|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Adkins’ Schedule** | | | | | | | | | | | | | |
| **Monday** | |  | **Tuesday** | |  | **Wednesday** | |  | **Thursday** | |  | **Friday** | |
| **Time** | **Component** |  | **Time** | **Component** |  | **Time** | **Component** |  | **Time** | **Component** |  | **Time** | **Component** |
| 8:00-8:10 | Homeroom  Breakfast |  | 8:00-8:10 | Homeroom  Breakfast |  | 8:00-8:10 | Homeroom  Breakfast |  | 8:00-8:10 | Homeroom  Breakfast |  | 8:00-8:10 | Homeroom  Breakfast |
| **Word Study** | |  | **Word Study** | |  | **Word Study** | |  | **Word Study** | |  | **Word Study** | |
| **8:10-8:50** | **Root: simi/simul** |  | **8:10-8:50** | **Root: son** |  | **8:10-8:50** | **Root: spond/spons** |  | **8:10-8:50** | **Root: ambi/amphi** |  | **8:10-8:50** | **R- Controlled Vowels** |
| 8;50-9:20 | WIN TIME |  | 8:50-9:20 | WIN TIME |  | 8:50-9:20 | WIN TIME |  | 8:50-9:20 | WIN TIME |  | 8:50-9:20 | WIN TIME |
| 9:25-10:05 | ROTATION  LIBRARY |  | 9:25-10:05 | ROTATION  ART |  | 9:25-10”05 | ROTATION  TECHNOLOGY |  | 9:25-10:05 | ROTATION  MUSIC |  | 9:25-10:05 | ROTATION  PE |
| 10:05-10:25 | INSTRUCTIONAL  RECESS |  | 10:05-10:25 | INSTRUCTIONAL  RECESS |  | 10:05-10:25 | INSTRUCTIONAL  RECESS |  | 10:05-10:25 | INSTRUCTIONAL  RECESS |  | 10:05-10:25 | INSTRUCTIONAL RECESS |
| **1st Period** | |  | **1st Period** | |  | **1st Period** | |  | **1st Period** | |  | **1st Period** | |
| **10:25-11:24** | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  | **10:25-11:24** | **\*Read Aloud \*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  | **10;25-11:24** | **\*Read Aloud \*Reader’s**  **Workshop**  **\*Active Engagement**  **\*Independent Reading** |  | **10:25-11:24** | **\*Read Aloud and \*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  | **10:25-11:24** | Class/Group Discussion  Folder Check  Accuracy Check |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Group One  Conference |  |  | Group Two  Conference |  |  | Group One  Conference |  |  | Group Two  Conference |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **2nd period** | |  | **2nd period** | |  | **2nd period** | |  | **2nd period** | |  | **2nd period** | |
| **11:24-12:19** | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  | **11:24-12:19** | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  | **11:24-12:19** | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  | **11:24-12:19** | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  | **11:24-12:19** | Class/Group Discussion  Folder Check  Accuracy Check |
|  | Group One  Conference |  |  | Group Two  Conference |  |  | Group One  Conference |  |  | Group Two  Conference |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **3rd Period** | |  | **3rd Period** | |  | **3rd Period** | |  | **3rd Period** | |  | **3rd Period** | |
| **12:19-1:00/1:40-1:53** | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  | **12:19-1:00/**  **1:40-1:53** | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  | **12:19-1:00/**  **1:40-1:53** | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  | **12:19-1:00/**  **1::40-1:53** | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  | **12:19-1:00/**  **1:00-1:53** | Class/Group Discussion  Folder Check  Accuracy Check |
|  | Group One  Conference |  |  | Group Two  Conference |  |  | Group One  Conference |  |  | Group Two  Conference |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 1:00-1:40 | Lunch/Recess |  | 1:00-1:40 | Lunch/Recess |  | 1:00-1:40 | Lunch/Recess |  | 1:00-1:40 | Lunch/Recess |  | 1:00-1:40 | Lunch/Recess |
| 1:40-1:53 | 3rd period |  | 1:40-1:53 | 3rd period |  | 1:40-1:53 | 3rd Period |  | 1:40-1:53 | 3rd Period |  |  | 3rd Period |
| **4th Period** | |  | **4th Period** | |  | **4th Period** | |  | **4thPeriod** | |  | **4th Period** | |
| **1:53-3:00** | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  | **1:53-3:00** | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  | **1:53-3:00** | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  | **1:53-3:00** | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  | **1:53-3:00** | Class/Group Discussion  Folder Check  Accuracy Check |
|  | MONDAYS’ CLASSES 1-4 |  |  | TUESDAY’S CLASSES 1-4 |  |  | WEDNESDAY’s CLASSES 1-4 |  |  | THURSDAY’S CLASSES 1-5 |  |  | FRIDAY’s CLASSES1-4 |
|  | First 10 minutes of each class Period 1-4 Read Aloud  Walk Two Moons |  |  | First 10 minutes of each class Period 1-4 Read Aloud  Walk Two Moons |  |  | First 10 minutes of each class Period 1-4 Read Aloud  Walk Two Moons |  |  | First 10 minutes of each class Period 1-4 Read Aloud  Walk Two Moons |  |  | **Period 1-4**  **Class/Group Discussion**  **Folder Check**  **Accuracy Check** |
|  | **10- 20 minutes of each class Period**  **1-4 Lucy Mini Lesson**  I can: investigate symbols as another way to explore theme.  Teach: that authors often layer symbolism in narratives, and that these symbols are often related to significant themes. Readers consider how symbols relate to or develop an important theme.  Active Engagement:  Read and use notebooks to move from a motif to a theme, step by step by using handout chart  **10-20 minutes at the end of each class**  **Group Conferences**  Teach students how to peer conference by listening and giving constructive feedback. |  |  | **10-20 minutes of each class Period 1-4 Lucy Mini Lesson**  I can: Develop specific ideas on what to work on with partners and how to get those things done effectively.  Teach: students that partners can take charge of their collaborative reading lives by considering what’s worth working on together, then making sure their writing about reading and talk reflect the focus. Teach students to lean on each other, support each other, and push each other.  Active Engagement: Channel partners to consider how they will spend their partner time, weighing different options to determine which will be most beneficial. Encourage partners to develop a plan for what they need to prepare and how they’ll use their time.  **10-20 minutes at the end of each class Group Conferences**  Teach students how to peer conference by listening and giving constructive feedback. |  |  | **10-20 minutes of Period 1-4 Lucy Mini Lesson**  I can: participate in the read-aloud and as I read my own book, will strike a balance between metacognitive reflection and deepening my reading skills, as I notice and name the reading work called for in different parts of the book.  Teach: encourage readers to make choices and draw flexibly on a range of reading skills during a read-aloud of “Thank You,M’am” by Langston Hughes  Active Engagement: Listen to read aloud and use skills learned to think about the book the student is reading.  **10-20 minutes at the end of each class Group Conferences**  Encourage metacognition in the reading process by making lean in comments to build student energy for independent thinking. |  |  | **10-20 minutes of each class Period 1-4 Lucy Mini Lesson**  I can: Reflect on my reading and writing  Teach; view student notebooks and question reflections  Active Engagement: Watch a short film and take notes on character traits, the influence of setting on characters, and about how characters suggest motifs and are vehicles for developing themes. Share notes with a partner.  Study the data form the reading log, asking when am I getting the most reading done? Why? Create a new reading plan in writer’s notebook  **10-20 minutes at the end of each class Group Conferences**  Encourage metacognition in the reading process by making lean in comments to build student energy for independent thinking. |  |
| 3:00-3:15 | Dismissal |  | 3:00-3:15 | Dismissal |  | 3:00-3:15 | Dismissal |  | 3:00-3:15 | Dismissal |  | 3:00-3:15 | Dismissal |