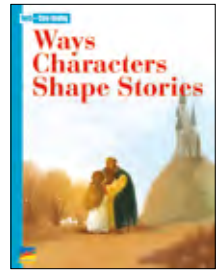


Name: _____

Unit 2: Ways Characters Shape Stories

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	The Peasant and the Apple Tree p. 4 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the fable. • Ask your child to explain why the farmer wanted to chop down the tree? • Then discuss what finally changed the farmer's mind. 	The Fox and the Crow p. 5 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the fable. • Ask your child to explain the lesson, or moral, of this story. 	The Ballad of John Henry pp. 6–7 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the poem together, alternating stanzas. • Explain that this poem is based on a tall tale. • Ask your child to explain how John Henry predicts his own success as well as his demise. 	The Village Blacksmith pp. 8–9 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the poem together, alternating stanzas. • Ask your child to look for clues that tell what the word brawny in line 5 means. (strong, muscular) • Then take turns using the term in a sentence. 	Geese for the Queen p. 10 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then have a contest to see who can find the most words with long e sounds on the page (e.g.: geese, queen).
Week 2	The Tale of King Midas pp. 12–14 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the first three pages of the myth together, alternating paragraphs. • Then draw your own satyr, or other mythological creature, together. 	The Tale of King Midas pp. 15–17 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the next three pages of the myth together. • Then assume the roles of Midas and Dionysus, and do a dramatic reading of the dialogue in paragraphs 10–23. 	The Tale of King Midas pp. 18–19 <input type="checkbox"/> <ul style="list-style-type: none"> • Finish reading the myth together. • Ask your child to recount the story events and discuss how King Midas's character changes over the course of this myth. 	The Tale of King Midas pp. 12–19 <input type="checkbox"/> <ul style="list-style-type: none"> • Ask your child to explain how the old saying "Be careful what you wish for" applies to Midas's character. • Ask your child if Dionysus knew what would happen. 	Theseus and the Minotaur p. 20 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. Then hunt for words with long i sounds. (time, island, eyes)
Week 3	Snow White pp. 22–24 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the first three pages of the folktale together, alternating paragraphs. • Ask your child to describe Ivan and Marie. What character traits do they have? 	Snow White pp. 25–27 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the next three pages of the folktale together, alternating paragraphs. • Ask your child to explain why Snow White has grown quiet and sad. 	Snow White pp. 28–29 <input type="checkbox"/> <ul style="list-style-type: none"> • Finish reading the folktale. • Point to the word reluctantly in paragraphs 20 and 21. • Ask your child to find clues that tell what the word reluctantly means. Then take turns writing sentences using the term. 	Snow White pp. 22–29 <input type="checkbox"/> <ul style="list-style-type: none"> • Ask your child to recount the story events and describe the mood of this folktale. • How do the illustrations add to the mood of the story? 	Paul Bunyan's Big Thirst p. 30 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the tale. • Then take apart the compound word cornfields and define it using its parts. • Hunt for more compound words throughout the text and make drawings to represent the word parts.