## Adkins' Schedule

Monday		Tuesday		Wednesday		Thursday		Friday	
Time	Time Component Time Component		Time	Time Component		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
Woi	d Study		Nord Study	Word Study			Word Study	Word Study	
8:10-8:50	TTW introduce a new morpheme by saying, "When you hearaqu, it is spelledA 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.co m, 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.co m, 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.co m, 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.co m, 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.

	practice using related words in original sentences. TTW review the new morpheme, related words and definitions with the class and will add related words and definitions to word web on the anchor chart.		practice using related words in original sentences. TTW review the new morpheme, related words and definitions with the class and will add related words and definitions to word web on the anchor chart.		definitions, and to practice using related words in original sentences. TTW review the new morpheme, related words and definitions with the class and will add related words and definitions to word web on the anchor chart.		definitions, and to practice using related words in original sentences. TTW review the new morpheme, related words and definitions with the class and will add related words and definitions to word web on the anchor chart.			
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	9:25-1 0:05	ROTATION ART	9:25-1 0"05	ROTATION TECHNOLOGY	9:25-1 0:05	ROTATION MUSIC		ROTATION PE	
10:05-10:2 5	INSTRUCTIONA L RECESS	10:05- 10:25	INSTRUCTIONAL RECESS	10:05- 10:25	INSTRUCTIONAL RECESS	10:05- 10:25	INSTRUCTIONAL RECESS		INSTRUCTIONAL RECESS	
1 <sup>st</sup>	1st Period		1 <sup>st</sup> Period		1 <sup>st</sup> Period		Period	1 <sup>st</sup> 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	10:25- 11:24	Class/Group Discussion Folder Check Accuracy Check	
	Group One Conference		Group Two Conference		Group One Conference		Group Two Conference			

2 <sup>nd</sup> period		2 <sup>nd</sup> period			2 <sup>nd</sup> period		2 <sup>nd</sup> period		2 <sup>nd</sup> 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: 12		*Read Aloud *Reader's Workshop *Active Engagement *Independent Reading	11::	24- 19 F	Class/Group Discussion Folder Check ccuracy Check
	Group One Conference		Group Two Conference		Group One Conference			Group Two Conference			
3	rd Period		3rd Period		3rd Period			3rd Period		3rd	l Period
12:19-1:0 0/1:40-1:5 3	*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: 1:0 1:: 1:	00/	*Read Aloud *Reader's Workshop *Active Engagement *Independent Reading	12: 1:0 1:0 :5	00/ 0-1 F	Class/Group Discussion Folder Check curacy 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	1:0	0-1 -0	Lunch/Recess	1:00 :4		unch/Recess
1:40-1:53	3 <sup>rd</sup> period	1:40-1 :53	3 <sup>rd</sup> period	1:40-1 :53	3 <sup>rd</sup> Period		0-1 3	3 <sup>rd</sup> Period			3 <sup>rd</sup> Period
4	4th Period		4th Period		4th Period			4thPeriod		4th	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	1:5 :0		*Read Aloud *Reader's Workshop *Active Engagement	1:5:	3-3 0 F	Class/Group Discussion Folder Check ccuracy 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 CLASSES1-4
First 10 minutes of each class Period 1-4 Read Aloud	First 10 minutes of each class Period 1-4 Read Aloud	First 10 minutes of each class Period 1-4 Read Aloud	First 10 minutes of each class Period 1-4 Read Aloud	
Touching Spirit Bear	Touching Spirit Bear	Touching Spirit Bear	Touching Spirit Bear	
10- 20 minutes of each class Period 1-4 Lucy Mini Lesson	10-20 minutes of each class Period 1-4 Lucy Mini Lesson	10-20 minutes of Period 1-4 Lucy Mini Lesson	10-20 minutes of each class Period 1-4 Lucy Mini Lesson	Period 1-4
I can: learn to identify the main idea and supporting details in a nonfiction passage. Passage: Mahatma Gandhi: Great Soul of India	I can: learn to identify the main idea and supporting details in a nonfiction passage. Mahatma Gandhi: Great Soul of India	I can: <b>Practice</b> identifying main idea and supporting details. Passage: Albert Einstein: Man of the Century	I can: <b>Practice</b> identifying main idea and supporting details.  Albert Einstein: Man of the Century	Answer multiple choice and open response questions over nonfiction passages. Questions include main idea and supporting details
Teach: students how to use close reading to determine main idea and supporting details. Vocabulary: prefix on, in un, and dis	Teach: students how to use close reading to determine main idea and supporting details. Fluency Practice: Read to oneself then to another	Teach: students how to use close reading to determine main idea and supporting details. Vocabulary: Review roots and prefixes	Teach: students how to use close reading to determine main idea and supporting details Fluency: Read the conversation	

Antony	ms	student a speech		between Albert	
		by Gandhi.		Einstein and his	
			Active	uncle Jakob to	
Activ	/e	Active	Engagement:	oneself then to a	
Engager	nent:	Engagement:	Use close reading	partner.	
Use clo	ose   l	Jse close reading	strategies while		
reading str	ategies	strategies while	reading a	Active	
while read	ding a	reading a	nonfiction	Engagement:	
nonfict	ion	nonfiction	passage to	Use close reading	
passag	e to	passage to	determine main	strategies while	
determine	e main	determine main	idea and	reading a	
idea a	nd	idea and	supporting	nonfiction	
suppor	ing	supporting	details.	passage to	
detail	S.	details.		determine main	
			CLOSE	idea and	
CLOS	6E	CLOSE	READING	supporting	
READI	NG	READING	STRATEGIES:	details.	
STRATE	GIES:	STRATEGIES:	*Activate Prior		
*Activate	Prior	*Activate Prior	Knowledge	CLOSE	
Knowle	dge	Knowledge	*Review	READING	
*Revie	ew	*Review	vocabulary	STRATEGIES:	
vocabu	, ,	vocabulary	*write down	*Activate Prior	
*write d		*write down	thinking	Knowledge	
thinkii	•	thinking	*write down	*Review	
*write d		*write down	questions	vocabulary	
question		questions	*pay close	*write down	
*pay cl	ose	*pay close	attention to the	thinking	
attention		attention to the	title and subtitles	*write down	
title and su	ubtitles	title and subtitles	*pay close	questions	
*pay cl		*pay close	attention to text	*pay close	
attention		attention to text	features	attention to the	
featur		features	* create a	title and subtitles	
* creat		* create a	character chart	*pay close	
character		character chart	*write a summary	attention to text	
*write a su	mmary	*write a summary		features	
				* create a	
				character chart	
				*write a summary	

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
	10-20 minutes at the end of each class Group Conferences  Review with students who struggle to locate main idea.		10-20 minutes at the end of each class Group Conferences Review with students who struggle to locate main idea.		10-20 minutes at the end of each class Group Conferences Review with students who struggle to locate main idea.		10-20 minutes at the end of each class Group Conferences Review with students who struggle to locate main idea.		