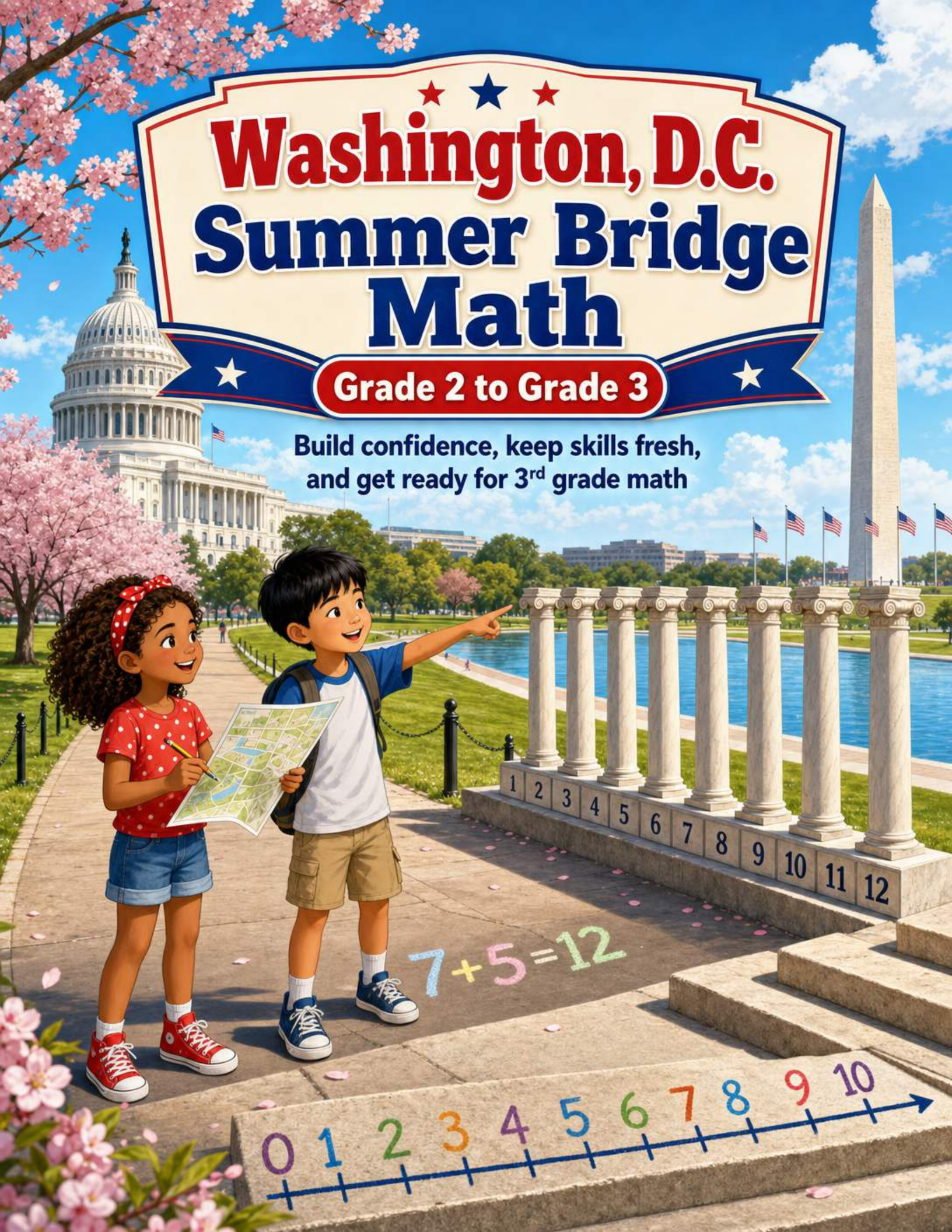

Washington, D.C.
Summer Bridge Math
Grade 2 to Grade 3
Build confidence, keep skills fresh, and get ready for 3rd grade math
1 2 3 4 5 6 7 8 9 10 11 12
7+5=12
0 1 2 3 4 5 6 7 8 9 10

District of Columbia
Summer Bridge

ready for

Grade 2 → Grade 3

8-WEEK SUMMER BRIDGE



Build confidence, keep skills fresh, and get ready for 3rd grade math.

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

Reza Nazari

Effortless Math Education

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Bridge Skill Map

What This Summer Builds

The bridge has two jobs

Keep fluent Strengthen the Grade 2 skills students should be able to explain, model, and check.

Look ahead Preview the Grade 3 ideas that grow naturally from those skills.

Standards review: This District of Columbia edition was reviewed against District of Columbia Mathematics Standards and the Grade 2 to Grade 3 skills commonly sampled by DC state mathematics assessment. Topic badges reference the Common Core-style domain codes used by these standards.

Number Sense

2.NBT → 3.NBT

Review Place value to 1,000, skip counting, comparing, and add/subtract within 1,000.

Build Round to the nearest 10 or 100 and add and subtract larger numbers with fluency.

Operations

2.OA → 3.OA

Review Fact fluency within 20, one- and two-step word problems, unknown numbers, equal groups, and arrays.

Build Multiplication and division within 100, built from the equal groups and arrays reviewed here.

Fractions

2.G → 3.NF

Review Halves, thirds, and fourths as equal shares of shapes.

Build Fractions as numbers, unit fractions, and fraction notation.

Measurement and Geometry

2.MD, 2.G → 3.MD, 3.G

Review Length in inches and centimeters, time to five minutes, money, graphs, line plots, and shapes.

Build Elapsed time, area, perimeter, and richer data displays.

Eight-week path

1. Place value and number sense to 1,000
2. Addition and subtraction within 100
3. Addition and subtraction within 1,000
4. Equal groups, arrays, and early multiplication
5. Measuring, estimating, and comparing lengths
6. Time to five minutes, coins, and money problems
7. Graphs, line plots, shapes, and equal shares
8. Grade 3 preview and cumulative mixed review

Scan Me

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 D1 D2 D3 D4 D5 ★ Fun Review 2.NBT.A.4

Compare and Order Numbers to 1,000

Big Idea

Numbers become easier to compare and order when students check the hundreds first, then the tens, then the ones.

Learn to:

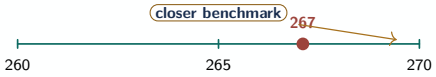
- Compare two numbers by place value before choosing $<, >$, or $=$.
- Find the greatest or least number in a group of three.
- Order three numbers from least to greatest or greatest to least.

The Meaning

To compare two numbers, start at the largest place. If the hundreds are different, the number with more hundreds is greater, and you can stop. If the hundreds match, move to the tens; if the tens also match, check the ones. The symbol always opens toward the bigger number, like a mouth that wants the bigger snack. Ordering three numbers uses the same idea: compare them by place value and line them up from smallest to largest or largest to smallest.

Bridge Habit

Compare hundreds before tens, and tens before ones. Stop at the first place that is different.



Watch For

Do not compare only the first digit you notice. The place of the digit matters.

Example 1: Try the idea

Question: Which symbol makes this true: $536 \square 563$**?**

Both numbers have 5 hundreds, so check the tens. 536 has 3 tens and 563 has 6 tens. Since 3 tens is less than 6 tens, $536 < 563$.

Result: $<$

Example 2: Try the idea

Question: Order 329, 392, **and** 239 **from least to greatest.**

239 has only 2 hundreds, so it is the least. 329 and 392 both have 3 hundreds, so check the tens: 2 tens is less than 9 tens. So the order is $239, 329, 392$.

Result: $239, 329, 392$



Left-to-Right Race: When numbers look close, compare from left to right. The first different digit usually waves the winner's flag.

Scan Me

Day 4: Practices

Skill Practice

1. Choose <, >, or = to make this comparison true.
   536 ____ 563
2. Which symbol makes this true?
   718 ____ 681
3. Compare by place value, then write the correct symbol.
   249 ____ 294
4. Write the symbol that makes this comparison true.
   860 ____ 806
5. Choose <, >, or = to make this comparison true.
   455 ____ 455
6. Which symbol makes this true?
   392 ____ 932
7. Compare by place value, then write the correct symbol.
   674 ____ 647
8. Write the symbol that makes this comparison true.
   503 ____ 530
9. Choose <, >, or = to make this comparison true.
   989 ____ 998
10. Which symbol makes this true?
    217 ____ 172
11. Compare by place value, then write the correct symbol.
    640 ____ 640
12. Write the symbol that makes this comparison true.
    826 ____ 862
13. Which number is greatest: 472, 427, or 724?
    _____
14. Which number is least: 365, 356, or 536?
    _____
15. Order from least to greatest: 189, 198, 158.
    _____
16. Order from greatest to least: 504, 540, 450.
    _____
17. Which number is greatest: 633, 363, or 636?
    _____
18. Which number is least: 909, 990, or 919?
    _____
19. Order from least to greatest: 275, 257, 572.
    _____
20. Order from greatest to least: 814, 841, 481.
    _____

Word Problems

21. Farmer Jo keeps 463 hens and 436 ducks on her farm. Which group of birds has more? _____
22. Two jars of beans sit on the kitchen counter. One jar holds 575 beans and the other holds 557 beans. Which jar holds more? _____
23. Three players scored 348, 384, and 438 points in a video game. Which score is the greatest? _____
24. Three schools sold tickets to the spring fair: 612, 621, and 216 tickets. Which number of tickets is the least? _____
25. Eli is choosing between two library books. Book A has 295 pages and Book B has 259 pages. Which book is shorter? _____

Day 5 D1 D2 D3 D4 D5 ★ Fun Review 2.OA.C.3

Even and Odd Numbers

Big Idea

A number is even when it can be split into pairs with none left over, and students can check by looking at the ones digit.

Learn to:

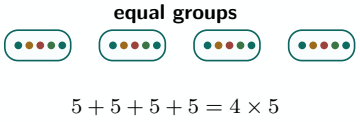
- Tell whether a number within 100 is even or odd.
- Use pairs or two equal groups to show why a number is even.
- Use the ones digit test: $0, 2, 4, 6, 8$ means even; $1, 3, 5, 7, 9$ means odd.

The Meaning

An even number can be split into pairs with nothing left over, like 8 shoes making 4 pairs. An odd number always has one left over, like 7 shoes making 3 pairs and one extra. There is a fast test: only the ones digit matters. If a number ends in $0, 2, 4, 6$, or 8, it is even; if it ends in $1, 3, 5, 7$, or 9, it is odd. That is why 46 is even and 73 is odd, no matter how big the tens digit is.

Bridge Habit

Try to make pairs or two equal groups. If nothing is left over, the number is even.



$5 + 5 + 5 + 5 = 4 \times 5$

Watch For

Check only the ones digit. The tens digit does not decide even or odd.

Example 1: Try the idea

Question: Is 14 even or odd?

Try to make pairs: 14 counters make 7 pairs. Nothing is left over, so 14 splits evenly. The ones digit is 4, which also says even.

Result: even

Example 2: Try the idea

Question: Is 57 even or odd?

Look only at the ones digit of 57. The ones digit is 7, and 7 is in the odd list $1, 3, 5, 7, 9$. Pairing 57 would leave one extra.

Result: odd



Pair Patrol: Even numbers pair up neatly. Odd numbers try, but one counter is left standing like, hey, where is my partner?