

Mrs. Sokolik's First Grade Assignments
Thursday, May 7th
<http://mrssokolik.weebly.com/>

Open Court Reading: Unit II Lesson I Day 4

Objectives: Students will: build fluency by reading Decodable 109.

1. Open your Unit II, Lesson I, Day 4 Dashboard.
2. Tell your child you will say a word with the /e/ sound. They should say the original word and then say a new word using the /ē/ sound instead. Use the following words:

ten <i>teen</i>	red <i>read</i>	fell <i>feel</i>
stem <i>steam</i>	bet <i>beat</i>	dead <i>deed</i>
net <i>neat</i>	met <i>meat</i>	sped <i>speed</i>

3. Read Decodable 109: A Family House. 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 your child answer by pointing to and reading aloud the answers in the text:

- Where does the tractor pile dirt? *The tractor piles dirt on the field's edge.*
- What will heat the house? *Gas will heat the house.*
- What does it take for the crew to put each brick in by hand? *It takes skill and time.*
- What do carpenters put on the back of the house? *Carpenters put a deck on the back of the house.*

4. **Review and practice using selection vocabulary words:** Display the activity from Student Anthology 2 page 133. Remind them that words that have the same, or almost the same, meaning are called synonyms. Examples include *friend* and *pal*, *brave* and *courageous*. Then remind students that words that have opposite meanings are called antonyms. Examples include *like* and *dislike*, *easy* and *difficult*. With your child, complete the activities.

- **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

- Write an antonym for the word cool. **Possible Answers:** boring, dull, disliked
- Write a synonym for the word neatly. **Possible Answers:** cleanly, orderly, tidy
- Write an antonym for the word fresh. **Possible Answers:** dirty, used, unclean
- Write an antonym and a synonym for the word began. **Possible Answers:** ended; started
- Write a synonym for the word shyly. **Possible Answers:** nervously, timidly
- Write an antonym for the word fluffy. **Possible Answers:** hard, rough

Have your child complete the following sentences:

- When Scott arrived at school, he _____ his coat in his cubby. *hung*
- Wanda was excited to visit the library, so she _____ the whole way there. *grinned*
- JP grabbed a _____ of grapes as his morning snack. *fistful*
- Molly was _____ that she could make it to school on time. *sure*

5. **Background Information:** Tell your child that they will be reading a poem called "Crayons." Have them share their favorite crayon color to use and their favorite crayon color name.
6. **Genre:** Explain that it is a poem. Remind them that poetry is a special kind of writing that combines sounds and the meanings of the words to create ideas and feelings in the reader. Then review the following elements of a poem:
 - Sentences are sometimes broken into parts in a poem. Each part is on a line of its own.
 - Words that rhyme are often used.
 - The lines often have rhythm or a regular pattern or beat.
 - Some words or phrases might be repeated.
7. **Essential Question:** Read the Essential Question on page 128 and tell them to think about it as they read "Crayons." You will revisit this question after reading. **What colors do you see in the world around you?**
8. **Set Purposes:** Remind them that it is important to have a purpose for reading. Tell them that as they read the poem, they should notice the colors that the poet mentions.
9. **Comprehension Strategies:** Prompt the use of the following comprehension strategies during the first reading of "Crayons."
 - Clarifying
 - Visualizing
10. Read or listen to "Crayons."
 - Pp. 128-129, Do you understand this poem so far? Do you have any questions about it?
 - Could a box of crayons really talk? What do you think the author means?
 - Could a box of crayons hold spikes of green spring? What color does the poet mean here?
 - What do you visualize as you read this poem? What stuck out to you?

- Answer questions of pp. 130-131
- 11. Ask your child to tell you words that show action. Write their examples on a piece of paper and define them as verbs. Then list the following sentences on the paper and read them aloud. Have them name each present-tense verb and then write a new sentence with that verb.
 - Bonnie moves the bookcase. *moves*
 - Denny walks to school. *walks*

Remind them that adding -ed to most verbs will show that something has already happened. Review with them that sometimes the spelling of a verb changes completely to show that something has already happened. Those verbs do not use -ed. Remind them that future tense shows an action that will happen after the present. This tense is often formed by using the word will with a verb. You can also use am, is, or are for future-tense verbs. Refer to the ePresentation visuals for Action Verbs, Past-Tense Verbs and Future-Tense Verbs that are attached to the email.

Write the following sentences on a piece of paper and read them aloud. Have them name the past-tense verbs. If applicable, have them also name the root word and the ending (inflectional form). Then have them change the past-tense verbs to present tense and rewrite the sentence.

- Kay cleaned her room. *cleaned, clean, -ed; Kay cleans her room.*
- Tim ran to school. *ran; Tim runs to school.*

Ask your child to write two sentences that use present-tense verbs. Then have them rewrite each sentence using the future-tense verb. *Possible Answers We go to Florida. We are going to Florida. I practice my flute every day. I will practice my flute every day.*

12. Complete eActivities and eGames on the Dashboard. Do workbook pp. 219-220 (Review Nouns and Verbs).
13. 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 fourth paragraph. Have them go to the next line **(do not skip lines)**, 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. Take a picture and send it to me via the Remind App so that I can check it daily.

Math- Lesson 22.2 Subtract With Two-Digit Numbers

Objective/Skill: Subtract one-digit numbers from two-digit numbers.

Activity: Write $57 - 4$ down on a piece of paper. Draw a picture to show 57. Explain that you start subtracting with the ones. Point to the 7 and the 4. Ask what is $7 - 4$? Write a 3 in the ones place. Ask if there is a number to subtract from 5 in the tens place? Explain that you still have 5 tens, so you write a 5 in the tens place of the difference. What is the difference? Do pp. 631-632

Vocabulary words: difference

Essential Question: What strategies can I use to subtract 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