

ABRA OFFLINE: WEEK 3

Overview

Book: [How a Bean Sprouts](#)

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

DAY	ACTIVITY	MATERIALS
DAY 9: DECODING	Worksheet 1 & summarize page 1-4 of the book	Alphabet pebbles, pencil, worksheet 1
DAY 10: DECODING	Review worksheet 1 and the first few pages of the book, finish reading together	Alphabet pebbles, pencil, worksheet 1
DAY 11: DECODING & READING	Worksheet 2 & reading specific pages from the book for review	Alphabet pebbles, pencil, worksheet 1 & 2, stick
DAY 12: DECODING & VOCABULARY	Worksheet 3 & 4 vocabulary activities, and complete the reflection	Alphabet pebbles, pencil, worksheet 3, 4 & 5

EXTRA ACTIVITY: STORY TIME

Read the story "[What Type of Teeth?](#)" to the child.

- 1) Find the following blends in the story and circle them: sh, th, st, gr, fr.
- 2) Ask the child to make the blend sounds, then say the word. What does the word mean?

Daily Schedule

DAY 9	<ul style="list-style-type: none">• From the alphabet pebbles, select S, P, M and T. Say the sounds and ask the child to point to the correct pebble.• Ask the child to think of as many words as they can that begin with T.• Ask the child to read as many words as they can from level 2 of Worksheet 1.• Circle words the child finds challenging.• For words they can easily read, ask them to use the pebbles to make the word.• Read pages 1-4 of 'How a Bean Sprouts' to the child. After each page, ask the child to summarize in their own words what they learned from that page. Together with the child, read pages 1-4.
DAY 10	<ul style="list-style-type: none">• From the alphabet pebbles, select M, L, and R. Say the sounds and ask the child to point to the correct pebble.• Ask the child to think of words that begin with L and R.• Review the circled words from Worksheet 1. If the child is having trouble, ask them to first identify the vowels, try the beginning sound, then the end sound.• Once they are able to read the word, put a check mark.• Begin by asking the child what they remember about the story 'How a Bean Sprouts'.• Read the rest of the book to the child, then go back to the beginning so the child can try reading it with you.
DAY 11	<ul style="list-style-type: none">• Ask the child to read through words they had trouble with from Worksheet 1.• If necessary, review the letter sounds from these words. If a child is able to, ask them to write the word on paper or in dirt with a stick.• Hold up Worksheet 2 from 'How a Bean Sprouts' with the word 'bean' highlighted.• Ask the child to describe what a bean looks like, write these words on the page beside the text.• Repeat activity with the word 'seed' 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 12

- Help the child read through **Worksheet 3 and 4**.
- Take a closer look at the highlighted words (sprout, stem, root, shoot).
- Ask the child which word has the *sh* sound? *sp* sound? *st* sound? *oo* sound?
- Ask the child about the highlighted words from **Worksheet 3 and 4**.
- Say each word and point to the image. Example: Sprout. Where is the sprout?
- Make sure the child circles the image and writes the word beside it.
- Repeat for all four words.
- For extra practice, say the words again and ask the child to select the pebble which represents the beginning sound of the word.
- Complete the reflection page on **Worksheet 5**.





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/ll)	so (s/o)

Level 2: 3-sound words

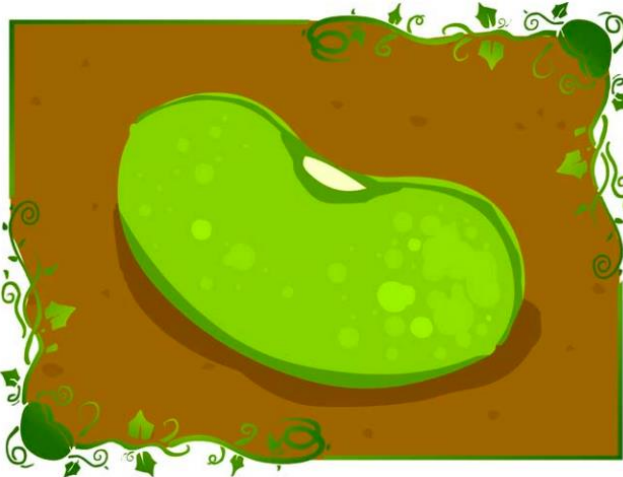
cut (c/u/t)	mill (m/i/ll)	bug (b/u/g)
hen (h/e/n)	sun (s/u/n)	pig (p/i/g)
dig (d/i/g)	but (b/u/t)	will (w/i/ll)
hill (h/i/ll)	log (l/o/g)	cat (c/a/t)
ant (a/n/t)	hat (h/a/t)	cut (c/u/t)
can (c/a/n)	bus (b/u/s)	jam (j/a/m)
man (m/a/n)	big (b/i/g)	get (g/e/t)
run (r/u/n)	did (d/i/d)	ten (t/e/n)
six (s/i/x)		

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

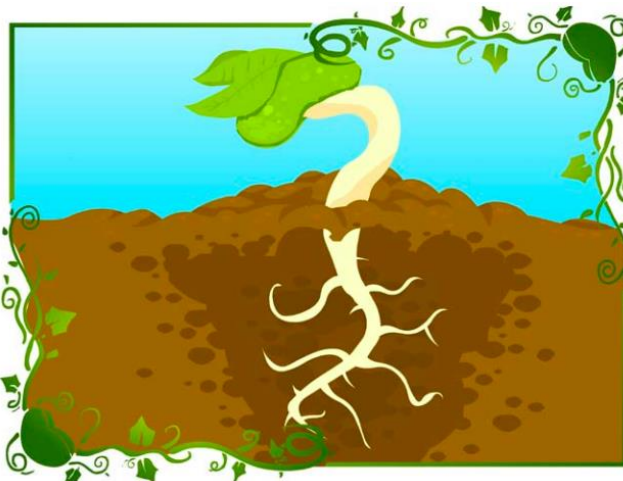


Describe These Words

Write words that describe the highlighted word.



This is a **bean**. You can plant a bean and watch it grow.



Day after day the stem becomes stronger. It becomes so strong that it pulls the bean **seed** out of the soil. The first leaves begin to grow out of the bean seed.

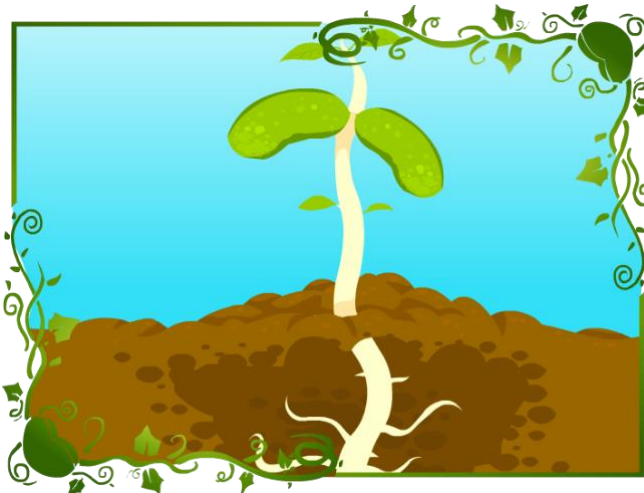
Was this completed with parent/gradian?	Yes	No
It was completed in _____	minutes	

Describe These Words

Write words that describe the highlighted word.



The shoot grows and grows to become a bean **sprout**.

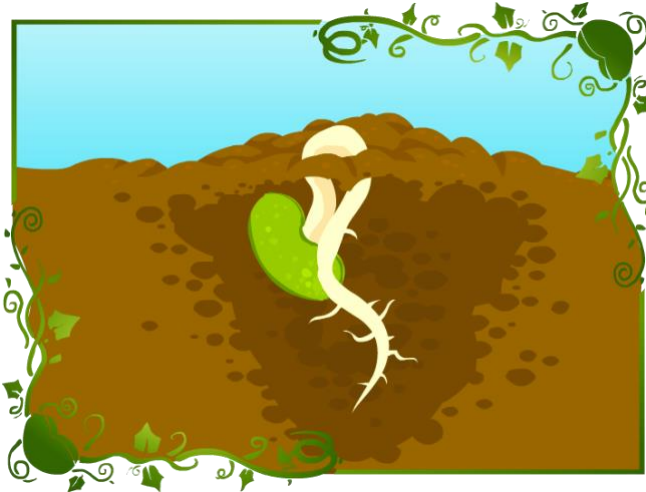


At last, the stem has become so strong that it stands tall towards the sky. The strong **stem** is called the shoot. Leaves being to sprout from the shoot.

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

Describe These Words

Write words that describe the highlighted word.



Each day the root grows deeper and deeper into the soil. The part of the **root** that is near the top begins to push itself out of the soil. This part of the root will become the stem.



The **shoot** grows and grows to become a bean sprout.

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



Name: _____

Date: _____

Reflection

Worksheet 5

Circle one word for each line.

I found reading "I Can Move Like a..." easy OK difficult

I found reading "I Can Move Like a..." fun OK boring

I found reading "I Enjoy" easy OK difficult

I found reading "I Enjoy" fun OK boring

I found reading "What are you doing?" easy OK difficult

I found reading "What are you doing?" fun OK boring

I found reading "How a Bean Sprouts" easy OK difficult

I found reading "How a Bean Sprouts" fun OK boring

I found reading "What Type of Teeth?" easy OK difficult

I found reading "What Type of Teeth?" fun OK boring

I found the homework activities easy OK difficult

I found the homework activities fun OK boring



CENTRE FOR THE STUDY OF
LEARNING AND PERFORMANCE

