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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** | **Root: clin** |  | **8:10-8:50** | **Root: grav/griev/grief** |  | **8:10-8:50** | **Root: luc/lum/lux** |  | **8:10-8:50** | **Root: rog** |  | **8:10-8:50** | **Short and long vowel markers** |
| 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**  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: focus on troubles or conflicts to grow ideas about possible motifs.  Teach: through a read- aloud session in which I channel students to study a video alongside me, that perceptive readers explore motifs in stories, often by analyzing the troubles characters face, and considering how these conflicts become subjects or motifs in a story.  Active Engagement: Read a digital text together. Practice familiar thinking work about character traits and support thinking with evidence. Practice gathering evidence for a motif.  **10-20 minutes at the end of each class**  **Group Conferences**  Remind students of previous work they did with character traits and the way that settings affect characters. |  |  | **10-20 minutes of each class Period 1-4 Lucy Mini Lesson**  I can: practice moving step by step from motifs to themes, through exploring motifs further and reexamining relevant scenes in my books.  Teach: students that by studying what an author has to say about a motif, readers can start to develop ideas about themes.  Active Engagement: Re watch the video from yesterday and look for hidden messages or lessons. Share with partners then read their own book keeping motif in mind by asking…\*What big lessons do characters learn about this motif? \*What big lessons do characters teach about this motif?  \* Is there an overarching message or moral the story suggests about this motif? \*Are there hidden messages or lessons the story suggests about this motif?  **10-20 minutes at the end of each class Group Conferences**  Remind students of previous work they did with character traits and the way that settings affect characters. |  |  | **10-20 minutes of Period 1-4 Lucy Mini Lesson**  I can: investigate symbols as another way to explore theme  Teach: that authors often layer symbolism in narratives, and that these symbols are often related to significant themes. Readers consider how symbols relate to or develop an important theme.  Active Engagement: Read and use notebooks to move from a motif to a theme, step by step.  \*Choose an interesting motif  \*Think of a question about lessons, messages.  \* Go back to moments where you saw that motif, with that question in mind.  \* Try to say that idea as a theme statement.  **10-20 minutes at the end of each class Group Conferences**  Show how to begin a timeline or major moments in the novel, using readers notebooks. Teach students how to peer conference by listening and giving constructive feedback. |  |  | **10-20 minutes of each class Period 1-4 Lucy Mini Lesson**  I can: investigate symbols as another way to explore theme  Teach: that authors often layer symbolism in narratives, and that these symbols are often related to significant themes. Readers consider how symbols relate to or develop an important theme.  Active Engagement: Read and use notebooks to move from a motif to a theme, step by step.  \*Choose an interesting motif  \*Think of a question about lessons, messages.  \* Go back to moments where you saw that motif, with that question in mind.  \* Try to say that idea as a theme statement.  **10-20 minutes at the end of each class Group Conferences**  Show how to begin a timeline or major moments in the novel, using readers notebooks. Teach students how to peer conference by listening and giving constructive feedback. |  |
| 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 |