

*Second Grade:*  
*Benchmark 3*

*Parent Handbook*



*This handbook will help your child review material learned this quarter, and will help them prepare for their third 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: The Highly Proficient student can measure the length, weight and capacity of an object using the appropriate customary tool. (Vail/BT expectation - weight and capacity)*

## ***Practice:***

1. What unit would you use to measure the length of a spoon?

- a. feet
- b. inches
- c. yard
- d. miles



2. Bobby wanted to weigh his new puppy. What tool should he use to do this?

- a. a ruler
- b. a balance
- c. a yardstick
- d. a scale

3. Jan is making cookies with her mom. They need to measure the water. How much water would they use?

- a. a gallon
- b. a cup
- c. a mile
- d. an inch

**Learning Objective # 2:**

**The Highly Proficient student can measure the length, mass and capacity of an object using the appropriate metric tool. (Vail/BT expectation - mass and capacity)**

*Practice:*

4. What unit would you use to measure the length of a car?

- e. milliliters
- f. centimeters
- g. grams
- h. meters

5. What unit would you use to measure the capacity of a teaspoon?

- a. centimeters
- b. milligrams
- c. milliliters
- d. kilograms

*Learning Objective # 3:*

**The Highly Proficient student can tell and write time to the nearest minute using a.m. and p.m.**

*Practice:*

6. What time did Sam and his family eat a.m. or p.m. in your answer.

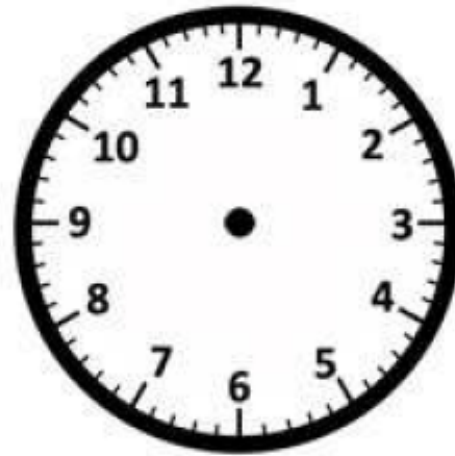
dinner? Use



\_\_\_\_\_

7. Draw the hands on the clock to  
the same

9:35



show  
time.

**Learning Objective # 4: The Highly Proficient student can solve addition and subtraction word problems for an unknown number involving same units of measurement. (Vail/BT expectation - weight and capacity)**

*Practice:*

8. Mark painted a vase to give to his mother on Mother's Day. The vase he painted was 26 inches tall. If he painted 7 inches purple, how many inches did he paint a pale green?

Which equation represents this word problem?

- a.  $7 - \star = 24$
- b.  $26 + 7 = \star$
- c.  $\star + 26 = 7$
- d.  $26 - 7 = \star$

9. Mark painted a vase to give to his mother on Mother's Day. The vase he painted was 26 inches tall. If he painted 7 inches purple, how many inches did he paint a pale green?

Solve the word problem.

a. 17 inches

b. 8 inches

c. 19 inches

d. 18 inches

10. Solve the following word problem.

Pat was sewing pieces of fabric together to make a quilt. She had one piece that was 47 centimeters long. She had another piece that was 14 centimeters shorter than the first piece. How long would the fabric be if she combined both sections?

a. 77 centimeters long

b. 80 centimeters long

c. 83 centimeters long

d. 79 centimeters long

## Benchmark 3 Essential Math Vocabulary

- \* **measurement**: the size, length, or amount of something.
- \* **length**: how long or wide an object is.
- \* **capacity**: how much space or liquid an object contains.
- \* **customary units**- units of measure of the U.S. Customary system such as yard, pound or gallon.
- \* **metric units** - units of measure of the metric system such as the meter, gram or liter.
- \* **weight**: how much mass an object contains or how heavy an object is.
- \* **mass**: how much matter an object contains.
- \* **word problem**: also known as a story problem that requires a math operations or equations to solve.
- \* **equation**: a mathematical statement using an equal sign
- \* **time**: sequence of events taking place measured using seconds, minutes and hours.

## Math Answer Key

1.B

2.D

3.B

4.D

5.C

6.5:55 p.m.

7.



8. D

9.C

10.B

# Second Grade Essential Reading Standards

***Learning Objective # 1:* 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.**

***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 eight 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	fruit
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: The Highly Proficient student can identify and define words with prefixes and suffixes in a given paragraph.**

4. Which word means to make better?

- a. unprove
- b. improve
- c. reprove

5. Sort the words below into prefixes and suffixes:

repay	helped	thoughtful	disappear
unable	beautiful	kindness	preheat
sweetest	teacher	retie	quickly

Prefixes

Suffixes

*Learning Objective # 3: The Highly Proficient student can retell stories from diverse cultures, determine their central message and write a fable that includes a cultural concept with a lesson or moral.*

*Practice: Read the following folktale and answer the questions.*

### **The Man Who Never Lied (African Folktale)**

Once upon a time there lived a wise man by the name of Mamad. He never lied. All the people in the land, even the ones who lived twenty days away, knew about him.

The king heard about Mamad and ordered his subjects to bring him to the palace. He looked at the wise man and asked:

"Mamad, is it true, that you have never lied?"

"It's true."

"And you will never lie in your life?"

"I'm sure of that."

"Okay, tell the truth, but be careful! The lie is crafty and it gets on your tongue easily."

Several days passed and the king called Mamad once again. There was a big crowd: the king was about to go hunting. The king held his horse by the mane, his left foot was already on the stirrup. He ordered Mamad:

"Go to my summer palace and tell the queen I will be with her for lunch. Tell her to prepare a big feast. You will have lunch with me then."

Mamad bowed down and went to the queen. Then the king laughed and said:

"We won't go hunting and now Mamad will lie to the queen. Tomorrow we will laugh on his behalf."

But the wise Mamad went to the palace and said:

"Maybe you should prepare a big feast for lunch tomorrow, and maybe you shouldn't. Maybe the king will come by noon, and maybe he won't."

"Tell me will he come, or won't he?" - asked the queen.

"I don't know whether he put his right foot on the stirrup, or he put his left foot on the ground after I left."

Everybody waited for the king. He came the next day and said to the queen:

"The wise Mamad, who never lies, lied to you yesterday."

But the queen told him about the words of Mamad. And the king realized, that the wise man never lies, and says only that, which he saw with his own eyes.

6. In the folktale "The Man Who Never Lied," What is the moral of the story?

- a. Make sure you have lunch after you go hunting.
- b. Being honest is wise. Speak only what you see
- c. It is easy to trick a king.

7. What did Mamad tell the queen exactly?

- a. The king will go hunting and to prepare a feast for when he returns.
- b. The king put his right foot in the stirrup.
- c. Maybe the king will come by noon and maybe he won't.

8. Why did the king order Mamad to tell the queen he would be with her for lunch and to prepare a feast?

- a. The king was too busy to tell the queen himself.
- b. The king's intentions were to have lunch with the queen.
- c. The king was trying to trick Mamad into telling a lie.

**Learning Objective # 4: The Highly Proficient student can compare and contrast two or more versions of the same story by different authors or from different cultures.**

*Practice: Read the following two stories and answer the questions.*

### **The Tortoise and the Hare**

The Hare was once bragging of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge any one here to race with me."

The Tortoise said quietly, "I accept your challenge."

"That is a good joke," said the Hare; "I could dance round you all the way."

"Keep your boasting till you've won," answered the Tortoise. "Shall we race?"

So a course was fixed and a start was made. All the animals in the forest gathered to watch. The Hare darted almost out of sight at once. Soon after, he decided to take a nap alongside the road. He thought he could take a nap and still win this!

The Tortoise plodded on and plodded on, and when the Hare awoke from his nap, he saw the Tortoise just near the winning-post and could not run up in time to save the race.

Then the Tortoise said: "Slow but steady progress wins the race."

short stories: <http://www.eastoftheweb.com>

## The Heron and the Hummingbird

Native American tale (retold-shorten version)

Heron and Hummingbird were best friends and they both loved to fish. One morning Hummingbird announced there are not enough fish in the rivers and lakes for the both of them. Hummingbird said, "Let's have a race. The winner of the race gets all the fish in the rivers and lakes."

Heron agreed. The two friends decided the race would last for four days. The winner of the race would be the first to reach the tree at the far end of the river.

The race started. Hummingbird was fast and flew several times around Heron. Heron continued flying steadily forward even when Hummingbird got distracted and sipped the nectar from the pretty flowers along the way. Hummingbird knew he was winning the race and each night decided to rest.

On the second morning Hummingbird woke up to see Heron had caught up. Heron had continued his steady pace as Hummingbird once again quickly passed him. On the morning of the fourth day Hummingbird woke up feeling rested and remembered the race. Once again Hummingbird quickly flew off, but always stopping to sip the sweet nectar. Hummingbird thought for sure he had won the race, but as he approached the tree he saw Heron had reached the tree! Heron had won the race.

9. Who was bragging about how fast he was?

- a. Heron
- b. Tortoise
- c. Hare

10. Each morning when Hummingbird awoke who did he discovered caught up with him?

- a. Hare
- b. Heron
- c. Tortoise

11. Both of these stories teach a lesson.

a. Are the lessons exactly the same? \_\_\_\_\_

b. Explain your answer \_\_\_\_\_

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12. Compare the two stories and write one similarity?

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13. Compare the two stories and write one difference?

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## Benchmark 3 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
- \* **common vowel teams**: when two vowels are spelled together to form a sound
- \* **phoneme**: sounds heard in a word
- \* **blend**: putting together sounds to form parts of a word
- \* **prefix**: letters added at the beginning of the word that changes the word into another word.
- \* **suffix**: letters added at the ending of the word that changes the word into another word.
- \* **syllable**: the breaking up of sounds within a word
- \* **culture**: traditions and beliefs of a particular group of people
- \* **compare and contrast**: find similarities and differences
- \* **lesson/moral**: what is learned from a story, the message.



## Reading Answer Key

1. B
2. short vowel sounds: fad, clock, spud, sick, math, bend, ship  
long vowel sounds: sea, coast, eagle, mule, fly, fruit, crate,  
sleep, found
3. B
4. B
5. **Prefix**: repay, disappear, unable, preheat, retie **Suffix**: helped,  
thoughtful, beautiful, kindness, sweetest, teacher, quickly
6. B
7. C
8. C
9. C
10. B
11. A. Not exactly  
B. Answers will vary- one example. Both teach that you can be more  
successful by doing things slowly and steadily than by acting

quickly and carelessly. However, in *The Tortoise and the Hare* we learned it is not wise to act like you are better than others.

12. Answers will vary (below are examples)

Both stories have a race, have characters that take naps, all the characters are animals

13. Answers will vary (below are examples)

The characters in the 1st story are a tortoise and a hare. In this story the race determines who is the fastest. In the 2nd story the characters are a heron and a hummingbird. In this story the race determines who gets to eat all the fish in the rivers and the lakes.