

Name: _____

Unit 1: Rules at Home and School

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Follow the Rules to Play Soccer pp. 2–3 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Point to and read aloud the words you and your on page 2. Ask: <i>What letters are in the word you? What letters are in the word your?</i> 	<p>Follow the Rules to Play Soccer pp. 2–3 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. As you reread the first rule, ask your child to say the words and clap each syllable with you. Ask: <i>Which word has two claps?</i> (after) Repeat this activity with the fourth rule. (never) 	<p>Making Bridges pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Help your child find a line with three words, a line with four words, and a line with five words. Remind him or her that the words are separated by spaces. Ask: <i>How many words are in the title of the rhyme?</i> (two) 	<p>Making Bridges pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Circle the words fine and mine on page 5. Say the words with your child in parts. (f/ine, m/ine) Ask: <i>How are these two words alike? How are they different?</i> 	<p>Follow the Rules to Play Soccer; Making Bridges pp. 2–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask: <i>What do we learn about a game on pages 2 and 3? What does the rhyme on pages 4 and 5 say about games?</i>
Week 2	<p>School Rules pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Circle rhyming words on page 6. (walk, talk) Help your child say the beginning sound of each word. Then say the words together to hear the rhyme. Together, think of other words that rhyme with walk and talk. 	<p>School Rules pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to say the three rules in his or her own words. Ask: <i>Do we follow these same rules at home? Why or why not?</i> 	<p>Rules for Talking and Listening pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Help your child find and underline the word we on each line. Ask: <i>Which ones begin with lowercase w? Which ones begin with uppercase W?</i> 	<p>Rules for Talking and Listening pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Together, say the words attention, quietly, carefully, and listening as you clap the syllables. Ask: <i>How are these words alike?</i> (All have three claps.) 	<p>School Rules; Rules for Talking and Listening pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask your child to find and point to a word in each title that is the same. (Rules) Together, spell the word aloud. Ask: <i>Where can you find the word rules in one of the texts?</i> (page 7, line 2)
Week 3	<p>No Dogs Allowed in School pp. 10–11 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Help your child find the word dog. Together, say the word and identify the letters. Then say the word. Repeat with the word Max and the word Mom. 	<p>No Dogs Allowed in School pp. 10–11 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Help your child find and underline the words that begin with the letter m. Ask: <i>Which ones begin with lowercase m? Which ones begin with uppercase M?</i> 	<p>Five Little Monkeys pp. 12–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Help your child find the word Five in the title and on the first line. Together, spell the word aloud. Talk about the illustration. Ask: <i>Which monkey do you think falls off? Why?</i> 	<p>Five Little Monkeys pp. 12–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to count how many times he or she sees the word the in the rhyme. (four) Repeat with the word And. (two) 	<p>No Dogs Allowed in School; Five Little Monkeys pp. 10–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask: <i>What rule does the dog break? What rule do the monkeys break?</i> Talk about ways the dog and monkeys are alike in the selections. (They are all animals. They want to do something they think is fun.)

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Unit 2: Every Story Has Characters

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Sad Ladybug, Glad Ladybug pp. 14–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Together, clap the syllables in the word ladybug. Read the second sentence aloud. Ask: <i>What other word has three claps?</i> (windowsill) 	<p>Sad Ladybug, Glad Ladybug pp. 14–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to count the number of words in the title. Ask: <i>Why was the ladybug sad? Why is the ladybug glad?</i> 	<p>Diddle, Diddle, Dumpling pp. 16–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Underline the rhyming words John and on. Ask your child to say the letters in each word. Ask: <i>Which two letters are the same?</i> Invite your child to tell about the illustration using the word on. 	<p>Diddle, Diddle, Dumpling pp. 16–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask: <i>Who are the characters in the poem?</i> Invite your child to tell you why they think John went to bed with one shoe off and the other one on. 	<p>Sad Ladybug, Glad Ladybug; Diddle, Diddle, Dumpling pp. 14–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Point to and read the word to on page 14. Ask your child to find this word on page 16. Repeat with the word on.
Week 2	<p>A Birthday Cat pp. 18–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. As you reread the first line, ask your child to say the words and clap each syllable with you. Ask: <i>Which words have two claps?</i> (wanted, birthday) Repeat this activity with the second line (presents) and third line (surprise). 	<p>A Birthday Cat pp. 18–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Read the third line aloud, and ask your child to listen for two words that rhyme. (sad, had) Say the words with your child in parts. (s/ad, h/ad) Ask: <i>How are these two words different?</i> (sad begins with s; had begins with h) 	<p>Bear and Fox pp. 20–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to circle a word that begins with F and rhymes with box. (Fox) Ask: <i>What tells you that the Bear and the Fox are friends? Explain your thinking.</i> 	<p>Bear and Fox pp. 20–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Circle the word and in the title. Ask your child to find the word another time in the story. Point to and read the words and, apple, and asked aloud. Ask: <i>How are these words alike?</i> (All begin with the letter a and the short a sound.) 	<p>A Birthday Cat; Bear and Fox pp. 18–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask your child to find a line in each story that has seven words. (line 1 on page 18 and 21) Remind him or her that the words are separated by spaces. Ask: <i>How is the cat in the first story different from the bear and fox in the second story?</i>
Week 3	<p>New Friends pp. 22–23 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Point to the words had, sat, and tag on page 22. Together, say each word sound by sound. Then say the whole word. Ask: <i>How are these three words alike?</i> (All have the short a sound in the middle.) 	<p>New Friends pp. 22–23 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to find and read the word to on each page. Ask your child to point to other words in the text that he or she can read. 	<p>Little Bo-Peep pp. 24–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to find words that begin with uppercase L. (Little, Leave) Read the words aloud. Ask him or her to find a word that begins with lowercase l. (lost) Read the word aloud. 	<p>Little Bo-Peep pp. 24–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Help your child clap the syllables in the word Wagging and tell you how many he or she hears. (two) Ask: <i>Which characters in the story will be wagging their tails?</i> 	<p>New Friends; Little Bo-Peep pp. 22–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask: <i>Who is a friend to Nick? How can you tell?</i> Talk about the illustration on page 24. Ask: <i>Who are Little Bo-Peep's friends? How can you tell?</i>

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Unit 3: Plants and Animals Have Needs

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>What Do Chimps Need? <input type="checkbox"/></p> <p>pp. 2–3</p> <ul style="list-style-type: none"> • Read aloud the text. • Read the title together. Ask: <i>What punctuation mark is at the end of the title?</i> (question mark) • Ask your child to find another question in the text. (line 2, page 3) Then talk about the answers to both questions. 	<p>What Do Chimps Need? <input type="checkbox"/></p> <p>pp. 2–3</p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to find and read the word in on page 2. (lines 1 and 3) • Ask your child to point to other words in the text that he or she can read. 	<p>The Three Bears Plant Berries <input type="checkbox"/></p> <p>pp. 4–5</p> <ul style="list-style-type: none"> • Read aloud the story. • Ask your child to point to and count the three bears in the illustration. Point to the word Three in the title. Together, say the word, spell it aloud, and say it again. • Ask your child to find the word three two more times in the story. Each time, work together to say the word, spell it aloud, and say it again. 	<p>The Three Bears Plant Berries <input type="checkbox"/></p> <p>pp. 4–5</p> <ul style="list-style-type: none"> • Read aloud the story. • Point to and say the words berries and bushes. Together, name the beginning letter, say the beginning sound, and clap the syllables in each word. • Ask: <i>How are the words berries and bushes alike?</i> (Both begin with b and have two claps.) 	<p>What Do Chimps Need?; The Three Bears Plant Berries <input type="checkbox"/></p> <p>pp. 2–5</p> <ul style="list-style-type: none"> • Review the two selections. • Ask your child to find an exclamation point in each selection. Together, read these sentences with excitement. • Ask: <i>How are plants important to monkeys? How are plants important to bears?</i>
Week 2	<p>Plants in a Greenhouse <input type="checkbox"/></p> <p>pp. 6–7</p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to point to words that begin with uppercase letters. • Ask him or her to name each uppercase letter and find a matching lowercase letter on the page. 	<p>Plants in a Greenhouse <input type="checkbox"/></p> <p>pp. 6–7</p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to point to and read the word can on page 7. Together, say the word sound by sound. Then say the whole word. • Ask: <i>What word rhymes with can but begins with the sound of the letter m?</i> (man) Repeat with other beginning sounds to form the words fan, pan, ran, tan, and van. 	<p>My Garden <input type="checkbox"/></p> <p>pp. 8–9</p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Say the word seeds with your child in parts. (<i>s/eed</i>s) Then say the whole word. Repeat with the words sun and rain. • Ask: <i>Which two words begin with the same sound?</i> (seeds, sun) 	<p>My Garden <input type="checkbox"/></p> <p>pp. 8–9</p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Help your child find the words is, it, and in on page 8 and draw a circle around each word. • Talk about how the words look and sound. Ask: <i>How are these words alike? How are they different?</i> 	<p>Plants in a Greenhouse; My Garden <input type="checkbox"/></p> <p>pp. 6–9</p> <ul style="list-style-type: none"> • Review the two selections. • Talk about the photograph and illustration. • Ask: <i>How is a greenhouse like a garden? How is it different?</i>
Week 3	<p>What Do Emperor Penguins Need? <input type="checkbox"/></p> <p>pp. 10–11</p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to count the number of words in the question in the title. Ask: <i>What two sentences in the text also have five words?</i> (lines 1 and 2) • Talk about how the three sentences take up different amounts of space even though they have the same number of words. 	<p>What Do Emperor Penguins Need? <input type="checkbox"/></p> <p>pp. 10–11</p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to circle a word that begins with f and rhymes with wish. (fish) • Ask: <i>Why are fish important to emperor penguins?</i> 	<p>What Do Animals Eat? <input type="checkbox"/></p> <p>pp. 12–13</p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Point to and read the name of each animal mentioned. • Together, clap the syllables in the animals' names. (cows, seals, fish—one; rabbits, zebras, eagles—two; elephants—three) 	<p>What Do Animals Eat? <input type="checkbox"/></p> <p>pp. 12–13</p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Help your child find and circle the words eat and meat on page 13. • Ask: <i>How are these two words alike? How are they different?</i> 	<p>What Do Emperor Penguins Need?; What Do Animals Eat? <input type="checkbox"/></p> <p>pp. 10–13</p> <ul style="list-style-type: none"> • Review the two selections. • Help your child find the word and in each selection. (pages 11, 12, 13) • Ask: <i>How are the two titles alike? How are the answers to the two questions alike?</i>

Name: _____

Unit 4: Writers Tell Many Stories

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Pat's Amazing Pet pp. 14–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Help your child find the word Pat. Together, say the word sound by sound. Then say the whole word. Repeat with the words Pet (title), cat, Bob, sat, lap, and did. Read the list of words aloud. Ask: <i>Which words rhyme?</i> (Pat, cat, sat) 	<p>Pat's Amazing Pet pp. 14–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Reread the title. Together, clap the syllables in the word Amazing. Read the first sentence aloud. Ask: <i>What other word has three claps?</i> (computer) 	<p>Itsy, Bitsy Spider pp. 16–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to count the words in each line. Remind him or her that the words are separated by spaces. Ask: <i>Which line has the most words?</i> (line 2 on page 17) <i>How many words does it have?</i> (six) 	<p>Itsy, Bitsy Spider pp. 16–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Draw a circle around the words spout and out. Say the words together. Talk about how the two words look and sound. Ask: <i>How are these words alike?</i> <i>How are they different?</i> 	<p>Pat's Amazing Pet; Itsy, Bitsy Spider pp. 14–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask: <i>What is Pat trying to do? What is the itsy, bitsy spider trying to do?</i> Talk about what Pat might tell someone about what happens. Then discuss what the spider might say about his day.
Week 2	<p>Come Out and Play pp. 18–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Read line 3 aloud. Ask: <i>Which two words rhyme?</i> (Frog, log) Ask: <i>Why is Frog in a log? Why do his pals want him to come out of the log?</i> 	<p>Come Out and Play pp. 18–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Say the word see with your child in parts. (s/ee) Then say the whole word. Repeat with the words nap, woke, sun, and nice. Read the list of words again. Ask: <i>Which two words begin with the same sound?</i> (see, sun) 	<p>Higglety, Pigglety, Pop! pp. 20–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Help your child find the words pop and mop. Ask: <i>How are these two words alike?</i> <i>How are these words different?</i> Ask your child to use the sound of the letter h to say another word that rhymes with pop and mop. (hop) Repeat with the letter t. (top) 	<p>Higglety, Pigglety, Pop! pp. 20–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to draw a circle around the word The. (lines 2, 3, and 4) Ask: <i>Which ones begin with uppercase letters?</i> <i>Which one begins with a lowercase letter?</i> 	<p>Come Out and Play; Higglety, Pigglety, Pop! pp. 18–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Say the name of each animal mentioned and ask your child to say the vowel sound. (Frog/short o; dog/short o; pig/short i; cat/short a) Say the animal names again and ask which two rhyme. (Frog, dog) Then help your child think of words that rhyme with pig and cat.
Week 3	<p>A Home Run pp. 22–23 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Slowly read each sentence again. Ask your child to clap when you say a word with a short a sound. (Hank, at, bat, can, whacked, ran) Draw a circle around the words ran and run on page 23. Say the words together. Ask: <i>How are these two words alike?</i> <i>How are they different?</i> 	<p>A Home Run pp. 22–23 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Help your child find the words hope and home. Say the words together. Talk about how the two words look and sound. Ask: <i>What letters and sounds are the same? What letters and sounds are different?</i> 	<p>A Pot of Gold pp. 24–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Reread the first sentence aloud. Together, clap the syllables in the word little. Read the second line aloud. Ask: <i>What other word has two claps?</i> (Cora) Repeat with the third sentence (very, hungry) and fifth line (kindness). 	<p>A Pot of Gold pp. 24–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Reread line 3. Ask: <i>What words does the toad say? How many words is that?</i> (four) <i>Let's point to the toad's words as we say them.</i> Reread line 5. Ask: <i>What does the toad say this time? How many words is that?</i> (five) <i>Let's point to the toad's words as we say them.</i> 	<p>A Home Run; A Pot of Gold pp. 22–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask: <i>What does (Hank, the toad) want? Does he get it?</i> Ask: <i>Do you think (Hank, the toad, Cora) is surprised by what happens? Why or why not?</i>

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Unit 5: Technology at Home and School

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Cars of the Future <input type="checkbox"/></p> <p>pp. 2–3</p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to point to words that begin with uppercase letters. • Ask him or her to name each uppercase letter and find a matching lowercase letter on the page. 	<p>Cars of the Future <input type="checkbox"/></p> <p>pp. 2–3</p> <ul style="list-style-type: none"> • Read aloud the text. • Reread the title. Ask: <i>Which word has two claps?</i> (Future) • Together, clap the syllables in the words of each sentence and help your child identify other two-syllable words. (Today, drivers, themselves, unlike, special) 	<p>A Trip to Mars <input type="checkbox"/></p> <p>pp. 4–5</p> <ul style="list-style-type: none"> • Read aloud the story. • Point to the word on in the first sentence. Ask your child to read the word. • Have him or her find the word on in other sentences. 	<p>A Trip to Mars <input type="checkbox"/></p> <p>pp. 4–5</p> <ul style="list-style-type: none"> • Read aloud the story. • Help your child find the name Deb. Together, say the word sound by sound. Then say the whole word. • Repeat with the name Bix. 	<p>Cars of the Future; A Trip to Mars <input type="checkbox"/></p> <p>pp. 2–5</p> <ul style="list-style-type: none"> • Review the two selections. • Ask your child to point to an exclamation point in each selection. Reread the two sentences with excitement. • Ask: <i>Why is the information in these sentences so exciting?</i>
Week 2	<p>Our Amazing Phones <input type="checkbox"/></p> <p>pp. 6–7</p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to point to familiar words and read them aloud. • Share what telephones were like when you were growing up. 	<p>Our Amazing Phones <input type="checkbox"/></p> <p>pp. 6–7</p> <ul style="list-style-type: none"> • Read aloud the text. • Say the word phones with your child in parts. (ph/ones) Then say the whole word. Repeat with the word homes. • Ask: <i>What vowel sound do you hear in both words?</i> (long o) Point to the words and ask your child to identify the o in each one. 	<p>The Wheels on the Bus <input type="checkbox"/></p> <p>pp. 8–9</p> <ul style="list-style-type: none"> • Read aloud the song. • Sing the song together. Clap once for each word in the song. • Count the number of words in the sentence on page 8. Repeat with the sentence on page 9. 	<p>The Wheels on the Bus <input type="checkbox"/></p> <p>pp. 8–9</p> <ul style="list-style-type: none"> • Read aloud the song. • Help your child draw a circle around the words on the Bus in the title. Read the phrase together. • Ask him or her to find this phrase on page 8 and page 9 and draw a circle around it. 	<p>Our Amazing Phones; The Wheels on the Bus <input type="checkbox"/></p> <p>pp. 6–9</p> <ul style="list-style-type: none"> • Review the two selections. • Help your child find the word us in the first selection and bus in the second. Talk about how the two words look and sound. Ask: <i>How are these words alike? How are they different?</i> • Together, think of other words that rhyme with us and bus.
Week 3	<p>A Thank-You Note for Gram <input type="checkbox"/></p> <p>pp. 10–11</p> <ul style="list-style-type: none"> • Read aloud the story. • Ask your child to circle a word that begins with m and rhymes with bug. (mug) • Ask him or her to underline a word that begins with M and rhymes with Tom. (Mom) 	<p>A Thank-You Note for Gram <input type="checkbox"/></p> <p>pp. 10–11</p> <ul style="list-style-type: none"> • Read aloud the story. • Help your child find the name Ron. Together, say the word sound by sound. Then say the whole word. Repeat with the words red and got. • Ask: <i>Which word begins with the same sound as the name Ron?</i> (red) 	<p>Then and Now <input type="checkbox"/></p> <p>pp. 12–13</p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Talk about the photos. Ask: <i>How are they alike? How are they different?</i> • Read the words pen and then. Think of other words that rhyme with these words. Make a list and read it together. 	<p>Then and Now <input type="checkbox"/></p> <p>pp. 12–13</p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Help your child find two example of the word We and two examples of the word I. • Take turns saying sentences about the two of you using the words We and I. 	<p>A Thank-You Note for Gram; Then and Now <input type="checkbox"/></p> <p>pp. 10–13</p> <ul style="list-style-type: none"> • Review the two selections. • Talk about the word e-mail in the first selection and how it is connected to the word computers in the second selection. • Discuss how the phrase handwritten note in the first selection is connected to the phrase wrote long letters with a pen in the second selection.

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Unit 6: Stories Have a Message

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Crow Learns a Lesson <input type="checkbox"/></p> <p>pp. 14–15</p> <ul style="list-style-type: none"> • Read aloud the story. • Ask your child to circle words that begin with uppercase letters and name each letter. • Ask: <i>Which word with an uppercase letter do we see three times in the title and story?</i> (Crow) 	<p>Crow Learns a Lesson <input type="checkbox"/></p> <p>pp. 14–15</p> <ul style="list-style-type: none"> • Read aloud the story. • Ask your child to find exclamation points in the text. • Read the sentences with exclamation points together with excitement. 	<p>Helping Each Other <input type="checkbox"/></p> <p>pp. 16–17</p> <ul style="list-style-type: none"> • Read aloud the story. • Find words in the story with short a and circle them. (and, at, math, that, happy) • Read the words with your child, emphasizing the short a sound. 	<p>Helping Each Other <input type="checkbox"/></p> <p>pp. 16–17</p> <ul style="list-style-type: none"> • Read aloud the story. • Say the word math with your child in parts. (m/ath) Then say the whole word. Repeat with the words well, made, and both. • Read the list of words aloud. Ask: <i>Which two words begin with the same sound?</i> (math, made) 	<p>Crow Learns a Lesson; Helping Each Other <input type="checkbox"/></p> <p>pp. 14–17</p> <ul style="list-style-type: none"> • Review the two selections. • Say the names of the four characters. Ask: <i>Which name has more than one clap?</i> (Rita) • Ask: <i>Who gets what he or she wants in these stories? Who doesn't get what he or she wants? Why?</i>
Week 2	<p>A New Hat for Hen <input type="checkbox"/></p> <p>pp. 18–19</p> <ul style="list-style-type: none"> • Read aloud the story. • Reread the first sentence on page 19. Ask: <i>Which two words rhyme?</i> (Then, Hen) • Together, brainstorm words that rhyme with the word hat. Make a list and read it together. 	<p>A New Hat for Hen <input type="checkbox"/></p> <p>pp. 18–19</p> <ul style="list-style-type: none"> • Read aloud the story. • Point to and read the words "I love it!" that Hen says. • Ask your child what else Hen might say about her hat. 	<p>Good, Better, Best <input type="checkbox"/></p> <p>pp. 20–21</p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Ask your child what word rhymes with best. (rest) • Ask: <i>What word rhymes with best and rest but begins with the sound of the letter n?</i> (nest) <i>The letter t?</i> (test) <i>The letter w?</i> (west) 	<p>Good, Better, Best <input type="checkbox"/></p> <p>pp. 20–21</p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Help your child find a line with three words, a line with four words, and a line with five words. Remind him or her that the words are separated by spaces. • Ask: <i>Which line has the same words as the title?</i> 	<p>A New Hat for Hen; Good, Better, Best <input type="checkbox"/></p> <p>pp. 18–21</p> <ul style="list-style-type: none"> • Review the two selections. • Talk about why the story "A New Hat for Hen" has an illustration instead of a photograph. • Ask: <i>What are some other photographs that would go with the rhyme "Good, Better, Best"?</i>
Week 3	<p>The Peacock and the Gull <input type="checkbox"/></p> <p>pp. 22–23</p> <ul style="list-style-type: none"> • Read aloud the story. • Ask your child to circle a word that begins with d and rhymes with Gull. (dull) • Ask: <i>Does Gull think he is dull?</i> (no) <i>Why not?</i> (He can fly.) 	<p>The Peacock and the Gull <input type="checkbox"/></p> <p>pp. 22–23</p> <ul style="list-style-type: none"> • Read aloud the story. • Ask your child to find the word met. Together, say the word sound by sound. Then say the whole word. Repeat with the word can. • Ask your child to point to other words in the text that he or she can read and say them aloud. 	<p>Sharing <input type="checkbox"/></p> <p>pp. 24–25</p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Together, think of words that rhyme with money and honey. • Ask your child to circle a word that ends with the letter k (milk) and underline words that ends with the letter d. (and, hard) 	<p>Sharing <input type="checkbox"/></p> <p>pp. 24–25</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>The Peacock and the Gull; Sharing <input type="checkbox"/></p> <p>pp. 22–25</p> <ul style="list-style-type: none"> • Review the two selections. • Help your child find and read the words you, your, and yours in the selections. • Write the words on a sheet of paper. Ask: <i>What letters are the same in all three words? What letters are different?</i>

Name: _____

Unit 7: Holidays and Celebrations

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Veterans Day pp. 2–3 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to find the words an and and. • Ask: <i>What letters are in the word an? What letters are in the word and?</i> 	<p>Veterans Day pp. 2–3 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the text. • Together, clap the syllables in the word Veterans. • Read the first sentence aloud. Ask: <i>Which other words have three claps?</i> (important, holiday) Repeat with the third sentence. (November) 	<p>A Late Thanksgiving Dinner pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to find the word had. Together, say the word sound by sound. Then say the whole word. Repeat with the words ten, big, and sat. • Read the list of words aloud. Ask: <i>Which two words have the same vowel sound?</i> (had, sat) 	<p>A Late Thanksgiving Dinner pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the text. • Say the word late with your child in parts. (/l/ate) Then say the whole word. Repeat with the words came (c/ame) and plane (p/ane). • Ask: <i>What vowel sound do you hear in all three words?</i> (long a) Point to the words and ask your child to identify the a in each one. 	<p>Veterans Day; A Late Thanksgiving Dinner pp. 2–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Review the two selections. • Help your child find the question mark in each selection. • Ask: <i>How are these two questions alike? What is the answer to each question?</i>
Week 2	<p>Presidents' Day pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to point to words that begin with uppercase letters. • Ask him or her to name each uppercase letter and find a matching lowercase letter on the page. 	<p>Presidents' Day pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to find the word We on pages 6 and 7. • Take turns using the word We to tell something you could do to celebrate Presidents' Day. 	<p>A Day for Martin Luther King Jr. pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to circle a word that begins with I and rhymes with bed. (led) • Think of other words that rhyme with bed and led. Make a list and read it together. 	<p>A Day for Martin Luther King Jr. pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the text. • Point to and say the words Martin and marches. Together, name the beginning letter, say the beginning sound, and clap the syllables in each word. • Ask: <i>How are the words Martin and marches alike?</i> (Both begin with m and have two claps.) 	<p>Presidents' Day; A Day for Martin Luther King Jr. pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Review the two selections. • Help your child draw a circle around the names George Washington and Abraham Lincoln and draw arrows from the circles to the correct pictures. • Repeat with the name Martin Luther King Jr. in the second selection.
Week 3	<p>Let's Celebrate Earth Day! pp. 10–11 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the text. • Help your child draw a circle around the words Earth Day in the title. Read the name of the holiday together. • Ask him or her to find the words Earth Day in the text and draw a circle around them. Then challenge your child to find the word Earth without the word Day after it. 	<p>Let's Celebrate Earth Day! pp. 10–11 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to point to familiar words and read them aloud. (the, and) • Share about a time you have planted something or something you would like to plant. 	<p>Happy Birthday, USA! pp. 12–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Draw a circle around the word wave. Say the word in parts. (w/ave) Then say the whole word. • Ask: <i>What word rhymes with wave but begins with the sound of the letter k?</i> (cave) <i>The letter g?</i> (gave) <i>The letter s?</i> (save) 	<p>Happy Birthday, USA! pp. 12–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Ask your child to identify the question mark and exclamation point. Read these two sentences together with expression. • Point out that the sentence with the exclamation point answers the question in the rhyme. 	<p>Let's Celebrate Earth Day!; Happy Birthday, USA! pp. 10–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Review the two selections. • Say the words celebrate and celebration aloud. Clap the syllables together. Ask: <i>Which word has more claps?</i> (celebration) <i>How many does it have?</i> (four) • Ask: <i>Which holiday do you most like to celebrate—Earth Day or the Fourth of July? Why?</i>

Name: _____

Unit 8: Weather and Seasons

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>How Is the Weather? <input type="checkbox"/></p> <p>pp. 14–15</p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to find the words to and do and draw a circle around each word. • Talk about how the words look and sound. Ask: <i>How are these two words alike? How are they different?</i> 	<p>How Is the Weather? <input type="checkbox"/></p> <p>pp. 14–15</p> <ul style="list-style-type: none"> • Read aloud the text. • Together, clap the syllables in the word weather. • Read the second sentence aloud. Ask: <i>Which other word has two claps?</i> (clothing) Repeat with the third sentence. (jacket) 	<p>A Rainy Day Picnic <input type="checkbox"/></p> <p>pp. 16–17</p> <ul style="list-style-type: none"> • Read aloud the story. • Say the word park with your child in parts. (p/ark) Then say the whole word. • Read the third sentence aloud. Ask: <i>Which word rhymes with park?</i> (dark) 	<p>A Rainy Day Picnic <input type="checkbox"/></p> <p>pp. 16–17</p> <ul style="list-style-type: none"> • Read aloud the story. • Ask your child to say the names of the two characters aloud. Ask: <i>Which name has a short a sound?</i> (Gram) <i>Which name has a long a sound?</i> (Kate) • Point to the names and ask your child to identify the a in each one. 	<p>How Is the Weather?; A Rainy Day Picnic <input type="checkbox"/></p> <p>pp. 14–17</p> <ul style="list-style-type: none"> • Review the two selections. • Reread the first sentence on page 14. • Ask your child to give an example to answer the question “How Is the Weather?” using details from “A Rainy Day Picnic.”
Week 2	<p>The Four Seasons of the Year <input type="checkbox"/></p> <p>pp. 18–19</p> <ul style="list-style-type: none"> • Read aloud the text. • Ask your child to point to and count the photographs. Point to the word Four in the title. Together, say the word, spell it aloud, and say it again. • Ask your child to find the word four again on the page. Together, say the word, spell it aloud, and say it again. 	<p>The Four Seasons of the Year <input type="checkbox"/></p> <p>pp. 18–19</p> <ul style="list-style-type: none"> • Read aloud the text. • Help your child locate the word all on page 19. Ask: <i>What word on the page has the word all inside it?</i> (fall) • Ask: <i>What word rhymes with all but begins with the sound of the letter b?</i> (ball) <i>The letter h?</i> (hall) <i>The letter w?</i> (wall) 	<p>Fall <input type="checkbox"/></p> <p>pp. 20–21</p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Ask your child which lines in the rhyme have four words. (lines 1, 2, 4, 5) • Ask: <i>What two words do most of these lines have?</i> (is the) 	<p>Fall <input type="checkbox"/></p> <p>pp. 20–21</p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Help your child draw a circle around each color word and read it aloud. • Ask your child to point out brown, yellow, red, and orange objects in the illustration and around the room you are in. 	<p>The Four Seasons of the Year; Fall <input type="checkbox"/></p> <p>pp. 18–21</p> <ul style="list-style-type: none"> • Review the two selections. • Ask: <i>What does “The Four Seasons of the Year” teach you about fall? What does the rhyme teach you about fall?</i> • Talk about which is your favorite season and why.
Week 3	<p>A Yellow Mitten <input type="checkbox"/></p> <p>pp. 22–23</p> <ul style="list-style-type: none"> • Read aloud the story. • Ask: <i>What season is page 22 about? How can you tell?</i> • Help your child find the name of a season on page 23. (spring) Ask: <i>How do you think Vic feels when he finds his mitten?</i> 	<p>A Yellow Mitten <input type="checkbox"/></p> <p>pp. 22–23</p> <ul style="list-style-type: none"> • Read aloud the story. • Help your child find the name Vic. Together, say the word sound by sound. Then say the whole word. Repeat with the name Dad. • Ask: <i>Which name has a vowel sound we hear in the word mitten?</i> (Vic) 	<p>Snow City <input type="checkbox"/></p> <p>pp. 24–25</p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Ask your child to point to and name each uppercase letter in the poem. • Point to the words that are in a different format or font. (DOWN, hush, MUSH) Talk about why the author might have chosen to use this design. 	<p>Snow City <input type="checkbox"/></p> <p>pp. 24–25</p> <ul style="list-style-type: none"> • Read aloud the rhyme. • Ask your child to point to familiar words and read them aloud. • Share about a snowy day you have experienced or heard about. 	<p>A Yellow Mitten; Snow City <input type="checkbox"/></p> <p>pp. 22–25</p> <ul style="list-style-type: none"> • Review the two selections. • Point to the word snow on page 23. Ask your child to name the letters in the word. Then ask him or her to find the word two times on page 24. • Turn back to page 22. Ask: <i>Can you find the word snow inside another word on this page?</i> (snowman)

Name: _____

Unit 9: Meeting Our Needs and Wants

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>People Who Help Us pp. 2–3 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Say the words officers and carriers aloud. Clap the syllables together. Ask: <i>How many claps do both words have?</i> (three) Help your child draw a circle around the words police officers and mail carriers. 	<p>People Who Help Us pp. 2–3 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Point to the word Mail in the last sentence. Ask your child to name the letters in the word. Ask: <i>Can you find the word mail inside another word in this sentence?</i> (mailbox) 	<p>A Birthday Wish List pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Reread the title of the story and the title of the list in the illustration. Ask: <i>How many words are in each title?</i> (four) Point to the word List in the titles. Ask your child to find the word. 	<p>A Birthday Wish List pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Say the name Max in parts. (M/ax) Then say the whole word. Repeat with the word made. (m/ade) Ask: <i>Which word has a short a sound?</i> (Max) <i>Which word has a long a sound?</i> (made) 	<p>People Who Help Us; A Birthday Wish List pp. 2–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask: <i>Is "People Who Help Us" mostly about needs or wants? What about "A Birthday Wish List"? How can you tell?</i> Together, talk about what readers can learn from each selection.
Week 2	<p>Trading for Needs and Wants pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Ask: <i>What are two things people sometimes traded?</i> (a zucchini and a pepper) <i>How many claps are in each word?</i> (three, two) Talk about other foods people might trade. Clap the syllables in each food named. 	<p>Trading for Needs and Wants pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text, Ask your child to circle a word that begins with n and rhymes with weed. (need) Ask: <i>What word rhymes with weed and need and begins with the sound of the letter f? (feed) The letter s? (seed)</i> 	<p>Meeting Needs in Different Ways pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Say the word food with your child in parts. (f/ood) Then say the whole word. Repeat with the words warm (w/arm), live (l/ive), and cook (c/ook). Read the list of words aloud. Ask: <i>Which what are the beginning sounds?</i> 	<p>Meeting Needs in Different Ways pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Help your child draw a circle around the words need, keep, and meet. Ask: <i>How are these three words alike? How are they different?</i> 	<p>Trading for Needs and Wants; Meeting Needs in Different Ways pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask: <i>How many words are in each title?</i> (five) Ask your child which word is in both titles. (Needs) Ask: <i>What are some needs we read about in these two texts?</i>
Week 3	<p>Bear Needs Help pp. 10–11 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to draw a circle around the words he and me on page 11. Ask: <i>How are these two words alike? How are they different?</i> Ask your child to say a word that rhymes with he and me but begins with the sound of the letter b (be) and the letter w (we). 	<p>Bear Needs Help pp. 10–11 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Ask: <i>Why does Bear call his pals?</i> Talk about what Bear and his pals do together. 	<p>What Do I Want? pp. 12–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Reread lines 3 and 4 and ask your child which words rhyme. (day, way) Together, brainstorm other words that rhyme with day and way. Make a list and read it together. 	<p>What Do I Want? pp. 12–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to find the exclamation points in the rhyme. Together, read these lines with excitement. Talk about how the illustration on page 12 shows both needs and wants. 	<p>Bear Needs Help; What Do I Want? pp. 10–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask your child to find the following words in both selections: so, have, the, my. Ask him or her to point to other familiar words and read them aloud.

Name: _____

Unit 10: Forces and Motion

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>How Many Ways Can You Move? pp. 14–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Ask your child to find the word you seven times (including the title). Reread the second sentence. Ask: <i>Which word rhymes with you?</i> (too) 	<p>How Many Ways Can You Move? pp. 14–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Ask your child to find the exclamation points. Together, read these lines with excitement. Point out that the title is a question. Ask: <i>Where else do you see a question mark?</i> Read the last sentence aloud and take turns answering the question. 	<p>Old Woman, Old Woman pp. 16–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to find a line that matches the title and draw lines between the matching words. (line 1) Ask him or her to count the words in each line. Say: <i>Remember that the words are separated by spaces.</i> 	<p>Old Woman, Old Woman pp. 16–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the rhyme. Ask your child to circle a word that begins with b and rhymes with pack. (back) Ask: <i>What word rhymes with pack and back and begins with the sound of the letter s?</i> (sack) <i>The letter t?</i> (tack) 	<p>How Many Ways Can You Move?; Old Woman, Old Woman pp. 14–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Read the third sentence in the first selection together. Ask: <i>How does the woman in the rhyme get from place to place?</i>
Week 2	<p>What Makes a Soccer Ball Fly? pp. 18–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Ask your child to point to words that begin with uppercase letters. Ask him or her to name each uppercase letter and find a matching lowercase letter on the page. 	<p>What Makes a Soccer Ball Fly? pp. 18–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Draw a circle around the word kick. Say the word in parts. (k/ick) Then say the whole word. Ask: <i>What word rhymes with kick and begins with the sound of the letter l?</i> (lick) <i>The letter p?</i> (pick) <i>The letter s?</i> (sick) 	<p>What Can a Magnet Do? pp. 20–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Point to and say the words magnet and metals. Together, name the beginning letter, say the beginning sound, and clap the syllables in each word. Ask: <i>How are the words magnet and metals alike?</i> (Both begin with m and have two claps.) 	<p>What Can a Magnet Do? pp. 20–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Ask your child to find the word an on page 21. Ask: <i>What word in the sentence begins with the sound of the letter k and ends with the word an?</i> (can) <i>What word on page 20 begins with the word an and ends with the sound of the letter d?</i> (and) 	<p>What Makes a Soccer Ball Fly?; What Can a Magnet Do? pp. 18–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask: <i>How many words are in each title?</i> (six, five) <i>What is at the end of each title?</i> (a question mark) Together, use the words and photographs in the texts to answer the questions in the titles.
Week 3	<p>We Like Bikes! pp. 22–23 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Say the words bicycle and invented aloud. Clap the syllables together. Ask: <i>How many claps do both words have?</i> (three) Ask: <i>What word does the author use that means the same as bicycle?</i> (bike) 	<p>We Like Bikes! pp. 22–23 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the text. Point out that the title ends in an exclamation point. Read it together with excitement. Ask: <i>Where else do you see an exclamation point?</i> Read the last sentence together with excitement. 	<p>Riding a Roller Coaster pp. 24–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Ask your child to find the word Dad. Together, say the word sound by sound. Then say the whole word. Repeat with the words laps and top. Ask: <i>What vowel sound do you hear in the name Eve?</i> (long e) Read the last sentence aloud. Ask: <i>What word in this sentence has a long e sound?</i> (me) 	<p>Riding a Roller Coaster pp. 24–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the story. Reread the second sentence. Ask: <i>Which two words rhyme?</i> (snaps, laps) Ask: <i>What word rhymes with snaps and laps and begins with the sound of the letter m?</i> (maps) <i>The letter n?</i> (naps) <i>The letter z?</i> (zaps) 	<p>We Like Bikes!; Riding a Roller Coaster pp. 22–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the two selections. Ask your child to find the word Like in the first title. Ask: <i>Who likes roller coasters in the story? Who doesn't like roller coasters? How can you tell?</i>