

Mrs. Sokolik's First Grade Assignments

Tuesday, April 14th

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

Open Court Reading: Unit 10 Lesson 1 Day 2

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. Review the elements of informational text:
 - it's about real people, animals, places, or events
 - it contains facts
 - it might use diagrams, photographs, or other illustrations
 - information is presented in a clear way
 - it gives events in the order in which it happened
 - it might be organized by topics
5. Review the vocabulary words: proud, composed, preserve, fragile, values, banner, fort, spangled and have them use them in a sentence.
6. On the Dashboard (make sure to change it to Unit 10 Lesson 1 Day 2) read or listen to and discuss "Our Song and Our Flag" pp. 12-27 in Anthology Book 2, opening and listening to each yellow highlighted vocabulary word. Ask questions and summarize the selection as you go along.
7. Discuss and answer the essential question: What symbols do you see in your everyday life?
8. Review conjunctions and their use in compound sentences. 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. Write three sentences using one of the conjunctions **and**, **or**, or **but** in each.
9. Read an AR book and take a test.

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

Spelling: Have your child do build-a-word with their spelling words.

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. Go over the list they made yesterday of various body parts and what makes them the best. Have them pick one part of them that they think is the best. They need to make a bubble map and put the part they picked in the center bubble. This will be formed into their topic sentence in the next step. Have them draw four big circles around that center bubble. These circles will act as the details for their writing. They need to come up with 4 details that support why they picked that part of them. You can ask them questions like: how does your best part help you, what can't you do without your best part, why is it better than your other parts, who did you get your part from or who does it remind you of, special features of your best part, how does your best part help others? Remind them that these don't necessarily need to be in complete sentences. They can jot down ideas.

Math- Lesson 19.5 Names for Numbers

Objective/Skill: Use parts and wholes to find different names for the same number.

Activity: Use pennies to work out problems using part-part-whole. Do pp. 569-570.

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