

ABRA OFFLINE: WEEK 2

Overview

Book: [I Can Move Like A...](#)

Follow the four-day schedule to complete the activities with the child.

DAY	ACTIVITY	MATERIALS
DAY 5: DECODING & READING	Worksheet 1 & read the first 8 pages of the book	Alphabet pebbles pencil, worksheet 1, stick
DAY 6: DECODING	Vowel review, Worksheet 1 & read final pages of the book	Alphabet pebbles, pencil, worksheet 1
DAY 7: DECODING & VOCABULARY	Review difficult words & Worksheet 2	Alphabet pebbles, pencil, worksheet 1 & 2
DAY 8: READING & COMPREHENSION	Worksheet 3 & 4 + comprehension questions	Worksheet 1, 2, 3 & 4, pencil

EXTRA ACTIVITY: STORY TIME

Read the story "[What are you doing?](#)" to the child.

- 1) Review the following words from the story: singing, waving, clapping, stretching, calling, answering, listening, doing.
- 2) Ask the child to circle the "ing" in those words and make the sound, then ask the child to act out the meaning of the word.

Daily Schedule

DAY 5	<ul style="list-style-type: none"> From the alphabet pebbles, select S, P, and M. Say the sounds and ask the child to point to the correct pebble. Ask the child to think of any words that begin with S, P, and M. Review the words from last week in Worksheet 1. Introduce new words from the appropriate level (at least 3 new words). Ask the child to use the pebbles to make the words. Begin by asking the child what they remember about the story "I Can Move Like A". Read pages 1-8 together and stop to review the following words: creeping, side, loop, walk, night, jump, without, fly, worm, small. Select a few words from above and ask the child to use a stick and trace them in the dirt on the ground while saying each sound.
DAY 6	<ul style="list-style-type: none"> From the alphabet pebbles, select S, and T. Say the sounds and ask the child to point to the correct pebble. Ask the child to think of words that begin with S and T. Encourage the child to use one vowel (A E I O U) to create new words using the pebbles. Review all of the words in level 1 of Worksheet 1. Ask the child to use the pebbles to make the words and say the sounds as they create the word. Begin by asking the child what they remember about the story "I Can Move Like A..." Read pages 9-14 together. Review difficult words such as: leap, high, air, land, have, care, roar, sleep, sigh, curl, chase, jump.
DAY 7	<ul style="list-style-type: none"> Review difficult words from Day 6 lesson. <i>Example: repeat after me, circle the vowels then make the sounds together, what does the word mean?</i> Recap all the words from level 1 of Worksheet 1. Say the words aloud and ask the child to use the pebbles to make the words. Facilitator holds up Worksheet 2 from 'I Can Move Like A...' with the word 'snake' highlighted. Ask the child to describe what a snake looks like, write these words on the page beside the text. Repeat activity with the word 'moon' in the next image. Select some new vocabulary words and ask the child to identify the sounds in the new words by pointing to the correct pebble.



DAY 8

- Ask the child to read all the words from level 1 of **Worksheet 1**, prompt the child to try some words from level 2.
- Review the vocabulary from **Worksheet 2**
Example: repeat after me, circle the vowels then make the sounds together, what does the word mean?
- Take a look at **Worksheet 3**.
- Ask the child to describe how an ant and a frog are different, write some of these description words on the page beside the text.
- Repeat activity with the word 'hill' and 'log' in **Worksheet 4**.
- Select some new vocabulary words and ask the child to identify the sounds in the new words by pointing to the correct pebble
- Read the entire story ("I can move like a...") to the child and ask them to repeat after you.
- Ask the child to read their favourite page aloud.
- Discuss the book with the child. Example questions might include:
 - What was your favourite animal? Why?
 - What was your favourite part of the story? Why?
 - What other animals could be included?





Name: _____ Date: _____

Blending Word List

Worksheet 1

Each day, put a check mark beside each word the child reads.

Level 1: 2-sound words

on (o/n)	in (i/n)	out (ou/t)
no (n/o)	it (i/t)	eat (ea/t)
day (d/ay)	cow (c/ow)	see (s/ee)
she (sh/e)	all (a/l)	so (s/o)

Level 2: 3-sound words

cut (c/u/t)	mill (m/i/l)	bug (b/u/g)
hen (h/e/n)	sun (s/u/n)	pig (p/i/g)
dig (d/i/g)	but (b/u/t)	will (w/i/l)
hill (h/i/l)	log (l/o/g)	cat (c/a/t)
ant (a/n/t)	hat (h/a/t)	cut (c/u/t)
can (c/a/n)	bus (b/u/s)	jam (j/a/m)
man (m/a/n)	big (b/i/g)	get (g/e/t)
run (r/u/n)	did (d/i/d)	ten (t/e/n)
six (s/i/x)		

Was this completed with parent/gradian?	Yes	No
It was completed in _____	minutes	



Describe These Words

Write words that describe the highlighted word.



I can move like a **snake**, creeping side to side.

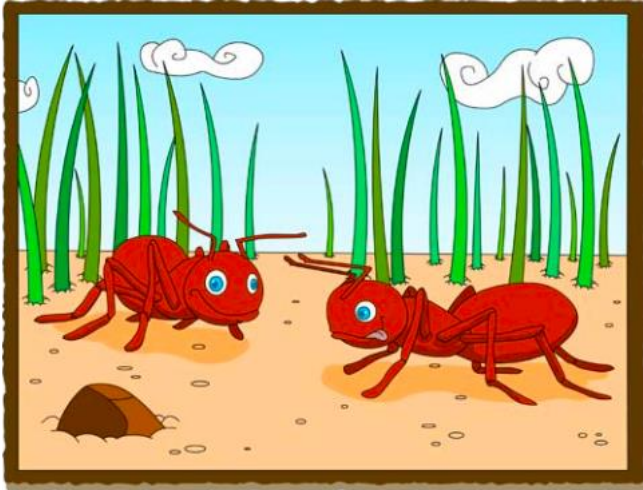


I can jump at the **moon**, I can move without light.

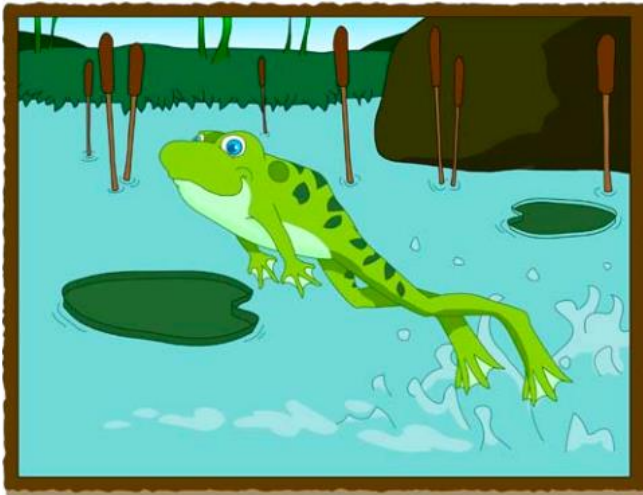
Was this completed with parent/gradian?	Yes	No
It was completed in _____	minutes	

Describe These Words

Write words that describe the highlighted word.



I can move like an **ant**, with legs very small.

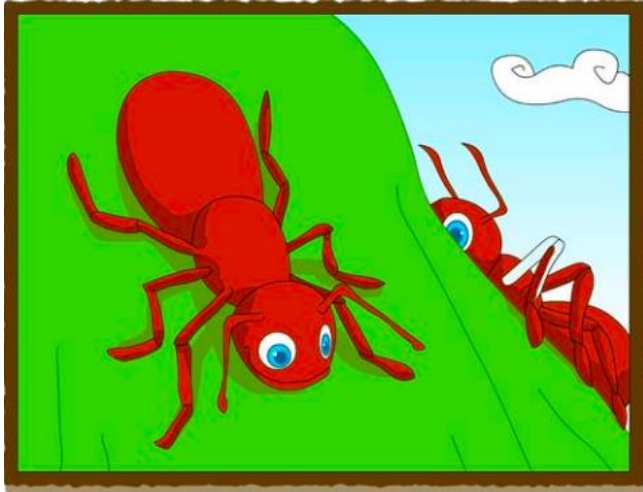


I can move like a **frog**, leap high in the air.

Was this completed with parent/gradian?	Yes	No
It was completed in _____	minutes	

Describe These Words

Write words that describe the highlighted word.



Up a hill – down a **hill**, never a fall.



I can move land on a **log**, I don't have a care.

Was this completed with parent/gradian?	Yes	No
It was completed in _____	minutes	