

Name: _____

Unit 6: Making Decisions

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	The Fox and the Geese pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the fable. • Then read it again together, doing a dramatic reading, assuming the parts of the fox and the geese. 	The Fox and the Geese pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> • Write a song that the geese could sing to the fox when they get tired of singing “Ga, Ga, Ga.” Sing the song together. 	The Three Spinsters pp. 6–7 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the first two pages of the tale together, alternating paragraphs. • Point to the word spin in paragraph 1 and ask your child to explain what the word spin means in this story. 	The Three Spinsters pp. 8–9 <input type="checkbox"/> <ul style="list-style-type: none"> • Finish reading the tale together. • Then draw an illustration of the three spinsters together. 	The Incredible Goose 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 irregular plurals. (e.g.: geese, sheep, police)
Week 2	Doctor Knowall pp. 12–13 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the first two pages of the fable together, alternating paragraphs. • Then ask your child to describe the setting. 	Doctor Knowall pp. 14–16 <input type="checkbox"/> <ul style="list-style-type: none"> • Continue reading the fable together. • Do a dramatic reading, assuming he roles of the servant-thief and Doctor Knowall. 	Doctor Knowall pp. 17–19 <input type="checkbox"/> <ul style="list-style-type: none"> • Finish reading the fable together. • Ask your child to explain how luck and coincidence play a role in Dr. Knowall’s success. 	Doctor Knowall pp. 12–19 <input type="checkbox"/> <ul style="list-style-type: none"> • Think about the fable. • Ask your child to explain what the lesson, or moral, of this story is. 	The Kid and the Wolf p. 20 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then draw a picture together to illustrate the story.
Week 3	The Wolf and the Fox pp. 22–23 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the first two pages of the folktale together, alternating paragraphs. • Then practice growling, grunting, and grimacing. 	The Wolf and the Fox pp. 24–25 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the next two pages of the folktale together, alternating paragraphs. • Then search for examples of alliteration (snooped, sniffed) in the story. 	The Wolf and the Fox pp. 26–29 <input type="checkbox"/> <ul style="list-style-type: none"> • Finish reading the folktale. Point to the word glutton in paragraph 21. • Ask your child to find clues that tell what the word glutton means. • Then take turns writing sentences using the term. 	The Wolf and the Fox pp. 22–29 <input type="checkbox"/> <ul style="list-style-type: none"> • Ask your child to recount the story events and describe how Fox feels now. 	Canine Cousins p. 30 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the tall tale. • Then hunt for words with ou spelling combinations.