

ABRACADABRA

READING

Abracadabra-Abra14



STUDENT RECORD BOOK

STUDENT NAME _____

GRADE _____ DIVISION _____

Activities and Levels

Beginning Level (0 to 6)
<http://abralite.concordia.ca/>

The structure for the lessons in this portion are split into two distinct 15 minute sections.

Section A: Can either be something that the teacher would like you to continue with the small group from work they have done in class or will be taken from the *Phonemic Awareness in Young Children* text.

The skills in Phonemic Awareness are designed to improve student listening skills And relate those skills to the printed sounds and letters. The lessons compliment all of the activities in *Abracadabra* and can be used lock step one after the other or by selecting lessons that complement the section of *Abracadabra* that you will be working with on that day. A combination of those two approaches will probably be what evolves. These activities are all in a game format and should be fun but will results in growing pre-reading phonological abilities for the students.

The activities should be repeated until all students are comfortable and competent. If one or two students are holding up the group then some individual sessions, while others are working on *Abracadabra*, should be tried. If you work with the class at other times you might want to ask the teacher if you could work with the group on non-*Abracadabra* days for a 15 minute period. The program actually works most effectively if 15 minutes per day are used to work through it. The skills are all related to growing reading readiness abilities. The teacher may well have other activities that are designed to do the same thing in which case you are just supplementing them. The lessons are scripted so keeping a record of where you are, will allow a casual to be able to continue with the program on the days that you are not able to come in. For now the first two units of activities have been copied but if the school does not have a copy of the text, one will be ordered.



Alphabetics



Alphabetics



Folk and Fairy Tales



Matching Sounds



Alphabet Song



Word Counting



Same Word



Same Phoneme



Animated Alphabet



Letter Sound



Letter Bingo

Beginning Level Icons

Abracadabra Beginning Level Activities

- 1. Matching Sounds: Purpose to see if student can discriminate and match sounds**
- 2. Alphabet Song: Students work on learning the alphabet song with varying levels of scaffolding**
- 3. Word Counting: Student counts words in sentences and matches counting number to words**
- 4. Same Word: Student works on listening to different beginning sounds and identifying same or different for a) beginning sounds b) ending sounds c) medial sounds**
- 5. Same Phoneme: Student works on aural discrimination of individual phonemes**
- 6. Animated Alphabet: Student can select alphabet letters and click to watch a mini-animated video of the sounds made. Individual letters and also standard 2 letter sounds on screen 2**
- 7. Letter Sound: Student searches for the hidden letter that represents an oral sound.**
- 8. Letter Bingo: Student plays animated bingo game with letters being called out that the student needs to find on his bingo card.**

Middle Level (7 to 12)

The lessons at this level are structured differently. It is a good idea to use some of the lessons from *Phonological Awareness in Young Children* as an introduction and if you find gaps you may wish to fall back on the 15-15 split in the class time. Units 4, 5 6 and 7 all have elements that relate to the activities in *Abacadabra*.

Even though these students are considered to be at a higher level it is a good idea if this is the first *Abra* for them this year to start back at the very beginning and move through the activities quickly until you either reach the place where they are again learning rather than reviewing or the new level of lessons in the section. If students are still struggling with the concepts from phonological awareness early chapters continue the 15-15 split on an on-going basis.

- A. If not, a warm up game from Phonological Awareness for a short time can be used as a warm up. Another option would be to have a short oral practice session directly targeting the activity being practiced on *Abra* for that day. (5 to 10 minutes but looking for evidence of clear understanding)
- B. This is followed by about 10 minutes of practice on the new activity selected for the day.
- C. Finally for the last 10 minutes the student can have the choice of continuing the day's central new or review activity or they can go back to earlier activities that they have already done. Do not let them move ahead as waiting until formally introducing will make the activity more productive.

Alphabetics  **Middle level Icons**

								
Syllable Counting	Word Matching	Word, Families	Rhyme Matching	Blending Train	Auditory Blending	Auditory Segmenting	Basic Decoding	Word Changing

Abacadabra Middle Level Activities

1. **Syllable Counting:** The task for students in this activity is to count the number of syllables in spoken words.
2. **Word Matching:** Students match beginning (level 1) and ending (level 2) sounds with words presented orally and visually.

3. **Word Family:** Students choose a letter to connect to the letters on the board to make the word requested orally.
4. **Rhyme Matching:** Students look behind closed doors to find pairs of words that rhyme. A combination of Rhyming and Concentration.
5. **Blending Train:** Students blend oral sounds to make words (numerous levels)
6. **Auditory Blending:** Students blend from 2 sounds to 5 sounds to make into words at 7 different levels.
7. **Auditory Segmenting:** Students are asked to break down words into component sounds.
8. **Basic Decoding:** Students blend sounds into words at 7 progressively harder levels
9. **Word Changing:** Students change words by discarding letters and selecting the letter needed to change the word to the new word requested.

Roz Alphasaurus



Nanuq Aglakti



Advanced Level (12 +)



Understanding the Story



Reading

The activities in this level come for the most part from Understanding the story and reading. The Icons that identify those sections are above. There is also a section at the end for spelling and writing which is well done but unlikely that your groups would use as the emphasis here is on acquiring and improving reading skills. Although of course reading and writing are very much related and beneficial to each other the time we have should first be used to work on the specific reading activities. Some students who are at the top of the advanced group may benefit from time spent on those sections. Although the two sections are quite different the activities in them are designed to be used in conjunction with each other. The elements are listed here in the order that they appear in the program icons but that is not necessarily the order that they are used in. That is covered in more specific detail in the following more detailed lesson sections.



Understanding the Story (Activities)



1. Prediction: An activity that should be done before reading any **new** story with the students. If the story has already been read by the student then the predication activity loses its value.



2. Comprehension Monitoring: An activity where children re-read a story that they have previously studied with you with a goal of identifying the words that don't fit what actually happened in the story.



3. Sequencing: An activity checking recall and story sequence for stories in the program that they have read. Level one requires students to place 3 elements from the story in proper order while level two requires them to organize 5 elements.



4. Summarizing: This activity helps the student to consolidate their comprehension by recalling important characters and events. It really is a check on understanding to ensure that students get the important points in the story. This always needs to be done as group with the teacher with lots of room for student discussion and interaction.



5. Vocabulary: This section helps prepare the student for reading the story but can also be valuable after the story for consolidating understanding of key story words for application to reading in the target story and in others.



6. ESL: Although labelled as ESL this section is just another vocabulary activity and students will generally like doing it and working with the vocabulary within. Also gives them reading practice through the way the lesson is structured.



7. Story Response: This activity needs to be done with the teacher as the values is in the discussion of individual students' opinions and reactions to the story and characters in it. Generally as a small group activity.



8. Story Elements: Students are asked to respond to a series of questions relating to the story just read including setting, characters, how the story ended, when it happened, what was the story problem to be solved etc.



Reading



1. High Frequency Words: The activities are used to develop the students' sight word vocabulary and are presented in a way that scaffolds the student in presenting the same words in decreasing lengths of time. Sight words are story related but apply to sight vocabulary in general.



2. Tracking: This activity should be used the first time that the story is read. It should follow the predication and story preparation activities. The introduction should generally be done with the small group with the speaker set up so that all students can participate together.



3. Expression: Should be used after the story has been read and students are going back to refine their reading of the story. Models reading with expression and requires students to make decisions as to whether or not the passages are being read with emphasis and intonation in the right places. Teacher should monitor student reading to check proper expression when they read the passages.



4. Accuracy: Students can re-read stories with auditory assistance available for words they are having trouble with. Includes a built-in review of words requiring help.



5. Speed: Students have the opportunity to read stories to themselves and check the time it takes to read the story. A timer then lets them know if they are reading at the right speed. The time is for proper oral reading rather than silent reading.



6. Reading Practice: There are three non-fiction stories that can be accessed by students who can work quite independently for practice in reading. The students can follow the story by having it read to them and then reading it for themselves.

Lesson Details and Record Keeping

Alphabetics



Beginning Level



Beginning Level (0 to 6)

<http://abralite.concordia.ca/>

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The activities should be repeated until all students are comfortable and competent. If one or two students are holding up the group then some individual sessions, while others are working on *Abacadabra*, should be tried. If you work with the class at other times you might want to ask the teacher if you could work with the group on non-*Abacadabra* days for a 15 minute period. The program actually works most effectively if 15 minutes per day are used to work through it. The skills are all related to growing reading readiness abilities. The teacher may well have other activities that are designed to do the same thing in which case you are just supplementing them. The lessons are scripted so keeping a record of where you are, will allow a casual to be able to continue with the program on the days that you are not able to come in. For now the first two units of activities have been copied but if the school does not have a copy of the text, one will be ordered.

Individual Lesson Directions Beginning Level (0 to 6)

A. Matching Sounds (Beginning)



Use as an introduction for learning how to use the magnets and dragging objects. You will need a speaker to hook up to computer to instruct and demonstrate how this activity is done. Evaluate whether or not they can discriminate sounds both in level 1 and 2. After you introduce the concept and practice with the group, have students work individually with this activity. If students are solid in the concept move on.

(Level 1) Very Different Sounds _____

(Level 2) Similar Sounds _____

Alphabet Song (Beginning)



This activity just has students singing the alphabet song with different levels of scaffolding. If students can say the alphabet song to you orally and also read it to you then don't spend much time here. There is an alphabet assessment record section in this booklet on page 12 and a letter-sound record sheet on page 13. The teacher will probably find it useful to have a copy of those assessments when all letters and/or sounds are mastered or near report card time.

Word Counting: (Beginning)



Note Mastery and Enter Assessment Date if student is successful on 7/8 trials. Suggest that not more than 5 or 6 trials per day once student understands the concept. Students listen to sentences and count the words. They then need to throw snowballs into mouth of snowman, one for each word. They then click on the thumbs up icon when they have thrown in enough snowballs. Note: Becomes boring if worked at for too long. Better to come back to practice on other days.

Activity Levels	Mastered (7/8)	Assessment Date
Level 1		
Level 2		

Same Word (**Beginning**)



Student should work at level one to mastery level before going on to level 2, mastery there too before going on to level 3. Hearing beginning, ending and medial sounds are distinct stages of the phonological awareness continuum.. Use date to indicate mastery.

Level 1. Discriminating Beginning Sounds _____

Level 2. Discriminating Ending Sounds _____

Level 3. Discriminating Medial Sounds _____



Same Phoneme (**Beginning**)

Note Mastery and Enter Assessment Date if student is successful on 7/8 trials.

Same Phoneme	Mastered (7/8)	Assessment Date
Phoneme Sound Discrimination		

Animated Alphabet-Letter-Sound Search-Letter Bingo:



(**Beginning**)

Animated Alphabet (**Beginning**) Students can click on a letter and hear and see a short presentation on the sounds that letters make (and screen 2 where double letter combinations ee, ea oa etc. are demonstrated in a brief animated display.



Letter Sound Search (**Beginning**) can be difficult in some levels. Students will have to really focus to find some of the letters. It is worth your spending some time going through to make sure that you can find them. I warn you some will be tough.



Letter Bingo (**Beginning**) is usually a favourite of the students. Don't let them play too long though as you want to ensure maximum interest to maximize learning.

Work with these and other alphabet activities until the student has mastered the identification of letters. Have the student read the letters on the sheet and you can indicate mastery or need to continue on a separate sheet that could be given to the teacher.

Student Name: _____

Indicate with a check if the letter is correctly identified. Two checks (on two separate days) on a letter indicate Mastery.

Level A Lower Case					Level B Upper Case			
h					P			
x					J			
g					R			
w					D			
f					S			
n					C			
e					T			
m					I			
d					Y			
v					B			
c					Z			
z					H			
u					M			
b					U			
t					A			
l					V			
s					Q			
a					E			
r					N			
o					F			
k					L			
q					X			
j					G			
p					O			
I					W			
y					K			

This check list would be very useful to the classroom teacher as mastery indicates student progress for letter identification. Copy can also be used to check letter-sound knowledge.

Concept: Letter Sound Identification (Beginning)



Practice Activities: Animated Alphabet, Letter Sound Search:

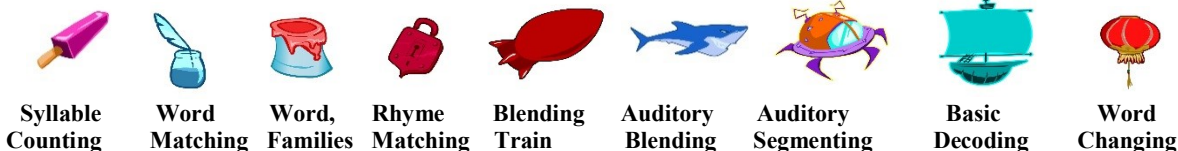
Work with these and other alphabet sound activities until the student has mastered the sounds of the letters. Have the student read the letters on the sheet and then tell you the sound. Indicate with a check if the sound is correctly identified. Two checks on a letter indicate Mastery. Trials need to be on separate days. A 90% accuracy level should be attained before moving the student on to the next level.

Level A Lower Case					Level B Upper Case				
h					P				
x					J				
g					R				
w					D				
f					S				
n					C				
e					T				
m					I				
d					Y				
v					B				
c					Z				
z					H				
u					M				
b					U				
t					A				
l					V				
s					Q				
a					E				
r					N				
o					F				
k					L				
q					X				
j					G				
p					O				
i					W				
y					K				

Alphabetics



Middle level (7 to 12)



Syllable
Counting

Word
Matching

Word,
Families

Rhyme
Matching

Blending
Train

Auditory
Blending

Auditory
Segmenting

Basic
Decoding

Word
Changing

Middle Level Instruction

The lessons at this level are structured differently. It is a good idea to use some of the lessons from *Phonological Awareness in Young Children* as an introduction and if you find gaps you may wish to fall back on the 15-15 split in the class time. Units 4, 5, 6, and 7 all have elements that relate to the activities in *Abacadabra*.

Even though these students are considered to be at a higher level it is a good idea if this is the first *Abra* for them this year to start back at the very beginning and move through the Alphabetics activities quickly until you either reach the place where they are struggling or the new level of lessons in the section. If students are still struggling with the concepts from phonological awareness early chapters continue the 15-15 split on an on-going basis.

- A. If not, a warm up game from Phonological Awareness for a short time can be used. Another option would be to have a short oral practice session directly targeting the activity being practiced on *Abra* for that day. (5 to 10 minutes but looking for evidence of clear understanding)
- B. This is followed by about 10 minutes of practice on the new activity selected for the day.
- C. Finally for the last 10 minutes the student can have the choice of continuing the day's central new or review activity or they can go back to earlier activities that they have already done. Do not let them move ahead as waiting until formally introducing will make the activity more productive. The key here is individual choice but in review.

Individual Lesson Directions Middle Level (7 to 12)



Concept: Syllables (Middle)

Practice Activities: Syllable Counting:

Before doing the Abracadabra portion of the lesson practice clapping syllables as a group and individually with students. Word lists are available in Phonological Awareness and clapping the syllables in students name is always good also. Once in Abra the student will listen to a word and is then asked how many syllables. The student then throws one pop-cycle into the Yetis' mouth for each syllable in the word. They then press the thumbs up symbol when they have fed the Yeti the right number of pop-cycles. Students should watch the example on the screen before starting as it models what the student is supposed to do. A minor problem associated with this level is that the student must get the timing right for throwing the pop-cycle or the mouth will close and the pop-cycle doesn't go in. Only the pop-cycles going into the mouth are counted.

Note Mastery and Enter Assessment Date if student is successful on 7/8 trials.

<u>Syllable Counting</u>	Mastered (7/8)	Assessment Date:
Successful Syllable Count		



Alphabetics

Word Matching:

Note Mastery and Enter Assessment Date if student can successfully complete a set of matching 4 pairs of same sound at beginning in level one and ending sounds in level two. The game is played by the student clicking on two cards to see if the word on them match (level one Initial) (level 2 end). The student then click on thumbs up if they match or down if they don't. Game is a form of concentration. Students should watch the demonstration as an example of how to play the game. (Student can try 12 word and 16 word sections if they wish. These are not required for mastery)

<u>Activity Levels</u>	Mastered (4/4)	Assessment Date
Eight Word Set Initial Sounds		
Eight Word Set Ending Sounds		

Student Name _____ Practice:

Word Families: Record sheet.

Note Mastery and enter Assessment Date if student is successful on 5/6 trials. Order of Mastery- Single letter Category 1, Blends Category 1, Single letter Category 2, Blends Category 2. Students practice in random order by choosing level one (single letter) or level 2 (blends) Assessment is done by selecting advanced, then level and then word family. Each level should be mastered before moving up to the next level. It is not intended however that the student continues working on this activity until all combinations are mastered and tested. **See directions for using word families on the next page.** This page may well be useful to the teacher either when all mastered or at report card date if up to

Level 1 (Single letter) Category 1	Mastered (5/6)	Assessment Date	Level 2 (Blends) Category 1	Mastered (5/6)	Assessment Date
an 5/6			an 5/6		
ap 5/6			ap 5/6		
at 5/6			at 5/6		
in 5/6			in 5/6		
ip 5/6			ip 5/6		
op 5/6			op 5/6		
ot 5/6			ot 5/6		
ay 5/6			ay 5/6		

Level 1 (Single letter) Category 2	Mastered (5/6)	Assessment Date	Level 2 (Blends) Category 2	Mastered (5/6)	Assessment Date
ack 5/6			ack 5/6		
ank 5/6			ank 5/6		
ell 5/6			ell 5/6		
est 5/6			est 5/6		
ick 5/6			ick 5/6		
ill 5/6			ill 5/6		
ink 5/6			ink 5/6		
ock 5/6			ock 5/6		
uck 5/6			uck 5/6		
unk 5/6			unk 5/6		
ail 5/6			ail 5/6		
ain 5/6			ain 5/6		
ake 5/6			ake 5/6		
ine 5/6			ine 5/6		
ing 5/6			ing 5/6		
ore 5/6			ore 5/6		
ight 5/6			ight 5/6		



Word Families: (Middle)

Activity Directions

The teacher should demonstrate for the class how this activity works either on a screen with sound available or on a computer if the group is small enough to gather round to hear and see clearly. The teacher should work through one of the level one word family sets as well as demonstrate the section for reading the words quickly at the end of the set. The students listen to a three letter word and then add the beginning sound to the last two letters on the paint easel to complete the word. When working on level one the word families practice sets come up randomly. When you feel that the students are becoming competent you can move them from level one random to “advanced” where level one families can be accessed specifically. Students can work on areas that they find more difficult and let you know when they are ready to take the test. Test should be done causally in terms of how well the student does but need to be accurate. These records are recorded on the sheet on the page above. You can have the student just do the E exercises in the advanced area and you just record the results.



Rhyme Matching (Middle)

The student should just access the demonstration for an example of how the games works in this section. Note: Mastery and [Enter Assessment Date if student](#) can successfully match 4 pairs of rhyming words with no incorrect responses. Game format where students click on a card and a word is revealed they then need to find the word starting with the same sound for level one and matching the end sound in level 2. Students should master level one before going on to level 2. Combines elements of concentration and visual auditory presentation. (Student can try 12 word and 16 word sections if they wish. These are not required for mastery)

Rhyme Matching	Mastery (4/4) Pairs	Assessment Date
Beginning Sounds 8 Words		
End Sounds 8 Words		



Blending Train:(Middle)

The instructor should demonstrate how to practice using the Blending Train Activity. The directions for the student should be to listen to the sounds and try to blend them into a word. To check to see if you have blended the sounds into the right word click on “need help” once and it will say the two sounds, click on it a second time and it will say the word. Students should master each level before moving up to the next level. Working on this activity will assist in preparing them for the blending assessment that goes with the next activity.



Auditory Blending (Middle)

The instructor should work through at least one series of three orally with the students modelling how to work with the activity and then the students can work independently. The assessments will have to be done individually and can be done by observing the student just work through the activity levels on a one on one basis.

Auditory Blending Assessment

	Mastered	Assessment Date
Level 1 3/3		
Level 2 3/3		
Level 3 3/3		
Level 4 3/3		
Level 5 3/3		
Level 6 3/3		
Level 7 3/3		



Auditory Segmenting (Middle)

By this time the student should easily be able to follow the demonstration to complete the activities. Students should be at mastery before they move up. Try not to keep students working on this for much more than 5 minutes before switching to a different activity. Assessment will have to be done on an individual basis.

Note Mastery and Enter Assessment Date if student is successful on 10/12 trials. Each level should be mastered before moving up to the next level.

Activity Levels	Mastered (10/12)	Assessment Date
Level 1 10/12		
Level 2 10/12		
Level 3 10/12		
Level 4 10/12		
Level 5 10/12		
Level 6 10/12		
Level 7 10/12		



Basic Decoding: (Middle)

Note Mastery and enter Assessment Date and Story Link if student is successful on 11/12 trials. Successfully completing the trials on one story basically says that the student is solid in the blending for that story. Practice though for students should change to different stories. Typically each level should be solid before moving up to the next level. Connection to individual stories is not as strong as anticipated but activities are very good decoding practice.

Activity Levels	Mastered (11/12)	Assessment Date
Level 1 11/12		
Level 2 11/12		
Level 3 11/12		
Level 4 11/12		
Level 5 11/12		
Level 6 11/12		
Level 7 11/12		



Word Changing: (Middle)

Note Mastery and enter Assessment Date if student is successful on 6/7 trials. Typically each level should be mastered before moving up to the next level. Again here the connection to individual stories is not as strong as expected but activities are very good decoding and blending practice.

Activity Levels	Mastered (6/7)	Assessment date
Level 1 6/7 CVC initial letter		
Level 2 6/7 CVC all letters		
Level 3 6/7 Long vowels-initial letter		
Level 4 6/7 Long vowels-all letters		

Advanced Level (12 +)



Understanding the Story



Reading

The new activities in this level come for the most part from Understanding the story and reading. The Icons that identify those sections are below and organized in the order they should be used in preparing for, reading, and following up on a story after it has been read. There is also a section at the end for spelling and writing which is well done but unlikely that your groups would use as the emphasis here is on acquiring and improving reading skills. Although of course reading and writing are very much related and beneficial to each other the time we have should first be used to work on the specific reading activities. Some students who are at the top of the advanced group may benefit from time spent on those sections. Although the two sections are quite different the activities in them are designed to be used in conjunction with each other. The elements are listed here in the order that they appear in the program icons in Understanding the Story and Reading, but that is not necessarily the order that they are used. The individual lesson instructions will give you more direction as to when they should be used.

Before Reading



Prediction



Vocabulary



ESL



Sight words

Reading



Tracking



Reading Practice

After Reading



Accuracy



Expression



Speed



Comprehension
Monitoring



Story
Elements



Summary



Story
Response



Sequencing

Individual Lesson Directions Advanced Level (12+)

Typical Lesson Structure (30 Minutes)

- A. 5 to 10 minutes of reviewing and practicing Alphabetic activities. These activities should be selected by the instructor and all students in the group work on them at the beginning of the lesson. This serves the purpose of a warm up.
- B. 10 to 15 minutes depending on the activity the students are doing on that day. Please note the order of working with the concepts in the cycle of pre-reading, reading and follow up activities. It is very worthwhile to spend several periods leading up to the first period of reading where the prediction piece is used. The elements here should all be coming from Reading (Fluency) and Understanding the Story Sections. Sometimes it will be a single element and other times possibly as many as 3 different activities related to the story being worked on.
- C. 5 to 10 minutes at the end of the lesson where the student can go back and either do alphabetic activities that they enjoy or practice activities that they have done with a previous story. Do not let them go ahead of where you are or read the stories that they have not yet studied.



Reading (Fluency) Sight words

Practice Activities: High Frequency Words: This section works on frequently used words and mastery of them can be a good asset for beginning readers. The words may be practiced either in the context of preparing for a specific story or as high frequency sight word vocabulary development. When preparing to read a story time spent working with the sight words from that story is important as it makes the initial reading much easier. Not all stories have high frequency words attached to them but it is useful to work on high frequency words before introducing any story as they are exactly that words that appear often. The format here is a sky diver diving past words in the sky. In level one each practice works with a set of 4 sight words. The words float onto the screen as the diver goes earthward the word stays there visible for 4 seconds to allow the student to figure out which word it is and then the word is pronounced so that the student gets feedback as to whether or not they were right. The same set of words then appear in different order with 3 seconds to read, then 2 seconds and finally 1 second. Following that is an opportunity for the student to guide the sky diver's parachute to the target. Students seem to really enjoy the game. The instructor should demonstrate how it works and how the student should be responding aloud so that they can be monitored as they work.

All student record sections in this level are optional but they can be useful. Knowing how well the students do reading those words on a list will tell you whether they should be working with the frequently used words sections. It can be valuable to the teacher to be aware of how the students are progressing in this area.

Student Name _____

Three correct responses on separate days indicate mastery.

Level One Words Group A	Trial 1	Trial 2	Trial 3
on			
into			
we			
the			
for			
in			
was			
one			
by			
that			
to			
made			
they			
with			
will			

Level One Words Group B	Trial 1	Trial 2	Trial 3
make			
just			
no			
were			
this			
very			
and			
water			
her			
you			
did			
who			
can			
then			
time			

Level One Words Group C	Trial 1	Trial 2	Trial 3
when			
it			
she			
day			
out			
from			
be			
get			
so			
could			
him			
he			
his			
am			
down			

Level Two Words Group A	Trial 1	Trial 2	Trial 3
over			
school			
mother			
such			
open			
never			
big			
soon			
ran			
play			
best			
must			
let			
upon			
book			

Level Two Words Group B	Trial 1	Trial 2	Trial 3
morning			
near			
right			
say			
run			
left			
back			
want			
tree			
am			
home			
high			
house			
sure			
bring			

Level Two Words Group C	Trial 1	Trial 2	Trial 3
under			
next			
red			
far			
own			
came			
stand			
live			
kind			
night			
saw			
read			
away			
friend			
think			
under			

Vocabulary Regular and ESL



The vocabulary activities in the regular as well as ESL are both worth doing. It would probably be best to do them on separate days the first time and then reviewed on a second day where they could do both. These activities too should be done before reading the story. On the initial time that either of the activities are used it is suggested that the instructor demonstrate how the activity is done and then students can work on their own. After that students will be able to go back and work with the sections as directed by the teacher and will just require monitoring to keep on top of student progress.



Prediction:

There is only one time that this activity can be used, and that is before the story is read for the first time. This activity needs to be directed and run by the instructor. In this activity you will need to use a projector if available and a speaker for sound. The prompts come from the program starting with reading the title of the book. The instructor then leads a discussion with lots of opportunity for all students to make prediction as to what the story is going to be about. It needs to be emphasized that good readers are constantly making predication as to what they think will happen and then modifying their predictions as they read on in the story. It also needs to be emphasized that it doesn't matter whether the predictions are right or wrong as they are making the reader think about what the story is about and continuing making predications as to what they believe is going to happen. You can then have students read aloud from the screen as you turn the pages. Other prompts to make predictions or summarize and make predictions come from the text as you read. Lots of student involvement is the key. If some students have read the stories, allow them to make predictions but try to leave them to last as they will know what is happening and will keen to give you the 'Right ' answers. If they admit to already knowing it ask them to just be observers. Some students, you will know weren't telling you the whole truth about having heard or read the story but don't call them on it. Really emphasize that being right is not the purpose but thinking ahead is and trying to imagine what will come next will make you a better reader. No formal assessment but rather a very useful skill building activity.



Tracking:

The instructor demonstrates how the activity works by reading the first page of the story aloud. The instructor needs to demonstrate what to do if there is a word that the student doesn't know. (Click on the word and a screen will appear with the individual sounds of the word separated. At the bottom the student can click a finger with a band aid on it that represents needing help. The individual sounds will then be said aloud and then more quickly until they are blended into the word. When finished reading a page the student can click on the icon on the opposite page and the page will be read orally to confirm or correct their reading practice. When you are comfortable that the students are ready they can read the story on their own. Encourage the students to read out loud at a level that you can monitor from behind them without being so loud that they disrupt the other students reading.



Summarizing

The Instructor always directs this activity the first time it is done. It is used after the initial reading has been completed. This is an activity that should be always carried out as a group activity with everyone participating and everyone having the opportunities to add their thoughts to the discussion. Some prompts are in the story but feel free to add your own. Work through the demo page also demonstrating how the bugle bird can be used to confirm correct reading and how the help icon will allow students to access assistance in sounding out words. After that instruction work through the story complete with prompts preferably using a screen and projector but if the group is small enough you can do it grouped around a computer.



Accuracy

This is a good activity for re-reading a story for practice. Having the student follow the prompts from the demonstration page should be sufficient to have them work through the story. Have them read aloud so that you can monitor the reading. The format here is that once you click on the title it will turn to page 1 and a voice will read the page as a model. The student is then told to read the page on his own. If the student is not sure of a word they can click on it and the word will be given to the student. After the page has been completed and the student turns to the next page where the words clicked on will be listed. The student then practices the words and has access to decoding help if needed.



Comprehension Monitoring

This activity should only be used with stories that have been read and not until the student is very familiar with the story. It should be taught with the instructor giving a demonstration reading the first page of the story and then demonstrating the approach. Point out to students that clicking on the bugle bird can be used to read the page to them but that shouldn't be used unless absolutely necessary before reading. The student should be trying to read the story on their own. Show them that if there is a word that they aren't sure of they can point at it with the white glove hand and get help sounding it out. After getting the help they can go on and read the rest of the page. The objective is for the student to find the word or words that do not fit with the story. The student will then use the paw to select the word that doesn't belong and if the choice is correct the incorrect word will be placed with the right one and a voice will re-read the corrected page to them. Use student feedback and your own judgment to decide if you need to demonstrate the second page. As students become more confident, the prompts can be reduced. The goal is always to have them work with the program as independently as possible but scaffold as much as is required to maintain student confidence.



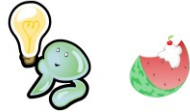
Expression

The instructor should work through the demo page with the group. Emphasize that reading each page aloud using the proper expression is really important. Have the student do the demo page and then this section can be worked on independently. The student listens to a page being read and then decides whether or not the expression used was correct. (Note that the electronic program does not direct them to do so, but following the modeling, it is important to make sure that they read the passage aloud in a readers mumble imitating the modelling of the good expression example) Assessment should be carried out by listening to the student work through a story on the computer. Working on expression is ongoing so no indication of mastery is required.



Speed

The students may practice on their own but if so be sure they realize that they need to read it out loud, with good expression at a speed that they would read it if they were reading to an audience. If working on their own, it is suggested that they choose to be two or three different players, out of four choices. This increases time on task while also still getting some modeling from the program. I this activity can done in groups of two or three you can utilize having feedback from other students. No formal assessment is required here but informal observation of the student practicing the skill can yield good information.



Sequencing

Student must have read the story at least once and preferably more times to successfully complete these activities. The suggestion is that the teacher use level one for students to practice sequencing skills (3 sets of 3 events) and that level 2 (3 sets of 5 events) to assess student knowledge of the story sequence. Only two trials of level two are available so that if the student is not 100% successful, the story should be re-read and level one activities re-practiced before attempting the second assessment. Practices can be in pairs or individually while assessment needs to be done individually.

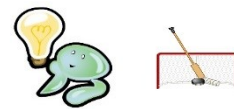
Story Sequencing

Story Title	Date of Sequencing Mastery
The Little Red Hen	
The Dove and the Ant	
The Three Billy Goats Gruff	
Henny-Penny	
How a Bean Sprouts	



Story Elements

The demonstration that comes with the activity should be sufficient for students to work with on their own. A good activity that students can do on their own or in pairs: No record keeping required as activity is skill building rather than skill mastery. Students can do at least twice as questions vary in different rounds.



Story Response

A good activity but needs to be done with the teacher leading the discussion and directing the action. Work through the activity as a group following the prompts in the activity and then give the students the opportunity to take their shots at the goal. No record keeping required as activity is skill building rather than skill mastery.

The Assessment below is probably best carried out on a hard copy of the story. (Printable Resource) This will allow you to mark student errors.

Mastery level for each selection is as noted in the table below. When a student goes back and corrects an error without prompting it is not considered an error. All uncorrected errors are included in the count. Please note date of mastery as well as number of errors the student made.

- **95%** Independent level-5 or fewer errors per 100 words
- **90%** Instructional level-6 to 10 errors per 100 words-stories should only be read by student with teacher help or scaffolding.
- **89% or less** Frustration level-more than 10 errors per 100 words- the story is too difficult for the student to read and should be discontinued until the student's reading level increases
- Please note that the stories are not listed in order of difficulty. They are listed in the order that they are presented in the program. Each story must be judged as to whether or not it is at the appropriate reading level for the student.

Story Title	Assessment	Mastery Level	Date of Successful Reading	Errors
The Little Red Hen	Pages 1 to 6	5 errors or fewer		
The Dove and the Ant	Whole Story	7 errors or fewer		
The Three Billy Goats Gruff	Pages 1 to 5	6 errors or fewer		
Henny-Penny	Pages 1 to 5	5 errors or fewer		
The Frogs and the Well	Pages 1 to 6	5 errors or fewer		
Waterfall	Pages 1 to 6	5 errors or fewer		
I Can Move Like a Lion	Whole Story	8 errors or fewer		
When I Open My Eyes	Pages 1 to 6	6 errors or fewer		
Daryl! Don't Dawdle	Whole Story	6 errors or fewer		
Feelings	Pages 1 to 4	6 errors or fewer		
How a Bean Sprouts	Whole Story	8 errors or fewer		

Writing



Writing

Concept and Practice Activities: Spelling Words, Spelling Sentences: Have good connections to the individual stories and could be useful in preparation for reading. It would be possible to use as a relevant spelling list if this were the only list that the student had to deal with (including the classroom). It is though a good opportunity to work with the words that students will use when they read the linked story.

Ideal Set Up and Location for Abracadabra Sessions

1. Grade 7 Student Monitors to set up mini-laptop computers and connect to Abralite in the morning or at recess or lunch time depending when the sessions are happening.
2. Lessons scheduled and organized for 30 minute periods for each group. Sufficient computers available to accommodate largest group.
3. A copy of Phonemic Awareness in Young Children. This text was purchased for all schools some time back and is probably in your SPED room. The EAs have currently been supplied with copies of chapters 3 and 4. (I do have one District copy available for loaning out on a temporary basis if need)
4. The availability of a screen and projector would be very useful but not an absolute necessity.
5. Head phones are needed for the students and a speaker set up on one computer for group lessons.

