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| **Adkins’ Schedule** |
| **Monday 9th** |  | **Tuesday 10th** |  | **Wednesday 11th** |  | **Thursday 12th** |  | **Friday 13th** |
| **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:tang/ting/tact** |  | **8:10-8:50** | **Root: topo** |  | **8:10-8:50** | **Root: ver** |  | **8:10-8:50** | **Root: chron** |  | **8:10-8:50** | **Comparing consonant blends and diagraphs** |
| 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 AloudWalk Two Moons |  | 10:25-10:35 | Shared Reading:Walk Two Moons |  | 10:25-10:35 | Read Aloud:Walk Two Moons |  | 10:25-10:35 | Shared Reading:Walk Two Moons |  | 10:25-10:35 | Weekly Conversations |
| 10:35-11:05 | Lucy Minilesson:I can revisit key parts of a narrative from the perspectiveOf the endingTeach: that the end of a book will give you perspective. It is valuable to linger there for a bit, and to look back on the trail you and the characters have traveled, seeing the whole of it.  |  | 10:35-11:05 | Lucy MinilessonI can investigate the impact of settings on characters. Consider not just the physical characteristics of setting, where it takes place and when, but also its mood or atmosphere.Teach that even when the setting is the sort they are apt to overlook because it seems ordinary, it can affect characters deeply. Highlight the importance of a setting’s mood. |  | 10:35-11:05 | Lucy MinilessonI will Think about the author’s language, thinking, about how specific language evokes emotions and images.Teach students that when readers think about how the setting influences characters, they pay attention to the author’s specific language. This helps readers to grasp the ;mood, atmosphere, norms, and tempo of a place- all of which can matter in deep and hidden ways to a character.Active EngagementGive students some tips to help them analyze setting details. |  | 9:40-10:05 | Lucy MinilessonI will read and take notes to investigate when characters sim to act inconsistentlyTeach that one way to investigate the relationship between the setting and characters is to pay attention to inconsistencies between characters’ behaviors and their inner thinking. When characters are torn and inconsistencies arise, it could be that external pressures from their surroundings led them away form their inner compass  |  | 11:05-11:24 | Independent ReadingSmall Groups Accuracy Checks Group/1 Group |
| 11:05-11:24 | Independent ReadingStation workPull 2 Groups/ConferenceListen to partner talk and how they push each other. Encourage readers to complete a reading plan. |  | 11:05-11:24 | Independent ReadingStation workTeacher Independent Reading 1 Group/ConferenceTalk up the value of reading |  | 11:05-11:24 | Independent ReadingStation workPull 2 Groups/ConferenceSupport students in citing texts |  | 11:05-11:24 | Independent ReadingStation workTeacher Independent Reading 1 Group/ConferenceUse bands of text complexity to introduce new reading work. |  |
|  **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 |  | 11:24-11:34 | Read Aloud |  | 11:24-11:34 | Shared Reading |  | 11:24-11:34 | Weekly Conversations |
| 11:34-12:04 | Lucy Minilesson:I can revisit key parts of a narrative from the perspectiveOf the endingTeach: that the end of a book will give you perspective. It is valuable to linger there for a bit, and to look back on the trail you and the characters have traveled, seeing the whole of it.  |  | 11:34-12:04 | Reader's Workshop-Mini Lesson Through Active EngagementI can investigate the impact of settings on characters. Consider not just the physical characteristics of setting, where it takes place and when, but also its mood or atmosphere.Teach that even when the setting is the sort they are apt to overlook because it seems ordinary, it can affect characters deeply. Highlight the importance of a setting’s mood. |  | 11:34-12:04 | Reader's Workshop-Mini Lesson Through Active EngagementI will Think about the author’s language, thinking, about how specific language evokes emotions and images.Teach students that when readers think about how the setting influences characters, they pay attention to the author’s specific language. This helps readers to grasp the ;mood, atmosphere, norms, and tempo of a place- all of which can matter in deep and hidden ways to a character.Active EngagementGive students some tips to help them analyze setting details. |  | 11:34-12:04 | Lucy MinilessonI will read and take notes to investigate when characters sim to act inconsistentlyTeach that one way to investigate the relationship between the setting and characters is to pay attention to inconsistencies between characters’ behaviors and their inner thinking. When characters are torn and inconsistencies arise, it could be that external pressures from their surroundings led them away form their inner compass  |  | 11:34-12:19 | Independent ReadingSmall Groups Accuracy Checks Group/1 Group |
| 12:04-12:19 | Independent ReadingStation workPull 2 Groups/ConferenceListen to partner talk and how they push each other. Encourage readers to complete a reading plan. |  | 12:04-12:19 | Independent ReadingStation workTeacher Independent Reading 1 Group/ConferenceTalk up the value of reading |  | 12:04-12:19 | Independent ReadingStation workPull 2 Groups/ConferenceSupport students in citing texts |  | 12:04 | Independent ReadingStation workTeacher Independent Reading 1 Group/ConferenceUse bands of text complexity to introduce new reading work. |  |
| **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 |  | 12:19-12:29 | Read Aloud |  | 12:19-12:29 | Shared Reading |  | 12:19-12:29 | Weekly Conversations |
| 12:29-1:00 | Lucy Minilesson:I can revisit key parts of a narrative from the perspectiveOf the endingTeach: that the end of a book will give you perspective. It is valuable to linger there for a bit, and to look back on the trail you and the characters have traveled, seeing the whole of it.  |  | 12:29-1:00 | Lucy MinilessonI can investigate the impact of settings on characters. Consider not just the physical characteristics of setting, where it takes place and when, but also its mood or atmosphere.Teach that even when the setting is the sort they are apt to overlook because it seems ordinary, it can affect characters deeply. Highlight the importance of a setting’s mood. |  | 12:29-1:00 | Lucy MinilessonI will Think about the author’s language, thinking, about how specific language evokes emotions and images.Teach students that when readers think about how the setting influences characters, they pay attention to the author’s specific language. This helps readers to grasp the mood, atmosphere, norms, and tempo of a place- all of which can matter in deep and hidden ways to a character.Active EngagementGive students some tips to help them analyze setting details. |  | 12:29-1:00 | Lucy MinilessonI will read and take notes to investigate when characters sim to act inconsistentlyTeach that one way to investigate the relationship between the setting and characters is to pay attention to inconsistencies between characters’ behaviors and their inner thinking. When characters are torn and inconsistencies arise, it could be that external pressures from their surroundings led them away form their inner compass  |  | 12:29-1:001:40-1:53 | Independent ReadingSmall Groups Accuracy Checks Group/1 Group |
| 12:05-12:30 | Independent ReadingStation workPull 2 Groups/ConferenceListen to partner talk and how they push each other. Encourage readers to complete a reading plan. |  | 12:05-12:30 | Independent ReadingStation workTeacher Independent Reading 1 Group/ConferenceTalk up the value of reading |  | 12:05-12:30 | Independent ReadingStation workPull 2 Groups/ConferenceSupport students in citing texts |  | 12:05-12:30 | Independent ReadingStation workTeacher Independent Reading 1 Group/ConferenceUse bands of text complexity to introduce new reading work. |  |
| 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 Reading |  | 1:53-2:03 | Read Aloud |  | 1:53-2:03 | Shared Reading |  | 1:53-2:03 | Weekly Conversations |
| 2:03-2:33 | Lucy Minilesson:I can revisit key parts of a narrative from the perspectiveOf the endingTeach: that the end of a book will give you perspective. It is valuable to linger there for a bit, and to look back on the trail you and the characters have traveled, seeing the whole of it.  |  | 2:03-2:33 | Lucy MinilessonI can investigate the impact of settings on characters. Consider not just the physical characteristics of setting, where it takes place and when, but also its mood or atmosphere.Teach that even when the setting is the sort they are apt to overlook because it seems ordinary, it can affect characters deeply. Highlight the importance of a setting’s mood. |  | 2:03-2:33 | Lucy MinilessonI will Think about the author’s language, thinking, about how specific language evokes emotions and images.Teach students that when readers think about how the setting influences characters, they pay attention to the author’s specific language. This helps readers to grasp the ;mood, atmosphere, norms, and tempo of a place- all of which can matter in deep and hidden ways to a character.Active EngagementGive students some tips to help them analyze setting details. |  | 2:03-2:33 | Lucy MinilessonI will read and take notes to investigate when characters sim to act inconsistentlyTeach that one way to investigate the relationship between the setting and characters is to pay attention to inconsistencies between characters’ behaviors and their inner thinking. When characters are torn and inconsistencies arise, it could be that external pressures from their surroundings led them away form their inner compass  |  | 2:33-3:00 | Independent ReadingSmall Groups Accuracy Checks Group/1 Group |
| 2:33-3:00 | Independent ReadingStation workPull 2 Groups/ConferenceListen to partner talk and how they push each other. Encourage readers to complete a reading plan. |  | 2:33-3:00 | Independent ReadingStation workTeacher Independent Reading 1 Group/ConferenceTalk up the value of reading |  | 2:33-3:00 | Independent ReadingStation workPull 2 Groups/ConferenceSupport students in citing texts |  | 2:33-3:00 | Independent ReadingStation workTeacher Independent Reading 1 Group/ConferenceUse bands of text complexity to introduce new reading work. |  |
| 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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