

Mrs. Sokolik's First Grade Assignments
Tuesday, April 21st
<http://mrssokolik.weebly.com/>

Open Court Reading: Unit 10 Lesson 2 Day 2

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. Open your Unit 10, Lesson 2, Day 2 Dashboard
2. Write the words tone, stones, and tons on a piece of paper. Blend and read the words and ask which word does not belong and why. *Accept all reasonable responses. Possible Answers: tons, because it doesn't contain /ō/; stones because it doesn't begin with /t/; tone because it isn't plural.* Continue with one or both of these word sets: (grown, snow, tone) (flocks, fox, rocks).
3. Write an /ō/ spelling on a piece of paper (o, o_e, _ow, oa_) and give your child one minute to think of words that use that spelling. Have them write them under the spelling.
4. Have your child review the following words.

pod	blocks	box	knot
gold	slopes	blown	coast
got	goat	hop	hope
soak	socks	most	moss
octopus	October	shadow	below
indow	yellow	open	rocket
5. Review the words on Lines 4-6 above by playing the I'm Thinking of a Word game. Give the following clues, beginning with the phrase I'm thinking of a word ...
 - that is the name of a month. *October*
 - that is an antonym for closed. *open*
 - that is a synonym for under. *below*
 - that is the name of a color. *yellow*
 - that is something you wear on your feet. *socks*
 - that is the name of an animal in the ocean. *octopus*
 - that is made of glass. *window*
6. Have them review these sentences and label the different parts (nouns, verbs, adjectives).
 - The wind blows yellow and brown leaves into my yard.
 - At home we water our six little plants so they will grow.
7. 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
8. Review the vocabulary words for the story and have your child use them in a sentence.
 - 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?** Reread or listen to and discuss "The Statue of Liberty". Open and listen to each yellow highlighted vocabulary word. While reading the story, distinguish facts from opinions and identify main ideas and details. Analyze the author's use of language and text features. Focus on reading with automaticity. Questions to ask:
 - pp. 38-39, What words does the author use to describe the Statue of Liberty?
 - pp. 40-41, What does the author compare the thickness of the copper sheets to?
 - pp. 42-43, What facts did you read on these pages?
 - pp. 44-45, What is the main idea of the section "A Symbol of Hope"?
 - pp. 46-47, Are the statements on these pages fact or opinion?
 - pp. 48-49, What is the main idea and details of these two pages?
 - Review pg. 50
 10. Here is a video on the [Statue of Liberty](#) and one on [U.S. Symbols](#).
 11. Do workbook pp. 183-184 (Vocabulary) and pp. 193-194 (Compare and Contrast). 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. 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 compound sentences. **Send a picture of the sentences via the Remind App.**
 13. Read an AR book and take a test.

Spelling: Have your child do build-a-word with their spelling words. We now have full use of Spelling City. Thank you to the Stewart family for purchasing this for us to use. I will send out the usernames and passwords.

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

Writing: I would like for the students to write their rough draft on Earth Day. They can take their ideas from their bubble map and form them into sentences. They need to start with a topic sentence. This sentence needs to state what their story is about (ex. "There are many things I can do to help take care of the Earth" or "I can do many things to help take care of the Earth"). They should then write four detailed sentences about how they can help take care of the Earth. I would like for them to work on expanding their sentences and really adding a lot of detail to them. Their last sentence should be a conclusion sentence wrapping up their story. They need to have at least six sentences total. Please edit and revise the story with your child marking any mistakes with a red pen. They will write the final copy on Wednesday. If the students feel comfortable, I would love for them to share these Friday during our Zoom session.

Math- Lesson 20.3 Algebra Readiness: Relate Addition and Subtraction Facts

Objective/Skill: Subtract from 15 and 16 by using related addition facts.

Activity: Use the part-part-whole strategy to model $6+8$ using connecting cubes/counters/pennies. Do pp. 587-588 in the classroom workbook. Have your child take **ASSESSMENT**: Chapter 19 Review/Test pgs. 579-580. **Take a picture and send it to me via the Remind App.** Do Reflex Math until you get a green light.

Vocabulary words:

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

