

USING ABRA IN LARGE (SPLIT) CLASSES

TEACHER PREPARATION

- 1) Plan what ABRA activity/story will be assigned in the computer station.
- 2) Make sure all of the devices are functioning in your classroom or the lab.
- 3) Plan the activities for 3 or more stations in the classroom (see suggestions at end).
- 4) Prepare each of the classroom stations using available materials such as:
 - Flash cards (both with letters and words).
 - Sequencing cards.
 - Drawing material (paper and colouring pencils).
 - ABRA worksheets (from the ABRA Teacher Resources site).
- 5) Prepare a run-through of each station before starting.
As a reminder for yourself, write out a specific set of instructions for each station – see below for help.
- 6) Share the lesson objectives with the learners in the classroom before starting the lesson.
This helps in managing time when in the lab.

LEARNER PREPARATION

- 1) Provide an overview of the objectives of the lesson.
- 2) Sort the learners into groups.
- 3) Describe the activities available at each of the different stations and the ABRA activity they will be using at the technology station or in the lab.
- 4) Assign one group of learners to the technology station and ask them to log in to the Learning Toolkit+ and to go to the activity. If relevant, direct them to also select a specific book for the activity.
Stress the importance of each learner signing into their own account.
- 5) Assign the other groups to a station. Ask them to move to the stations and begin the station activity.
- 6) Set a time limit for work in each station, then rotate learners through the stations.

Note: If you feel learners need more time at the ABRA station than the others, you can direct them to remain at that station for two rotations. Alternatively, if you have enough devices, you can divide the class in half. Half of them use the devices while the other half rotate in the other stations, and the learners swap at the mid-way point.

USING THE STATIONS

- 1) If time allows, learners should rotate between the stations (set one way of rotating, i.e. clockwise or counter-clockwise).
- 2) Assign a station to each group and supervise as they do the activities.
- 3) Use visual cues for learners to identify stations easily.
See visual cues cards in the Teacher Aid Using Stations/Centres in the Classroom.
- 4) The time at each station should be indicated.
Suggested 10-15 minutes for a total of 30 mins.
- 5) If time does not allow for completion of an activity, learners can start at that station in the next English lesson.
- 6) Rotation can be done by alerting learners using:
 - Bell
 - Using gestures
 - Clapping of hands
 - Word of mouth

SUGGESTED CLASSROOM ACTIVITIES

- Worksheets related to your lesson's topic from the [ABRA Teacher Resources](#) or other prepared materials. Ask learners to choose one and complete it or assign them a specific worksheet best suited to their skill-level.
- Reusable classroom activities related to your lesson's topic, such as [Alphabet Cards](#), [High Frequency Words Flashcards \(Easy\)](#), or other suggestions found in ABRA's [classroom activities](#).
 - Sequencing cards created from the stories.
 - Arranging cards to form a word.
 - Arranging cards to form a sentence.
- Colouring [pictures and images](#):
 - On a table have various colouring pages that learners can choose from.
 - Ask learners to choose one and complete it.
- Question and Answer:
 - Create 4-5 short questions about the story, or their response to the story.
 - Make sufficient copies of questions.
 - Set up a station with your questions sheet and pencils.
 - Learners take one sheet and complete the questions.