

Mrs. Sokolik's First Grade Assignments
Wednesday, May 6th
<http://mrssokolik.weebly.com/>

Open Court Reading: Unit II Lesson 1 Day 3

Objectives: Students will: review /e/ and /ē/ and spell and write words that contain /e/ and /ē/.

1. Open your Unit II, Lesson 1, Day 3 Dashboard.
2. Say the following words. Have your child identify the vowel sound and the correct spelling for it. Write the word as they say the spelling of the vowel sound.

team /ē/, ea	say /ā/, ay
take /ā/, a_e	sheet /ē/, ee
goat /ō/, oa_	breath /e/, ea
seen /ē/, ee	file /ī/, i_e
high /ī/, igh	grow /ō/, ow
choke /ō/, o_e	cute /u/, u_e

3. Whole-Word and Sentence Dictation- After each line, have your child proofread their spelling and make needed corrections. Be sure they check the capitalization and end punctuation for their sentence.

keep	sped	spread
silly	sleep	complete
we	flea	brief

challenge word- hardly

We will be lucky if the weeds do not spread.

4. **Genre:** 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.
5. **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?
6. **Review and practice using selection vocabulary words:** Have your child use each word in a sentence.
 - **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

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

- Which word is an antonym for began? *ended; started something*
- What is something that you think is cool? *reading, skateboarding, dancing; well-liked*
- What is another word for sure? *yes; agreeing*
- What is something that can be described as fresh? *pair of socks; clean*
- Name something that you hung up this morning. *my backpack; put something on a hook or a hanger*

7. Reread or listen to the story "David's Drawings." The Story Map and Word Map graphic Organizers are attached to the email.

- Pp. 102-103, Who is the main character in this story? What is David doing on these pages? Are there other characters on these pages?
- Pp. 104-105, What did David do first when he got to school? What did he do second? Then what did David do? Have your child use sequence words (first, next, then, after, and finally) to tell the order of events.
- Pp. 106-107, Why did David draw a picture of a tree?
- Pp. 108-109, Why did David color his tree brown? Why did Amanda color some grass on David's picture?
- Pp. 114-119, Who is the main character (again)? Name the other characters we have met so far. Who are these boys and girls?
- Pp. 114-119, Based on what David has said and done, what kind of person would you say he is? Why? Fill out the Word Map graphic organizer with the words. Make sure to put David's name in the middle.
- Pg. 119, What did David do after he looked at the picture again at the end of the day? What word does the author use on this page to signal the order of events?
- Pp. 120-121, What happened in the beginning of the story? Write this answer in the first box of the Story Map graphic organizer. You can do this orally instead if you would like. What happened in the middle of the story? Record this in the second box.
- Pp. 122-123, What did David do first when he got home from school? What did he do second? What did he do next? How are these events similar to what David did when he got to school that morning? Are they in the same order? What does the author use in the second paragraph on page 123 to tell the order of events?

- Pp. 124-125, Name the main character (again). Then have them name words that describe him (again). Then ask, what new character do they meet on these pages? What words can you use to describe her? Why?
 - Pp. 126-127, Return to the Story Map graphic organizer and ask what happens at the end of the story? Record this answer in the last box.
 - Read and discuss pp. 132-133
8. Do workbook pp. 213-214 in workbook (Vocabulary).
 9. Review nouns, verbs, and verb tenses. Nouns Verbs Verb Tense. Please also review singular and plural nouns Plural Nouns. To make a noun plural you add s, es, or, ies.
 10. 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 third 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 22.1 Mental Math: Subtract Tens

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

Activity: Show 5 tens and then circle and cross out 2 tens. Ask how many tens did you cross out? How many tens are left? Write $5 \text{ tens} - 2 \text{ tens} = 3 \text{ tens}$. Do more examples. Do pp. 629-630 in the classroom workbook. Have your child take the **ASSESSMENT**: Chapter 21 Review/Test pp. 625-626. Take a picture and send it to me via the Remind App. This will be their final test/grade in math.

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