

ABRA OFFLINE: WEEK 12

Overview

Book: [The Three Billy Goats Gruff](#)

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	Begin reading “The Three Billy Goats Gruff” and work with the words in the story	Worksheet 1 & 2, pencil
PARENT DAY 1: SHARED READING	Storytelling	Pencil & READS book: <i>Hungry Jackal and the Sour Grapes</i>
TEACHER DAY 2: READING & DECODING	Continue reading “The Three Billy Goats Gruff” and work with the words in the story	Worksheet 3 & 4, pencil
PARENT DAY 2: REVIEW	The parent asks the learner to report what he or she learned this week and then draw a picture	ABRA Book: <i>Three Billy Goats Gruff</i>

HOME LITERACY: STORY TIME

Read the story “[Hungry Jackal and the Sour Grapes](#)” to the child.

- 1) View the pictures in the book with the child. Together, name the objects you see.
- 2) Once the pictures in the book have been reviewed once, ask the child to use these pictures to tell their own story. Be sure to ask the child questions about his or her story along the way. For example: where did the animal come from? What will happen next in your story? Does this story remind you of anything you have seen or done?
- 3) If the child is able to, scan through the text of the book to look for familiar words. Circle words the child has difficulty with and show these circled words to the teacher.

Daily Schedule

TEACHER DAY 1	<ul style="list-style-type: none"> • For a warm-up activity, go to Worksheet 1 to complete at least two rows of the word changing activity. For advanced learners, consider starting at level 3 and ask him or her to write the words in a sentence. • Invite the learner to read the story, “The Three Billy Goats Gruff” (page 1-9). 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. • In Worksheet 2, you will complete word changing activities using vocabulary from the story. Be sure to encourage the learner to use the book to help find the words. • Before leaving, show the parent the book, “<i>Hungry Jackal and The Sour Grapes</i>” and briefly explain the Home Literacy assignment.
PARENT DAY 1	<ul style="list-style-type: none"> • Complete the activities in the <i>Home Literacy: Story Time</i> section. • You can also share a favourite story from your childhood with the child.
TEACHER DAY 2	<ul style="list-style-type: none"> • Invite the learner to read the story, “The Three Billy Goats Gruff” (page 10-18). 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. • In Worksheet 3, the learner will complete word changing activities using vocabulary from the story. Encourage the learner to use the book to help find the words. • Complete the reflection questions in Worksheet 4. • Explain Parent Day 2 to the parent.
PARENT DAY 2	<ul style="list-style-type: none"> • Ask the child to give a brief report on what he or she learned this week. For example: Retell the story that was read with the teacher. Ask the child to draw a picture to demonstrate his or her learning.





Name: _____ Date: _____

Word Changing List

Worksheet 1

Starting at level 1, point to the words from left to right. For example: fan, man, can. If the learner can read the entire row, put a check mark at the end of the row before moving on.

Ask the learner to write the words down and create new words by changing the first letter (ex: fan → pan) or last letter (ex: fan → far). Check for understanding for each word.

Level 1			
fan	man	can	
cat	sat	mat	
mad	dad	sad	
let	met	vet	

Level 2		
big	bag	bad
hit	hat	cat
yet	get	got
dad	did	dig

Level 3		
cage	sage	page
bake	cake	rake
mice	nice	rice
dine	mine	fine

Level 4		
tide	time	tame
dine	fine	find
mine	pine	pile
like	line	fine

It was completed in _____ minutes





Name: _____ Date: _____

Word Changing

Worksheet 2

Invite the learner to read the word aloud and locate the word in the book *The Three Billy Goats Gruff*. Write the page number down in the left column.

Prompt the learner to change one or two letters at a time in the word to create new words. Write answers down in the right column. Encourage advanced learners to use each word in a sentence and write it down.

Page #	Story Vocabulary	Word Changing
	hill	
	tall	
	grass	
	troll	
	small	
	gruff	
	trip	
	silly	

It was completed in _____ minutes



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Name: _____ Date: _____

Word Changing

Worksheet 3

Invite the learner to read the word aloud and locate the word in the book *The Three Billy Goats Gruff*. Write the page number down in the left column.

Prompt the learner to change one or two letters at a time in the word to create new words. Write answers down in the right column. Encourage advanced learners to use each word in a sentence and write it down.

Page #	Story Vocabulary	Word Changing
	little	
	better	
	shook	
	yelled	
	dinner	
	green	

It was completed in _____ minutes





Name: _____

Date: _____

Reflection

Worksheet 4

Circle one word for each line.

I found reading "The Frogs and the Well" easy OK difficult

I found reading "The Frogs and the Well" fun OK boring

I found reading "The Three Billy Goats Gruff" easy OK difficult

I found reading "The Three Billy Goats Gruff" fun OK boring

I found reading "Big Blue Bus" easy OK difficult

I found reading "Big Blue Bus" fun OK boring

I found reading "Monkey and the Hunter's Wife" easy OK difficult

I found reading "Monkey and the Hunter's Wife" fun OK boring

I found reading "Hungry Jackal and the Sour Grapes" easy OK difficult

I found reading "Hungry Jackal and the Sour Grapes" fun OK boring

I found the homework activities easy OK difficult

I found the homework activities fun OK boring



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