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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** | **Root: dem and Vowel digraphs** |  | **8:10-8:50** | **Root: erg/urg and Vowel Digraphs** |  | **8:10-8:50** | **Root: her/hes and vowel diagraphs with two possible sounds** |  | **8:10-8:50** | **Root: hom andReview of Letter Sound correspondences**  |  | **8:10-8:50** | **Quiz over unit one** |
| 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 Discussion****Folder Check****Accuracy Check** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Group OneConference |  |  | Group TwoConference |  |  | Group threeConference |  |  | Group fourConference |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  **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 threeConference |  |  | Group fourConference |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **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 threeConference |  |  | Group fourConference |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 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 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**Support foundational work around a central idea. Setting ambitious reading goals. |
|  | **10- 20 minutes of each class Period****1-4 Lucy Mini Lesson****I can: spend most of the session participating in the read-aloud, and then will meet briefly in my club to receive the book-club books and begin reading.****Teach: through read-aloud, I will teach students that readers orient themselves to a nonfiction text by reading the front matter closely to formulate questions and grow initial ideas.****Active Engagement:****Listen to a read-aloud then practice what is learned with own nonfiction chapter book.****10-20 minutes at the end of each class** **Group Conferences**Strengthen students’ literal comprehensionBy surveying class, scanning reading logs, and reading journals to find students who would benefit from conferences with additional examples.  |  |  | **10-20 minutes of each class Period 1-4 Lucy Mini Lesson****I can: Practice growing my thinking about parts as I read my own book, and then will meet with my book club at the end of the session. In the book-club meeting, I will share significant parts I’ve already done some thinking about, and then will talk long off those parts.****Teach: students that book clubs have stronger conversations if book-club members prepare to bring significant parts that they’ve thought a lot about to their club conversations.****Active Engagement: Set students up to try the work I have modeled. Ask them to reread the text, notice another significant part, and mull it over, asking questions about it and growing ideas.****10-20 minutes at the end of each class Group Conferences**Strengthen students’ literal comprehensionBy surveying class, scanning reading logs, and reading journals to find students who would benefit from conferences with additional examples.  |  |  | **10-20 minutes of Period 1-4 Lucy Mini Lesson****I can: Consider how details fit together to determine central ideas in their nonfiction chapter books as I read.****Teach; remind students that one of a nonfiction reader’s main jobs is determining central ideas. I’ll review familiar strategies for doing so, and I’ll teach readers that another way nonfiction readers determine central ideas is by considering how details fit together.****Active Engagement: Rally students to try the work in a text. Ask them to first collect details that feel important. Then, set they up to consider how the details fit together, so they name a possible central idea for the text.****10-20 minutes at the end of each class Group Conferences**Strengthen students’ literal comprehensionBy surveying class, scanning reading logs, and reading journals to find students who would benefit from conferences with additional examples.  |  |  | **10-20 minutes of each class Period 1-4 Lucy Mini Lesson****I can: will read on with my central ideal in mind, alert for details that might lead them to rethink their initial ideas.****Teach: readers that in complex nonfiction, central ideas are revealed over time. Readers generate initial ideas about what a text teaches, and then revise them as they get more information.****Active Engagement: Set students up to try the work with a section of the read-aloud text. Challenge students to listen for details that would lead them to rethink their initial thoughts about the central ideas.****10-20 minutes at the end of each class Group Conferences**Strengthen students’ literal comprehensionBy surveying class, scanning reading logs, and reading journals to find students who would benefit from conferences with additional examples.  |  |
| 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 |