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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 | HomeroomBreakfast |  | 8:00-8:10 | HomeroomBreakfast |  | 8:00-8:10 | HomeroomBreakfast  |  | 8:00-8:10 | HomeroomBreakfast |  | 8:00-8:10 | HomeroomBreakfast  |
|  **Word Study** |  | **Word Study** |  | **Word Study** |  | **Word Study** |  | **Word Study** |
| **8:10-8:50** | **TTW introduce a new morpheme by saying, “When you hear \_\_hosp\_\_\_, it is spelled \_\_ H O S P\_\_\_\_.” 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 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.**  |  | **8:10-8:50** | **TTW introduce a new morpheme by saying, “When you hear host\_\_, it is spelled \_\_H O S T\_\_\_.” 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 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.**  |  | **8:10-8:50** | **TTW introduce a new morpheme by saying, “When you hear \_\_labor\_\_, it is spelled \_L A B O R\_\_\_\_\_.” 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 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.**  |  | **8:10-8:50** | **TTW introduce a new morpheme by saying, “When you hear \_\_priv\_\_, it is spelled \_\_P R I V\_\_\_\_.” 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 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.**  |  | **8:10-8:50** | **Review words with BINGO game.** |
| 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  | ROTATIONLIBRARY |  | 9:25-10:05  | ROTATIONART |  | 9:25-10”05  | ROTATIONTECHNOLOGY |  | 9:25-10:05  | ROTATIONMUSIC |  | 9:25-10:05 | ROTATIONPE |
| 10:05-10:25 | INSTRUCTIONALRECESS |  | 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 DiscussionFolder CheckAccuracy Check |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Group OneConference |  |  | Group TwoConference |  |  | Group OneConference |  |  | Group TwoConference |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  **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 DiscussionFolder CheckAccuracy Check |
|  | Group OneConference |  |  | Group TwoConference |  |  | Group OneConference |  |  | Group TwoConference |  |  |  |
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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 DiscussionFolder CheckAccuracy Check |
|  | Group OneConference |  |  | Group TwoConference |  |  | Group OneConference |  |  | Group TwoConference |  |  |  |
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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 DiscussionFolder CheckAccuracy 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 AloudTouching Spirit Bear |  |  | First 10 minutes of each class Period 1-4 Read AloudTouching 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 AloudTouching Spirit Bear |  |  | Period 1-4 Class/Group DiscussionFolder CheckAccuracy Check |
|  | 10- 20 minutes of each class Period1-4 Lucy Mini LessonI can: study colliding character traits to the ways I know to study relationships.Teach: that two characters might clash because of their entrenched and long-lasting traits. Point out that readers can analyze the reasons that characters’ traits collide to come to deeper thinking about the characters and their relationship.Active Engagement: Students will think about possible collisions of characters’ traits in their novels.10-20 minutes at the end of each class Group ConferencesHelp Students plan how to manage reading and discussion |  |  | 10-20 minutes of each class Period 1-4 Lucy Mini LessonI can: participate in a read-aloud and notice when characters’ issues are not personal, but group-related, a;nd to consider ways group-related issues affect characters and stories.Teach: shift students into the work of a new bend with a read-aloud from “Inside Out” form *The Circuit.* Teach students that it’s important to notice when characters’ issues are not personal, but group-related, and to consider ways group-related issues affect characters and stories.Active Engagement: Listen and participate in the read-aloud10-20 minutes at the end of each class Group ConferencesHelp Students plan how to manage reading and discussion |  |  | 10-20 minutes of Period 1-4 Lucy Mini LessonI can: Read and consider that when characters in stories are facing issues based on groups they’re part of, it helps to think about whether these issues relate in some way to a group’s access (or lack of access) to power. Teach: when characters in stories are facing issues based on groups they’re part of, it helps to think about whether these issues relate in some way to a group’s access (or lack of access) to powerActive Engagement: Read and consider group issues and power.10-20 minutes at the end of each class Group ConferencesHelp Students plan how to manage reading and discussion |  |  | 10-20 minutes of each class Period 1-4 Lucy Mini LessonI can: Read and continue to explore social issues, both personal and group-related..Teach: students an avenue that readers might pursue to explore theme in their books. Rather than extracting their own theme statements from stories, you’ll teach them that readers might consider common literary themes, and then think about how these themes apply to a story. Analyzing how simple themes fit or don’t fit with stories can lead readers to deep insights.Active Engagement: Find evidence in the story that supports or goes against the theme.10-20 minutes at the end of each class Group ConferencesHelp Students plan how to manage reading and discussion |  |
| 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 |