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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: 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  | 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 OneConference |  |  | Group TwoConference |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  **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 OneConference |  |  | Group TwoConference |  |  |  |
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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 OneConference |  |  | Group TwoConference |  |  |  |
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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 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: 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 themeTeach: 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 themeTeach: 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 |