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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 | 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 \_\_cog\_\_\_, it is spelled \_\_ C O G\_\_\_\_.” 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 dent\_\_, it is spelled \_\_D 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 \_\_derm\_\_, it is spelled \_D E R 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 \_\_\_hal\_\_, it is spelled \_\_H A L\_\_\_\_.” 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 | ROTATION  LIBRARY |  | 9:25-10:05 | ROTATION  ART |  | 9:25-10”05 | ROTATION  TECHNOLOGY |  | 9:25-10:05 | ROTATION  MUSIC |  | 9:25-10:05 | 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 |  | 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 Discussion  Folder Check  Accuracy Check |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Group One  Conference |  |  | Group Two  Conference |  |  | Group One  Conference |  |  | Group Two  Conference |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **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 Discussion  Folder Check  Accuracy Check |
|  | Group One  Conference |  |  | Group Two  Conference |  |  | Group One  Conference |  |  | Group Two  Conference |  |  |  |
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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 Discussion  Folder Check  Accuracy Check |
|  | Group One  Conference |  |  | Group Two  Conference |  |  | Group One  Conference |  |  | Group Two  Conference |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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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 Discussion  Folder Check  Accuracy 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 Aloud  Wringer |  |  | First 10 minutes of each class Period 1-4 Read Aloud  Wringer |  |  | First 10 minutes of each class Period 1-4 Read Aloud  Wringer |  |  | First 10 minutes of each class Period 1-4 Read Aloud  Wringer |  |  | Period 1-4  Class/Group Discussion  Folder Check  Accuracy Check |
|  | 10- 20 minutes of each class Period  1-4 Lucy Mini Lesson  I can: Participate in the read-aloud, and have time to start reading my chosen book.  Teach: Read aloud the first half of “My Side of the Story” by Adam Bagdasarian from *First French Kiss.* Teach students to shift their focus from individual characters to characters’ relationships, and to expect issues there.  Active Engagement: Listen to read-aloud then read.  10-20 minutes at the end of each class  Group Conferences  Help Students plan how to manage reading and discussion |  |  | 10-20 minutes of each class Period 1-4 Lucy Mini Lesson  I can: As I read, I will continue studying relationships, focusing on positive and negatives.  Teach: that it pays off to track many relationships, and to analyze them to ask: where do we find positive examples of what’s helpful in relationships, and where do we see what’s negative, or hurtful? This applies to relationships in fiction-and in life.  Active Engagement: Read  10-20 minutes at the end of each class Group Conferences  Help Students plan how to manage reading and discussion |  |  | 10-20 minutes of Period 1-4 Lucy Mini Lesson  I can: while reading, pay attention for more implicit signs of characters contributing to tension.  Teach: students to expect that characters sometimes make things worse in relationships, even if they themselves are not aware of it. It takes a more inferential reading to trace how each character in a relationship contributes to its issues.  Active Engagement: Read  10-20 minutes at the end of each class Group Conferences  Help Students plan how to manage reading and discussion |  |  | 10-20 minutes of each class Period 1-4 Lucy Mini Lesson  I can: have a conversation immediately following the inquiry lesson, try staying longer in one idea, using strategies I noticed in an exemplar talk.  Teach: guide students through an inquiry to study an exemplar reading club, asking themselves, “How do we grow ideas together?”  Active Engagement: Read and discuss books with a partner.  10-20 minutes at the end of each class Group Conferences  Help 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 |