

Editable Weekly Plan: Grade K Module 5

How to Use this Editable Weekly Plan

- Review each week's plan, focusing on the non-shaded priority instruction and the skills tested on Weekly Assessments and Module Assessments (indicated with an asterisk *). The portions of the lesson shaded in gray are lower priority.
- Based on your class schedule and student needs, decide which elements of the lesson you will use during your whole-class instruction. Edit the planner as needed.
- For Foundational Skills, the *Lesson Slides: Foundational Skills* are recommended as the main vehicle for instruction. You will also find similar instruction in your Teacher's Guide. Please note that the Warm-Up Routines are only featured in the lesson slides.
- If you have a separate block for Writing, consider using the Writing Workshop lessons during that time.

Small Group Considerations

- As you work with your students during whole-class instruction, note areas where they need additional teacher-led instruction.
 - To provide additional direct instruction in foundational skills, utilize the *Start Right Readers* and/or the *Blending Board*.
 - If students need targeted instruction in foundational skills, utilize *Foundational Skills and Word Study Studio*.
 - If students need additional direct instruction in comprehension skills and strategies, utilize the *Tabletop Minilessons: Reading*.
- While you are working with a small group, provide additional practice opportunities and/or centers for the rest of the class.
 - If students need independent practice with foundational skills, utilize the *Alphabet Knowledge Interactive Practice* and/or *Phonics Interactive Practice*.

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Teacher's Guide = pp. T

Grade K Module 5 Week 1				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Build Knowledge & Language	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary
Introduce the Topic: I Can Do It! pp. T26–T27	Oral Language p. T38 Interactive Reading p. T39 <i>Jabari Jumps</i> (Read Aloud Book); BookStix 5.1a	Character Feelings* pp. T48–T49 <i>Jabari Jumps</i> (Read Aloud Book); BookStix 5.1a <i>myBook</i> p. 52 Read Aloud pp. T50–T51 <i>All By Myself</i> (Big Book); BookStix 5.1b	Shared Reading pp. T60–T61 <i>All By Myself</i> (Big Book and Little Books); BookStix 5.1b	Response to Text p. T70 <i>All By Myself</i> (Big Book and Little Books) <i>myBook</i> p. 53 Oral Language p. T71 <i>myBook</i> p. 54
Reading and Vocabulary	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Read Aloud pp. T28–T29 <i>Jabari Jumps</i> (Read Aloud Book); BookStix 5.1a	Warm-Up Routines: Segmenting Phonemes; Deleting Phonemes; Blending Syllables Phonological Awareness: Blend Phonemes into Words Phonics: Short <i>u</i> Read Decodable Text: <i>Nuts, Not Rugs!</i> Lesson Slides: I Can Do It!, Week 1, Lesson 2	Warm-Up Routines: Segmenting Syllables; Blending Syllables; Blending Phonemes Phonological Awareness: Produce Rhymes Phonics: Short <i>u</i> Word Work: Short <i>u</i> Words to Know: <i>but, look, up, want</i> Lesson Slides: I Can Do It!, Week 1, Lesson 3	Warm-Up Routines: Changing Phonemes; Segmenting Phonemes; Segmenting Syllables Phonological Awareness: Produce Rhymes Phonics: Build Words with Short <i>u</i> Read Decodable Text: <i>Big Bugs</i> Lesson Slides: I Can Do It!, Week 1, Lesson 4	Warm-Up Routines: Blending Syllables; Deleting Syllables; Deleting Phonemes Phonological Awareness: Review Blending Phonemes into Words; Review Producing Rhymes Phonics: Spell Words with Short <i>u</i> Words to Know: <i>Review Words: be, but, do, had, look, ten, up, want</i> Lesson Slides: I Can Do It!, Week 1, Lesson 5
Foundational Skills				
Warm-Up Routines: Segmenting Phonemes; Deleting Phonemes; Changing Phonemes Phonological Awareness: Blend Phonemes into Words, Isolate Medial Vowel Sounds Phonics*: Short <i>u</i> Word Work: Short and Long <i>u</i> Words to Know*: <i>but, look, up, want</i> Lesson Slides: I Can Do It!, Week 1, Lesson 1				
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Narrative Writing: Write a Story Map pp. T34–T35	Narrative Writing: Beginning, Middle, and End pp. T44–T45	Narrative Writing: Signal Words p. T56 Interactive Writing: Plan and Organize a Narrative p. T57	Grammar: Pronouns <i>I</i> and <i>Me</i> p. T66 Interactive Writing: Draft a Narrative p. T67	Grammar: Pronouns <i>I</i> , <i>Me</i> , and <i>We</i> p. T76 Interactive Writing: Revise and Edit a Narrative p. T77

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Grade K Module 5 Week 1

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Alphabet Knowledge Interactive Practice
- Start Right Readers
 - o Book 4, *The Wig*, p. 52
 - o Book 4, *Jobs! Jobs! Jobs!*, p. 60
 - o Book 5, *Nuts, Not Rugs!*, p. 4
 - o Book 5, *Big Bugs*, p. 12
- Blending Board
- Foundational Skills and Word Study Studio
 - o Print Concepts: Distinguish Letters and Numbers (Session 4)
 - o Letter Knowledge: Letter Names *Aa* (Session 5)
 - o Letter Knowledge: Letter Names *Bb* (Session 6)
 - o Letter Knowledge: Letter Names *Cc* (Session 7)
 - o Letter Knowledge: Letter Names *Dd* (Session 8)
 - o Letter Knowledge: Letter Names *Ee* (Session 9)
 - o Letter Knowledge: Letter Names *Ff* (Session 10)
 - o Phonemic Awareness: Words in a Sentence (Session 32)
 - o Phonemic Awareness: Recognize Rhyming Words (Session 36)

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - o 4: Character Clues

Support English Language Development

- Tabletop Minilessons: English Language Development
 - o 9.1–9.2: Seek Information

Literacy Centers, pp. T15–T19

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Grade K Module 5 Week 2				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Build Knowledge and Language	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary
Collaborative Discussion: Speak Audibly p. T86 Determine Word Meaning: Multiple-Meaning Words p. T87	Oral Language: Academic Vocabulary p. T98 Interactive Reading: Make Inferences p. T99 <i>The Little Red Hen (Makes a Pizza)</i> (Read Aloud Book); BookStix 5.2a	Character Traits* pp. T108—T109 <i>The Little Red Hen (Makes a Pizza)</i> (Read Aloud Book) myBook p. 55 Read Aloud pp. T110—T111 <i>The Little Red Hen on Stage</i> (Big Book); BookStix 5.2b	Shared Reading pp. T120—T121 <i>The Little Red Hen on Stage</i> (Big Book and Little Books); BookStix 5.2b	Response to Text p. T130 <i>The Little Red Hen on Stage</i> (Big Book and Little Books) myBook p. 56 Oral Language p. T131 myBook p. 57
Reading and Vocabulary	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Read Aloud pp. T88—T89 <i>The Little Red Hen (Makes a Pizza)</i> (Read Aloud Book); BookStix 5.2a	Warm-Up Routines: Blending Syllables; Blending Phonemes; Deleting Phonemes Phonological Awareness: Identify Final Sounds Word Work: Consonants <i>v, y</i> Phonics: Consonants <i>v, y</i> Words to Know: <i>for, her, him, us</i> Lesson Slides: I Can Do It!, Week 2, Lesson 7	Warm-Up Routines: Segmenting Phonemes; Segmenting Syllables; Blending Syllables Phonological Awareness: Blend Phonemes into Words Phonics: Consonants <i>v</i> and <i>y</i> Read Decodable Text: <i>Yams</i> Lesson Slides: I Can Do It!, Week 2, Lesson 8	Warm-Up Routines: Blending Syllables; Adding Syllables; Adding Phonemes Phonological Awareness: Blend Phonemes into Words Phonics: Build Words with <i>v</i> and <i>y</i> Read Decodable Text: <i>Go, Vic!</i> Lesson Slides: I Can Do It!, Week 2, Lesson 9	Warm-Up Routines: Changing Phonemes; Segmenting Syllables; Blending Syllables Phonological Awareness: Review Identifying Final Sounds; Review Blending Phonemes into Words Phonics: Spell Words with <i>v</i> and <i>y</i> Words to Know: <i>Review Words: but, for, her, him, look, up, us, want</i> Review Decodable Text: <i>Yams</i> and <i>Go, Vic!</i> Lesson Slides: I Can Do It!, Week 2, Lesson 10
Foundational Skills				
Warm-Up Routines: Deleting Syllables; Adding Syllables; Adding Phonemes Phonological Awareness: Identify Final Sounds; Isolate Initial Sounds Phonics*: Consonants <i>v /v/</i> and <i>y /y/</i> Words to Know*: <i>for, her, him, us</i> Lesson Slides: I Can Do It!, Week 2, Lesson 6				
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Independent Writing: Plan a Narrative pp. T94—T95	Independent Writing: Organize a Narrative pp. T104—T105	Independent Writing: Draft a Narrative pp. T116—T117	Independent Writing: Revise and Edit a Narrative pp. T126—T127	Independent Writing: Publish a Narrative pp. T136—T137

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Grade K Module 5 Week 2

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Phonics Interactive Practice
 - o Fill in the space: Consonants *v* and *y*
- Start Right Readers
 - o Book 5, *Nuts, Not Rugs!*, p. 4
 - o Book 5, *Big Bugs*, p. 12
 - o Book 5, *Yams*, p. 20
 - o Book 5, *Go, Vic!* p. 28
- Blending Board
- Foundational Skills and Word Study Studio
 - o Letter Knowledge: Letter Names *Gg* (Session 11)
 - o Letter Knowledge: Letter Names *Hh* (Session 12)
 - o Letter Knowledge: Letter Names *Ii* (Session 13)
 - o Letter Knowledge: Letter Names *Jj* (Session 14)
 - o Letter Knowledge: Letter Names *Kk* (Session 15)
 - o Letter Knowledge: Letter Names *Ll* (Session 16)
 - o Letter Knowledge: Letter Names *Mm* (Session 17)
 - o Letter Knowledge: Letter Names *Nn* (Session 18)
 - o Letter Knowledge: Letter Names *Oo* (Session 19)
 - o Letter Knowledge: Letter Names *Pp* (Session 20)
 - o Phonemic Awareness: Words in Sentences (Session 32)
 - o Phonemic Awareness: Recognize Rhyming Words (Session 36)

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - o 4: Character Clues
 - o 14: Make Inferences

Support English Language Development

- Tabletop Minilessons: English Language Development
 - o 9.2—9.3: Seek Information

Literacy Centers, pp. T15–T19

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Grade K Module 5 Week 3				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Build Knowledge and Language	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary
Social Communications: Greetings and Introductions p. T146 Determine Word Meaning: Multiple-Meaning Words p. T147	Oral Language: Academic Vocabulary p. T158 Interactive Reading: Make Inferences p. T159 <i>Ish</i> (Read Aloud Book); BookStix 5.3a	Plot*: Problem and Solution pp. T168—T169 <i>Ish</i> (Read Aloud Book); BookStix 5.3a <i>myBook</i> p. 58 Read Aloud pp. T170—T171 <i>Let's Make Music</i> (Big Book); BookStix 5.3b	Shared Reading pp. T180—T181 <i>Let's Make Music</i> (Big Book and Little Books); BookStix 5.3b	Response to Text p. T190 <i>Ish</i> (Read Aloud Book) <i>myBook</i> p. 59 Oral Language p. T191 <i>myBook</i> p. 60
Reading and Vocabulary	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Read Aloud pp. T148—T149 <i>Ish</i> (Read Aloud Book); BookStix 5.3a	Warm-Up Routines: Deleting Phonemes; Deleting Syllables; Blending Syllables Phonological Awareness: Identify Medial Vowel Sounds; Blend Phonemes into Words Phonics: Short e Read Decodable Text: <i>Yes, Vets Can!</i> Lesson Slides: I Can Do It!, Week 3, Lesson 12	Warm-Up Routines: Segmenting Syllables; Adding Syllables; Adding Phonemes Phonological Awareness: Blend Phonemes into Words Phonics: Short e Word Work: Short e Words to Know: <i>help, they, too, yes</i> Lesson Slides: I Can Do It!, Week 3, Lesson 13	Warm-Up Routines: Isolating Phonemes; Changing Phonemes; Blending Syllables Phonemes: Blending Syllables Phonological Awareness: Blend Phonemes into Words Phonics: Short e Read Decodable Text: <i>Pet Pup</i> Lesson Slides: I Can Do It!, Week 3, Lesson 14	Warm-Up Routines: Segmenting Syllables; Segmenting Phonemes; Deleting Phonemes Phonological Awareness: Review Identifying Medial Vowel Sounds; Blending Phonemes into Words Phonics: Spell Words with Short e Words to Know: Review Words: <i>for, help, her, him, they, too, us, yes</i> Read Decodable Text: <i>Yes, Vets Can!</i> and <i>Pet Pup</i> Lesson Slides: I Can Do It!, Week 3, Lesson 15
Foundational Skills Warm-Up Routines: Changing Phonemes; Segmenting Phonemes; Segmenting Syllables Phonological Awareness: Identify Medial Vowel Sounds; Isolate Medial Vowel Sounds Phonics*: Short e Word Work: Short and Long e Words to Know*: <i>help, they, too, yes</i> Lesson Slides: I Can Do It!, Week 3, Lesson 11				

Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Narrative Writing: Teach Beginnings pp. T154 Interactive Writing: Plan a Narrative p. T155	Grammar: Singular and Plural Nouns p. T164 Interactive Writing: Organize a Narrative p. T165	Narrative Writing: Order of Events p. T176 Interactive Writing: Draft a Narrative p. T177	Grammar: Singular and Plural Nouns p. T186 Interactive Writing: Revise and Edit a Narrative p. T187	Narrative Writing: Signal Words p. T196 Interactive Writing: Publish a Narrative p. T197

Grade K Module 5 Week 3	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Phonics Interactive Practice - Riddle in the Middle: Short <i>e</i> - Start Right Readers - Book 5, <i>Go, Vic!</i> p. 28 - Book 5, <i>Yes, Vets Can!</i>, p. 36 - Book 5, <i>Pet Pup</i>, p. 44 - Blending Board - Foundational Skills and Word Study Studio - Letter Knowledge: Letter Names <i>Qq</i> (Session 21) - Letter Knowledge: Letter Names <i>Rr</i> (Session 22) - Letter Knowledge: Letter Names <i>Ss</i> (Session 23) - Letter Knowledge: Letter Names <i>Tt</i> (Session 24) - Letter Knowledge: Letter Names <i>Uu</i> (Session 25) - Letter Knowledge: Letter Names <i>Vv</i> (Session 26) - Letter Knowledge: Letter Names <i>Ww</i> (Session 27) - Letter Knowledge: Letter Names <i>Xx</i> (Session 28) - Letter Knowledge: Letter Names <i>Yy</i> (Session 29) - Letter Knowledge: Letter Names <i>Zz</i> (Session 30) - Phonemic Awareness: Recognize Rhyming Words (Session 36) - Phonemic Awareness: Segment Syllables (Session 34)	Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 14: Make Inferences Support English Language Development - Tabletop Minilessons: English Language Development 10.1–10.2: Recount Information Literacy Centers, pp. T15–T19

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Grade K Module 5 Week 4				
Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Build Knowledge and Language	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary
Collaborative Discussion: Respond in Complete Sentences p. T206 Determine Word Meanings: Multiple-Meaning Words p. T207	Oral Language: Academic Vocabulary p. T218 Interactive Reading: Make Inferences p. T219 <i>Emmanuel's Dream</i> (Read Aloud Book); BookStix 5.4a	Topic and Theme* pp. T228—T229 <i>Emmanuel's Dream</i> (Read Aloud Book); BookStix 5.4a <i>myBook</i> p. 61 Read Aloud pp. T230—T231 <i>Everyone Can Learn to Ride a Bicycle</i> (Big Book); BookStix 5.4b	Shared Reading pp. T240—T241 <i>Everyone Can Learn to Ride a Bicycle</i> (Big Book); BookStix 5.4b	Response to Text p. T250 <i>Everyone Can Learn to Ride a Bicycle</i> (Big Book and Little Books) <i>myBook</i> p. 62 Oral Language p. T251 <i>myBook</i> p. 63
Reading and Vocabulary	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Read Aloud pp. T208—T209 <i>Emmanuel's Dream</i> (Read Aloud Book); BookStix 5.4a	Warm-Up Routines: Changing Phonemes; Deleting Phonemes; Blending Phonemes Phonological Awareness: Isolate Initial Sounds Word Work: Consonants <i>q</i> (qu) /kw/ and <i>x</i> /ks/ Phonics: Consonants <i>q</i> (qu) /kw/ and <i>x</i> /ks/ Words to Know: <i>have, six, some, we</i> Lesson Slides: I Can Do It!, Week 4, Lesson 17	Warm-Up Routines: Segmenting Syllables; Adding Syllables; Blending Syllables Phonological Awareness: Segment Words into Onset and Rime Phonics: Consonants <i>q</i> (qu) /kw/ and <i>x</i> /ks/ Read Decodable Text: <i>Tan Cat</i> Lesson Slides: I Can Do It!, Week 4, Lesson 18	Warm-Up Routines: Segmenting Phonemes; Isolating Final Phonemes; Deleting Phonemes Phonological Awareness: Segment Words into Onset and Rime Phonics: Build Words with <i>q</i> (qu) /kw/ and <i>x</i> /ks/ Read Decodable Text: <i>Fox Cubs</i> Lesson Slides: I Can Do It!, Week 4, Lesson 19	Warm-Up Routines: Segmenting Phonemes; Changing Phonemes; Blending Phonemes Phonological Awareness: Review Isolating Initial Sounds; Review Segmenting Words Phonics: Spell Words with <i>q</i> (qu) /kw/ and <i>x</i> /ks/ Words to Know: Review Words: <i>but, for, have, help, her, him, look, six, some, they, too, up, us, want, we, yes</i> Review Decodable Texts: <i>Tan Cat</i> and <i>Fox Cubs</i> Lesson Slides: I Can Do It!, Week 4, Lesson 20
Foundational Skills				Writing Workshop
Warm-Up Routines: Segmenting Phonemes; Adding Phonemes; Blending Phonemes Phonological Awareness: Isolate Initial Sounds; Isolate Final Sounds Phonics*: Consonant <i>q</i> (qu) /kw/; Consonant <i>x</i> /ks/ Words to Know*: <i>have, six, some, we</i> Lesson Slides: I Can Do It!, Week 4, Lesson 16				Publish a Narrative pp. T256—T257
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Build Knowledge and Language
Plan a Narrative pp. T214—T215	Organize a Narrative pp. T224—T225	Draft a Narrative pp. T236—T237	Revise and Edit a Narrative pp. T246—T247	Wrap Up the Topic pp. T258—T259

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Grade K Module 5 Week 4	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers - Book 5, <i>Yes, Vets Can!</i>, p. 36 - Book 5, <i>Pet Pup</i> p. 44 - Book 5, <i>Tan Cat</i>, p. 52 - Book 5, <i>Fox Cubs</i>, p. 60 - Blending Board - Foundational Skills and Word Study Studio - Phonics: Letter/Sound <i>Mm</i> (Session 56) - Phonics: Letter/Sound <i>Ss</i> (Session 57) - Phonological Awareness: Segment Syllables (Session 34) - Phonemic Awareness: Isolate Initial Sound (Session 41) - Phonemic Awareness: Blend Syllables (Session 33)	Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 14: Make Inferences Support English Language Development - Tabletop Minilessons: English Language Development 10.2– 10.3: Recount Information Literacy Centers , pp. T15–T19

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