

# ABRA OFFLINE: WEEK 4

## Overview

**Book:** [How a Bean Sprouts](#)

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

DAY	ACTIVITY	MATERIALS
<b>TEACHER DAY 1: DECODING</b>	Vowel review, & replace the missing word from the text	Alphabet pebbles, pencil, worksheet 1 & 2
<b>PARENT DAY 1: DECODING</b>	Vowel review, & replace the missing word from the text	Alphabet pebbles, pencil, worksheet 1 & 3, stick
<b>TEACHER DAY 2: DECODING &amp; VOCABULARY</b>	Sequencing & story retell	Alphabet pebbles, pencil, worksheet 1 & 4, stick
<b>PARENT DAY 2: DECODING &amp; VOCABULARY</b>	Sequencing & story retell	Alphabet pebbles, worksheet 1 & 5, stick

### HOME LITERACY: STORY TIME

Read the story "[Tell Me... Now! - Colours](#)" to the child.

- 1) Work together to circle the following letter combinations: bl, fr, ck, th. Notice and point out that "bl" and "fr" have two letters and make two sounds, this is called a blend. Also notice that "ck" and "th" are two letters that make one sound.
- 2) Ask the child to practice the sounds from these words and write them out for extra practice.

## Daily Schedule

<p><b>TEACHER DAY 1</b></p>	<ul style="list-style-type: none"> <li>• From the alphabet pebbles, select L, R, M, I. Say the sounds and ask the child to point to the correct pebble. Which letter is a vowel?</li> <li>• Ask the child to think of words that begin with L and R. Which vowels do we need to help us make words?</li> <li>• Review level 2 words from <b>Worksheet 1</b>. If the child is having trouble, ask the child to first identify the vowels, try the beginning sound, then the end sound.</li> <li>• Once they are able to read the word, put a check mark beside the word on <b>Worksheet 1</b>.</li> <li>• Show the child <b>Worksheet 2</b> and ask them to read the text under the picture. Then ask the child to read the words beside the picture (grow and eat). Instruct the child to select the missing word (grow).</li> <li>• On the page, write words that rhyme with grow. <i>For example: crow, throw.</i> Ask the child to read these aloud.</li> <li>• Then ask the child to think of a word that rhyme with eat. If they have trouble, write down some examples (<i>for example: seat, treat, meat</i>) and then ask the child again. If the child has difficulty, write down another example and try again.</li> <li>• Repeat activity for the second picture.</li> </ul>
<p><b>PARENT DAY 1</b></p>	<ul style="list-style-type: none"> <li>• From the alphabet pebbles, ask the child to pick out the vowels: <b>A E I O U</b>.</li> <li>• From the alphabet pebbles, pick out the following letters: <b>S T R B M</b>.</li> <li>• Show the child <b>Worksheet 3</b>, ask him or her to read the text under the first picture. Let the child try to read the words even if it is hard or it takes some time.</li> <li>• Then say the words beside the picture.</li> <li>• Ask the child to select the missing word (leaves). Circle the vowels in the word and practice making the sounds.</li> <li>• Repeat the activity for the second picture. Your teacher will collect this page when he or she comes for the next visit.</li> <li>• Read the words from level 2, <b>Worksheet 1</b> to the child. As you say each word, ask the child to write it in the dirt using a stick or on paper. Circle any words the child finds difficult, and the teacher can address this at their next visit.</li> </ul>



<p><b>TEACHER DAY 2</b></p>	<ul style="list-style-type: none"> <li>• From the alphabet pebbles, select I, N and D. Say the sounds and ask the child to point to the correct pebble.</li> <li>• Ask the child to think of words that begin with D. Encourage the child to identify the vowel in words they come up with.</li> <li>• Check to see if the child is able to read all of the level 2 words from <b>Worksheet 1</b>, ask the parent if the child struggled with any of the words from the day before. If the child can read all of the words, ask them to create a sentence using a few of the words. Then ask the child to write the sentence. If the child is still having trouble, isolate the difficult words and break down each word together.</li> <li>• Show the child <b>Worksheet 4</b> and ask them to describe what is happening in each picture. If they are unable to tell you, give them a few words to help get started (for example: bean, grow, wet). If the child is easily able to talk about what they see, ask the child to write a short sentence beside the picture.</li> <li>• Now that the child can recall the details, ask them to put a number beside each picture (1, 2, 3). Ask the child, “What happens first... second... third?”</li> <li>• Once the child has numbered each picture, ask them to retell the story in their own words according to the sequence.</li> </ul>
<p><b>PARENT DAY 2</b></p>	<ul style="list-style-type: none"> <li>• From the alphabet pebbles, select D, I, and R. Say the letters and ask the child to say the sound, point to the pebble and come up with words that start with those letters.</li> <li>• Read words from both level 1 and 2 from <b>Worksheet 1</b>, as you read, ask the child to write these words in the dirt using a stick or on paper.</li> <li>• Show the child <b>Worksheet 5</b>. Ask them to describe what is happening in each picture. If they are unable to tell you, give him or her a few words to help get started (for example: bean, grow, wet).</li> <li>• Now that the child can recall the details, ask them to put a number beside each picture (1, 2, 3, 4, 5). Ask the child, “What happens first... second... third... fourth... fifth?”</li> <li>• Once the child has numbered each picture, ask them to retell the story in his or her own words according to the sequence.</li> </ul>





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)		

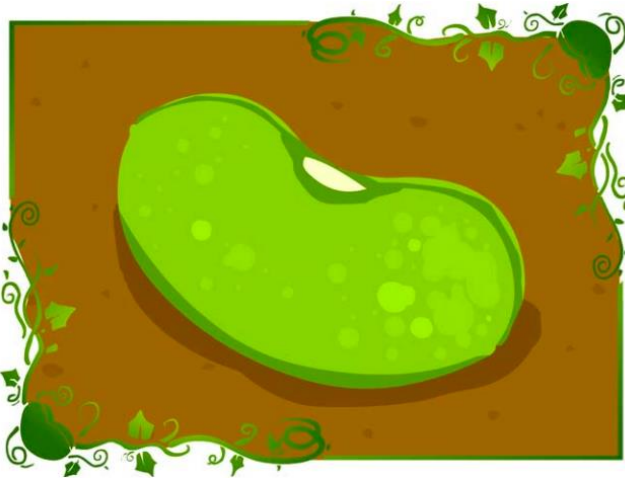
Was this completed with parent/gradian?	Yes	No
It was completed in _____	minutes	



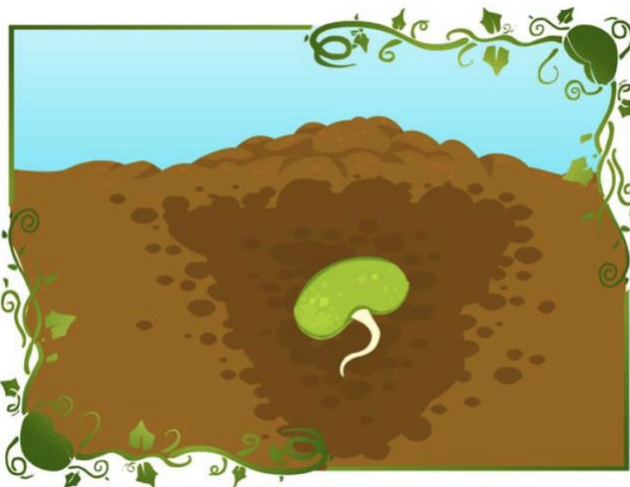
# Complete the Sentence

## Worksheet 2

Choose the correct word to complete the sentence. Reread the story if you're not sure.



This is a bean. You can plant a bean and watch it \_\_\_\_\_.

After many days in the soil, the first \_\_\_\_\_ begins to grow. It pushes down into the wet soil to get food.



Was this completed with parent/gradian? Yes No

Yes

No

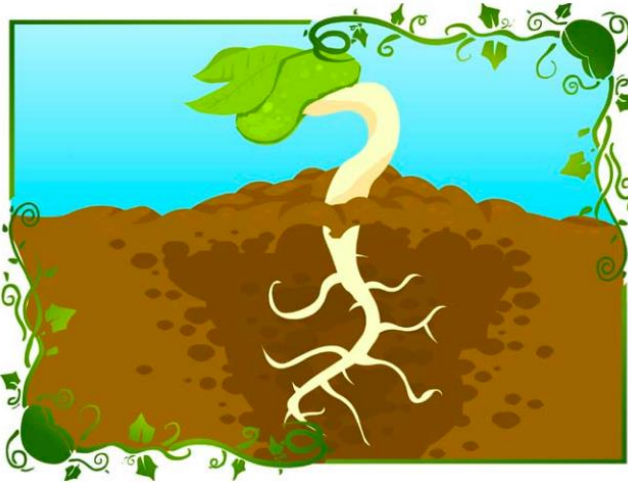
It was completed in \_\_\_\_\_

minutes

# Complete the Sentence

Worksheet 3

Choose the correct word to complete the sentence. Reread the story if you're not sure.

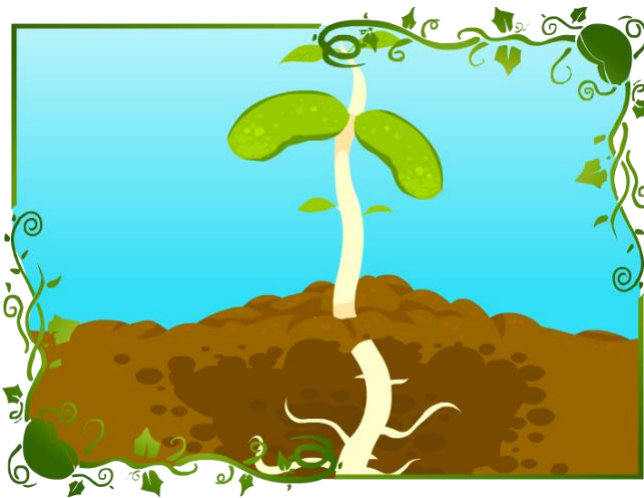


Day after day the stem becomes stronger. It becomes so strong that it pulls the bean seed out of the soil. The first \_\_\_\_\_ begin to grow out of the bean seed.

 leaves

 flower

 stem

 day


At last, the stem has become so strong that it stands tall towards the \_\_\_\_\_. The strong stem is called the shoot. Leaves begin to sprout from the shoot.

 root

 sky

Was this completed with parent/gradian?

 Yes

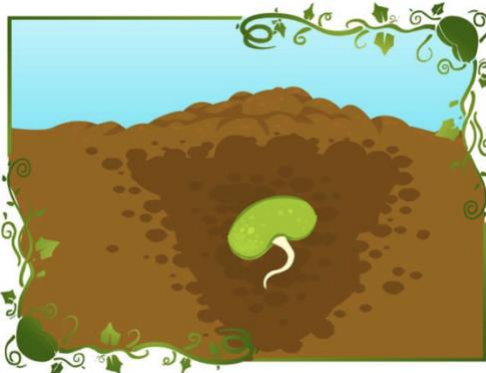
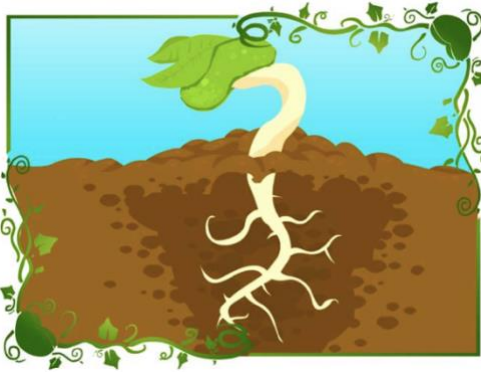
 No

It was completed in \_\_\_\_\_

minutes

# Sequencing: How a Bean Sprouts Worksheet 4

According to the events that happened in the story, number each picture from 1– 3.

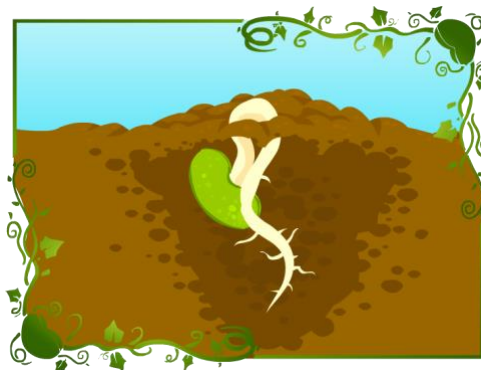
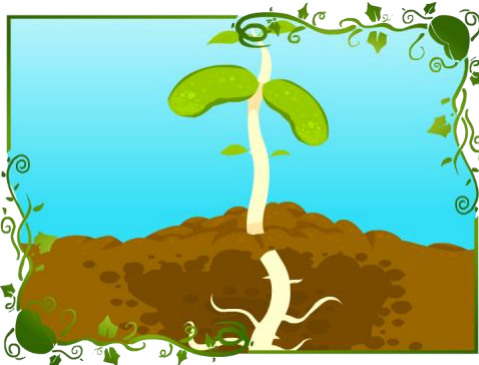
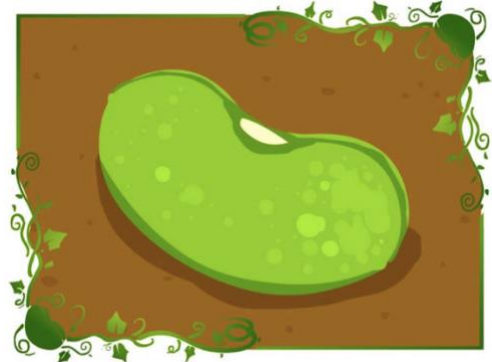
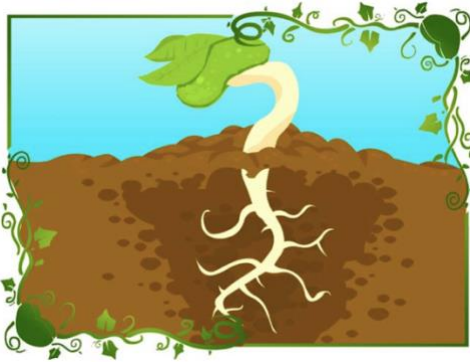


Was this completed with parent/gradian?      Yes      No

It was completed in \_\_\_\_\_ minutes

# Sequencing: How a Bean Sprouts Worksheet 5

Number each picture from 1-5 to match what happened in the story. Talk about other plants that grow near your house.



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