

Mrs. Sokolik's First Grade Assignments
Wednesday, April 22nd
<http://mrssokolik.weebly.com/>

Open Court Reading: Unit 10 Lesson 2 Day 3

Objectives: Students will: distinguish between /ō/ (long o) and /o/ (short o) in words and spell and write words containing /ō/ and /o/.

1. Open your Unit 10, Lesson 2, Day 3 Dashboard
2. Write a long, thin Oo on one side of the board. Point to the letters and say these letters represent the /ō/ (long o) sound. On the other side, write a shorter, stouter Oo. Say these letters represent the /o/ (short o) sound. Explain that you are going to say some words. If they hear long o, they should say /ō/ and point to the long Oo. If they hear short o, they should say /o/ and point to the short Oo.

pot	cot	coast	phone
throw	dock	road	open
hop	hope	rob	robe

3. Whole-Word Dictation and Sentence Dictation: Call out the words and sentences for your child to write. After each line, have them proofread their spelling and make needed corrections. Be sure they check the capitalization and end punctuation for their sentence.

- flock
- broke
- hold
- Challenge word- rowboat
- Rob holds his old coat.
- locks
- nose
- toast
- trot
- post
- float

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 for the story and have your child use them in a sentence.
 - qualities- a characteristic or something that can be noticed about a person or a thing
 - Humble- not thinking about yourself as being better than other people
6. Go over the **essential question** with your child: **Why are symbols used?** Read/listen to and discuss "The Bald Eagle: A Proud Symbol". Open and listen to each yellow highlighted

vocabulary word. While reading the story, review and use the Asking and Answering Questions and Making Connections strategies. Focus on reading with accuracy.

Questions to ask:

- pp. 56-57, Why is it called a bald eagle?
 - pp. 56-57, Are there any connections that you can make so far?
 - pp. 64-65, What connections can you make to these pages? Where have you seen bald eagles? Have you ever seen a real one?
 - How did the bald eagle become a symbol of the United States?
 - Choose a photograph in the selection. What important details does it show?
 - Do you think the bald eagle is a good choice as a symbol for our country? Why or why not?
7. Here is a video on the [Statue of Liberty](#) and one on [U.S. Symbols](#).
 8. Do workbook pp. 191-192 (Vocabulary). 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.
 9. Ask what kind of words they know that join words, phrases, and sentences. **conjunctions** Have them name conjunctions that they remember. **so, or, and, but, for, nor, yet.** Remind them that conjunctions help writers make their sentences less repetitive and more interesting. Write the following sentences on a piece of paper and read them aloud: *Zachary is in third grade. He plays soccer.* Ask them to think of a way to use a conjunction to join these sentences. ***Zachary is in third grade, and he plays soccer.*** Tell them that they made a compound sentence by joining two related simple sentences with a conjunction. Remind them that a simple sentence is one complete idea. Explain that a compound sentence has two complete sentences, or ideas, that are joined by a conjunction. Explain that when they join simple sentences to make a compound sentence, it is important for the original sentences to be related in some way. This will make the compound sentence make sense, and good writing should always make sense. Tell them that the conjunction is like glue that sticks the two simple sentences together to make the compound sentence. Write the following compound sentences on a piece of paper and have them circle the conjunction in each one. Then have them underline the simple sentences that were joined to make the compound sentences.
 - It was too cold here, so the birds flew south for the winter.
 - Sam went to bed early, yet he woke up feeling tired.
 - Bella wanted to go to the party, but she got sick.
 - It was sunny, and we had fun at the park.
 10. Read an AR book and take a test.

Spelling: Have your child put their words in ABC order. Remember to circle the first letter of each word first. We now have full use of Spelling City. The students may play any game now. The words are already listed. Thank you to the Stewart family for purchasing this for us to use.

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

Writing: Students need to write their final copy of their Earth Day paper. I have attached a paper for them to write their story on. They should have a topic sentence, four or more details, and a conclusion. If the students feel comfortable, I would love for them to share these Friday during our Zoom session. Please take a picture of their paper and send it to me via the Remind App. I will read their stories and give feedback to them. I had a student ask about more Earth Day scavenger hunts, so I am attaching two more for fun along with an Earth Day challenge.

Math- Lesson 20.4 Subtract From 17 Through 20

Objective/Skill: Subtract from 17 through 20 by relating addition and subtraction.

Activity: Use the part-part-whole mat to model subtraction problems using counters. Do pp. 591-592 in the classroom workbook.

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

