

Mrs. Sokolik's First Grade Assignments
Thursday, April 23rd
<http://mrssokolik.weebly.com/>

Open Court Reading: Unit 10 Lesson 2 Day 4

Objectives: Students will: build fluency by reading Decodable 107

1. Open your Unit 10, Lesson 2, Day 4 Dashboard
2. Say a word and a long-vowel sound. They should say the original word and then say the new word using the long-vowel sound. Use these words and sounds:
 - pin, /ɪ/ *pin, pine* hop, /ɒ/ *hop, hope* am, /ɑ/ *am, aim*
 - stem, /ɛ/ *stem, steam* cut, /ū/ *cut, cute* fat, /ā/ *fat, fate*
 - miss, /ɪ/ *miss, mice* on, /ɒ/ *on, own* clock, /ɒ/ *clock, cloak*
3. Build fluency by reading Core Decodable 107, *A Farm Visit*, several times. Ask the following questions and have your child answer in a complete sentence:
 - When the class looks out the bus windows, what do they see? *They see meadows, barns, and silos.*
 - Where are the students from? *The students are from the city.*
 - What animal does Donnie see from the window of the bus? *Donnie sees a cow.*
 - What does Donnie eat for breakfast? *Donnie eats a bowl of oatmeal.*
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. Display the selection vocabulary words from "The Bald Eagle: A Proud Symbol" that were introduced on Day 3. Then read the following sentences and have your child choose the correct vocabulary word to complete it.
 - Olivia was _____ and gracious when she accepted the reading award. *humble*
 - Some dogs are known for the _____ of obedience and loyalty. *qualities*
 - The turkey is known for its _____ of humility and bravery. *qualities*
 - A person who doesn't think that he or she is better than other people is _____ *humble*
6. Go over the **essential question** with your child: **Why are symbols used?** Reread/listen to and discuss "The Bald Eagle: A Proud Symbol". Open and listen to each yellow highlighted

vocabulary word. While reading, distinguishing facts from opinions, compare and contrast information, analyze the author's purpose and text elements.

Questions to ask:

- pp. 56-57, What do the photographs on these pages show? What information do the pictures show that the words do not?
 - pp. 58-59, Did the leaders immediately agree on the symbol for our country? What did they disagree about? Are these facts or opinions? Have your child identify a fact on pages 58 and 59.
 - pp. 58-59, How are the turkey and the bald eagle the same? How are they different?
 - pp. 60-61, What does the olive branch represent? What do the arrows represent? What does the eagle represent? What do these three things have in common?
 - pp. 62-63, Make a list of facts on these pages.
 - pp. 64-65, What are the reasons why authors usually write? What is this selection about? Would you say that the author wrote this selection to inform, to persuade, or to entertain?
 - Go over the questions on pg. 66.
7. Here is a video on the [Statue of Liberty](#) and one on [U.S. Symbols](#).
 8. Do workbook pp. 189-190 (Spelling) and pp. 195-196 (Conjunctions and Compound Sentence). Have your child do the eActivities and eGames on the Dashboard (you may pick one or two if it's too many to do all).
 9. Display the simple sentences below and have your child read them aloud. Ask them to join the sentences with conjunctions to form compound sentences and write the new compound sentences.
 - Michael likes to paint. He wants to be an artist.
 - McKenna was expecting company. She cleaned her room.
 - My dad likes to play board games with me. My mom likes to play baseball.
 - I grew a lot during the summer. I needed new school clothes.
 10. Read an AR book and take a test.

Spelling: Give your child a practice spelling test. Have them play a game on Spelling City.

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

Writing: If you have not sent a picture of your child's Earth Day writing yet, please do so. I have attached an Earth coloring page. I would like for them to color it and then trace and cut out

their hands. They can glue the hands to the Earth. I have also attached a copy of what it should look like. Just a little fun activity for them to do.

Math- Lesson 20.5 Subtraction Facts Practice

Objective/Skill: Use subtraction strategies to find differences.

Activity: Use doubles, parts and wholes, and relate addition and subtraction to solve subtraction problems. Do pp. 593-596 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