

Summer Math Review Packet  
For 2<sup>ND</sup> GR students entering 3<sup>rd</sup> GR  
Dept. of Advanced Academics

Dear Parents,

The following skills are for your child to use as a math review to prepare for third grade. Your child will turn this work in to the 3<sup>rd</sup> grade gifted math teacher. Please remember that your child can also review by using Success maker Math, Reflexmath.com, and Mathmagician.com.

It was my pleasure having your child in my class this year!

Sincerely,

Ms. Martinez, NBCT

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Addition worksheets

$$\begin{array}{r} 7899 \\ +2280 \\ \hline \end{array}$$

$$\begin{array}{r} 4410 \\ +3884 \\ \hline \end{array}$$

$$\begin{array}{r} 9629 \\ +1699 \\ \hline \end{array}$$

$$\begin{array}{r} 8718 \\ +9472 \\ \hline \end{array}$$

$$\begin{array}{r} 2023 \\ +6402 \\ \hline \end{array}$$

$$\begin{array}{r} 5221 \\ +9396 \\ \hline \end{array}$$

$$\begin{array}{r} 2943 \\ +5152 \\ \hline \end{array}$$

$$\begin{array}{r} 1090 \\ +8298 \\ \hline \end{array}$$

$$\begin{array}{r} 5064 \\ +7837 \\ \hline \end{array}$$

$$\begin{array}{r} 5062 \\ +8691 \\ \hline \end{array}$$

$$\begin{array}{r} 5780 \\ +7468 \\ \hline \end{array}$$

$$\begin{array}{r} 2189 \\ +5803 \\ \hline \end{array}$$

$$\begin{array}{r} 4261 \\ +6661 \\ \hline \end{array}$$

$$\begin{array}{r} 1515 \\ +2421 \\ \hline \end{array}$$

$$\begin{array}{r} 5410 \\ +8899 \\ \hline \end{array}$$

$$\begin{array}{r} 9776 \\ +6676 \\ \hline \end{array}$$

$$\begin{array}{r} 2597 \\ +2481 \\ \hline \end{array}$$

$$\begin{array}{r} 4381 \\ +1091 \\ \hline \end{array}$$

$$\begin{array}{r} 7620 \\ +7457 \\ \hline \end{array}$$

$$\begin{array}{r} 8228 \\ +4880 \\ \hline \end{array}$$

$$\begin{array}{r} 7540 \\ +6066 \\ \hline \end{array}$$

$$\begin{array}{r} 9192 \\ +8468 \\ \hline \end{array}$$

$$\begin{array}{r} 9672 \\ +7132 \\ \hline \end{array}$$

$$\begin{array}{r} 5436 \\ +8397 \\ \hline \end{array}$$

$$\begin{array}{r} 8261 \\ +2661 \\ \hline \end{array}$$

$$\begin{array}{r} 4054 \\ +1337 \\ \hline \end{array}$$

$$\begin{array}{r} 2100 \\ +5362 \\ \hline \end{array}$$

$$\begin{array}{r} 1943 \\ +2686 \\ \hline \end{array}$$

# Multi-Digit Subtraction

Three Digit Numbers - Always One Regrouping

Name: \_\_\_\_\_ Date: \_\_\_\_\_

$$\begin{array}{r} (1) \quad \overset{6}{7}\overset{11}{7}\overset{1}{1} \\ - 563 \\ \hline 208 \end{array}$$

$$\begin{array}{r} (2) \quad 729 \\ - 592 \\ \hline \end{array}$$

$$\begin{array}{r} (3) \quad 978 \\ - 895 \\ \hline \end{array}$$

$$\begin{array}{r} (4) \quad 484 \\ - 229 \\ \hline \end{array}$$

$$\begin{array}{r} (5) \quad 758 \\ - 197 \\ \hline \end{array}$$

$$\begin{array}{r} (6) \quad 925 \\ - 343 \\ \hline \end{array}$$

$$\begin{array}{r} (7) \quad 553 \\ - 509 \\ \hline \end{array}$$

$$\begin{array}{r} (8) \quad 602 \\ - 442 \\ \hline \end{array}$$

$$\begin{array}{r} (9) \quad 656 \\ - 273 \\ \hline \end{array}$$

$$\begin{array}{r} (10) \quad 709 \\ - 668 \\ \hline \end{array}$$

$$\begin{array}{r} (11) \quad 993 \\ - 108 \\ \hline \end{array}$$

$$\begin{array}{r} (12) \quad 896 \\ - 137 \\ \hline \end{array}$$

$$\begin{array}{r} (13) \quad 651 \\ - 146 \\ \hline \end{array}$$

$$\begin{array}{r} (14) \quad 847 \\ - 653 \\ \hline \end{array}$$

$$\begin{array}{r} (15) \quad 829 \\ - 456 \\ \hline \end{array}$$

Name : \_\_\_\_\_ Score : \_\_\_\_\_

Teacher : \_\_\_\_\_ Date : \_\_\_\_\_

### Estimating Sums to the Nearest Tens

Estimate the sum by rounding each addend to the nearest tens.

$$\begin{array}{r} 1) \quad 787 \longrightarrow \\ + 345 \longrightarrow + \end{array}$$

$$\begin{array}{r} 8) \quad 816 \longrightarrow \\ + 836 \longrightarrow + \end{array}$$

$$\begin{array}{r} 2) \quad 799 \longrightarrow \\ + 232 \longrightarrow + \end{array}$$

$$\begin{array}{r} 9) \quad 745 \longrightarrow \\ + 588 \longrightarrow + \end{array}$$

$$\begin{array}{r} 3) \quad 835 \longrightarrow \\ + 774 \longrightarrow + \end{array}$$

$$\begin{array}{r} 10) \quad 919 \longrightarrow \\ + 399 \longrightarrow + \end{array}$$

$$\begin{array}{r} 4) \quad 667 \longrightarrow \\ + 522 \longrightarrow + \end{array}$$

$$\begin{array}{r} 11) \quad 884 \longrightarrow \\ + 915 \longrightarrow + \end{array}$$

$$\begin{array}{r} 5) \quad 596 \longrightarrow \\ + 497 \longrightarrow + \end{array}$$

$$\begin{array}{r} 12) \quad 543 \longrightarrow \\ + 753 \longrightarrow + \end{array}$$

$$\begin{array}{r} 6) \quad 626 \longrightarrow \\ + 411 \longrightarrow + \end{array}$$

$$\begin{array}{r} 13) \quad 814 \longrightarrow \\ + 439 \longrightarrow + \end{array}$$

$$\begin{array}{r} 7) \quad 624 \longrightarrow \\ + 918 \longrightarrow + \end{array}$$

$$\begin{array}{r} 14) \quad 157 \longrightarrow \\ + 443 \longrightarrow + \end{array}$$



Name : \_\_\_\_\_

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

Date : \_\_\_\_\_

### Estimating Differences to the Nearest Tens

Estimate the difference by rounding each number to the nearest tens.

$$\begin{array}{r} 1) \quad 826 \longrightarrow \\ - 565 \longrightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 532 \longrightarrow \\ - 346 \longrightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 438 \longrightarrow \\ - 285 \longrightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 679 \longrightarrow \\ - 116 \longrightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 854 \longrightarrow \\ - 845 \longrightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 813 \longrightarrow \\ - 587 \longrightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 576 \longrightarrow \\ - 233 \longrightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 231 \longrightarrow \\ - 124 \longrightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 333 \longrightarrow \\ - 169 \longrightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 221 \longrightarrow \\ - 189 \longrightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 772 \longrightarrow \\ - 582 \longrightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 151 \longrightarrow \\ - 135 \longrightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 675 \longrightarrow \\ - 137 \longrightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 688 \longrightarrow \\ - 123 \longrightarrow \\ \hline \end{array}$$



# Reading the Time

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the time that each clock is displaying.



The time is 8:45 .



The time is \_\_\_\_\_ .



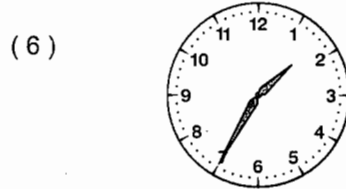
The time is \_\_\_\_\_ .



The time is \_\_\_\_\_ .



The time is \_\_\_\_\_ .



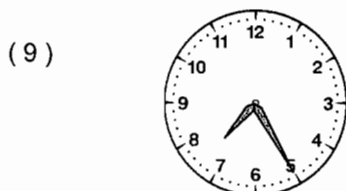
The time is \_\_\_\_\_ .



The time is \_\_\_\_\_ .



The time is \_\_\_\_\_ .



The time is \_\_\_\_\_ .



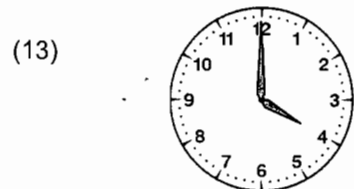
The time is \_\_\_\_\_ .



The time is \_\_\_\_\_ .



The time is \_\_\_\_\_ .



The time is \_\_\_\_\_ .



The time is \_\_\_\_\_ .




The time is \_\_\_\_\_ .

# Counting Coins


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the total amount of each set of coins.

(1)  =

(2)  =

(3)  =

(4)  =

(5)  =

(6)  =

(7)  =

Name: \_\_\_\_\_

## Digit Values

What is the value of the underlined digit?

632,814 - The value of the digit 6 is **6 hundred-thousands**, or **600,000**.

632,814 - The value of the digit 3 is **3 ten-thousands**, or **30,000**.

632,814 - The value of the digit 2 is **2 thousands**, or **2,000**.

632,814 - The value of the digit 8 is **8 hundreds**, or **800**.

632,814 - The value of the digit 1 is **1 tens**, or **10**.

632,814 - The value of the digit 4 is **4 ones**, or **4**.



Write the value of the underlined digit.

a. 198,752 - \_\_\_\_\_

b. 956,726 - \_\_\_\_\_

c. 472,861 - \_\_\_\_\_

d. 764,509 - \_\_\_\_\_

e. 896,804 - \_\_\_\_\_

f. 601,099 - \_\_\_\_\_

g. 467,530 - \_\_\_\_\_

h. 50,402 - \_\_\_\_\_

**4 5 6 , 8 0 2**

i. In the number above, which digit has the greatest value? \_\_\_\_\_

j. In the number above, which digit has the least value? \_\_\_\_\_

k. What is the value of the digit in the thousands place of the number above? \_\_\_\_\_

l. What is the value of the digit in the ten-thousands place of the number above? \_\_\_\_\_



Name : \_\_\_\_\_ Score : \_\_\_\_\_

Teacher : \_\_\_\_\_ Date : \_\_\_\_\_

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Write the Numbers in Expanded Form.

1 ) 4,745 \_\_\_\_\_

2 ) 9,758 \_\_\_\_\_

3 ) 6,160 \_\_\_\_\_

4 ) 4,719 \_\_\_\_\_

5 ) 2,868 \_\_\_\_\_

6 ) 6,725 \_\_\_\_\_

7 ) 9,734 \_\_\_\_\_

8 ) 7,987 \_\_\_\_\_

9 ) 8,665 \_\_\_\_\_

10 ) 8,334 \_\_\_\_\_

11 ) 8,643 \_\_\_\_\_

12 ) 1,431 \_\_\_\_\_

13 ) 6,127 \_\_\_\_\_

14 ) 5,512 \_\_\_\_\_

15 ) 7,721 \_\_\_\_\_



Name : \_\_\_\_\_ Score : \_\_\_\_\_

Teacher : \_\_\_\_\_ Date : \_\_\_\_\_

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**Write the Numbers for the Word Names.**

1 ) \_\_\_\_\_ Five Thousand, Six Hundred Forty - Five

2 ) \_\_\_\_\_ Seven Thousand, Three Hundred Thirty - Five

3 ) \_\_\_\_\_ Eight Thousand, Five Hundred Ninety - Five

4 ) \_\_\_\_\_ Six Thousand, Nine Hundred Thirty - Five

5 ) \_\_\_\_\_ Four Thousand, Two Hundred Sixty - Three

6 ) \_\_\_\_\_ Three Thousand, Five Hundred Forty - One

7 ) \_\_\_\_\_ Three Thousand, Nine Hundred Sixty - Six

8 ) \_\_\_\_\_ One Thousand, Seven Hundred Sixty - One

9 ) \_\_\_\_\_ Seven Thousand, Seven Hundred Eighty - Six

10 ) \_\_\_\_\_ Eight Thousand, Six Hundred Ninety - Nine



## Skip Counting Songs

### Popeye Threes

3, 6, 9. 12, 15. 18, 21, 24, 27

### Yahoo Fours

4, 8, 12, 16, 20, 24. 28, 32, 36. That's Good  
Yahoo!

### Five Chant

5, 10, 15, 20, 25, 30, 35, 40, 45, STOP!!!!

### Happy Sixes

6, 12, 18, 24, 30, 36, and more  
Then there's 42, 48. 54 bananas.

### Seven Rap

7, 14, ugh 21. Learning the sevens is so much fun  
28, 35, 42. What is the next number we will do?  
49, 56, 63, now.  
That's the end. (clap, clap) And how!

### British Eights

8 and 16, 24, 32, 40 more  
48 and 56. 64, I'm finished!  
But - I forgot 72!