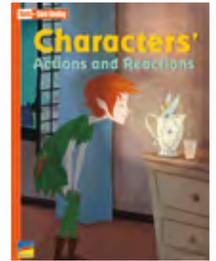


Name: \_\_\_\_\_

## 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	<p><b>The Gnat and the Lion</b> p. 4 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Invite your child to read aloud the fable.</li> <li>Discuss what the gnat is trying to prove and whether he succeeds or fails.</li> </ul>	<p><b>The Gnat and the Bull</b> p. 5 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Invite your child to read aloud the fable.</li> <li>Discuss the lesson, or moral, of this story.</li> <li>Then compare and contrast the gnats in "The Gnat and the Lion" and "The Gnat and the Bull."</li> </ul>	<p><b>Snow White Meets the Huntsman</b> pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Read aloud pages 6 and 7 together, alternating paragraphs.</li> <li>Point out the word <b>surpass</b> in paragraph 3.</li> <li>Ask your child to look for clues that explain the word's meaning. Then take turns using the verb in sentences.</li> </ul>	<p><b>Snow White Meets the Huntsman</b> pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Read aloud pages 8 and 9 together, alternating paragraphs.</li> <li>Take turns thinking of adjectives that describe the huntsman. Give reasons for your choices.</li> </ul>	<p><b>Melamut the Crocodile</b> p. 10 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Invite your child to read aloud the selection.</li> <li>Together, make a list of details in the story that describe Melamut.</li> <li>Then find an informational book or web site about crocodiles to confirm or revise these "facts."</li> </ul>
Week 2	<p><b>Come Away, Come Away!</b> pp. 12–14 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Read aloud the first three pages of the excerpt together, alternating paragraphs.</li> <li>Then work together to find examples of the narrator directly addressing the reader.</li> </ul>	<p><b>Come Away, Come Away!</b> pp. 15–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Read aloud the next three pages of the excerpt together, stopping after paragraph 26.</li> <li>Then assume the roles of Wendy and Peter, and do a dramatic reading of the dialogue only.</li> </ul>	<p><b>Come Away, Come Away!</b> pp. 17–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Finish reading the excerpt together, beginning at paragraph 27.</li> <li>Discuss what you learn about both Wendy and Peter during the scene about Peter's shadow.</li> </ul>	<p><b>Come Away, Come Away!</b> pp. 12–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Ask your child to read the captions in the story aloud.</li> <li>Together, discuss whether you would prefer to see a play of <i>Peter Pan</i> or an animated movie.</li> </ul>	<p><b>Peter, the Wild Boy</b> p. 20 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Invite your child to read aloud the selection.</li> <li>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.</li> </ul>
Week 3	<p><b>How Dorothy Saved the Scarecrow</b> pp. 22–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Read aloud the first four pages together, alternating paragraphs.</li> <li>Ask your child to describe the Scarecrow.</li> <li>Ask: <i>How is he like scarecrows Dorothy has seen before? How is he different?</i></li> </ul>	<p><b>How Dorothy Saved the Scarecrow</b> pp. 26–27 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Read aloud the next two pages of the excerpt together.</li> <li>Discuss what you learn about Dorothy from her conversation with the Scarecrow.</li> </ul>	<p><b>How Dorothy Saved the Scarecrow</b> pp. 28–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Finish reading the excerpt. Point to the word <b>suspected</b> in paragraph 27.</li> <li>Ask your child to look for clues that explain the word's meaning. Then take turns using the term in sentences.</li> </ul>	<p><b>How Dorothy Saved the Scarecrow</b> pp. 22–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Ask your child to recount the story events.</li> <li>Ask: <i>How do the illustrations help readers better understand the characters and setting?</i></li> </ul>	<p><b>The Wonderful World of Oz</b> p. 30 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Invite your child to read aloud the selection.</li> <li>Discuss which characters were introduced in the excerpt you read earlier.</li> <li>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.</li> </ul>