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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 \_\_Kilo\_\_\_, it is spelled \_\_K I L o \_\_\_\_.” 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 \_\_noc\_\_\_, it is spelled \_\_no c \_\_\_\_.” 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 \_\_oligo\_\_\_, it is spelled \_\_\_\_o l I g o\_\_.” 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 \_\_plex\_\_\_, it is spelled \_\_p l e x \_\_\_\_.” 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 \_Review all\_\_\_\_, it is spelled \_\_\_\_Review all\_\_.” 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;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**  **10:25-11:24** | |  | **1st Period**  **10:25-11:24** | |  | **1st Period**  **10:25-11:24** | |  | **1st Period**  **10:25-11:24** | |  | **1st Period**  **10:25-11:24** | |
|  | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  |  | **\*Read Aloud \*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  |  | **\*Read Aloud \*Reader’s**  **Workshop**  **\*Active Engagement**  **\*Independent Reading** |  |  | **\*Read Aloud and \*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  |  | Class/Group Discussion  Folder Check  Accuracy Check |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Group One  Conference |  |  | Group Two  Conference |  |  | Group three  Conference |  |  | Group four  Conference |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **2nd period**  **11:24-12:19** | |  | **2nd period**  **11:24-12:19** | |  | **2nd period**  **11:24-12:19** | |  | **2nd period** | |  | **2nd period**  **11:24-12:19** | |
|  | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  |  | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  |  | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  |  | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  |  | Class/Group Discussion  Folder Check  Accuracy Check |
|  | Group One  Conference |  |  | Group Two  Conference |  |  | Group three  Conference |  |  | Group four  Conference |  |  |  |
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| **3rd Period**  **12:19-1:00/1:40-1:53** | |  | **3rd Period**  **12:19-1:00/1:40-1:53** | |  | **3rd Period**  **12:19-1:00/1:40-1:53** | |  | **3rd Period**  **12:19-1:00-1:40-1:53** | |  | **3rd Period**  **12:19-1:00/1:40-1:53** | |
|  | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  |  | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  |  | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  |  | **\*Read Aloud**  **\*Reader’s Workshop**  **\*Active Engagement**  **\*Independent Reading** |  |  | Class/Group Discussion  Folder Check  Accuracy Check |
|  | Group One  Conference |  |  | Group Two  Conference |  |  | Group three  Conference |  |  | Group four  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 |  | 1:40-1:53 | 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**  Walk Two Moons |  |  | **First 10 minutes of each class Period 1-4 Read Aloud**  Walk Two Moons |  |  | **First 10 minutes of each class Period 1-4 Read Aloud**  Walk Two Moons |  |  | **First 10 minutes of each class Period 1-4 Read Aloud**  Walk Two Moons |  |  | **Period 1-4**  **Class/Group Discussion**  **Folder Check**  **Accuracy Check** |
|  | **10- 20 minutes of each class Period**  **1-4 Lucy Mini Lesson**  **I can: consider how seemingly insignificant parts connect to the bigger ideas in a text as I read.**  **Teach: students that readers pay attention to ideas, events, and people in a text that initially seem insignificant, aware they might be linked to central ideas in the text.**  **Active Engagement: Find parts in a story that sort of, somehow, go together. Think about how they go together, ask questions and mark comparisons and hunches that bridge the two.**  **10-20 minutes at the end of each class**  **Group Conferences**  Review topics and subtopics that students might want to research |  |  | **10-20 minutes of each class Period 1-4 Lucy Mini Lesson**  **I can: draw upon my self-assessment and goal-setting to push myself to higher-level reading work.**  **Teach: students that readers use tools such as anchor charts to reflect on their growth and set goals.**  **Active Engagement: Pass out copies of the anchor chart made into a checklist. Ask partners to select one part of the checklist to study and ask, “Am I doing this work when the book calls for it?”**  **10-20 minutes at the end of each class Group Conferences**  Review topics and subtopics that students might want to research |  |  | **10-20 minutes of Period 1-4 Lucy Mini Lesson**  **I can: preview to get the gist of a topic, pore over easier resources to build a bit of background knowledge,**  **and write or teach others to solidify their learning.**  **Teach: remind students that when readers begin researching a new topic, they draw on tried-and-true strategies to begin learning about a topic.**  **Active Engagement: Listen to research topic choices and choose the topic that is most interesting and begin doing research.**  **10-20 minutes at the end of each class Group Conferences**  Review topics and subtopics that students might want to research |  |  | **10-20 minutes of each class Period 1-4 Lucy Mini Lesson**  **I can: start reading their text sets with research clubs, drawing on the strategies I have learned for reading nonfiction chapter books as I begin digging into the shorter texts of my research text set.**  **Teach: students that they can draw on all they know about reading nonfiction chapter books to help them read short texts I their nonfiction text sets with more skill and confidence.**  **Active Engagement: Read nonfiction articles on topic of research**  **10-20 minutes at the end of each class Group Conferences**  Review topics and subtopics that students might want to research |  |
| 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 |