

Editable Weekly Plan: Grade K Module 8

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*.

Copyright © by Houghton Mifflin Harcourt Publishing Company

All rights reserved. No part of the material protected by this copyright may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, broadcasting or by any other information storage and retrieval system, without written permission of the copyright owner unless such copying is expressly permitted by federal copyright law.

Only those pages that are specifically enabled by the program and indicated by the presence of the print icon may be printed and reproduced in classroom quantities by individual teachers using the corresponding student's textbook or kit as the major vehicle for regular classroom instruction. Requests for information on other matters regarding duplication of this work should be submitted through our Permissions website at <https://customercare.hmhco.com/contactus/Permissions.html> or mailed to Houghton Mifflin Harcourt Publishing Company, Attn: Compliance, 9400 Southpark Center Loop, Orlando, Florida 32819-8647.

HOUGHTON MIFFLIN HARCOURT and the HMH Logo are trademarks and service marks of Houghton Mifflin Harcourt Publishing Company. You shall not display, disparage, dilute or taint Houghton Mifflin Harcourt trademarks and service marks or use any confusingly similar marks, or use Houghton Mifflin Harcourt marks in such a way that would misrepresent the identity of the owner. Any permitted use of Houghton Mifflin Harcourt trademarks and service marks inures to the benefit of Houghton Mifflin Harcourt Publishing Company.

All other trademarks, service marks or registered trademarks appearing on Houghton Mifflin Harcourt Publishing Company websites are the trademarks or service marks of their respective owners.

r7.22

* assessed on Weekly Assessment and/or Module Assessment

Gray shading indicates lower priority instruction

© Houghton Mifflin Harcourt Publishing Company

Teacher's Guide = pp. T

Grade K Module 8 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: From Plant to Plate pp. T26–T27	Oral Language p. T38 Interactive Reading p. T39 <i>Plants Feed Me</i> (Read Aloud Book); BookStix 8.1a	Steps in a Sequence* pp. T48–T49 <i>Plants Feed Me</i> (Read Aloud Book); BookStix 8.1a <i>myBook</i> p. 88 Read Aloud pp. T50–T51 <i>Planting Seeds</i> (Big Book); BookStix 8.1b	Shared Reading pp. T60–T61 <i>Planting Seeds</i> (Big Book and Little Books); BookStix 8.1b	Response to Text p. T70 <i>Planting Seeds</i> (Big Book and Little Books) <i>myBook</i> p. 89 Oral Language p. T71 <i>myBook</i> p. 90
Reading and Vocabulary	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Read Aloud pp. T28–T29 <i>Plants Feed Me</i> (Read Aloud Book); BookStix 8.1a	Warm-Up Routines: Deleting Phonemes; Adding Phonemes; Blending Syllables Phonological Awareness: Blend Phonemes Into Words Word Work: Long <i>a</i> and Long <i>i</i> Phonics: Long <i>a</i> and Long <i>i</i> Words to Know: <i>know, out, same, take</i> Lesson Slides: From Plant to Plate, Week 1, Lesson 2	Warm-Up Routines: Segmenting Syllables; Blending Syllables; Blending Phonemes Phonological Awareness: Segment Words into Phonemes Phonics: Long <i>a</i> and Long <i>i</i> Read Decodable Text: <i>Lime Cake</i> Lesson Slides: From Plant to Plate, Week 1, Lesson 3	Warm-Up Routines: Blending Phonemes; Blending Syllables; Segmenting Syllables Phonological Awareness: Segment Words into Phonemes Phonics: Long <i>a</i> and Long <i>i</i> Read Decodable Text: <i>Bake Shop</i> Lesson Slides: From Plant to Plate, Week 1, Lesson 4	Warm-Up Routines: Segmenting Syllables; Blending Syllables; Adding Syllables Phonological Awareness: Review Blending and Segmenting Phonemes Phonics: Long <i>a</i> and Long <i>i</i> Words to Know: Review Words: <i>know, out, same, take, tell, well, who, your</i> Review Decodable Text: <i>Lime Cake</i> and <i>Bake Shop</i> Lesson Slides: From Plant to Plate, Week 1, Lesson 5
Foundational Skills				
Warm-Up Routines: Changing Phonemes; Deleting Phonemes; Blending Syllables Phonological Awareness: Blend Phonemes into Words; Isolate Middle Sounds Phonics*: Long <i>a</i> (VCe); Long <i>i</i> (VCe) Words to Know*: <i>know, out, same, take</i> Lesson Slides: From Plant to Plate, Week 1, Lesson 1				
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Opinion Writing: Features of Opinion Writing p. T34 Write an Opinion Piece p. T35	Read an Opinion Model p. T44 Analyze Opinion and Reasons p. T45	Opinion: Fact and Opinion p. T56 Interactive Writing: Plan an Opinion Piece p. T57	Grammar: Complete Sentences p. T66 Interactive Writing: Draft an Opinion Piece p. T67	Grammar: Fixing Incomplete Sentences p. T76 Interactive Writing: Revise and edit an Opinion Piece p. T77

* assessed on Weekly Assessment and/or Module Assessment

Gray shading indicates lower priority instruction

© Houghton Mifflin Harcourt Publishing Company

Teacher's Guide = pp. T

Grade K Module 8 Week 1
Small Group/Independent Options
Practice and Reinforce Foundational Skills

- Phonics Interactive Practice
 - Fiddle in the Middle: Long *a* and Long *i*
- Start Right Readers
 - Book 7, *Bugs, Bugs, Bugs*, p. 52
 - Book 7, *Slug Must Nap*, p. 60
 - Book 8, *Lime Cake*, p. 4
 - Book 8, *Bake Shop*, p. 12
- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Words with Short and Long *a* (Session 112)
 - Phonics: Works with Words with Short and Long *i* (Session 110)
 - Phonemic Awareness: Blend Phonemes (Session 49)
 - Phonemic Awareness: Isolate Medial Sound (Session 45)
 - Phonemic Awareness: Segment Phonemes (Session 51)

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 27: Text Features 2

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 15.1–15.2: Agree and Disagree

Literacy Centers, pp. T15–T19

* assessed on Weekly Assessment and/or Module Assessment

Gray shading indicates lower priority instruction

© Houghton Mifflin Harcourt Publishing Company

Teacher's Guide = pp. T

Grade K Module 8 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
Oral Language p. T86 Determine Word Meaning p. T87	Oral Language p. T98 Interactive Reading p. T99 <i>Up in the Garden and Down in the Dirt</i> (Read Aloud Book); BookStix 8.2a	Compare and Contrast* pp. T108—T109 <i>Up in the Garden and Down in the Dirt</i> (Read Aloud Book) myBook p. 91 Read Aloud pp. T110—T111 <i>Earthworms</i> (Big Book); BookStix 8.2b	Shared Reading pp. T120—T121 <i>Earthworms</i> (Big Book and Little Books); BookStix 8.2b	Response to Text p. T130 <i>Earthworms</i> (Big Book and Little Books) myBook p. 92 Oral Language p. T131 myBook p. 93
Reading and Vocabulary	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Read Aloud pp. T88—T89 <i>Up in the Garden and Down in the Dirt</i> (Read Aloud Book); BookStix 8.2a	Warm-Up Routines: Blending Phonemes; Segmenting Phonemes; Changing Phonemes Phonological Awareness: Isolate Final Sounds Word Work: Long o and u Phonics: Long o and Long u Words to Know: <i>many, right, home, like</i> Lesson Slides: From Plant to Plate, Week 2, Lesson 7	Warm-Up Routines: Adding Syllables; Adding Phonemes; Deleting Phonemes Phonological Awareness: Segment Words into Phonemes Phonics: Long o and Long u Read Decodable Text: <i>Hen and Mule</i> Lesson Slides: From Plant to Plate, Week 2, Lesson 8	Warm-Up Routines: Blending Phonemes; Deleting Phonemes; Adding Phonemes Phonological Awareness: Segment Words into Phonemes Phonics: Long o and Long u Read Decodable Text: <i>Big Stones</i> Lesson Slides: From Plant to Plate, Week 2, Lesson 9	Warm-Up Routines: Blending Phonemes; Changing Phonemes; Adding Phonemes Phonological Awareness: Review Isolating Sounds and Segmenting Phonics: Long o and Long u Words to Know: Review Words: <i>home, know, like, many, out, right, same, take</i> Review Decodable Text: <i>Hen and Mule</i> and <i>Big Stones</i> Lesson Slides: From Plant to Plate, Week 2, Lesson 10
Foundational Skills				
Warm-Up Routines: Changing Phonemes; Adding Phonemes; Deleting Phonemes Phonological Awareness: Isolate Final Sounds; Isolate Middle Sounds Phonics*: Long o (VCe); Long u (VCe) Words to Know*: <i>home, like, many, right</i> Lesson Slides: From Plant to Plate, Week 2, Lesson 6				

Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Features of Opinion Writing, p. T94 Independent Writing: Plan an Opinion Piece p. T95	Read an Opinion Model, p. T104 Independent Writing: Organize an Opinion Piece p. T105	Model Writing a Draft p. 116 Independent Writing: Draft an Opinion Piece p. T117	Model Revising and Editing p. 126 Independent Writing: Revise and Edit an Opinion Piece p. T127	Review Captions p. T136 Independent Writing: Publish an Opinion Piece p. T137

* assessed on Weekly Assessment and/or Module Assessment

Gray shading indicates lower priority instruction

© Houghton Mifflin Harcourt Publishing Company

Teacher's Guide = pp. T

Grade K Module 8 Week 2	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers - Book 8, <i>Lime Cake</i>, p. 4 - Book 8, <i>Bake Shop</i>, p. 12 - Book 8, <i>Hen and Mule</i>, p. 20 - Book 8, <i>Big Stones</i>, p. 28 - Blending Board - Foundational Skills and Word Study Studio - Phonics: Words with Short and Long <i>o</i> (Session 111) - Phonics: Words with Short and Long <i>u</i> (Session 113) - Phonemic Awareness: Isolate Final Sound (Session 43) - Phonemic Awareness: Isolate Medial Sound (Session 45) - Phonemic Awareness: Segment Phonemes (Session 51)	Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 21: Put It Together! Support English Language Development - Tabletop Minilessons: English Language Development 15.2—15.3: Agree and Disagree Literacy Centers , pp. T15–T19

* assessed on Weekly Assessment and/or Module Assessment

Gray shading indicates lower priority instruction

© Houghton Mifflin Harcourt Publishing Company

Teacher's Guide = pp. T

Grade K Module 8 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
Collaborative Discussion p. T146 Determine Word Meaning p. T147	Oral Language p. T158 Interactive Reading p. T159 <i>PB & J Hooray!</i> (Read Aloud Book); BookStix 8.3a	Steps In a Sequence* pp. T168—T169 <i>PB & J Hooray!</i> (Read Aloud Book); BookStix 8.3a <i>myBook</i> p. 94 Read Aloud pp. T170—T171 <i>Growing Vegetable Soup</i> (Big Book); BookStix 8.3b	Shared Reading pp. T180—T181 <i>Growing Vegetable Soup</i> (Big Book and Little Books); BookStix 8.3b	Response to Text p. T190 <i>Growing Vegetable Soup</i> (Big Book and Little Books) <i>myBook</i> p. 95 Oral Language p. T191 <i>myBook</i> p. 96
Reading and Vocabulary	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Read Aloud pp. T148—T149 <i>PB & J Hooray!</i> (Read Aloud Book); BookStix 8.3a	Warm-Up Routines: Adding Syllables; Adding Phonemes; Deleting Phonemes Phonological Awareness: Isolate Medial Vowel Sounds Phonics: Long e (ee) Read Decodable Text: <i>Buds Need Bees!</i> Lesson Slides: From Plant to Plate, Week 3, Lesson 12	Warm-Up Routines: Changing Phonemes; Deleting Phonemes; Adding Phonemes Phonological Awareness: Segment Words into Phonemes Phonics: Long e (ee) Word Work: Long e Words to Know: <i>keep, made, would, why</i> Lesson Slides: From Plant to Plate, Week 3, Lesson 13	Warm-Up Routines: Segmenting Syllables; Blending Syllables; Blending Phonemes Phonological Awareness: Segment Words into Phonemes Phonics: Long e (ee) Read Decodable Text: <i>Bee Hive</i> Lesson Slides: From Plant to Plate, Week 3, Lesson 14	Warm-Up Routines: Segmenting Syllables; Blending Syllables; Blending Phonemes Phonological Awareness: Review Isolating Sounds and Segmenting Words into Phonemes Phonics: Long e (ee) Words to Know: Review Words: <i>home, keep, like, made, many, right, why, would</i> Read Decodable Text: <i>Buds Need Bees!</i> and <i>Bee Hive</i> Lesson Slides: From Plant to Plate, Week 3, Lesson 15
Foundational Skills				
Warm-Up Routines: Segmenting Syllables; Segmenting Phonemes; Changing Phonemes Phonological Awareness: Isolate Medial Vowel Sounds Phonics*: Long e (ee) Word Work: Long e Words to Know*: <i>keep, made, would, why</i> Lesson Slides: From Plant to Plate, Week 3, Lesson 11				
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Organizing Opinion Writing p. T154 Interactive Writing: Plan an Opinion Piece p. T155	Grammar: Future-Tense Verbs p. T164 Interactive Writing: Organize an Opinion Piece p. T165	Adding Reasons p. T176 Interactive Writing: Draft an Opinion Piece p. T177	Grammar: Past- and Present-Tense Verbs p. T186 Interactive Writing: Revise and Edit an Opinion Piece p. T187	Strong Endings p. T196 Interactive Writing: Publish an Opinion Piece p. T197

* assessed on Weekly Assessment and/or Module Assessment

Gray shading indicates lower priority instruction

© Houghton Mifflin Harcourt Publishing Company

Teacher's Guide = pp. T

Grade K Module 8 Week 3	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers - Book 8, <i>Hen and Mule</i>, p. 20 - Book 8, <i>Big Stones</i>, p. 28 - Book 8, <i>Buds Need Bees!</i>, p. 36 - Book 8, <i>Bee Hive</i>, p. 44 - Blending Board - Foundational Skills and Word Study Studio - Phonics: Words with Short and Long e (Session 109) - Phonemic Awareness: Isolate Medial Sound (Session 45) - Phonemic Awareness: Segment Phonemes (Session 51)	Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 29: What is Most Important Support English Language Development - Tabletop Minilessons: English Language Development 16.1–16.2: Persuade Literacy Centers, pp. T15–T19

* assessed on Weekly Assessment and/or Module Assessment

Gray shading indicates lower priority instruction

© Houghton Mifflin Harcourt Publishing Company

Teacher's Guide = pp. T

Grade K Module 8 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 p. T206 Determine Word Meaning p. T207	Oral Language p. T218 Interactive Reading p. T219 <i>Rainbow Stew</i> (Read Aloud Book); BookStix 8.4a	Author's Purpose and Craft* pp. T228—T229 <i>Rainbow Stew</i> (Read Aloud Book) myBook p. 97 Read Aloud pp. T230—T231 <i>How Does Your Salad Grow?</i> (Big Book); BookStix 8.4b	Shared Reading pp. T240—T241 <i>How Does Your Salad Grow?</i> (Big Book and Little Books); BookStix 8.4b	Response to Text p. T250 <i>Rainbow Stew</i> (Read Aloud Book) myBook p. 98 Oral Language p. T251 myBook p. 99
Reading and Vocabulary	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Read Aloud pp. T208—T209 <i>Rainbow Stew</i> (Read Aloud Book); BookStix 8.4a	Warm-Up Routines: Segmenting Syllables; Blending Syllables; Adding Phonemes Phonological Awareness: Add Syllables Word Work: Soft <i>c</i> and <i>g</i> Phonics: Soft <i>c</i> and <i>g</i> Words to Know: <i>all, into, make, time</i> Lesson Slides: From Plant to Plate, Week 4, Lesson 17	Warm-Up Routines: Segmenting Syllables; Blending Syllables; Deleting Phonemes Phonological Awareness: Delete Syllables Phonics: Soft <i>c</i> and <i>g</i> Read Decodable Text: <i>Rice Is Nice!</i> Lesson Slides: From Plant to Plate, Week 4, Lesson 18	Warm-Up Routines: Isolating Phonemes; Changing Phonemes; Deleting Phonemes Phonological Awareness: Delete Syllables Phonics: Soft <i>c</i> and <i>g</i> Read Decodable Text: <i>Rice Race</i> Lesson Slides: From Plant to Plate, Week 4, Lesson 19	Warm-Up Routines: Segmenting Syllables; Deleting Phonemes; Adding Phonemes Phonological Awareness: Review Adding and Deleting Syllables Phonics: Soft <i>c</i> and <i>g</i> Words to Know: Review Words: <i>all, home, into, keep, know, like, made, make, many, out, right, same, take, time, why, would</i> Review Decodable Texts: <i>Rice is Nice!</i> and <i>Rice Race</i> Lesson Slides: From Plant to Plate, Week 4, Lesson 20
Foundational Skills				Writing Workshop
Warm-Up Routines: Segmenting Phonemes; Blending Phonemes; Blending Syllables Phonological Awareness: Add Syllables; Isolate Final Sounds Phonics*: Soft Consonant <i>c</i> /s/; Soft Consonant <i>g</i> /j/ Words to Know*: <i>all, into, make, time</i> Lesson Slides: From Plant to Plate, Week 4, Lesson 16				Review Addresses and Envelopes p. T256 Publish Opinion Writing p. T257

* assessed on Weekly Assessment and/or Module Assessment

Gray shading indicates lower priority instruction

© Houghton Mifflin Harcourt Publishing Company

Teacher's Guide = pp. T

Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Build Knowledge and Language
Features of Opinion Writing p. T214 Independent Writing: Plan an Opinion Piece p. T215	Read a Writing Model p. T224 Independent Writing: Organize an Opinion Piece p. T225	Model Writing a Draft p. T236 Independent Writing: Draft an Opinion Piece p. T237	Model Revising and Editing p. T246 Independent Writing: Revise and Edit an Opinion Piece p. T247	Wrap Up the Topic pp. T258—T259

* assessed on Weekly Assessment and/or Module Assessment

Gray shading indicates lower priority instruction

© Houghton Mifflin Harcourt Publishing Company

Teacher's Guide = pp. T

Grade K Module 8 Week 4	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills • Phonics Interactive Practice - o Fill in the Space: Soft <i>c</i> and Soft <i>g</i> • Start Right Readers - o Book 8, <i>Buds Need Bees!</i>, p. 36 - o Book 8, <i>Bee Hive</i>, p. 44 - o Book 8, <i>Rice Is Nice!</i>, p. 52 - o Book 8, <i>Rice Race</i>, p. 60 • Blending Board • Foundational Skills and Word Study Studio - o Phonics: Consonants <i>g</i> /j/ and <i>c</i> /s/ (Session 120) - o Phonemic Awareness: Isolate Final Sound (Session 43) - o Phonological Awareness: Change Syllables (Session 35)	Reinforce Reading Skills and Strategies • Tabletop Minilessons: Reading - o 17: Picture It! Support English Language Development • Tabletop Minilessons: English Language Development - o 16.2– 16.3: Persuade Literacy Centers , pp. T15–T19

* assessed on Weekly Assessment and/or Module Assessment

Gray shading indicates lower priority instruction

© Houghton Mifflin Harcourt Publishing Company

Teacher's Guide = pp. T