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| **Adkins’ Schedule** | | | | | | | | | | | | | |
| **Monday/NO SCHOOL** | |  | **Tuesday 27th** | |  | **Wednesday 28th** | |  | **Thursday 29th** | |  | **Friday 30th** | |
| **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:** |  | **8:10-8:50** | **Root: lat** |  | **8:10-8:50** | **Root: medi,midi** |  | **8:10-8:50** | **Root: polis,polit** |  | **8:10-8:50** | **Consonant Dipgraphs Root: pot** |
| 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** | **Reader’s Workshop** |  | **10:25-11:24** | **Reader’s Workshop** |  | **10;25-11:24** | **Reader’s**  **Workshop** |  | **10:25-11:24** | **Reader’s Workshop** |  | **10:25-11:24** | **Reader’s Workshop** |
| 10:25-10:35 | Read Aloud |  | 10:25-10:35 | Shared Reading  Book Used: Walk Two Moons |  | 10:25-10:35 | Read Aloud  Book Used: Walk Two Moons |  | 10:25-10:35 | Shared Reading  Book Used: Walk Two Moons |  | 10:25-10:35 | Weekly Conversations |
| 10:35-11:05 | Lucy Minilesson |  | 10:35-11:05 | Lucy MinilessonRL.6.1, RL.6.2 ,RL.6.3,RL.6.4  RL.6.5  I can: evaluate and choose which character traits matter the most to what happens in the story. Use post-its to revise t original theories about the character’s traits, and jot about links between traits and plot events in my notebook  Teach: students that readers begin to realize that some character traits matter more than others, because they affect the rest of the story |  | 10:35-11:05 | Lucy Minilesson  RL.6.1, RL.6.2, RL.6.3, RL.6.10  I can: draw on a repertoire of work to help me think more deeply about characters and write about my reading.  Teach: students several tips to help them lift the level of their writing about reading. |  | 9:40-10:05 | Lucy Minilesson  RL.6.1,RL.6.2,RL.6.3,RL.6.5  I can: consider the link between pressures on characters and behavior, using the read-aloud text and personal experiences.  Teach: students to consider pressures on characters that might cause them to behave in less-than-likable ways. Readers do this by returning to scenes where the behavior emerges and analyze possible causes. |  | 11:05-11:24 | Independent Reading Small Groups Accuracy Checks Group/1 Group |
| 11:05-11:24 | Independent Reading Station work Pull 2 Groups/Conference |  | 11:05-11:24 | Independent Reading Station work Note the students who struggle to read ¾ page a minute. Encourage students to increase reading  volume 1 Group/Conference |  | 11:05-11:24 | Independent Reading Station work  Set Partners up to share observations and goals Pull 2 Groups/Conference |  | 11:05-11:24 | Independent Reading Station work Teacher Independent Reading  1 Group/Conference |  |
| **2nd period** | |  | **2nd period** | |  | **2nd period** | |  | **2nd period** | |  | **2nd period** | |
| **11:24-12:19** | **Reader’s Workshop** |  | **11:24-12:19** | **Reader’s**  **Workshop** |  | **11:24-12:19** | **Reader’s**  **Workshop** |  | **11:24-12:19** | **Reader’s**  **Workshop** |  | **11:24-12:19** | **Reader’s**  **Workshop** |
| 11:24-11:34 | Read Aloud |  | 11:24-11:34 | Shared Reading  Book Used: Walk Two Moons |  | 11:24-11:34 | Read Aloud  Book Used: Walk Two Moons |  | 11:24-11:34 | Shared Reading  Book Used: Walk Two Moons |  | 11:24-11:34 | Weekly Conversations |
| 11:34-12:04 | Reader's Workshop-Mini Lesson  Through Active Engagement |  | 11:34-12:04 | Reader's Workshop-Mini Lesson  RL.6.2 ,RL.6.3,RL.6.4  RL.6.5  I can: evaluate and choose which character traits matter the most to what happens in the story. Use post-its to revise t original theories about the character’s traits, and jot about links between traits and plot events in my notebook  Teach: students that readers begin to realize that some character traits matter more than others, because they affect the rest of the story |  | 11:34-12:04 | Reader's Workshop-Mini Lesson  Through Active Engagement  RL.6.1, RL.6.2, RL.6.3, RL.6.10  I can: draw on a repertoire of work to help me think more deeply about characters and write about my reading.  Teach: students several tips to help them lift the level of their writing about reading. |  | 11:34-12:04 | Reader's Workshop-Mini Lesson  RL.6.1,RL.6.2,RL.6.3,RL.6.5  I can: consider the link between pressures on characters and behavior, using the read-aloud text and personal experiences.  Teach: students to consider pressures on characters that might cause them to behave in less-than-likable ways. Readers do this by returning to scenes where the behavior emerges and analyze possible causes. |  | 11:34-12:19 | Independent Reading Small Groups Accuracy Checks Group/1 Group |
| 12:04-12:19 | Independent Reading Station work Pull 2 Groups/Conference |  | 12:04-12:19 | Independent Reading Station work Note the students who struggle to read ¾ page a minute. Encourage students to increase reading volume 1 Group/Conference |  | 12:04-12:19 | Independent Reading Station work  Set Partners up to share observations and goals  Pull 2 Groups/Conference |  | 12:04 | Independent Reading Station work Teacher Independent Reading  1 Group/Conference |  |
| **3rd Period** | |  | **3rd Period** | |  | **3rd Period** | |  | **3rd Period** | |  | **3rd Period** | |
| **12:19-1:00/1:40-1:53** | **Reader’s**  **Workshop** |  | **12:19-1:00/**  **1:40-1:53** | **Reader’s**  **Workshop** |  | **12:19-1:00/**  **1:40-1:53** | **Reader’s**  **Workshop** |  | **12:19-1:00/**  **1::40-1:53** | **Reader’s**  **Workshop** |  | **12:19-1:00/**  **1:00-1:53** | **Reader’s**  **Workshop** |
| 12:19-12:29 | Read Aloud |  | 12:19-12:29 | Shared Reading  Book Used: Walk Two Moons |  | 12:19-12:29 | Read Aloud  Book Used: Walk Two Moons |  | 12:19-12:29 | Shared Reading  Book Used: Walk Two Moons |  | 12:19-12:29 | Weekly Conversations |
| 12:29-1:00 | Lucy Minilesson |  | 12:29-1:00 | Lucy Minilesson  RL.6.2 ,RL.6.3,RL.6.4  RL.6.5  I can: evaluate and choose which character traits matter the most to what happens in the story. Use post-its to revise t original theories about the character’s traits, and jot about links between traits and plot events in my notebook  Teach: students that readers begin to realize that some character traits matter more than others, because they affect the rest of the story |  | 12:29-1:00 | Lucy minilesson  RL.6.1, RL.6.2, RL.6.3, RL.6.10  I can: draw on a repertoire of work to help me think more deeply about characters and write about my reading.  Teach: students several tips to help them lift the level of their writing about reading. |  | 12:29-1:00 | Lucy Minilesson  RL.6.1,RL.6.2,RL.6.3,RL.6.5  I can: consider the link between pressures on characters and behavior, using the read-aloud text and personal experiences.  Teach: students to consider pressures on characters that might cause them to behave in less-than-likable ways. Readers do this by returning to scenes where the behavior emerges and analyze possible causes. |  | 12:29-1:00  1:40-1:53 | Independent Reading Small Groups Accuracy Checks Group/1 Group |
| 12:05-12:30 | Independent Reading Station work Pull 2 Groups/Conference |  | 12:05-12:30 | Independent Reading Station work Station work Note the students who struggle to read ¾ page a minute. Encourage students to increase reading  volume  1 Group/Conference |  | 12:05-12:30 | Independent Reading Station work  Set Partners up to share observations and goals  Pull 2 Groups/Conference |  | 12:05-12:30 | Independent Reading Station work Teacher Independent Reading  1 Group/Conference |  |
| 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 | Independent Reading  Station work  Pull 2  Groups/Conference |  | 1:40-1:53 | Independent Reading  Station work  Teacher  Independent  Reading  1  Group/Conference |  | 1:40-1:53 | Independent  Reading  Station work  Pull 2  Groups/Conferences |  | 1:40-1:53 | Independent  Reading  Station work  Teacher  Independent  Reading  1  Group/Conference |  |  |  |
| **4th Period** | |  | **4th Period** | |  | **4th Period** | |  | **4thPeriod** | |  | **4th Period** | |
| **1:53-3:00** | **Reader’s**  **Workshop** |  | **1:53-3:00** | **Reader’s**  **Workshop** |  | **1:53-3:00** | **Reader’s**  **Workshop** |  | **1:53-3:00** | **Reader’s**  **Workshop** |  | **1:53-3:00** | **Reader’s**  **Workshop** |
| 1:53-2:03 | Read Aloud |  | 1:53-2:03 | Shared Reading  Book Used: Walk Two Moons |  | 1:53-2:03 | Read Aloud  Book Used: Walk Two Moons |  | 1:53-2:03 | Shared Reading  Book Used: Walk Two Moons |  | 1:53-2:03 | Weekly Conversations |
| 2:03-2:33 | Lucy Minilesson |  | 2:03-2:33 | Lucy Minilesson  RL.6.2 ,RL.6.3,RL.6.4  RL.6.5  I can: evaluate and choose which character traits matter the most to what happens in the story. Use post-its to revise t original theories about the character’s traits, and jot about links between traits and plot events in my notebook  Teach: students that readers begin to realize that some character traits matter more than others, because they affect the rest of the story |  | 2:03-2:33 | Lucy Minilesson  RL.6.1, RL.6.2, RL.6.3, RL.6.10  I can: draw on a repertoire of work to help me think more deeply about characters and write about my reading.  Teach: students several tips to help them lift the level of their writing about reading. |  | 2:03-2:33 | Lucy Minilesson  RL.6.1,RL.6.2,RL.6.3,RL.6.5  I can: consider the link between pressures on characters and behavior, using the read-aloud text and personal experiences.  Teach: students to consider pressures on characters that might cause them to behave in less-than-likable ways. Readers do this by returning to scenes where the behavior emerges and analyze possible causes. |  | 2:33-3:00 | Independent Reading Small Groups Accuracy Checks Group/1 Group |
| 2:33-3:00 | Independent Reading Station work Pull 2 Groups/Conference |  | 2:33-3:00 | Independent Reading Station work Station work Note the students who struggle to read ¾ page a minute. Encourage students to increase reading  volume 1 Group/Conference |  | 2:33-3:00 | Independent Reading Station work  Set Partners up to share observations and goals  Pull 2 Groups/Conference |  | 2:33-3:00 | Independent Reading Station work Teacher Independent Reading  1 Group/Conference |  |
| 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 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |