

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.