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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 | 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: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 | 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  Walk 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 perspective  Of the ending  Teach: 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 Minilesson  I 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 Minilesson  I 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 Engagement  Give students some tips to help them analyze setting details. |  | 9:40-10:05 | Lucy Minilesson  I will read and take notes to investigate when characters sim to act inconsistently  Teach 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 Reading Small Groups Accuracy Checks Group/1 Group |
| 11:05-11:24 | Independent Reading Station work Pull 2 Groups/Conference  Listen to partner talk and how they push each other. Encourage readers to complete a reading plan. |  | 11:05-11:24 | Independent Reading Station work Teacher Independent Reading  1 Group/Conference  Talk up the value of reading |  | 11:05-11:24 | Independent Reading Station work Pull 2 Groups/Conference  Support students in citing texts |  | 11:05-11:24 | Independent Reading Station work Teacher Independent Reading  1 Group/Conference  Use 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 perspective  Of the ending  Teach: 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 Engagement  I 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 Engagement  I 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 Engagement  Give students some tips to help them analyze setting details. |  | 11:34-12:04 | Lucy Minilesson  I will read and take notes to investigate when characters sim to act inconsistently  Teach 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 Reading Small Groups Accuracy Checks Group/1 Group |
| 12:04-12:19 | Independent Reading Station work Pull 2 Groups/Conference  Listen to partner talk and how they push each other. Encourage readers to complete a reading plan. |  | 12:04-12:19 | Independent Reading Station work Teacher Independent Reading  1 Group/Conference  Talk up the value of reading |  | 12:04-12:19 | Independent Reading Station work Pull 2 Groups/Conference  Support students in citing texts |  | 12:04 | Independent Reading Station work Teacher Independent Reading  1 Group/Conference  Use 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 perspective  Of the ending  Teach: 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 Minilesson  I 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 Minilesson  I 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 Engagement  Give students some tips to help them analyze setting details. |  | 12:29-1:00 | Lucy Minilesson  I will read and take notes to investigate when characters sim to act inconsistently  Teach 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 |  | 12:29-1:00  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  Listen to partner talk and how they push each other. Encourage readers to complete a reading plan. |  | 12:05-12:30 | Independent Reading Station work Teacher Independent Reading  1 Group/Conference  Talk up the value of reading |  | 12:05-12:30 | Independent Reading Station work Pull 2 Groups/Conference  Support students in citing texts |  | 12:05-12:30 | Independent Reading Station work Teacher Independent Reading  1 Group/Conference  Use 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 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 |  | 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 perspective  Of the ending  Teach: 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 Minilesson  I 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 Minilesson  I 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 Engagement  Give students some tips to help them analyze setting details. |  | 2:03-2:33 | Lucy Minilesson  I will read and take notes to investigate when characters sim to act inconsistently  Teach 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 Reading Small Groups Accuracy Checks Group/1 Group |
| 2:33-3:00 | Independent Reading Station work Pull 2 Groups/Conference  Listen to partner talk and how they push each other. Encourage readers to complete a reading plan. |  | 2:33-3:00 | Independent Reading Station work Teacher Independent Reading  1 Group/Conference  Talk up the value of reading |  | 2:33-3:00 | Independent Reading Station work Pull 2 Groups/Conference  Support students in citing texts |  | 2:33-3:00 | Independent Reading Station work Teacher Independent Reading  1 Group/Conference  Use 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 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |