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| **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: ethen** |  | **8:10-8:50** | **Root: neg** |  | **8:10-8:50** | **Root: An/ami/amor** |  | **8:10-8:50** | **Root: anthrop** |  | **8:10-8:50** | **Short and Long vowel markers** |
| 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 |  |  |  |
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| **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 |  |  |  |
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| 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’ CLASS PERIOD 1-4 |  |  | TUESDAY’S CLASS PERIOD 1-4 |  |  | WEDNESDAY’s CLASS PERIOD 1-4 |  |  | THURSDAY’S CLASS PERIOD 1-4 |  |  | FRIDAY’s CLASS PERIOD 1-4 |
|  | **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 Minilesson**  I can: think about how places in stories may change over time.  Teach: that the setting in a story can keep changing not just physically, but psychologically. Readers trace the setting over time investigating how the place changes, and how it affects characters differently in different moments.  Active Engagement: Think of books where the setting feels different at different places in a story. Read a book of my choice and take notes in writing notebook.  **10-20 minutes at the end of each class**  **Group Conferences**  Think with students about how the kinds of books they are reading might shape the ways they think about settings. |  |  | **10-20 minutes of each class Period 1-4 Lucy Minilesson Lesson**  I can: think about the relationship between the characters and the place.  Teach: that in addition to places affecting characters, characters can also act as positive or negative forces on a place.  Active Engagement;  Read a book of my choice and take notes in my writers’ notebook.  **10-20 minutes at the end of each class**  **Group Conferences**  Think with students about how the kinds of books they are reading might shape the ways they think about settings. |  |  | **10-20 minutes of Period 1-4 Lucy Minilesson**  I can: notice moments when the author provides backstory to develop a character.  Teach: that settings may change in terms of time, often bringing in backstory to develop the character.  Active Engagement: Create timelines as a method of taking notes to rack shifts in time in their novels.  **10-20 minutes at the end of each class Group Conferences**  Help students notice ways that signal time changes to readers. Noticing rapid and subtle time shifts through verb tense changes. |  |  | **10-20 minutes of each class Period 1-4 Lucy Minilesson**  I can: work on my reading notebook in preparation to share a few pages.  Teach: that readers look for ways to reflect on how they are becoming more powerful thinkers, and that one window into their thinking will be the writing they do about reading.  Active Engagement:  Add to earlier notebook work and/or creating some ne work that shows their best thinking.  **10-20 minutes at the end of each class Group Conferences**  Help students notice ways that signal time changes to readers. Noticing rapid and subtle time shifts through verb tense change |  |
| 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 |