

## Mrs. Sokolik's First Grade Assignments

Monday April 27th

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

### Open Court Reading: Unit 10 Lesson 3 Day 1

**Objectives:** Students will: review /u/ and /ū/, blend and read words that contain /u/ and /ū/.

1. Write the words chop, hope, and hot on a piece of paper. Blend and read the words and ask your child which word does not belong and why. Accept all reasonable responses. Possible Answers: hope because it contains /ō/; hot because it does not have the /p/ sound; chop because it doesn't start with /h/. Continue with these word sets: below, shadow, blocks; toast, float, socks.
2. Open your Unit 10, Lesson 3, Day 1 Dashboard.
3. Read the Home Connection page.
4. Listen to and review the long u and short u card on your dashboard.
5. Have your child read the following words. Have them blend any that they cannot read fluently and automatically.

dust	thumb	budge	skunks
music	volume	continue	few
cut	cute	cucumbers	cube
fuss	fuse	museum	argue
fuzzy	regular	uniform	menu
rescue	subway	dusty	pupil

- Line 1- This word line reviews /u/ spelled u. Ask why the **u**dge spelling is used in the word budge. *The **u**dge spelling follows a short vowel.*
  - Line 2- Have your child clap out and identify the number of syllables in each word. *music, volume: two syllables; continue: three syllables; few: one syllable.* Point out that the open syllable in music has the /ū/ sound.
  - Line 3- Have your child compare the vowel sounds in cut and cute. *Cut has the short u sound, and cute has the long u sound.*
6. Have them read these sentences and point out any long u and short u words.
    - Judson saw a stuffed porcupine at the museum.
    - Dad would like to finish work in time to catch the number five bus.

Have students reword Sentence 1 to make it a question. *Did Judson see a stuffed porcupine at the museum?*

7. Review the words on Lines 1-3 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 names a stinky animal. *skunks*
  - that means "to keep going." *continue*

- that can be used to describe puppies and kittens. *cute*
  - that is something people listen to. *music*
  - that names something on your hand. *thumb*
  - that names a vegetable. *cucumbers*
  - that is an antonym for many. *few*
8. Review the elements of realistic fiction:
- The people or animals in the story seem to be real.
  - The places in the story are real, or they seem to be real.
  - The story is about things that did not really happen but could happen in real life.
9. Develop understanding of vocabulary words:
- memorial- something that honors a person who has died or serves as a reminder of an event where people died
  - figure- a person who is regarded in a specific way
  - challenges- something that is hard to do
  - equality- being equal or having the same rights
  - monument- a structure such as a building or statue that honors a person or an event
  - archives- a place where public documents are kept and stored
  - vault- a locked room where money or valuables are kept
  - declaration- an official announcement
10. Go over the **essential question** with your child: **Why do many symbols of the US appear in Washington, D.C.?** Have them read or listen to and discuss "Our Trip to Washington, D.C." Open and listen to each yellow highlighted vocabulary word. Review and use the Predicting and Summarizing comprehension strategies while reading. Focus on reading with expression.
- Pp. 72-72, go over facts about Washington, D.C.
  - Pp. 74-75, make predictions- Do you think the family will visit all the places on the map?
  - Pp. 76-77, summarize what they've learned on these pages
  - Pp. 82-82, summarize what they've read on these pages
  - Pp. 88-89, summarize what they've read on these pages
  - Pp. 90-91, confirm prediction- Did they family visit all the places on the map?
  - What places did the family visit?
  - Who was Washington, D.C., named after?
  - Which place in Washington, D.C., would you most want to visit? Why?
  - Compare Washington D.C., and New York City. How are they the same? How are they different?
11. Do workbook pp. 201-202 (Sounds and Spellings Review)

12. Review types of sentences with your child:

- Declarative- is a telling sentence that gives us a statement and ends with a period
- Interrogative- is an asking sentence that asks a question and ends with a question mark
- Imperative- is a command sentence that tells someone to do something and ends with an exclamation mark or period
- Exclamatory- is an exclamation sentence that shows strong emotion or shouting and ends with an exclamation mark

Have your child give an example of each type. I am attaching a "Types of Sentence" flip

book for them to complete throughout the week. They can do one sentence a day.

Please take a picture when they are done and send it to me via the Remind App.

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 30 at the top and numbering 1-12.

Words: drum, plug, use, music, human, jump, hunt, spun, huge, prune, uniform, trumpet

**Writing:** I would like for the students to brainstorm and make a list of things that they liked about first grade. The list needs to have at least 4 things on it but may have more. We will work on this writing a little each day. It might even take us two weeks to do this one.

**Math- Lesson 20.7 Problem Solving: Too Much Information**

**Objective/Skill:** Solve problems with too much information.

**Activity:** Draw pictures and write number sentences to solve word problems. Do pp. 599-602 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