

Unit 2 Week 1

Story

"Good Job, Ben!"

Genre

Realistic Fiction

Story

"The Red Hat"

Genre

Realistic Fiction

Story

"Firefighters at Work"

Genre

Nonfiction

Essential Question

What jobs need to be done in a community?

Comprehension Strategy

make and confirm predictions

Comprehension Skill

character, setting, events

Writing Traits

organization

Grammar

nouns

Structural Analysis

inflectional ending -ed

Mechanics

commas in a series

SPELLING/ PHONICS

Short e

leg

beg

men

hen

head

bread

grass

spin

there

again

Vocabulary

community- a place and the people who live in it

occupation- a job someone does

astonishing- amazing or surprising

equipment- the things you need to do something

fortunately- luckily

High Frequency Words

again, help, new, there, use

Oral Vocabulary Words

community, occupation, astonishing, equipment,

fortunately



Name _____

Unit 2 Week 1

Ben got there again. He is at the vet. He had to beg. The red fox fled to its den. The men will help. His hen has bread on its head. Tell Meg to get ten eggs. I will use a new pen. The box I read is wet.

red

beg	vet
bread	wet
head	red
hen	fled
read	
men	

yellow

again
help
new
there
use

blue

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



again

I may need to bake it **again**.



there

There is a lot of mail in his bag.



help

She will **help** find the street.



use

Use a scoop to pick up the rocks.



new

My class has a **new** teacher.

Your Turn



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

Go Digital! Use the online visual glossary

Short e

The letters e or ea can make the short e sound, as in get or bread.



<u>men</u>	<u>vet</u>	<u>pet</u>
<u>bed</u>	<u>red</u>	<u>mess</u>
<u>head</u>	<u>well</u>	<u>dress</u>
<u>smell</u>	<u>deaf</u>	<u>bread</u>

Fred's pet hen can peck!

The top of its head is red.



Your Turn

COLLABORATE



Look for these words with the short e sound in "Good Job, Ben!"

<u>Ben</u>	<u>head</u>	<u>get</u>	<u>yet</u>
<u>men</u>	<u>wet</u>	<u>step</u>	<u>bread</u>
<u>smells</u>	<u>ten</u>	<u>Jet</u>	<u>vet</u>
<u>well</u>	<u>pet</u>	<u>Glenn</u>	<u>read</u>

A Fun Job



A clock can stop.
Mom can fix it!

①



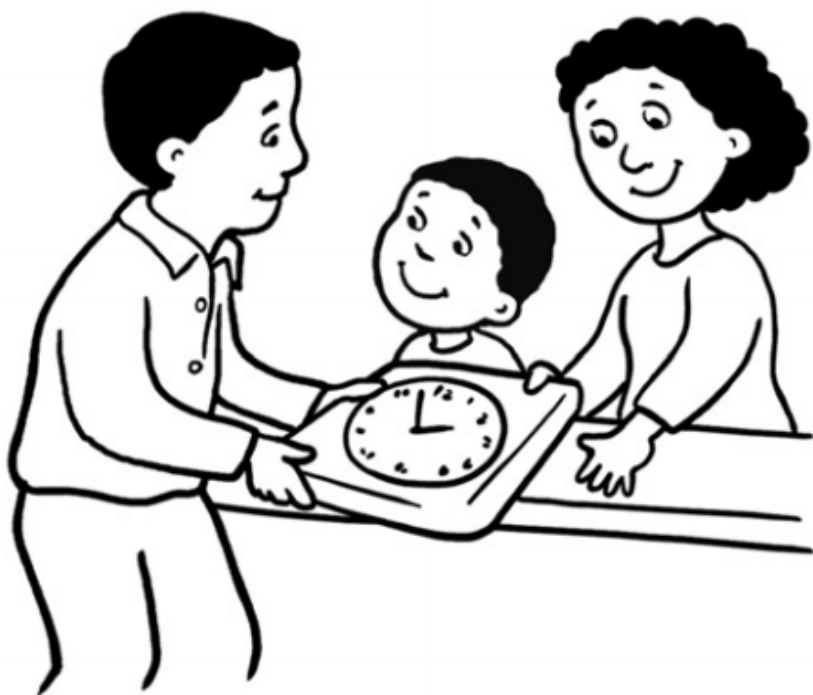
Ben helps his mom.
Ben likes his job.

2



A man comes in.
Can Mom and Ben
fix his clock?

3



They fix the clock.
The man is glad!

**Essential Question**

What jobs need to be done in a community?

Read about jobs that people do around town.

*Go Digital!*

Good Job, Ben!





Ben and Mom head to town.
It is a big trip.
There is a lot to see.

Ben and Mom will get on the bus.
The driver stops on this block.
Good job!



Ben and Mom can not cross yet.
Stop! Stop! She can **help** them.
Big job!



Ben and Mom walk past.
Six men **use** a drill and fill cracks.
It will look **new again**.

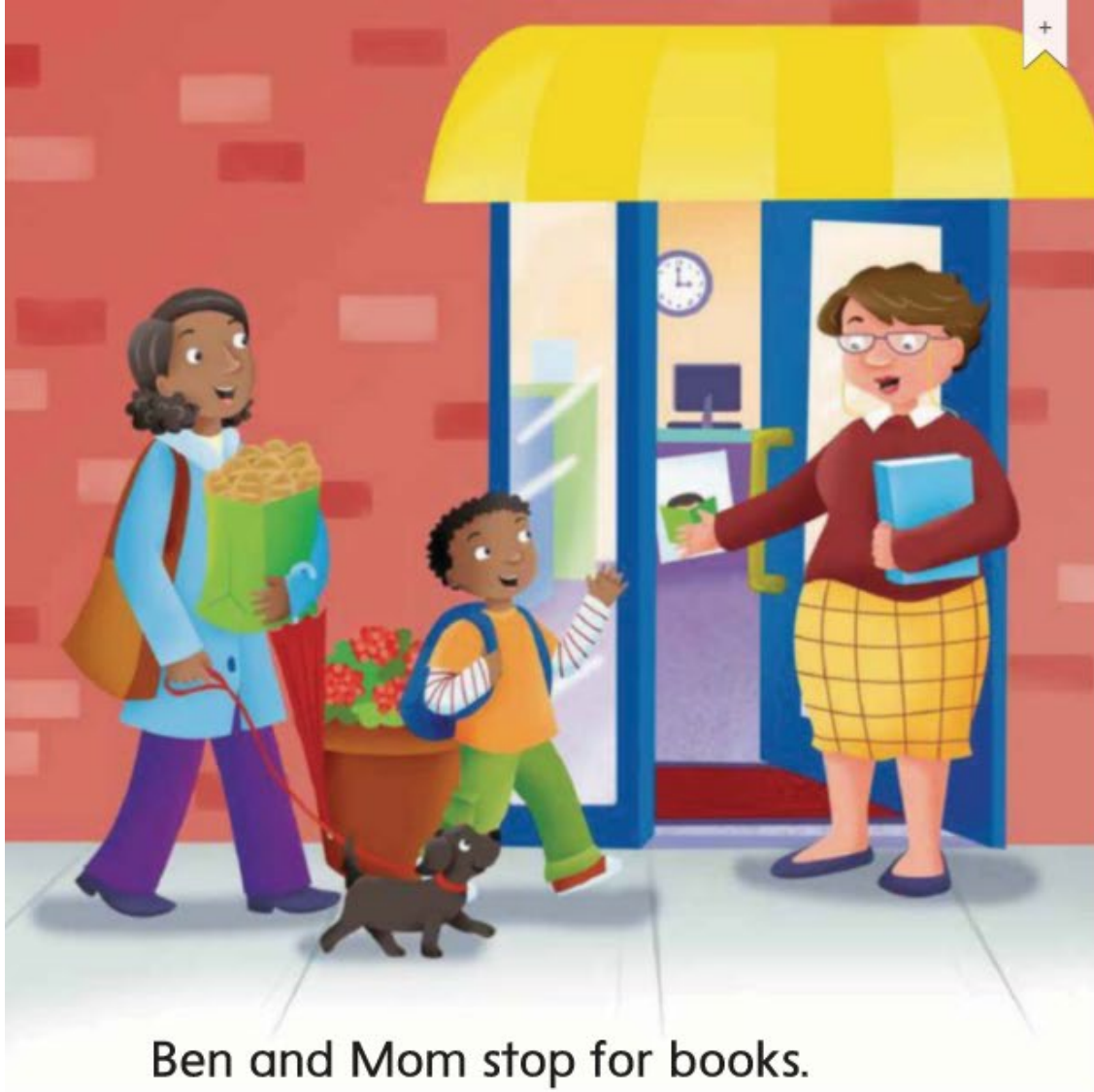
Wet job!



Ben and Mom step in for bread.
Ben sniffs. It smells good.
Mom gets ten.
Hot job!



Ben and Mom get Jet.
Jet licks Ben.
The vet helped Jet get well quick.
Pet job!



Ben and Mom stop for books.
Ben can get help from Miss Glenn.
Glad job!



What did Ben get?
What has he read?
Ben read books on jobs.
Good job, Ben!

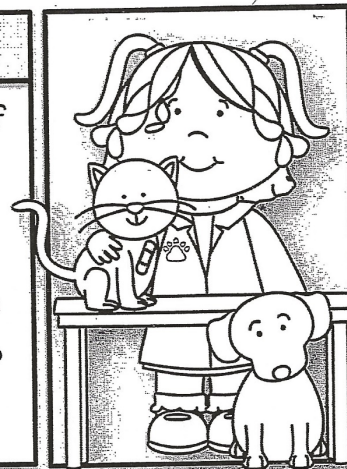
Community Helpers

Name _____

Read the short passage and answer the questions.

VETERINARIANS

Veterinarians are doctors who take care of animals. Most people call them "vets" for short. If your pet was hurt or sick, you would take it to a veterinarian's office to care for it. Veterinarians also give animals shots called vaccinations. Vaccinations help protect our pets from diseases.



1. What do veterinarians do?

2. Why are vaccinations important?

3. What do most people call veterinarians for short?

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 3 Numbers

Essential Question How can you group numbers to add three addends?



Operations and Algebraic Thinking—1.OA.3 Also 1.OA.6

MATHEMATICAL PRACTICES
MP.3, MP.8**Listen and Draw**

- Listen to the problem. Show two ways to group and add the numbers.

	<table border="1" style="margin: auto;"> <tr> <td style="padding: 10px;">3</td> <td style="padding: 10px;">6</td> <td style="padding: 10px;">3</td> </tr> </table>	3	6	3
3	6	3		

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FOR THE TEACHER • Read the following problem. There are 3 children at one table. There are 6 children at another table. There are 3 children in line. How many children are there?

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

Describe the two ways you grouped the numbers to add.

Model and Draw

You can group the addends in any order and in different ways to find the sum.

Add 8 and 2 to use the strategy make a ten. Then add 10 and 6.



Add 6 and 2 to use the strategy count on. Then add doubles 8 and 8.

$$\begin{array}{r} 8 \\ 6 \\ + 2 \\ \hline 16 \end{array}$$

A diagram shows a box containing the number 10. Dotted lines connect the 8 and 2 from the addition problem to the 10, illustrating the "make a ten" strategy.

$$\begin{array}{r} 8 \\ 6 \\ + 2 \\ \hline 16 \end{array}$$

A diagram shows a box containing the number 8. Dotted lines connect the 6 and 2 from the addition problem to the 8, illustrating the "count on" strategy.

Share and Show



Choose a strategy. Circle two addends to add first. Write the sum. Then find the total sum. Then use a different strategy and add again.

THINK

Use count on, doubles, doubles plus one, doubles minus one, or make a ten to add.

1. $\begin{array}{r} 6 \\ 4 \\ + 2 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ 4 \\ + 2 \\ \hline \end{array}$

2. $\begin{array}{r} 3 \\ 4 \\ + 4 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ 4 \\ + 4 \\ \hline \end{array}$

3. $\begin{array}{r} 2 \\ 5 \\ + 0 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ 5 \\ + 0 \\ \hline \end{array}$

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


 **On Your Own**
MATHEMATICAL PRACTICE 3 Use Repeated Reasoning

Choose a strategy. Circle two addends to add first. Write the sum.

5. $\begin{array}{r} 8 \\ 2 \\ +2 \\ \hline \end{array}$	6. $\begin{array}{r} 6 \\ 0 \\ +8 \\ \hline \end{array}$	7. $\begin{array}{r} 3 \\ 4 \\ +6 \\ \hline \end{array}$	8. $\begin{array}{r} 2 \\ 3 \\ +7 \\ \hline \end{array}$
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9. $\begin{array}{r} 7 \\ 7 \\ +2 \\ \hline \end{array}$	10. $\begin{array}{r} 1 \\ 9 \\ +1 \\ \hline \end{array}$	11. $\begin{array}{r} 5 \\ 4 \\ +4 \\ \hline \end{array}$	12. $\begin{array}{r} 5 \\ 5 \\ +5 \\ \hline \end{array}$
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13. $\begin{array}{r} 3 \\ 5 \\ +2 \\ \hline \end{array}$	14. $\begin{array}{r} 2 \\ 6 \\ +4 \\ \hline \end{array}$	15. $\begin{array}{r} 9 \\ 9 \\ +1 \\ \hline \end{array}$	16. $\begin{array}{r} 1 \\ 2 \\ +8 \\ \hline \end{array}$
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 **THINK SMARTER** Write the missing addends. Add.

17.
$$\begin{array}{r} \square \\ \square \\ + 3 \\ \hline \end{array} \begin{array}{l} \diagup \\ \diagdown \end{array} 8$$



18.
$$\begin{array}{r} \square \\ + \square \\ \hline \end{array} \begin{array}{l} \diagup \\ \diagdown \end{array} \begin{array}{l} 3 \\ 7 \end{array}$$

Problem Solving • Applications  **WRITE** Math

Draw a picture. Write the number sentence.

19. Maria has 3 cats. Jim has 2 cats.

Cheryl has 5 cats. How many cats do they have?

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



20. Tony sees 5 small turtles.

He sees 0 medium turtles.

He sees 4 big turtles.

How many turtles does he see?

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



21. **Go Deeper** Kathy sees 13 fish in the tank. 6 fish are gold.

The rest are blue or red.

How many of each could she see?

$$\underline{\quad} + \underline{\quad} + 6 = 13 \text{ fish}$$



22. **Think Smarter** Write two ways to group and add $2 + 3 + 4$.

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



TAKE HOME ACTIVITY • Have your child look at Exercise 21. Have your child tell you how he or she decided which numbers to use. Have him or her tell you two new numbers that would work.

FOR MORE PRACTICE:
Standards Practice Book