

# ABRA OFFLINE: WEEK 16

## Overview

**Book:** [Henny Penny](#)

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 & TRACKING	The learners read this week's ABRA book and are to complete a vocabulary activity	Alphabet pebbles, worksheet 1, 2 & 3, pencil
<b>PARENT DAY 1:</b> SHARED READING	The child reads the first 6 pages of the book aloud to the parent	ABRA Book: <i>Henny Penny</i>
<b>TEACHER DAY 2:</b> VOCABULARY & READING	Review worksheet 3 and continue reading	Alphabet pebbles, pencil
<b>PARENT DAY 2:</b> SHARED READING	Complete this week's Home Literacy activity	READS Book: <i>Goat, Dog and Cow</i>

### HOME LITERACY: STORY TIME

Read the story "[Goat, Dog and Cow](#)" to the child.

- 1) View the pictures in the book with the child and name the animals you see in English and in your native language (if applicable).
- 2) Once the pictures in the book have been reviewed once, ask the child to use these pictures to tell their own story. Ask the child what he or she thinks each animal is feeling based on their facial expression. Use some prompting questions such as: Why do you think the dog ran back to the car? Does the goat on page 8 have the same expression as the cow on page 9? Why or why not?
- 3) If the child is able to, scan through the text of the book to look for familiar words. Circle words the child has difficulty with and show these circled words to the teacher during the next visit.

## Daily Schedule

<b>TEACHER DAY 1</b>	<ul style="list-style-type: none"> <li>• For a warm-up activity, continue reading difficult words from <b>Worksheet 1</b> aloud and ask the learner to recreate the word using the alphabet pebbles. Put a check mark beside words that learners are able to recreate and show the learners words he or she has trouble with as an aid. For more advanced learners, ask him or her to write the words out in a sentence.</li> <li>• Invite the learner to read pages 1-6 of “Henny Penny”. Fill out the reading record (<b>Worksheet 2</b>) as the learner reads. If the learner has difficulty reading the text fluently, be sure to stop and decode words together before chorally reading the text a second time.</li> <li>• Complete <b>Worksheet 3</b> with the learner.</li> </ul>
<b>PARENT DAY 1</b>	<ul style="list-style-type: none"> <li>• Ask your child to read the first 6 pages of “Henny Penny” aloud to you.</li> </ul>
<b>TEACHER DAY 2</b>	<ul style="list-style-type: none"> <li>• Review difficult words from the reading record.</li> <li>• Review the vocabulary words from <b>Worksheet 3</b> and check for understanding. First ask the learner to spell out the words using the pebbles or in the dirt with a stick, if he or she is able to, prompt the learner to say their own definition of the word.</li> <li>• Continue reading page 7-12 of “Henny Penny” with the learner. Consider engaging in choral reading if the learner is struggling to read on his or her own.</li> <li>• If the learner has siblings, assign a character to each child (Henny Penny, Goosey-Poosey, etc.) and invite the learners to act out the events in the story.</li> <li>• Model the <i>Home Literacy</i> activity to the parent and child.</li> </ul>
<b>PARENT DAY 2</b>	<ul style="list-style-type: none"> <li>• Sit with the child to complete this week’s <i>Home Literacy</i> activity.</li> </ul>





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

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

# High Frequency Words

Worksheet 1

Review the boxes and the words that were difficult for the learner. Be sure to use the alphabet pebbles to support the learner as he or she decodes the word. For extra practice, say the word out loud, write it down and use it in a sentence.

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





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

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

# Reading Record

Worksheet 2

Track the learner as he or she reads the first 6 pages of the book aloud. Be sure to circle any errors as the child reads (using the story column). In the right-hand column, count the number of errors for each line. At the bottom of the page, tally the errors. Try to find patterns in the errors. For example: wrong sounds for a letter, missing letters and skipping words. Provide corrective feedback.

Story: Henny Penny	Errors
<p>Once beautiful summer day Henny Penny was cleaning up her yard, minding her own business when an acorn fell and hit her on the head.</p> <p>“Ouch,” she cried looking up. “The sky is falling the sky is falling. I must go and tell the mayor.</p> <p>Very upset and very much in a hurry she left her yard and went off down the road.</p> <p>Down the road Henny Penny met Cocky-Locky, who asked why she was in such a hurry. “I am going to tell the mayor that the sky is falling,” she explained.</p> <p>“Oh my,” said Cocky-Locky. “Can I go along with you?”</p>	
	Total errors



# Vocabulary: Henny Penny

Locate the vocabulary word in the story and write down the corresponding page number(s). Match the vocabulary word to its definition by drawing a line. Write a sentence for each vocabulary word on the next page.

Page #	Vocabulary Word	Definitions
	Explain 	To feel sad and unhappy.
	Summer 	To move with great speed.
	Yard 	A pale green or brown oval nut that is the fruit of an oak tree.
	Hurry 	An area of ground around a house that belongs to the home's owner.
	Acorn 	The warmest season of the year.
	Upset 	To make something clear or understandable.



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

Explain

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Summer

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Yard

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Hurry

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Acorn

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Upset

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