Editable Weekly Plan: Grade 1 Module 1

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 1 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:** Adding Phonemes; Segmenting Phonemes; Changing Phonemes **High-Frequency Words*** **Phonological Awareness**: Blend Onset and Rime; Segment Syllables, Onset/Rime **Phonics*:** Consonants *m, s, t, b*; Short *a* Lesson Slides: Nice to Meet You!: Week 1, Lesson 2	**Warm-Up Routines:** Segmenting Phonemes; Blending Syllables; Adding Initial Phonemes **High-Frequency Words*** **Phonological Awareness**: Alliteration; Isolate Phonemes; Blend Phonemes **Fluency:** Accuracy and Self-Correction Lesson Slides: Nice to Meet You!: Week 1, Lesson 3	**Warm-Up Routines:** Deleting Phonemes; Segmenting Phonemes; Blending Syllables **High-Frequency Words*** **Phonological Awareness**: Alliteration; Isolate Phonemes; Blend Phonemes **Phonics Review*:** Consonants *m, s, t, b*; Short *a* Lesson Slides: Nice to Meet You!: Week 1, Lesson 4	**Warm-Up Routines:** Isolating Phonemes; Segmenting Phonemes; Blending Phonemes **High-Frequency Words*** **Phonological Awareness**: Teacher's Choice **Spelling*:** Short *a* Lesson Slides: Nice to Meet You!: Week 1, Lesson 5
Foundational Skills	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Warm-Up Routines: Isolating Phonemes; Blending Phonemes, Syllables **High-Frequency Words*** **Phonological Awareness**: Blend Onset and Rime; Segment Syllables, Onset/Rime **Phonics*:** Consonants *m, s, t, b*; Short *a* **Spelling*:** Short *a* **Handwriting:** Lowercase *a, d* Lesson Slides: Nice to Meet You! Week 1, Lesson 1	**Introduce Oral Vocabulary** pp. T40–T41	**Introduce Power Words** pp. T48–T49	**Review Power Words** p. T56 **Generative Vocabulary*** Words About Feelings p. T57	**Vocabulary Strategy*** Classify and Categorize pp. T64–T65

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

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Writing Workshop Teacher's Guide = pp. W

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Grade 1 Module 1 Week 1, continued				
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Story Structure* pp. T26–T29 *My First Day* *my*Book pp. 6–7	**Elements of Poetry** pp. T42–T43 *Pete the Cat: Rocking in My School Shoes* (Big Book)	**Ask and Answer Questions** pp. T50-T51 *Try This!* *my*Book pp. 8–19	**Author's Purpose*** pp. T58–T59 *Try This!* *my*Book pp. 8–19	**Speaking and Listening** pp. T66–T67
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**
Oral Story Introducing the Focal Text p. W2	**Oral Story** The Read p. W3	**Oral Story** Vocabulary p. W4	**Oral Story** Finding a Topic p. W5	**Oral Story** Beginning Oral Storytelling p. W6
Grammar: Nouns p. W241	**Grammar: Words that Name People*** p. W242	**Grammar: Words that Name Animals*** p. W243	**Grammar: Review Proper Nouns and Capitalization** p. W259	**Grammar: Using Nouns** p. W245

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Grade 1 Module 1 Week 1

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
  - *The Mat,* pp. T30–T31
  - *Sam at Bat,* pp. T38–T39
  - *Tab at Bat,* pp. T46–T47
  - *Tam at Bat,* pp. T54–T55
- Phonics Interactive Practice
  - Riddle in the Middle: Consonants *m, s, t, b*; Short *a*
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Review: Short *a*; Consonants *m, s, t, c* (Session 123)
  - Phonics: Consonants *b, g* (Session 129)
  - Phonics: Review: Words with Short *a* (Session 142)
  - Phonological Awareness: Blend Onset and Rime (Session 39)
  - Phonemic Awareness: Combine, Segment Syllables (Session 193)
  - Phonological Awareness: Segment Onset and Rime (Session 40)
  - Phonemic Awareness: Isolate Initial Sound (Session 41)
  - Phonemic Awareness: Identify Phonemes (Session 47)
  - Phonemic Awareness: Blend Phonemes (Session 49)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
  - Power Words: *Try This!*
  - Generative Vocabulary: Words About Feelings
  - Vocabulary Strategy: Classify and Categorize

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 17: Story Structure
  - 24: Elements of Poetry
  - 1: Ask and Answer Questions
  - 12: Author's Purpose
- Read and Respond Journal
  - *Pam and Fan* (Elements of Poetry)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 1.1–1.3: Seek Information

Literacy Centers, pp. T20–T21

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Grade 1 Module 1 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 Phonemes; Adding Final Phonemes, Syllables **High-Frequency Words*** **Phonological Awareness**: Blend Onset and Rime; Blend Phonemes **Phonics*:** Consonants *n, d, p, c* /k/; Short *a* **Spelling*:** Short *a* **Handwriting:** Lowercase *a, d* Lesson Slides: Nice to Meet You!: Week 2, Lesson 6	**Warm-Up Routines:** Adding Phonemes; Changing Phonemes; Segmenting Syllables **High-Frequency Words*** **Phonological Awareness**: Blend Onset and Rime; Blend Phonemes **Phonics*:** Consonants *n, d, p, c* /k/; Short *a* Lesson Slides: Nice to Meet You!: Week 2, Lesson 7	**Warm-Up Routines:** Blending Phonemes; Segmenting Syllables; Isolating Medial Phonemes **High-Frequency Words*** **Phonological Awareness**: Segment Onset and Rime **Fluency:** Reading Rate Lesson Slides: Nice to Meet You!: Week 2, Lesson 8	**Warm-Up Routines:** Isolating Phonemes; Segmenting Phonemes; Blending Syllables **High-Frequency Words*** **Phonological Awareness**: Segment Syllables, Onset and Rime **Phonics Review*:** Consonants *n, d, p, c* /k/; Short *a* Lesson Slides: Nice to Meet You!: Week 2, Lesson 9	**Warm-Up Routines:** Adding Phonemes; Segmenting Phonemes, Syllables **High-Frequency Words*** **Phonological Awareness**: Teacher's Choice **Spelling*:** Short *a* Lesson Slides: Nice to Meet You!: Week 2, Lesson 10
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Introduce Oral Vocabulary pp. T84–T85	**Introduce Power Words** pp. T94–T95	**Review Power Words** pp. T102–T103	**Generative Vocabulary*** Inflection *–ed* pp. T110–T111	**Review Power Words** pp. T118–T119
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Story Structure* pp. T86–T87 *You Will Be My Friend!* (Read Aloud Book)	**Monitor and Clarify** pp. T96–T97 *My School Trip* *my*Book pp. 22–33	**Author's Purpose*** pp. T104–T105 *My School Trip* *my*Book pp. 22–35	**Make Inferences** pp. T112–T113 *A Kids' Guide to Friends* *my*Book pp. 36–47	**Topic and Central Idea*** pp. T120–T121 *A Kids' Guide to Friends* *my*Book pp. 36–49
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**
Oral Story Telling and Listening to Stories I p. W7	**Oral Story** Telling and Listening to Stories II p. W8	**Oral Story*** Prewriting: Developing a Written Class Story p. W9	**Oral Story*** Drafting I: Developing the Story p. W10	**Oral Story*** Drafting II: Assessing the Story p. W11
Grammar: Nouns p. W246	**Grammar: Words that Name Places*** p. W247	**Grammar: Words that Name Things*** p. W248	**Grammar: Review Nouns** p. W244	**Grammar: Using Nouns** p. W250

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Grade 1 Module 1 Week 2

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
  - *Dan Can Tap, Tap, Tap,* pp. T82–T83
  - *Tab Can Tap, Tap, Tap,* pp. T92–T93
  - *Map Nap,* pp. T100–T101
  - *Can Tab Nap?,* pp. T108–T109
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Review: Consonants *n, d, p, f* (Session 125)
  - Phonics: Review: Short *a*; Consonants *m, s, t, c* (Session 123)
  - Phonological Awareness: Blend Onset and Rime (Session 39)
  - Phonemic Awareness: Blend Phonemes (Session 49)
  - Phonological Awareness: Segment Onset and Rime (Session 40)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
  - Power Words: *My School Trip*
  - Generative Vocabulary: Inflection *–ed*
  - Power Words: *A Kids' Guide to Friends*

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 17: Story Structure
  - 2: Monitor and Clarify
  - 12: Author's Purpose
  - 6: Make Inferences
  - 13: Topic and Central Idea
- Read and Respond Journal
  - *Bad Cat* (Author's Purpose, Monitor and Clarify)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 2.1–2.3: Infer

Literacy Centers, pp. T74–T75

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Grade 1 Module 1 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: Deleting Initial Phonemes, Final Phonemes; Isolating Phonemes **High-Frequency Words*** **Phonological Awareness**: Alliteration; Segment Phonemes; Blend Phonemes **Phonics*:** Consonants *r, f, s* /z/; Short *i* **Spelling*:** Short *i* **Handwriting:** Lowercase *i, l, t* Lesson Slides: Nice to Meet You!: Week 3, Lesson 11	**Warm-Up Routines:** Isolating Initial Phonemes, Final Phonemes; Segmenting Syllables **High-Frequency Words*** **Phonological Awareness**: Alliteration; Segment Phonemes; Blend Phonemes **Phonics*:** Consonants *r, f, s* /z/; Short *i* Lesson Slides: Nice to Meet You!: Week 3, Lesson 12	**Warm-Up Routines:** Changing Phonemes; Adding Phonemes; Blending Phonemes **High-Frequency Words*** **Phonological Awareness**: Segment Phonemes; Isolate Phonemes: Identify Vowel **Fluency:** Phrasing **Phonics*:** Inflection *–s* Lesson Slides: Nice to Meet You!: Week 3, Lesson 13	**Warm-Up Routines:** Adding Initial Phonemes, Final Phonemes; Blending Phonemes **High-Frequency Words*** **Phonological Awareness**: Segment Phonemes; Isolate Phonemes: Identify Vowel **Phonics Review*:** Consonants *r, f, s* /z/; Short *i;* Inflection *–s* Lesson Slides: Nice to Meet You!: Week 3, Lesson 14	**Warm-Up Routines:** Changing Phonemes; Deleting Phonemes; Isolating Phonemes **High-Frequency Words*** **Phonological Awareness**: Teacher's Choice **Spelling:** Short *i* Lesson Slides: Nice to Meet You!: Week 3, Lesson 15
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Introduce Oral Language pp. T138–T139	**Introduce Power Words** pp. T148–T149	**Review Power Words** pp. T158–T159	**Generative Vocabulary*** Inflection *–ed* pp. T166–T167	**Cumulative Vocabulary Review** pp. T174–T175
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Characters* pp. T140–T141 *Suki's Kimono* (Read Aloud Book)	**Ask and Answer Questions** pp. T150–T151 *Big Dilly's Tale* *my*Book pp. 50–61	**Characters*** pp. T160–T161 *Big Dilly's Tale* *my*Book pp. 50–63	**Characters*** pp. T168–T169 *I'm Me* *my*Book pp. 64–67	**Module Wrap-Up** pp. T176–T177
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**
Oral Story Revising I: Adding Detail p. W12	**Oral Story** Revising II: Finding the Right Words p. W13	**Oral Story** Editing: Capitalizing Proper Nouns p. W14	**Oral Story** Publishing p. W15	**Oral Story** Sharing p. W16
Grammar: Action Verbs* p. W286	**Grammar: Action Words in the Present*** p. W287	**Grammar: Using Action Words** p. W288	**Grammar: Review Possessive Pronouns** p. W279	**Grammar: Using Action Verbs** p. W290

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Grade 1 Module 1 Week 3

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
  - *Tim and Pam,* pp. T136–T137
  - *Dab, Dab, Dab!,* pp. T146–T147
  - *Tin Cans Tip!,* pp. T156–T157
  - *Fin,* pp. T164–T165
- Phonics Interactive Practice
  - Fill in the Space: Inflection *–s*
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Consonants *r, h, s* /z/ (Session 128)
  - Phonics: Review: Consonants *n, d, p, f* (Session 125)
  - Phonics: Review: Short *i* (Session 127)
  - Phonics: Inflection *–s* (Session 133)
  - Phonemic Awareness: Isolate Initial Sound (Session 41)
  - Phonemic Awareness: Segment Phonemes (Session 51)
  - Phonemic Awareness: Blend Phonemes (Session 49)
  - Phonemic Awareness: Isolate Medial Sound (Session 45)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
  - Power Words: *Big Dilly's Tale*
  - Generative Vocabulary: Inflection *–ed*

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 16: Characters
  - 1: Ask and Answer Questions
- Read and Respond Journal
  - *Dex* (Characters)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 3.1–3.3: Describe

Literacy Centers, pp. T128–T129

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