

ABRA OFFLINE: WEEK 17

Overview

Book: [Henny Penny](#)

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

DAY	ACTIVITY	MATERIALS
TEACHER DAY 1: VOCABULARY & TRACKING	The learners continue reading the ABRA book and complete a vocabulary activity	Alphabet pebbles, worksheet 1 & 2, pencil
PARENT DAY 1: SHARED READING	The child reads pages 13-18 of the book aloud to the parent	ABRA Book: <i>Henny Penny</i>
TEACHER DAY 2: VOCABULARY & READING	Review worksheet 2, continue reading and complete worksheet 3	Alphabet pebbles, worksheet 2 & 3, pencil
PARENT DAY 2: SHARED READING	Complete this week's Home Literacy activity	READS Book: <i>Vayu, the Wind</i>

HOME LITERACY: STORY TIME

Read the story "[Vayu, the Wind](#)" to the child.

- 1) View the front cover of the book with your child. Together, talk about what the book may be about.
- 2) Look through the book together and talk about what the picture of the wind is doing on each page. Use some prompting questions such as: What other weather elements do you see on page 11? What do you think the wind represents on page 13?
- 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.

Daily Schedule

TEACHER DAY 1	<ul style="list-style-type: none"> • For a warm-up activity, have the child select two cards from Worksheet 1 and list words with that sound. Write those words on the other side of the card. Read the list aloud for the learner and have him or her recreate the words using the alphabet pebbles. For more advanced learners, ask him or her to write the words out in a sentence or write a silly story with the chosen words. • Invite the learner to read pages 13-18 of “Henny Penny”. 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. • Complete Worksheet 2 with the learner.
PARENT DAY 1	<ul style="list-style-type: none"> • Ask your child to read pages 13-18 of “Henny Penny” aloud to you.
TEACHER DAY 2	<ul style="list-style-type: none"> • Review the vocabulary words from Worksheet 2 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 his or her own definition of the word. • Continue reading page 19-24 of “Henny Penny” with the learner. 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. • Answer the story response questions (Worksheet 3).
PARENT DAY 2	<ul style="list-style-type: none"> • Sit with the child to complete this week’s <i>Home Literacy</i> activity.





Name: _____

Date: _____

High Frequency Words

Worksheet 1

Cut along the dotted lines.

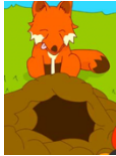

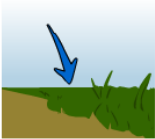



or	ch	sh
oo	ck	ee
oa	ea	ai



Vocabulary: Henny Penny

Worksheet 2

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
	Burrow 	The part that is the farthest away from the center.
	Office 	A solid surface that you walk on.
	Ground 	A meal you eat in the middle of the day.
	Edge 	A place in the ground where some animals live.
	Grin 	A smile that sometimes means you have gotten into trouble.
	Lunch 	A room where someone works.



Name: _____ Date: _____

Burrow

Office

Ground

Edge

Grin

Lunch



CENTRE FOR THE STUDY OF
LEARNING AND PERFORMANCE



