

# Week of 9/21 - 9/25

## Unit 1 Week 4

### Story

*Friends*

### Genre

Nonfiction

### Story

"There Are Days  
and There Are  
Days"

### Genre

Poetry

### Story

*Toss! Kick! Hop!*

### Genre

Nonfiction

### Essential Question

What do friends do together?

### Comprehension Strategy

ask and answer questions

### Comprehension Skill

key details

### Writing Traits

organization

### Grammar

questions and exclamations

### Structural Analysis

ABC order

### Mechanics

question and exclamation marks

### SPELLING/ PHONICS

short o

hop

top

log

hog

hot

lot

flip

black

they

too

### Oral Vocabulary

cooperate- work together to get something done

relationship- a connection with a person

chore- a small job you must do

collect- gather things together

deliver- take something to the person it belongs to

### High Frequency Words

fun, make, they, too

Name \_\_\_\_\_

Unit 1 Week 4

Hogs have a lot of fun! They like to eat slop. I  
can make the slop. Do you like dogs too? A dog  
hops on a rock to sit. My dog flops down and naps  
if it is hot. The clock is red.

red		yellow		blue
hog	rock	fun		
hop		make		
hot		they		
lot		too		
slop				

Times Read: 1 2 3 4 5 6 7 8 9 10

# Short o

The letter o can make the short o sound in hop.



- |              |              |              |
|--------------|--------------|--------------|
| <u>box</u>   | <u>top</u>   | <u>rocks</u> |
| <u>not</u>   | <u>lot</u>   | <u>fox</u>   |
| <u>jog</u>   | <u>clock</u> | <u>toss</u>  |
| <u>dolls</u> | <u>hot</u>   | <u>mops</u>  |

Can Ron jog on a hot day?

Ron can jog a lot!



## Your Turn



Look for these words with short o in "Toss! Kick! Hop!"

- |              |             |              |
|--------------|-------------|--------------|
| <u>toss</u>  | <u>hop</u>  | <u>block</u> |
| <u>dolls</u> | <u>flop</u> |              |





fun

It is **fun** to  
play tag with  
friends.



they

Can **they** go up  
and down fast?



make

We can **make**  
funny hats.



too

We like to  
skate, **too!**

### Your Turn



Say the sentence for each word.  
Then make up another sentence.

*Go Digital!* Use the online visual glossary

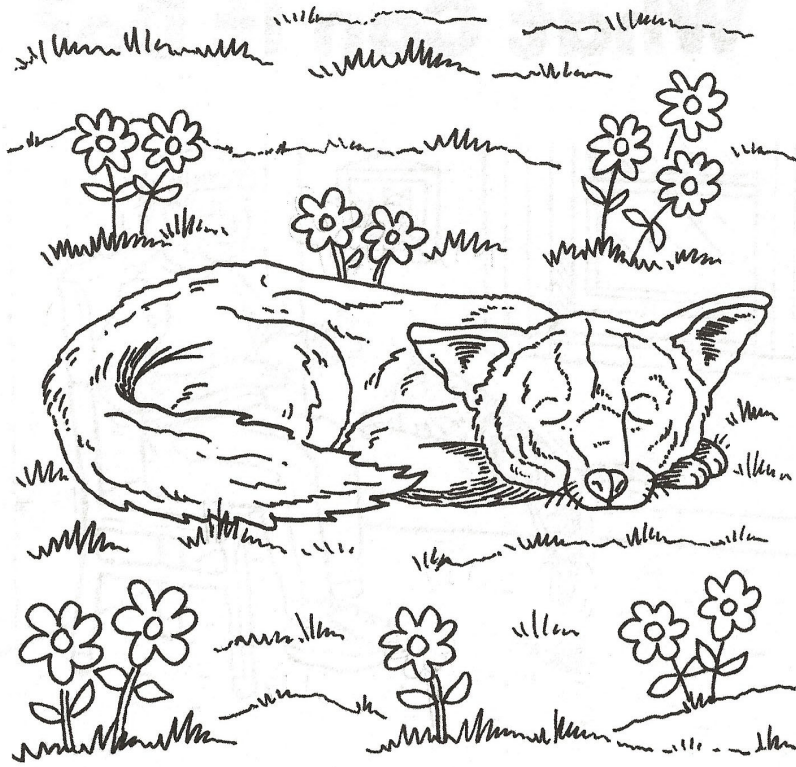


# What Can It Do?



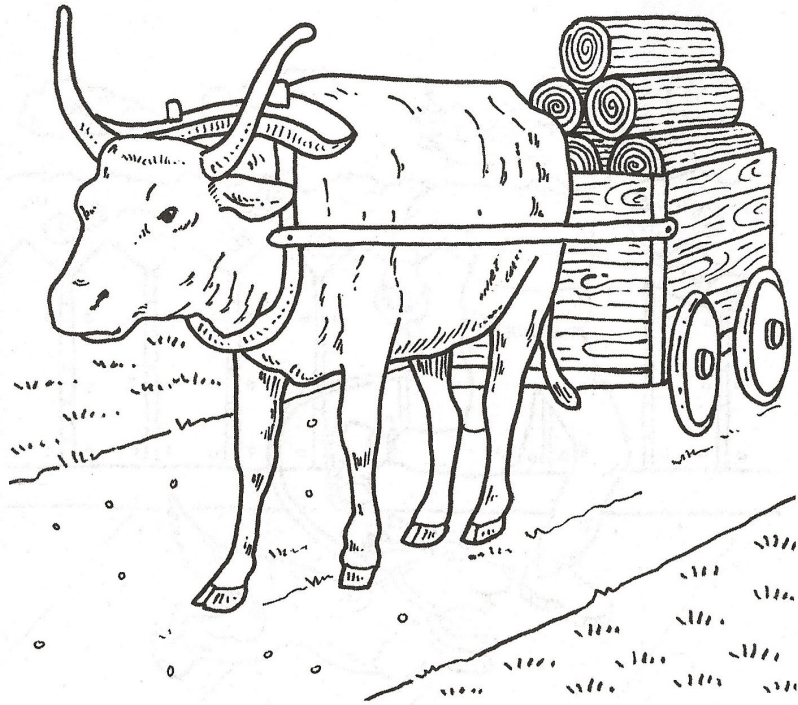
A cat can hop.

①



A fox can nap.

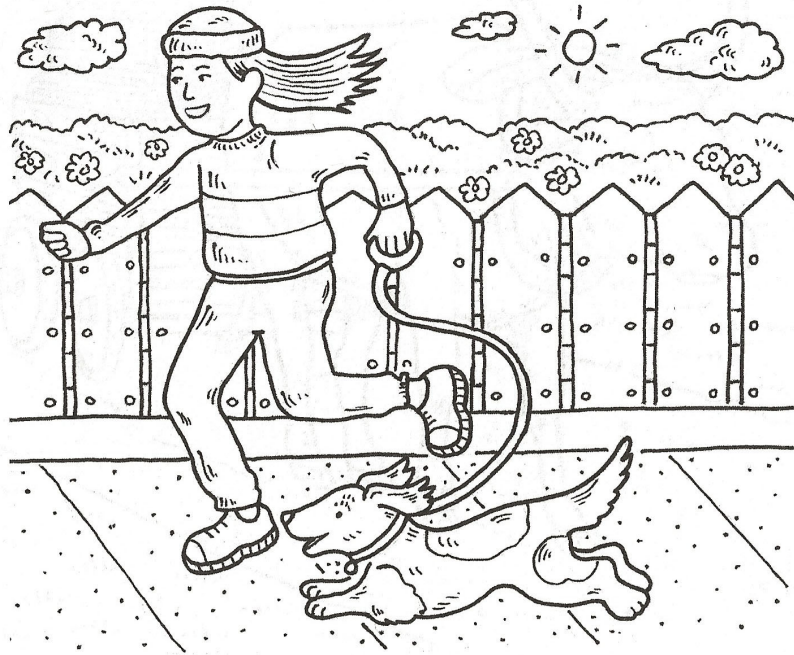
2



An ox can pull.

3





A dog can jog.

# I Hope You'll Be My Friend

By Darcy Hill

I hope you'll be my friend

I'll be a friend to you

Because everything is easier

When there are two!

I can run faster

When I'm with a friend

I can jump farther

When I'm with a friend

I can be stronger

And last longer

When I'm with a friend

I hope you'll be my friend.

I can smile bigger

When I'm with a friend



I can count higher  
When I'm with a friend  
Every day's brighter  
And my heart's lighter  
When I'm with a friend  
I hope you'll be my friend.

I can dream bolder  
When I'm with a friend  
I can be braver  
When I'm with a friend  
I can sing better  
And splash wetter  
When I'm with a friend  
I hope you'll be my friend.  
I hope you'll be my friend.

Genre Nonfiction

Essential Question

? What do friends do together?

Read about how two friends have fun together.



Go Digital!

# Friends

by Nina Crews



Nina Crews





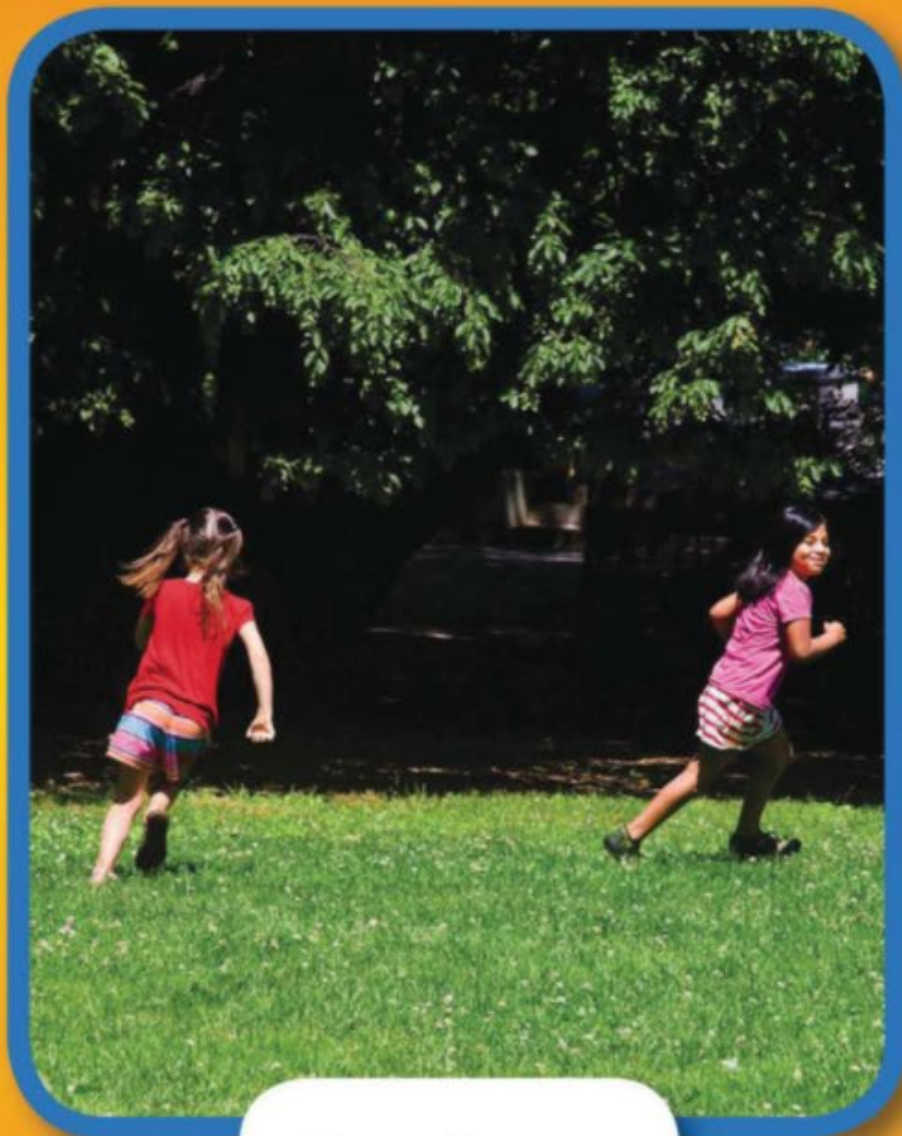
Pam and Jill are friends.  
**They** play a lot.

Pam and Jill toss a ball.



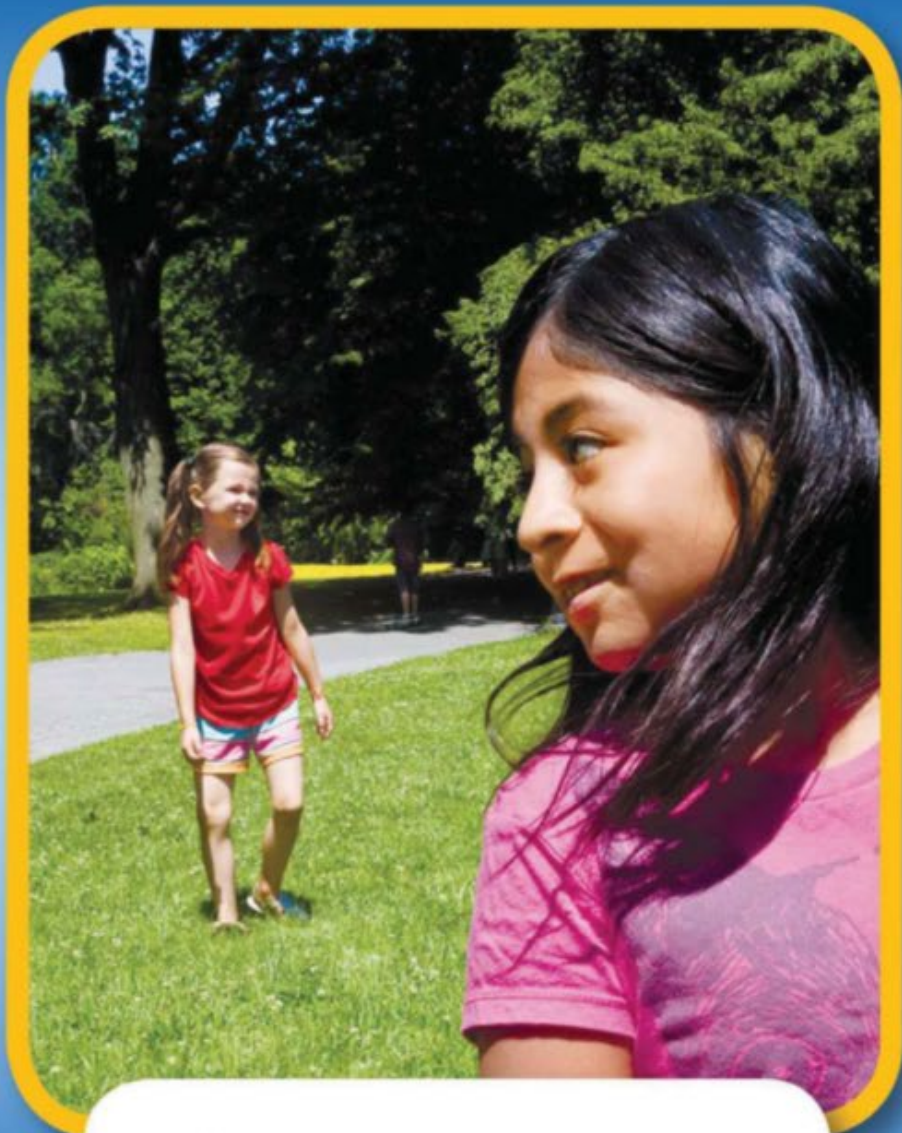


Pam hops.  
Jill hops, **too!**



They play tag.  
Pam is quick.





Jill is not as quick as Pam.



Jill is hot.  
She does not like tag.





Pam **makes** a plan.  
She has a box.



Jill looks in.  
It is a doll and a dog!





Pam and Jill sit on a rock.  
They make up a game.

The dog and doll are friends.





Pam and Jill play, play, play.

It is a **fun** day!



Name \_\_\_\_\_

Fill in the Key Details Chart. Use words from the story.

<u>First,</u>	Detail
<u>Next,</u>	Detail
<u>Last,</u>	Detail

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Topic

**Stop and Think!**

T- \_\_\_\_\_

1- \_\_\_\_\_

1- \_\_\_\_\_

1- \_\_\_\_\_

C- \_\_\_\_\_

S N

Q SS

Name \_\_\_\_\_

**Algebra • Add in Any Order**

Essential Question What happens if you change the order of the addends when you add?



Operations and Algebraic Thinking—1.0 A.3

MATHEMATICAL PRACTICES

MP.1, MP.4, MP.6

**Listen and Draw**

Use and . Color to model the problem.

**1** Write the addition sentence.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Use and . Color to change the order.

Write the addition sentence.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

**Math Talk****Mathematical Practices****Explain** how knowing the fact  $7 + 8$  helps you find  $8 + 7$ .**FOR THE TEACHER** • Read the problem. George sees 7 blue birds and 8 red birds. How many birds does he see? Help children work through changing the order of the addends.



**Model and Draw**

If you use the same addends, what other fact can you write?

$$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

**Share and Show**

Add. Change the order of the addends. Add again.

1.

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array} \quad + \quad \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

2.

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array} \quad + \quad \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

3.

$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array} \quad + \quad \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

4.


$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array} \quad + \quad \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

5.

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array} \quad + \quad \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

6.

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array} \quad + \quad \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

 **On Your Own**

- EX** **MATHEMATICAL PRACTICE 6** **Attend to Precision** Add. Change the order of the addends. Add again.

7.

$$\begin{array}{r} 9 \\ +6 \\ \hline \end{array} + \begin{array}{r} \square \\ \square \\ \hline \end{array} = \begin{array}{r} \square \\ \square \\ \hline \end{array}$$

8.

$$\begin{array}{r} 0 \\ +6 \\ \hline \end{array} + \begin{array}{r} \square \\ \square \\ \hline \end{array} = \begin{array}{r} \square \\ \square \\ \hline \end{array}$$

9.

$$\begin{array}{r} 8 \\ +3 \\ \hline \end{array} + \begin{array}{r} \square \\ \square \\ \hline \end{array} = \begin{array}{r} \square \\ \square \\ \hline \end{array}$$

10.

$$\begin{array}{r} 5 \\ +9 \\ \hline \end{array} + \begin{array}{r} \square \\ \square \\ \hline \end{array} = \begin{array}{r} \square \\ \square \\ \hline \end{array}$$

11.

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array} + \begin{array}{r} \square \\ \square \\ \hline \end{array} = \begin{array}{r} \square \\ \square \\ \hline \end{array}$$

12.

$$\begin{array}{r} 8 \\ +5 \\ \hline \end{array} + \begin{array}{r} \square \\ \square \\ \hline \end{array} = \begin{array}{r} \square \\ \square \\ \hline \end{array}$$

13.

$$\begin{array}{r} 9 \\ +1 \\ \hline \end{array} + \begin{array}{r} \square \\ \square \\ \hline \end{array} = \begin{array}{r} \square \\ \square \\ \hline \end{array}$$

14.

$$\begin{array}{r} 7 \\ +9 \\ \hline \end{array} + \begin{array}{r} \square \\ \square \\ \hline \end{array} = \begin{array}{r} \square \\ \square \\ \hline \end{array}$$

15.

$$\begin{array}{r} 4 \\ +6 \\ \hline \end{array} + \begin{array}{r} \square \\ \square \\ \hline \end{array} = \begin{array}{r} \square \\ \square \\ \hline \end{array}$$

- 16. GO DEEPER Explain** If Adam knows  $4 + 7 = 11$ , what other addition fact does he know? Write the new fact in the box. Tell how Adam knows the new fact.



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**Problem Solving • Applications**  **WRITE** Math

Write two addition sentences you can use to solve the problem. Write the answer.

17. Roy sees 4 big fish and 9 small fish. How many fish does Roy see?

\_\_\_\_\_ fish

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

18. **THINK SMARTER** Justin has 6 toys. He gets 8 more toys. How many toys does he have now?


\_\_\_\_\_ toys

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

19. **THINK SMARTER** Anna has two groups of pennies. She has 10 pennies in all. When she changes the order of the addends, the addition sentence is the same. What sentence can Anna write?

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_



20. **THINK SMARTER** Write the addends in a different order.

$3 + 4 = 7$

\_\_\_\_\_ + \_\_\_\_\_ = 7



**TAKE HOME ACTIVITY** • Ask your child to explain what happens to the sum when you change the order of the addends.

**FOR MORE PRACTICE:**  
Standards Practice Book

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