

Mrs. Sokolik's First Grade Assignments
Thursday, April 30th
<http://mrssokolik.weebly.com/>

Open Court Reading: Unit 10 Lesson 3 Day 4

Objectives: Students will: build fluency by reading Decodable 108.

1. Open your Unit 10, Lesson 3, Day 4 Dashboard.
2. Tell your child you will 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:
luck, /ū/ **luck, Luke** mutt, /ū/ **mutt, mute** cut, /ū/ **cut, cute**
sock, /ō/ **sock, soak** sop, /ō/ **sop, soap** mop, /ō/ **mop, mope**
mat, /ā/ **mat, mate** at, /ā/ **at, ate** bat, /ā/ **bat, bait**
3. Read Decodable 108: Mr. Plant Expert three times to work on fluency. As your child answers the following questions, make sure they focus on the words in the story rather than getting the answers by listening or from the pictures. Have students answer by pointing to and reading aloud the answers in the text:
 - According to Mr. Expert, what veggies grow on truck farms? **Cucumbers and beans grow on truck farms.**
 - One man asks, "Do plants eat bugs?" What does Mr. Expert say? **Mr. Expert says, "A few do. They are good to take on picnics."**
 - What kind of music does Mr. Expert like? **Mr. Expert likes rock tunes.**
4. 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.
5. Review and practice using selection 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

6. Display the activity from Student Anthology 2, page 95. With your child, write the vocabulary word that best goes with each pair of words.

- fairness, sameness **equality**
- statue, stone **monument**
- difficulties, problems **challenges**

Ask students the questions below and have them give an example and a definition of the vocabulary terms in their own words.

- Where are public documents kept? **archives**
- Where are jewels and money kept? **vault**
- What type of announcement might a president or mayor give? **declaration**
- Thomas Jefferson was an important _____ in our country's history.
figure
- We honor President Abraham Lincoln and recognize the important things he did and said by visiting his _____ in Washington, D.C. **Memorial**

7. Go over the **essential question** with your child: **Why do many symbols of the US appear in Washington, D.C.?** Reread excerpts of "Our Trip to Washington, D.C." to focus on the Writer's Craft skills Story Elements: Setting and Plot, and Text Features. Pp. 74-75, 82-83, 90-91, 94-97.

- Pp. 74-75, What is the plot of the story? What do these pages tell? What is the beginning of the story?
- Pp. 74-75, Look at the map on these pages. It has labels that are called "text features". They help to give you additional information. What do the labels tell you? How are they helpful? How is the map helpful throughout the story?
- Pp. 82-83, You have identified the beginning of the story. What is the middle of the story (it's usually a series of events)?
- Pp. 84-85, Identify the three parts of a story's setting. There are two settings in this story. Where did the family go on a trip? How can you tell by reading and looking at the illustrations on these pages?
- Pp. 84-85, You have identified the beginning and middle of the story. What is the end of the story?
- Pp. 90-91, Does the story say when they went to Washington, D.C.? What can you infer about when they went? Do you know how long their trip was; that is, how much time passed from the beginning to the end? How long would a trip like this one last for a family?
- Pp. 90-91, Where is the second place that this story took place? When did it take place? How much time passes from the beginning of the story to the end, if we just focus on when they looked at the scrapbook?
- Pg. 93, answer the questions on this page

8. 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
9. Do workbook pp. 205-206 (Spelling) and pp. 207-208 (Types of Sentences). Complete the eActivities and eGames on your Dashboard.
10. Read an AR book and take a test.

Spelling: Have your child practice their words in a fun way. Some examples are- writing them with chalk on the sidewalk, singing them, cheering them, spelling them using shaving cream, etc. 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 bottom left square of the 4-square template. They are writing about what they liked in first grade and why. They need to come up with another thing they liked (from their list they brainstormed on Monday) and write it in the square that says "Paragraph 4: 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 this square. Please send me a picture when they are done. This writing will take about 2 weeks to complete. The students have done a fantastic job with their sentences so far! Thank you for sending them to me. I have attached an essay format for this writing.

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 21.3 Add Two-Digit Numbers

Objective/Skill: Add two-digit numbers without regrouping.

Activity: Write $46+32$ on a piece of paper. Model the number 46 with tens and ones. Then write 32 and model it with tens and ones. Point out that they are both two-digit numbers because

they have tens and ones. Remind them that they start by adding the ones first and then the tens. Show them how to add the numbers together. Do pp. 611-612 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