## Adlkins' Schedule

| Monday |  | Tuesday |  | Wednesday |  | Thursday |  | Friday |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Time | Component | Time | Component | Time | Component | Time | Component | Time | Component |
| 8:00-8:10 | Homeroom Breakfast | $\begin{gathered} 8: 00-8 \\ : 10 \end{gathered}$ | Homeroom Breakfast | $\begin{gathered} 8: 00-8 \\ : 10 \end{gathered}$ | Homeroom Breakfast | $\begin{gathered} 8: 00-8 \\ : 10 \end{gathered}$ | Homeroom Breakfast | $\begin{gathered} 8: 00-8 \\ : 10 \end{gathered}$ | 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 $\qquad$ _volv $\qquad$ , it is spelled $\qquad$ VOL V $\qquad$ ." 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 | $\begin{aligned} & 8: 10-8 \\ & : 50 \end{aligned}$ | TTW introduce a new morpheme by saying, "When you hear con_, it is spelled $\qquad$ CO <br> N $\qquad$ ." The <br> 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 | $\begin{aligned} & 8: 10-8 \\ & : 50 \end{aligned}$ | TTW introduce a new morpheme by saying, "When you hear _fract__, it is spelled _F RAC T $\qquad$ ." The students will practice saying and spelling the root aloud and TTW add the root to an anchor chart. TTW instruct students to use <br> Dictionary.com, Wordreference.co $m$, and/or <br> Etymonline.com to complete a handout requiring them to record the origin, related words and | $\left\lvert\, \begin{gathered} 8: 10-8 \\ : 50 \end{gathered}\right.$ | TTW introduce a new morpheme by saying, "When you hear $\qquad$ mater $\qquad$ , it is spelled $\qquad$ MAT ER $\qquad$ ." The students will practice saying and spelling the root aloud and TTW add the root to an anchor chart. TTW instruct students to use <br> Dictionary.com, Wordreference.co $m$, and/or <br> Etymonline.com to complete a handout requiring them to record the origin, related words and | $\begin{aligned} & 8: 10-8 \\ & : 50 \end{aligned}$ | Review words with BINGO game. |


|  | 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 |
| $\begin{array}{\|c\|} \hline 9: 25-10: 0 \\ 5 \end{array}$ | ROTATION LIBRARY |
| $\begin{gathered} 10: 05-10: \\ 25 \end{gathered}$ | INSTRUCTIONAL RECESS |
| $1^{\text {st }}$ Period |  |
| $\begin{aligned} & 10: 25-11: \\ & 24 \end{aligned}$ | *Read Aloud <br> *Reader's <br> Workshop <br> *Active <br> Engagement <br> *Independent <br> Reading |
|  | Group One Conference |
|  |  |


|  | 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. |
| :---: | :---: | :---: | :---: |
| $\begin{gathered} 8: 50-9 \\ : 20 \end{gathered}$ | WIN TIME | $\begin{array}{\|c} \hline 8: 50-9 \\ : 20 \end{array}$ | WIN TIME |
| $\begin{gathered} \hline 9: 25-1 \\ 0: 05 \\ \hline \end{gathered}$ | ROTATION ART | $\begin{gathered} 9: 25-1 \\ 0 " 05 \\ \hline \end{gathered}$ | ROTATION TECHNOLOGY |
| $\begin{aligned} & \text { 10:05- } \\ & 10: 25 \end{aligned}$ | INSTRUCTIONAL RECESS | 10:05- | INSTRUCTIONAL RECESS |
| $1^{\text {st }}$ Period |  | $1^{\text {st }}$ Period |  |
| $\begin{aligned} & 10: 25- \\ & 11: 24 \end{aligned}$ | *Read Aloud *Reader's Workshop *Active Engagement *Independent Reading | $\begin{aligned} & \text { 10;25- } \\ & 11: 24 \end{aligned}$ | *Read Aloud <br> *Reader's Workshop *Active <br> Engagement *Independent Reading |
|  | Group Two Conference |  | Group One Conference |
|  |  |  |  |


|  | 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. |  |  |
| :---: | :---: | :---: | :---: |
| $\begin{gathered} 8: 50-9 \\ : 20 \end{gathered}$ | WIN TIME | $\begin{array}{\|l\|} \hline 8: 50-9 \\ : 20 \\ \hline \end{array}$ | WIN TIME |
| $\begin{gathered} \hline 9: 25-1 \\ 0: 05 \\ \hline \end{gathered}$ | ROTATION MUSIC | $\begin{gathered} \hline 9: 25-1 \\ 0: 05 \\ \hline \end{gathered}$ | ROTATION PE |
| $\begin{aligned} & \text { 10:05- } \\ & 10: 25 \end{aligned}$ | INSTRUCTIONAL RECESS | $\begin{aligned} & \text { 10:05- } \\ & \text { 10:25 } \end{aligned}$ | INSTRUCTIONAL RECESS |
| $1^{\text {st }}$ Period |  | $1^{\text {st }}$ Period |  |
| $\begin{aligned} & \text { 10:25- } \\ & 11: 24 \end{aligned}$ | *Read Aloud and *Reader's Workshop *Active Engagement *Independent Reading | $\begin{gathered} 10: 25- \\ 11: 24 \end{gathered}$ | Class/Group Discussion Folder Check Accuracy Check |
|  |  |  |  |
|  | Group Two Conference |  |  |


| $2^{\text {nd }}$ period |  |
| :---: | :---: |
| $\begin{array}{\|c} \mid 11: 24-12: \\ 19 \end{array}$ | *Read Aloud <br> *Reader's <br> Workshop <br> *Active <br> Engagement <br> *Independent <br> Reading |
|  | Group One Conference |
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| 3rd Period |  |
| $\begin{aligned} & \text { 12:19-1:0 } \\ & 0 / 1: 40-1: 5 \\ & 3 \end{aligned}$ | *Read Aloud <br> *Reader's <br> Workshop <br> *Active <br> Engagement <br> *Independent <br> Reading |
|  | Group One Conference |
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|  |  |
| 1:00-1:40 | Lunch/Recess |
| 1:40-1:53 | $3{ }^{\text {rd }}$ period |
| 4th Period |  |
| 1:53-3:00 | *Read Aloud <br> *Reader's <br> Workshop <br> *Active <br> Engagement |


| $2^{\text {nd }}$ period |  |
| :---: | :---: |
| $\begin{gathered} 11: 24- \\ 12: 19 \end{gathered}$ | *Read Aloud <br> *Reader's <br> Workshop <br> *Active <br> Engagement *Independent Reading |
|  | Group Two Conference |
|  |  |
|  |  |
| 3rd Period |  |
| $\begin{aligned} & 12: 19- \\ & 1: 00 / \\ & 1: 40-1 \\ & : 53 \end{aligned}$ | *Read Aloud <br> *Reader's <br> Workshop <br> *Active <br> Engagement <br> *Independent <br> Reading |
|  | Group Two Conference |
|  |  |
|  |  |
| $\begin{gathered} \hline 1: 00-1 \\ : 40 \\ \hline \end{gathered}$ | Lunch/Recess |
| $\begin{gathered} 1: 40-1 \\ : 53 \end{gathered}$ | $3{ }^{\text {rd }}$ period |
| 4th Period |  |
| $\begin{aligned} & \text { 1:53-3 } \\ & : 00 \end{aligned}$ | *Read Aloud <br> *Reader's <br> Workshop <br> *Active <br> Engagement |


| $2^{\text {nd }}$ period |  |
| :---: | :---: |
| 11:24- | *Read Aloud <br> *Reader's <br> Workshop <br> *Active <br> Engagement *Independent Reading |
|  | Group One Conference |
|  |  |
|  |  |
| 3rd Period |  |
| $\left\lvert\, \begin{gathered} 12: 19- \\ 1: 00 / \\ 1: 40-1 \\ : 53 \end{gathered}\right.$ | *Read Aloud <br> *Reader's <br> Workshop <br> *Active <br> Engagement <br> *Independent <br> Reading |
|  | Group One Conference |
|  |  |
|  |  |
| $\begin{array}{\|c} \hline 1: 00-1 \\ : 40 \end{array}$ | Lunch/Recess |
| $\begin{gathered} \hline 1: 40-1 \\ : 53 \\ \hline \end{gathered}$ | $3{ }^{\text {rd }}$ Period |
| 4th Period |  |
| $\left\|\begin{array}{c} 1: 53-3 \\ : 00 \end{array}\right\|$ | *Read Aloud <br> *Reader's <br> Workshop <br> *Active <br> Engagement |




| *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 |  | $\begin{aligned} & \text { FRIDAY's } \\ & \text { CLASSES1-4 } \end{aligned}$ |
| First 10 minutes of each class Period 1-4 Read Aloud <br> Touching Spirit Bear | First 10 minutes of each class Period 1-4 Read Aloud <br> Touching Spirit Bear |  | First 10 minutes of each class Period 1-4 Read Aloud <br> Touching Spirit Bear |  | First 10 minutes of each class Period 1-4 Read Aloud <br> Touching Spirit Bear |  |  |
| 10-20 minutes of each class Period 1-4 Lucy Mini Lesson <br> I can: Discuss terminology for group-related issues. Think thematically in addition to thinking about relationship issues and group issues. <br> Teach: students that in addition to thinking about the issues that characters face because of groups they are in ,readers can also think about how characters | 10-20 minutes of each class Period <br> 1-4 Lucy Mini Lesson <br> I can: Track positive and negative <br> messages my book. <br> Teach: Read aloud the second half of "Inside Out," by Francisco Jimenez, from The Circuit. Set readers up to consider whether parts of the story have positive or negative connotations, and then, after finishing the story, |  | 10-20 minutes of Period 1-4 Lucy Mini Lesson <br> I can: Read and think about ways the texts do or do not reinforce stereotypes. <br> Teach: students that another way of analyzing a text is to consider when a text is reinforcing common stereotypes or assumptions about a group, and when the text is challenging them. Show |  | 10-20 minutes of each class Period <br> 1-4 Lucy Mini Lesson <br> I can: <br> Read on in my book, considering the work of the whole unit, and also keeping my own life and experiences in mind. <br> Teach: students that reading is shaped not just by a text but by a reader's own life and experiences. Teach them to use their personal responses to better understand |  | Period 1-4 Class/Group Discussion Folder Check Accuracy Check |

$\left.\begin{array}{|c|c|}\hline & \begin{array}{c}\text { respond in } \\ \text { complex, unique } \\ \text { wass to these } \\ \text { issues. Studying } \\ \text { individual } \\ \text { characters' } \\ \text { responses in the } \\ \text { context of group } \\ \text { issues can lead to } \\ \text { powerful thinking } \\ \text { about group, } \\ \text { issues, and } \\ \text { theme. }\end{array} \\ \begin{array}{c}\text { Active } \\ \text { Engagement: } \\ \text { Students will read } \\ \text { with group issues } \\ \text { in mind. } \\ 10-20 \text { minutes at } \\ \text { the end of each } \\ \text { class } \\ \text { Group } \\ \text { Conferences }\end{array} \\ \text { Help Students } \\ \text { plan how to } \\ \text { manage reading } \\ \text { and discussion }\end{array}\right\}$

| move them to <br> analyze the <br> positive and <br> negative <br> connotations of <br> the story overall. <br> Active <br> Engagement: <br> Listen and <br> participate in the <br> read-aloud |
| :---: | :---: |
| $10-20$ minutes at <br> the end of each <br> class Group <br> Conferences <br> Help Students <br> plan how to <br> manage reading <br> and discussion |
| 15 |$|$


|  | images related to <br> common gender <br> stereotypes. |
| :---: | :---: |
| Active <br> Engagement: <br> practice analyzing <br> a digital text to <br> find where it is <br> reinforcing and <br> challenging <br> assumptions. |  |
| 10-20 minutes at <br> the end of each <br> class Group <br> Conferences <br> Help Students <br> plan how to <br> manage reading <br> and discussion |  |
| $3: 00-3$ | Dismissal |
| 15 |  |


|  | characters or situations. <br> Active Engagement: Locate a part from the poem that resonates with the them, consider why they see themselves in that part, and then use that knowledge to see the text differently. <br> 10-20 minutes at the end of each class Group Conferences <br> Help Students plan how to manage reading and discussion |  |  |
| :---: | :---: | :---: | :---: |
| $\begin{gathered} 3: 00-3 \\ : 15 \end{gathered}$ | Dismissal | $\begin{array}{\|c\|} \hline 3: 00-3 \\ : 15 \end{array}$ | Dismissal |

