

Unit 2 Week 4

Story
"Nell's Books"
Genre
Fantasy

Story
"Kids Can Help"
Genre
Nonfiction

Story
"Thump Thump Helps Out"
Genre
Fantasy

Essential Question

How do people help out in the community?

Comprehension Strategy

reread

Comprehension Skill

characters, setting, events

Writing Traits

organization

Grammar

common and proper nouns

Structural Analysis

closed syllables

Mechanics

capitalize proper nouns

SPELLING/ PHONICS

words with
th, sh, -ng

fish
shop
ship
with
thing
sang
fast
wink
want
call

Vocabulary

leadership- ability to guide a group of people

admire- approve of and like

connections- links between two or more things

enjoy- like

rely- trust someone or something to help

High Frequency Words

all, call, day, her, want

Oral Vocabulary Words

leadership, admire, connections, enjoy, rely



Name _____

Unit 2 Week 3

We want to go camping. Fix the tent fast! Ask Gus to dust the lamp. Put the cup in the sink. He will lend a mat. Who is under the mat? It is a frog. No, I do not like it. The frog is jumping. It can eat a lot of bugs. I think and wink. I will send for Gus. He can bend the mat to get the frog.

red

fast	bend
lend	camping
send	jumping
past	wink
sink	

yellow

eat
no
of
under
who

blue

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



all

Let's pick up
all the trash.



her

Mom recycles
her bottles.



call

Who will you
call to help?



want

I **want** to help
my Gram.



day

It is a good
day to plant.

Your Turn



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

Go Digital! Use the online visual glossary

th, sh, -ng

The letters **th** make the sound you hear in **th**at or **pa**th.

The letters **sh** make the sound you hear in **sh**op or **fi**sh.

The letters **-ng** make the sound you hear in **ri**ng.

**th**en

shut

wi**ng**ma**th**tha**nk**ha**ng**she**d**si**ng**cra**sh**wi**th**fres**h**sti**ng**

I **ba**ng my drum on **thi**s **sh**ip.

Can **Be**th **si**ng a **so**ng?

**Your Turn**

COLLABORATE



Look for these words with **th**, **sh**, and **-ng** in "Thump Thump Helps Out."

thump **th**umped sa**ng**hu**sh** **th**at ba**ng**cra**sh** wi**sh** **Sh**eldon**th**ink ru**sh**ed lo**ng**wi**th** so**ng** bri**ng**s **thi**s

Genre Fantasy

Essential Question

How do people help out in the community?

Read about an elephant who loves books.



Go Digital!

Nell's Books

by Miriam Cohen
Illustrated by Emilie Chollat





Nell liked to read.
She liked it a lot.
Nell could sit and read **all day** long.



"Will you play with us, Nell?"
called Cat and Dog.
"Shh!" said Nell. "I am reading."



"Will you shop with me, Nell?"
asked Pig.
"Shh!" said Nell. "This is good!"



"That Nell is not fun at all,"
said Dog.
"She just reads," said Cat.
"She will not do a thing!"



Then one day it rained.
Dog and Cat set up a tent.
Pig got dressed up for fun.
"This is good," said Dog.
"Yes!" said Pig and Cat.



It rained the next day, too.
"We **want** to go out," said Dog.
"We are sick of tents and dressing up,"
said Pig and Cat.



Nell went to **her** shelf.
"Here, Dog," she said.
"I think you will like this."
"Yuck!" said Dog.



"This will be fun for Pig," said Nell.
"Cat, you will like this a lot."
"Ick!" said Cat and Pig.
"Shh!" said Nell. "Let's read."



Dog read in his tent.
Pig read in a tub.
Cat read in a pot.

They read all day long.
"This is fun!" said Cat
and Dog and Pig.



The next day, Nell heard clanging.
She heard banging.
"Nell, come quick!" called Dog.



"We did this for you," said Dog.
"You can hand out books to all,"
said Cat.
"Nell is good at that," said Pig.
"That is just my wish!" said Nell.



Nell got in.
"Let's hand out books," she said.

"Shh!" said Dog and Cat and Pig.
"Let us read!"

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 _____

Use Addition to Check Subtraction

Essential Question How can you use addition to check subtraction?



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

MATHEMATICAL PRACTICES

MP.4, MP.7, MP.8

Listen and Draw

Draw and write to solve the problem.

___ ○ ___ ○ ___

___ ○ ___ ○ ___

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FOR THE TEACHER • Read the problem. Erin has 11 books. I borrow 4 of them. How many books does Erin still have? Allow children time to solve, using the top workspace. Then read this part of the problem: I give 4 books back to Erin. How many books does Erin have now?



Math Talk

Mathematical Practices

Does Erin get all her books back? Use the number sentences to **explain** how you know.

Model and Draw

Why can you use addition to check subtraction?

You subtract one part from the whole. The difference is the other part.



$$\begin{array}{r} 15 \\ - 7 \\ \hline 8 \end{array} \quad \begin{array}{r} 8 \\ + 7 \\ \hline 15 \end{array}$$



When you add the parts, you get the same whole.

Share and Show



Subtract. Then add to check your answer.

1.

$$\begin{array}{r} 13 \\ - 7 \\ \hline \square \end{array} \quad \begin{array}{r} \square \\ + 7 \\ \hline \square \end{array}$$

2.

$$\begin{array}{r} 14 \\ - 5 \\ \hline \square \end{array} \quad \begin{array}{r} \square \\ + 5 \\ \hline \square \end{array}$$

3.

$$\begin{array}{r} 12 \\ - 5 \\ \hline \square \end{array} \quad \begin{array}{r} \square \\ + 5 \\ \hline \square \end{array}$$

4.

$$\begin{array}{r} 17 \\ - 9 \\ \hline \square \end{array} \quad \begin{array}{r} \square \\ + 9 \\ \hline \square \end{array}$$

Name _____

On Your Own**MATHEMATICAL PRACTICE** **7** Look for Structure Subtract.

Then add to check your answer.

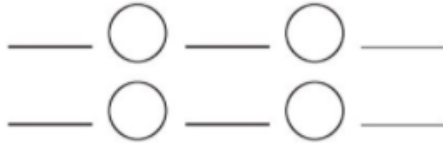
5. $11 - 3 = \square$

$\square + 3 = \square$

6. $13 - 9 = \square$

$\square + 9 = \square$

7. **THINK SMARTER** Brianna has 13 sand dollars. Some sand dollars are broken. 5 sand dollars are not broken. Write number sentences about the sand dollars.



8. **GO DEEPER** Subtract to solve. Then add to check your answer.

Liam took 15 balloons to the party. All but 6 of the balloons were red. How many balloons were red?

— red balloons



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




TAKE HOME ACTIVITY • Write $11 - 7 = \square$ on a sheet of paper. Ask your child to find the difference and then write an addition sentence he or she can use to check the subtraction.

FOR MORE PRACTICE:
Standards Practice Book





Mid-Chapter Checkpoint



Concepts and Skills

Use  . Add or subtract.

Complete the related facts. (1.OA.6)


1. $\square + 8 = 14$ $14 - \square = 6$
 $8 + 6 = \square$ $\square - \square = \square$

2. $7 + \square = 13$ $\square - 6 = 7$
 $6 + \square = 13$ $\square - \square = \square$

 Add and subtract. Circle the related facts. (1.OA.6)

3. $9 + 3 = \underline{\quad}$ 4. $7 + 8 = \underline{\quad}$ 5. $\underline{\quad} = 6 + 5$
 $9 - 3 = \underline{\quad}$ $15 - 8 = \underline{\quad}$ $\underline{\quad} = 6 - 5$

Personal Math Trainer

 6. **THINK SMARTER +** Complete the subtraction.
 Then write an addition sentence to
 check the subtraction. (1.OA.6)

$11 - 2 = \square$
 $\square \bigcirc \square \bigcirc \square$

