## 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 hearvolv, it is spelled V O L 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	8:10-8 :50	TTW introduce a new morpheme by saying, "When you hear con, it is spelledC O 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	new morpheme by saying, "When you hearfract, it is spelled _F R A C 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.co m, and/or Etymonline.com to complete a handout requiring them to record the origin, related words and	8:10-8 :50	new morpheme by saying, "When you hearmater, it is spelledM A T E 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.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.

	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.		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
9:25-10:0 5	ROTATION LIBRARY	9:25-1 0:05	ROTATION ART	9:25-1 0"05	ROTATION TECHNOLOGY	9:25-1 0:05	ROTATION MUSIC	9:25-1 0:05	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		INSTRUCTIONAL RECESS
1 <sup>st</sup>	1 <sup>st</sup> Period		st Period	1 <sup>st</sup> Period		1 <sup>st</sup> 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	11:24- 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		3rd Period		3rd Period		3rd Period		3rd 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	12:19- 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	Lunch/Recess	1:00-1	Lunch/Recess	1:00-1	Lunch/Recess	1:00-1	Lunch/Recess	
1:40-1:53	3 <sup>rd</sup> period	:40 1:40-1 :53	3 <sup>rd</sup> period	:40 1:40-1 :53	3 <sup>rd</sup> Period	:40 1:40-1 :53	3 <sup>rd</sup> Period	:40	3 <sup>rd</sup> Period	
4	4th Period 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	1:53-3	*Read Aloud *Reader's Workshop *Active Engagement	1:53-3 :00	Class/Group Discussion Folder Check Accuracy Check	

*Independent	*Independent	*Independent	*Independent	
Reading	Reading	Reading	Reading	
MONDAYS'	TUESDAY'S	WEDNESDAY's	THURSDAY'S	FRIDAY's
CLASSES 1-4	CLASSES 1-4	CLASSES 1-4	CLASSES 1-5	CLASSES1-4
First 10 minutes	First 10 minutes	First 10 minutes	First 10 minutes	
of each class	of each class	of each class	of each class	
Period 1-4 Read	Period 1-4 Read	Period 1-4 Read	Period 1-4 Read	
Aloud	Aloud	Aloud	Aloud	
Touching Spirit	Touching Spirit	Touching Spirit	Touching Spirit	
Bear	Bear	Bear	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	
I can: Discuss terminology for group-related issues. Think thematically in addition to thinking about relationship issues and group issues.  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	I can: Track positive and negative messages my book.  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	I can: Read and think about ways the texts do or do not reinforce stereotypes.  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	I can: Read on in my book, considering the work of the whole unit, and also keeping my own life and experiences in mind.  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

	respond in complex, unique		move them to analyze the		images related to common gender		characters or situations.		
	ways to these		positive and		stereotypes.				
	issues. Studying		negative				A -45		
	individual		connotations of				Active		
	characters'		the story overall.				Engagement:		
	responses in the		A (:		A (*		Locate a part		
	context of group		Active		Active		from the poem		
	issues can lead to		Engagement:		Engagement:		that resonates		
	powerful thinking		Listen and		practice analyzing		with the them,		
	about group,		participate in the		a digital text to		consider why they		
	issues, and		read-aloud		find where it is		see themselves in		
	theme.				reinforcing and		that part, and		
					challenging		then use that		
					assumptions.		knowledge to see		
	Active						the text		
	Engagement:		10-20 minutes at				differently.		
	Students will read		the end of each		10-20 minutes at				
	with group issues		class Group		the end of each		10-20 minutes at		
	in mind.		Conferences		class Group		the end of each		
					Conferences		class Group		
	10-20 minutes at		Help Students				Conferences		
	the end of each		plan how to		Help Students				
	class		manage reading		plan how to		Help Students		
	Group		and discussion		manage reading		plan how to		
	Conferences				and discussion		manage reading		
							and discussion		
	Help Students								
	plan how to								
	manage reading								
	and discussion								
3:00-3:15	Dismissal	3:00-3	Dismissal	3:00-3	Dismissal	3:00-3	Dismissal	3:00-3	Dismissal
3:00-3:15	Dismissal	:15	Dismissal	:15	Dismissal	:15	Dismissal	:15	Dismissal