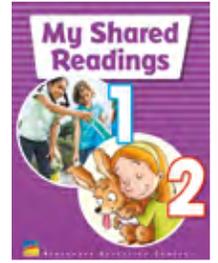


Name: _____

Unit 1: Being a Good Community Member

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



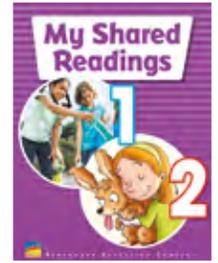
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Katie's Crop pp. 2-3 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Help your child find the words that end in the letters -ed. (wanted, planted, helped) Read the words together and discuss what -ed sounds like in each word. 	<p>Katie's Crop pp. 2-3 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Help your child find the word cabbage. Together, clap the syllables in the word. Discuss what vowel sound you hear in each syllable. (short a, short i) Ask your child to draw an arrow from the word cabbage to the cabbage in the photograph on page 2. 	<p>Kind Hearts Are Gardens pp. 4-5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Together, say the word kind in parts. (k/i nd) Ask: <i>What four kind things does the author mention in this rhyme?</i> (hearts, thoughts, words, deeds) 	<p>Kind Hearts Are Gardens pp. 4-5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to draw a circle around the words gardens and flowers. Together, read the words by syllables. (gar/dens, flow/ers) 	<p>Katie's Crop; Kind Hearts Are Gardens pp. 2-5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask your child to choose his or her favorite to read along with you. Ask: <i>How is Katie like the children in the illustration on page 4?</i>
Week 2	<p>Save Our Planet pp. 6-7 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Ask your child to point to and read the first word of each sentence. Reread the second sentence and ask your child to find the girl in the photograph. 	<p>Save Our Planet pp. 6-7 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Say the following words and ask your child to tell you the vowel sounds: job (short o), keep (long e), clean (long e), picked (short i), up (short u), help (short e), trash (short a). Together, find and read each of these words in the text. 	<p>What Will Max Do? pp. 8-9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to draw a circle around the words Max and snack. Together, say the words sound by sound. (M/a/x, sn/a/ck) Ask: <i>How are these two words alike?</i> (Both have a short a sound.) 	<p>What Will Max Do? pp. 8-9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to name the ending punctuation for each sentence. (period, question mark, or exclamation point) Together, read the question and exclamation with expression. 	<p>Save Our Planet; What Will Max Do? pp. 6-9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask your child to find words that begin with th-. (This, the, that) Read the words together, emphasizing the th- sound. Challenge him or her to find a word that ends with -th. (Earth) Read the word together, emphasizing the -th sound.
Week 3	<p>Jim Henson pp. 10-11 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Ask your child to draw a circle around the names Henson, Kermit, and Piggy. Together, read the words by syllables. (Hen/son, Ker/mit, Pig/gy) 	<p>Jim Henson pp. 10-11 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Remind your child that some words are not spelled the way they sound. Together, practice reading and spelling aloud the words you, know, who, was, one, and love. 	<p>The More We Work Together pp. 12-13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the song. Write the word happy on a piece of paper. Then write the word happier. Together, read both words, pointing out the -er at the end of happier. Ask your child to find and read the word happier in the song. 	<p>The More We Work Together pp. 12-13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Talk about things your child shares with family members or friends. Talk about how your child feels when others share with him or her. 	<p>Jim Henson; The More We Work Together pp. 10-13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask: <i>How are the children in the illustration on page 12 working together?</i> Discuss how Jim Henson and his puppets work together to entertain kids.

Name: _____

Unit 2: Many Kinds of Characters

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>A Pet for Meg pp. 14–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Point to the following words for your child to decode by sounds: Meg, pet, Dad, cute, mess, take, dog, will, did. Ask: <i>Which of these words name the characters in the story?</i> (Meg, Dad, dog) <i>What is the dog's name?</i> (Pixie) 	<p>A Pet for Meg pp. 14–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to find sentences that end with exclamation points. Together, read these sentences with excitement or expression. 	<p>Read to Me pp. 16–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to read the first three words of each sentence. Point out that these words are the same as the rhyme's title. Challenge your child to find the phrase read to me five more times in the rhyme. 	<p>Read to Me pp. 16–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Point to the last word in the rhyme. (again) Together, read the word, spell it aloud, and then say it again. Ask: <i>Which type of story in this rhyme would you like to hear again and again?</i> 	<p>A Pet for Meg; Read to Me pp. 14–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Help your child find the words that end in the letters -ed. (wanted, looked, finished) Read the words together and discuss what -ed sounds like in each word.
Week 2	<p>Nan and Blue pp. 18–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Say the following words and ask your child to tell you the vowel sounds: Nan (short a), but (short u), not (short o), felt (short e), will (short i), run (short u), bed (short e), hide (long i), When (short e), cried (long i). Together, find and read each of these words in the text. 	<p>Nan and Blue pp. 18–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to draw a circle around the words happy, under, pictures, and without. Together, read the words by syllables. (hap/py, un/der, pic/tures, with/out) 	<p>The Tortoise and the Hare pp. 20–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Work together to say the word bragged in parts. (br/a/gg/ed) Then say the whole word. Repeat with the words teased (t/ea/s/ed) and passed. (p/a/ss/ed). Help your child find and read each word in the story. 	<p>The Tortoise and the Hare pp. 20–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Help your child find the words being and going. Read the words together. Ask: <i>How are these two words alike?</i> (Both end in -ing.) 	<p>Nan and Blue; The Tortoise and the Hare pp. 18–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask your child to find the word run in each selection. Together, read the sentences that have this word. Ask: <i>Why does Blue use the word run? Why does Hare use the word run?</i>
Week 3	<p>A Smart Hen pp. 22–23 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Help your child find the name Penny. Together, clap the syllables in the word. Discuss what vowel sound you hear in each syllable. (short e, long e) Repeat with the word window. (short i, long o) 	<p>A Smart Hen pp. 22–23 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to find the words smart and smarter in the last sentence on page 22. Read the words together and discuss how they are alike and different. 	<p>Chums pp. 24–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Point to the following words for your child to read sound by sound: sits, begs, can, dog, when, swim, him. Ask: <i>Which word names a character in the rhyme?</i> (dog) <i>Which words tell things the dog can do?</i> (sits, begs, swim) 	<p>Chums pp. 24–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Tell your child you will read it again. When you say a wrong word, he or she should clap and say the correct word. Point to and confirm the word. Play the game several times. Replace the word paw with leg and the word finest with funniest. 	<p>A Smart Hen; Chums pp. 22–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask your child to say and circle the beginning sound of the word Chums. (ch-) Challenge him or her to find and circle a word in "A Smart Hen" that ends with this sound. (Each)

Name: _____

Unit 3: Plants and Animals Grow and Change

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>The Amazing Butterfly pp. 2-3 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Help your child find words with a long a sound. (laid, ate, made, case, changed, came) Read the words together. Discuss how the word laid is different from the other words. (The long a sound is spelled with the letters ai.) 	<p>The Amazing Butterfly pp. 2-3 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Point to the word tiny. Together, clap the syllables in the word. Discuss what vowel sound you hear in each syllable. (long i, long e) Repeat with the words itself (short i, short e) and inside (short i, long i). 	<p>Caterpillar pp. 4-5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Together, say the words that begin with the sp- blend in parts: spot (sp/o/t), spy (sp/y), spin (sp/i/n). Then help your child find and read the words in the rhyme. Ask: <i>What other words do you know that begin with this sound?</i> 	<p>Caterpillar pp. 4-5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Write the word fur on a piece of paper. Then write the word furry. Together, read both words, pointing out the -y at the end of furry. Ask your child to find and read the word furry in the rhyme. Repeat with the words shade and shady, locating shady in the rhyme. 	<p>The Amazing Butterfly; Caterpillar pp. 2-5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Help your child find the word caterpillar in each selection. Ask: <i>What do you learn about caterpillars in "The Amazing Butterfly"? What do you learn about caterpillars in the rhyme?</i>
Week 2	<p>An Apple Grows pp. 6-7 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Ask your child to point to and read the first word of each sentence. Ask: <i>Which words begin with th-?</i> (Those, The, Then) 	<p>An Apple Grows pp. 6-7 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Ask your child to find the words seeds and trees. Together, say the words sound by sound. (s/ee/d/s, tr/ee/s) Ask: <i>How are these two words alike?</i> (Both have a long e sound spelled ee and end in s.) 	<p>Sunflower pp. 8-9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to find the words tall and tallest on page 8. Read the words together and discuss how they are alike and different. 	<p>Sunflower pp. 8-9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to find sentences that end with exclamation points. Together, read these sentences with excitement. 	<p>An Apple Grows; Sunflower pp. 6-9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Help your child find the words apple and sunflower. Ask: <i>How are apples and sunflowers alike? How are they different?</i>
Week 3	<p>A Tree for Sam pp. 10-11 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Point to the word says. Together, read the word, spell it aloud, and then say it again. Ask: <i>What are some things Mom says in this story? What are some things Sam says?</i> 	<p>A Tree for Sam pp. 10-11 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Together, say the following words sound by sound: home (h/o/me), Don't (d/o/nt), grow (gr/ow). Ask: <i>What vowel sound do all three words have?</i> (long o) Help your child find and read each word in the story. 	<p>Welcome, Ducklings! pp. 12-13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Ask: <i>What are three ways ducklings can move?</i> (walk, swim, fly) Help your child find and read the words walk, swim, and fly in the text. 	<p>Welcome, Ducklings! pp. 12-13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Ask your child to choose a sentence to practice reading aloud. Remind him or her to reread and correct any words that don't look right or make sense, assisting as needed. 	<p>A Tree for Sam; Welcome, Ducklings! pp. 10-13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask your child to find words that begin with the th-. (the, That's, they) Read the words together, emphasizing the th- sound. Challenge him or her to find two words that have th in the middle. (mother, together)

Name: _____

Unit 4: Stories Have a Narrator

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Home Sweet Home pp. 14–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to draw a circle around the words yellow and kitty. Together, read the words by syllables. (yel/low, kit/ty) 	<p>Home Sweet Home pp. 14–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Together, say the words that end with the -nk sound in parts: slink (sl/i/nk), Tank (t/a/nk). Then help your child find and read the words in the story. Ask: <i>Why is the word Tank important to the kitty?</i> (It's his real name.) 	<p>Good Neighbors pp. 16–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to find the words same and way. Together, say the words sound by sound. (s/a/me, w/ay) Ask: <i>How are these two words alike?</i> (Both have a long a sound.) 	<p>Good Neighbors pp. 16–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Point to the word very. Together, read the word, spell it aloud, and then say it again. Take turns using the word very in a sentence about the woman and the mouse. 	<p>Home Sweet Home; Good Neighbors pp. 14–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Help your child find the words lady and woman. Ask: <i>How are the words lady and woman alike? How are they different?</i>
Week 2	<p>A Big Fish? pp. 18–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Point to the following words for your child to say sound by sound: Jen, Chip, feel, fish, gets, rod, runs, sit, dock, tugs, line, big. Ask: <i>Which of these words name the characters in the story? (Jen, Chip) Which word tells what the characters hope to catch? (fish)</i> 	<p>A Big Fish? pp. 18–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to find sentences that end with exclamation points. Together, read these sentences with excitement or expression. 	<p>My Mom, the Vet pp. 20–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Help your child find the words clinic and visit on page 21. Together, clap the syllables in the words. Discuss what vowel sound you hear in each syllable. (short i) Challenge your child to find two one-syllable words with short i on page 20. (is, sick) 	<p>My Mom, the Vet pp. 20–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Write the word health on a piece of paper. Then write the word healthy. Together, read both words, pointing out the -y at the end of healthy. Ask your child to find and read the word healthy on page 20. 	<p>A Big Fish?; My Mom, the Vet pp. 18–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask your child to find words that begin with the th-. (They, the, their, think, that) Read the word together, emphasizing the th- sound. Challenge him or her to find a word that ends with -th (with) and three words with th in the middle (something, healthy, other).
Week 3	<p>The Kickball Game pp. 22–23 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Help your child find the word ring on page 22 and the word that names the sound of the bell ringing on page 23. (Brrring!) Challenge your child to find a two-syllable word on page 22 that ends in -ing. (running) 	<p>The Kickball Game pp. 22–23 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to choose an exciting part to practice reading aloud. Remind him or her to reread and correct any words that don't look right or make sense, assisting as needed. 	<p>I Had a Little Hen pp. 24–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Help your child find the words that end in the letters -ed. (washed, baked, fetched) Ask: <i>Do all three words sound the same at the end? (yes) What sound does -ed make in these words?</i> (the sound of the letter t) 	<p>I Had a Little Hen pp. 24–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to find and read the word home in the last sentence on page 24. Point to the word some in the previous sentence. Discuss that some has the same spelling pattern but a different vowel sound than the word home. 	<p>The Kickball Game; I Had a Little Hen pp. 22–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask: <i>Who is the narrator in "The Kickball Game"? In "I Had a Little Hen"? How can you tell?</i> Help your child use the words I, me, and my as clues.

Name: _____

Unit 5: Technology at Work



Daily Take-Home Activity Calendar

Check off each activity as you complete it.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Carrier Pigeons pp. 2–3 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to point to and read the first word of each sentence. • Ask: <i>Which words begin with th-?</i> (These, They, Then) 	<p>Carrier Pigeons pp. 2–3 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to draw a circle around the words take, train, place, and raise. Together, say the words sound by sound. (t/a/ke, tr/ai/n, pl/a/ce, r/ai/se) • Ask: <i>How are these four words alike?</i> (All have a long a sound.) <i>Which pairs have the same long a spelling pattern?</i> (take, place; train, raise) 	<p>Atom’s Day Off pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the story. • Help your child find and draw a circle around each character’s name. (Data, Atom) Together, clap the syllables in the words. • Ask: <i>How are the vowel sounds in these two words alike?</i> (Both have short a in the first syllable and short u in the second syllable.) 	<p>Atom’s Day Off pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the story. • Say the following words and ask your child to tell you the vowel sounds: left (short e), cleaned (long e), day (long a), break (long a), lost (short o), track (short a). • Together, find and read each of these words in the story. 	<p>Carrier Pigeons; Atom’s Day Off pp. 2–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Review the two selections. • Ask: <i>How do carrier pigeons give messages?</i> (on paper) <i>How do the robots give messages?</i> (by beeping) • Discuss which type of technology came first. If needed, help your child use the first sentence on page 3 as a clue.
Week 2	<p>A Handy Machine pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to find the word hand on page 7 and Handy in the title. Read the words together and discuss how they are alike and different. • Challenge your child to find the word hand in two more words in the text. (hands, handprint) 	<p>A Handy Machine pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to find a sentence with a question mark and one with an exclamation point and practice reading them aloud. • Remind him or her to reread and correct any words that don’t look right or make sense, assisting as needed. 	<p>Two Places at Once pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the story. • Ask your child to draw a circle around the words traffic and tablet. • Together, read the words by syllables. (traf/fic, tab/let) 	<p>Two Places at Once pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the story. • Help your child find the words reading and ending. Read the words together. • Ask: <i>How are these two words alike?</i> (Both end in -ing.) 	<p>A Handy Machine; Two Places at Once pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Review the two selections. • Ask: <i>What problem does the scanner solve? What technology does Ms. Ruiz use to solve her problem?</i>
Week 3	<p>Unplug! pp. 10–11 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to draw a circle around the words screens, week, and read. Together, say the words sound by sound. (scr/ee/ns, w/ee/k, r/ea/d) • Ask: <i>How are these three words alike?</i> (All have a long e sound.) 	<p>Unplug! pp. 10–11 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to find words that end with -ch or -tch. (watch, much, each) • Read each word. Discuss how the -ch and -tch endings sound alike. 	<p>I Wonder pp. 12–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Remind your child that some words aren’t spelled the way they sound. • Together, practice reading and spelling aloud the words who, knew, and would. 	<p>I Wonder pp. 12–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Ask your child to practice reading his or her favorite stanza aloud. • Remind him or her to reread and correct any words that don’t look right or make sense, assisting as needed. 	<p>Unplug!; I Wonder pp. 10–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Review the two selections. • Help your child find the word technology in each selection. • Ask: <i>What types of technology do we read about in “Unplug!”? In “I Wonder”?</i>

Name: _____

Unit 6: Stories Teach Many Lessons

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Not So Scary <input type="checkbox"/> pp. 14–15</p> <ul style="list-style-type: none"> Read aloud the story. Write the word fun on a piece of paper. Then write the word funny. Together, read both words, point out the -y at the end of funny. Ask your child to find and read the word funny in the story. Repeat with the words scare and scary, locating scary in the story. 	<p>Not So Scary <input type="checkbox"/> pp. 14–15</p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to find words that begin with wh-. (What, Where) Read the words together, emphasizing the wh- sound. Challenge your child to find the word that ends like where but begins with th-. (there) 	<p>The Strongest Things <input type="checkbox"/> pp. 16–17</p> <ul style="list-style-type: none"> Read aloud the rhyme. Reread the first four lines of the rhyme and ask your child identify and circle the rhyming words. (me, sea) Repeat with the rest of the rhyme. (floor, door; all, small) 	<p>The Strongest Things <input type="checkbox"/> pp. 16–17</p> <ul style="list-style-type: none"> Read aloud the rhyme. Say the following words and ask your child to tell you the vowel sounds: just (short u), ship (short i), sea (long e), ant (short a), spot (short o), crumbs (short u), ten (short e). Together, find and read each of these words in the rhyme. 	<p>Not So Scary; The Strongest Things <input type="checkbox"/> pp. 14–17</p> <ul style="list-style-type: none"> Review the two selections. Ask: <i>What surprises Pony in the story?</i> Discuss what surprising thing the author tells about in "The Strongest Things."
Week 2	<p>Pete Saves the Day <input type="checkbox"/> pp. 18–19</p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to name the ending punctuation for each sentence. (period, question mark, or exclamation point) Together, read the question and exclamations with expression. 	<p>Pete Saves the Day <input type="checkbox"/> pp. 18–19</p> <ul style="list-style-type: none"> Read aloud the story. As you say the following words, have your child say each one sound by sound and then put it back together: Pete (p/e/te), bike (b/i/ke), rode (r/o/de), huge (h/u/ge), these (th/e/se). Ask: <i>How are all these words alike?</i> (They all have a long vowel and final -e.) 	<p>Dog and His Bone <input type="checkbox"/> pp. 20–21</p> <ul style="list-style-type: none"> Read aloud the story. Remind your child that some words aren't spelled the way they sound. Together, practice reading and spelling aloud the words does, wants, and one. 	<p>Dog and His Bone <input type="checkbox"/> pp. 20–21</p> <ul style="list-style-type: none"> Read aloud the story. Help your child find the word REALLY. Together, clap the syllables in the word. Discuss what vowel sound you hear in both syllables. (long e) Ask: <i>Why do you think the author put the word REALLY in all uppercase letters?</i> 	<p>Pete Saves the Day; Dog and His Bone <input type="checkbox"/> pp. 18–21</p> <ul style="list-style-type: none"> Review the two selections. Ask your child to find and read the characters' names in both stories. Ask: <i>What does Pete want? What does Gus want? What does Dog want?</i>
Week 3	<p>Why Bear Has a Short Tail <input type="checkbox"/> pp. 22–23</p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to find a word that begins with sh- (short) and a word that ends with -sh (fish). Ask: <i>What other words do you know that begin or end with this sound?</i> 	<p>Why Bear Has a Short Tail <input type="checkbox"/> pp. 22–23</p> <ul style="list-style-type: none"> Read aloud the story. Help your child find words that end in the letters -ed. (asked, waited, wanted, pulled) Read the words together and discuss what -ed sounds like in each word. 	<p>Jemma Jay <input type="checkbox"/> pp. 24–25</p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to draw a circle around the words plain and pleads. Together, say the words sound by sound. (pl/ai/n, pl/ea/d/s) Ask: <i>How are these two words alike?</i> (Both begin with the pl sound.) 	<p>Jemma Jay <input type="checkbox"/> pp. 24–25</p> <ul style="list-style-type: none"> Read aloud the story. Help your child find the word hungry. Together, clap the syllables in the word. Discuss what vowel sounds you hear. (short u, long e) Repeat with the words spotty (short o, long e) and tasty (long a, long e). 	<p>Why Bear Has a Short Tail; Jemma Jay <input type="checkbox"/> pp. 22–25</p> <ul style="list-style-type: none"> Review the two selections. Ask: <i>What does Bear learn? What does Jemma Jay learn?</i> Ask your child to practice reading his or her favorite sentence aloud with expression. Say: <i>Remember to reread and correct any words that don't look right or make sense.</i>

Name: _____

Unit 7: Past, Present, and Future

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>The First Cars pp. 2-3 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Ask your child to find the words case, made, and plain. Together, say the words sound by sound. (c/a/se, m/a/de, pl/ai/n) Ask: <i>How are these three words alike?</i> (All have a long a sound.) <i>Which words have the same long a spelling pattern?</i> (case, made) 	<p>The First Cars pp. 2-3 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Together, say the word first in parts. (f/ir/st) Then ask your child to find another word that ends with -st. (cost) Ask: <i>What other words do you know that end with this sound?</i> 	<p>Horses to the Rescue pp. 4-5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to find words that begin with wh-. (When, wheel) Read the words together, emphasizing the wh- sound. Challenge your child to find the word that ends like when but begins with th-. (then) 	<p>Horses to the Rescue pp. 4-5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to name the ending punctuation for each sentence. (period, question mark, or exclamation point) Together, read the exclamations and questions with expression. 	<p>The First Cars; Horses to the Rescue pp. 2-5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask your child to find the words making and going. Read the words together. Ask: <i>How are these two words alike?</i> (Both end with -ing.) Take turns using the words making and going in sentences about "The First Cars" and "Horses to the Rescue."
Week 2	<p>The U.S. in Space pp. 6-7 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Ask your child to draw a circle around the word moon and draw an arrow to the photograph of the astronaut on the moon. Repeat with the word rovers and the photograph of the rover on Mars. 	<p>The U.S. in Space pp. 6-7 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Help your child find the word became. Together, clap the syllables in the word. Discuss what vowel sound you hear in each syllable. (long e, long a) Ask: <i>What word has the same long vowel and spelling pattern as the second syllable in became?</i> (space) 	<p>But Children Had Fun Anyway pp. 8-9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Reread the first two lines of the rhyme and ask your child identify and circle the rhyming words. (more, store) Repeat with the rest of the rhyme. (play, anyway; pretend, friend; hoop, scoop; play, anyway) 	<p>But Children Had Fun Anyway pp. 8-9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to practice reading the last pair of lines aloud. Remind him or her to reread and correct any words that don't look right or make sense, assisting as needed. 	<p>The U.S. in Space; But Children Had Fun Anyway pp. 6-9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask: <i>What are some toys that boys and girls played with long ago? Do you think they had toy spaceships? Why or why not?</i> Discuss what it must have felt like to walk on the moon.
Week 3	<p>The Washington Monument pp. 10-11 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Ask your child to draw a circle around the words white, high, sky, and climb. Together, say the words sound by sound. (wh/i/te, h/igh, sk/y, cl/i/mb) Ask: <i>How are these four words alike?</i> (All have a long i sound.) 	<p>The Washington Monument pp. 10-11 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Write the words point, reach, and build on a piece of paper. Then write the words pointy, reaches, and building, pointing out the endings in each word. Ask your child to find and read the words pointy, reaches, and building in the text. 	<p>An Amazing Sight pp. 12-13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Help your child find the word visit. Together, clap the syllables in the word. Discuss what vowel sounds you hear in both syllables. (short i) Repeat with the word believe. (long e) 	<p>An Amazing Sight pp. 12-13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to name the ending punctuation for each sentence. (period, question mark, or exclamation point) Together, read the questions and exclamations with expression. 	<p>The Washington Monument; An Amazing Sight pp. 10-13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask: <i>Do you think the title "An Amazing Sight" would fit the text about the Washington Monument, too? Why or why not?</i> Discuss whether you would most like to visit the Washington Monument or Mount Rushmore and why.

Name: _____

Unit 8: Observing the Sky



Daily Take-Home Activity Calendar

Check off each activity as you complete it.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>A Star Party <input type="checkbox"/></p> <p>pp. 14–15</p> <ul style="list-style-type: none"> • Read aloud the story. • Ask your child to find the word star in the second sentence. Together, say the word in parts. (st/ar) • Challenge your child to find two words on the page that begin with the word star but have a different ending. (start, stars) 	<p>A Star Party <input type="checkbox"/></p> <p>pp. 14–15</p> <ul style="list-style-type: none"> • Read aloud the story. • Help your child find the word city. Together, clap the syllables in the word. Discuss what vowel sound you hear in each syllable. (short i, long e) • Repeat with the word planet. (short a, short e) 	<p>On Mars <input type="checkbox"/></p> <p>pp. 16–17</p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to find the words miles, kind, and eyes. Together, say the words sound by sound. (m/i/l/es, k/i/nd, eye/s) • Ask: <i>How are these three words alike?</i> (All have a long i sound.) 	<p>On Mars <input type="checkbox"/></p> <p>pp. 16–17</p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to find words that begin with th- (the, that) Read the words together, emphasizing the th- sound. • Challenge him or her to find a word that ends with -th. (Earth) Read the word together, emphasizing the -th sound. 	<p>A Star Party; On Mars <input type="checkbox"/></p> <p>pp. 14–17</p> <ul style="list-style-type: none"> • Review the two selections. • Ask your child to find the word Mars in both selections. • Ask: <i>What do you learn about Mars from "A Star Party"? From "On Mars"?</i>
Week 2	<p>It's a Comet! <input type="checkbox"/></p> <p>pp. 18–19</p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child what they can tell you about the word snowball. (It is a compound word made up of the two words snow and ball.) • Ask you child how knowing the meanings of these word help them understand the text. 	<p>It's a Comet! <input type="checkbox"/></p> <p>pp. 18–19</p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to say the words sun, big, and gas sound by sound. (s/u/n, b/i/g, g/a/s) Then challenge him or her to spell the words aloud. • Ask your child to find and read the words in the text. 	<p>The Moon's the North Wind's Cookie <input type="checkbox"/></p> <p>pp. 20–21</p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Write the word bake on a piece of paper. Then write the words baker and bakes. Together, read both words, pointing out the endings. • Ask your child to find and read the words baker and bakes in the rhyme. 	<p>The Moon's the North Wind's Cookie <input type="checkbox"/></p> <p>pp. 20–21</p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Together, practice reading the last three lines aloud with expression and meaning. • Point out the special font on the word greedy, the pauses between the last four words, and the exclamation point at the end. 	<p>It's a Comet!; The Moon's the North Wind's Cookie <input type="checkbox"/></p> <p>pp. 18–21</p> <ul style="list-style-type: none"> • Review the two selections. • Ask your child to find words that begin with th-. (that, the, then, there's) • Ask: <i>What two words in the rhyme end with -th?</i> (North, South) <i>How else are these two words alike?</i> (Both begin with an uppercase letter and name a direction.)
Week 3	<p>Shapes in the Clouds <input type="checkbox"/></p> <p>pp. 22–23</p> <ul style="list-style-type: none"> • Read aloud the story. • Ask your child to read the first word of each sentence aloud. • Ask: <i>Which of these words name characters in the story? Which characters look at shapes in the clouds?</i> 	<p>Shapes in the Clouds <input type="checkbox"/></p> <p>pp. 22–23</p> <ul style="list-style-type: none"> • Read aloud the story. • Help your child find the words that end in the letters -ed. (dropped, frowned, asked, nodded, liked, looked, smiled) • Read the words together and discuss what -ed sounds like in each word. 	<p>The Sun <input type="checkbox"/></p> <p>pp. 24–25</p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to find the word sun in the title and text. Then challenge him or her to find another word that begins with the word sun. (sunlight) • Take turns using the words sun and sunlight in sentences about why we need the sun. 	<p>The Sun <input type="checkbox"/></p> <p>pp. 24–25</p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to find the words creatures, depend, and people. Together, read the words by syllables. (crea/tures, de/pend, peo/ple) • Ask: <i>How are these three words alike?</i> (All have two syllables and the first syllable has a long a sound.) 	<p>Shapes in the Clouds; The Sun <input type="checkbox"/></p> <p>pp. 22–25</p> <ul style="list-style-type: none"> • Read aloud the two selections. • Write the words find, turn, shine, and live on a piece of paper. Then write the words finding, turning, shining, and living. Together, read the words and discuss how their endings are alike. • Ask your child to find and read these words in the selections.

Name: _____

Unit 9: We Use Goods and Services

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Almond Milk pp. 2-3 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the text. Ask your child to find words that begin with th-. (They, think, than, Then, the) Read the words together, emphasizing the th- sound. Challenge him or her to find two words that ends with -th. (with, smooth) Read the word together, emphasizing the -th sound. 	Almond Milk pp. 2-3 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the text. Help your child find the words almond, and, and blend. Read the words together. Ask: <i>How are these three words alike?</i> (All end with the -nd sound.) 	A Farmer's Boy pp. 4-5 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the rhyme. Help your child find the words that end in the letters -ed. (walked, covered, reached, lifted, smiled, thanked) Read the words together and discuss what -ed sounds like in each word. 	A Farmer's Boy pp. 4-5 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to find the words We, She, and me. Discuss how the words are alike and different. Ask him or her to write a word that has the same spelling pattern but begins with b (be) and with h (he). 	Almond Milk; A Farmer's Boy pp. 2-5 <input type="checkbox"/> <ul style="list-style-type: none"> Review the two selections. Ask your child to find the word Cow in the rhyme. Ask: <i>What do you learn about cows in "Almond Milk"?</i>
Week 2	Animal Dentists pp. 6-7 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the text. Help your child find the word only. Together, clap the syllables in the word. Discuss what vowel sound you hear in each syllable. (long o, long e) Repeat with the word dislike. (short i, long i) 	Animal Dentists pp. 6-7 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the text. Ask: <i>Who needs a dentist?</i> (people, animals) Discuss whether you would rather be a dentist for people or a dentist for animals and why. 	Double Trouble pp. 6-9 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the story. Ask your child to find the words see, she, clean, and teeth. Together, say the words sound by sound. (s/ee, sh/e, cl/ea/n, t/ ee/th) Ask: <i>How are these four words alike?</i> (All have a long e sound.) 	Double Trouble pp. 8-9 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the story. Ask your child to draw a circle around each character's name. (Jack, Jeff, Dr. Vega) Read the names together. Ask him or her to use clues in the story to draw an arrow from the name to the correct person in the illustration. 	Animal Dentists; Double Trouble pp. 6-9 <input type="checkbox"/> <ul style="list-style-type: none"> Review the two selections. Ask your child to find the word dentist in each selection. Ask: <i>What problems do we learn about in these selections?</i> Discuss how dentists solve these problems.
Week 3	Field Trip Funds pp. 10-11 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the story. Ask your child to find the words walk and walking. Read both words, discussing how they are alike and different. Challenge your child to find another word that ends like walking on page 10. (planning) 	Field Trip Funds pp. 10-11 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the story. Remind your child that some words aren't spelled the way they sound. Together, practice reading and spelling aloud the words was, could, knew, and would. 	A New Kind of Eggs pp. 12-13 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the text. Ask your child to point to the first word in each sentence. Read the words together. Ask him or her to choose one of the sentences that end in an exclamation point to practice reading with expression. 	A New Kind of Eggs pp. 12-13 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the text. Together, say the word plant in parts. (pl/a/nt) Help your child find and read other words that end with the -nt sound. (don't, weren't, can't) 	Field Trip Funds; A New Kind of Eggs pp. 10-13 <input type="checkbox"/> <ul style="list-style-type: none"> Review the two selections. Ask your child to read the noun in each title that ends in -s. (Funds, Eggs) Point out that the -s at the end means "more than one." Work together to find and read other words in the selections that end in -s and name more than one thing. (kids, books, dogs, vegetarians, plants, peas, beans, chickens)

Name: _____

Unit 10: Exploring Sound and Light

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Dogs Help the Deaf <input type="checkbox"/> pp. 14–15 <ul style="list-style-type: none"> Read aloud the text. Ask your child to find and read the word home on page 15. Point to the words some and something. Remind your child that some has the same spelling pattern but a different vowel sound than the word home. 	Dogs Help the Deaf <input type="checkbox"/> pp. 14–15 <ul style="list-style-type: none"> Read aloud the text. Together, say the words beeping, furry, hearing, and owner, dividing the main word from the ending. (beep + ing, fur + y, hear + ing, own + er) Ask your child to find and read these four words in the text and circle the two endings that are alike. (-ing on beeping and hearing) 	I Know All the Sounds That the Animals Make <input type="checkbox"/> pp. 16–17 <ul style="list-style-type: none"> Read aloud the rhyme. Together, draw a circle around the names of all the animals in the rhyme. Then read the words together. Ask your child to draw an arrow from the circled words to match the animals shown in the photographs. 	I Know All the Sounds That the Animals Make <input type="checkbox"/> pp. 16–17 <ul style="list-style-type: none"> Read aloud the rhyme. Point to the word moment. Together, read the word by syllables. (mo/ment) Repeat with the word marvel. (mar/vel) Ask: <i>How are these two words alike?</i> (Both begin with the sound of the letter m and have two syllables.) 	Dogs Help the Deaf; I Know All the Sounds That the Animals Make <input type="checkbox"/> pp. 14–17 <ul style="list-style-type: none"> Review the two selections. Ask your child to find the word dog in the first selection and a word that names the sound a dog makes in the second selection. (bark) Ask: <i>Do you think any of the animals in the rhyme could be as helpful as a dog? Why or why not?</i>
	Rainbow <input type="checkbox"/> pp. 18–19 <ul style="list-style-type: none"> Read aloud the rhyme. Together, circle the rhyming pairs at the ends of the lines. Read each pair of words. Ask your child to put a checkmark beside the pair of words that have different sounds. (rain, again) Then ask him or her to put an X by the pair of words that have different spelling patterns. (through, you) 	Rainbow <input type="checkbox"/> pp. 18–19 <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to practice reading his or her favorite pair of lines from the rhyme aloud. Remind him or her to reread and correct any words that don't look right or make sense, assisting as needed. 	My Homemade Band <input type="checkbox"/> pp. 20–21 <ul style="list-style-type: none"> Read aloud the story. Ask: <i>What does Cam play?</i> (drums) Point out that the -s at the end of drums means "more than one." Work together to find and read other words that end in -s and name more than one thing. (jars, boxes, bottles, bands, friends) 	My Homemade Band <input type="checkbox"/> pp. 20–21 <ul style="list-style-type: none"> Read aloud the story. Read the word Homemade in the title by syllables. (Home/made) Discuss what vowel sound you hear in each syllable (long o, long a) and why this word fits the story. Take turns telling about homemade things you have made or seen. 	Rainbow; My Homemade Band <input type="checkbox"/> pp. 18–21 <ul style="list-style-type: none"> Review the two selections. Together, say the word stuck in parts. (st/u/ck) Ask your child to find and read the word on page 18. Help him or her find other words that begin with st- or str- in the selections (streets, start, stuff), say the words in parts, then read the words.
Week 3	Day or Night? <input type="checkbox"/> pp. 22–23 <ul style="list-style-type: none"> Read aloud the text. Ask your child to point to the first word in each sentence. Read the words together. Ask him or her to choose one of the sentences that end in a question mark or exclamation point to practice reading with expression. 	Day or Night? <input type="checkbox"/> pp. 22–23 <ul style="list-style-type: none"> Read aloud the text. Say the following words and ask your child to tell you the vowel sounds: day (long a), night (long i), Pole (long o), each (long e). Ask: <i>How are all these words alike?</i> (All have long vowels.) Together, find and read each of these words in the text. 	My Shadow <input type="checkbox"/> pp. 24–25 <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to find words that begin or end with th-. (that, with, the, than) Read the words together, emphasizing the th- sound. Challenge him or her to find a word that begins with sh- (shadow) and wh- (what). Read the words together. 	My Shadow <input type="checkbox"/> pp. 24–25 <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to find a word with a long u sound (use) and say the word sound by sound (u/se). Then ask him or her to find two words with a short u sound (up, jump), saying the words sound by sound (u/p, j/u/mp). 	Day or Night?; My Shadow <input type="checkbox"/> pp. 22–25 <ul style="list-style-type: none"> Review the two selections. Ask: <i>Which picture shows day? Which picture shows night?</i> Discuss how you might be able to see your shadow during the day and during the night.