

Name: _____

Unit 2: Characters' Actions and Reactions

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	The Gnat and the Lion p. 4 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the fable. • Discuss what the gnat is trying to prove and whether he succeeds or fails. 	The Gnat and the Bull p. 5 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the fable. • Discuss the lesson, or moral, of this story. • Then compare and contrast the gnats in "The Gnat and the Lion" and "The Gnat and the Bull." 	Snow White Meets the Huntsman pp. 6–7 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud pages 6 and 7 together, alternating paragraphs. • Point out the word surpass in paragraph 3. • Ask your child to look for clues that explain the word's meaning. Then take turns using the verb in sentences. 	Snow White Meets the Huntsman pp. 8–9 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud pages 8 and 9 together, alternating paragraphs. • Take turns thinking of adjectives that describe the huntsman. Give reasons for your choices. 	Melamut the Crocodile p. 10 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Together, make a list of details in the story that describe Melamut. • Then find an informational book or web site about crocodiles to confirm or revise these "facts."
Week 2	Come Away, Come Away! pp. 12–14 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the first three pages of the excerpt together, alternating paragraphs. • Then work together to find examples of the narrator directly addressing the reader. 	Come Away, Come Away! pp. 15–17 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the next three pages of the excerpt together, stopping after paragraph 26. • Then assume the roles of Wendy and Peter, and do a dramatic reading of the dialogue only. 	Come Away, Come Away! pp. 17–19 <input type="checkbox"/> <ul style="list-style-type: none"> • Finish reading the excerpt together, beginning at paragraph 27. • Discuss what you learn about both Wendy and Peter during the scene about Peter's shadow. 	Come Away, Come Away! pp. 12–19 <input type="checkbox"/> <ul style="list-style-type: none"> • Ask your child to read the captions in the story aloud. • Together, discuss whether you would prefer to see a play of <i>Peter Pan</i> or an animated movie. 	Peter, the Wild Boy p. 20 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Together, locate phrases that show what we know about "Wild Boy's" early childhood and whether or not he influenced J. M. Barrie's story.
Week 3	How Dorothy Saved the Scarecrow pp. 22–25 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the first four pages together, alternating paragraphs. • Ask your child to describe the Scarecrow. • Ask: <i>How is he like scarecrows Dorothy has seen before? How is he different?</i> 	How Dorothy Saved the Scarecrow pp. 26–27 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the next two pages of the excerpt together. • Discuss what you learn about Dorothy from her conversation with the Scarecrow. 	How Dorothy Saved the Scarecrow pp. 28–29 <input type="checkbox"/> <ul style="list-style-type: none"> • Finish reading the excerpt. Point to the word suspected in paragraph 27. • Ask your child to look for clues that explain the word's meaning. Then take turns using the term in sentences. 	How Dorothy Saved the Scarecrow pp. 22–29 <input type="checkbox"/> <ul style="list-style-type: none"> • Ask your child to recount the story events. • Ask: <i>How do the illustrations help readers better understand the characters and setting?</i> 	The Wonderful World of Oz p. 30 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Discuss which characters were introduced in the excerpt you read earlier. • If your child is interested in reading the books about Oz or seeing the film <i>The Wizard of Oz</i>, check your local library.