

Mrs. Sokolik's First Grade Assignments
Tuesday, May 5th
<http://mrssokolik.weebly.com/>

Open Court Reading: Unit II Lesson 1 Day 2

Objectives: Students will: distinguish between /e/ and /ē/ in words, blend and read words that contain /e/ and /ē/.

1. Open your Unit II, Lesson 1, Day 2 Dashboard.
2. Write a long, thin Ee on one side of the board. Point to the letters and tell them these letters represent the /ē/ sound. On the other side, write a shorter, stouter Ee. Tell them these letters represent the /e/ sound. Explain that you are going to say some words. If they hear /ē/, they should say /ē/ and point to the long Ee. If they hear /e/, they say /e/ and point to the short Ee.

| | | | |
|-----------|-----------|-----------|-----------|
| bread /e/ | bead /ē/ | green /ē/ | get /e/ |
| east /ē/ | thief /ē/ | check /e/ | key /ē/ |
| these /ē/ | cent /e/ | spend /e/ | teach /ē/ |

3. 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 |

- Line 4- Remind your child that the spelling ea can have the long e or the short e sound. Have students identify the words with /ē/ *beak, treat* and the words with /e/. *breakfast, thread*
 - Line 5- Have your child identify the sound for the spelling e in the words. *short e* Ask students why Mexico begins with a capital letter. *It is the name of a place.*
 - Line 6- Point out that each word has two sound/spellings for e. Have students identify the two spellings in each word. *employee: /e/ spelled e and /ē/ spelled ee; easy: /ē/ spelled ea and y; evergreen: /e/ spelled e and /ē/ spelled ee; steady: /e/ spelled ea and /ē/ spelled y*
4. Have your child review the following sentences. Then have them reword Sentence 2 to make it a question. *Did I put my teacup on the deck?* Write the new sentence on the paper and have them read the sentence several times to build fluency. Remind them to use the proper intonation for a question.
 - There are four birds in the tree.
 - I put my teacup on the deck.

5. **Developing Oral Language:** Review the words on the lines above by having your child identify and read the word that answers each of the following clues:
 - I can be found on a bird. What am I? *beak*
 - I am eaten in the morning. What am I? *breakfast*
 - I am an antonym for hard. What am I? *easy*
 - I am a synonym for worker. What am I? *employee*
 - I am used in sewing. What am I? *thread*
 - I am a type of tree. What am I? *evergreen*
6. **Background Information:** Tell your child that they are going to read a selection called "David's Drawings." Have them share what they like to draw pictures of. Then ask, What do you like to use when you draw? Do you like to use crayons, markers, pencils, or colored pencils?
7. **Genre:** Tell your child that like the last selection they read in Unit 10, "Our Trip to Washington, D.C.," "David's Drawings" is realistic fiction. Review the following elements of realistic fiction with them:
 - 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.
8. **Concept Vocabulary:** Explain that the concept vocabulary word for this selection is collaboration. Tell your child that collaboration means "working together to complete something." Have your child discuss how they think the word collaboration relates to the theme.
9. **Essential Questions:** Read the Essential Questions on page 101. Tell students to think about the Essential Questions as they read "David's Drawings."
 - Have you worked together with classmates or friends on an art project? What did you learn?
10. **Set Purposes:** Remind your child that it is important to have a purpose for reading. Tell them that as they read the selection, they should notice what David draws pictures of and what he uses to draw.
11. **Big Idea:** Read the Big Idea question for this unit before reading the selection. Tell your child to keep this idea in mind as they read the selection. **Who can be an artist?**
12. **Comprehension Strategies:** Prompt the use of the following comprehension strategies during the first reading of the selection:
 - Making Connections
 - Predicting
13. **Review and practice using selection vocabulary words:**
 - **hung-** placed something so it does not touch the ground
 - **began-** started something
 - **cool-** something fun and liked

- **fistful**- the amount of something you can hold in one hand
- **fluffy**- something that looks light and soft
- **fresh**- clean and not used
- **grinned**- gave a big smile
- **neatly**- carefully and without making a mess
- **shyly**- acting in a nervous and quiet way around people
- **sure**- agreeing with something

14. Read or listen to the story "David's Drawings"

- Pg. 102, After reading the first page, can you make a connection to something in your life or something that you have read or listened to before?
- Pg. 105, We know that David got a piece of paper and a pencil. What do you think he will do with them? What do you think he will draw a picture of? What do you think the white rectangle in the bottom right corner of page 105 is for?
- Pg. 107, You made a prediction on the previous page about what David will do with the paper and pencil. Page 107 tells us what he did. What did he do? Was your prediction confirmed or not? What does the white rectangle in the bottom right corner of page 107 show? Was your prediction confirmed or not? Why do you think the author put David's drawing in the corner?
- Pp. 108-113, Can you make any connections to the story?
- Pp. 120-121, What does David notice again as he walks home from school? What do you think he is thinking? What do you think he will do next?
- Pp. 122-123, Was the prediction that you made on the previous page confirmed or not?
- Pp. 124-125, Do you remember what David's classmates thought that his tree needed? What do you think his sister will say?
- Pp. 126-127, Was your prediction about what David's sister would think his picture needed confirmed?
- What does David draw a picture of at school? How do his classmates change his drawing?
- What words or phrases in the selection suggest how the characters feel?
- Why do you think David draws another picture of the tree? Do you think his classmates think the tree is beautiful?
- Why do you think David wants to hang his picture of just the tree on his wall?
- How is David's experience with the tree different from his classmates' experience?

15. Do workbook pp. 215-216 (Sequence).

16. Review nouns, verbs, and verb tenses. [Nouns](#) [Verbs](#) [Verb Tense](#)

17. Read an AR book and take a test. The last day to take a test is Sunday, May 10th.

Spelling: no spelling this week

Writing: To continue with our end of the year essay, I would like for the students to continue 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. They need to write their second paragraph. Have them go to the next line (do not skip a line), indent, and start the next 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 21.6 Problem Solving: Guess and Check

Objective/Skill: Use Guess and Check to solve problems.

Activity: Model how to approach a problem that you need to first guess and then add to solve. Display three numbers- 11, 14, 20. Maya needs exactly 25 counters for her game. Which two bags should she use? Have your child guess which two numbers will total 25. Record their answer and then check. Do pp. 619-622 in the classroom workbook.

Vocabulary words:

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

