

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



Friday

Name: _____

Spelling Posttest

1. _____

2. _____

3. _____

4. _____

5. _____

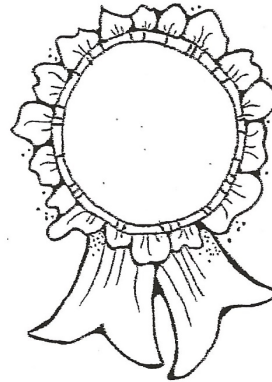
6. _____

7. _____

8. _____

9. _____

10. _____



Read the story "Greg Can Help." Then answer Numbers 1 to 5.

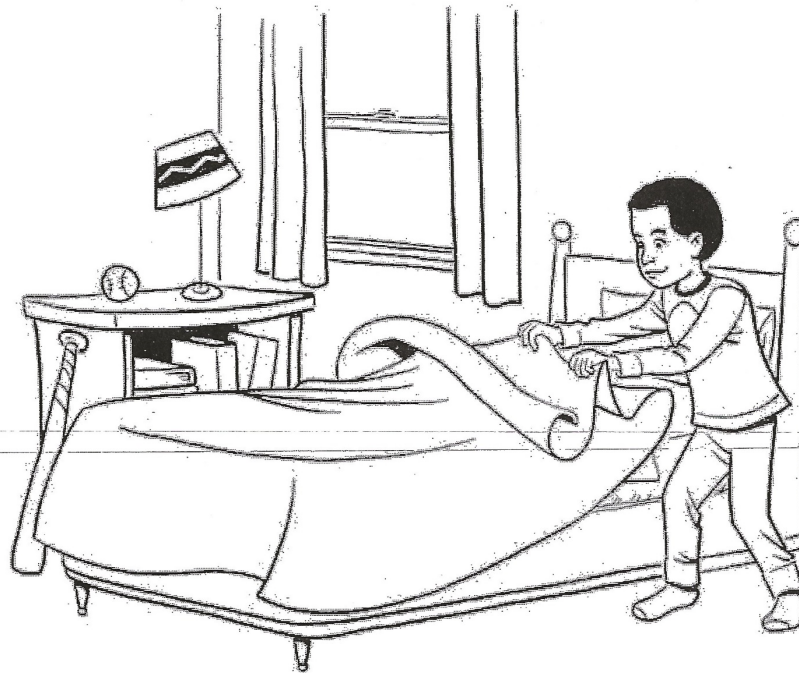
Greg Can Help

Greg can help.

He can do a lot.

Greg can make his bed.

He does not play on it.



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Greg can help Dad make bread.

The bread is good!

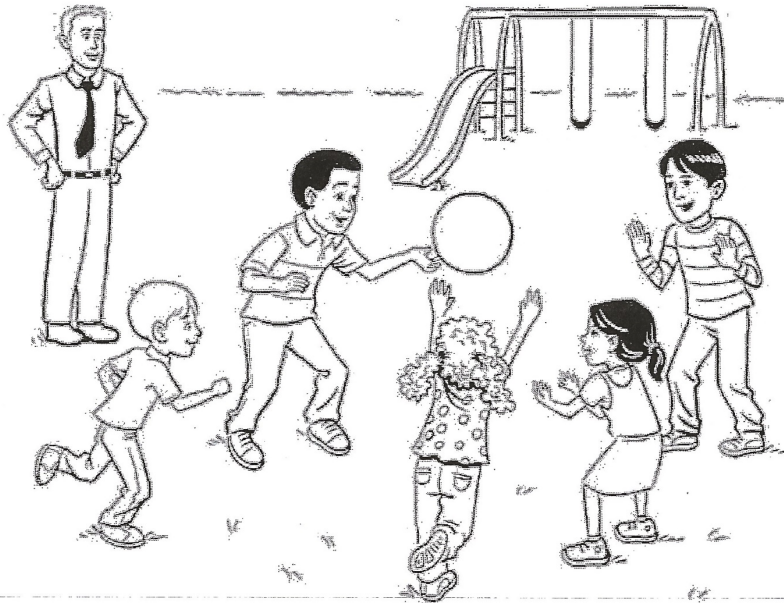
Greg is glad.

Dad pats Greg on his head.



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Greg can help at school too.
He can help the new kids.
He can play with the little kids.
Greg is glad he can help.



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Name: _____ Date: _____

Now answer Numbers 1 to 5. Base your answers on the story "Greg Can Help."

1 What does Greg like to do?

- Ⓐ pet cats
- Ⓑ help Dad
- Ⓒ pat his head

2 Greg and Dad _____ .

- Ⓐ make bread
- Ⓑ help at school
- Ⓒ jump on the bed

3 The bread is _____ .

- Ⓐ wet
- Ⓑ bad
- Ⓒ good

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Name: _____ Date: _____

4 Where does Greg play?

- Ⓐ at school
- Ⓑ on the bed
- Ⓒ with his bread

5 Greg _____ at school.

- Ⓐ helps the new kids
- Ⓑ plays with Dad
- Ⓒ makes bread

Name: _____ Date: _____

Choose the best answer.

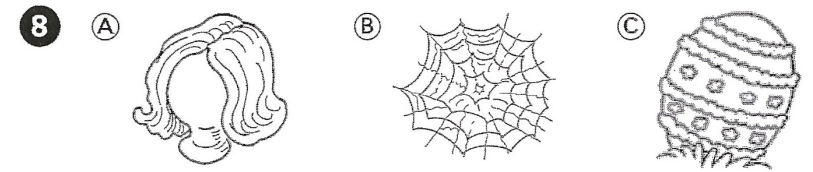
6 Fred wanted Mom to tell the story _____.

- (A) use
- (B) new
- (C) again

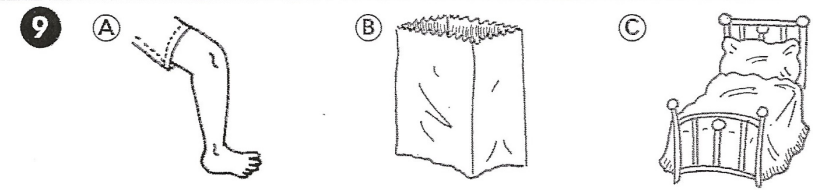
7 _____ is the red ball.

- (A) Use
- (B) There
- (C) Help

Listen while your teacher reads the directions.



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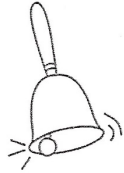


GO ON →

Name: _____ Date: _____

Choose the word that names the picture.

10



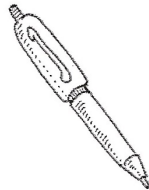
- (A) ill
- (B) bell
- (C) ball

11



- (A) head
- (B) had
- (C) hid

12



- (A) pack
- (B) pop
- (C) pen

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Name: _____ Date: _____

Choose the best answer.

13 Which ending shows that an action took place in the past?

A -s

B -ed

C -zz

14 Kip _____ the bus and was late for school.

A miss

B missd

C missed

15 Which word shows that an action took place in the past?

A fizz

B quacks

C dressed

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Topic

Stop and Think!

T- _____

1- _____

1- _____

1- _____

C- _____

S N

Q SS

Chapter

4

Subtraction
Strategies

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Six little chicks are on the fence. Two chicks hop away. How many are there now?




Show What You Know 

Model Subtraction
Use  to show each number. Take away. Write how many are left.

1.  _____


 5 take away 2


2.  _____

 3 take away 1


Use Symbols to Subtract


Use the picture. Write the subtraction sentence.

3.  _____
 _____ ○ _____ ○ _____

4.  _____
 _____ ○ _____ ○ _____


Subtract All or Zero

Write how many are left.

5.  _____
 $3 - 0 = \underline{\quad}$

6.  _____
 $4 - 4 = \underline{\quad}$

This page checks understanding of important skills needed for success in Chapter 4.


Vocabulary Builder
Review Words

difference
subtract
subtraction
sentence
take away




Visualize It

Complete the chart.
Mark each row with a ✓.

Word	I Know	Sounds Familiar	I Do Not Know
difference			
subtract			
subtraction sentence			
take away			


Understand Vocabulary

Complete the sentences with review words.

- 3 is the _____ for $5 - 2 = 3$.
- $7 - 4 = 3$ is a _____.
- You _____ to solve $5 - 1$.
- You can _____ 2  from 6 .

Game Under the Sea

Materials • 2 figures • 1 spinner • 12 cards

Play with a partner. Take turns.

- 1 Put your figure on START.
- 2 Spin the spinner. Move that number of spaces.
- 3 Spin again. Subtract that number from the
- 4 Use the card to check your answer. If you are not correct, lose a turn.
- 5 The first player to get to END wins.



Name _____

Count Back

Essential Question How can you count back 1, 2, or 3?

Operations and Algebraic Thinking—1.OA.5 Also 1.OA.6, 1.OA.8
MATHEMATICAL PRACTICES
MP.2, MP.4, MP.6**Listen and Draw**

- Start at 9. Count back to find the difference.



$$9 - 1 = \underline{\quad}$$



$$9 - 2 = \underline{\quad}$$



$$9 - 3 = \underline{\quad}$$

Math Talk**Mathematical Practices**

Explain why you count backward to find the difference.



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FOR THE TEACHER • Ask children: What is $9 - 1$? Have children use the counters in the first workspace to count back 1 from 9. Repeat for the other two workspaces, having children count back 2 from 9 and then 3 from 9 to solve the subtraction sentences.

Model and Draw

You can **count back** to subtract.

Use 8 .
Count back 1 .
The difference is 7.



$$8 - 1 = \underline{7}$$

Share and Show



Use .

Count back 1, 2, or 3 to subtract.

Write the difference.

1. $5 - 1 = \underline{\quad}$

2. $\underline{\quad} = 5 - 2$

3. $6 - 1 = \underline{\quad}$

4. $\underline{\quad} = 6 - 3$

5. $7 - 2 = \underline{\quad}$

6. $\underline{\quad} = 7 - 3$

7. $10 - 1 = \underline{\quad}$

8. $\underline{\quad} = 10 - 2$

9. $12 - 3 = \underline{\quad}$

10. $\underline{\quad} = 8 - 2$

11. $4 - 3 = \underline{\quad}$

12. $\underline{\quad} = 9 - 1$

Name _____

**On Your Own**

MATHEMATICAL PRACTICE 6

Attend to Precision

Count back 1, 2, or 3.

Write the difference.

13. $9 - 3 = \underline{\quad}$ 14. $\underline{\quad} = 5 - 3$ 15. $6 - 3 = \underline{\quad}$

16. $7 - 2 = \underline{\quad}$ 17. $\underline{\quad} = 10 - 1$ 18. $8 - 1 = \underline{\quad}$

19. $5 - 2 = \underline{\quad}$ 20. $\underline{\quad} = 8 - 3$ 21. $11 - 3 = \underline{\quad}$

22. $7 - 1 = \underline{\quad}$ 23. $\underline{\quad} = 9 - 1$ 24. $6 - 2 = \underline{\quad}$

25. $4 - 1 = \underline{\quad}$ 26. $\underline{\quad} = 7 - 2$ 27. $3 - 1 = \underline{\quad}$

28. $12 - 3 = \underline{\quad}$ 29. $\underline{\quad} = 11 - 2$ 30. $10 - 2 = \underline{\quad}$

31. $3 - 2 = \underline{\quad}$ 32. $\underline{\quad} = 4 - 2$ 33. $9 - 2 = \underline{\quad}$

34. $8 - 2 = \underline{\quad}$ 35. $\underline{\quad} = 10 - 3$ 36. $7 - 3 = \underline{\quad}$

37. **THINK SMARTER** Alex subtracts 3 from 10. What is a subtraction sentence he could write? $\underline{\quad} \bigcirc \underline{\quad} - \underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$ 

Problem Solving • Applications  **WRITE** Math

Write a subtraction sentence to solve.

- 38. GO DEEPER** Carlos has 11 train cars. He puts 2 train cars on the track. How many train cars are off the track?



___ - ___ = ___ train cars

Then Carlos puts 1 more train car on the track. How many train cars are off the track now?

___ - ___ = ___ train cars

- 39.** Sofia has 8 erasers. She gives 2 to Ben. How many erasers does Sofia have now?

___ - ___ = ___ erasers

- 40. THINK SMARTER** Write the number that is 1 less.

9 - 1 =



TAKE HOME ACTIVITY • Have your child show how to use the count back strategy to find the difference for 7 - 2. Repeat with other problems to count back 1, 2, or 3 from 12 or less.

FOR MORE PRACTICE:
Standards Practice Book

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