

ABRA OFFLINE: WEEK 20

Overview

Book: Learner's choice between [I Can Move Like a...](#), [The Little Red Hen](#), or [Ms. Phone](#).

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

DAY	ACTIVITY	MATERIALS
TEACHER DAY 1: FAVOURITE STORY READ ALONG	Learner's choice for read along (1 of 3 options)	Pencil, ABRA or READS book
PARENT DAY 1: STORY PRESENTATION	The child reads his or her favourite book from the program aloud	ABRA or READS book
TEACHER DAY 2: FLUENCY, REFLECTION & CELEBRATION	Reading of the running record, reflection, hand out bookmark	Worksheet 1 & 2, ABRA or READS book, pencil, bookmark
PARENT DAY 2: SHARED READING	Complete this week's Home Literacy activity	READS Book: <i>Grandmother and the Smelly Girl</i>

HOME LITERACY: STORY TIME

Read the story "[Grandmother and the Smelly Girl](#)" to the child.

- 1) Look through the book together and talk about what is going in 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: What emotion do you think the girls are feeling on page 4? What emotion are her aunt and uncle feeling on page 11? Where else in the book can you guess what emotion the characters are feeling?

Daily Schedule

TEACHER DAY 1	- Ask the learner to choose one of the following books to read aloud: “I Can Move Like a...”, “The Little Red Hen”, or “Ms. Phone”. After he or she has read it aloud, ask why it is their favourite. - Invite other learners or siblings to choose any book from the program. Inspire learners to become actors and prepare a presentation of the book to their parents.
PARENT DAY 1	Ask the child to retell the story from yesterday’s activity while using the pictures as an aid.
TEACHER DAY 2	- Complete Worksheet 1 (for one story) with the learner. - Ask the learner to recall what he or she has learned over the course of the program. Consider talking about activities the learner found easy or difficult to spark his or her response. Complete Worksheet 2 with the child. - Celebrate the child’s success by giving each child a token, such as a bookmark after the day’s activities. Invite the child’s parents to join.
PARENT DAY 2	Sit with the child to complete this week’s <i>Home Literacy</i> activity.





Name: _____

Date: _____

Reading Record

Worksheet 1

Track the learner as he or she reads the first few pages of **one** of the books aloud. Circle any errors. In the right-hand column, count the number of errors for each line and then the total. Try to find patterns in the errors to provide corrective feedback.

Story: I Can Move Like a... (pages 1-6)	Errors
I can move like a snake, creeping side to side.	
I can curl in a loop, if I want to hide.	
I can move like a cat, walk in the night.	
I can jump at the moon, I can move without light.	
I can move like a bird, up in a tree.	
I can fly down and catch the worm that I see.	
	Total errors

Story: Ms. Phone (pages 1-6)	Errors
She is called Ms. Phone. Look at her!	
She has five cellphones. When she wakes up, she arranges her cellphones on the table.	
The yellow one is for communicating with family.	
The white one is for communicating with people at work.	
The red one is for communicating with those who owe her something.	
The pink one is for communicating with her best friends.	
	Total errors





Name: _____

Date: _____

Story: The Little Red Hen (pages 1-7)	Errors
Once upon a time, Little Red Hen lived on a farm with a dog, a pig and a cow. Little Red Hen worked hard every day to grow plants in her garden. The dog, the pig, and the cow did nothing but sleep all day in the warm sun and watch Little Red Hen work in her garden. One day, Little Red Hen found a grain of wheat. “Who will help me plant this wheat so that we can eat fresh bread?” she said. “Not I,” said the dog. “Not I,” said the pig. “Not I,” said the cow.	
	Total errors



Survey

Worksheet 2

Read the prompts aloud to the child. Ask him or her to circle/colour in their response. Be sure to give the learner time to do a more advanced reflection on the next page. Encourage all learners to write at least a few words or fill in the information for the child if he or she is unable to write on their own.

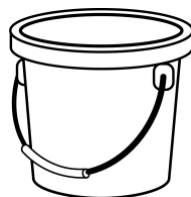
This is how I feel about the books read each week:



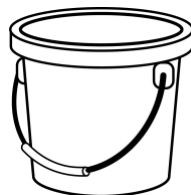
This is how I feel about the activities each week:



The amount in the bucket shows how much I learned about new words:



The amount in the bucket shows how much I learned about reading:





Name: _____ Date: _____

3 things you liked about the program:

2 things you learned during the program:

1 memory you have from the program:

