Editable Weekly Plan: Grade 1 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 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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Editable Weekly Plan

Grade 1 Module 5 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. T204—T205	**Warm-Up Routines:** Deleting Phonemes; Changing Phonemes; Blending Syllables **High-Frequency Words*** **Phonological Awareness**: Blend, Manipulate Phonemes **Phonics*:** Initial Blends with *l* **Lesson Slides**: Now you See It, Now You Don't, Week 1, Lesson 2	**Warm-Up Routines:** Blending Phonemes; Adding Phonemes; Isolating Phonemes **High-Frequency Words*** **Phonological Awareness**: Segment, Count Phonemes **Fluency:** Expression **Lesson Slides**: Now You See It, Now You Don't, Week 1, Lesson 3	**Warm-Up Routines:** Segmenting Syllables; Isolating Phonemes; Changing Phonemes **High-Frequency Words*** **Phonological Awareness**: Segment, Count Phonemes **Phonics Review*:** Initial Blends *st, sl, fl, cl* **Lesson Slides:** Now You See It, Now You Don't: Week 1, Lesson 4	**Warm-Up Routines:** Blending Syllables, Deleting Phonemes, Isolating FInal Phonemes **High-Frequency Words*** **Phonological Awareness**: Teacher's Choice **Spelling*:** Initial Blends with *l* **Lesson Slides:** Now You See It, Now You Don't: Week 1, Lesson 5
Foundational Skills	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Warm-Up Routines: Segmenting Phonemes; Isolating Phonemes; Deleting Phonemes **High-Frequency Words*** **Phonological Awareness**: Blend, Manipulate Phonemes **Phonics*:** Initial Blends with *l* **Spelling*:** Initial Blends with *l* **Handwriting:** Lowercase *m, n* **Lesson Slides**: Now You See It, Now You Don't, Week 1, Lesson 1	**Introduce Oral Vocabulary** pp. T222—T223	**Introduce Power Words** pp. T232—T233	**Review Power Words** p. T240 **Generative Vocabulary*** Suffixes *–er, -est* p. T241	**Vocabulary Strategy*** Reference Sources pp. T248—T249

*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment
Gray shading indicates non-priority instruction

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Grade 1 Module 5 Week 1, continued				
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Text Features* pp. T214—T215 *Super Shadows* *my*Book3 pp. 6–7	**Text Features*** pp. T224—T225 *On Earth* (Big Book)	**Make Inferences** pp. T234—T235 *The Black Rabbit* *my*Book3 pp. 8-33	**Story Structure*** pp. T242—T243 *The Black Rabbit* *my*Book3 pp. 8-33	**Digital Tools** pp. T250—T251
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**
Imaginative Story Introducing the Focal Text p. W66	**Imaginative Story** The Read p. W67	**Imaginative Story** Vocabulary p. W68	**Imaginative Story** Prewriting I: Finding a Topic p. W69	**Imaginative Story** Prewriting II: Developing a Topic p. W70
Grammar: Subjects and Verbs* p. W216	**Grammar:** Subject and Verb Agreement* p. W217	**Grammar:** Verbs with *–s** p. W218	**Grammar:** Review Singular and Plural Nouns p. W254	**Grammar:** Connect to Writing: Using Subjects and Verbs Correctly p. W220

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Grade 1 Module 5 Week 1

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
  - *Red Hen Skit,* pp. T212—T213
  - *Bags, Blocks, and Rags,* pp. T220—T221
  - *Skit Jobs,* pp. T230—T231
  - *Skit Day,* pp. T238—T239
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Blends with *l* (Session 150)
  - Phonemic Awareness: Blend Phonemes (Session 49)
  - Phonemic Awareness: Add Phonemes (Session 54)
  - Phonemic Awareness: Segment Phonemes (Session 51)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
  - *o* Power Words: *The Black Rabbit*
  - o Generative Vocabulary: Suffixes *–er, -est*
  - o Vocabulary Strategy: Reference Sources

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - o 20-21: Text Features
  - o 6: Make Inferences
  - o 17: Story Structure
  - o 35: Digital Tools
- Read and Respond Journal
  - o *Tree Frog Sings His Song* (Make Inferences)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - **o** 13.1—13.3: Recount Information

Literacy Centers, pp. T202—T203

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Grade 1 Module 5 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: Adding Phonemes; Segmenting Phonemes; Changing Phonemes **High-Frequency Words*** **Phonological Awareness**: Blend, Manipulate Phonemes **Phonics*:** Initial Blends with r **Spelling*:** Initial Blends with *r* **Handwriting:** Uppercase *L, T, I, H* **Lesson Slides**: Now You See It, Now You Don't, Week 2, Lesson 6	**Warm-Up Routines:** Isolating Phonemes; Segmeting Phonemes; Blending Syllables **High-Frequency Words*** **Phonological Awareness**: Blend, Manipulate Phonemes **Phonics*:** Initial Blends with *r* **Lesson Slides**: Now You See It, Now You Don't, Week 2, Lesson 7	**Warm-Up Routines:** Deleting Syllables; Blending Syllables; Segmenting Syllables **High-Frequency Words*** **Phonological Awareness**: Segment, Count, Manipulate Phonemes **Fluency:** Phrasing **Phonics:** Compound Words **Lesson Slides**: Now You See It, Now You Don't, Week 2, Lesson 8	**Warm-Up Routines:** Blending Phonemes; Deleting Phonemes; Isolating Medial Phonemes **High-Frequency Words*** **Phonological Awareness**: Segment, Count, Manipulate Phonemes **Phonics Review*:** Initial Blends with *r;* Compound Words **Lesson Slides**: Now You See It, Now You Don't, Week 2, Lesson 9	**Warm-Up Routines:** Isolating Phonemes; Changing Phonemes; Adding Syllables **High-Frequency Words*** **Phonological Awareness**: Teacher's Choice **Spelling*:** Initial Blends with *r* **Lesson Slides:** Now You See It, Now You Don't, Week 2, Lesson 10
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Introduce Oral Vocabulary pp. T268—T269	**Introduce Power Words** pp. T278—T279	**Review Power Words** pp. T288—T289	**Generative Vocabulary*** Inflection *–s* pp. T296—T297	**Review Power Words** pp. T304—T305
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Text Features* pp. T270—T271 *How Do You Know It's Winter?* (Read Aloud Book)	**Make and Confirm Predictions** pp. T280—T281 *Day and Night* *my*Book3 pp. 34-45	**Text Features*** pp. T290—T291 *Day and Night* *my*Book3 pp. 34-45	**Make Connections** pp. T298-T299 *The Best Season* *my*Book3 pp. 48—63	**Ideas and Support*** pp. T306—T307 *The Best Season* *my*Book3 pp. 48—65
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**
Imaginative Story Drafting I: Elements of an Imaginative Narrative p. W71	**Imaginative Story** Drafting II: Choosing the Right Words p. W72	**Imaginative Story** Drafting III: Adding Art p. W73	**Imaginative Story** Revising I: Pronouns p. W74	**Imaginative Story** Revising II: Grouping p. W11
Grammar: Verbs and Time* p. W291	**Grammar:** Verbs with *–ed** p. W292	**Grammar:** Present and Past Time* p. W293	**Grammar:** Review Sentence Parts p. W204	**Grammar:** Connect to Writing: Using Present and Past Tense Verbs p. W295

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Grade 1 Module 5 Week 2

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
  - *Red, Red, Red,* pp. T266—T267
  - *Big Crops,* pp. T276—T277
  - *Fetch, Dash, Dig,* pp. T286—T287
  - *Red, Red Sunset,* pp. T294–T295
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Blends with *r* (Session 147)
  - Phonics: Compound Words (Session 194)
  - Phonemic Awareness: Blend Phonemes (Session 49)
  - Phonemic Awareness: Delete Phonemes (Session 221)
  - Phonemic Awareness: Segment Phonemes (Session 51)
  - Phonemic Awareness: Add Phonemes (Session 54)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
  - Power Words: Day and Night
  - Generative Vocabulary: Inflection *-s*
  - Power Words: The Best Season

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 20-21: Text Features
  - 10: Make and Confirm Predictions
  - 7: Make Connections
  - 15: Ideas and Support
- Read and Respond Journal
  - *Sick Day* (Make Connections)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 14.1–14.3: Cause and Effect

Literacy Centers, pp. T258—T259

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Grade 1 Module 5 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*:** Final Blends **Spelling*:** Final Blends **Handwriting:** Uppercase *D, F, P* **Lesson Slides**: Now You See It, Now You Don't, Week 3, Lesson 11	**Warm-Up Routines:** Deleting Phonemes; Isolating Phonemes; Blending Syllables **High-Frequency Words*** **Phonological Awareness**: Blend Phonemes **Phonics*:** Final Blends **Lesson Slides**: Now You See it, Now You Don't, Week 3, Lesson 12	**Warm-Up Routines:** Segmenting Syllables; Blending Phonemes; Adding Phonemes **High-Frequency Words*** **Phonological Awareness**: Segment, Count Phonemes; Manipulate Phonemes: Change **Fluency:** Intonation **Phonics*:** Inflection *-ed* **Lesson Slides**: Now You See It, Now You Don't, Week 3, Lesson 13	**Warm-Up Routines:** Isolating Phonemes; Deleting Phonemes; Blending Phonemes **High-Frequency Words*** **Phonological Awareness**: Segment, Count Phonemes; Manipulate Phonemes: Change **Phonics Review*:** Review Final Blends and Inflectional Ending *-ed* **Lesson Slides:** Now You See It, Now You Don't, Week 3, Lesson 14	**Warm-Up Routines:** Blending Syllables; Deleting Phonemes; Adding Phonemes **High-Frequency Words*** **Phonological Awareness**: Teacher's Choice **Spelling:** Final Blends **Lesson Slides**: Now You See It, Now You Don't, Week 3, Lesson 15
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Introduce Oral Language pp. T324—T325	**Introduce Power Words** pp. T334—T335	**Review Power Words** pp. T344—T345	**Generative Vocabulary*** Suffixes –y, -ful pp. T352—T353	**Cumulative Vocabulary Review** pp. T360—T361
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Topic and Central Idea* pp. T326—T327 *Oscar and the Moth* (Read Aloud Book)	**Make and Confirm Predictions** pp. T336—T337 *What Are You Waiting For?* *my*Book3 pp. 66-93	**Theme*** pp. T346—T347 *What Are You Waiting For?* *my*Book3 pp. 66-95	**Topic and Central Idea*** pp. T354—T355 *I'm So Hot* *my*Book3 pp. 96—99	**Module Wrap-Up** pp. T362—T363

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Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Imaginative Story Revising III: The Parts of the Narrative p. W76	**Imaginative Story** Editing I: Reviewing for Grammar p. W77	**Imaginative Story** Editing II: Preparing to Publish p. W78	**Imaginative Story** Publishing p. W79	**Imaginative Story** Sharing p. W80
Grammar: The Verb *Be** p. W296	**Grammar:** Using *Is* and *Are** p. W297	**Grammar:** Using *Was* and *Were** p. W298	**Grammar:** Review Adjectives p. W319	**Grammar:** Connect to Writing: Using the Verb p. W300

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Grade 1 Module 5 Week 3

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
  - *Class Six,* pp. T322—T323
  - *Frogs in Class Six,* pp. T332—T333
  - *Crafts in Class Six,* pp. T342—T343
  - *Track in Class Six,* pp. T350—T351
- Phonics Interactive Practice
  - Riddle in the Middle: Final Blends
  - Fill in the Space: Inflection *-ed*
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Final Blends (Session 155)
  - Phonics: Base Words and Endings *–s, -es, -ed, -ing* (Session 159)
  - Phonemic Awareness: Blend Phonemes (Session 49)
  - Phonemic Awareness: Segment Phonemes (Session 51)
  - Phonemic Awareness: Substitute Phonemes: Initial (Session 161)
  - Phonemic Awareness: Substitute Phonemes: Final (Session 178)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
  - Power Words: *What Are You Waiting For?*
  - Generative Vocabulary: Suffixes *–y, -ful*

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 13: Topic and Central Idea
  - 10: Make and Confirm Predictions
  - 18: Theme
  - 9: Synthesize
- Read and Respond Journal
  - *Scott and His Red Pen* (Make and Confirm Predictions, Theme)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 15.1–15.3: Agree and Disagree

Literacy Centers, pp. T314—T315

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