

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 __volv__, 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 spelled __C 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.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 __fract__, 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.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 __mater__, it is spelled __M 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.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: 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 characters		10-20 minutes of each class Period 1-4 Lucy Mini Lesson I can: Track positive and negative messages my book. Teach: Read aloud the second half of "Inside Out," by Francisco Jimenez, from <i>The Circuit</i> . 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 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 them. Show		10-20 minutes of each class Period 1-4 Lucy Mini Lesson 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

	<p>respond in complex, unique ways to these issues. Studying individual characters' responses in the context of group issues can lead to powerful thinking about group, issues, and theme.</p> <p>Active Engagement: Students will read with group issues in mind.</p> <p>10-20 minutes at the end of each class Group Conferences</p> <p>Help Students plan how to manage reading and discussion</p>		<p>move them to analyze the positive and negative connotations of the story overall.</p> <p>Active Engagement: Listen and participate in the read-aloud</p> <p>10-20 minutes at the end of each class Group Conferences</p> <p>Help Students plan how to manage reading and discussion</p>		<p>images related to common gender stereotypes.</p> <p>Active Engagement: practice analyzing a digital text to find where it is reinforcing and challenging assumptions.</p> <p>10-20 minutes at the end of each class Group Conferences</p> <p>Help Students plan how to manage reading and discussion</p>		<p>characters or situations.</p> <p>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.</p> <p>10-20 minutes at the end of each class Group Conferences</p> <p>Help Students plan how to manage reading and discussion</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