

ABRA OFFLINE: WEEK 19

Overview

Book: [Waterfall](#)

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

DAY	ACTIVITY	MATERIALS
TEACHER DAY 1: READING & COMPREHENSION	Continue reading this week's ABRA book and complete a sequencing activity	Alphabet pebbles, worksheet 1 & 2, pencil
PARENT DAY 1: STORY RETELL	The child retells what he or she read with the teacher	ABRA Book: <i>Waterfall</i>
TEACHER DAY 2: FLUENCY & VOCABULARY	Reading aloud and answering story response questions	Alphabet pebbles, worksheet 3, pencil
PARENT DAY 2: SHARED READING	Complete this week's Home Literacy activity	READS Book: <i>Ox and Donkey</i>

HOME LITERACY: STORY TIME

Read the story "[Ox and Donkey](#)" to the child.

- 1) Look through the book together and talk about what is going on each picture.
- 2) Ask the child to look for words he or she knows very well. Circle these words and read aloud.
- 3) Prompt the child with some of the following questions: Do you think the Ox and the Donkey are friends? Why or why not?
- 4) With the child, brainstorm two animals in your community. If these animals could talk, what would they say to each other? Write or tell a story with the child about the two chosen animals in your community.

Daily Schedule

TEACHER DAY 1	<ul style="list-style-type: none"> For a warm-up activity, have the child select two new cards from Worksheet 1 (started week 17) 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 9-15 of “Waterfall”. 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. Be sure to tell the learner that words written in capital letters are proper nouns and are often difficult to pronounce (Chibchacun, Bochica). Complete the sequencing activity in Worksheet 2.
PARENT DAY 1	<ul style="list-style-type: none"> Ask the child to retell what happens in the story “Waterfall” while using the pictures as an aid.
TEACHER DAY 2	<ul style="list-style-type: none"> As a warm-up, have the child review the words chosen from Day 1 warm-up. Ask the learner to recall the story “Waterfall” in his or her own words. Complete the story response questions in 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.



High Frequency Words

Worksheet 1

Cut along the dotted lines.

or	ch	sh
oo	ck	ee
oa	ea	ai

Sequencing: Waterfall

Worksheet 2

Number each picture from 1-6 to match what happened in the story. Write a word to describe what's going on in each picture



