

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</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</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</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</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</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</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</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</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</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</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</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</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</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</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 tunniest. 	<p>A Smart Hen; Chums pp. 22–25</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)