
Illinois
Summer Bridge
Math
Grade 2 to Grade 3
Build confidence, keep skills fresh, and get ready for 3rd grade math
4×6=24
3×5=15
2×8=16
+7
0 1 2 3 4 5 6 7 8 9 8 9 10 11 12 13 14 15 16 15 16 17 18 19 20
8+7=15

Illinois
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

Independent educational publishing

Published by Effortless Math Education

EffortlessMath.com

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means without the prior written permission of the author, except for brief quotations in reviews and uses permitted by copyright law.

Independent Publication Notice

This publication is independently produced and has no official connection to any state, district, or national testing program. Test names and organizational names used herein are the property of their respective trademark holders.

Copyright © 2026 Effortless Math Education Inc.

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 Illinois edition was reviewed against Illinois Learning Standards for Mathematics and the Grade 2 to Grade 3 skills commonly sampled by IAR. 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

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.

Table of Contents

Your 8-week summer plan

1 Week 1: Place Value and Number Sense to 1,000 1

2 Week 2: Addition and Subtraction Within 100 14

3 Week 3: Addition and Subtraction Within 1,000 27

4 Week 4: Early Multiplication Thinking 40

5 Week 5: Measuring Length 53

6 Week 6: Time and Money 66

7 Week 7: Data and Geometry 79

8 Week 8: Grade 3 Preview and Final Practice 97

Final Answers 112

Summer Bridge

Grade 2 to 3 Math

Week 1: Place Value and Number Sense to 1,000

1



Five focused days: learn the idea, study the examples, then practice before moving to the next day.

Big Idea

This week rebuilds the number sense students need for third grade. Students count and skip count, read hundreds, tens, and ones, write numbers three ways, compare numbers, and tell even from odd.

Summer Math Adventure Stop 1: Place Value and Number Sense to 1,000 ☐

Check this stop after Day 5.

Week Plan

		codes
1.	Counting and Skip Counting Within 1,000	2.NBT.A.2
2.	Place Value: Hundreds, Tens, and Ones	2.NBT.A.1
3.	Read and Write Numbers to 1,000 Three Ways	2.NBT.A.3
4.	Compare and Order Numbers to 1,000	2.NBT.A.4
5.	Even and Odd Numbers	2.OA.C.3

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:

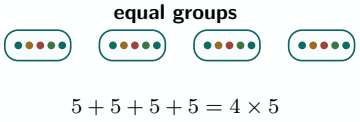
- Tell whether a number within 100 is even or odd.
- Use pairs or two equal groups to show why a number is even.
- Use the ones digit test: $0, 2, 4, 6, 8$ means even; $1, 3, 5, 7, 9$ means odd.

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?

Day 5: Practices

Skill Practice

1. Is 14 even or odd? _____
2. Decide whether 27 is even or odd. _____
3. Is 30 even or odd? _____
4. Tell whether 45 is even or odd. _____
5. Is 68 even or odd? _____
6. Is the number 81 even or odd? _____
7. Is 56 even or odd? _____
8. Decide whether 73 is even or odd. _____
9. Is 90 even or odd? _____
10. Tell whether 39 is even or odd. _____
11. Which digit of 86 do you check to tell even or odd? _____
12. What is the next even number after 48? _____
13. What is the next odd number after 35? _____
14. Can 16 be split into two equal groups? _____
15. Can 21 be split into pairs with none left over? _____
16. Write the even number between 53 and 55. _____
17. Write the odd number between 60 and 62. _____
18. Is the sum $7 + 7$ even or odd? _____
19. Is the sum $6 + 5$ even or odd? _____
20. A number ends in 0. Is it even or odd? _____

Word Problems

21. There are 18 students lined up for recess. Can they all make pairs with no one left out? _____
22. Maya gathered 25 shells at the beach this morning. Can she split them into two equal groups? _____
23. Ben counts 32 buttons in his grandmother's sewing jar. Is 32 even or odd? _____
24. Two friends want to share 47 stickers as equally as they can. Will one sticker be left over? _____
25. A class of 26 children lines up in pairs for a field trip. Is 26 even or odd? _____
26. A box has 41 markers. If two students share them as evenly as possible, will one marker be left over? _____
27. Nina puts 64 beads into pairs. How many beads are left without a partner? _____
28. The team has 39 water bottles. Can every bottle be paired with another bottle? _____
29. Which number is even: 58 or 63? _____
30. A garden has 72 flowers in two equal rows. Is 72 even or odd? _____

How did today feel? Color one: ○ Still tricky ○ Getting it ○ Got it!

★ **Giggle Break:** Why did the odd number feel left out at the dance? **Every even number already had a partner!**