

ABRA OFFLINE: WEEK 7

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	Review of “sh” sound & reading together	Alphabet pebbles, pencil, worksheet 1
PARENT DAY 1: SHARED READING	Discuss the pictures in the book together and read what you can & worksheet 2	Pencil, worksheet 2
TEACHER DAY 2: DECODING & READING	Decode words with “ch”, “sh” and “ph”	Alphabet pebbles, pencil, READS book
PARENT DAY 2: READING & COMPREHENSION	Recall and complete the story	READS book, pencil, worksheet 3

HOME LITERACY: STORY TIME

Read the story “[Ms. Phone](#)” to the child.

- 1) As you read the book, instruct the child to circle the words with “sh”, “ph” and “ch”.
- 2) Once the child is done reading the book, reread the words with “sh”, “ph” and “ch” sounds and ask the child to write them down.
- 3) Ask the child to recall details from the story. For example: What is the yellow phone for? The white one?
- 4) The word communicate comes up many times in the story, what does this word mean to you. Discuss the different ways you communicate with friends, family and teachers.

Daily Schedule

TEACHER DAY 1	<ul style="list-style-type: none"> • 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. See vowel rules at the bottom of worksheet 1 for extra help. • Once they are able to read the word, put a check mark beside the word on Worksheet 1. For more advanced learners, prompt him or her to write a sentence or two using these words. • Show the child the cover of last week’s book, “The Dove and the Ant” and review the prediction questions from Parent Day 2 in week 6. (For example: 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?) • Read pages 1-7 together and ask a prediction question after page 7. • Use the end of the session to go over tricky words: <ul style="list-style-type: none"> ○ High ability learners review: drink, thirsty, stretched, suddenly, feared. ○ Low ability learners review: ant, went, head, hope, dove, poor. • Show the parent how to go through Worksheet 2 with their child.
PARENT DAY 1	<ul style="list-style-type: none"> • Sit down with the child and look through the book, “The Dove and the Ant”. Discuss what is going on in the pictures and ask the child to read a few pages of their choice aloud. • Have your child complete Worksheet 2.
TEACHER DAY 2	<ul style="list-style-type: none"> • Model the “Home Literacy: Story Time” activities to the parent and child. Go through 1 + 2 with the learner as the parent observes. Invite the parent to lead activity 3 + 4 in a language of their choice • Review level 3 words from Worksheet 1.
PARENT DAY 2	<ul style="list-style-type: none"> • Repeat the activities that the teacher modelled yesterday. Complete Worksheet 3.





Name: _____

Date: _____

Blending Word List

Worksheet 1

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)

It was completed in _____ minutes

Vowel teams like EA and AI

The first vowel says its name. "When two vowels go walking, the first one does the talking and says its name".

leap bean rain

Magic E Rule

Attach the letter "E" to a stick and tell the learner that this is the "Magic E". Ask the learner what happens when you add "E" to the end of the following words: cap, man, tap, pan (*cap becomes cape, man becomes mane, etc.*).

Review how the short vowel sound becomes long when the Magic E is added. Ask the learner to identify two words with the long "A" vowel sound from the list above. (*take and cake*).

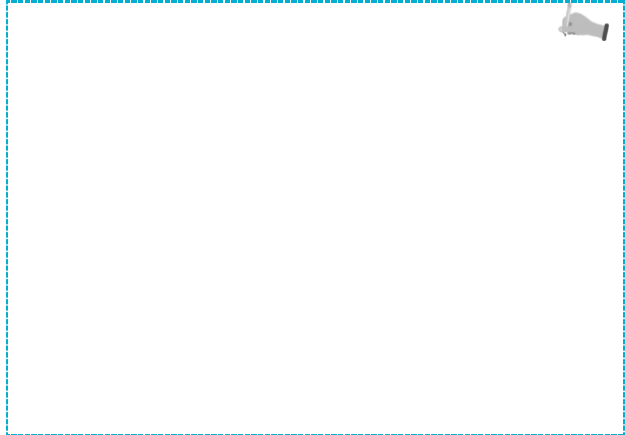
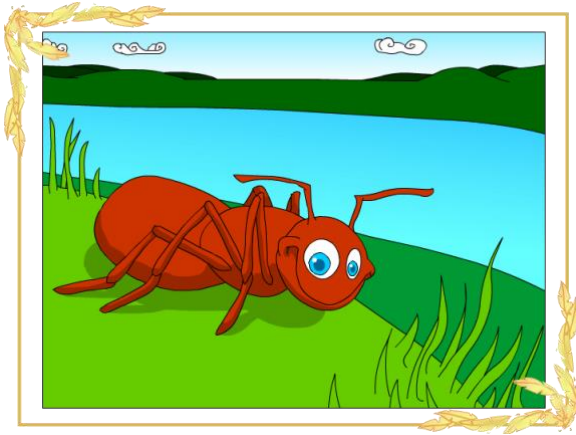


Vocabulary Drawing

Worksheet 2

Draw a picture of the highlighted word in the box next to the image. Come up with two other words that begin with that same letter.

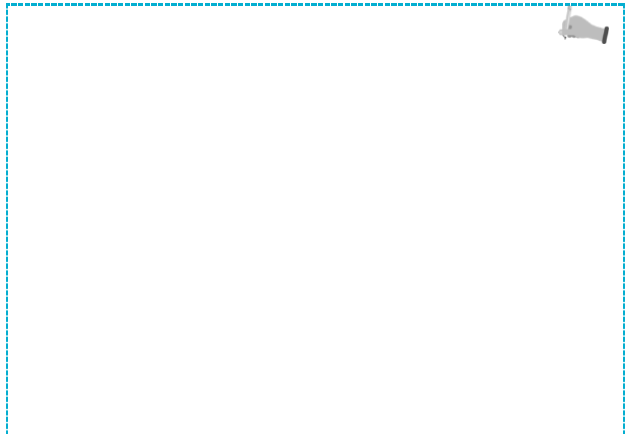
One day an ant went down to the **river** to get a drink.



R _____

R _____

Up above, a **dove** saw the poor ant in the river.



D _____

D _____

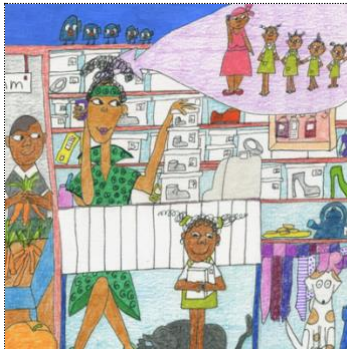
Was this completed with parent/gradian?	Yes	No
It was completed in _____	minutes	

Complete the Sentence

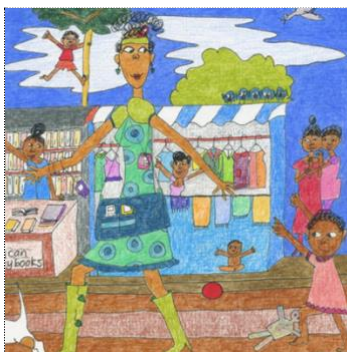
Complete the story by filling in the missing words. Use your copy of “Ms. Phone” for guidance.



When _____ wakes up, she arranges her
_____ on the table.



The _____ one is for communicating with
people _____ need her help.



_____ she passes,
there are _____ of
“Ms. Phone! Ms. _____ !”

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