

ABRA STORYBOOK GUIDE

About this document

This ABRA Storybook Guide supplements *Unit 2 – Lessons 6-20* of the Bangladesh ABRA Guide with activities from the **Reading** and **Understanding the Story** sections of ABRACADABRA.

HOW TO USE THIS DOCUMENT

- During Unit 2 of the Bangladesh ABRA Guide, choose one day to complete the corresponding Storybook activity below. (This is to be completed outside of the 3-day structure in the other guide).
- Each story will be used over 3 units of study and divided into 3 subskills:
 - Reading/Fluency
 - Vocabulary
 - Comprehension
- The ABRACADABRA story is outlined at the top of each unit followed by a few activities. If displaying the ABRA story on the screen is not possible, use a PDF version of the ABRA book found [here](#).
- These activities are tied to particular letters, but the overall aim is to help learners develop their fluency and comprehension skills. You may decide to focus on words that start or contain the letter being taught in the lesson, but you could also use these activities to review all letters covered up to this point.

Storybook Guide

LESSON	ABRA STORY	ACTIVITY
Lesson 6: Letter F	WHEN I OPEN MY EYES	READING/FLUENCY 1. Select Tracking under Reading and “When I open my eyes” under Poetry. 2. Click the green bird on each page. Have the learners repeat after the software.

Lesson 9: Letter G	WHEN I OPEN MY EYES	VOCABULARY 1. Repeat step 1 and 2 from the week before. 2. Select one or two challenging words on each page and watch the animation for segmenting the word. Write these words on the chalkboard or somewhere else in the classroom. 3. Select Vocabulary under the Understanding the Story section and “When I open my eyes” under Poetry. Select up to four words to review.
Lesson 9: Letter H	WHEN I OPEN MY EYES	COMPREHENSION 1. Select Story Response under the Understanding the story section and “When I open my eyes” under Poetry. Complete the activity as a class. 2. Divide the learners into small groups and encourage each child to retell the story in their own words to their peers.
Lesson 11: Letter I	I CAN MOVE LIKE A...	READING/FLUENCY 1. Select Tracking under Reading and “I can move like a...” under Poetry. 2. Read aloud pages 3-10 with the learners and have the class repeat the text after you. 3. Ask learners to identify the animal in the picture and find the corresponding words in the text: cat, bird, ant, frog. Then ask learners to identify familiar letter sounds.
Lesson 11: Letter J	I CAN MOVE LIKE A...	VOCABULARY 1. Read aloud pages 3-10 with the learners and have the class repeat the text after you. As you read, stop at the following words to review meaning: walk, jump, move, fly, catch, fall, leap. 2. In the software, select High Frequency Words (level 1) under Reading and “I can move like a...” under Poetry. Divide the class into 2 groups. Have group 1 stand up and read the words as they appear on the screen. Then group 2 does a round of the activity. Try doing level 2 as a class.



Review (A-J) <i>Do this after lesson 11.</i>	I CAN MOVE LIKE A...	COMPREHENSION 1. Select Tracking under Reading and “I can move like a...” under Poetry. 2. As a class, read aloud pages 3-10. 3. Re-write the words on the board from the previous lesson: <i>Walk, jump, move, fly, catch, fall, leap</i>. Ask the learners to stand up and do the action for each word. 4. Assign a page to small groups of learners. Have the group read the text aloud and act out the new vocabulary word as they read.
Lesson 13: Letter K	DARYL DON'T DAWDLE	READING/FLUENCY 1. Select Tracking under Reading and “Darryl! Don’t Dawdle” under Poetry. 2. Click the green bird on each page. Have the learners repeat after the software.
Lesson 13: Letter L	DARYL DON'T DAWDLE	VOCABULARY 1. Select Tracking under Reading and “Darryl! Don’t Dawdle” under Poetry. 2. Read aloud pages 1-8 with the learners and have the class repeat the text after you. As you read, stop at the following words to look for the letter D/d sound: drat, Daryl, dawdle, delicious, doomed, Doyle, darker. If necessary share the meaning as well.
Lesson 14: Letter M	DARYL DON'T DAWDLE	COMPREHENSION 1. Re-write some of the words on the board that have the D/d sound from the previous lesson. Model how to pronounce the D/d sound and have learners read the words aloud. Ask learners if they can recall the meaning of each word. 2. Select Story Response under the Understanding the story section and “Daryl Don’t Dawdle” under Poetry. Complete the activity as a class. 3. Divide the learners into small groups and encourage each child to share with a peer what they learned from the pages reviewed as a class.

Lesson 14: Letter N	THE DOVE AND THE ANT	READING/FLUENCY 1. Select Tracking under Reading and “The Dove and the Ant” under Folk and Fairy Tales. 2. Click the green bird on each page. Have the learners repeat after the software. (Alternative: Read aloud pages 1-13 with the learners and have the class repeat the text after you.)
Lesson 16: Letter O	THE DOVE AND THE ANT	VOCABULARY 1. Select Tracking under Reading and “The Dove and the Ant” under Folk and Fairy Tales. 2. Read aloud pages 1-7 with the learners and have the class repeat the text after you. As you read, stop at the following words to review meaning: went, down, drink, thirsty, suddenly, fell, swept, feared, saw, picked up, saved. 3. In the software, select High Frequency Words (level 1) under Reading and “The Dove and the Ant” under Folk and Fairy Tales. Divide the class into 2 groups. Have group 1 stand up and read the words as they appear on the screen. Then group 2 does a round of the activity. Try doing level 2 as a class.
Review (A-O) <i>Do this after lesson 16.</i>	THE DOVE AND THE ANT	COMPREHENSION 1. As a class, read aloud pages 1-13. 2. Select Story Response under the Understanding the story section and “The Dove and the Ant” under Folk and Fairy Tales. Complete the activity as a class (Alternative: Teacher can tell the software questions to the whole class for peer-sharing.) 3. Ask learners to share an alternative ending to the story with their peer. 4. If time permits, divide the learners into small groups and encourage learners to act out the story in their groups.

Lesson 16: Letter P	THE THREE BILLY GOATS GRUFF	READING/FLUENCY 1. Select Tracking under Reading and “The Three Billy Goats Gruff” under Folk and Fairy Tales. 2. Click the green bird on each page. Have the learners repeat after the software. After each page, ask for volunteers to point to a few words s/he recognizes from the page and read it aloud.
Lesson 17: Letter Q and R	THE THREE BILLY GOATS GRUFF	VOCABULARY 1. Select Tracking under Reading and “The Three Billy Goats Gruff” under Folk and Fairy Tales. 2. Read aloud pages 1-18 with the learners and have the class repeat the text after you. As you read, stop at the following words to review meaning: once, big, bigger, biggest, tall, cross, bridge, problem, ugly, huge, troll, hungry. Use objects in the class to model the difference between big, bigger, and biggest. 3. In the software, select Vocabulary under Understanding the Story and “The Three Billy Goats Gruff” under Folk and Fairy Tales. Select the following words in the software: bridge, horns, huge and troll. Ask for volunteers to come up to the software and click on the eggs, complete the activity as a class.

Lesson 18: Letter S	THE THREE BILLY GOATS GRUFF	COMPREHENSION 1. Using the list of words from the previous lesson, assign a word to each learner. (The same word can be given to 2 or 3 learners) 2. Select Tracking under Reading and “The Three Billy Goats Gruff” under Folk and Fairy Tales. 3. Instruct the learners to follow along on the screen as the teacher reads aloud pages 1-18. When the learner’s assigned word comes up, he or she will read it aloud with the teacher. 4. After reading, encourage the learners to describe one character that s/he liked most to their peers. 5. If time permits, select Story Response under the Understanding the story section and “The Three Billy Goats Gruff” under Folk and Fairy Tales. Complete the activity as a class.
Lesson 18: Letter T	THE FROGS AND THE WELL	READING/FLUENCY 1. Select Tracking under Reading and “The Frogs and the well” under Folk and Fairy Tales. 2. Go through the first 5 pages of the book and click the green bird on each page. Have the learners repeat after the software. Pause after every page and ask learners to identify words that they recognize.

Review (A-T) <i>Do this after lesson 18.</i>	THE FROGS AND THE WELL	VOCABULARY 1. Select Tracking under Reading and “The Frogs and the well” under Folk and Fairy Tales. 2. Read aloud pages 5-17 with the learners and have the class repeat the text after you. As you read, stop at the following words to review the meaning: hurried, waddled, marched, forest, wings, buzzed, excited. Write the words ending in -ed on the board: hurried, waddled, marched, buzzed, excited. Ask learners to identify the ending sound. Explain that the -ed in these words tells the reader that this is an action in the past. 3. In the software, select High Frequency Words (level 1) under Reading and “The Frogs and the well” under Folk and Fairy Tales. Divide the class into 2 groups. Have group 1 stand up and read the words as they appear on the screen. Then group 2 does a round of the activity.
Lesson 19: Letter U	THE FROGS AND THE WELL	COMPREHENSION 1. Select Tracking under Reading and “The Frogs and the well” under Folk and Fairy Tales. 2. Read aloud pages 1-17 with the learners and have the class repeat the text after you. 3. Select Story Response under the Understanding the story section and “The Frogs and the well” under Folk and Fairy Tales. Complete the activity as a class. Alternative: Divide the learners into small groups and encourage each child to retell the story in their own words to their peers.)
Lesson 19: Letter V	THE LITTLE RED HEN	READING/FLUENCY 1. Select Tracking under Reading and “The Little Red Hen” under Folk and fairy tales. 2. Click the green bird on each page. Have the learners repeat after the software. Pause after every page and ask learners to identify words that they recognize.

Lesson 19: Letter W	THE LITTLE RED HEN	VOCABULARY 1. Read aloud pages 1-12 with the learners and have the class repeat the text after you. After each page, encourage learners to identify words they may not know from the text and review the meaning. 2. In the software, select High Frequency Words (level 1) under Reading and “The Little Red Hen” under Folk and Fairy Tales. Divide the class into 2 groups. Have group 1 stand up and read the words as they appear on the screen. Then group 2 does a round of the activity.
Lesson 20: Letter X and Y	THE LITTLE RED HEN	COMPREHENSION 1. As a class, read aloud pages 13-21. 2. Select Story Response under the Understanding the story section and “The Little Red Hen” under Folk and Fairy Tales. Complete the activity as a class. 3. Divide the learners into small groups and ask the learners the following questions: “how did the little red hen make the bread? What ingredients were used? (flour, salt, water and yeast) What else can we add to a recipe for bread? Give learners 10 minutes to come up with their own bread recipe before sharing with the class.