

# English and Language Arts

## Kindergarten / Week 8

Week 8 At A Glance		
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Long a (a_e) Page 246 <input type="checkbox"/> Long a: Cut and paste	LAFS.K.RF.3.3.b LAFS.K.L.1.2.d
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Long a picture sorting cards (Cut cards and sort)	LAFS.RF.2.2
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Phonics: Blending Page 248 <input type="checkbox"/> Decodable Passage "A Lake" Page 43	LAFS.K.RF.4.4 LAFS.K.W.1.2
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Sentences with adjectives Page 75 <input type="checkbox"/> Sequence: "What Is the Weather Like?" Page 85	LAFS.K.L.3.5.b LAFS.K.RL.1.2
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Decodable Passage "Dave Can Bake" Page 44	LAFS.K.RF.4.4 LAFS.K.W.1.2

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**Name**

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**Teacher**

Dear Parent/Guardian,

During Week 8, your child will practice a variety of skills, including letter and sounds for long a (a\_e), phonics sorting cards, blending words with -ate, -ame, and -ake, practicing handwriting, sentences with adjectives, and demonstrate comprehension using decodable passages and identifying key details in a sequence.

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/>

<http://www.sheppardsoftware.com/>

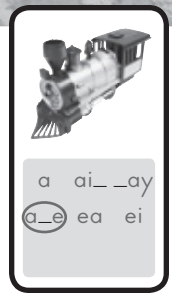
<https://www.funbrain.com/>

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

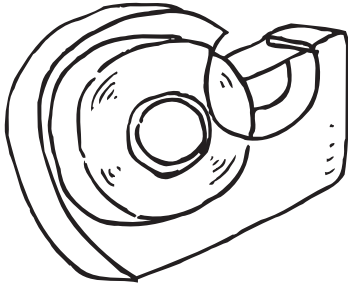
<https://www.abcya.com/>



Name \_\_\_\_\_

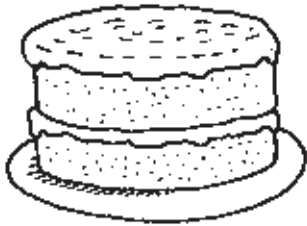


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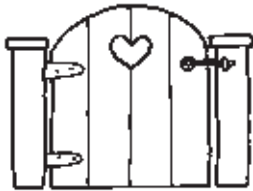
t a p e

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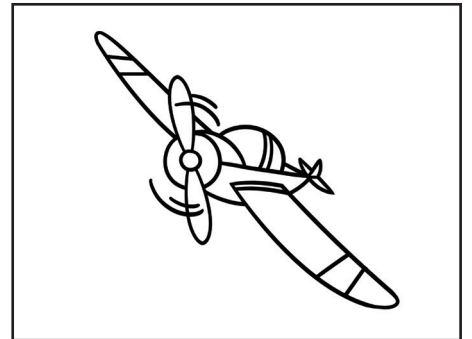
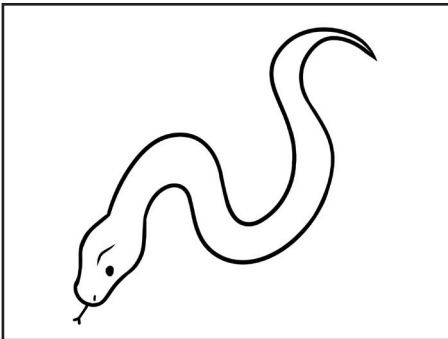
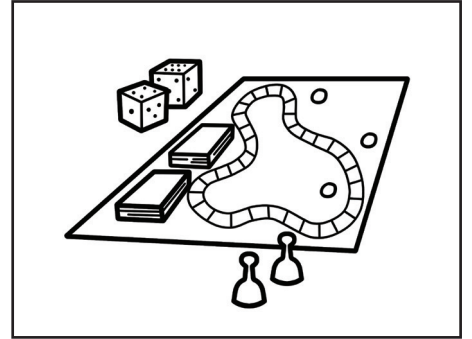
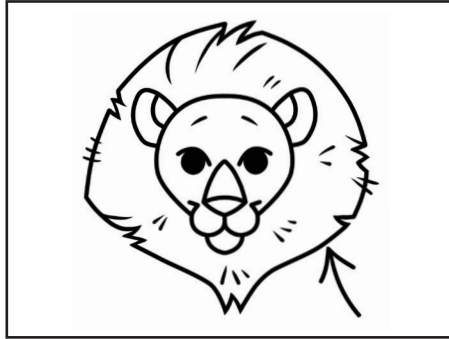
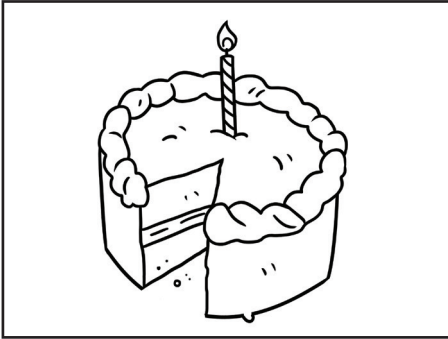
Phonics: /ā/a\_e

Say each picture name. Then write the letters that stand for long *a* in each picture name.

\_\_\_\_\_  
-----  
Name: \_\_\_\_\_

## Long-A Words

Cut out the words. Then glue them to the correct picture.



wave

snake

mane

plane

game

cake

# Long-A Picture Sorting Cards

## Objective:

Students sort each word into a group based on the vowel sound.

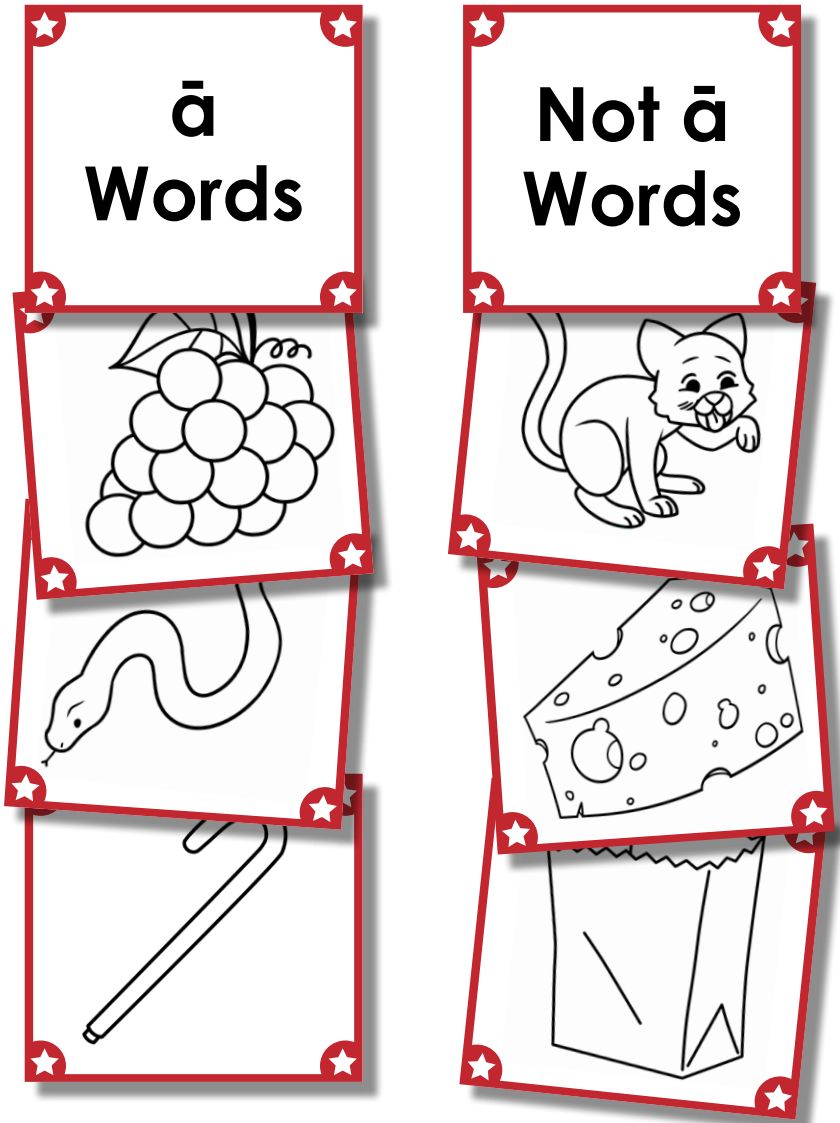
## Set up:

Print the cards on thick paper or card stock.

Cut the cards on the dotted lines.

## How to Play:

Students say the name of each item pictured. Then they sort the item into one of two groups: words with the long-a sound or words without the long-a sound.



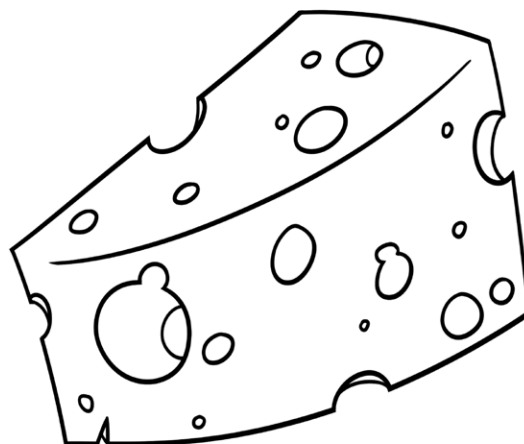
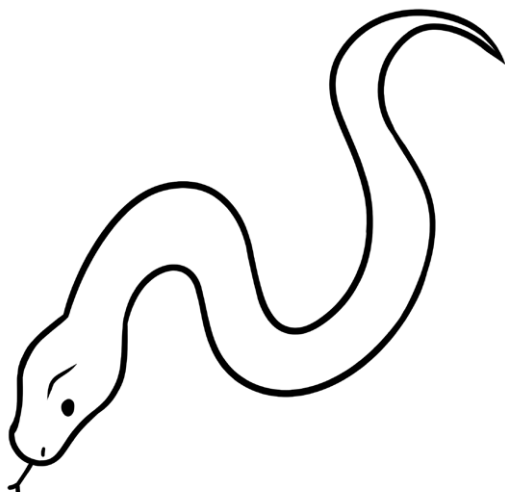
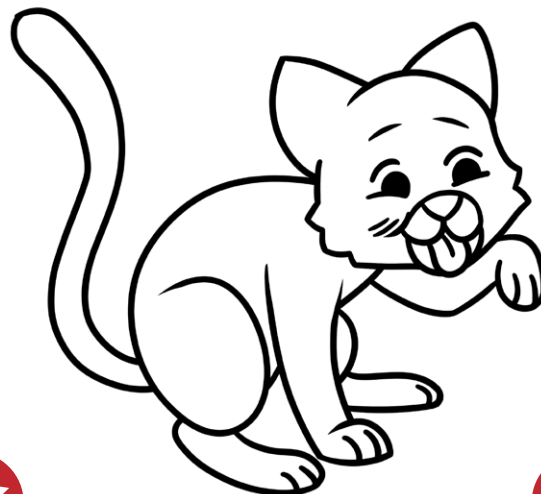
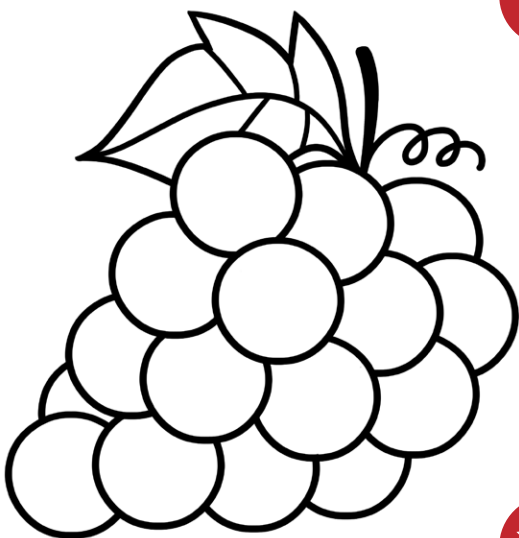
**ā Words:** grapes, snake, cane, plane, plate, frame, tape, skate, game, cape, cake, cage, crane, rake

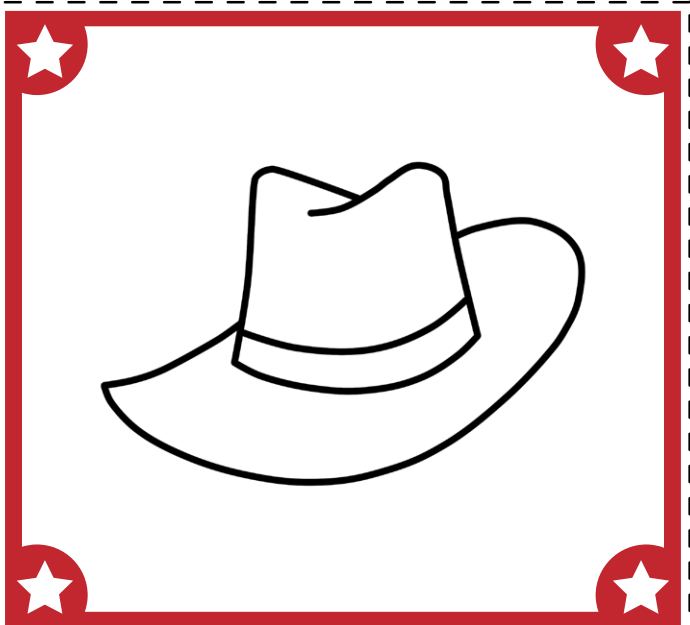
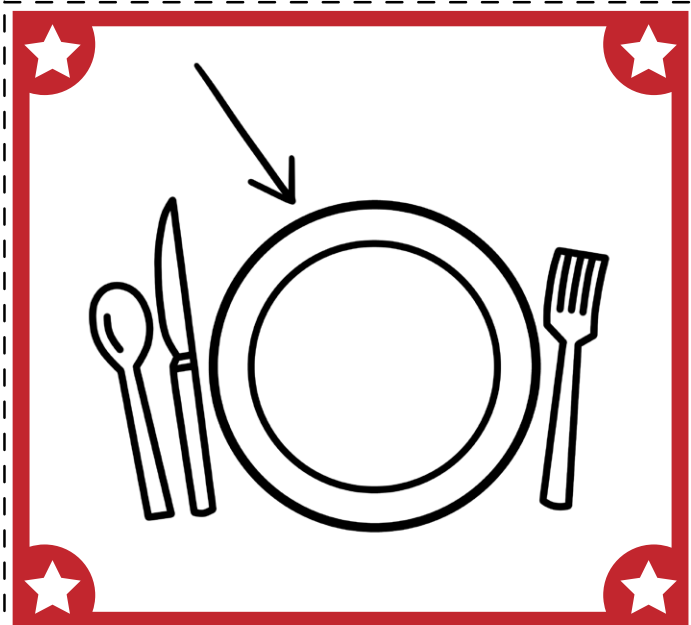
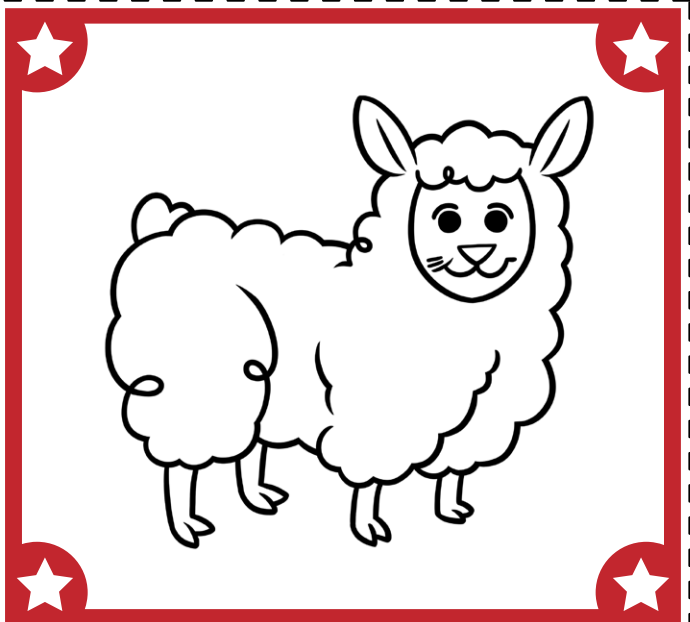
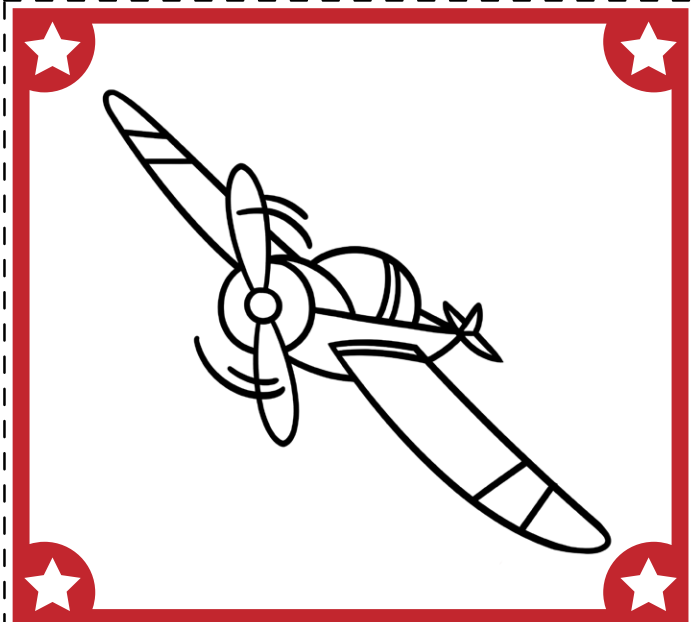
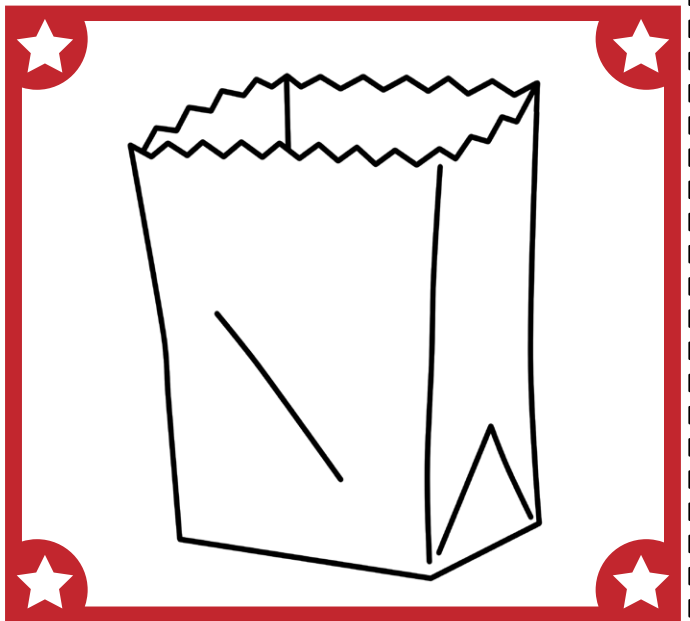
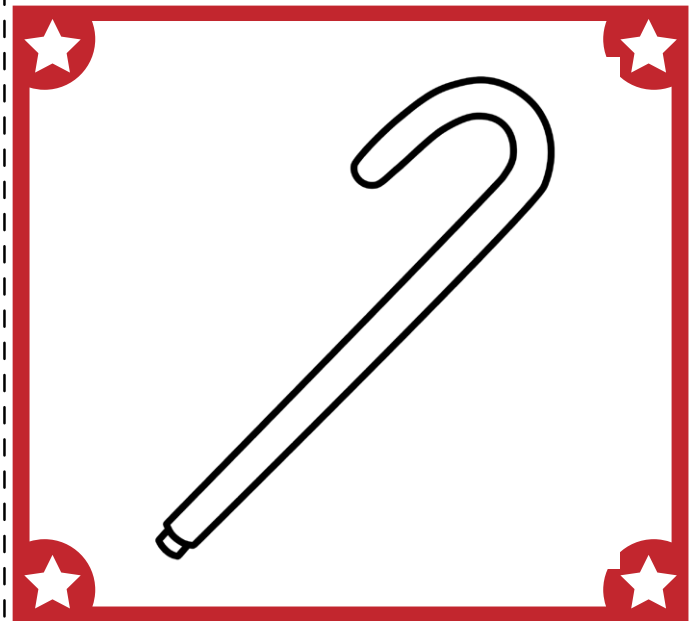
**Not ā Words:** cat, cheese, bag, sheep, hat, drill, frog, flower, van, ship, rat, can, fan, shoes

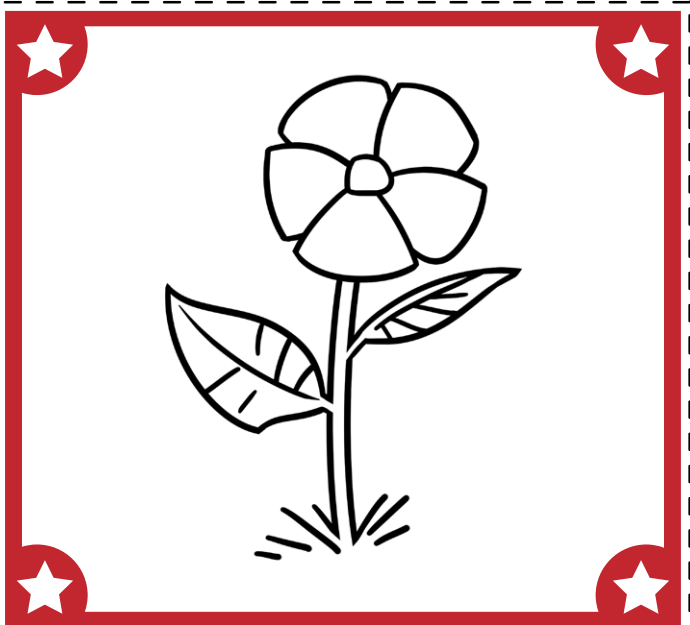
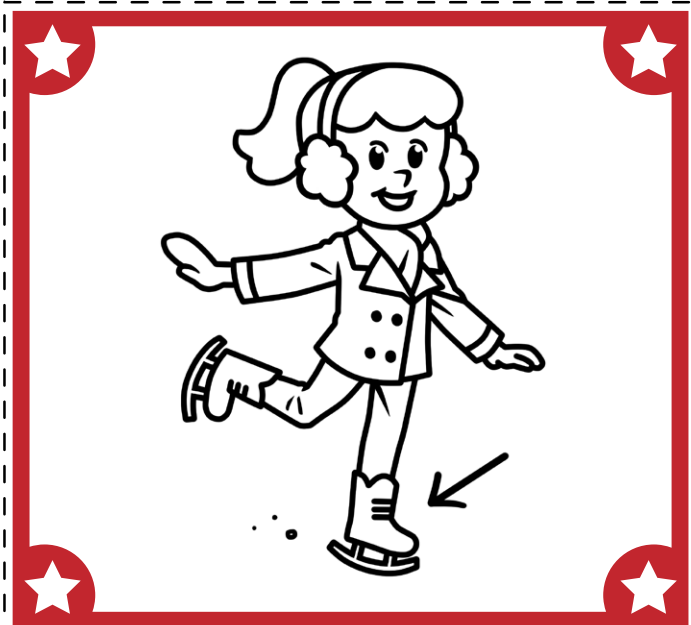
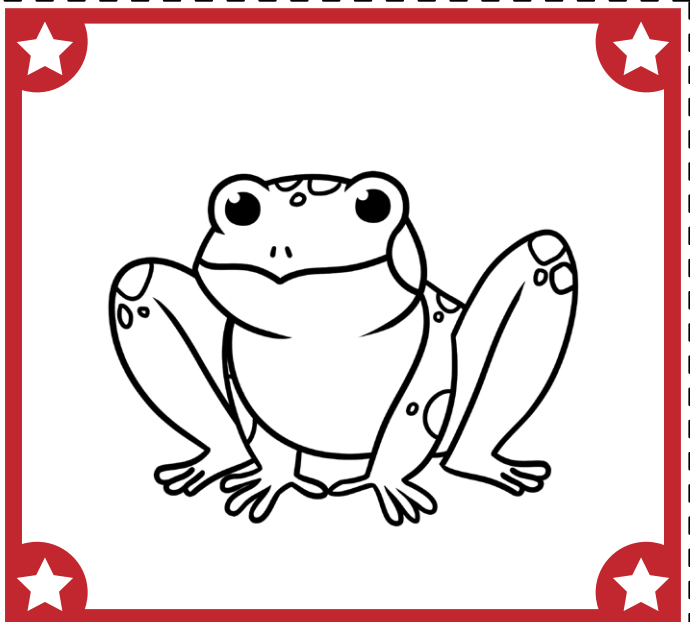
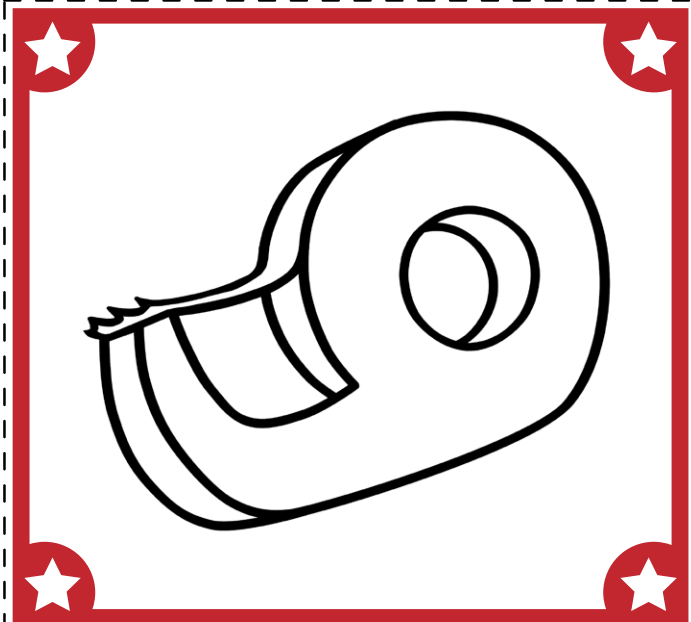
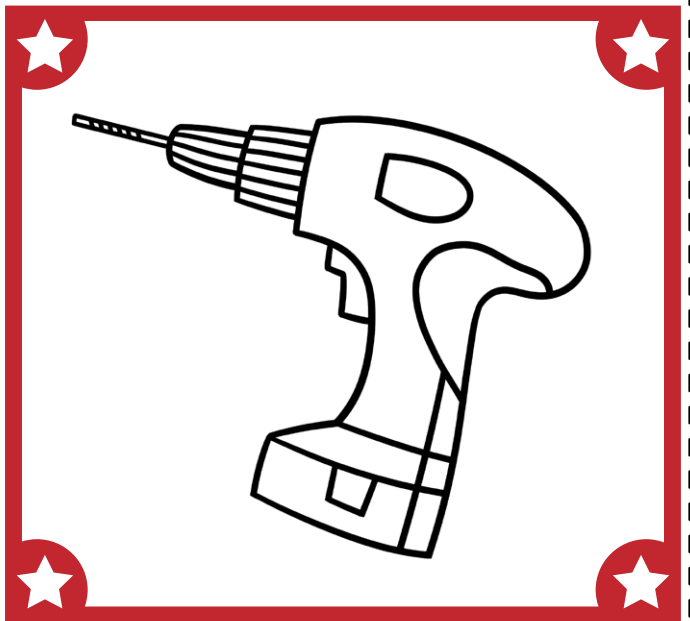
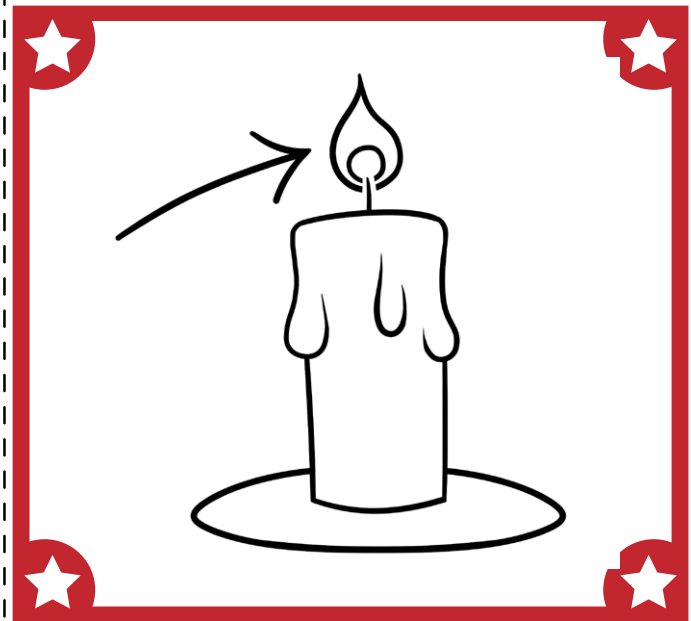


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Words

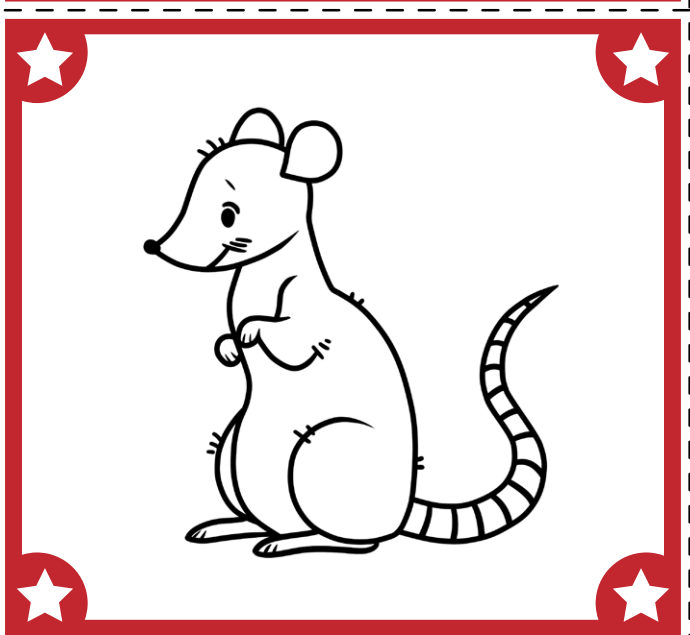
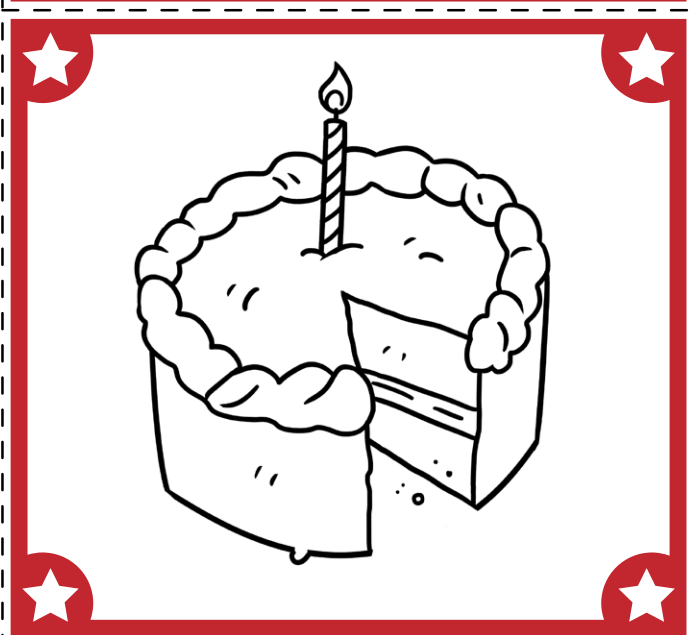
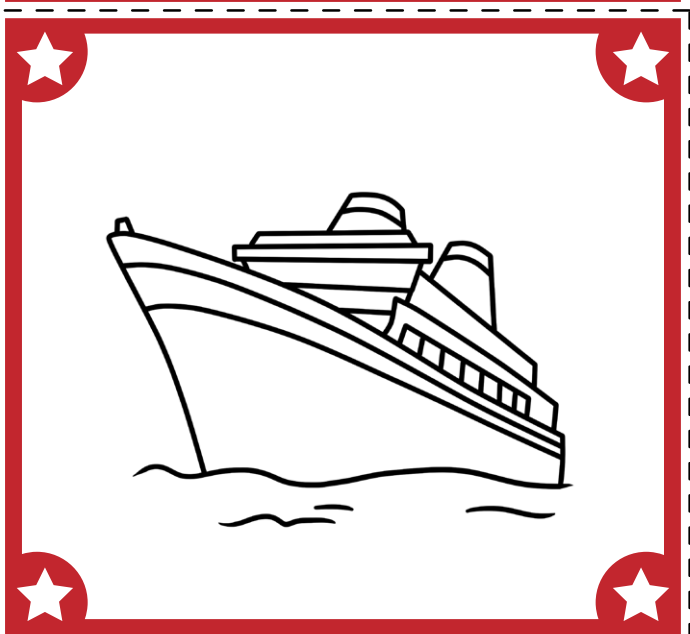
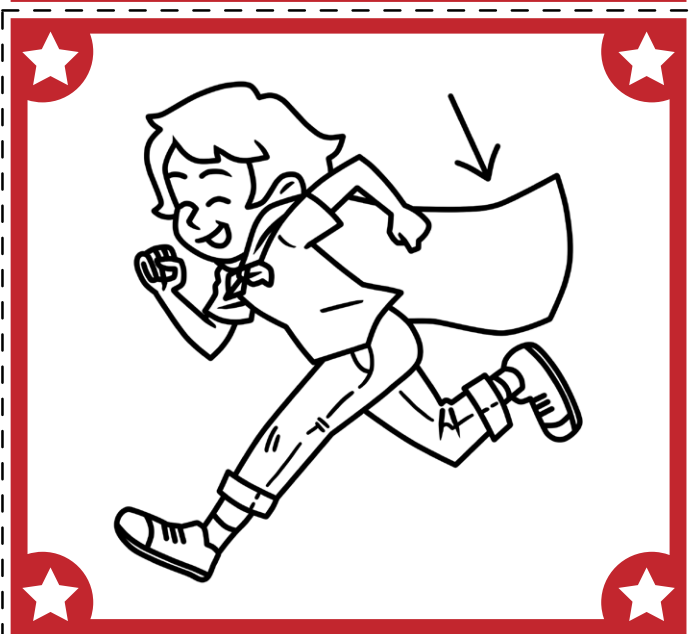
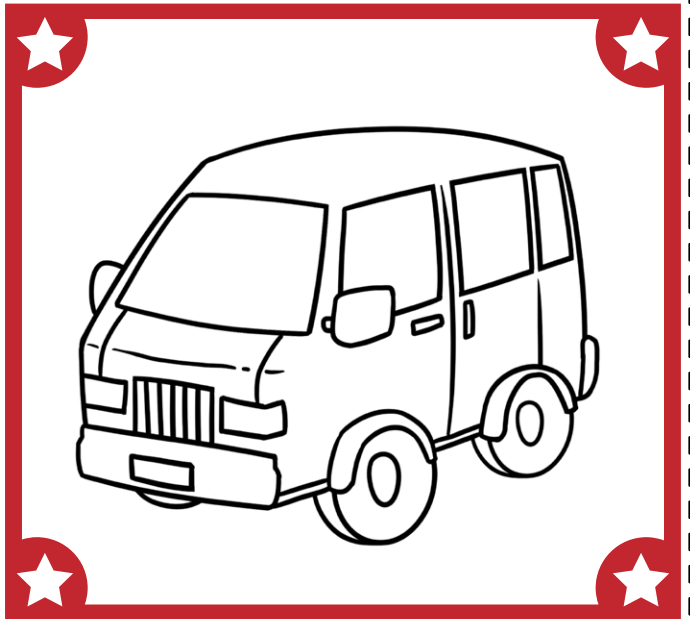
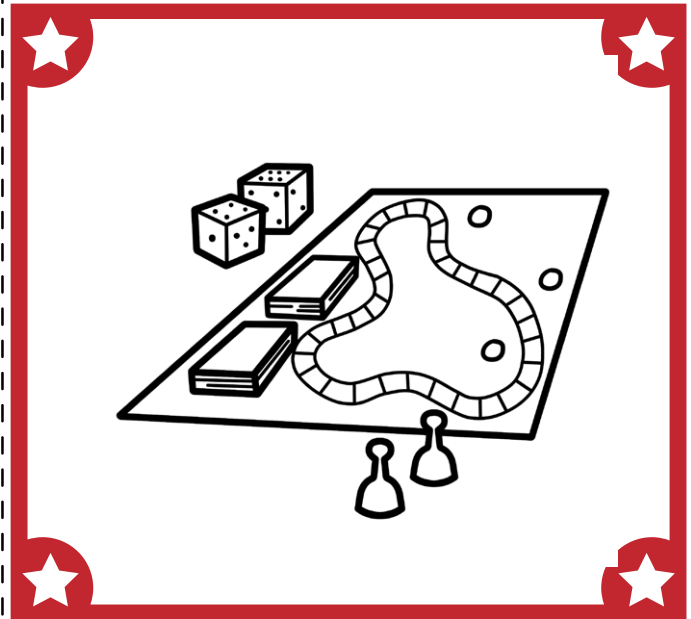
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Words

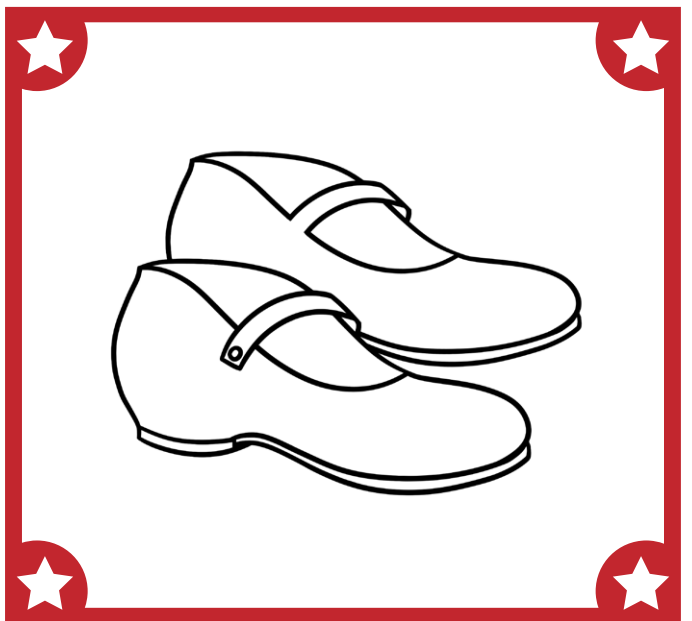
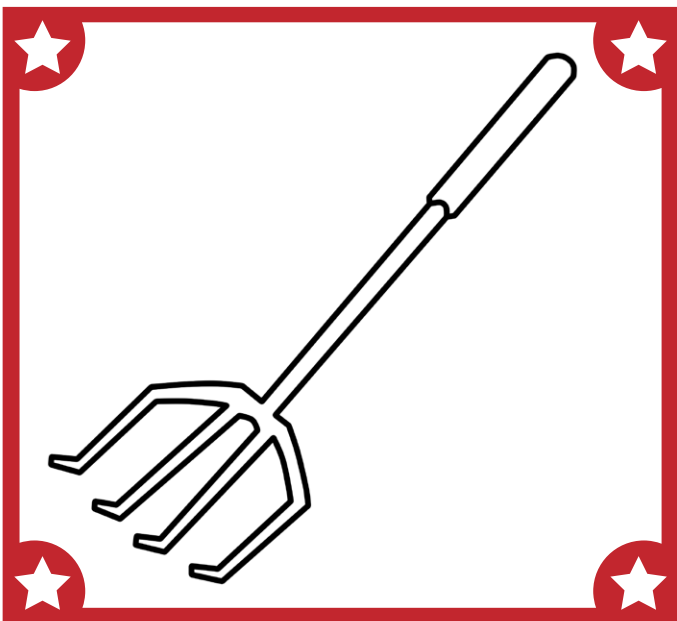
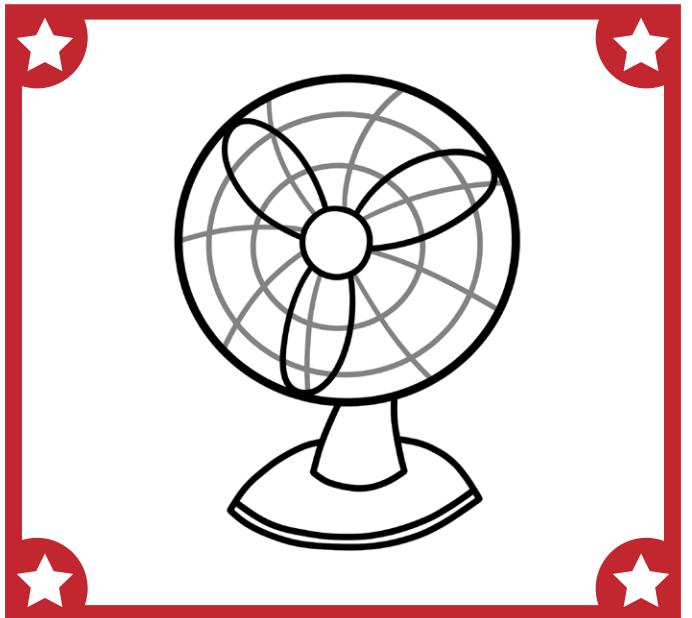
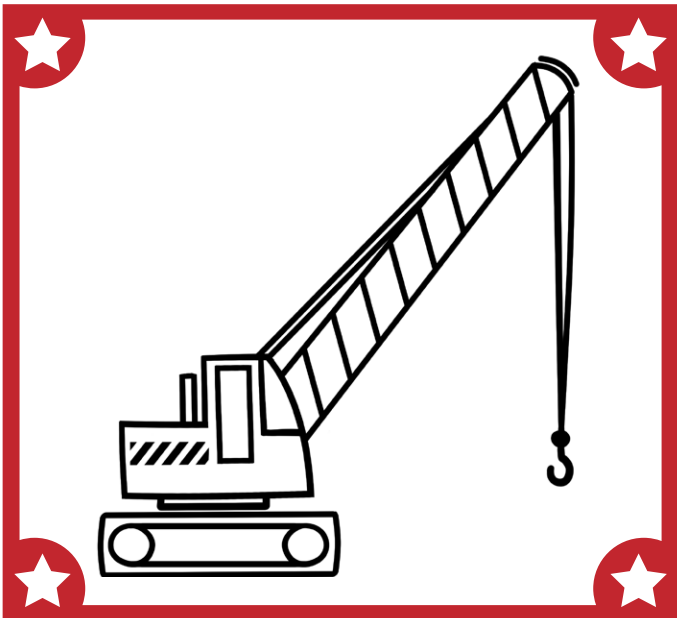
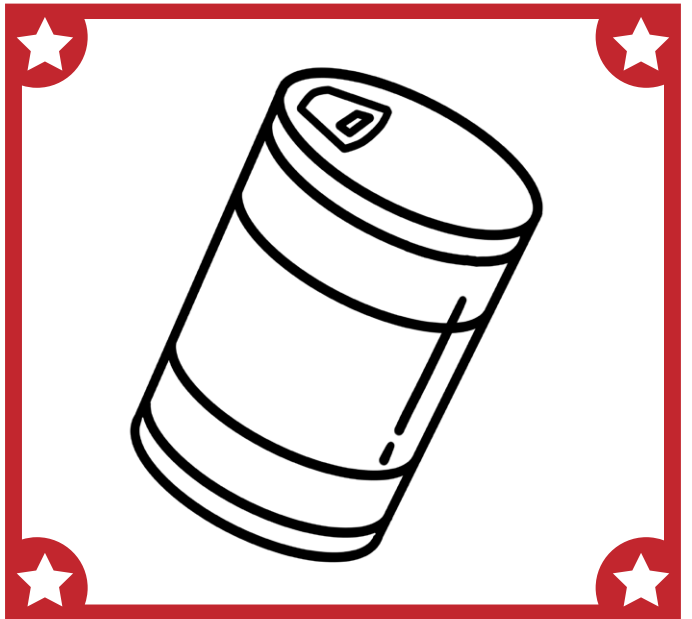
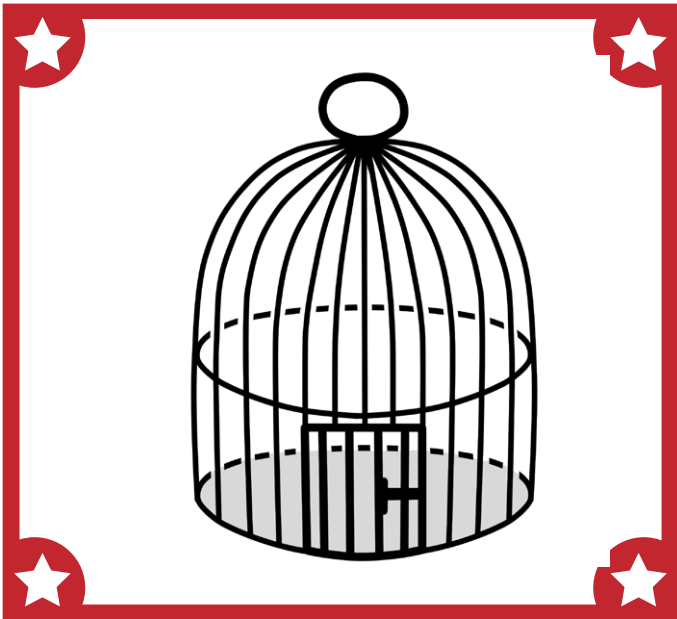










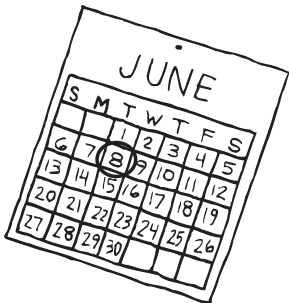




Name \_\_\_\_\_

date name bake

1.



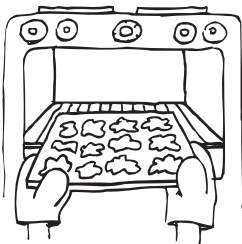
date

2.



\_\_\_\_\_

3.



\_\_\_\_\_

Phonics: Blending *-ate, -ame, -ake*  
Blend the sounds and say the word. Write the word.  
Repeat the word.

Name \_\_\_\_\_

# A Lake

Nate and Kate go to a  
big lake.

They take a red rake.

Kate dug in the hot sand.

“I can wade in the lake,”  
said Nate.



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## ★Activity★

Draw a picture  
showing what you  
would do at a lake.

Name \_\_\_\_\_



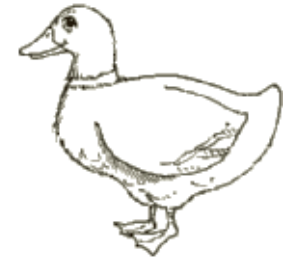
1. Jane ate a \_\_\_\_\_ bun.  
little lake



2. Jake had a \_\_\_\_\_ drink.  
cold hot



3. My pet duck is \_\_\_\_\_.  
tame quack



**Adjectives** Read each sentence. Then write the adjective that completes each sentence.

## What Is the Weather Like?

I'm going to read a short story. Listen for what happens first, next, and last.

*Jake looked outside. He saw big, dark clouds in the sky. He decided to wear his raincoat and hat, just in case it rained. As he was sitting on the school bus, raindrops started to pitter-patter on the bus. When Jake got to school, he ran up to his teacher and smiled. "I could predict that it was going to rain today. I'm glad I wore my raincoat!"*

Look at the pictures. What happened first, next, and last? Put the number 1, 2, or 3 underneath each picture to tell the sequence of events in the story. Now retell the story in your own words. You can point to each picture as you tell the story.



Name \_\_\_\_\_

long a (a\_e)

# Dave Can Bake

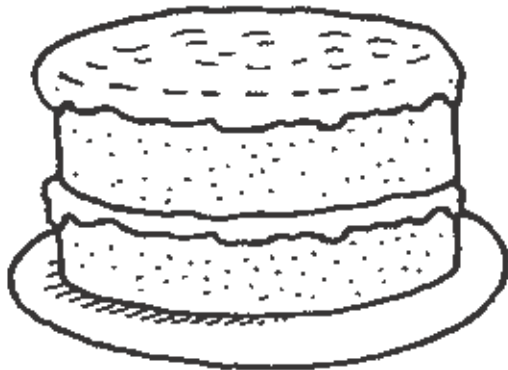
Dave and Jane can make  
a cake.

Dave can mix and mix.

“This cake can bake,”  
said Dave.

Dave and Jane sat, sat, sat.

“What a big cake!” said Jane.



## ★Activity★

Tell about  
something that  
you would like to  
make.