Week of 9/28 – 10/2

Unit 1 Week 5

Story
Move It!

Genre
Nonfiction

Story
"Using Diagrams"

Genre
Nonfiction

Story
Move and Grin!

Genre
Nonfiction

Essential Question
How does your body move?

Comprehension Strategy
ask and answer questions

Comprehension Skill
key details

Writing Traits
organization

Grammar
writing sentences

Structural Analysis
possessives

Mechanics
capitalization and punctuation

SPELLING/ PHONICS
r- and s- blends

spill
spin
grab
grass
drop
drip
hop
lot
two
move

Oral Vocabulary

exercise- activities you do with your body to stay healthy and become stronger

physical- about the body

agree- have to same idea about something

difficult- hard to do or full of problems

exhausted- very, very tired
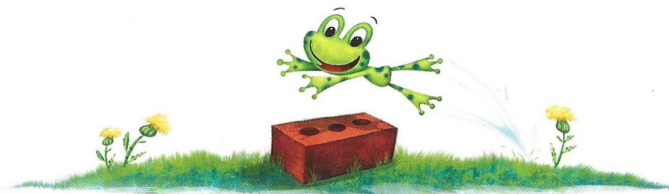
High Frequency Words

jump, move, run, two

Stan likes to move. He can run and jump. He can do two tricks, too! He can spin. Brad's frog swims and hops. Gram claps at Fran's tricks. Fran drops in the grass. She spills the balls.

red

drip	grab
drop	
spill	
spin	
grass	

yellow

jump

move

run

two

blue

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

r-blends, s-blends

The letters br, cr, dr, fr, gr, pr, tr, sk, sm, sn, sp, st, and sw make the beginning sounds in **brick**, **crab**, **drip**, **frog**, **grass**, **prop**, **trap**, **skin**, **smack**, **sniff**, **spot**, **still**, and **swam**.

brag	**crib**	**drop**
grab	**swims**	**track**
skips	**snaps**	**stop**
trip	**stick**	**spill**

Fran can run, **spin**, and **skip**.

Gram **stops** to see **Fran's trick**.

Your Turn

COLLABORATE

Look for these words with r-blends and s-blends in "Move and Grin!"

grin	**frog**	**Scott**
swim	**Fran**	**trot**
Stan	**crab**	**grab**	**Skip**

Kevin Zimmer

92   RF.1.3b, RF.1.3f See the California Standards section.

L.1.1b See the California Standards section.   **93**

Kids Can Move

He can hop.

①

She can run fast.

They can jump off.

②

③

We are kids.
We can move.
We can have fun!

Move and Grin!

Scott's frog can hop and **jump**.

It can **move** its back legs.

Scott can hop and jump, too.

Hop, hop, jump.

Fran's dog can swim a lot.

It kicks its **two** front legs.

Fran can swim a lot, too.

Swim, swim, swim.

Stan's horse can trot and **run**.

It jogs on its big long legs.

Stan can trot and run, too.

Trot, trot, run.

hand

arm

head

leg

foot

Skip's crab can grab.

It can grab with its claw.

Grab, grab, grab.

Skip can grab, too.

Grab, grab, grab.

What can Skip grab with?

Name _____

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

First, Detail
Next, Detail
Last, Detail

Topic

_____

Stop and Think!

_____

T-_____

   1-_____

   1-_____

   1-_____

C-_____

S	N
Q	SS

Name _____

Practice the Strategies

Essential Question What strategies can you use
to solve addition fact problems?

**Operations and Algebraic
Thinking—1.0A.6** *Also 1.OA.8*
MATHEMATICAL PRACTICES
MP.3, MP.7

Listen and Draw

Think of different addition strategies. Write or
draw two ways you can solve $4 + 3$.

$4 + 3 =$ _____	
Way 1	Way 2

Math Talk **Mathematical Practices**

Explain why the sum is
the same when you use
different strategies.

FOR THE TEACHER • Encourage children to use
different strategies to show two ways they can
solve $4 + 3$. Have children share answers and
discuss all strategies.

Chapter 3

Model and Draw

These are the ways you have learned to find sums.

You can count on.

$9 + 1 = \underline{10}$

$9 + 2 = \underline{\hphantom{00}}$

$9 + 3 = \underline{\hphantom{00}}$

$5 + 5 = \underline{10}$

$5 + 6 = \underline{\hphantom{00}}$

$5 + 4 = \underline{\hphantom{00}}$

You can use doubles, doubles plus 1, and doubles minus 1.

Share and Show

MATH BOARD

1. Count On 1

$4 + 1 = \underline{\hphantom{00}}$

$5 + 1 = \underline{\hphantom{00}}$

$6 + 1 = \underline{\hphantom{00}}$

$7 + 1 = \underline{\hphantom{00}}$

2. Count On 2

$5 + 2 = \underline{\hphantom{00}}$

$6 + 2 = \underline{\hphantom{00}}$

$7 + 2 = \underline{\hphantom{00}}$

$8 + 2 = \underline{\hphantom{00}}$

✔ 3. Count On 3

$6 + 3 = \underline{\hphantom{00}}$

$7 + 3 = \underline{\hphantom{00}}$

$8 + 3 = \underline{\hphantom{00}}$

$9 + 3 = \underline{\hphantom{00}}$

4. Doubles

$7 + 7 = \underline{\hphantom{00}}$

$8 + 8 = \underline{\hphantom{00}}$

$9 + 9 = \underline{\hphantom{00}}$

$10 + 10 = \underline{\hphantom{00}}$

✔ 5. Doubles Plus One

$5 + 6 = \underline{\hphantom{00}}$

$6 + 7 = \underline{\hphantom{00}}$

Doubles Minus One

$8 + 7 = \underline{\hphantom{00}}$

$9 + 8 = \underline{\hphantom{00}}$

Name _____

MATHEMATICAL PRACTICE ③ **Apply** Add. Color doubles facts 🖍️.
Color count on facts 🖍️. Color doubles plus
one or doubles minus one facts 🖍️.

6. $9 + 9 =$ ___	**7.** $7 + 1 =$ ___	**8.** $5 + 3 =$ ___
9. $2 + 9 =$ ___	**10.** $7 + 3 =$ ___	**11.** $7 + 7 =$ ___
12. $6 + 5 =$ ___	**13.** $2 + 8 =$ ___	**14.** $8 + 8 =$ ___
15. $8 + 9 =$ ___	**16.** $9 + 3 =$ ___	**17.** $7 + 8 =$ ___

THINK SMARTER Make a counting on
problem. Write the missing numbers.

18. ____ birds were in a tree.
____ more birds flew there.
How many birds are in the tree now?

____ birds

FOR MORE PRACTICE:
Standards Practice Book

✓ Mid-Chapter Checkpoint

Concepts and Skills

Add. Change the order of the addends. Add again. (1.OA.3)

1.
$$8 + 4$$
$$\square + \square = \square$$

2.
$$7 + 9$$
$$\square + \square = \square$$

Circle the greater addend. Count on to find the sum. (1.OA.5)

3. $1 + 8$ **4.** $3 + 7$ **5.** $9 + 2$ **6.** $6 + 3$ **7.** $7 + 1$ **8.** $2 + 8$

Use doubles to help you add. (1.OA.6)

9. $7 + 8 =$ _____   **10.** $6 + 7 =$ _____   **11.** $9 + 8 =$ _____

Personal Math Trainer

12. **THINK SMARTER +** Write a count on 1 fact to show a sum of 8. Then write a doubles fact to show a sum of 8.