

Mrs. Sokolik's First Grade Assignments

Monday, May 4th

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

Open Court Reading: Unit II Lesson 1 Day 1

Objectives: Students will: review /e/ and /ē/ and blend and read words that contain /e/ and /ē/.

1. Open your Unit II, Lesson 1, Day 1 Dashboard. Read the Home Connection page.
2. LAUNCH THE THEME: Explain to your child that they will be learning about art and artists during this unit. Tell them they will read a variety of selections that teaches them about being an artist and different types of art. They will begin to understand their own artistic abilities and how to recognize features of different types of art. Have your child turn to Student Anthology 2, pages 98-99 and discuss the various sections on the pages.
3. Play the Consonant Riddle game with your child. Ask them to say the word that answers each of the following questions:
 - What begins with /w/ and rhymes with kite? *white*
 - What begins with /sl/ and rhymes with trip? *slip*
 - What begins with /cr/ and rhymes with dream? *cream*
 - What begins with /th/ and rhymes with drink? *think*
 - What begins with /br/ and rhymes with down? *brown*
4. Open up and listen to the short e and long e card.
5. Have your child review the following words:

deck	sleep	bread	fetch
chief	expect	meal	head
puppy	puppies	lily	lilies
beak	breakfast	treat	thread
hedge	Mexico	speck	freckle
employee	easy	evergreen	steady

 - Ask why the **ck** spelling is used in deck and the **tch** spelling is used in fetch. *The words have a short-vowel sound, and those spellings follow a short vowel.*
 - Have them identify the /e/ or /ē/ spelling in each word. chief: */ē/ spelled _ie_ ; expect: /e/ spelled e; meal: /ē/ spelled ea; head: /e/ spelled ea. Have them contrast the sounds for the ea spelling in meal and head. long e in meal, short e in head*
 - Ask them to identify the singular and plural words and the spellings for /ē/ in each word. *Singular: puppy, lily; Plural: puppies, lilies*
6. Have your child review the following sentences. Review descriptive words with them, and then have them expand the sentence by adding descriptive words to it. Possible Answer:

There are four red birds in the big tree. Write the new sentences on a piece of paper and have your child read them several times to build fluency.

- There are four birds in the tree.
 - I put my teacup on the deck.
7. Developing Oral Language: Review the words on Lines 1-3 by having your child identify and read the word that completes each of the following sentences:
 - Peg and Jean_____in bunk beds. *sleep*
 - Can your dog_____a stick? *fetch*
 - My mom planted several_____in our yard. *lilies*
 - The two playful_____learned a new trick. *puppies*
 - Ted shuffled the_____of cards. *deck*
 - Did you buy milk and_____at the store? *bread*
 8. Background Information: Tell your child that they are going to read a narrative nonfiction selection called "Cave Paintings: Messages from Long Ago." Ask them to describe what a cave is. Have them describe any caves that they have been in. Ask, What did you see in the cave?
 9. Genre: Remind your child that narrative nonfiction blends elements of fiction with elements of nonfiction to create an exciting story. Narrative nonfiction is about real people, places, and events. The author uses descriptive language and imagery to create a factual story with strong plots, characters, and/or themes.
 10. Display and say the vocabulary words. Then point to each word, say it again, and explain its meaning.
 - **ancient** means "very old." Use the word in a sentence: People like to look at the ancient artifacts in the museum.
 - **grind** is a form of the verb grind. Grind means "to rub something against a hard surface to break it into very small pieces." Use the word in a sentence: My dad will grind the spices before adding them to the stew.
 11. Go over the **essential question** with your child: **What stories does your artwork tell about you?** Tell your child to think about this question as they read "Cave Paintings: Messages from Long Ago." Read the story. It is attached to the email.
 12. Do workbook pp. 211-212 (Sounds and Spellings Review).
 13. Review nouns, verbs, and verb tenses. [Nouns Verbs Verb Tense](#)
 14. Read an AR book and take a test. The last day to take a test is Sunday, May 10th.

Spelling: There will be no spelling this week.

Writing: To continue with our end of the year essay, I would like for the students to start their final copy. Since we are running out of time, the four square page from last week will act as their rough draft. Please make sure you edit it before they start their final copy. They need to use the handwriting paper that I provided in their packet last Thursday. They also need to make sure they do their absolute best on this final writing. I will ask for this copy to keep and send it up to their second grade teacher. Have them come up with a title and write it on the very top line in the middle. They need to then write their introduction paragraph. Please have them indent the first sentence. They need to make sure they have at least three sentences in this paragraph. Again, words need to be spelled correctly, they need to use correct punctuation, and they need to use their best handwriting. This is their final grade for writing and for handwriting. They will write one paragraph a day this week, so only write the introduction today. Take a picture and send it to me via the Remind App so that I can check it daily.

Math- Lesson 21.5 Two-Digit Addition Practice

Objective/Skill: Practice adding two-digit numbers.

Activity: Model how to add $62 + 27$. Add ones first and then tens. Model how to add $65 + 2$. Ask what the value of 2 is. Make sure they realize that you are adding 2 ones to 5 ones, 0 tens to 6 tens. Do pp. 617-618 in the classroom workbook. **ASSESSMENT: Quick Check pg. 614**. Please take a picture of this and send it to me via the Remind App.

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

