

# ABRA OFFLINE: WEEK 14

## Overview

**Book:** [The Little Red Hen](#)

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> PREDICTION, READING & VOCABULARY	Engage learners in the new story with prediction questions and monitor vocabulary	Alphabet pebbles, worksheet 1 & 2, pencil
<b>PARENT DAY 1:</b> SHARED READING	Complete this week's Home Literacy activity	READS book: <i>Curious Baby Elephant</i>
<b>TEACHER DAY 2:</b> PREDICTION, READING & VOCABULARY	Engage learners in the new story with prediction questions and monitor vocabulary	Alphabet pebbles, worksheet 1 & 3, pencil
<b>PARENT DAY 2:</b> CONTENT REVIEW	The learner shares what was learned, and the parent shares a recipe	READS Book: <i>How Ant Saved Dove</i>

### HOME LITERACY: STORY TIME

Read the story "[Curious Baby Elephant](#)" to the child.

- 1) View the pictures in the book with the child. Together, name the animals you see.
- 2) After looking at the pictures, ask the child to use these pictures to tell his or her own story. Ask the child to describe the animals in detail. Some prompting questions are as follows: How is the elephant's face different from the crocodile? What noise do you think the crow makes?
- 3) Look through the text of the book to search for words that the child knows very well. Circle words the child has difficulty with and show these circled words to the teacher.

## Daily Schedule

<p><b>TEACHER DAY 1</b></p>	<ul style="list-style-type: none"> <li>• For a warm-up activity, go to <b>Worksheet 1</b> and ask the learner to read aloud as many high frequency words from the list as possible. Put a check mark beside words that learners are able to read and circle the words that need to be reviewed at a later date.</li> <li>• Show the learner the cover page of “The Little Red Hen” and ask the following question:             <ul style="list-style-type: none"> <li>○ What do you think the story will be about?</li> </ul> </li> <li>• Turn the page and ask the child the same question. Generate a short discussion about how their answer may or may not have changed.</li> <li>• Continue reading the story aloud to the learner. After each page, have the learner repeat the text after you read.</li> <li>• As you read page 1-10, stop at the following words to check for comprehension: <i>farm, cow, grow, grain, wheat, bread, myself tired, tall, wheat, mill</i>. Consider using the alphabet pebbles or writing in the dirt with a stick as an aid to help learners decode the words.</li> <li>• Show the child how to complete <b>Worksheet 2</b> by circling the words and writing one sentence together.</li> <li>• For homework, the learner will complete Worksheet 2.</li> </ul>
<p><b>PARENT DAY 1</b></p>	<ul style="list-style-type: none"> <li>• Ask the child to complete and then show you what he or she learned from <b>Worksheet 2</b>.</li> <li>• Sit with your child to complete this week’s <i>Home Literacy</i> activity.</li> </ul>
<p><b>TEACHER DAY 2</b></p>	<ul style="list-style-type: none"> <li>• For a warm-up activity, go to <b>Worksheet 1</b> and ask the learner to read aloud the circled words from day 1. Put a check mark beside words that learners are now able to read and use the alphabet pebbles to work on the words the child is having difficulty decoding.</li> <li>• Read aloud page 11 of “The Little Red Hen” and ask the learner the following question before you continue reading:             <ul style="list-style-type: none"> <li>○ What do you think the Hen will do if the dog, pig and cow won’t help?</li> </ul> </li> <li>• Ask the child the same question after reading page 14. Generate a short discussion about how their answer may or may not have changed.</li> <li>• Continue reading the story aloud to the learner. After each page, have the learner repeat the text after you read.</li> <li>• Once you get to page 16, stop at each ingredient for the bread and have the learner repeat after you: <i>flour, salt, yeast, dough</i>. Consider using the alphabet pebbles or writing in the dirt with a stick as an aid to help learners decode these more difficult words.</li> <li>• Complete <b>Worksheet 3</b> together.</li> </ul>
<p><b>PARENT DAY 2</b></p>	<ul style="list-style-type: none"> <li>• Ask the child to show you what he or she learned from <b>Worksheet 3</b>.</li> <li>• Share a favourite recipe with the child. If possible, prepare this food together.</li> </ul>





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

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

# High Frequency Words

Worksheet 1

Starting with one box, point to the words from left to right. Put a check mark at each word read correctly and circle words that need to be reviewed. Encourage the learner to read as many words as possible.

said	you	on
that	can	like
her	little	down
don't	day	far

after	they	all
up	this	go
no	see	get
an	house	another

did	first	had
help	how	jump
make	many	must
not	old	one

put	want	what
good	have	just
live	man	much
night	off	people



# Vocabulary from the Story Worksheet 2

Invite the learner to circle the following words: farm, cow, wheat, mill, bread from the sentences above the pictures. On the lines to the right of the picture, ask the learners to write a sentence to demonstrate the meaning of two words of his or her choice.

Once upon a time, Little Red Hen lived on a farm with a dog, a pig, and a cow.




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“Who will help me cut the wheat and take it to the mill so that we can have fresh bread?”




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# Vocabulary from the Story Worksheet 3

Say the following words aloud and ask the learner to circle them in the text below: flour, salt, yeast, dough. In the space provided, invite the learner to draw pictures for each ingredient (in boxes 1-4).

**Alternative:** Draw the steps that are needed to prepare a meal, in order from 1-6. You might not need all boxes.



She mixed the flour with salt and yeast to make the dough. After the dough rose, she put it in the oven to bake.

1

2

3

4

5

6