

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	TTW introduce a new morpheme by saying, "When you hear __aqu__, it is spelled __A Q U__." The students will practice saying and spelling the root aloud and TTW add the root to an anchor chart. TTW instruct students to use Dictionary.com, Wordreference.com, and/or Etymonline.com to complete a handout requiring them to record the origin, related words and definitions, and to	8:10-8:50	TTW introduce a new morpheme by saying, "When you hear cycle__, it is spelled C Y C L E__." The students will practice saying and spelling the root aloud and TTW add the root to an anchor chart. TTW instruct students to use Dictionary.com, Wordreference.com, and/or Etymonline.com to complete a handout requiring them to record the origin, related words and definitions, and to	8:10-8:50	TTW introduce a new morpheme by saying, "When you hear magn__, it is spelled M A G N__." The students will practice saying and spelling the root aloud and TTW add the root to an anchor chart. TTW instruct students to use Dictionary.com, Wordreference.com, and/or Etymonline.com to complete a handout requiring them to record the origin, related words and	8:10-8:50	TTW introduce a new morpheme by saying, "When you hear _podi__, it is spelled _P O D__." The students will practice saying and spelling the root aloud and TTW add the root to an anchor chart. TTW instruct students to use Dictionary.com, Wordreference.com, and/or Etymonline.com to complete a handout requiring them to record the origin, related words and	8:10-8:50	Review words with BINGO game.

2 nd period		2 nd period		2 nd period		2 nd period		2 nd 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		
3 rd Period		3 rd Period		3 rd Period		3 rd Period		3 rd 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	3 rd period	1:40-1:53	3 rd period	1:40-1:53	3 rd Period	1:40-1:53	3 rd Period		3 rd Period
4 th Period		4 th Period		4 th Period		4 th Period		4 th Period	
1:53-3:00	*Read Aloud *Reader's Workshop *Active Engagement	1:53-3:00	*Read Aloud *Reader's Workshop *Active Engagement	1:53-3:00	*Read Aloud *Reader's Workshop *Active Engagement	1:53-3:00	*Read Aloud *Reader's Workshop *Active Engagement	1:53-3:00	Class/Group Discussion Folder Check Accuracy Check

	*Independent Reading		*Independent Reading		*Independent Reading		*Independent Reading		
	MONDAYS' CLASSES 1-4		TUESDAY'S CLASSES 1-4		WEDNESDAY'S CLASSES 1-4		THURSDAY'S CLASSES 1-5		FRIDAY'S CLASSES 1-4
	First 10 minutes of each class Period 1-4 Read Aloud Touching Spirit Bear		First 10 minutes of each class Period 1-4 Read Aloud Touching Spirit Bear		First 10 minutes of each class Period 1-4 Read Aloud Touching Spirit Bear		First 10 minutes of each class Period 1-4 Read Aloud Touching Spirit Bear		
	10- 20 minutes of each class Period 1-4 Lucy Mini Lesson I can: learn to identify the main idea and supporting details in a nonfiction passage. Passage: <i>Mahatma Gandhi: Great Soul of India</i> Teach: students how to use close reading to determine main idea and supporting details. Vocabulary: prefix on, in un, and dis		10-20 minutes of each class Period 1-4 Lucy Mini Lesson I can: learn to identify the main idea and supporting details in a nonfiction passage. <i>Mahatma Gandhi: Great Soul of India</i> Teach: students how to use close reading to determine main idea and supporting details. Fluency Practice: Read to oneself then to another		10-20 minutes of Period 1-4 Lucy Mini Lesson I can: Practice identifying main idea and supporting details. Passage: <i>Albert Einstein: Man of the Century</i> Teach: students how to use close reading to determine main idea and supporting details. Vocabulary: Review roots and prefixes		10-20 minutes of each class Period 1-4 Lucy Mini Lesson I can: Practice identifying main idea and supporting details. <i>Albert Einstein: Man of the Century</i> Teach: students how to use close reading to determine main idea and supporting details.. Fluency: Read the conversation		Period 1-4 Answer multiple choice and open response questions over nonfiction passages. Questions include main idea and supporting details

	<p>Antonyms</p> <p>Active Engagement: Use close reading strategies while reading a nonfiction passage to determine main idea and supporting details.</p> <p>CLOSE READING STRATEGIES: *Activate Prior Knowledge *Review vocabulary *write down thinking *write down questions *pay close attention to the title and subtitles *pay close attention to text features * create a character chart *write a summary</p>		<p>student a speech by Gandhi.</p> <p>Active Engagement: Use close reading strategies while reading a nonfiction passage to determine main idea and supporting details.</p> <p>CLOSE READING STRATEGIES: *Activate Prior Knowledge *Review vocabulary *write down thinking *write down questions *pay close attention to the title and subtitles *pay close attention to text features * create a character chart *write a summary</p>		<p>Active Engagement: Use close reading strategies while reading a nonfiction passage to determine main idea and supporting details.</p> <p>CLOSE READING STRATEGIES: *Activate Prior Knowledge *Review vocabulary *write down thinking *write down questions *pay close attention to the title and subtitles *pay close attention to text features * create a character chart *write a summary</p>		<p>between Albert Einstein and his uncle Jakob to oneself then to a partner.</p> <p>Active Engagement: Use close reading strategies while reading a nonfiction passage to determine main idea and supporting details.</p> <p>CLOSE READING STRATEGIES: *Activate Prior Knowledge *Review vocabulary *write down thinking *write down questions *pay close attention to the title and subtitles *pay close attention to text features * create a character chart *write a summary</p>		
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	<p>10-20 minutes at the end of each class Group Conferences</p> <p>Review with students who struggle to locate main idea.</p>		<p>10-20 minutes at the end of each class Group Conferences</p> <p>Review with students who struggle to locate main idea.</p>		<p>10-20 minutes at the end of each class Group Conferences</p> <p>Review with students who struggle to locate main idea.</p>		<p>10-20 minutes at the end of each class Group Conferences</p> <p>Review with students who struggle to locate main idea.</p>		
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