

Editable Weekly Plan: Grade 1 Module 3

How to Use this Editable Weekly Plan

- Review each week's plan, focusing on the non-shaded priority instruction and the skills tested on Spelling Assessments, 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.
- Because daily writing opportunities are embedded in the Reading lessons as response to reading, some of the Writing Workshop lessons are lower priority.
- 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.
 - If students need additional direct instruction in comprehension skills and strategies, utilize the *Tabletop Minilessons: Reading*.
 - If students need 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 English language development, utilize *Tabletop Minilessons: English Language Development*.
- 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 vocabulary, utilize *Vocabulary Interactive Practice*.
 - If students need additional practice in specific comprehension skills and strategies, utilize the *Read and Respond Journal*.
 - If students need independent practice with foundational skills, utilize the *Phonics Interactive Practice*.

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Grade 1 Module 3 Week 1				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Build Knowledge & Language	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Module Launch pp. T382–T383	Warm-Up Routines: Isolating Medial Phonemes; Changing Phonemes; Deleting Phonemes High-Frequency Words* Phonological Awareness: Blend Phonemes Phonics*: Consonants <i>qu, x, z</i> ; Short <i>e</i> Lesson Slides: Amazing Animals: Week 1, Lesson 2	Warm-Up Routines: Changing Phonemes; Blending Phonemes; Segmenting Syllables High-Frequency Words* Phonological Awareness: Isolate, Segment Phonemes Fluency: Reading Rate Phonics: Review Short <i>e, i, o, u</i> Lesson Slides: Amazing Animals: Week 1, Lesson 3	Warm-Up Routines: Blending Phonemes; Adding Phonemes; Segmenting Syllables High-Frequency Words* Phonological Awareness: Isolate, Segment Phonemes Phonics Review*: Consonants <i>qu, x, z</i> ; Review Short <i>e, i, o, u</i> Lesson Slides: Amazing Animals Week 1, Lesson 4	Warm-Up Routines: Blending Syllables; Deleting Phonemes; Changing Phonemes High-Frequency Words* Phonological Awareness: Teacher's Choice Spelling*: Short <i>e</i> Lesson Slides: Amazing Animals: Week 1, Lesson 5
Foundational Skills	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Warm-Up Routines: Isolating Phonemes; Blending Syllables; Segmenting Phonemes High-Frequency Words* Phonological Awareness: Blend Phonemes Phonics*: Consonants <i>qu, x, z</i> ; Short <i>e</i> Spelling*: Short <i>e</i> Handwriting: Lowercase <i>e, f</i> Lesson Slides: Amazing Animals! Week 1, Lesson 1	Introduce Oral Vocabulary pp. T400–T401	Introduce Power Words pp. T410–T411	Review Power Words p. T418 Generative Vocabulary* Words About Time and Position p. T419	Vocabulary Strategy* Synonyms pp. T426–T427

Grade 1 Module 3 Week 1, continued				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Reading	Reading	Reading	Reading	Reading
Text Features* pp. T392–T393 <i>Animal Q & A</i> <i>myBook2</i> pp. 6–7	Text Features* pp. T402–T403 <i>Best Foot Foward</i> (Big Book)	Ask and Answer Questions pp. T412–T413 <i>The Nest</i> <i>myBook2</i> pp. 8–27	Story Structure* pp. T420–T421 <i>The Nest</i> <i>myBook2</i> pp. 8–27	Ask and Answer Questions pp. T428–T429 <i>Animal Q & A</i> <i>myBook2</i> pp. 6–7
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Research Essay Introducing the Focal Text p. W34	Research Essay The Read p. W35	Research Essay Vocabulary p. W36	Research Essay Prewriting I: Finding a Topic p. W37	Research Essay Prewriting II: Researching a Topic p. W38
Grammar: Sentence Parts* p. W201	Grammar: The Naming Part* p. W202	Grammar: The Action Part* p. W203	Grammar: Review Adjectives p. W314	Grammar: Connect to Writing: Using Sentences Parts Correctly p. W205

Grade 1 Module 3 Week 1	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers <i>Run, Hens, Run</i>, pp. T390–T391 <i>Run, Rex</i>, pp. T398–T399 <i>Get Red Hen</i>, pp. T408–T409 <i>Fox in a Fix</i>, pp. T416–T417 - Blending Board - Foundational Skills and Word Study Studio - Phonics: Consonants <i>qu, z</i> (Session 139) - Phonics: Consonants <i>/, x</i> (Session 132) - Phonics: Review: Short <i>e</i> (Session 135) - Phonemic Awareness: Blend Phonemes (Session 49) - Phonemic Awareness: Identify Phonemes (Session 47) - Phonemic Awareness: Segment Phonemes (Session 51)	Practice and Reinforce Vocabulary - Vocabulary Interactive Practice - Power Words: <i>The Nest</i> - Generative Vocabulary: Words About Time, Position, Direction - Vocabulary Strategy: Synonyms Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 20–21: Text Features 1: Ask and Answer Questions 17: Story Structure 28: Ask and Answer Questions - Read and Respond Journal <i>Run, Run, Run</i> (story structure) Support English Language Development - Tabletop Minilessons: English Language Development 7.1—7.3: Seek Information Literacy Centers , pp. T380–T381

Grade 1 Module 3 Week 2				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Warm-Up Routines: Isolating Final Phonemes; Changing Phonemes, Segmenting Phonemes High-Frequency Words* Phonological Awareness: Identify, Produce Rhyme; Isolate Phonemes: Identify Vowel Phonics*: Double Final Consonants Spelling*: Double Final Consonants Handwriting: Lowercase s Lesson Slides: Amazing Animals: Week 2, Lesson 6	Warm-Up Routines: Blending Syllables, Phonemes; Adding Phonemes High-Frequency Words* Phonological Awareness: Identify, Produce Rhyme; Isolate Phonemes: Identify Vowel Phonics*: Double Final Consonants Lesson Slides: Amazing Animals: Week 2, Lesson 7	Warm-Up Routines: Segmenting Syllables; Deleting Syllables; Changing Phonemes High-Frequency Words* Phonological Awareness: Isolate, Segment Phonemes Fluency: Expression Phonics: Consonants <i>ck /k/</i> Lesson Slides: Amazing Animals: Week 2, Lesson 8	Warm-Up Routines: Segmenting Syllables; Blending Phonemes; Adding Phonemes High-Frequency Words* Phonological Awareness: Isolate, Segment Phonemes Phonics Review*: Double Final Consonants; Consonants <i>ck /k/</i> Lesson Slides: Amazing Animals: Week 2, Lesson 9	Warm-Up Routines: Blending Phonemes, Syllables; Changing Phonemes High-Frequency Words* Phonological Awareness: Teacher's Choice Spelling*: Double Final Consonants Lesson Slides: Amazing Animals: Week 2, Lesson 10
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Oral Vocabulary pp. T446–T447	Introduce Power Words pp. T456–T457	Review Power Words pp. T466–T467	Generative Vocabulary* Words About Time and Position pp. T474–T475	Review Power Words pp. T482–T483
Reading	Reading	Reading	Reading	Reading
Text Organization* pp. T448–T449 <i>Whose Eye Am I?</i> (Read Aloud Book)	Create Mental Images pp. T458–T459 <i>Blue Bird and Coyote</i> <i>myBook2</i> pp. 28–39	Point of View* pp. T468–T469 <i>Blue Bird and Coyote</i> <i>myBook2</i> pp. 28–39	Monitor and Clarify pp. T476–T477 <i>Have You Heard the Nesting Bird?</i> <i>myBook2</i> pp. 42–61	Text Organization* pp. T484–T485 <i>Have You Heard the Nesting Bird?</i> <i>myBook2</i> pp. 42–61

Grade 1 Module 3 Week 2, continued				
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Research Essay Drafting I: Elements of Informational Text p. W39	Research Essay Drafting II: Integrating Research p. W40	Research Essay Drafting III: Adding Art p. W41	Research Essay Drafting IV: Adding Text Features p. W42	Research Essay Revising I: Grouping p. W43
Grammar: Statements* p. W206	Grammar: Forming Statements p. W207	Grammar: Writing Statements p. W208	Grammar: Review Nouns p. W249	Grammar: Connect to Writing: Using Statements p. W210

Grade 1 Module 3 Week 2	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers <i>Big, Big, Bus</i>, pp. T444–T445 <i>Jobs, Jobs, Jobs</i>, pp. T454–T455 <i>Vets Get Pets Well</i>, pp. T464–T465 <i>Fun Kid Jobs</i>, pp. T472–T473 - Blending Board - Phonics Interactive Practice - Fill in the Space: Double Final Consonants - Riddle in the Middle: Consonants <i>ck /k/</i> - Foundational Skills and Word Study Studio - Phonics: Words with Double Final Consonants (Session 143) - Phonics: Words with <i>ck</i> (Session 144) - Phonological Awareness: Review: Recognize and Produce Rhyming Words (Session 122) - Phonemic Awareness: Isolate Medial Sound (Session 45) - Phonemic Awareness: Identify Phonemes (Session 47) - Phonemic Awareness: Segment Phonemes (Session 51) Practice and Reinforce Vocabulary - Vocabulary Interactive Practice - Power Words: <i>Blue Bird and Coyote</i> - Generative Vocabulary: Words about Time and Position - Power Words: <i>Have You Heard the Nesting Bird?</i>	Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 23: Text Organization 3: Create Mental Images 19: Point of View 2: Monitor and Clarify - Read and Respond Journal <i>Hit It!</i> (Create Mental Images) Support English Language Development - Tabletop Minilessons: English Language Development 8.1–8.3: Analyze Literacy Centers, pp. T436–T437

Grade 1 Module 3 Week 3				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Warm-Up Routines: Isolating Phonemes; Segmenting Phonemes; Blending Syllables High-Frequency Words* Phonological Awareness: Alliteration: Digraphs; Blend Phonemes Phonics*: Consonant Digraph <i>sh</i> Spelling*: Consonant Digraph <i>sh</i> Handwriting: Lowercase <i>b, h, r</i> Lesson Slides: Amazing Animals: Week 3, Lesson 11	Warm-Up Routines: Changing Phonemes; Deleting Initial Phonemes; Isolating Phonemes High-Frequency Words* Phonological Awareness: Alliteration: Digraphs; Blend Phonemes Phonics*: Consonant Digraph <i>sh</i> Lesson Slides: Amazing Animals: Week 3, Lesson 12	Warm-Up Routines: Blending Phonemes, Syllables; Adding Syllables High-Frequency Words* Phonological Awareness: Isolate, Segment Phonemes Fluency: Phrasing Phonics*: Review <i>s</i> and <i>sh</i> Lesson Slides: Amazing Animals: Week 3, Lesson 13	Warm-Up Routines: Segmenting Syllables; Changing Phonemes; Blending Phonemes High-Frequency Words* Phonological Awareness: Isolate, Segment Phonemes Phonics Review*: Consonant <i>s</i> and Digraph <i>sh</i> Lesson Slides: Amazing Animals: Week 3, Lesson 14	Warm-Up Routines: Blending Syllables; Adding Syllables, Phonemes High-Frequency Words* Phonological Awareness: Teacher's Choice Spelling: Consonant Digraph <i>sh</i> Lesson Slides: Amazing Animals: Week 3, Lesson 15
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Oral Language pp. T502–T503	Introduce Power Words pp. T512–T513	Review Power Words pp. T522–T523	Generative Vocabulary* Inflection <i>-ing</i> pp. T530–T531	Cumulative Vocabulary Review pp. T538–T539
Reading	Reading	Reading	Reading	Reading
Story Structure* pp. T504–T505 <i>Ol' Mama Squirrel</i> (Read Aloud Book)	Summarize pp. T514–T515 <i>Step by Step Advie from the Animal Kingdom</i> <i>myBook2</i> pp. 64–75	Text Organization* pp. T524–T525 <i>Step by Step Advie from the Animal Kingdom</i> <i>myBook2</i> pp. 64–75	Media Literacy/Chronological Order pp. T532–T533 <i>Beaver Family</i> <i>myBook</i> pp. 78–81	Module Wrap-Up pp. T540–T541

Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Research Essay Revising II: Singular and Plural Nouns p. W44	Research Essay Editing I: Reviewing for Grammar p. W45	Research Essay Editing II: Preparing to Publish p. W46	Research Essay Publishing p. W47	Research Essay Sharing p. W48
Grammar: Singular and Plural Nouns* p. W251	Grammar: One and More than One* p. W252	Grammar: Special Plural Nouns* p. W253	Grammar: Review Complete Sentences p. W199	Grammar: Connect to Writing: Using Singular and Plural Nouns p. W255

Grade 1 Module 3 Week 3	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers <i>Pet Wish</i>, pp. T500–T501 <i>Pet Ducks Quack</i>, pp. T510–511 <i>Ten Pet Hens</i>, pp. T520–T521 <i>Six Pet Fish</i>, pp. T528–T529 - Blending Board - Foundational Skills and Word Study Studio - Phonics: Digraphs <i>sh, wh, ph</i> (Session 166) - Phonological Awareness: Initial Digraphs (Session 231) - Phonemic Awareness: Blend Phonemes (Session 49) - Phonemic Awareness: Identify Phonemes (Session 47) - Phonemic Awareness: Segment Phonemes (Session 51)	Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 17: Story Structure 4: Summarize Reading 22: Text Organization 26: Chronological Order 9: Synthesize - Read and Respond Journal <i>Pup's Bath</i> (chronological order)
Practice and Reinforce Vocabulary - Vocabulary Interactive Practice - Power Words: <i>Step-by-Step Advice from the Animal Kingdom</i> - Generative Vocabulary: Inflection <i>-ing</i>	Support English Language Development - Tabletop Minilessons: English Language Development 9.1–9.3: Sequence
	Literacy Centers , pp. T492–T493