

# Second Grade: Benchmark 1

## *Parent Handbook*



*This handbook will help your child review material learned this quarter, and will help them prepare for their first Benchmark Test. Please allow your child to work independently through the material, and then you can check their work using the answer key in the back of the handbook. If you have any questions or concerns about this material, please contact your child's teacher.*

*Thank you for your support!*

# Second Grade Essential Math Standards

## Learning Objective # 1:



Understand that the three digits of a three-digit number represent groups of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones and also equals 70 tens and 6 ones). Understand the following as special cases:



a. 100 can be thought of as a bundle of ten tens—called a “hundred.”

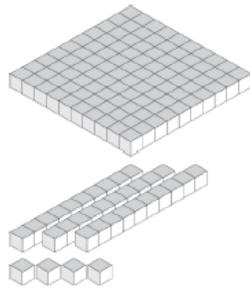


b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

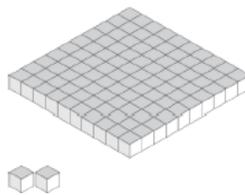
## Practice:

1. What model below correctly expresses the number: **242**?

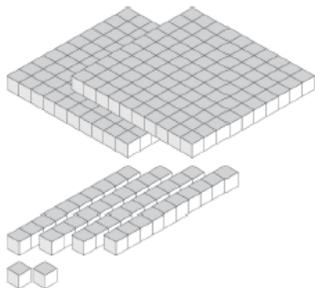
A.



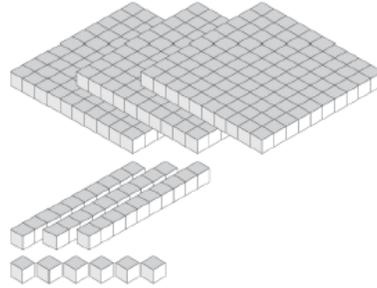
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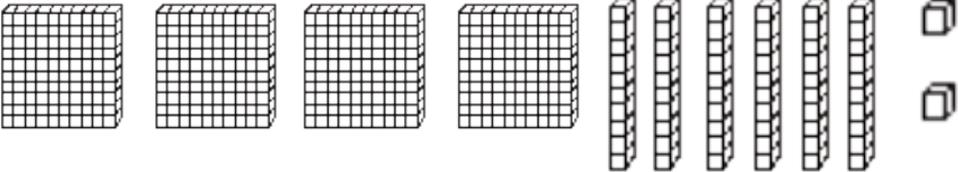
C.

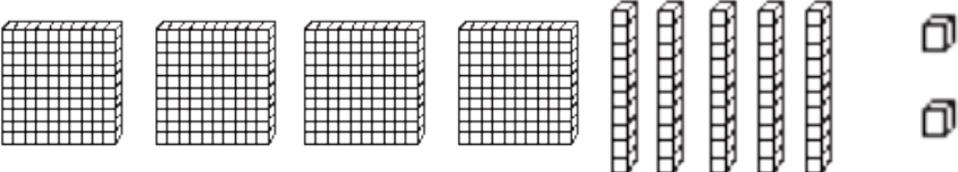


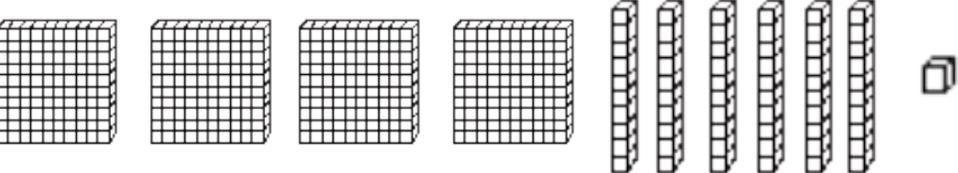
D.



2. What model below correctly expresses the number: 462?

A. 

B. 

C. 

**Learning Objective # 2:**



Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2's).

**Practice:**

3. Rick has 13 pigs and 7 horses on his farm. Which statement about his animals is true?

- A. Rick has an even number of pigs and an even number of horses.
- B. Rick has an even number of pigs.
- C. Rick has an odd number of pigs and an odd number of horses.
- D. Rick has an odd number of animals when you add them together.

4. Which list contains only even numbers?

A. 455, 434, 678

B. 347, 789, 502

C. 913, 786, 519

D. 568, 952, 354

**Learning Objective # 3:**



*Fluently add within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (Vail/BT expectation - with up to three addends and up to \$5.00)*

**Practice:**

5. Find the sum of this problem:

$$\begin{array}{r} \$5.33 \\ + \$3.29 \\ \hline \end{array}$$

a. \$7.52

b. \$8.62

c. \$8.52

d. \$9.62

6. Bella read 67 pages on Monday. She read 39 more on Tuesday. How many pages did she read altogether?

a. 106 pages

b. 96 pages

c. 102 pages

d. 94 pages

**Learning Objective # 4:**



Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. \*Vail- Base ten blocks with models

**Practice:**

7. Which is the correct expression of the number: **679**?

- A.  $60 + 70 + 9$
- B.  $600 + 700 + 90$
- C.  $600 + 70 + 90$
- D.  $600 + 70 + 9$

8. Which is the correct way to write  $400 + 30 + 0$  in standard form?

- A. 403
- B. 304
- C. 430
- D. 340

**Learning Objective # 5:**

Count within 1000; skip-count by 5's, 10's, and 100's. (Vail/BT expectation - 2's)

**Practice:**

9. Which three numbers come next?

40, 45, 50,            

- A. 51, 52, 53
- B. 60, 65, 70
- C. 55, 60, 65
- D. 51, 56, 61

10. Counting by 2's, what comes next?

22, 24, 26, 28, \_\_\_\_

A. 32

B. 29

C. 34

D. 30

***Learning Objective # 6:***

Mentally add 10 or 100 to a given number in the range of 100 and 900, and mentally subtract 10 or 100 from a given number in the range of 100 and 900.

***Practice:***

11. 100 more than 656 is \_\_\_\_\_.

A. 556

B. 765

C. 756

D. 856

12. 297 is \_\_\_\_\_ than 307.

A. 10 less

B. 100 more

C. 10 more

D. 100 less

## Benchmark 1 Essential Math Vocabulary

- \* **digit**: in the base ten number system, one of the symbols: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9
- \* **expanded form (expanded notation)**: a way to write numbers that shows the place value of each digit. (i.e.,  $343 = 300+40+3$ )
- \* **model**: representation of concrete materials, objects or drawings
- \* **place value**: the value of the position of a digit in a number
- \* **odd number**: a number that is not divisible by two
- \* **even number**: a number that is divisible by two without a remainder
- \* **sum**: the answer to an addition problem
- \* **decimal**: a symbol used to separate dollars from cents in money
- \* **addend**: a number to be added to another
- \* **equation**: a statement of the equality of two mathematical expressions
- \* **number line**: a line without ends whose points are real numbers

## Math Answer Key

1. C

2. A

3. C

4. D

5. B

6. A

7. D

8. C

9. C

10. D

11. C

12. A

# Second Grade Essential Reading Standards

## Learning Objective # 1:



*2.R.RF.03abd - The Highly Proficient student can distinguish whether the vowel sounds are long or short in multi-syllable words. The Highly Proficient student can identify and use common vowel teams correctly. The Highly Proficient student can identify and define words with prefixes and suffixes in a given paragraph.*

## Practice:

### *The Wind:*

I saw you toss the kites on high  
And blow the birds about the sky;  
And all around I heard you pass,  
Like ladies' skirts across the grass—  
O wind, a-blowing all day long!  
O wind, that sings so loud a song!

I saw the different things you did,  
But always you yourself you hid.  
I felt you push, I heard you call,  
I could not see yourself at all—  
O wind, a-blowing all day long,  
O wind, that sings so loud a song!

O you that are so strong and cold,  
O blower, are you young or old?  
Are you a beast of field and tree,  
Or just a stronger child than me?  
O wind, a-blowing all day long,  
O wind, that sings so loud a song!

1. In the eighth line, the word hid is found in the poem. What type of sound does the 'i' have in the word hid?
  - a. long vowel sound
  - b. short vowel sound
  - c. vowel blend sound
  - d. all of the above

2. Sort the words below into the following two groups:

sea	fad	clock	coast
spud	eagle	mule	sick
fly	math	found	cube
bend	crate	ship	sleep

Short vowel sound words

Long vowel sound words

3. What type of sound does the letter "i" have in the word mine?

- a. short vowel sound
- b. long vowel sound
- c. vowel blend sound

**Learning Objective # 2:**



**2.R.RF.03ef - The Highly Proficient student can read all of the second and third grade Dolch Words. The Highly Proficient student can segment decodable words into isolated phonemes and can use letter sounds and patterns to make a word.**

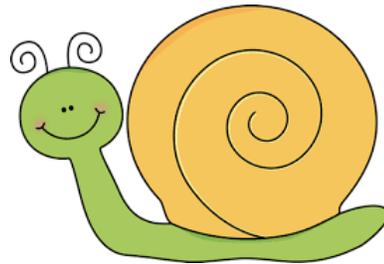
**Practice:**

4. Which has the same ending sound as “kite”?

- a. sight
- b. best
- c. ate

5. Blend the sounds to match the picture?

- a. s/ai/l
- b. sn/a/k/e
- c. sn/ai/l
- d. p/ai/l



6. Fill in the blank.

He walked \_\_\_\_\_ the doorway to his classroom.

- a. through
- b. threw
- c. thru
- d. throw

7. Write three words that use the “ou” spelling pattern?

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*Learning Objective # 3:*



*2.R.RL.07 The Highly Proficient student can write a summary of a story using the literary elements (characters, setting, and plot). The summary will be published digitally and illustrated.*

*Practice: Read the story below, and then answer the questions that follow.*

**A PERFECT BEACH HAT**

Kimmmie was visiting her Aunt Jane at her house at the beach. It was a beautiful summer day. Kimmmie built a giant sand castle in the morning. Aunt Jane took pictures of the castle to send to Kimmmie’s parents.

Kimmmie wanted to play on the beach that afternoon. She wanted to build another sand castle. Aunt Jane told her it was too sunny. Aunt Jane said Kimmmie could only go if she had sunscreen and a hat. Kimmmie didn’t have a hat. Aunt Jane had a lot of hats. Aunt Jane said that Kimmmie could borrow one of hers, since bigger hats were better anyway.

Kimmmie tried on four hats. The pink one was really pretty, but it had a big bow. The ribbons kept going into Kimmmie’s eyes. That would not be good for building a sand castle.

The blue hat was too fancy. Kimmmie did not like that hat at all. The red hat was nice, but it had flowers on it. Kimmmie was afraid the flowers would get dirty.

Then, Kimmmie saw a big straw hat with a short red ribbon on it. The bow was not too droopy. The hat was not too fancy. It would be easy to clean. Kimmmie knew it was the perfect hat.

8. Where was Kimmmie?
  - a. at the store
  - b. at the beach
  - c. at school
  - d. at home
9. Why did Aunt Jane want Kimmmie to wear a hat?
  - a. to protect her from the rain
  - b. to help her look better on the beach
  - c. The hat was Kimmmie’s idea.
  - d. to protect her from the sun
10. Why didn’t Kimmmie like the blue hat?
  - a. it was new
  - b. it had an ugly bird on it
  - c. it was too fancy
  - d. it was old

# Benchmark 1 Essential Reading Vocabulary

- \* **vowel**: a letter representing a sound of: a, e, i, o, u
- \* **long vowel**: when a vowel says its letter name
- \* **short vowel**: when a vowel does not say its letter name
- \* **blend**: putting together sounds to form parts of a word
- \* **sound**:
- \* **syllable**: the breaking up of sounds within a word
- \* **phonograms**: the letters that represent a sound
- \* **key details**: essential parts of a story using who, what, when, where, why and how
- \* **clarify**: ask questions or summarize what is being read or spoken.
- \* **characters**: the people, animals, or things in story
- \* **plot**: the events in a story.
- \* **setting**: where a story takes place
- \* **literary elements**: the essential parts of a story including setting, characters, and plot
- \* **passage**: a set of text
- \* **illustrations**: pictures or graphics that help you better understand the text, passage, or story

## Reading Answer Key

1. B
2. short vowel sounds: fad, clock, spud, sick, math, bend, ship,  
found  
long vowel sounds: sea, coast, eagle, mule, cube, fly, crate,  
sleep
3. B
4. A
5. C
6. A
7. Answers will vary. Possible answers: could, should, sound,  
shout, etc...
8. B
9. D
10. C