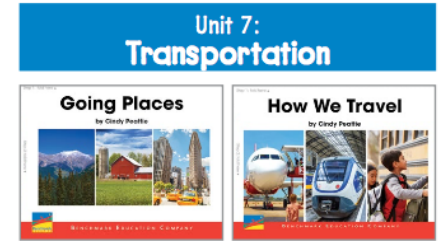


# Daily Take-Home Activity Calendar

In Unit 7, your child will learn about transportation. As we progress through the unit, we will discuss and answer the Essential Question, "How and why do we travel?" Engage your child in a conversation about traveling, such as methods of transportation, places you have visited, and places you would like to go. Use the take-home book or other books to provide examples of different types of transportation.

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<b>Letters &amp; Sounds</b> <input type="checkbox"/> • Say these words that begin with <b>e</b> with your child: <i>elephant, engine, end, echo, exit</i> . Guide him or her to say a sentence, using each word.	<b>Build Vocabulary</b> <input type="checkbox"/> • Discuss these words with your child: <i>airplane, boat, bus, train, truck, transportation, and travel</i> . • Explain what you know about these words and encourage your child to do the same.	<b>Math</b> <input type="checkbox"/> • Play "I Spy" with your child, using shapes, colors, and the following positional words: <i>above, below, beside, in front of, behind, next to, in, over, under, inside</i> . For example: <i>I spy a brown square above the TV.</i> (a picture frame)	<b>Talk Time</b> <input type="checkbox"/> • Model good listening and speaking skills with your child while telling about a trip you have been on. Allow your child to ask questions, but not to interrupt you. • Have your child tell you about a trip he or she has taken or would like to go on.	<b>Letters &amp; Sounds</b> <input type="checkbox"/> • On paper, write the lowercase and uppercase letters <b>eE</b> and have your child identify them. Continue with these letters: <b>aA, bB, fF, hH, iI, kK, oO, pP, uU</b> .
Week 2	<b>Letters &amp; Sounds</b> <input type="checkbox"/> • Have your child identify words that begin with the <b>/r/</b> sound made by the letter <b>r</b> . Encourage your child to list five words, and if he or she can, aim for ten or more.	<b>Talk Time</b> <input type="checkbox"/> • Discuss with your child ways to be considerate to family members or friends. • For example: <i>I hold the door open when my mom is carrying groceries.</i>	<b>Build Vocabulary</b> <input type="checkbox"/> • Have your child describe vehicles. If possible, go outside to see real vehicles, or use a book with pictures. • Guide your child to describe the vehicles' attributes, such as color, size, and number of wheels, doors, and windows.	<b>Read Together</b> <input type="checkbox"/> • Read the take-home book <i>How We Travel</i> with your child. • Point out the title, and help your child count the words in the title. • Point out the author's name and discuss the author's job.	<b>Read Together</b> <input type="checkbox"/> • Reread the take-home book <i>How We Travel</i> with your child. • Review the meaning of the words <i>airplane, boat, bus, train, truck, transportation, and travel</i> , and discuss how they relate to the book.
Week 3	<b>Letters &amp; Sounds</b> <input type="checkbox"/> • Read aloud to your child these words beginning with <b>d</b> , and have him or her clap for each syllable: <i>dog</i> (1), <i>delightful</i> (3), <i>dentist</i> (2), <i>dancing</i> (2), <i>dirty</i> (2), <i>dangerous</i> (3), <i>dish</i> (1).	<b>Talk Time</b> <input type="checkbox"/> • Discuss what sharing means. Describe some situations and have your child use thumbs-up/ thumbs-down to identify if they are examples of sharing. • For example: <i>You eat all the carrot sticks without giving any to your brother.</i>	<b>Math</b> <input type="checkbox"/> • Collect four similar items of different sizes, such as lids, magnets, or blocks. Have your child order them from smallest to largest, using the words "smallest" and "largest" to describe them. • Have your child reorder them from largest to smallest.	<b>Science</b> <input type="checkbox"/> • Fill a bowl with water and gather small items, such as a cotton ball, leaf, bean, safety pin, etc. • Have your child make predictions about what will sink and what will float. • Have your child test the items and discuss the results.	<b>Letters &amp; Sounds</b> <input type="checkbox"/> • Practice identifying rhyming words. Start with <i>dip</i> , and guide your child to name <i>hip, lip, nip, rip, sip, tip, zip</i> . • Continue with other sets of rhyming words.
Week 4	<b>Letters &amp; Sounds</b> <input type="checkbox"/> • Using a book or magazine, have your child point out items that begin with the letter <b>l</b> , such as <i>lemon, lips, and light</i> .	<b>Science</b> <input type="checkbox"/> • Have your child practice making ramps by placing books on blocks or other objects. • Have your child roll toy vehicles,	<b>Math</b> <input type="checkbox"/> • Review the meanings of positional words such as <i>above, below, beside, in front of, behind, next to, in, over, under, and inside</i> .	<b>Read Together</b> <input type="checkbox"/> • Read the take-home book <i>Going Places</i> with your child. • Have your child point out these words and say them aloud with you:	<b>Read Together</b> <input type="checkbox"/> • Reread the take-home book <i>Going Places</i> with your child. • Have your child describe the images, using colors, number, and positional