

Mrs. Sokolik's First Grade Assignments

Monday, April 20th

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

Open Court Reading: Unit 10 Lesson 2 Day 1

Objectives: Students will: review /o/ (long o) spelled o, o_e, _ow, oa_, and /o/ (short o) spelled o, blend and read words with long o and short o spellings.

1. Listen to and review the long o and short o card on your dashboard (make sure you are on Unit 10 Lesson 2 Day 1).
2. Say the following words. Have your child identify the vowel sound and the correct spelling for the vowel sound in each word.

cue /ū/, _ue

day /ā/, _ay

float /ō/, oa_

these /ē/, e_e

green /ē/, ee

smile /ī/, i_e

sigh /ī/, _igh

slow /ō/, _ow

slope /ō/, o_e

mute /ū/, u_e

3. Have your child read the following words. Have them blend any that they cannot read fluently and automatically.

Pods

blocks

box

knot

gold

slopes

blown

coast

got

goat

hop

hope

soak

socks

most

moss

octopus

October

shadow

below

window

yellow

open

rocket

4. Have them read these sentences and point out any long o and short o words.
 - The wind blows yellow and brown leaves into my yard.
 - At home we water our six little plants so they will grow.
5. Review the words on Lines 1-3 above by having your child identify and read the word that completes each sentence:
 - I _____ a new bike for my birthday. **got**
 - Put the _____ of cereal on the shelf. **box**
 - I tied my shoelaces in a double _____. **knot**
 - I _____ we have nice weather for our picnic. **hope**
 - A _____ is a farm animal. **goat**
 - My younger sister likes to stack her alphabet _____. **blocks**
 - The table in the yard was _____ over by the storm. **blown**
 - We saw the frog _____ in the grass. **hop**
6. Read the Home Connection page.

7. Review the elements of informational text:
 - Informational text is about real people, animals, places, or events.
 - Informational text contains facts. Often these facts can be checked in another source.
 - It might use diagrams, photographs, or other illustrations.
 - The information is presented in a clear way.
 - Informational text gives events in the order in which they happen.
 - It might be organized by topics.
8. Review the vocabulary words for the story:
 - torch- a long stick that has a flame at one end
 - sculptor- someone who makes sculptures
 - model- a small copy of something
 - hosting- to entertain guests
 - shore- the land along the edge of a body of water, like a beach
 - immigrants- a person who comes to a country to live there
9. Go over the **essential question** with your child: **How does an object become a symbol?** Fill out the "Know/Want to Know" parts of the KWL chart on the Dashboard. Read or listen to and discuss "The Statue of Liberty". Open and listen to each yellow highlighted vocabulary word. Help your child clarify information that doesn't make sense and visualize what is happening in the text. Then fill out the "Learned" part of the KWL chart on their Dashboard after the Anthology selection has been read. Questions to ask:
 - Why was the Statue of Liberty given to the United States?
 - What is the Statue of Liberty a symbol of?
 - Why was it fitting that the first thing immigrants would see when they got to America was the Statue of Liberty?
 - How has the Statue of Liberty changed since it was built more than 125 years ago?
 - What do you think makes this country great?
10. Here is a video on the [Statue of Liberty](#) and one on [U.S. Symbols](#).
11. Do workbook pp. 187-188 (sounds and spellings review). 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.
12. Review conjunctions and their use in compound sentences.. Students can play a game on: <https://www.turtlediary.com/game/complete-the-sentences-with-the-correct-conjunction.html>. You need to have Adobe Flash installed for this game.
13. Read an AR book and take a test.

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 (in the front) writing Lesson 29 at the top and numbering 1-12.

Words: got, stop, shop, code, rope, sock, clock, roam, coast, cloak, lonely, roadblock

Writing: Wednesday is Earth Day. The students will be working on writing about Earth Day this week. Discuss what Earth Day is. Have them watch the video on [Reduce, Reuse, Recycle](#). Talk about different ways that they can help take care of Earth (I included an attachment with some examples of ways). Have your child fill out the attached bubble map with the center bubble labeled "Earth Day." They need to come up with four ways they can help take care of Earth and fill in the bubbles around the center bubble. They will work on the rough draft tomorrow. I am also attaching an Earth Day scavenger hunt that they can do. Simply have them walk around your house and see if they can spot any of the items on the list. It's ok if they can't find them all. We will discuss what they found during our Zoom meeting.

Math- Lesson 20.1 Use Doubles to Subtract and Lesson 20.2 Parts and Whole

Objective/Skill: Subtract by using a doubles fact. Use parts and wholes to subtract facts through 14.

Activity: Use counters and pictures to find a difference. Do pp. 583-586 in classroom workbook.

Vocabulary words: difference

Essential Question: What strategies can I use to subtract 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

