

# 1<sup>st</sup> Grade- Week 4

Dear Parent/Guardian,

During Week 4, your child will review a variety of skills, including the Long a sound, high-frequency words, grammar, and alphabetical order. Also included in this packet, is a decodable passage for your child to read throughout the week. Through repeated reading, your child will build fluency and accuracy of the text.

We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

Links for additional resources to support students at home are listed below for letters and numbers review, sight word practice, colors, shapes, and more:

<https://classroommagazines.scholastic.com/support/learnathome.html>

<https://www.education.com>

<https://www.abcya.com>

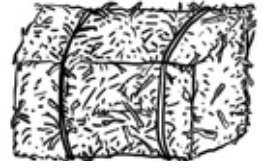
<http://www.sheppardsoftware.com>

<https://www.funbrain.com/>

<https://www.starfall.com/>

Week 4 At A Glance	
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Phonics page 151 <input type="checkbox"/> Read aloud "Rain?" on page 42
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> High Frequency Words page 152 <input type="checkbox"/> Read aloud "Rain?" on page 42
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Grammar page 77 <input type="checkbox"/> Read aloud "Rain?" on page 42
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Alphabetical Order page 160 <input type="checkbox"/> Read aloud "Rain?" on page 42
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read page 42 and complete activity

Name \_\_\_\_\_

The letters **a**, **ai** and **ay** can make the long **a** sound.**apron****train****hay****A. Read the words in the box. Listen for the long a sound. Write the word that names each picture.**

tray

snail

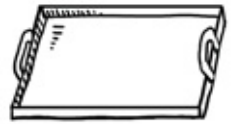
pail

day

1.

**pail**

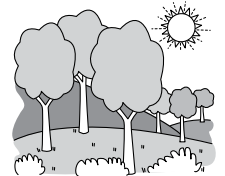
2.



3.



4.

**B. Write your own sentence using a word from the box.**

5.

Name \_\_\_\_\_

**Complete each sentence. Use one of the words in the box.**

about    animal    carry    eight    give    our

1. My dog is about this big.



2. I see \_\_\_\_\_ eggs in the nest.



3. I will \_\_\_\_\_ you this snack.



4. I can use this to \_\_\_\_\_ grapes.



5. This is \_\_\_\_\_ home.



6. A pig is an \_\_\_\_\_.



Name \_\_\_\_\_

Use the verbs **was** and **were** to tell about the past.

Use **was** to tell about one person, place, or thing.

Use **were** to tell about more than one person, place, or thing.

**Write was or were to complete the sentence.**

1. Nate \_\_\_\_\_ in a play today.

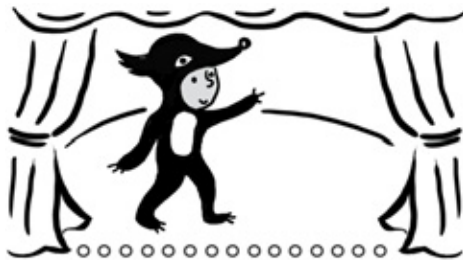
2. Josh and Pam \_\_\_\_\_ in the play, too.

3. The play \_\_\_\_\_ on a big stage.

4. Nate \_\_\_\_\_ a big, bad wolf.

5. Some kids \_\_\_\_\_ the little pigs.

6. The play \_\_\_\_\_ fun to see.



Name \_\_\_\_\_

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

We put words in ABC order by looking at the first letter of each word.

clay      day      go

If words begin with the same letter, we look at the second letter.

bat      bed      box



**Read the two words. Circle the word in ( ) that comes next in ABC order. Write the word.**

1. pail      read      (take      stay)

\_\_\_\_\_  
-----  
**stay**  
\_\_\_\_\_

2. can      five      (past      gold)

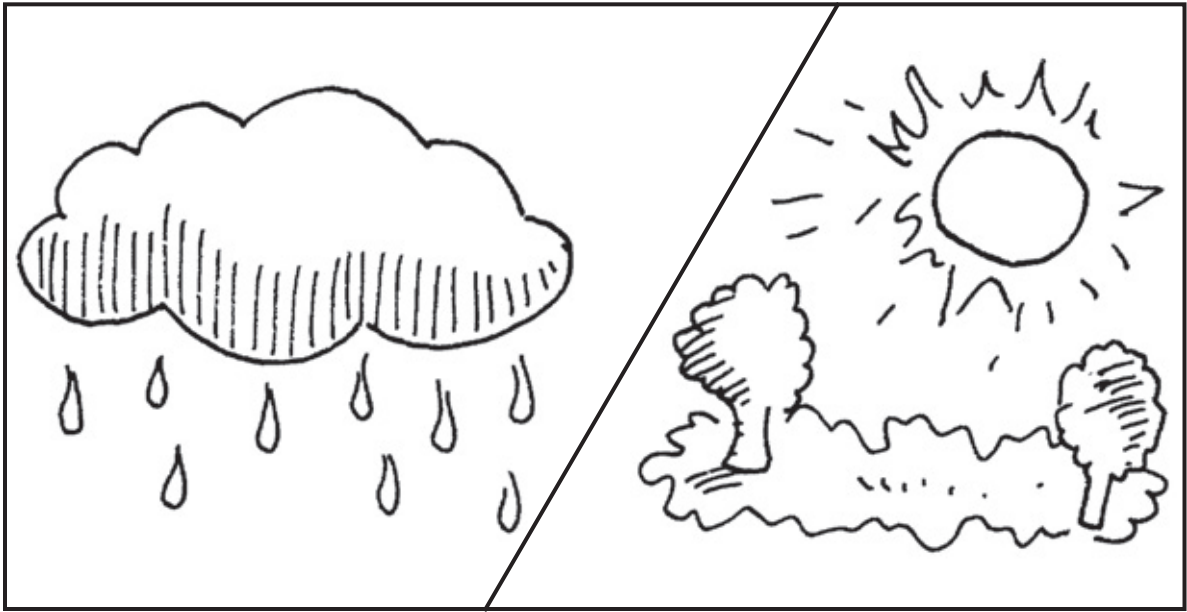
\_\_\_\_\_  
-----  
\_\_\_\_\_  
-----

3. day      hive      (log      men)

\_\_\_\_\_  
-----  
\_\_\_\_\_  
-----

4. kick      loss      (make      nail)

\_\_\_\_\_  
-----  
\_\_\_\_\_



## Rain?

“On which day will it rain?” said Jane.

“On this day,” said Shane.

“We can not go on a hay ride if it rains!”  
said Jane.

“Wait! I see the sun’s rays,” said Shane.

### ★ACTIVITY★

Circle the words  
that have a  
long *a* sound.