

Mrs. Sokolik's First Grade Assignments

Monday, April 13th

<http://mrssokolik.weebly.com/>

Open Court Reading: Unit 10 Lesson 1 Day 1

Objectives: Students will: review /i/ (long i) spelled *i*, *i_e*, *_igh*, *_ie*, *_y*, and /i/ (short i) spelled *i*, blend and read words with long i and short i spellings.

1. Listen to and review the long i and short i card on your dashboard.
2. Have your child read the following words. Ask them how many syllables are in each word.

wish	still	stick	fix
running	little	window	music
fry	fried	try	tried
pin	pine	hid	hide
high	right	bright	frightened
tightrope	nightgown	driveway	skyscraper

3. Have them read these sentences and point out any long i and short i words.
 - Would a bat fly high at night?
 - The five kites can glide in the sky.
4. Read the Home Connection page.
5. On your Dashboard (make sure to change it to Unit 10 Lesson 1 Day 1) play the Background Builder that precedes it.
6. Review the vocabulary words for the story: barrels (a large round container with flat ends), icon (a well-known symbol). Have them use each word in a sentence. Go over the essential question with them: When do you see symbols of the United States? Read or have your child read the attached informational text "Uncle Sam". Remind them that a symbol is something such as a picture, that stands for something else. What symbols did they learn about in the Unit 9 selections? Ask what they remember about these symbols. Tell them that they will learn about another American Symbol in this read aloud and more symbols during this unit.
7. Discuss various symbols of our country.
8. Skim Unit 10
9. Do workbook pages 170-171. We will be going out of order with the worksheets now that the students have copies of the pages. That way I can space them out and they won't have to do so many in one day.
10. Introduce conjunctions. They are words that join other words to words, phrases to phrases, and sentences to sentences. Examples of conjunctions are: so, or, and, but, for, nor, yet. Explain that writers use conjunctions to make their writing less repetitive, and to make their sentences more interesting. Tell them that using longer, more interesting sentences

can make their writing more interesting, as well. Write the following words on a piece of paper and read them aloud. Have your child generate sentences that use the words by joining them with one or more of the conjunctions from the list.

- milk, cookies Possible Answer: My grandma gave me milk and cookies.
- carrots, broccoli Possible Answer: Brandon loves carrots, but he does not like broccoli.
- circus, zoo Possible Answer: Ellen's mom will take her to the circus or the zoo, but not both.

II. Read an AR book and take a test.

Essential Question: When do you see symbols of the United States?

Spelling: Go over the spelling words and have your child use them in a sentence. Have them NEATLY write the words into their Spelling Journal writing Lesson 28 at the top and numbering 1-12.

Words: bit, quit, quite, kite, white, twitter, dry, shy, fly, spin, twins, twister

Writing: This week the writing the students will be working on is called "The Best Part of Me". They will work on it a little each day. Ask your child to brainstorm and think about what is great about certain parts of their body. Make a list of what they say. For example: head- move their head to look around or it holds their brain, legs- helps them dance or helps them walk around, hands- they can throw a ball or make bracelets etc. Have them list as many body parts as they can and reasons why they are great. Keep this for the next step which will be done on Tuesday.

Math- Lesson Lesson 19.4 Addition Facts Practice

Objective/Skill: Use different strategies to practice addition.

Activity: Have your child model how to use various strategies to find a sum. Do pp. 565-568 together using SBd.

Vocabulary words:

Essential Question: What strategies can I use to add numbers?

I added a page to my website that has all of the Distance Learning assignments on it. You will

see Day 3- present and all of the links that the students need to access. [Distance Learning](#). I also changed the homework page on the website to the daily assignments. It has on there what they need to do on a daily basis as far as assignments go. I will continue to update my page on Friday nights [Daily Assignments](#). You can also continue to find the weekly overview on my website [Week at a Glance/Weekly Overview](#).

For some fun brain breaks throughout the day, please visit [GoNoodle](#).

As always, please don't hesitate to reach out to me with questions, comments, or concerns. Continued prayers being sent to all!! Hugs to all of my students.

Blessings,
Mrs. Sokolik