

Mrs. Sokolik's First Grade Assignments
Wednesday, March 24th

Open Court Reading: Unit 9 Lesson 2 Day 3

Objectives: Students will: spell and write words that contain the prefixes *im-*, *in-* and *re-*, develop oral language, review the elements of rhyming fiction, read and discuss "Veterans: Heroes in our Neighborhood", review and use the Clarifying and Summarizing comprehension strategies, develop their understanding of vocabulary words, focus on reading at an appropriate rate, review how to form the past tense of verbs that end in a consonant and a y (study→studied, try→tries), and whose spellings change (sit→sat, draw→drew).

1. Dictation and Spelling- Call out the following words/sentence and have your child either write them down or spell them out loud:
 - improper
 - incorrect
 - impolite
 - imperfect
 - repay
 - reprint
 - restart
 - revisit
 - informal
 - It is impolite to speak out of turn in class.
2. Do activities on your Day 2 Dashboard for today. You may skip the Skills Practice 2 page 141 worksheet on the Dashboard. Please do workbook pp. 147-148 and 149 orally or print them out.
3. Review the selection vocabulary words: veterans, duty, sacrifices, rank.. Have your child use them in a sentence.
4. Review the elements of rhyming fiction and what makes the selection rhyming fiction.
5. Read "Veterans: Heroes in Our Neighborhood" while stopping every so often to summarize what's been read.
6. Have your child fill out or go over the Clues/Problems/Wonderings chart.
7. Review the grammar concept and use the worksheets that were emailed last night.
8. Read an AR book and take a test.

Essential Question: Do you know anyone who has protected our country?

Spelling: Students may write their words in ABC order, pick an activity to do off of the tic-tac-toe sheet from last week, or play a game on [Spelling City](#).

Writing: I would love for our class to write friendly letters to the residents at Westminster Senior Care. The students can also make cards for them, too. This is a great opportunity to help brighten someone's day during this trying time. I am going to assign each student a name. If you could please mail these when your child is done, that would be great! Delfie- Alberta, Nora- Kitty, Bentley- Bernie, Avery- Carl, Cade- Myrtle, Vin- Joyce, Ainsley- Harold, Ivy- Norma, Ford- Susan G., Carson- Beverly, Jones- Susan W., and Lillyanna- Roosevelt. Students need to include the date, greeting, body (4-5 sentences), closing, and signature. Edit, discuss, take a picture to send to me, and then mail it. The address is: 2288 South Centennial Avenue
Aiken, SC 29803

Math- Chapter 18 Lesson 18.2 Activity: Cups, Pints, and Quarts

Objective/Skill: Compare the capacity of cups, pints, and quarts.

Activity: Display three containers. Label and identify them as cup, pint, and quart measures. Order the containers by size. Ask which one holds the most and least. Have your child make a "Gallon House". I will attach an example. They will draw a capital G first for the house. Next they will draw 4 capital Qs for the windows. Then they will draw 2 Ps in each Q for the people looking out of the windows. Last they will draw 2 Cs in each P for the eyes of the people. It shows that there are 4 windows on the house with 2 people in each window and each person has 2 eyes. I REALLY hope that made sense. If not, let me know. Do pp. 527-528. Here is a great video to watch: [Cups, pints, and quarts](#)

Vocabulary words: cups, pints, quarts, cups, pints, quarts

Essential Question: How can I compare the capacity of cups, pints, and quarts?

Please continue sharing your pictures of distance learning from home. Send them to me and I will pass them along to Mrs. Barker. I would also like to post them on my website as a special memory! 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

