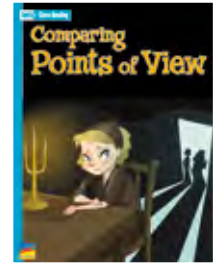


Name: _____

Unit 4: Comparing Points of View

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Cinderella's Very Bad Day pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the selection together, alternating paragraphs. Point to the word kindling in paragraph 2. Ask your child to look for clues that help them know what that word means. (sticks, twigs) 	Cinderella's Very Bad Day pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Ask your child to describe Cinderella's point of view, based on these diary entries. 	Cinderella, Too Much for Words pp. 6–7 <input type="checkbox"/> <ul style="list-style-type: none"> Point out the stage directions in parentheses that appear throughout the script. Then do a dramatic reading of the play together, assuming the roles of Stepmother and Stepsister #1. 	Cinderella, Too Much for Words pp. 8–9 <input type="checkbox"/> <ul style="list-style-type: none"> Do a dramatic reading of the play together, assuming the roles of Stepmother and Stepsister #2. 	Cinderella, Too Much for Words pp. 6–9 <input type="checkbox"/> <ul style="list-style-type: none"> Hunt for descriptive adjectives and use one in a sentence. (e.g.: detestable, delectable)
Week 2	Jack and the Beanstalk pp. 12–13 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the first two pages of the tale together, alternating paragraphs. Ask your child to explain why Jack's mother sent him to bed without any supper. 	Jack and the Beanstalk pp. 14–15 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the next two pages of the tale together. Then assume the roles of the giantess and the giant, and do a dramatic reading of the dialogue in paragraphs 15–17. 	Jack and the Beanstalk pp. 16–19 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the next three pages of the tale together. Ask your child to recount the story events and to explain how Jack's mother feels about the magic beans now. 	Jack and the Beanstalk pp. 12–19 <input type="checkbox"/> <ul style="list-style-type: none"> Discuss the story events. Ask your child to describe the story from the giant's point of view 	The Giant's Complaint p. 20 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Then write an imaginary complaint from the point of view of the goose.
Week 3	The True Jack? pp. 22–23 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the setting and stage direction. Then do a dramatic reading of the first two pages of the play together, assuming the roles of Cow and Host. 	The True Jack? pp. 24–26 <input type="checkbox"/> <ul style="list-style-type: none"> Use expressive voices to do a dramatic reading of the next three pages of the play together. Take turns assuming the roles of Host, Butcher, Cow, and Mom. 	The True Jack? pp. 27–29 <input type="checkbox"/> <ul style="list-style-type: none"> Do a dramatic reading of the final three pages of the play together, assuming the roles of Host, Giantess, and Giant. 	The True Jack? pp. 22–29 <input type="checkbox"/> <ul style="list-style-type: none"> Point to the word impulsive on page 25. Ask your child to find clues that tell what the word means. 	The Beanstalk Experiment p. 30 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Then hunt for words with an ea vowel team pattern.