|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 \_\_anti\_\_, it is spelled A N T 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** | **TTW introduce a new morpheme by saying, “When you hear \_mega\_, it is spelled \_\_M E G A .” 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 phobia\_, it is spelled mon \_M 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 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 peri\_, it is spelled \_P E R 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 | 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 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **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 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 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  A Long Walk to Water |  |  | First 10 minutes of each class Period 1-4 Read Aloud  A Long Walk to Water |  |  | First 10 minutes of each class Period 1-4 Read Aloud  A Long Walk to Water |  |  | First 10 minutes of each class Period 1-4 Read Aloud  A Long Walk to Water |  |  | Period 1-4  Answer multiple choice and open response questions over nonfiction passages. Questions include main idea and supporting details |
|  | 10- 20 minutes of each class Period  1-4 Lucy Mini Lesson  I can:  **PRACTICE** the strategy of finding the main idea and supporting details in a nonfiction passage.  Passage: Rachel Carson  Teach: students how to use close reading to determine main idea and supporting details.  Vocabulary: Learn to simplify difficult words by dividing them into parts. Use the Latin root CID to identify the meaning of challenging words.  Active Engagement:  Use close reading strategies while reading a nonfiction passage to determine the main idea and supporting details.  CLOSE READING STRATEGIES:  \*Activate Prior Knowledge  \*Review vocabulary  \*write down thinking  \*write down questions  \*pay close attention to the title and subtitles  \*pay close attention to text features  \* create a character chart  \*write a summary  10-20 minutes at the end of each class  Group Conferences  Review with students who are struggling with the strategy. |  |  | 10-20 minutes of each class Period 1-4 Lucy Mini Lesson  I can:  **APPLY** the strategy of finding the main idea and supporting details in a nonfiction passage. Passage: *Rachel Carson*  Teach: students how to use close reading to determine main idea and supporting details.  Fluency: Reading a Recipe: Gandhi’s Recipe for “Donuts”  Active Engagement:  Use close reading strategies while reading a nonfiction passage to determine the main idea and supporting details.  CLOSE READING STRATEGIES:  \*Activate Prior Knowledge  \*Review vocabulary  \*write down thinking  \*write down questions  \*pay close attention to the title and subtitles  \*pay close attention to text features  \* create a character chart  \*write a summary  10-20 minutes at the end of each class Group Conferences  Review with students who are struggling with the strategy. |  |  | 10-20 minutes of Period 1-4 Lucy Mini Lesson  I can: **Learn** to clarify understanding by using photographs, charts, and other graphics to help me understand what I’m reading.  Passage: *Lost Cities of Legend*  Teach: students how to use close reading to clarify understanding by using photographs, charts, and other graphics to help their understanding of what they are reading.  Vocabulary: ROOT: SPIRE  Active Engagement:  Use close reading strategies while reading a nonfiction passage. Clarify Understanding by using photographs, charts, and other graphics to help with understanding what is being read.  CLOSE READING STRATEGIES:  \*Activate Prior Knowledge  \*Review vocabulary  \*write down thinking  \*write down questions  \*pay close attention to the title and subtitles  \*pay close attention to text features  \* create a character chart  \*write a summary  10-20 minutes at the end of each class Group Conferences  Review with students who struggle with the strategy. |  |  | 10-20 minutes of each class Period 1-4 Lucy Mini Lesson  I can:  **Learn** to clarify understanding by using photographs, charts, and other graphics to help me understand what I’m reading.  Passage: *Lost Cities of Legend*  Teach: students how to use close reading to clarify understanding by using photographs, charts, and other graphics to help their understanding of what they are reading.  Fluency: Reading Poetry  Active Engagement:  Use close reading strategies while reading a nonfiction passage. Clarify Understanding by using photographs, charts, and other graphics to help with understanding what is being read.  CLOSE READING STRATEGIES:  \*Activate Prior Knowledge  \*Review vocabulary  \*write down thinking  \*write down questions  \*pay close attention to the title and subtitles  \*pay close attention to text features  \* create a character chart  \*write a summary  10-20 minutes at the end of each class Group Conferences  Review with students who struggle with the strategy. |  |
| 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 |