

# ABRA OFFLINE: WEEK 5

## 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:</b> VOCABULARY	Review of words from the book & rhyming to create new words	Alphabet pebbles, pencil, worksheet 1 & 2
<b>PARENT DAY 1:</b> READING & VOCABULARY	Read together & match words from the worksheet to the book	Alphabet pebbles, pencil, worksheet 1 & 2, stick
<b>TEACHER DAY 2:</b> COMPREHENSION	Vocabulary review & comprehension monitoring	Pencil, worksheet 2 & 3
<b>PARENT DAY 2:</b> DECODING REVIEW	Letter Sound Search & Reflection Questions	Alphabet pebbles, pencil, worksheet 4

### HOME LITERACY: STORY TIME

Read the story "[Listen to My Body](#)" to the child.

- 1) As you read pages 6-19, ask the child to act out what happens in the story.
- 2) The picture of the food on page 17 is something you and the child may not know. Can the child think of another food they like? What does it smell like? What does it look like?
- 3) How can the child change the words on page 19 to match the food they chose in question 2?
- 4) Read the words found under the boxes on page 20, ask the child to point to his or her own body part. Match the sound that the child can make using that body part.

## Daily Schedule

<b>TEACHER DAY 1</b>	<ul style="list-style-type: none"> <li>From the alphabet pebbles, select A, I, K, B. Say the sounds and ask the child to point to the correct pebble. Which letters are vowels?</li> <li>Ask the child to think of words that begin with K and B. 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. Once the child can read the word, ask him or her to write it in the dirt with a stick or on paper.</li> <li>Once they are able to read the word, put a check mark beside the word on <b>Worksheet 1</b>. If these words are easy for a child, ask him or her to write a sentence or two using these words.</li> <li>Show the child <b>Worksheet 2</b> and ask them to read the words beside the picture (shoot, root, bean sprout, bean).</li> <li>Think of words that rhyme with shoot and root (for example: boot, loot). Write these on the page.</li> <li>Think of words that rhyme with bean (for example: mean, lean). Ask the child to write them on the page.</li> <li>Think of words that rhyme with sprout (for example: pout, snout, shout). If this is too difficult, ask the child if they see another word in the word sprout (out).</li> <li>Once the rhyming activities are done, ask the child to draw a picture to represent the meaning of some of the words.</li> </ul>
<b>PARENT DAY 1</b>	<ul style="list-style-type: none"> <li>Sit with the child and read the book <i>How a Bean Sprouts</i> together. Put a circle around difficult words.</li> <li>Find the pictures from <b>Worksheet 2</b> in the story.</li> <li>Ask the child to draw a line from the picture to the matching word.</li> </ul>
<b>TEACHER DAY 2</b>	<ul style="list-style-type: none"> <li>Review vocabulary activity from Day 1. (For example, on worksheet 2, ask the child to point to the sprout/root/bean).</li> <li>Ask the child to show you what they completed with their parent the day before. If there are circled words in the book, be sure to review these words with the child. If the child has difficulty, ask the child to use the alphabet pebbles to recreate the words.</li> <li>Read question 1 of <b>Worksheet 3</b> to the child. If the child has difficulty understanding the question, first go over difficult words before looking through the book for the answer.</li> <li>Older students may be able to write the answer below the question, encourage younger students to start by answering aloud before asking them to write a few words below the question.</li> <li>Repeat for question 2-4.</li> </ul>



**PARENT  
DAY 2**

- From the alphabet pebbles, select S, P, M, K, T, L, A, R, D, H. Ask the child to say the sound of each letter. Then, ask the child to write the letter in the dirt or on paper.
- **Worksheet 4** has a picture with hidden letters. Using a pencil, ask the child to circle the following letters: S, P, M, K, T, L, A, R, D, H.
- Complete the reflection box at the bottom of the page.





Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Blending Word List

Worksheet 1

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)

Was this completed with parent/gradian?

Yes

No

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

minutes



# Vocabulary Matching

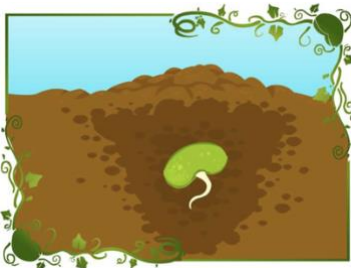
Draw a line to match the picture to the correct word.



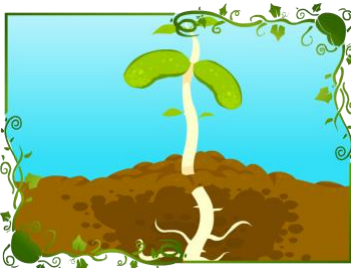
shoot



root



bean sprout



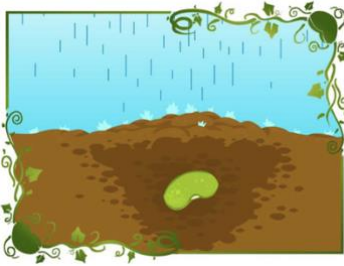
bean

Was this completed with parent/gradian?      Yes      No

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

# Complete the Sentence

Read the questions aloud to check for understanding. Review unknown words before answering the questions. Encourage the child to write part of the response below.



1) What type of soil must a bean be planted in?



2) What part of the bean begins to grow first?



3) Do flowers, leaves, or roots sprout from the shoot?



4) How long does it take for a bean to sprout?

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

# Letter Sound Search

Worksheet 4

Circle the following letters in the picture below: S, P, M, K, T, L, A, R, D, H.  
Ask the child to say the sound of each letter.



When the child is done, ask them to describe what is going on in the picture or write a short sentence about the picture.

## Reflection

Circle one word for each line.

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

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

I found the homework activities      easy      OK      difficult

I found the homework activities      fun      OK      boring

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