

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</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</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</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</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</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</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</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</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</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</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</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</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</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</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</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.