

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 **th**at.

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

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

**th**en**sh**ut**wi**ng**ma**th**th**ank**ha**ng**sh**ed**si**ng**cr**ash**wi**th**fr**esh**st**ing

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

Can **B**eth **si**ng a **so**ng?

**Your Turn**

COLLABORATE



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

**th**ump **th**umped **sa**ng**hu**sh **th**at **ba**ng**cr**ash **wi**sh **Sh**eldon**th**ink **ru**shed **lo**ng**wi**th **so**ng **br**ings **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!"





## Essential Question

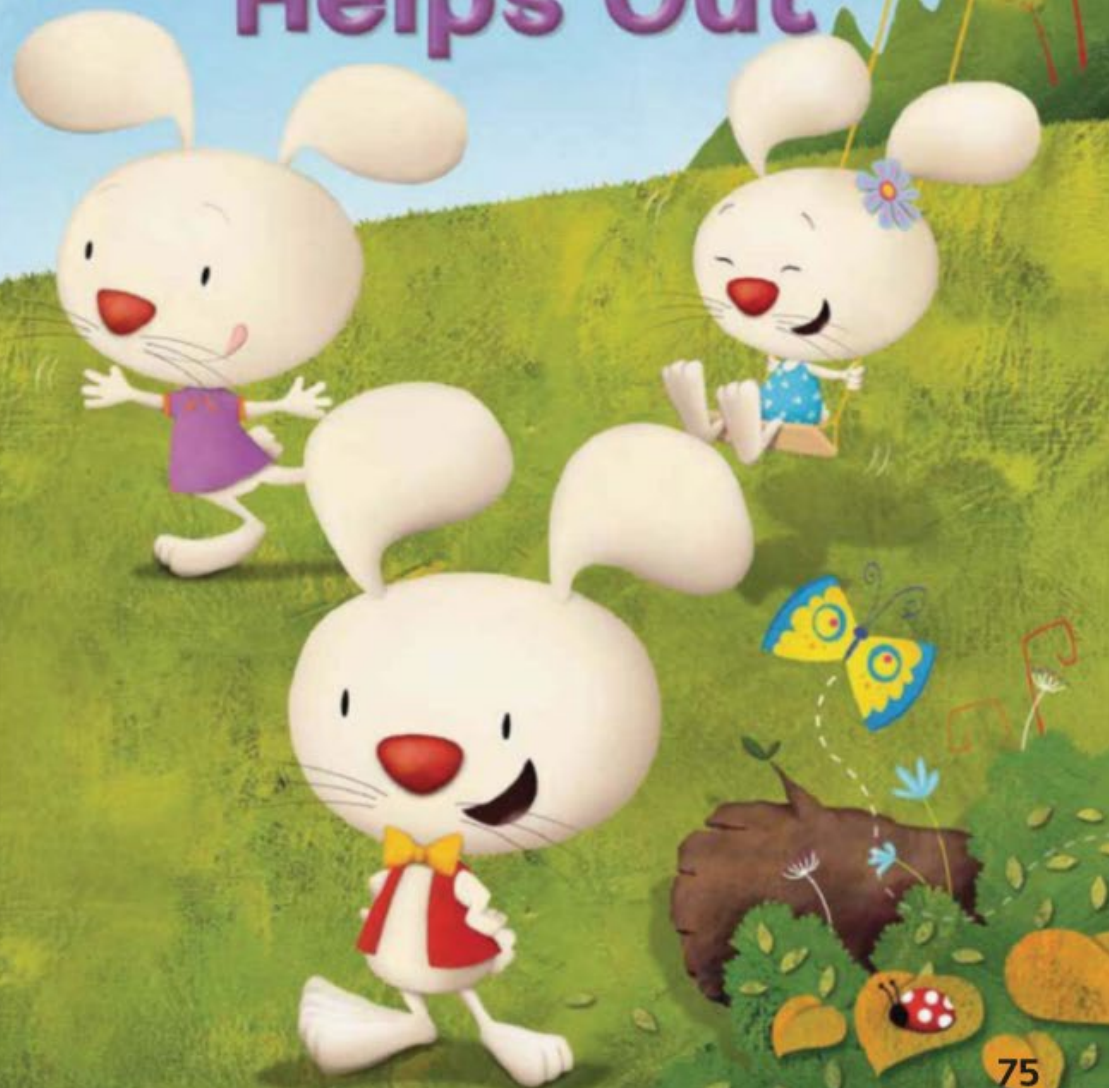
How do people help out in the community?



Go Digital!



# Thump Thump Helps Out







Thump Thump liked to thump.  
He thumped a lot as he sang.  
He thumped a lot just for fun.

“Hush! Stop that, Thump Thump!”  
yelled **all** the little rabbits.  
“We do not like it one bit!”  
But Thump Thump did not stop.





One **day**, there was a problem.  
Thump Thump's bus hit a rock.  
Bang! Crash! Clunk!  
His bus got stuck in the mud.  
The little rabbits could not fix it.



"We wish big rabbits could get us home," sniffed the little rabbits.  
"Help us!" yelled Miss Sheldon.  
But not one big rabbit heard **her call**.



Thump Thump had a plan.  
"I think I can help," he sang.  
He thumped and thumped and  
thumped.



Big rabbits all over heard  
Thump Thump's thump.  
They rushed to help fix the bus.  
The kids got home fast.







“Thump Thump, can you help us?”  
asked the big rabbits.

“We **want** you to thump loud and  
long if a rabbit needs help.”



“Thump, Thump!” went Thump  
Thump, with a song.

And Thump Thump thumps and  
brings help to this day.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Story Elements

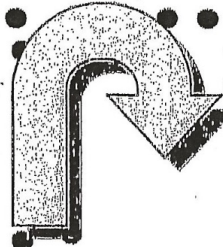
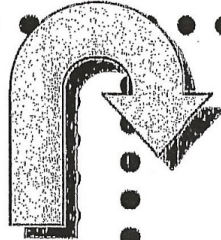
Characters:

Setting:

Plot-First:

Plot-Next:

Plot-Last:



Thurs





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 • Use Related Facts**

**Essential Question** How can you use a related fact to find an unknown number?



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

**MATHEMATICAL PRACTICES**  
MP.2, MP.4

**Listen and Draw**

- 1** What number can you add to 8 to get 10?  
Draw a picture to solve. Write the unknown number.

$$8 + \square = 10$$

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**FOR THE TEACHER** • Have children draw a picture and complete the number sentence to show the number that can be added to 8 to get 10.

**Math Talk**

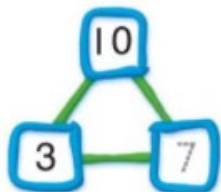
**Mathematical Practices**

**Describe** how to solve this problem using cubes.

**Model and Draw**

You can use an addition fact to find a related subtraction fact.

Find  $10 - 3$ .



$$3 + \underline{7} = 10$$

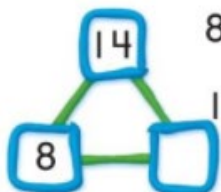
$$10 - 3 = \underline{7}$$

I know that  
 $3 + 7 = 10$ , so  
 $10 - 3 = 7$ .

**Share and Show**

Write the unknown numbers.

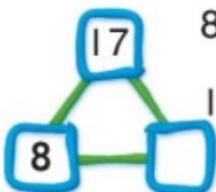
1. Find  $14 - 8$ .



$$8 + \underline{\quad} = 14$$

$$14 - 8 = \underline{\quad}$$

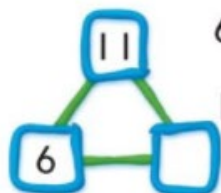
2. Find  $17 - 8$ .



$$8 + \underline{\quad} = 17$$

$$17 - 8 = \underline{\quad}$$

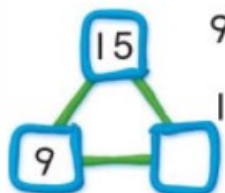
3. Find  $11 - 6$ .



$$6 + \underline{\quad} = 11$$

$$11 - 6 = \underline{\quad}$$

4. Find  $15 - 9$ .



$$9 + \underline{\quad} = 15$$

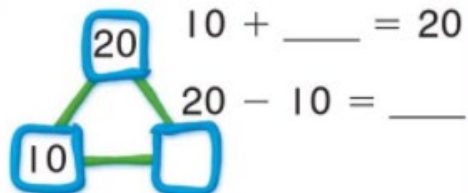
$$15 - 9 = \underline{\quad}$$



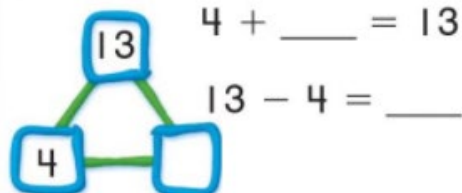
**On Your Own**

Write the unknown numbers.

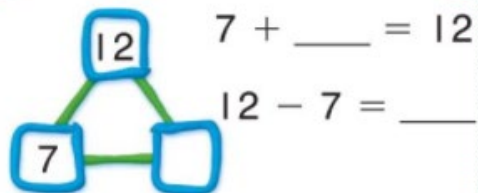
5. Find
- $20 - 10$
- .



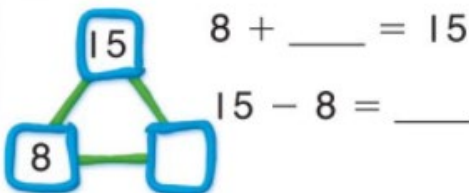
6. Find
- $13 - 4$
- .



7. Find
- $12 - 7$
- .



8. Find
- $15 - 8$
- .



**GO DEEPER** Write an addition sentence to help you find the difference. Then write the related subtraction sentence to solve.

9. Find
- $11 - 5$
- .

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

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



10. Find
- $13 - 6$
- .

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



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

**Problem Solving • Applications** **WRITE** Math

**MATHEMATICAL PRACTICE 2** **Reason Abstractly** Look at the shapes in the addition sentence. Draw shapes to show a related subtraction fact.

11.  

12.  

13. **THINK SMARTER!**  



14. **THINK SMARTER!** Which is the unknown number in these related facts?

+ 5 = 12      12 - 5 =

5 +  = 12      12 -  = 5

- 5      7      8      9
- 



**TAKE HOME ACTIVITY** • Give your child 5 small objects, such as paper clips. Then ask your child how many more objects he or she would need to have 12.

**FOR MORE PRACTICE:**  
Standards Practice Book

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