

# ABRA OFFLINE: WEEK 11

## 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
<b>TEACHER DAY 1:</b> EXPRESSION PREDICTION & STORY RESPONSE	Finish reading “The Frogs and the Well” and answer questions	Extra paper
<b>PARENT DAY 1:</b> SHARED READING	Storytelling	READS book
<b>TEACHER DAY 2:</b> DECODING & COMPREHENSION	Blending word list & Story Response questions	Alphabet pebbles, pencil, worksheet 1 & 2
<b>PARENT DAY 2:</b> SHARED READING	Examine the “th” sound & talking about interaction with animals	Pencil & READS book: <i>Monkey and Hunter’s Wife</i>

### HOME LITERACY: STORY TIME

Read the story “[Monkey and the Hunter’s Wife](#)” to the child.

- 1) As you read the book, instruct the child to circle the words with “th”.
- 2) Once the child is done reading the book, reread the words with “th” sounds and ask the child to write them and say the sounds as the word is written.
- 3) Ask the child to find the two words that they have written down that have the “th” sound at the end (*birth* and *path*).
- 4) Talk about a time you have had an encounter with an animal. What did the animal look like? Was it big or small? What happened when you met the animal?

## Daily Schedule

<b>TEACHER DAY 1</b>	<ul style="list-style-type: none"> <li>• Invite the learner to read the story, “The Frogs and the Well” (page 14-17). 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.</li> <li>• Stop at the following pages and ask the following questions:             <ul style="list-style-type: none"> <li>○ Page 14: Looking at the picture, what do you think the frog is feeling? Read the text aloud again, how do you change your expression when reading this page in comparison to the other pages?</li> <li>○ Page 15: Pause after each question in the text, prompt the learner to try and answer the question before continuing to read.</li> <li>○ Page 16: (Prediction question) What do you think will happen next?</li> <li>○ Page 17: (Response question) What does it mean to “look before you leap” (Explain to the child that the phrase “look before you leap” means be cautious).</li> </ul> </li> <li>• After discussing the meaning of “look before you leap”, ask the child if there is an expression for this in the child’s native language (if applicable). Then, ask the child to draw a different scenario to demonstrate understanding of the phrase. (<i>For example: crossing a street or a stream</i>).</li> </ul>
<b>PARENT DAY 1</b>	<ul style="list-style-type: none"> <li>• Sit with the child and look through the book, “Monkey and Hunter’s Wife” using the pictures from the story to help you, tell the story to the child in their native language (if applicable).</li> </ul>
<b>TEACHER DAY 2</b>	<ul style="list-style-type: none"> <li>• Assess the learner’s ability to read both 3 and 4 level words from <b>Worksheet 1</b>, circle words that he or she has trouble with. Take a few minutes to review the harder words using the alphabet pebbles.</li> <li>• Ask the learner to recall what he or she remembers from, “The Frogs and the Well”.</li> <li>• Read aloud the comprehension and response questions from <b>Worksheet 2</b>. Write the learner’s answer as he or she responds. Encourage more advanced learners to write down their own answers.</li> <li>• Model the Home Literacy Activity to parents.</li> </ul>
<b>PARENT DAY 2</b>	<ul style="list-style-type: none"> <li>• Complete the activities in the <i>Home Literacy: Story Time</i> section.</li> <li>• You can also share a favourite story from your childhood with the child.</li> </ul>





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



