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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 | 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:** |  | **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  | 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** | **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 ReadingBook Used: Walk Two Moons |  | 10:25-10:35 | Read AloudBook Used: Walk Two Moons |  | 10:25-10:35 | Shared ReadingBook 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.6.4RL.6.5I 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 notebookTeach: 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 MinilessonRL.6.1, RL.6.2, RL.6.3, RL.6.10I 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 MinilessonRL.6.1,RL.6.2,RL.6.3,RL.6.5I 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 ReadingSmall Groups Accuracy Checks Group/1 Group |
| 11:05-11:24 | Independent ReadingStation workPull 2 Groups/Conference |  | 11:05-11:24 | Independent ReadingStation workNote the students who struggle to read ¾ page a minute. Encourage students to increase reading volume1 Group/Conference |  | 11:05-11:24 | Independent ReadingStation workSet Partners up to share observations and goalsPull 2 Groups/Conference |  | 11:05-11:24 | Independent ReadingStation workTeacher 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 ReadingBook Used: Walk Two Moons |  | 11:24-11:34 | Read AloudBook Used: Walk Two Moons |  | 11:24-11:34 | Shared ReadingBook 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.6.4RL.6.5I 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 notebookTeach: 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 EngagementRL.6.1, RL.6.2, RL.6.3, RL.6.10I 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.6.5I 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 ReadingSmall Groups Accuracy Checks Group/1 Group |
| 12:04-12:19 | Independent ReadingStation workPull 2 Groups/Conference |  | 12:04-12:19 | Independent ReadingStation workNote the students who struggle to read ¾ page a minute. Encourage students to increase reading volume1 Group/Conference |  | 12:04-12:19 | Independent ReadingStation workSet Partners up to share observations and goalsPull 2 Groups/Conference |  | 12:04 | Independent ReadingStation workTeacher 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 ReadingBook Used: Walk Two Moons |  | 12:19-12:29 | Read AloudBook Used: Walk Two Moons |  | 12:19-12:29 | Shared ReadingBook Used: Walk Two Moons |  | 12:19-12:29 | Weekly Conversations |
| 12:29-1:00 | Lucy Minilesson |  | 12:29-1:00 | Lucy MinilessonRL.6.2 ,RL.6.3,RL.6.4RL.6.5I 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 notebookTeach: 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 minilessonRL.6.1, RL.6.2, RL.6.3, RL.6.10I 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 MinilessonRL.6.1,RL.6.2,RL.6.3,RL.6.5I 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. |  | 12:29-1:001:40-1:53 | Independent ReadingSmall Groups Accuracy Checks Group/1 Group |
| 12:05-12:30 | Independent ReadingStation workPull 2 Groups/Conference |  | 12:05-12:30 | Independent ReadingStation workStation workNote the students who struggle to read ¾ page a minute. Encourage students to increase readingvolume1 Group/Conference |  | 12:05-12:30 | Independent ReadingStation workSet Partners up to share observations and goalsPull 2 Groups/Conference |  | 12:05-12:30 | Independent ReadingStation workTeacher 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 ReadingStation workPull 2Groups/Conference |  | 1:40-1:53 | Independent Reading Station workTeacherIndependent Reading1Group/Conference |  | 1:40-1:53 | IndependentReadingStation workPull 2Groups/Conferences |  | 1:40-1:53 | Independent ReadingStation workTeacherIndependent Reading 1Group/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 ReadingBook Used: Walk Two Moons |  | 1:53-2:03 | Read AloudBook Used: Walk Two Moons |  | 1:53-2:03 | Shared ReadingBook Used: Walk Two Moons |  | 1:53-2:03 | Weekly Conversations |
| 2:03-2:33 | Lucy Minilesson |  | 2:03-2:33 | Lucy MinilessonRL.6.2 ,RL.6.3,RL.6.4RL.6.5I 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 notebookTeach: 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 MinilessonRL.6.1, RL.6.2, RL.6.3, RL.6.10I 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 MinilessonRL.6.1,RL.6.2,RL.6.3,RL.6.5I 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 ReadingSmall Groups Accuracy Checks Group/1 Group |
| 2:33-3:00 | Independent ReadingStation workPull 2 Groups/Conference |  | 2:33-3:00 | Independent ReadingStation workStation workNote the students who struggle to read ¾ page a minute. Encourage students to increase readingvolume1 Group/Conference |  | 2:33-3:00 | Independent ReadingStation workSet Partners up to share observations and goalsPull 2 Groups/Conference |  | 2:33-3:00 | Independent ReadingStation workTeacher 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 |
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