

Cross & Crown School

Second Grade Introduction

Second grade students continue learning how to read. By the end of the second grade students should almost automatically be able to decode (turn letters into speech sounds). They should be able to read both aloud and silently. They have built speaking skills by telling stories aloud, taking part in dramatic activities and lots of classroom discussions.

Writing skills are encouraged though learning to write a simple composition with a beginning, middle and ending. Children practice using paragraphs. They revise work and edit it for spelling and mechanics.

Correct spelling patterns are studied with a review of spelling rules. Dictionary use is introduced for checking spelling and word meaning. Grammar is studied with emphasis on nouns, verbs, adjectives, identification of subjects and predicates in simple sentences. Capitalization and punctuation are also nearing master level in simple sentences.

Second grade math students can add and subtract. They can borrow and carry numbers. They can identify place values in three digit numerals, round numbers to the nearest ten, recognize simple fractions, estimate sums and differences, solve simple word problems, and solve simple problems about elapsed time.

In second grade science, children begin to understand the general laws of nature. Important facts and concepts should be taught. They are encouraged to ask questions and find answers. Children should begin to learn the scientific method of inquiry. Careful observation is another skill that must be taught in science. Organizational and classification skills must also be stressed. Instilling a sense of inquisitiveness and making science exciting is the job of the second grade teacher.

A beginning concept of current events and American history are introduced in second grade. Maps, stories and time lines are used to introduce new information to the student.

Music, Faith Development, P.E., and computer are developed in enrichment classes. In art, children are introduced to the works and techniques of several renowned painters. They are encouraged to try these techniques in their creative art. They begin to notice the use of lines in different art works. They learn the difference between lifelike and abstract art. Art is incorporated into the core curriculum through projects and free art.

Conduct, responsibility, and honesty continue to develop in second grade. Children develop character through Christian moral literacy and ethical candor. Good manners and courtesy are an expected part of the daily classroom life. Perseverance is taught by expecting the students to try to solve their problems and complete all assignments. Telling the truth and accepting the consequences of the student's actions are taught.

The class curriculum will now be covered in detail:

Second Grade Curriculum

Reading

I. Decoding and Phonic Skills

A. Consonant and Clusters

1. The teacher will model the sound
2. The students will raise their hand when the sound is heard
3. The teacher will read a story. The children will raise their hand when the sound is heard.
4. Have the children use a poem and circle the sound being taught

B. Clusters

1. Teacher models words beginning with consonant clusters
2. Teacher uses a chart with consonant clusters at the beginning of each word and the class identifies the clusters
3. The teacher asks questions about what a student hears at the beginning of a chart word
4. The concept is reinforced by doing corresponding work book pages

C. Recognizing Short and Long Vowels

1. The teacher says some words. The students identify the middle sound they hear.
2. The children identify letters used to make that one short sound.
3. The teacher says a word – bread – they learn different letters stand for that one sound. The children identify the two tellers that stand for the vowel sound.
4. The students will play a game in which they will identify the vowel sound heard.
5. The concept will be reinforced with work book pages

D. Inflectional Endings

1. The students will identify “ed”, “ing”, “er”, and “est” by making sentences showing the correct ending.
2. The class will play the following game to reinforce the concept. The teacher will place three objects on a table. Volunteers will describe the objects using this formula:

The _____ is small. The _____ is smaller. The _____ is smallest. Then the teacher will explain we use these endings to compare things.

3. The class will learn to compare objects by adding “er” or “est” to other words.
4. The class will help make a teaching chart.
5. The concept will be reinforced with work book pages.

II. Reading Comprehension Skills

A. Cause of an Event with Signal Words

1. Review with the class that when something happens in a story or real life there is a cause/reason for its happening.
2. Write a sentence on the board and then ask what happened. Next ask the class why it happened. Label the sentence.
3. The teacher writes sentence parts on strips of contrasting paper. She uses contrasting colors so focus words stand out. The children choose two parts to form a sentence.
4. The teacher will read some sentences. The class will listen for signal words and give the reason something happened.
5. The concept will be reinforced with work book pages.

B. Recall Details

1. The children will listen to a paragraph read by the teacher. Then they will think of questions to ask about details in the paragraph.
2. The teacher will write their questions on the board. The students may choose one question to answer.
3. The teacher will help the students review the details that helped them identify the setting.
4. The concept will be reinforced with workbook pages. Independent work will be encouraged.

C. Main Idea

1. The class will read a short poem with pictures together. The teacher will ask about the picture clue and main idea.
2. The class will read a paragraph together and discuss the main idea.
3. The children will write their own paragraph and identify their main idea. The class will read and discuss their paragraphs and main ideas as a class.
4. The concept will be reinforced with workbook pages.

D. Identifying Motives and Feelings

1. The children read a story aloud. The teacher asks the question why something occurred.
2. Discuss how characters felt during a situation in a story.
3. Discuss how the student would feel in that same situation and why.
4. The concept will be reinforced with workbook pages.

E. Sequencing of Events

1. During or after a story the teacher will ask the students what happened before and after an event in the story.
2. The teacher will discuss with the class how to bake a cake or build a house. She will use words such as first, next finally.
3. The children will draw a picture of a story in sequence.
4. The concept will be reinforced with worksheets and independent work.

F. Compare and Contrast

1. During or after a story the class will discuss a character in the story comparing the character to another character in the story.
2. The class will contrast and compare themselves to others in the class including the teacher.
3. Comparison and contrast can be extended to work in other academic subjects such as social studies and science.
4. The concept can be reinforced in class and independent work.

II.

III. Comprehensive Strategies

A. *Build Background*

1. The class will discuss the story before reading it.
2. The students will draw a picture of what they think the story will be about.
3. The reading group will look at the pictures before reading the story and discuss what the story might be about.
4. The concept will be reinforced with independent work.

B. *Predict and Preview*

1. The children will preview the story in reading group before they read it
2. The children will discuss their ideas about the story
3. The teacher will ask the children what it means to predict what will happen in a story. And discuss the meaning if necessary
4. The teacher will explain to the students that facts in the story can be used as clues to predict what will happen next in the story
5. The concept can be checked and reinforced with independent work.

C. *Form Questions*

1. After reading and discussing a story the children may want to ask their own questions about the story.
2. The questions should be written on a sentence strip omitting the ending punctuation.
3. The children will then provide the correct punctuation.
4. Each student will write four questions of their own using the correct form and punctuation.

D. *Form Categories*

IV. Vocabulary

A. *Instructional*

1. The teacher needs to introduce each new vocabulary word before each new story and discuss its meaning.
2. The children should keep a file of index cards with new vocabulary words on them. These cards can be used for word sentence games.

3. The teacher should check on the children's understanding of new words while they are reading the story by asking question.

B. *Multiple Meanings*

1. The teacher tells the children to look for a certain word in a paragraph from their reading story.
2. The children are asked what the word means in the paragraph.
3. The children are asked if they know another meaning for that word.
4. The children will use the word in two different sentences to show the different meanings of the word.
5. The concept will be reinforced by doing worksheets.

C. *Context Clues*

1. The children will choose a word from the chart. They will use the word in two consecutive sentences.
2. They will tell a story using some nonsense words. The teacher will write the words on the board. The children are given three possible definitions for the word. They will pick the right definition from the context clues in the story.
3. The concept will be reinforced in workbook pages.

D. *Antonyms*

1. The teacher should introduce an antonym by writing the words yes and no on the board. She will read them out loud with the children. Then introduce them as opposites.
2. The class can play the antonym game. The teacher has the class stand. She will call out pairs of words. The class will turn around in a circle if the words are opposites.
3. The teacher will write words on cards, then the children will pick a card and match it with its opposite on the board. Then opposite games can be played for reinforcement.
4. The concept can be reinforced with workbook pages.

E. *Synonyms*

1. Introduce synonyms as words that sound the same but have different meanings and may be spelled differently
2. Let the class play a word game using the two words correctly in sentences.
3. Do workbook pages to insure concept understanding

F. *Compounds*

1. The teacher will say a compound word. She will ask what two words make up the compound word. Then she will ask the meanings of the two words and finally the meaning of the compound word.
2. The teacher will ask the students the meaning of a compound word and have them use it in a sentence.
3. The teacher can say a list of words and ask the students to raise their hand if they hear a compound word.
4. The teacher can tell a story and the class will identify compound words in the story.

5. The concept can be reinforced in independent work

V. Study Skills

A. *Following Directions*

1. Each child will do a paper. Directions will be read in order and the teacher will check to see if the student did them correctly.
2. Give each child a paper with written directions. Check the work to see if the child can follow these directions.
3. Ask the class to share an experience where they followed good directions. Then discuss the guidelines for writing good directions.
4. Have the children give directions for some activity to the group. Start with a three directional activity
5. Check the children to see if they understand the skill.

B. *Alphabetical order*

1. Talk to the class about the order of the alphabet. Then give them a list of words to put in order stressing first and second letter placement.
2. Have the children place their classmates' names in alphabetical order.
3. Reinforce the concept with workbook sheets.

C. *Parts of a Book*

1. The teacher will use a teaching chart for the title page, table of content and glossary.
2. The teacher and children will develop a strategy to help the students understand the parts of a book.
3. The teacher will ask questions to insure the student understands and can identify the title of the book, the author of the book and the publishing company of the book.
4. The concept will be reinforced with worksheets.

D. *Selected titles*

1. After reading a story the teacher will ask the class to come up with another title for the story.
2. The class will then write titles for the stories they write.
3. The teacher will remind the children that a title gives the reader a clue to what a story is about. It can also indicate the type of story it is.
4. Let the class practice story titles in their everyday writing.

E. *Interpreting Graphic Aides*

1. The teacher will draw a chart on the board with three columns. The teacher will then ask questions and record the answers on the chart in the proper Column
2. The teacher will write a paragraph on the board. The class will make a chart based on the information given in the paragraph.
3. The concept will be reinforced by worksheets and class work.

VI. Language and Literature Skills

A. *Language*

B. *Story Mapping*

1. The teacher will explain outlining the story, organizing events, characters, and the setting
2. The teacher will use the class's responses to draw a story map on the board.
3. Here are some suggested questions for class discussion: What is the first event in the story? How does _____ feel? What happened then?
4. The teacher and class will make a wheel of events to discover the plot of the story. The children will identify the setting, each of the story events and where event in the story takes place.
5. The concept will be in forced by worksheet pages.

VII. Listening Skills

A. *The class will listen to a paragraph. Then they will think of questions to ask about details in the story.*

B. *Teaching blends*

1. The class will listen to beginning sounds in word pairs. If the pairs have the same beginning blend the children will clap twice.
2. The children write dictated words using blends.
3. The children incorporate this skill in their oral reading.

VIII. Sentence Structure

A. *The teacher will discuss with the class the different kinds of sentences we use to express ourselves and what we mean when we read, write, listen, and speak.*

B. *The class will discuss statements and the use of periods.*

C. *The class will discuss questions and the use of a question mark*

D. *The class will discuss an exclamatory sentence and an exclamation mark.*

E. *The class will look through a story and find examples of the sentences.*

F. *The children will follow up the discussion with writing a friendly letter using the different types of sentences.*

G. *The class will revise the letters together.*

IX. Combining Sentences

A. *The teacher will remind the class that compound sentences are made of two sentences that can stand alone.*

1. The sentences can usually be separated by a comma and the words "and" or "or."
2. Each part of the sentence has a subject and a verb.

B. *The teacher will write two short sentences. And the teacher asks the class if the sentences would make sense if they were combined with "and" or "but."*

C. *The teacher will discuss where the comma goes and rewrite the sentence. The class reads the new sentence.*

D. *The class will independently write compound sentences.*

X. Capitalization

- A. *The teacher will review why and when capital letters are used.***
1. Use a capital letter for proper nouns.
 2. Use a capital letter for story titles.
 3. Use capital letters in the headings of letters.
 4. Use capital letters in title abbreviations.
 5. Use capital letters to start proper names of persons, places or things

XI. Punctuation

- A. *The teacher will write sentences on sentence strips omitting the ending punctuation. The class will punctuate the sentence correctly***
- B. *The teacher will play a radio game with the class to allow the class to see how punctuation affects the voice and understanding of a sentence.***
- C. *The concept can be reinforced by worksheets and free writing.***

XII. Parts of Speech

- A. *The teacher will introduce adjectives, nouns, and verbs.***
- B. *The teacher will have the class identify different parts of sentences as a group and individually.***
- C. *Worksheets and paragraph writing as well as journaling will reinforce these concepts.***

I. Hand writing

- A. *The children usually come into second grade with this skill.***
- B. *Handwriting books are used to reinforce correct letter formation.***
- C. *The children are building their small muscle skills to prepare for cursive writing.***
- D. *The children will reinforce their writing skills in their daily work.***

I. Literature

- A. *Character, Plot, and Theme Development***
1. The teacher will help identify the character and plot relationship in a story by asking the students why an event occurred.
 2. The class will discuss the characters in a story.
 3. Reinforce the concept with work book pages and oral exercises.
 4. Discuss the story's development with the class. Allow the students to see the theme of the story is threaded throughout the story.
- B. *Identification of Literary Form***
1. Discuss the many forms of literature
 2. The teacher will help the children recognize the forms of literature.
 3. The teacher will show the children that poems do not have to rhyme
 4. The class will read some poems aloud and discuss them.

5. The class will write and read their poems.
6. The teacher can display the children's poems in the room with an illustration made by the child about the poem.

II. Creative Writing

- A. Give the class a topic to write on. Have the class discuss and brainstorm words that could be used with that topic. Then the students may begin composing their work.**
- B. The children may discuss stories they have read. Then the teacher will tell the children they are going to be authors and write their own stories.**
- C. The teacher will show the class how to use a word web before writing a story.**

I. Spelling

- A. Study Steps for Learning to Spell a Word**
 1. Look at the words to be taught
 2. Pretest the new words
 3. Study the new words that you do not know how to spell
 4. Retest the new words for mastery.
- B. Strategies for Spelling Instruction**
 1. Visual memory
 2. Phonics
 3. Word structure
 4. Analogy
- C. Spelling Process**
 1. Spelling is a developmental process.
 2. There are many skills involved in spelling
 - a) Semi-phonetic spellers
 - (1) *Phonetic spellers*
 - (2) *Transitional spellers*
 - (3) *Syntactic spellers*
 - (4) *Word structure spellers*
 - b) Spelling is a transfer learning with a relationship in reading and writing.
 - c) Spelling is reinforced in everyday reading, writing and study word lists.

Science Grade Two

I. Watering Earth's Plants

- A. Plants and their Parts**
 1. Plants have parts
 2. Plant life cycle
 3. Resemblance of new plant to parent

4. Places plants live

B. *Water for Plants*

1. The water cycle
2. Weather changes
3. Using and saving water

II. Clues from the Past

A. *Finding Out about the Past*

1. Using fossils and fossil formations
2. Comparison of animals of long ago and animals of today
3. Using skeletons and teeth to compare species; meat and plant eaters
4. Food chains of the past

B. *Life Long Ago and Today*

1. Earth's History: Paleozoic and Mesozoic and extinction
2. Cenozoic; endangered species of today
3. Learning from our mistakes of the past

III. Changes All Around

A. *Heat*

1. Changes caused by heat
 - a) Melting
 - b) Evaporation
2. Sources of heat

B. *Heat Transfer*

1. Through solids
2. Air
3. Insulation

C. *Light and Sound*

1. Day and Night skies
2. Straight path of light
3. Use of Mirrors

D. *Night Sky*

1. Phases of the moon
2. Seasonal changes

E. *Listen to Sound*

1. Vibration
2. Pitch
3. Loudness

F. *Sound Moves*

1. Sound moves through solids
2. Sound moves through liquids
3. Sound moves through gases

IV. Watch It Move

- A. Forces**
 - 1. Gravity
 - 2. Change of position with time
 - 3. Friction
 - 4. Change in speed or direction
- B. Machines**
 - 1. Levers to lift
 - 2. Ramps
- C. Magnets**
 - 1. Push
 - 2. Pull
- D. Magnetic Field**

V. At Home in a Canyon

- A. Needs of Living Things**
 - 1. Ways of classifying animals
 - 2. Characteristics of organism
 - 3. Life cycle of organism
 - 4. Organism and environment
 - 5. Changes in environment
- B. Body Parts of Canyon Animals**
 - 1. Predator
 - 2. Prey
- C. Living in a Rocky Home**
 - 1. Falcons
- D. Properties of Rock**
 - 1. Properties of the earth
 - 2. Use of rock
- E. Rock Change**
 - 1. Erosion
 - 2. Wind
 - 3. Water
- F. Caves**
 - 1. How formed
 - 2. How animals survive in caves

VI. The Human Body

- A. Heart**
 - 1. Structure of heart
 - 2. Changes in heart rate
 - 3. Blood
- B. Lungs**
 - 1. Breathing in and out
 - 2. Structure of lungs
 - 3. Living with asthma

C. *Interaction of the Heart and Lungs*

Text Book: McGraw Hill Science, National Geographic Society, 2000

Social Studies for Second Grade

I. Map Skills

- A. *Identify conventional symbols for communities and cities***
- B. *Use a compass or north arrow to determine cardinal and intermediate directions***
- C. *Identify islands, peninsulas, and rivers on a map***
- D. *Use simple location terms***
- E. *Identify and use floor plans***
- F. *Locate the equator on a globe***
- G. *Use a landform map***
- H. *Use a land map***
- I. *Identify and use maps designating routes***

II. Living in a Neighborhood

- A. *Neighborhoods have similarities and differences***
- B. *Neighborhoods change over time***
- C. *Communities vary in size and structure***
- D. *Transportation links communities***
- E. *People live in communities in the U.S. and other lands***

III. Working Together

- A. *People in groups work together, cooperate, and share***
- B. *Rules and laws tell people what they can and cannot do***
- C. *Rules and laws help people get along and be safe***
- D. *Majority rule is a good principal for making group decisions***
- E. *Voting is a way people in groups choose leaders and express preferences***
- F. *Define city hall***
- G. *People work in groups in the U.S. and other lands***

IV. Working for Needs and Wants

- A. *People everywhere have needs and wants***
- B. *People work to earn money to pay for needs, wants, goods, and services***
- C. *People use banks to save money***
- D. *Goods are materials that are made or grown and then sold***
- E. *Services are jobs people do for others***
- F. *Factories are places things are made***

- G. Identify the processing steps*
- H. Tax money is paid by people to a community for services*
- I. People in the U.S. and other lands work for needs, wants, good, and services*

V. Living on the Earth

- A. Identify the state capital as the city where the leaders of the state work*
- B. Know the symbols of a state that make it different from other states*
- C. The Earth is our home*
- D. An ocean is a large body of salt water*
- E. Locate the US and its neighbors on a map*
- F. Locate the North and South Poles and equator on a globe*
- G. Describe the major types of landforms and bodies of water found on earth*
- H. Natural resources are materials from the earth people use*
- I. Special Americans play an important role in shaping our history*

VI. America Long Ago

- A. History is the story of the past*
- B. The American Indians were the first people to live in America*
- C. Describe the Jamestown Colony*
- D. Realize America fought England to be free*
- E. Many people moved west across America to form new communities and cities*
- F. Special Americans played an important role in shaping our country*

VII. Celebrating America

- A. Washington D.C. is our nation's capital*
- B. Identify some national monuments and the person or event they honor*
- C. Identify some important people in our nation's history*
- D. National holidays are a way we remember our past*
- E. Realize some holidays are celebrated by only some Americans*
- F. Identify the American flag as a symbol of our country*

Text Book: Neighborhoods and Communities, MacMillan/McGraw Hill

Math Curriculum Grade Two

I. Numbers to 100

- A. *Tens*
- B. *Understand Place Value*
- C. *Tens and ones*
- D. *Read and write numbers to 100*
- E. *Different ways to show numbers*

II. Number Patterns

- A. *Counting on a number line*
- B. *Skip count patterns*
- C. *Even and odd*

III. Comparing and Ordering Numbers

- A. *Ordinal numbers*
- B. *Compare numbers*
 - 1. *More than*
 - 2. *Less than*
 - 3. *Equal*
- C. *Order numbers to 100*
- D. *10 more, 10 less*

IV. Tables and Graphs

- A. *Take a survey on a tally chart*
- B. *Use data in a chart*
- C. *Make a concrete graph*
- D. *Make a pictograph*

V. Addition Strategies

- A. *Count on*
- B. *Double and doubles plus one*
- C. *Make a ten*
- D. *Add three numbers*

VI. Subtraction Strategies

- A. *Count back*
- B. *Fact families*
- C. *Relate addition to subtraction*
- D. *Missing addends*
- E. *Names for numbers*

VII. Explore 2-Digit Addition

- A. *Mental math add tens*
- B. *Mental math count on tens and ones*
- C. *Regroup ones and tens*
- D. *Model 2-digit addition*

VIII. 2-Digit Addition

- A. *Add 1-digit numbers***
- B. *Add 2-digit numbers***
- C. *More 2-digit numbers***
- D. *Practice 2-digit addition***
- E. *Rewrite 2-digit addition***
- F. *Estimate sums***

IX. Explore 2-Digit Subtraction

- A. *Mental Math subtraction by tens***
- B. *Mental math count back tens and ones***
- C. *Regroup tens and ones***
- D. *Model 2-digit subtraction***
- E. *Choose the operation***

X. 2-Digit Subtraction

- A. *Subtract 1-digit numbers***
- B. *Subtract 2-digit numbers***
- C. *More 2-digit subtraction***
- D. *Rewrite digit subtraction***
- E. *Estimate differences***
- F. *Use addition to check subtraction***

XI. Practice 2-digit Addition and Subtraction

- A. *Different ways to add***
- B. *Practice 2-digit addition***
- C. *Column addition***
- D. *Different ways to subtract***
- E. *Practice 2-digit subtraction***
- F. *Mixed practice***

XII. Counting Money

- A. *Pennies, nickels and dimes***
- B. *Quarters and half dollars***
- C. *Count collections***
- D. *Dollars***
- E. *Add money***

XIII. Using Money

- A. *Make the same amount***
- B. *Using the fewest coins***
- C. *Compare amounts***
- D. *Compare amounts to price***

- E.** *Make change to \$1.00*
- F.** *Subtract money*
- G.** *Use estimation*

XIV. Telling Time

- A.** *Explore 1 minute*
- B.** *Time to the hour*
- C.** *Time to the half hour*
- D.** *Time to 15 minutes*
- E.** *Minutes*

XV. Understanding Time

- A.** *Sequencing months*
- B.** *Dates on a calendar*
- C.** *Days, weeks, months, years*
- D.** *Estimate time*

XVI. Interpret Tables and Graphs

- A.** *Make a graph*
- B.** *Range, median and mode*
- C.** *Locate points on a grid*
- D.** *Read line graphs*
- E.** *Make a prediction*

XVII. Probability

- A.** *Interpreting outcomes of games*
- B.** *Certain or impossible*
- C.** *Likely and unlikely*
- D.** *Likelihood of events*
- E.** *Equally likely*

XVIII. Plane Shapes

- A.** *Sort plane shapes*
- B.** *Combine and separate shapes*

XIX. Solid Figures

- A.** *Sort Solid Figures*
- B.** *Compare solid figures and plane shapes*

XX. Spatial Sense

- A.** *Congruence*
- B.** *Symmetry*
- C.** *Sides, flips, and turns*

XXI. Patterns

- A.** *Describe patterns*
- B.** *Extend pattern units*
- C.** *Make patterns*
- D.** *Transfer patterns*
- E.** *Correct a pattern*

XXII. Measurement, Length, and Temperature

- A.** *Measure length with nonstandard units*
- B.** *Length and distance*
- C.** *Measure to the nearest inch*
- D.** *Inch, foot and yard – Fahrenheit thermometer*

XXIII. Measurement Capacity and Weight

- A.** *Measure capacity with nonstandard units*
- B.** *Cups, pints, quarts, and gallons*
- C.** *Measure weight with nonstandard units*
- D.** *Ounces and pounds*
- E.** *Choose the measuring tool*

XXIV. Metric Measurement

- A.** *Centimeters and meters*
- B.** *Milliliters and liters*
- C.** *Grams and kilograms*
- D.** *Celsius thermometer*

XXV. Perimeter, Area, Volume

- A.** *Perimeter*
- B.** *Area*
- C.** *Predict and test*
- D.** *Volume*

XXVI. Fractions

- A.** *Unit fractions*
- B.** *Fractions equal to one*
- C.** *Unit fractions of a group*

XXVII. Numbers to 1000

- A.** *Hundreds*
- B.** *Hundreds, tens and ones*
- C.** *Place value*
- D.** *Different ways to show numbers*

XXVIII. Comparing and Ordering Greater Numbers

- A. *Compare numbers***
- B. *Missing numbers to 1000***
- C. *Order numbers on a number line***
- D. *Find unknown numbers on a number line***
- E. *Skip count***

XXIX. Adding and Subtracting Three-Digit Numbers

- A. *Mental math add hundreds***
- B. *Addition regroup ones***
- C. *Addition regroup tens***
- D. *Mental math subtract hundreds***
- E. *Subtract regroup tens***
- F. *Subtract regroup hundreds***