

Mrs. Sokolik's First Grade Assignments
Tuesday, April 28th
<http://mrssokolik.weebly.com/>

Open Court Reading: Unit 10 Lesson 3 Day 2

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

1. Open your Unit 10, Lesson 3, Day 2 Dashboard.
2. Listen to and review the long u and short u card on your dashboard.
3. Have your child review the following words:

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 4- Have your child compare the vowel sounds in the word pair fuss/fuse. *Fuss has the short u sound, and fuse has the long u sound.* Ask students to identify the word that contains both /u/ and /ū/. *museum*
 - Have students identify the words with /u/ *fuzzy, subway, dusty* and the words with /ū/. *regular, uniform, menu, rescue, pupil*
4. Have your child review the following sentences:
 - Judson saw a stuffed porcupine at the museum.
 - Dad would like to finish work in time to catch the number five bus.
5. Review the words on Lines 4-6 by having your child read the word that completes each of the following sentences:
 - The _____ sweater keeps me warm. *fuzzy*
 - We went to the art _____ last Saturday. *museum*
 - The old house was very _____. *dusty*
 - Each _____ in Mr. Frost's class sits at a desk. *pupil*
 - The nurse wore her _____ to work. *uniform*
 - Did Miguel _____ the kitten from the tree? *rescue*
 - Abby will ride the _____ instead of taking a taxi. *subway*
6. 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.
7. Review and practice using selection vocabulary words. Ask the following questions:

- 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
 - What is kept in archives?
 - Name two challenges for you.
 - Who might give a declaration?
 - Name an example of a memorial in Washington, D.C.
8. Go over the **essential question** with your child: **Why do many symbols of the US appear in Washington, D.C.?** Reread "Our Trip to Washington, D.C." (pp. 72-83) while classifying and categorizing information and identifying the sequence of events. Practice reading at an appropriate rate. I am going to attach a graphic organizer (Classify and Categorize) for the students to fill out while they read.
- Pp. 74-75, What place does the family talk about on page 75? Who did they learn about at the Lincoln Memorial? (as they read, they should keep track of the people and places that are mentioned on the Classify and Categorize graphic organizer)
 - Pp. 76-81, Have your child recall the first place that the family visited. Have them name the other places they visited (in sequential order).
 - Pp. 82-83, What other places did the family visit? (record these places in the first column) What people did they learn about? (record these names in the second column)
 - Pp. 82-83, Where did the family go next?
9. Do workbook pp. 199-200 (Vocabulary)
10. Review types of sentences with your child:
- Declarative- is a telling sentence that gives 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 continue working on the "Types of Sentence" flip book. Take a picture

when they are done and send it to me via the Remind App. I am also attaching a cut and paste worksheet they can complete.

- II. Read an AR book and take a test.

Spelling: Have your child build-a-word with their words. They can also play a game on [Spelling City](#).

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

Writing: To continue with our end of the year essay, I would like for the students to fill in the middle square and top left square of the 4-square template. They are writing about what they liked in first grade and why. Please have them write a topic sentence in the middle square. Then they need to come up with one thing they liked (from their list they brainstormed yesterday) and write it in the square that says "Paragraph 2: Body" beside Main Idea. Please skip the transition part for now. They need to then write 3 supporting details to go with why they liked this. They are to ONLY do the middle square and top left square today. Please send me a picture when they are done. This writing will take about 2 weeks to complete.

Ex. I enjoyed the Morning Movement in First Grade. (1) It was fun to begin each day with exercise. (2) Coach White did a good job doing exercises. (3) I really liked it when first grade won the spirit stick!

Math- Lesson 21.1 Mental Math: Add Tens

Objective/Skill: Use basic facts and mental math to add tens.

Activity: Use tens to solve addition problems. Do pp. 607-608 in the classroom workbook.

Vocabulary words: tens

Essential Question: What strategies can I use to add 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