

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

Name _____

Unit 1 Week 5

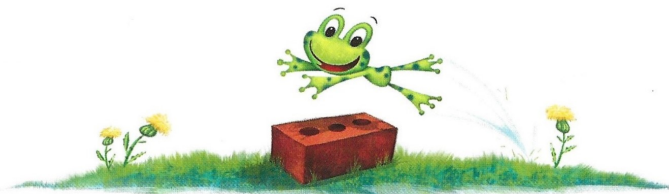
Stan likes to move. He can run and jump. He can do two tricks, too! He can spin. Brad's frog swims and hops. Gram claps at Fran's tricks. Fran drops in the grass. She spills the balls.

red	yellow	blue
drip grab drop spill spin grass	jump move run two	

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.

bragcribdropgrabswimstrackskipssnapsstoptripstickspill

Fran can run, spin, and skip.

Gram stops to see Fran's trick.



Your Turn



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

grinfrogScottswimFrantrotStancrabgrabSkip



jump

Do you like
to **jump**?



run

My dog can
run fast.



move

It is fun to
move to music.



two

The **two** cats
like to play.

Your Turn



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

Go Digital! Use the online visual glossary

Kids Can Move



He can hop.

1



She can run fast.

2



They can jump off.

3



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



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.



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?



Essential Question

How does your body move?

Read about the fun ways kids can move.



Go Digital!

Read Together

Move It!



How can kids **move**?

We can move in lots of ways.
We use our bodies to help us.



I can **run**.

I have strong legs.

They help me go fast.

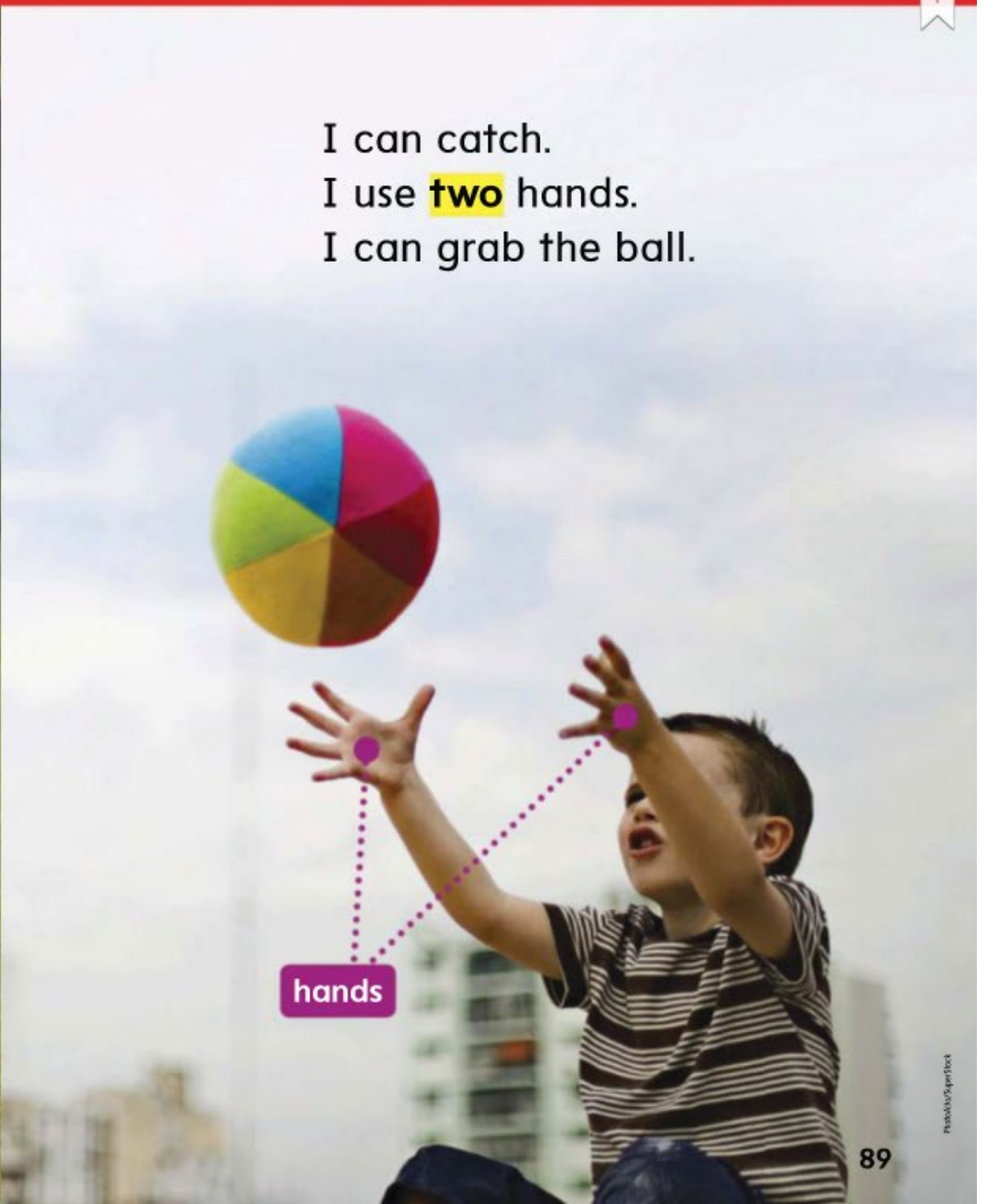
legs





I can **jump**.
I pick up my feet.
I will land on the grass.

feet



I can catch.
I use **two** hands.
I can grab the ball.


hands



I can swim.
I pull with my arms.
I kick with my feet.



I can spin this hoop.
I move my hips fast.
This helps it stay up.



I can do fun tricks.
There are lots of ways to move!
What can you do?

Respond to the Text

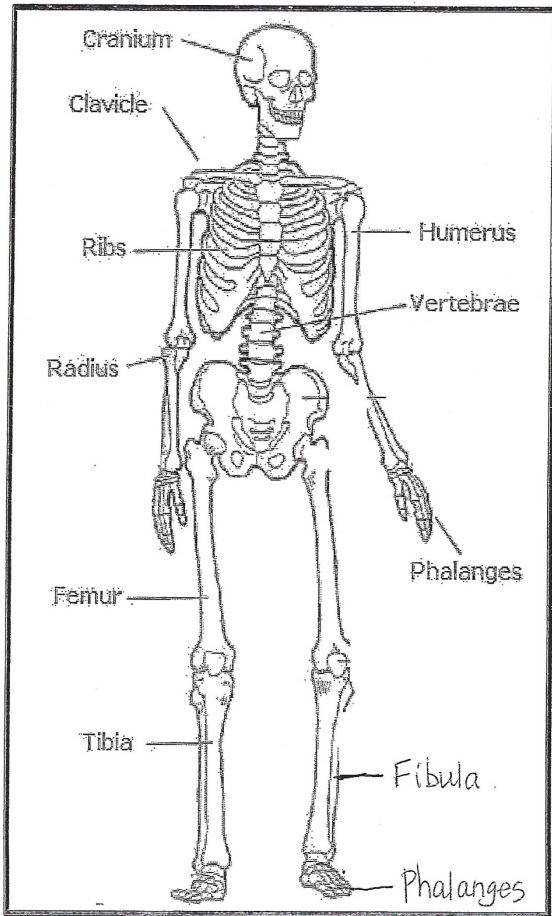
1. Use detail from the selection to summarize. **SUMMARIZE**
2. Use the words **first**, **next**, **then**, **last** to describe the steps needed to make one of the motions. **WRITE**
3. What else do your arms help you to do? **TEXT TO WORLD**



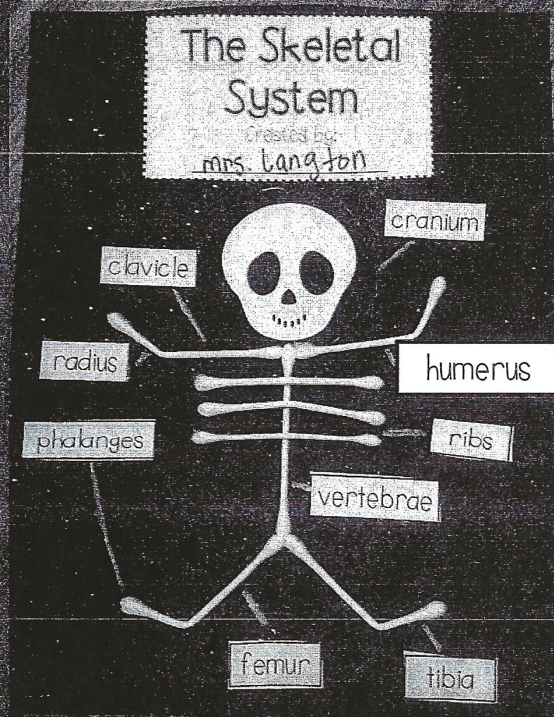
Skeletal System

Every single person has a skeleton made up of many bones. An adult has 206 of them! These bones give your body structure, let you move in many ways, protect your internal organs, and more.

Here is a diagram of your skeleton!



Sample of Project



Name _____

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

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

Copyright © McGraw-Hill Education

Topic

Stop and Think!

T- _____

1- _____

1- _____

1- _____

C- _____

S N

Q SS

Name _____

Use Make a 10 to Add

Essential Question How can you make a ten to help you add?



Operations and Algebraic Thinking—1.OA.6 Also 1.OA.8

MATHEMATICAL PRACTICES
MP.2, MP.4

Listen and Draw

Draw to show the addends. Then draw to show how to make a ten. Write the sum.

$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$	<table border="1" style="width: 100%; height: 100%;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>										
	<table border="1" style="width: 100%; height: 100%;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>										

**Math Talk****Mathematical Practices**

Describe how the drawings show how to make a ten to solve $6 + 7$.

© Houghton Mifflin Harcourt Publishing Company



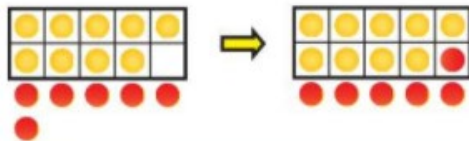
FOR THE TEACHER • Read the following problem. Sean has 6 red blocks and 7 blue blocks. How many blocks does he have? Ask children to draw counters in the ten frames to show how to solve by making a ten.

Model and Draw

10 What is $9 + 6$?

Start with the greater addend.

Make a ten.



Find the sum.

$$\begin{array}{r} 9 + 1 + 5 \\ \hline 10 + 5 = \end{array}$$

So, $6 + 9 =$ ____.

Share and Show

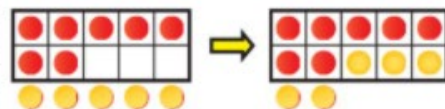
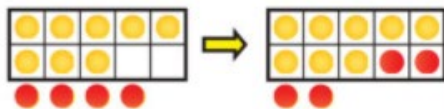


Write to show how you make a ten. Then add.



1. What is $8 + 4$?

2. What is $5 + 7$?



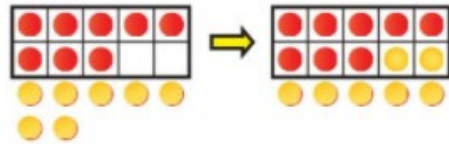
$$\begin{array}{r} \underline{\quad} + \underline{\quad} + 2 \\ \hline \underline{\quad} + \underline{\quad} = \end{array}$$

So, $8 + 4 =$ ____.

$$\begin{array}{r} \underline{\quad} + \underline{\quad} + 2 \\ \hline \underline{\quad} + \underline{\quad} = \end{array}$$

So, $5 + 7 =$ ____.

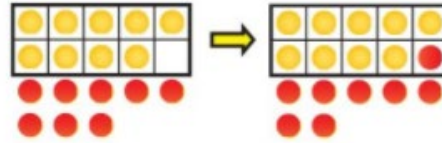
Name _____

On Your Own**THINK SMARTER**Write to show how you make a ten.
Then add.3. What is $7 + 8$?

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

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

$$\text{So, } 7 + 8 = \underline{\quad}.$$

4. What is $9 + 8$?

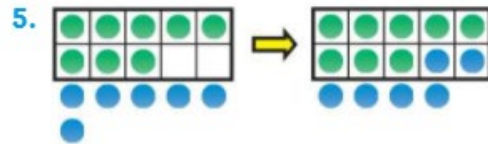
$$\underline{\quad} + \underline{\quad} + \underline{\quad}$$

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

$$\text{So, } 9 + 8 = \underline{\quad}.$$

MATHEMATICAL PRACTICE**Use Models**

Use the model. Write to show how you make a ten. Then add.



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

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

$$\text{So, } \underline{\quad} + \underline{\quad} = \underline{\quad}.$$



Problem Solving • Applications  **WRITE** Math

Use the clues to solve. Draw lines to match.

- 6.** Han, Luis, and Mike buy **apples**.
Mike buys 10 red apples and
4 green apples. Luis and Mike buy
the same number of apples.
Match each person to his apples.



Han	10 red apples and 4 green apples
Luis	6 red apples and 8 green apples
Mike	8 red apples and 7 green apples

- 7. Go DEEPER** Look at Exercise 6. Han eats one apple. Now he has the same number of apples as Luis and Mike. How many red and green apples could he have?
_____ red apples and _____ green apples

- 8. THINK SMARTER** Does the addition show how to make a ten to add? Choose Yes or No.
- | | | |
|-------------|---------------------------|--------------------------|
| $8 + 2 + 2$ | <input type="radio"/> Yes | <input type="radio"/> No |
| $5 + 4 + 3$ | <input type="radio"/> Yes | <input type="radio"/> No |
| $6 + 7 + 3$ | <input type="radio"/> Yes | <input type="radio"/> No |