

ABRA OFFLINE: WEEK 9

Overview

Book: [The Frogs and the Well](#)

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

DAY	ACTIVITY	MATERIALS
TEACHER DAY 1: DECODING & STORYTELLING	Blending word list, read page 1-4 & art/creative writing activity	Pencil, worksheet 1, extra paper
PARENT DAY 1: DECODING & WRITING	Identify the pictures and beginning sound in word families & writing new words	Pencil, worksheet 2, stick
TEACHER DAY 2: VOCABULARY & REFLECTION	Blending word list, read page 5-8, acting out new words & worksheet 4	Alphabet pebbles, pencil, worksheet 1 & 4
PARENT DAY 2: DECODING & WRITING	Identify the picture and beginning sound in word families & writing new words	Pencil, worksheet 3, READS story

HOME LITERACY: STORY TIME

Read the story "[Khalai Talks to Plants](#)" to the child.

- 1) Read the book together, instruct the child to look and circle the following words: *grass, grow, green, walk, talk*.
- 2) Once the child is done reading the book, reread the circled words and write them down.
- 3) Ask the child which words make the "gr" sound and then use each word in a sentence.
- 4) Then, ask the child to identify the silent letter in the words *walk and talk*. Once the silent letter (l) has been identified, ask the child to write each of these words in the dirt using a stick.
- 5) At the beginning of the book, the reader learns that the name Khalai means 'the good one'. Talk to the child about the significance of their name and other names in the family.

Daily Schedule

TEACHER DAY 1	<ul style="list-style-type: none"> • Warm-up: ask the learner to read level 3 and 4 words on Worksheet 1. Put a check mark beside the words that are said with ease and circle words that need to be reviewed. • Invite the learner to read the story, “The Frogs and the Well” (page 1-4). If the learner is not yet a fluent reader, consider reading the difficult words chorally and encourage the learner to read the simple words independently. • Stop at page 4 and review all of the creatures: ducks, beavers, ants, dragonflies, swans, mosquitoes, frogs. Guide the learner to identify each animal before reviewing the sounds in each word. • Ask the learner to pick one of the animals and make up a short story about their chosen animal. On a separate piece of paper, ask the learner to draw one part of their story and write one sentence below the drawing.
PARENT DAY 1	<ul style="list-style-type: none"> • Look at the pictures on Worksheet 2 and ask the child to say aloud what each picture is, then fill in the missing sound. Notice that the three words in the row rhyme. Take for example the first row: dog, log, jog. Complete the rest of the page and return to the teacher. • For an extra activity, select some of the words from the page and ask the child to write them in the dirt using a stick.
TEACHER DAY 2	<ul style="list-style-type: none"> • Review circled words from Worksheet 1 as a warm-up and make sure the learners use the alphabet pebbles as a support to recreate the words. • Invite the child to read the story, “The Frogs and the Well” (page 5-8). If the child is not yet a fluent reader, consider reading the difficult words chorally and encourage the learner to read the simple words independently. • Stop at page 8 and review the following action words: waddled, scampered, marched, buzzed. Review the sounds in each word. Ask the learner: who waddles? Who scampers? etc. • Once the learner can match the action word to the animal, act out page 5-8 of the book. First the teacher narrates, and the learner does the actions. Then the learner reads aloud while the teacher does the actions. • Complete the reflection activity on Worksheet 4 by circling one response for each question.
PARENT DAY 2	<ul style="list-style-type: none"> • Look at the pictures on Worksheet 3 and ask the child to say aloud what each picture is, then fill in the missing sound. Notice that the three words in a row rhyme. Take for example the first row: grain, brain, train. Complete the rest of the page and return to the teacher. • Take 15 minutes to try the <i>Home Literacy: Story Time</i> activity with the story, “Khalai Talks to Plants”.





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)

Level 4: 4-sound words

fast (f/a/s/t)	grin (g/r/i/n)	dried (d/r/ie/d)
small (s/m/a/l)	grain (g/r/ai/n)	frog (f/r/o/g)
sleep (s/l/ee/p)	trip (t/r/i/p)	trap (t/r/a/p)
drag (d/r/a/g)	drop (d/r/o/p)	slide (s/l/i/de)
truck (t/r/u/ck)	grass (g/r/a/ss)	swim (s/w/i/m)
green (g/r/ee/n)	black (b/l/a/ck)	from (f/r/o/m)
into (i/n/t/o)		










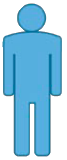

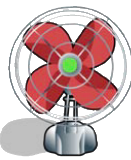









It was completed in _____ minutes



Word Families

Worksheet 2

Look at the picture at the beginning of each row. The two pictures next to it rhyme. Say the beginning sound. Write its matching letter to complete each word.
















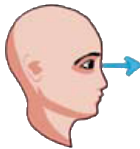





1	 _____og	 _____og	 _____og
2	 _____ig	 _____ig	 _____ig
3	 _____ar	 _____ar	 _____ar
4	 _____an	 _____an	 _____an
5	 _____ug	 _____ug	 _____ug
6	 _____ad	 _____ad	 _____ad
7	 _____ot	 _____ot	 _____ot

It was completed in _____ minutes

Word Families

Worksheet 3

Look at the picture at the beginning of each row. The two pictures next to it rhyme. Say the beginning sound. Write its matching letter to complete each word.

1	 _____ain	 _____ain	 _____ain
2	 _____ake	 _____ake	 _____ake
3	 _____ell	 _____ell	 _____ell
4	 _____oat	 _____oat	 _____oat
5	 _____in	 _____in	 _____in
6	 _____ee	 _____ee	 _____ee
7	 _____and	 _____and	 _____and

It was completed in _____ minutes



Name: _____

Date: _____

Reflection

Worksheet 4

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 reading "The Dove and the Ant" easy OK difficult

I found reading "The Dove and the Ant" fun OK boring

I found reading "Ms. Phone" easy OK difficult

I found reading "Ms. Phone" fun OK boring

I found reading "Child as Peacemaker" easy OK difficult

I found reading "Child as Peacemaker" fun OK boring

I found reading "Khalai Talks to Plants" easy OK difficult

I found reading "Khalai Talks to Plants" 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

