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| **Adkins’ Schedule** |
| **Monday** |  | **Tuesday** |  | **Wednesday** |  | **Thursday/Early dismissal/Parent teacher conferences** |  | **Friday/No School for students** |
| **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** |  |  | **8:10-8:50** |  |  | **8:10-8:50** |  |  | **8:10-8:50** |  |  | **8:10-8:50** |  |
| 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 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 |  |  |  |
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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 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** |
|  | **10- 20 minutes of each class Period****1-4 Lucy Mini Lesson****I can:****Use textual evidence, along with back -ground knowledge, to make reasonable inferences about a literary text****I can:****Evaluate textual evidence to identify the pieces that most strongly support an inference drawn from the text.****Active Engagement: Look at a picture of a family moving. Use text evidence and background knowledge to make inferences about the picture, using a graphic organizer. Read a poem and use same graphic organizer to make inference and site** **Evidence from the passage.** **10-20 minutes at the end of each class** **Group 1 Conferences** |  |  | **10- 20 minutes of each class Period****1-4 Lucy Mini Lesson****I can:****Use textual evidence, along with back -ground knowledge, to make reasonable inferences about a literary text****I can:****Evaluate textual evidence to identify the pieces that most strongly support an inference drawn from the text.****Active Engagement:** **Read a story about a mother and her child twice. After the first reading, they will answer three questions to check for comprehension of the text. Then, cite textual evidence to support the answers.****10-20 minutes at the end of each class** **Group 2 Conferences** |  |  | **10- 20 minutes of each class Period****1-4 Lucy Mini Lesson****I can:****Use textual evidence, along with back -ground knowledge, to make reasonable inferences about a literary text****I can:****Evaluate textual evidence to identify the pieces that most strongly support an inference drawn from the text.****Active****Engagement:****Read article, answer questions and support answers with textual evidence.****10-20 minutes at the end of each class** **Group 3 Conferences** |  |  | **10- 20 minutes of each class Period****1-4 Lucy Mini Lesson****I can:****Use textual evidence, along with back -ground knowledge, to make reasonable inferences about a literary text****I can:****Evaluate textual evidence to identify the pieces that most strongly support an inference drawn from the text.****Active****Engagement:****Read article, answer questions and support answers with textual evidence.****10-20 minutes at the end of each class** **Group 4 Conferences** |  |
| 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 |