

Take-Home Activities for *Just Between Us*

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
W E E K 1	Help your child write a poem, using as many spelling words as possible. Count together to see how many words rhyme.	Take turns acting out the vocabulary words with your child for the other person to guess. announced empty melted poured squeezed wrong	Read <i>Calvin's Plan</i> with your child. Talk about how to make plans for a favorite activity, such as a party or a picnic.	Look through newspapers and magazines with your child for words from the spelling list. Have your child circle the ones that are found.	Have your child share the letter s/he wrote with you. Talk about other people that could be written to.
W E E K 2	Help your child sort the spelling words by different spellings for /ou/ (<i>ow, ou</i>) and /oi/ (<i>oi, oy</i>).	Work with your child to create a story using as many of the vocabulary words as possible. candles corner glanced repeated special wild	Read <i>A Special Day for James</i> with your child. Reminisce with your child about special days you have shared together.	Help your child use as many spelling words as s/he can to make a word square. h o u s e	Ask your child to deliver the speech s/he wrote as if delivering it to the whole class.
W E E K 3	Have your child underline the vowels in each spelling word. Say each word with your child.	Have your child use vocabulary words in a speech used to run for a class office. allowed learned president promise rule whisper	Read <i>Dora and the Un-Club</i> with your child. Discuss the kind of club your child might like to belong to and the kinds of rules it might have.	Write a misspelling of each word. Have your child write the word correctly.	Have your child share his/her ad with you. Encourage your child to draw a picture that could illustrate the ad.
W E E K 4	Help your child alphabetize the words on the spelling list.	Have your child write a sentence for each vocabulary word. building busy edge form giant repair	Read <i>Hiroko Makes the Team</i> with your child. Talk about the concept of a team and the qualities necessary to turn a group into a team.	Write the spelling words on index cards. Tell your child the meaning of each word. Have your child guess the word and spell it.	This week your child read <i>Jamaica Tag-Along</i> . Ask your child to share the opinion and reasons for it s/he wrote.
W E E K 5	Have your child write each spelling word on a card. Take turns picking a card, saying the word, and having the other player spell it.	Ask your child for a definition of each vocabulary word. afraid chew danger lesson trouble understand	Reread your child's favorite Take-Home book from the unit together. Discuss whether it is an event, a character, or the setting that your child especially likes.	Scramble the letters of the spelling words. Have your child unscramble each word and write it.	Have your child share with you the letter s/he wrote about an animal in danger.
W E E K 6	Review the Unit Spelling Words with your child by having him/her say and spell each one.	Review the Unit Vocabulary Words by having your child say a sentence for each one.	The theme of this unit is <i>Just Between Us</i> . Talk with your child about thoughts and feelings that the two of you share.	Pick ten of the Unit Spelling Words and ask your child to spell them.	Have your child share with you the persuasive letter s/he wrote.