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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 \_\_cent\_\_\_, it is spelled \_\_ C E N 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 cosm\_\_, it is spelled \_\_C O S M\_\_.” 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 \_\_mis\_\_, it is spelled \_M I S\_\_\_\_\_.” 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 \_\_omni\_\_, it is spelled \_\_O M N I\_\_\_\_.” 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: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 characters or situationsActive 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. 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 on in books paying particular attention to the issues characters have.Teach: Students when that when they read with others, and talk about literature together, they can learn not just about the story, but also about each other and each other’s lives.Active Engagement: Read and discuss the reading in groups.10-20 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: Do some rereading, to mark parts that they especially found and share with groups. Teach: students that it’s not enough to see yourself in the like-able, admirable characters in literature. To truly learn from well-crafted fiction, it’s also important to notice when the villains of the story, the people who are acting badly toward others, connect to a less likeable part of yourself.Active Engagement: Talk about times and ways in which they’ve been like the villain of a story.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 stories and determine theme.Teach: Teach students to cite relevant details from text to support what the text says explicitly and make inferences.Active Engagement: read stories and determine the theme. |  |
| 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 |