

Tuesday 01/14/2014

**Morning Meeting 8:00am - 8:40am**

**Attendance-** Log onto My Student's Progress and take attendance.

**Lunch Count-** Log onto My Student's Progress and place a lunch order. If a student does not want "A" Lunch, click on the notepad beside the drop down box and type in, "B Lunch".

**Turn in Homework Folders-** Look over white homework folders and check work. If students have turned in their Math Worksheet, give them one BIG fuzz. If they did their spelling homework, give them one BIG fuzz. Keep folders until the end of day.

Students will surrender their Fuzz Reward Coupons at this time. Do not accept them after Math Class. "Food Helper" card can only be turned in on Tuesdays, when you have cafeteria duty. "Sweet" Candy card is redeemable for 6 skittles, or ONE piece of candy...whichever is available.

**Morning Work-** Common Core Aligned Interactive Work Pages- Located on bookshelf behind desk.

**Calendar-** Smartboard Express Online- Open existing file- Calendar

- Todays Date
- Count to 100-either by 1's, 2's, 5's, or 10's.
- Days of the week
- Days of the month
- Weather
- Yesterday was
- Today is
- Tomorrow will be
- How much money is in the bank
- What time does the clock read

**Standards:**

**1.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.

**1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

**Religion 8:40am - 9:00am**

**Math Centers Round 1 9:00am - 9:30am**

Teacher-

- Chapter 6 Lesson 3- Add Tens and Ones

Computer-

- Accelerated Math Objectives

Fact Practice-

- Adding and Subtracting - Roll and Solve Math Facts

Lesson Work-

- Corresponding workbook page- "On Your Own"- collect and check

**Standards:**

**1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

**Snack/ SSR 9:30am - 9:45am**

Send xxxxxxx to the cafeteria to get milk for their snack. If other students bought milk for the day, xxxxxx can collect it for them.

First 15 Minutes Play Educational Songs While Students Have Snack.

Last 15 Minutes Is Silent Reading Time, or play Sight Word Uno. (Based on behavior)

**Standards:**

**1.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**Literacy Centers 9:45am - 11:30am**

**Whole Group Instruction**

*Compound Words*

Have students complete the "Compound Words" page in their Interactive Grammar Notebook.

Daily 5 Centers

- **Work with Words-** Compound Word Match- Students cut out words and glue them on their page to create compound words.
- **Work on Writing-** Polar Habitat Snow Globe- Students are to write what they have learned about penguins.
- **Work on Computers-** Students can log onto RAZ-Kids.
- **Read to Self-** IPICK
- **Fluency Practice-** Students work on a fluency passage in their fluency folder.

**Standards:**

**1.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**1.RF.3b** Decode regularly spelled one-syllable words.

**1.RI.10** With prompting and support, read informational texts appropriately complex for grade 1.

**1.RI.2** Identify the main topic and retell key details of a text.

**CCRA.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**1.W.7** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

**1.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**1.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**1.L.2b** Use end punctuation for sentences.

**1.L.2d** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
**1.L.2e** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  
**CCRA.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**CCRA.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Lunch/ Recess 11:30am - 12:30pm**

***Lunch Duty***

**Read Aloud 12:30pm - 12:45pm**

Penguins All Around

Review Accelerated Math Problems- Take questions.

**Standards:**

**CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  
**1.RL.3** Describe characters, settings, and major events in a story, using key details.  
**1.RL.1** Ask and answer questions about key details in a text.  
**1.RL.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.  
**1.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Computer Lab- IXL 12:45pm - 1:00pm**

Take class to the computer lab and have them log onto Renplace to work on Accelerated Math.

When students have completed their math, they have time to take any outstanding AR tests.

When all of their work is finished, students can log onto mrsnullis.com and play educational games.

Be sure to leave the computer lab by 1:15, due to another class utilizing the lab.

**Math Centers Round 2 1:00pm - 1:30pm**

(See Round 1)

**Art 1:30pm - 2:00pm**

**Math Centers Round 3 2:00pm - 2:30pm**

Finish Rotations If Needed

Science Project Day #1

Does ice melt faster in fresh water or in salt water?

Students will make their predictions.

Predictions will then be graphed on the board for all to see.

Explain that tomorrow we will do an experiment to find out if ice melts faster in salt water or fresh water.