

Editable Weekly Plan: Grade 1 Module 4

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 4 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. T22—T23	Warm-Up Routines: Changing Phonemes; Isolating Medial Phonemes; Blending Syllables High-Frequency Words* Phonological Awareness: Alliteration: Digraphs; Blend Phonemes Phonics*: Consonant Digraph <i>ch</i> Lesson Slides: Better Together: Week 1, Lesson 2	Warm-Up Routines: Blending Phonemes; Adding Phonemes; Isolating Phonemes High-Frequency Words* Phonological Awareness: Segment, Manipulate Phonemes Fluency: Intonation Lesson Slides: Better Together: Week 1, Lesson 3	Warm-Up Routines: Segmenting Syllables; Deleting Phonemes; Blending Phonemes High-Frequency Words* Phonological Awareness: Segment, Manipulate Phonemes Phonics Review*: Consonant Digraphs <i>ch</i> , <i>sh</i> and Trigraph <i>shr</i> Lesson Slides: Better Together; Week 1, Lesson 4	Warm-Up Routines: Isolating Phonemes; Blending Syllables; Adding Syllables High-Frequency Words* Phonological Awareness: Teacher's Choice Spelling*: Consonant Digraph <i>ch</i> Lesson Slides: Better Together: Week 1, Lesson 5
Foundational Skills	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Warm-Up Routines: Isolating Initial Phonemes; Final Phonemes; Segmenting Phonemes High-Frequency Words* Phonological Awareness: Alliteration: Digraphs; Blend Phonemes Phonics*: Consonant Digraph <i>ch</i> Spelling*: Consonant Digraph <i>ch</i> Handwriting: Lowercase <i>c</i> Lesson Slides: Better Together 1, Lesson 1	Introduce Oral Vocabulary pp. T40—T41	Introduce Power Words pp. T50—T51	Review Power Words p. T58 Generative Vocabulary* Compound Words p. T59	Vocabulary Strategy* Context Clues pp. T66—T67

Grade 1 Module 4 Week 1, continued				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Reading	Reading	Reading	Reading	Reading
Ideas and Support* pp. T32–T29 <i>Good Sports</i> <i>myBook2</i> pp. 88–89	Topic and Central Idea pp. T42–T43 <i>Baseball Hour</i> (Big Book)	Evaluate pp. T52–T53 <i>Goal!</i> <i>myBook2</i> pp. 90–105	Point of View* pp. T60–T61 <i>Goal!</i> <i>myBook2</i> pp. 90–105	Speaking and Listening/Give and Follow Instructions pp. T68–T69 <i>Goal!</i> <i>myBook2</i> pp. 90–105
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Procedural Text Introducing the Focal Text p. W50	Procedural Text The Read p. W51	Procedural Text Vocabulary p. W52	Procedural Text Prewriting I: Finding a Topic p. W53	Procedural Text Prewriting II: Developing a Topic p. W54
Grammar: Prepositions and Prepositional Phrases* p. W331	Grammar: Prepositions for Where* p. W332	Grammar: Prepositions for When* p. W333	Grammar: Review Statements p. W209	Grammar: Using Prepositions and Prepositional Phrases p. W335

*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment

Gray shading indicates non-priority instruction

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Teacher's Guide = pp. T

Writing Workshop Teacher's Guide = pp. W

Grade 1 Module 4 Week 1	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills <ul style="list-style-type: none"> Start Right Readers <ul style="list-style-type: none"> <i>Chop, Chop, Mix, Mix</i>, pp. T30–T31 <i>Chick Jam, Chick Dip</i>, pp. T38–T39 <i>Rush, Chick</i>, pp. T48–T49 <i>Chick Quits</i>, pp. T56–T57 Phonics Interactive Practice <ul style="list-style-type: none"> Riddle in the Middle: Consonant Digraph <i>ch</i> Fill in the Space: Review <i>ch</i> and <i>sh</i> Blending Board Foundational Skills and Word Study Studio <ul style="list-style-type: none"> Phonics: Digraphs <i>ch</i>, <i>tch</i> (Session 162) Phonics: Digraphs <i>sh</i>, <i>wh</i>, <i>ph</i> (Session 166) Phonemic Awareness: Blend Phonemes (Session 49) Phonemic Awareness: Segment Phonemes (Session 51) Phonemic Awareness: Substitute Phonemes: Initial (Session 161) 	Practice and Reinforce Vocabulary <ul style="list-style-type: none"> Vocabulary Interactive Practice <ul style="list-style-type: none"> Power Words: <i>Goal!</i> Generative Vocabulary: Compound Words Vocabulary Strategy: Context Clues Reinforce Reading Skills and Strategies <ul style="list-style-type: none"> Tabletop Minilessons: Reading <ul style="list-style-type: none"> 15: Ideas and Support 13: Topic and Central Idea 8: Evaluate 19: Point of View 30: Give and Follow Directions Read and Respond Journal <ul style="list-style-type: none"> <i>Cats</i> (Evaluate, Central Idea) Support English Language Development <ul style="list-style-type: none"> Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> 10.1–10.3: Persuade Literacy Centers , pp. T20–T21

Grade 1 Module 4 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 Initial Phonemes; Final Phonemes; Segmenting Phonemes High-Frequency Words* Phonological Awareness: Blend Phonemes Phonics*: Consonant Digraphs <i>th, wh</i> ; Trigraph <i>tch</i> Spelling*: Consonant Digraphs <i>th, wh</i> Handwriting: Lowercase <i>k, v, w</i> Lesson Slides: Better Together: Week 2, Lesson 6	Warm-Up Routines: Changing Phonemes; Deleting Phonemes; Blending Syllables High-Frequency Words* Phonological Awareness: Blend Phonemes Phonics*: Consonant Digraphs <i>th, wh</i> ; Trigraph <i>-tch</i> Lesson Slides: Better Together: Week 2, Lesson 7	Warm-Up Routines: Segmenting Syllables; Deleting Syllables; Blending Phonemes High-Frequency Words* Phonological Awareness: Segment, Count, Manipulate Phonemes Fluency: Accuracy and Self-Correction Phonics: Inflections <i>-s, -es</i> Lesson Slides: Better Together!: Week 2, Lesson 8	Warm-Up Routines: Blending Phonemes; Isolating Phonemes; Deleting Phonemes High-Frequency Words* Phonological Awareness: Segment, Count, Manipulate Phonemes Phonics Review*: Consonant Digraphs <i>th, wh</i> and Trigraph <i>-tch</i> ; Inflections <i>-s, -es</i> Lesson Slides: Better Together!: Week 2, Lesson 9	Warm-Up Routines: Blending Syllables; Isolating Phonemes; Deleting Phonemes High-Frequency Words* Phonological Awareness: Teacher's Choice Spelling*: Consonant Digraphs <i>th, wh</i> Lesson Slides: Better Together!: Week 2, Lesson 10
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Oral Vocabulary pp. T86–T87	Introduce Power Words pp. T96–T97	Review Power Words pp. T106–T107	Generative Vocabulary* Compound Words pp. T114–T115	Review Power Words pp. T122–T123
Reading	Reading	Reading	Reading	Reading
Topic and Central Idea pp. T88–T89 <i>Pelé, King of Soccer</i> (Read Aloud Book)	Synthesize pp. T98–T99 <i>Get Up and Go!</i> <i>myBook2</i> pp. 108–119	Text Features* pp. T108–T109 <i>Get Up and Go!</i> <i>myBook2</i> pp. 108–119	Retell pp. T116–T117 <i>Brontorina</i> <i>myBook2</i> pp. 122–153	Characters* pp. T124–T125 <i>Brontorina</i> <i>myBook2</i> pp. 122–155
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Procedural Text* Drafting I: Elements of a Procedural Text p. W55	Procedural Text Drafting II: Choosing the Right Words p. W56	Procedural Text Drafting III: Adding Art p. W57	Procedural Text Revising I: Time Order Words p. W58	Procedural Text Revising II: Grouping p. W59
Grammar: Proper Nouns and Capitalization* p. W256	Grammar: Names for People, Animals, Places, and Things* p. W257	Grammar: Titles for People* p. W258	Grammar: Review Exclamations p. W234	Grammar: Connect to Writing: Using Proper Nouns p. W260

Grade 1 Module 4 Week 2	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills <ul style="list-style-type: none"> Start Right Readers <ul style="list-style-type: none"> <i>Chicks Hatch</i>, pp. T84–T85 <i>Ducks Hatch</i>, pp. T94–T95 <i>Dogs</i>, pp. T104–T105 <i>Foxes</i>, pp. T112–T113 Blending Board Foundational Skills and Word Study Studio <ul style="list-style-type: none"> Phonics: Digraph <i>th</i> (Session 158) Phonics: Digraphs <i>sh, wh, ph</i> (Session 166) Phonics: Digraphs <i>ch, tch</i> (Session 162) Phonics: Base Words and Endings <i>–s, –es, –ed, –ing</i> (Session 159) Phonemic Awareness: Blend Phonemes (Session 49) Phonemic Awareness: Segment Phonemes (Session 51) Phonemic Awareness: Add Phonemes (Session 54) Phonemic Awareness: Substitute Phonemes (Session 55) 	Reinforce Reading Skills and Strategies <ul style="list-style-type: none"> Tabletop Minilessons: Reading <ul style="list-style-type: none"> 13: Topic and Central Idea 9: Synthesize 20–21: Text Features 5: Retell 16: Characters Read and Respond Journal <ul style="list-style-type: none"> <i>Pop Takes a Trip</i> (retell, characters) Support English Language Development <ul style="list-style-type: none"> Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> 11.1–11.3: Synthesize Literacy Centers, pp. T76–T77
Practice and Reinforce Vocabulary <ul style="list-style-type: none"> Vocabulary Interactive Practice <ul style="list-style-type: none"> Power Words: <i>Get Up and Go!</i> Generative Vocabulary: Compound Words 	

Grade 1 Module 4 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: Adding Phonemes; Segmenting Phonemes; Changing Phonemes High-Frequency Words* Phonological Awareness: Blend Phonemes Phonics*: Initial Blends with s Spelling*: Initial Blends with s Handwriting: Lowercase <i>j, p</i> Lesson Slides: Better Together!: Week 3, Lesson 11	Warm-Up Routines: Segmenting Phonemes; Isolating Phonemes; Adding Phonemes High-Frequency Words* Phonological Awareness: Blend Phonemes Phonics*: Initial Blends with s Lesson Slides: Better Together!: Week 3, Lesson 12	Warm-Up Routines: Segmenting Syllables; Changing Phonemes; Deleting Phonemes High-Frequency Words* Phonological Awareness: Segment, Count Phonemes Fluency: Reading Rate Phonics*: Review <i>sh, th, st</i> Lesson Slides: Better Together!: Week 3, Lesson 13	Warm-Up Routines: Isolating Phonemes; Blending Phonemes; Blending Syllables High-Frequency Words* Phonological Awareness: Segment, Count Phonemes Phonics Review*: Consonant Blends with s and Digraphs <i>sh, th</i> Lesson Slides: Better Together!: Week 3, Lesson 14	Warm-Up Routines: Adding Phonemes; Changing Phonemes; Segmenting Syllables High-Frequency Words* Phonological Awareness: Teacher's Choice Spelling: Initial Blends with s Lesson Slides: Better Together!: Week 3, Lesson 15
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Oral Language pp. T142–T143	Introduce Power Words pp. T152–T153	Review Power Words pp. T162–T163	Generative Vocabulary* Suffixes <i>-et, -est</i> pp. T170–T171	Cumulative Vocabulary Review pp. T178–T179
Reading	Reading	Reading	Reading	Reading
Point of View* pp. T144–T145 <i>The Great Ball Game</i> (Read Aloud Book)	Make Connections pp. T154–T155 <i>If You Plant a Seed</i> <i>myBook2</i> pp. 156–175	Theme* pp. T164–T165 <i>If You Plant a Seed</i> <i>myBook2</i> pp. 156–175	Topic and Central Idea* pp. T168–T169 <i>Color Your World with Kindness</i> <i>myBook2</i> pp. 178–181	Module Wrap-Up pp. T180–T181
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Procedural Text Revising III: Revising for Clarity and Precision p. W60	Procedural Text Editing I: Reviewing for Grammar p. W61	Procedural Text Editing II: Preparing to Publish p. W62	Procedural Text Publishing p. W63	Procedural Text Sharing p. W64
Grammar: Commands* p. W211	Grammar: Commands with <i>That, This, Those*</i> p. W212	Grammar: Commands with <i>That, These, Those</i> p. W213	Grammar: Review Kinds of Sentences p. W239	Grammar: Using Commands p. W215

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Grade 1 Module 4 Week 3	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills <ul style="list-style-type: none"> Start Right Readers <ul style="list-style-type: none"> <i>Hill Cats</i>, pp. T140–T141 <i>Kids Skip</i>, pp. T150–T151 <i>Up Hills</i>, pp. T160–T161 <i>Sleds Slip</i>, pp. T168–T169 Phonics Interactive Practice <ul style="list-style-type: none"> Riddle in the Middle: Review <i>sh</i>, <i>th</i>, <i>st</i> Blending Board Foundational Skills and Word Study Studio <ul style="list-style-type: none"> Phonics: Blends with <i>s</i> (Session 152) Phonemic Awareness: Blend Phonemes (Session 49) Phonemic Awareness: Segment Phonemes (Session 51) 	Reinforce Reading Skills and Strategies <ul style="list-style-type: none"> Tabletop Minilessons: Reading <ul style="list-style-type: none"> 19: Point of View 7: Make Connections 18: Theme 13: Topic and Central Idea 9: Synthesize Read and Respond Journal <ul style="list-style-type: none"> <i>Who Can Help Cat?</i> (Theme)
Practice and Reinforce Vocabulary <ul style="list-style-type: none"> Vocabulary Interactive Practice <ul style="list-style-type: none"> Power Words: <i>If You Plant a Seed</i> Generative Vocabulary: Suffixes <i>-er</i>, <i>-est</i> 	Support English Language Development <ul style="list-style-type: none"> Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> 12.1–12.3: Justify <p>Literacy Centers, pp. T132–T133</p>