

ABRA OFFLINE: WEEK 6

Overview

Book: [The Dove and the Ant](#)

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

DAY	ACTIVITY	MATERIALS
TEACHER DAY 1: DECODING & READING	“Sh” sound & prediction activities	Alphabet pebbles, pencil, worksheet 1
PARENT DAY 1: DECODING & READING	Review new words, read aloud, letter sound matching	Alphabet pebbles, pencil, worksheet 2, stick
TEACHER DAY 2: COMPREHENSION & PREDICTION	Review homework & prediction activities	Alphabet pebbles, pencil, worksheet 1
PARENT DAY 2: COMPREHENSION	Story retell	Pencil, worksheet 3

HOME LITERACY: STORY TIME

Read the story [“My Mother Planted”](#) to the child.

- 1) As you read the book, instruct the child to circle the words that end in “-ed” (planted, weeded, watered)
- 2) Once the child is done reading the book, reread the words that end in “-ed” and ask the child to write them down. What is the end sound for all of these words?
- 3) Ask the child “Wh” questions. For example: Who watered the gardens? What was planted in the big garden?
- 4) Discuss with the child what plants can be found around the home and how they can be taken care of.

Daily Schedule

<p>TEACHER DAY 1</p>	<ul style="list-style-type: none"> • From the alphabet pebbles, select S, H, and A. Say the sounds and ask the child to point to the correct pebble. Which letter is a vowel? • Using the pebbles, put the letters S and H together to make “SH”. Make the sound together. What words make that sound? (For example: she, shy, shut, sheep, shark, shed, wish, wash, splash). • Review level 3 words from Worksheet 1. 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. • Once they are able to read the word, put a check mark beside the word on Worksheet 1. If these words are easy for a child, ask him or her to write a sentence or two using these words. • Show the child the cover of the new book, “The Dove and the Ant” and ask some prediction questions. (For example: What do you think the book will be about? Who do you think are the characters in the book?). • Read pages 1-4 together and ask prediction questions after each page. • Demonstrate how to complete Worksheet 2 with the child and assign the rest as homework. • Remind the parent that the child is to read them page 1-4 of the book the next day and is asked to circle words in the book that the child has difficulty with.
<p>PARENT DAY 1</p>	<ul style="list-style-type: none"> • Ask your child to select “S” and “H” from the alphabet pebbles and make the sound of each letter. • Instruct your child to put “S” and “H” together, what sound is made? “SH” like in the words: shy, sheep, shed, wish. • Using a stick, write these words in the dirt. • Look at the book “The Dove and the Ant” with your child and ask them to retell what they remember from the activity with the teacher. • Ask the child to read page 1-4, circle any words they have difficulty reading. • Once page 4 has been read, talk about the story with your child. Discuss together what may happen next. • Share a favourite childhood story with your child. • Have your child complete Worksheet 2.



TEACHER DAY 2	<ul style="list-style-type: none">• Start the session by asking the child to read words from Worksheet 1 a (Level 3). If a child is having difficulty, read the word aloud and model rhyming words. If a child is finding the words easy, ask them to write short sentences using a few of the words in a short sentence.• Take a look at the book, “The Dove and the Ant”, did the parent circle any words the child had difficulty with? If so, review these words with the child by breaking the word down into smaller parts orally, then once the child can read the word, write it out on paper or in the dirt with a stick.• If there weren’t any words circled, ask the child to recount what happened in the first four pages of the book before reading pages 5-9 together.• As you read through pages 5-9, ask the child the following questions and record the answers on Worksheet 1 b (second half of worksheet 1a).<ul style="list-style-type: none">○ Page 6: How did the dove save the ant?○ Page 9: Why do you think the ant bit the man’s foot?○ Close book at page 9: Would you have done the same thing as the dove did to save the ant?○ What do you think will happen next?
PARENT DAY 2	<ul style="list-style-type: none">• Ask the child about the characters in the book, “The Dove and the Ant”. Some prompting questions include: what do the characters look like? What do the characters in the story do? If you could write the rest of the book, how would the story continue?• Have the child complete Worksheet 3.





Name: _____

Date: _____

Blending Word List

Worksheet 1a

Put a check mark beside each word the child reads.

Level 3: Harder 3-sound words

down (d/ow/n)	time (t/i/me)	soil (s/oi/l)
well (w/e/l)	pull (p/u/l)	rain (r/ai/n)
leap (l/ea/p)	bean (b/ea/n)	farm (f/ar/m)
take (t/a/ke)	with (w/i/th)	cake (c/a/ke)
chin (ch/i/n)	horn (h/or/n)	sheep (sh/ee/p)

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

Prediction Questions

... Worksheet 1b

Ask the following questions and record the answers below.

Page 6: How did the dove save the ant?

Page 9: Why do you think the ant bit the man's foot?

After pages 5-9: Would you have done the same thing as the dove did to save the ant?

What do you think will happen next?

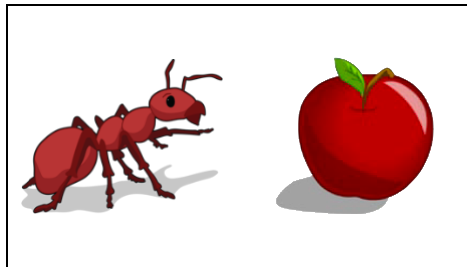
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Letter Sound Matching

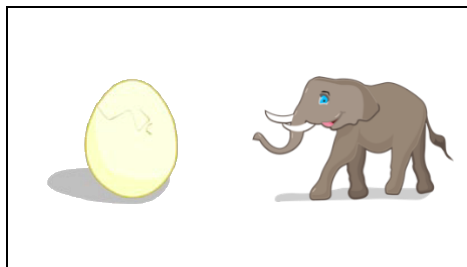
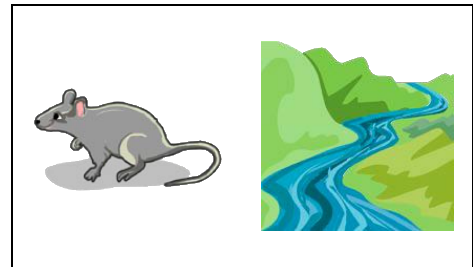
Worksheet 2

Sound out the letters then draw a line from the letter to the picture that starts with the same sound.



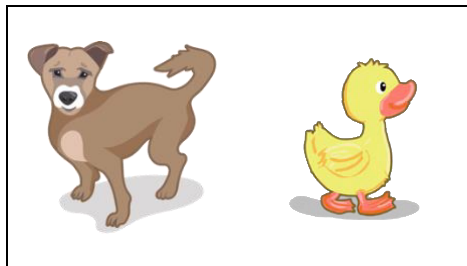
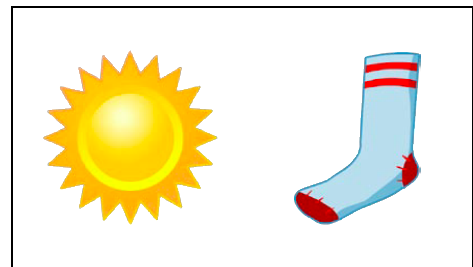
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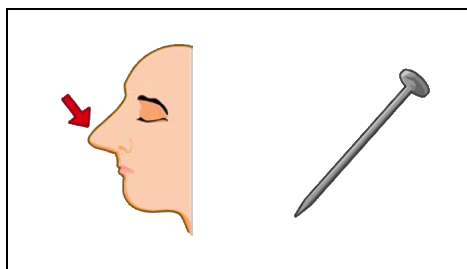
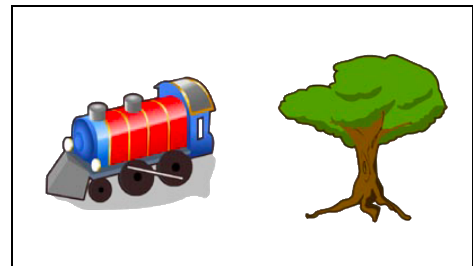
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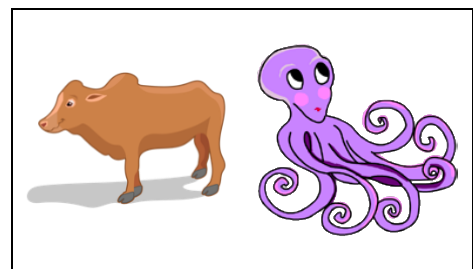
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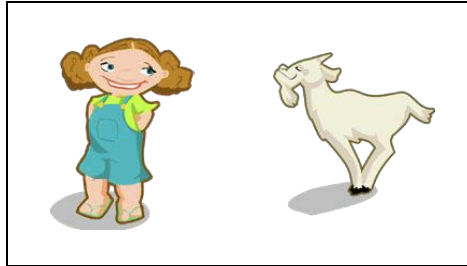


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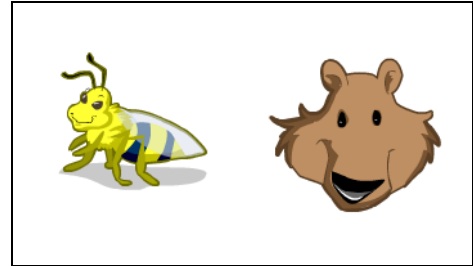
Letter Sound Matching

Worksheet 3

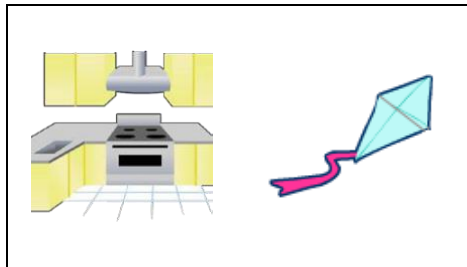
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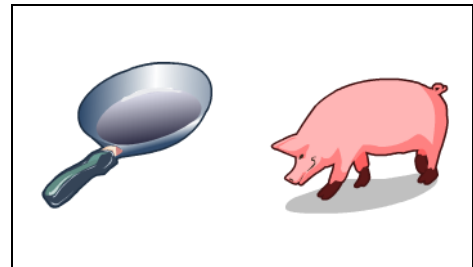
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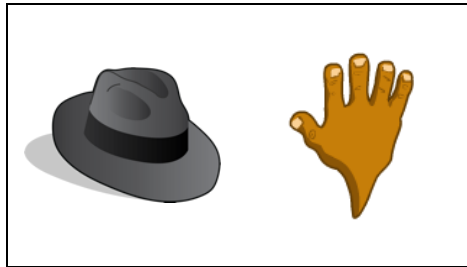
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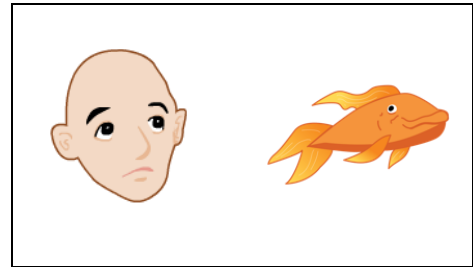
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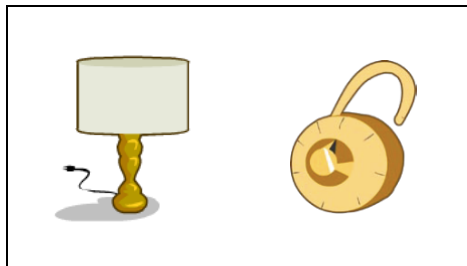
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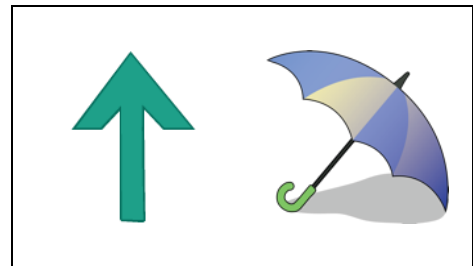
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