

ABRA OFFLINE: WEEK 10

Overview

Book: [The Frogs and the Well](#)

Follow the instructions in the schedule below. Both the teacher and parent have two days of instruction.

DAY	ACTIVITY	MATERIALS
TEACHER DAY 1: READING & DECODING	Read page 9 & 10, review vowel teams	Pencil, worksheet 1 & 2
PARENT DAY 1: DECODING	Identify the word, draw a picture and find the word in the word search	Pencil, worksheet 3
TEACHER DAY 2: COMPREHENSION	Prediction & Response questions	Pencil, worksheet 1 & 4
PARENT DAY 2: SHARED READING	Identify adjectives, rhyming & story share	Pencil & READS book: <i>Big Blue Bus</i>

HOME LITERACY: STORY TIME

Read the story "[Big Blue Bus](#)" to the child.

- 1) Adjectives are words that describe a noun (person, place or thing). As you read through the book with the child, ask him or her to identify the adjectives used to describe the bus, be sure to circle these words.
- 2) Once the child is done reading the book, reread the circled words and write them down.
- 3) The adjectives used to describe the bus are *big, blue, red, and small*
- 4) Ask the child to say each adjective out loud and then try to come up with a list of rhyming words for each word.
- 5) After completing a list of rhyming words, go back to the story and look at the pictures together. Share your own story of a time you travelled away from your home. Why did you go? Who were you with? How did you travel there?

Daily Schedule

<p>TEACHER DAY 1</p>	<ul style="list-style-type: none"> • Invite the learner to read the story, “The Frogs and the Well” (page 9-13). If the learner is not yet a fluent reader, consider reading the difficult words chorally and encourage the learner to read the simple words independently. • Stop at the following pages and conduct the following activities: • Page 9: Take a closer look at the words: leaped and straight. Which vowel says its name? Which is silent? Ask the learner to make a list of other “ea” and “ai” vowel team words on Worksheet 2. • Page 10: Take a closer look at the words: sleeping and looking. What are the vowel teams in these words? How are they the same or different from “ea” and “ai”? Ask the learner to make a list of other “ee” and “oo” vowel team words on Worksheet 2. • Review: ask the learner to find the “ea”, “ee” and “ai” words on Worksheet 1. Put a check mark beside the words that the learner is able to find and ask them to write it out on paper, in the dirt with a stick, or using the alphabet pebbles. • Before leaving, show the child and parent worksheet 3. Consider modelling one answer, for example drawing a cloud beside the word clouds then circling the word in the word search.
<p>PARENT DAY 1</p>	<ul style="list-style-type: none"> • Look at the words on Worksheet 3 and ask the child to read the words on the page and draw a picture beside each word. Then, look for the words in the word search above and circle the words as they are found. Find all of the words and return the homework to the teacher.
<p>TEACHER DAY 2</p>	<ul style="list-style-type: none"> • Review words from Worksheet 1 as a warm-up and make sure the learners use the alphabet pebbles as a support to recreate the words. • Invite the child to read the story, “The Frogs and the Well” (page 11-13). If the child is not yet a fluent reader, consider reading the difficult words chorally and encourage the learner to read the simple words independently. • Stop at the following pages and ask the following prediction and response questions, follow Worksheet 4. <ul style="list-style-type: none"> ○ Page 11: Ask the learner: What do you think will happen next? ○ Page 12: Ask the learner: What would you do if you were the frog? ○ Page 13: Ask the learner: Why do you think the frog wants to live in a cool, damp place? • Record the answers on Worksheet 4. • Model the Home Literacy Activity to parents.
<p>PARENT DAY 2</p>	<ul style="list-style-type: none"> • Complete the activities in the <i>Home Literacy: Story Time</i> section. • Alternative activity: share a favourite story from your childhood with the child.





Name: _____

Date: _____

Blending Word List

Worksheet 1

Put a check mark beside each word the child reads.

Level 3: Harder 3-sound words

down (d/ow/n)	time (t/i/me)	soil (s/oi/l)
well (w/e/l)	pull (p/u/l)	rain (r/ai/n)
leap (l/ea/p)	bean (b/ea/n)	farm (f/ar/m)
take (t/a/ke)	with (w/i/th)	cake (c/a/ke)
chin (ch/i/n)	horn (h/or/n)	sheep (sh/ee/p)

Level 4: 4-sound words

fast (f/a/s/t)	grin (g/r/i/n)	dried (d/r/ie/d)
small (s/m/a/l)	grain (g/r/ai/n)	frog (f/r/o/g)
sleep (s/l/ee/p)	trip (t/r/i/p)	trap (t/r/a/p)
drag (d/r/a/g)	drop (d/r/o/p)	slide (s/l/i/de)
truck (t/r/u/ck)	grass (g/r/a/ss)	swim (s/w/i/m)
green (g/r/ee/n)	black (b/l/a/ck)	from (f/r/o/m)
into (i/n/t/o)		

It was completed in _____ minutes





Name: _____ Date: _____

Vowel Teams

Worksheet 2

Under each vowel team column, think of as many words as you can and write them down.



ee	ea	ai
tree	bean	train

It was completed in _____ minutes



Word Search: Earth & Space Worksheet 3

Ask the child to read the words on the page and draw a picture beside each word. Then, look for the words in the puzzle below and circle the words as they are found.

CLOUDS 	MOON 	SEASONS
EARTH	OCEAN	SHADOW
LAKES	RAIN	SUN
LIGHT	RIVER	WATER

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

It was completed in _____ minutes



Name: _____ Date: _____

Response Questions

Worksheet 4

As you read pages 11 -13 of “The Frogs and the Well”, ask the learner the questions below. As the learner speaks, write their response in the space below. If the child is older or more advanced, encourage the learner to write their answer below.

(Page 11) What do you think will happen next?

(Page 12) What would you do if you were the frog?

(Page 13) Why do you think the frog wants to live in a cool, damp place?

It was completed in _____ minutes



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LEARNING AND PERFORMANCE

