

Dear Parent/Guardian,

As our communities navigate today's uncharted waters, we've created this resource to support you and your student(s) for continued learning at home. On the back of this letter you will find a weekly calendar of routines to keep your student(s) engaged and interacting with their student books – **My Shared Reading**.

Each week, you will focus on the two reads in the book. You will spend two days on each read. The first day, you will need to read the text aloud and discuss the meaning. The second day, you will be rereading the text and following the directions for annotation at the bottom of the page. Repeat the same routine for the second read on days 3 and 4. Then on day 5, reread and discuss both texts along with the annotations, providing room for additional writing or drawing if desired.

Please note, these texts are not meant to be read independently by the child although some children will be able to read them, and some will even memorize them. The goal is not that they read them independently, rather that they read along with you, understand what they read, make the correct annotations and talk, draw and/or write about what they read.

Wishing you safety and good health.

Benchmark Education

Estimado Padre/Tutor:

Mientras nuestras comunidades navegan hoy en aguas desconocidas, hemos creado este recurso para apoyarlo a usted y a sus estudiantes para continuar aprendiendo en el hogar. En el otro lado de esta página encontrará un calendario semanal con rutinas diarias para mantener a su estudiante(s) involucrado e interactuando con sus libros de **Mis lecturas compartidas**.

Cada semana, el enfoque es leer dos lecturas en el libro. Puede pasar dos días en cada lectura. El primer día, lea la lectura en voz alta y converse acerca del significado de este. El segundo día, relea la misma lectura de nuevo siguiendo las instrucciones para anotaciones en la parte inferior de la página. Repita la misma rutina para la segunda lectura para los días 3 y 4. Después, el día 5, vuelva a releer y converse acerca de ambas lecturas y las anotaciones, dejando lugar para escritura adicional o dibujos si fuera necesario.

Por favor, tenga presente que estos textos no son para ser leídos independientemente por su niño, aunque algunos niños pueden leerlos, y otros niños pueden incluso memorizarlos. La meta no es que los lean solos, más bien que los lean juntos con usted, entendiendo lo que están leyendo, haciendo correcciones en las anotaciones y hablando, dibujando y/o escribiendo acerca de lo que leen.

Deseándoles buena salud y seguridad,

Benchmark Education

My Shared Reading – Take Home Routine



Follow this routine each week with your student as you work together in the **My Shared Reading** book.

Please note, these texts are not meant to be read independently by the child although some children will be able to read them, and some will even memorize them. The goal is not that they read them independently, rather that they read alone with you, understand what they read, make the correct annotations and talk, draw and/or write about what they read.

Grades K–I

Day 1	Day 2	Day 3	Day 4	Day 5
Read Aloud Text #1 • Read aloud the first read and discuss with the child what it means. • Read again inviting the child to join in. • Have child draw a picture about what they read.	Reread Text #1 • Reread the first read inviting the child to read with you. • Have the child follow the annotation directions at the bottom of the page. • Have the child talk about each annotation and what they are marking and why. • Have the child draw (or write) in response to reading in the space on the right-hand page. • Ask the child to tell you about what they drew or write.	Read Aloud Text #2 • Read aloud the second read and discuss with the child what it means. • Read again inviting the child to join in. • Have child draw a picture about what they read.	Reread Text #2 • Reread the second read inviting the child to read with you. • Have the child follow the annotation directions at the bottom of the page. • Have child talk about each annotation and what they are marking and why. • Have the child draw (or write) in response to reading in the space on the right-hand page. • Ask the child to tell you about what they drew or write.	Discuss the two reads and reread each of them together. • Have the child tell you about the annotations that were done. • Talk about the pictures. • Decide which was their favorite one that week.



Name: _____

Unit 6: Stories Teach Many Lessons

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Not So Scary pp. 14–15 - Read aloud the story. - Write the word fun on a piece of paper. Then write the word funny. Together, read both words, point out the -y at the end of funny. Ask your child to find and read the word funny in the story. - Repeat with the words scare and scary, locating scary in the story.	Not So Scary pp. 14–15 - Read aloud the story. - Ask your child to find words that begin with wh- (What, Where) Read the words together, emphasizing the wh- sound. - Challenge your child to find the word that ends like where but begins with th- (there)	The Strongest Things pp. 16–17 - Read aloud the rhyme. - Reread the first four lines of the rhyme and ask your child identify and circle the rhyming words. (me, sea) - Repeat with the rest of the rhyme. (floor, door; all, small)	The Strongest Things pp. 16–17 - Read aloud the rhyme. - Say the following words and ask your child to tell you the vowel sounds: just (short u), ship (short i), sea (long e), ant (short a), spot (short o), crumbs (short u), ten (short e). - Together, find and read each of these words in the rhyme.	Not So Scary; The Strongest Things pp. 14–17 - Review the two selections. - Ask: <i>What surprises Pony in the story?</i> - Discuss what surprising thing the author tells about in “The Strongest Things.”
Pete Saves the Day pp. 18–19 - Read aloud the story. - Ask your child to name the ending punctuation for each sentence. (period, question mark, or exclamation point) - Together, read the question and exclamations with expression.	Pete Saves the Day pp. 18–19 - Read aloud the story. - As you say the following words, have your child say each one sound by sound and then put it back together: Pete (p/e/te), bike (b/i/ke), rode (r/o/de), huge (h/u/ge), these (th/e/se). - Ask: <i>How are all these words alike?</i> (They all have a long vowel and final -e.)	Dog and His Bone pp. 20–21 - Read aloud the story. - Remind your child that some words aren’t spelled the way they sound. - Together, practice reading and spelling aloud the words does, wants, and one.	Dog and His Bone pp. 20–21 - Read aloud the story. - Help your child find the word REALLY. Together, clap the syllables in the word. Discuss what vowel sound you hear in both syllables. (long e) - Ask: <i>Why do you think the author put the word REALLY in all uppercase letters?</i>	Pete Saves the Day; Dog and His Bone pp. 18–21 - Review the two selections. - Ask your child to find and read the characters’ names in both stories. - Ask: <i>What does Pete want? What does Gus want? What does Dog want?</i>
Why Bear Has a Short Tail pp. 22–23 - Read aloud the story. - Ask your child to find a word that begins with sh- (short) and a word that ends with -sh (fish). - Ask: <i>What other words do you know that begin or end with this sound?</i>	Why Bear Has a Short Tail pp. 22–23 - Read aloud the story. - Help your child find words that end in the letters -ed. (asked, waited, wanted, pulled) - Read the words together and discuss what -ed sounds like in each word.	Jemma Jay pp. 24–25 - Read aloud the story. - Ask your child to draw a circle around the words plain and pleads. Together, say the words sound by sound. (p/ai/n, pl/ea/d/s) - Ask: <i>How are these two words alike?</i> (Both begin with the pl sound.)	Jemma Jay pp. 24–25 - Read aloud the story. - Help your child find the word hungry. Together, clap the syllables in the word. Discuss what vowel sounds you hear. (short u, long e) - Repeat with the words spotty (short o, long e) and tasty (long a, long e).	Why Bear Has a Short Tail; Jemma Jay pp. 22–25 - Review the two selections. - Ask: <i>What does Bear learn? What does Jemma Jay learn?</i> - Ask your child to practice reading his or her favorite sentence aloud with expression. Say: <i>Remember to reread and correct any words that don’t look right or make sense.</i>
Week 2				
Not So Scary pp. 14–15 - Read aloud the story. - Write the word fun on a piece of paper. Then write the word funny. Together, read both words, point out the -y at the end of funny. Ask your child to find and read the word funny in the story. - Repeat with the words scare and scary, locating scary in the story.	Not So Scary pp. 14–15 - Read aloud the story. - Ask your child to find words that begin with wh- (What, Where) Read the words together, emphasizing the wh- sound. - Challenge your child to find the word that ends like where but begins with th- (there)	The Strongest Things pp. 16–17 - Read aloud the rhyme. - Reread the first four lines of the rhyme and ask your child identify and circle the rhyming words. (me, sea) - Repeat with the rest of the rhyme. (floor, door; all, small)	The Strongest Things pp. 16–17 - Read aloud the rhyme. - Say the following words and ask your child to tell you the vowel sounds: just (short u), ship (short i), sea (long e), ant (short a), spot (short o), crumbs (short u), ten (short e). - Together, find and read each of these words in the rhyme.	Not So Scary; The Strongest Things pp. 14–17 - Review the two selections. - Ask: <i>What surprises Pony in the story?</i> - Discuss what surprising thing the author tells about in “The Strongest Things.”
Pete Saves the Day pp. 18–19 - Read aloud the story. - Ask your child to name the ending punctuation for each sentence. (period, question mark, or exclamation point) - Together, read the question and exclamations with expression.	Pete Saves the Day pp. 18–19 - Read aloud the story. - As you say the following words, have your child say each one sound by sound and then put it back together: Pete (p/e/te), bike (b/i/ke), rode (r/o/de), huge (h/u/ge), these (th/e/se). - Ask: <i>How are all these words alike?</i> (They all have a long vowel and final -e.)	Dog and His Bone pp. 20–21 - Read aloud the story. - Remind your child that some words aren’t spelled the way they sound. - Together, practice reading and spelling aloud the words does, wants, and one.	Dog and His Bone pp. 20–21 - Read aloud the story. - Help your child find the word REALLY. Together, clap the syllables in the word. Discuss what vowel sound you hear in both syllables. (long e) - Ask: <i>Why do you think the author put the word REALLY in all uppercase letters?</i>	Pete Saves the Day; Dog and His Bone pp. 18–21 - Review the two selections. - Ask your child to find and read the characters’ names in both stories. - Ask: <i>What does Pete want? What does Gus want? What does Dog want?</i>
Why Bear Has a Short Tail pp. 22–23 - Read aloud the story. - Ask your child to find a word that begins with sh- (short) and a word that ends with -sh (fish). - Ask: <i>What other words do you know that begin or end with this sound?</i>	Why Bear Has a Short Tail pp. 22–23 - Read aloud the story. - Help your child find words that end in the letters -ed. (asked, waited, wanted, pulled) - Read the words together and discuss what -ed sounds like in each word.	Jemma Jay pp. 24–25 - Read aloud the story. - Ask your child to draw a circle around the words plain and pleads. Together, say the words sound by sound. (p/ai/n, pl/ea/d/s) - Ask: <i>How are these two words alike?</i> (Both begin with the pl sound.)	Jemma Jay pp. 24–25 - Read aloud the story. - Help your child find the word hungry. Together, clap the syllables in the word. Discuss what vowel sounds you hear. (short u, long e) - Repeat with the words spotty (short o, long e) and tasty (long a, long e).	Why Bear Has a Short Tail; Jemma Jay pp. 22–25 - Review the two selections. - Ask: <i>What does Bear learn? What does Jemma Jay learn?</i> - Ask your child to practice reading his or her favorite sentence aloud with expression. Say: <i>Remember to reread and correct any words that don’t look right or make sense.</i>
Week 3				

Name: _____

Unit 7: Past, Present, and Future

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
The First Cars pp. 2-3 ☐ - Read aloud the text. - Ask your child to find the words case, made, and plain. Together, say the words sound by sound. (c/a/se, m/a/de, p/a/i/n) - Ask: <i>How are these three words alike?</i> (All have a long a sound.) Which words have the same long a spelling pattern? (case, made)	The First Cars pp. 2-3 ☐ - Read aloud the text. - Together, say the word first in parts. (f/ir/st) Then ask your child to find another word that ends with -st. (cost) - Ask: <i>What other words do you know that end with this sound?</i>	Horses to the Rescue pp. 4-5 ☐ - Read aloud the story. - Ask your child to find words that begin with wh-. (When, wheel) Read the words together, emphasizing the wh- sound. - Challenge your child to find the word that ends like when but begins with th-. (then)	Horses to the Rescue pp. 4-5 ☐ - Read aloud the story. - Ask your child to name the ending punctuation for each sentence. (period, question mark, or exclamation point) - Together, read the exclamations and questions with expression.	The First Cars; Horses to the Rescue pp. 2-5 ☐ - Review the two selections. - Ask your child to find the words making and going. Read the words together. Ask: <i>How are these two words alike?</i> (Both end with -ing.) - Take turns using the words making and going in sentences about "The First Cars" and "Horses to the Rescue."
Week 2				
The U.S. in Space pp. 6-7 ☐ - Read aloud the text. - Ask your child to draw a circle around the word moon and draw an arrow to the photograph of the astronaut on the moon. - Repeat with the word rovers and the photograph of the rover on Mars.	The U.S. in Space pp. 6-7 ☐ - Read aloud the text. - Help your child find the word became. Together, clap the syllables in the word. Discuss what vowel sound you hear in each syllable. (long e, long a) - Ask: <i>What word has the same long vowel and spelling pattern as the second syllable in became?</i> (space)	But Children Had Fun Anyway pp. 8-9 ☐ - Read aloud the rhyme. - Reread the first two lines of the rhyme and ask your child identify and circle the rhyming words. (more, store) - Repeat with the rest of the rhyme. (play, anyway; pretend, friend; hoop, scoop; play, anyway)	But Children Had Fun Anyway pp. 8-9 ☐ - Read aloud the rhyme. - Ask your child to practice reading the last pair of lines aloud. - Remind him or her to reread and correct any words that don't look right or make sense, assisting as needed.	The U.S. in Space; But Children Had Fun Anyway pp. 6-9 ☐ - Review the two selections. - Ask: <i>What are some toys that boys and girls played with long ago? Do you think they had toy spaceships? Why or why not?</i> - Discuss what it must have felt like to walk on the moon.
Week 3				
The Washington Monument pp. 10-11 ☐ - Read aloud the text. - Ask your child to draw a circle around the words white, high, sky, and climb. Together, say the words sound by sound. (wh/i/te, h/igh, sk/y, cl/i/mb) - Ask: <i>How are these four words alike?</i> (All have a long i sound.)	The Washington Monument pp. 10-11 ☐ - Read aloud the text. - Write the words point, reach, and build on a piece of paper. Then write the words pointy, reaches, and building, pointing out the endings in each word. - Ask your child to find and read the words pointy, reaches, and building in the text.	An Amazing Sight pp. 12-13 ☐ - Read aloud the story. - Help your child find the word visit. Together, clap the syllables in the word. Discuss what vowel sounds you hear in both syllables. (short i) - Repeat with the word believe. (long e)	An Amazing Sight pp. 12-13 ☐ - Read aloud the story. - Ask your child to name the ending punctuation for each sentence. (period, question mark, or exclamation point) - Together, read the questions and exclamations with expression.	The Washington Monument; An Amazing Sight pp. 10-13 ☐ - Review the two selections. - Ask: <i>Do you think the title "An Amazing Sight" would fit the text about the Washington Monument, too? Why or why not?</i> - Discuss whether you would most like to visit the Washington Monument or Mount Rushmore and why.

Name: _____

Unit 8: Observing the Sky

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1	Monday A Star Party pp. 14–15 ☐ - Read aloud the story. - Ask your child to find the word star in the second sentence. Together, say the word in parts. (st/ar) - Challenge your child to find two words on the page that begin with the word star but have a different ending. (start, stars)	Tuesday A Star Party pp. 14–15 ☐ - Read aloud the story. - Help your child find the word city. Together, clap the syllables in the word. Discuss what vowel sound you hear in each syllable. (short i, long e) - Repeat with the word planet. (short a, short e)	Wednesday On Mars pp. 16–17 ☐ - Read aloud the text - Ask your child to find the words miles, kind, and eyes. Together, say the words sound by sound. (m/i//l/es, k/i/nd, eye/s) - Ask: <i>How are these three words alike?</i> (All have a long i sound.)	Thursday On Mars pp. 16–17 ☐ - Read aloud the text. - Ask your child to find words that begin with th- (the, that) Read the words together, emphasizing the th- sound. - Challenge him or her to find a word that ends with -th. (Earth) Read the word together, emphasizing the -th sound.	Friday A Star Party; On Mars pp. 14–17 ☐ - Review the two selections. - Ask your child to find the word Mars in both selections. - Ask: <i>What do you learn about Mars from “A Star Party”? From “On Mars”?</i>
Week 2	It’s a Comet! pp. 18–19 ☐ - Read aloud the text. - Ask your child what they can tell you about the word snowball. (It is a compound word made up of the two words snow and ball.) - Ask your child how knowing the meanings of these word help them understand the text.	It’s a Comet! pp. 18–19 ☐ - Read aloud the text. - Ask your child to say the words sun, big, and gas sound by sound. (s/u/n, b/i/g, g/a/s) Then challenge him or her to spell the words aloud. - Ask your child to find and read the words in the text.	The Moon’s the North Wind’s Cookie pp. 20–21 ☐ - Read aloud the rhyme. - Write the word bake on a piece of paper. Then write the words baker and bakes. Together, read both words, pointing out the endings. - Ask your child to find and read the words baker and bakes in the rhyme.	The Moon’s the North Wind’s Cookie pp. 20–21 ☐ - Read aloud the rhyme. - Together, practice reading the last three lines aloud with expression and meaning. - Point out the special font on the word greedy, the pauses between the last four words, and the exclamation point at the end.	It’s a Comet!; The Moon’s the North Wind’s Cookie pp. 18–21 ☐ - Review the two selections. - Ask your child to find words that begin with th- (that, the, then, there’s) - Ask: <i>What two words in the rhyme end with -th?</i> (North, South) <i>How else are these two words alike?</i> (Both begin with an uppercase letter and name a direction.)
Week 3	Shapes in the Clouds pp. 22–23 ☐ - Read aloud the story. - Ask your child to read the first word of each sentence aloud. - Ask: <i>Which of these words name characters in the story? Which characters look at shapes in the clouds?</i>	Shapes in the Clouds pp. 22–23 ☐ - Read aloud the story. - Help your child find the words that end in the letters -ed. (dropped, frowned, asked, nodded, liked, looked, smiled) - Read the words together and discuss what -ed sounds like in each word.	The Sun pp. 24–25 ☐ - Read aloud the text - Ask your child to find the word sun in the title and text. Then challenge him or her to find another word that begins with the word sun. (sunlight) - Take turns using the words sun and sunlight in sentences about why we need the sun.	The Sun pp. 24–25 ☐ - Read aloud the text. - Ask your child to find the words creatures, depend, and people. Together, read the words by syllables. (crea/tures, de/pend, peo/ple) - Ask: <i>How are these three words alike?</i> (All have two syllables and the first syllable has a long a sound.)	Shapes in the Clouds; The Sun pp. 22–25 ☐ - Read aloud the two selections. - Write the words find, turn, shine, and live on a piece of paper. Then write the words finding, turning, shining, and living. Together, read the words and discuss how their endings are alike. - Ask your child to find and read these words in the selections.

Name: _____

Unit 9: We Use Goods and Services

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Almond Milk pp. 2-3 ☐ - Read aloud the text. - Ask your child to find words that begin with th-. (They, think, than, Then, the) Read the words together, emphasizing the th- sound. - Challenge him or her to find two words that ends with -th. (with, smooth) Read the word together, emphasizing the -th sound.	Almond Milk pp. 2-3 ☐ - Read aloud the text. - Help your child find the words almond, and, and blend. Read the words together. - Ask: <i>How are these three words alike?</i> (All end with the -nd sound.)	A Farmer's Boy pp. 4-5 ☐ - Read aloud the rhyme. - Help your child find the words that end in the letters -ed. (walked, covered, reached, lifted, smiled, thanked) - Read the words together and discuss what -ed sounds like in each word.	A Farmer's Boy pp. 4-5 ☐ - Read aloud the rhyme. - Ask your child to find the words We, She, and me. Discuss how the words are alike and different. - Ask him or her to write a word that has the same spelling pattern but begins with b (be) and with h (he).	Almond Milk; A Farmer's Boy pp. 2-5 ☐ - Review the two selections. - Ask your child to find the word Cow in the rhyme. - Ask: <i>What do you learn about cows in "Almond Milk"?</i>
Week 2				
Animal Dentists pp. 6-7 ☐ - Read aloud the text. - Help your child find the word only. Together, clap the syllables in the word. Discuss what vowel sound you hear in each syllable. (long o, long e) - Repeat with the word dislike. (short i, long i)	Animal Dentists pp. 6-7 ☐ - Read aloud the text. - Ask: <i>Who needs a dentist?</i> (people, animals) - Discuss whether you would rather be a dentist for people or a dentist for animals and why.	Double Trouble pp. 8-9 ☐ - Read aloud the story. - Ask your child to find the words see, she, clean, and teeth. Together, say the words sound by sound. (s/ee, sh/e, cl/ea/n, t/ee/th) - Ask: <i>How are these four words alike?</i> (All have a long e sound.)	Double Trouble pp. 8-9 ☐ - Read aloud the story. - Ask your child to draw a circle around each character's name. (Jack, Jeff, Dr. Vega) Read the names together. - Ask him or her to use clues in the story to draw an arrow from the name to the correct person in the illustration.	Animal Dentists; Double Trouble pp. 6-9 ☐ - Review the two selections. - Ask your child to find the word dentist in each selection. - Ask: <i>What problems do we learn about in these selections?</i> Discuss how dentists solve these problems.
Week 3				
Field Trip Funds pp. 10-11 ☐ - Read aloud the story. - Ask your child to find the words walk and walking. Read both words, discussing how they are alike and different. - Challenge your child to find another word that ends like walking on page 10. (planning)	Field Trip Funds pp. 10-11 ☐ - Read aloud the story. - Remind your child that some words aren't spelled the way they sound. - Together, practice reading and spelling aloud the words was, could, knew, and would.	A New Kind of Eggs pp. 12-13 ☐ - Read aloud the text. - Ask your child to point to the first word in each sentence. Read the words together. - Ask him or her to choose one of the sentences that end in an exclamation point to practice reading with expression.	A New Kind of Eggs pp. 12-13 ☐ - Read aloud the text. - Together, say the word plant in parts. (p/l/a/n/t) - Help your child find and read other words that end with the -nt sound. (don't, weren't, can't)	Field Trip Funds; A New Kind of Eggs pp. 10-13 ☐ - Review the two selections. - Ask your child to read the noun in each title that ends in -s. (Funds, Eggs) Point out that the -s at the end means "more than one." - Work together to find and read other words in the selections that end in -s and name more than one thing. (kids, books, dogs, vegetarians, plants, peas, beans, chickens)

Name: _____

Unit 10: Exploring Sound and Light

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Dogs Help the Deaf pp. 14–15 ☐ - Read aloud the text. - Ask your child to find and read the word home on page 15. - Point to the words some and something. Remind your child that some has the same spelling pattern but a different vowel sound than the word home.	Dogs Help the Deaf pp. 14–15 ☐ - Read aloud the text. - Together, say the words beeping, furry, hearing, and owner, dividing the main word from the ending. (beep + ing, fur + y, hear + ing, own + er) - Ask your child to find and read these four words in the text and circle the two endings that are alike: (-ing on beeping and hearing)	I Know All the Sounds That the Animals Make pp. 16–17 ☐ - Read aloud the rhyme. - Together, draw a circle around the names of all the animals in the rhyme. Then read the words together. - Ask your child to draw an arrow from the circled words to match the animals shown in the photographs.	I Know All the Sounds That the Animals Make pp. 16–17 ☐ - Read aloud the rhyme. - Point to the word moment. Together, read the word by syllables. (mo/ment) Repeat with the word marvel. (mar/vel) - Ask: <i>How are these two words alike?</i> (Both begin with the sound of the letter m and have two syllables.)	Dogs Help the Deaf; I Know All the Sounds That the Animals Make pp. 14–17 ☐ - Review the two selections. - Ask your child to find the word dog in the first selection and a word that names the sound a dog makes in the second selection. (bark) - Ask: <i>Do you think any of the animals in the rhyme could be as helpful as a dog? Why or why not?</i>
Week 2	Week 3			
Rainbow pp. 18–19 ☐ - Read aloud the rhyme. - Together, circle the rhyming pairs at the ends of the lines. Read each pair of words. - Ask your child to put a checkmark beside the pair of words that have different sounds. (rain, again) Then ask him or her to put an X by the pair of words that have different spelling patterns. (through, you)	Day or Night? pp. 22–23 ☐ - Read aloud the text. - Ask your child to point to the first word in each sentence. Read the words together. - Ask him or her to choose one of the sentences that end in a question mark or exclamation point to practice reading with expression.	Rainbow pp. 18–19 ☐ - Read aloud the rhyme. - Ask your child to practice reading his or her favorite pair of lines from the rhyme aloud. - Remind him or her to reread and correct any words that don't look right or make sense, assisting as needed.	My Homemade Band pp. 20–21 ☐ - Read aloud the story. - Ask: <i>What does Cam play?</i> (drums) Point out that the -s at the end of drums means "more than one." - Work together to find and read other words that end in -s and name more than one thing. (jars, boxes, bottles, bands, friends)	Rainbow; My Homemade Band pp. 18–21 ☐ - Review the two selections. - Together, say the word stuck in parts. (st/u/ck) Ask your child to find and read the word on page 18. - Help him or her find other words that begin with st- or str- in the selections (streets, start, stuff), say the words in parts, then read the words.
Day or Night? pp. 22–23 ☐ - Read aloud the text. - Ask your child to point to the first word in each sentence. Read the words together. - Ask him or her to choose one of the sentences that end in a question mark or exclamation point to practice reading with expression.	Day or Night? pp. 22–23 ☐ - Read aloud the text. - Say the following words and ask your child to tell you the vowel sounds: day (long a), night (long i), Pole (long o), each (long e). Ask: <i>How are all these words alike?</i> (All have long vowels.) - Together, find and read each of these words in the text.	My Shadow pp. 24–25 ☐ - Read aloud the rhyme. - Ask your child to find words that begin or end with th- (that, with, the, than) Read the words together, emphasizing the th- sound. - Challenge him or her to find a word that begins with sh- (shadow) and wh- (what). Read the words together.	My Shadow pp. 24–25 ☐ - Read aloud the rhyme. - Ask your child to find a word with a long u sound (use) and say the word sound by sound (u/se). - Then ask him or her to find two words with a short u sound (up, jump), saying the words sound by sound (u/p, j/u/mp).	Day or Night?; My Shadow pp. 22–25 ☐ - Review the two selections. - Ask: <i>Which picture shows day? Which picture shows night?</i> - Discuss how you might be able to see your shadow during the day and during the night.