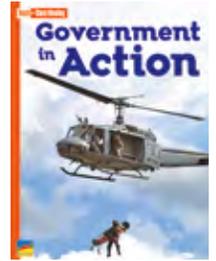


Name: _____

Unit 1: Government in Action

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



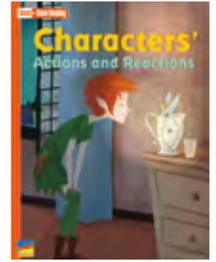
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Solving Problems p. 4 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the first page of the selection. Discuss how the photo and captions support the information in paragraph 2. 	<p>Solving Problems p. 5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud page 5 together, alternating paragraphs. Point out that Washington State is "the leading producer of shellfish in the nation." Discuss which graphic feature explains what leading producer means. 	<p>The First Town Meeting pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the introduction to the story and ask your child to read the rest of pages 6 and 7. Discuss how the author "shows" how stressed Mary, Ben, and Wilmer are. 	<p>The First Town Meeting pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Finish reading aloud the selection together, alternating paragraphs. Discuss how the town leaders work together to come up with a solution to their problem. 	<p>Saving Yellowstone p. 10 <input type="checkbox"/></p> <ul style="list-style-type: none"> Find a book or web site about Yellowstone National Park. Discuss what you would most like to see and do there.
Week 2	<p>The State Government and Its Citizens pp. 12–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud paragraphs 1, 2, and 3. Point out the word federal on page 12 and ask your child to find two other forms of the word on the page and explain how the terms are related. 	<p>The State Government and Its Citizens pp. 13–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the section called "The Three Branches of State Government," alternating paragraphs. Play a game in which you give a clue and your child names which branch of government you are referring to. 	<p>The State Government and Its Citizens pp. 16–18 <input type="checkbox"/></p> <ul style="list-style-type: none"> Take turns reading aloud the sections about transportation, public health and safety, education, and emergencies and disasters. Discuss how each of these areas of government directly affects your family. 	<p>The State Government and Its Citizens p. 19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Ask your child to read the last page of the text aloud. Discuss the quote by Henry Ford. Try to think of a real-life example in your own community that supports this idea. 	<p>Fifty States Plus p. 20 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Together, locate each location mentioned on a map and discuss how the author describes it.
Week 3	<p>Stanley's Release pp. 22–24 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the introduction on page 22, and then invite your child to read aloud the next two pages. Discuss what obstacles Stanley has faced in the past and what obstacles he still faces. 	<p>Stanley's Release pp. 25–26 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read pages 25 and 26 aloud together, alternating paragraphs. Then ask your child to explain the sequence of events that leads to Stanley giving Zero a thumbs-up. 	<p>Stanley's Release pp. 27–28 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read pages 27 and 28 together, alternating paragraphs. Discuss who might benefit from the Attorney General's investigation. 	<p>Stanley's Release p. 29 <input type="checkbox"/></p> <ul style="list-style-type: none"> Ask your child to read aloud the last page of the excerpt. Discuss what goal Stanley achieves. If your child is interested in reading the book <i>Holes</i>, check your local library. 	<p>Go, Botoño! p. 30 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection and draw a picture of what Primaluna might look like, including its view of Earth.

Name: _____

Unit 2: Characters' Actions and Reactions

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



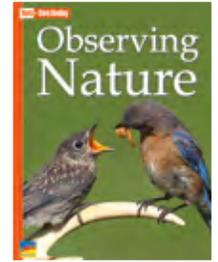
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>The Gnat and the Lion p. 4 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the fable. Discuss what the gnat is trying to prove and whether he succeeds or fails. 	<p>The Gnat and the Bull p. 5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the fable. Discuss the lesson, or moral, of this story. Then compare and contrast the gnats in "The Gnat and the Lion" and "The Gnat and the Bull." 	<p>Snow White Meets the Huntsman pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud pages 6 and 7 together, alternating paragraphs. Point out the word surpass in paragraph 3. Ask your child to look for clues that explain the word's meaning. Then take turns using the verb in sentences. 	<p>Snow White Meets the Huntsman pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud pages 8 and 9 together, alternating paragraphs. Take turns thinking of adjectives that describe the huntsman. Give reasons for your choices. 	<p>Melamut the Crocodile p. 10 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Together, make a list of details in the story that describe Melamut. Then find an informational book or web site about crocodiles to confirm or revise these "facts."
Week 2	<p>Come Away, Come Away! pp. 12–14 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the first three pages of the excerpt together, alternating paragraphs. Then work together to find examples of the narrator directly addressing the reader. 	<p>Come Away, Come Away! pp. 15–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the next three pages of the excerpt together, stopping after paragraph 26. Then assume the roles of Wendy and Peter, and do a dramatic reading of the dialogue only. 	<p>Come Away, Come Away! pp. 17–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Finish reading the excerpt together, beginning at paragraph 27. Discuss what you learn about both Wendy and Peter during the scene about Peter's shadow. 	<p>Come Away, Come Away! pp. 12–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Ask your child to read the captions in the story aloud. Together, discuss whether you would prefer to see a play of <i>Peter Pan</i> or an animated movie. 	<p>Peter, the Wild Boy p. 20 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Together, locate phrases that show what we know about "Wild Boy's" early childhood and whether or not he influenced J. M. Barrie's story.
Week 3	<p>How Dorothy Saved the Scarecrow pp. 22–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the first four pages together, alternating paragraphs. Ask your child to describe the Scarecrow. Ask: <i>How is he like scarecrows Dorothy has seen before? How is he different?</i> 	<p>How Dorothy Saved the Scarecrow pp. 26–27 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the next two pages of the excerpt together. Discuss what you learn about Dorothy from her conversation with the Scarecrow. 	<p>How Dorothy Saved the Scarecrow pp. 28–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> Finish reading the excerpt. Point to the word suspected in paragraph 27. Ask your child to look for clues that explain the word's meaning. Then take turns using the term in sentences. 	<p>How Dorothy Saved the Scarecrow pp. 22–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> Ask your child to recount the story events. Ask: <i>How do the illustrations help readers better understand the characters and setting?</i> 	<p>The Wonderful World of Oz p. 30 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Discuss which characters were introduced in the excerpt you read earlier. If your child is interested in reading the books about Oz or seeing the film <i>The Wizard of Oz</i>, check your local library.

Name: _____

Unit 3: Observing Nature

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



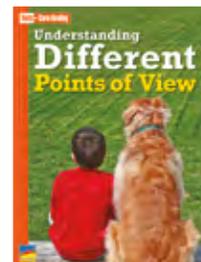
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>A Bird's Free Lunch <input type="checkbox"/></p> <p>pp. 4–5</p> <ul style="list-style-type: none"> • Read aloud the introduction on page 4 and then read the excerpt together, alternating paragraphs. • Point out the word solitary in paragraph 3 and ask your child to find clues to the word's meaning. • Then take turns using the adjective in sentences. 	<p>A Bird's Free Lunch <input type="checkbox"/></p> <p>pp. 4–5</p> <ul style="list-style-type: none"> • Examine the photos and labels that accompany the text. • Together, use a bird book or web site to locate photos of the other two types of birds mentioned in the excerpt. (chickadee, kinglet) 	<p>The Shimerdas pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the introduction on page 6 and then read the first two pages of the excerpt together, alternating paragraphs. • Discuss what clues help readers understand that the narrator is new to the area. 	<p>The Shimerdas pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read the last two pages together, alternating paragraphs. • Then reread the last paragraph of the introduction on page 6. • Discuss details that make the setting “come to life.” 	<p>The Birdseed Thief <input type="checkbox"/></p> <p>p. 10</p> <ul style="list-style-type: none"> • Invite your child to read aloud the story. • Then invite him or her to draw a picture showing how Jason and Mom solve the problems mentioned in the selection.
Week 2	<p>Being in and Seeing Nature: The Writing of John Burroughs <input type="checkbox"/></p> <p>pp. 12–13</p> <ul style="list-style-type: none"> • Invite your child to read aloud the poem. • Discuss how the poem is an example of the way Burroughs likes to “think deeply about what he was seeing.” 	<p>Being in and Seeing Nature: The Writing of John Burroughs <input type="checkbox"/></p> <p>pp. 14–15</p> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together, alternating paragraphs. • Make a list of facts about chipmunks that Burroughs includes, even though his style is literary. 	<p>Being in and Seeing Nature: The Writing of John Burroughs <input type="checkbox"/></p> <p>pp. 16–18</p> <ul style="list-style-type: none"> • Read aloud the next three pages of the selection together, alternating paragraphs. • Discuss ways the chipmunk stays aware of his surroundings and keeps safe. 	<p>Being in and Seeing Nature: The Writing of John Burroughs <input type="checkbox"/></p> <p>p. 19</p> <ul style="list-style-type: none"> • Invite your child to complete the selection. • Discuss places of nature you have seen that you think John Burroughs would have liked to visit and observe. 	<p>Waiting for Spring <input type="checkbox"/></p> <p>p. 20</p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Reread the two sentences containing the word traditions. • Discuss traditions your family observes in winter and spring.
Week 3	<p>Birches pp. 22–23 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the first page of the poem together, alternating sentences. • Work together to match word details in the poem to visual details you see in the photo. 	<p>Birches pp. 24–26 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud page 24 through line 41 on page 26, alternating lines. • Ask your child to explain how to ride a tree in his or her own words. 	<p>Birches pp. 26–27 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Finish reading aloud the selection together. • Then reread the caption on page 24. • Discuss what the term “philosophical themes” might mean based on the last page of the poem. 	<p>In Summer pp. 28–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read the poem together, alternating stanzas. • Point out that both this poem and “Birches” refer to the carefree lives of boys. • Discuss what message this reference provides for readers of “In Summer.” 	<p>Birch Bark Canoes <input type="checkbox"/></p> <p>p. 30</p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Together, find an informational book or web site on birch bark canoes and make a model of one from paper and other household items.

Name: _____

Unit 4: Understanding Different Points of View

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Here, Boy pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the selection together, alternating paragraphs. Write the words dog, manager, employee, and girl on slips of paper. Take turns choosing one of the characters and describing how he or she probably feels in this scene. 	<p>Here, Boy pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Choose your favorite paragraph in the excerpt and read it aloud with expression. Then ask your child to do the same. If he or she is interested in reading the book <i>Because of Winn-Dixie</i>, check your local library. 	<p>Waiting for Stormy pp. 6–8 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the introduction on page 6 and then read the first three pages of the excerpt together, alternating paragraphs. Discuss how Maureen’s and Paul’s experiences at school are alike and different. 	<p>Waiting for Stormy p. 9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Ask your child to read the last page of the excerpt. Take turns locating phrases that support the idea of contentment. If your child is interested in reading the book <i>Stormy, Misty’s Foal</i>, check your local library. 	<p>A Dog’s Life p. 10 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Take turns choosing a powerful adjective from the story and using it in a sentence. (ravenous, unfortunate, etc.)
Week 2	<p>Quiet! pp. 12–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud through paragraph 8 together, alternating paragraphs. Divide a sheet of paper into two columns. Together, list who and what Lad likes in one column and doesn’t like in the other. 	<p>Quiet! pp. 15–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Begin with paragraph 9 and read through page 17, alternating paragraphs. Ask your child to use the illustrations on the pages to retell the events. 	<p>Quiet! pp. 18–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the last two pages of the excerpt together. Discuss the clues that help Lad understand that something is wrong. 	<p>Quiet! pp. 12–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Together, locate the following words and phrases: The Place, Guest Law, House of Peace, Horror, Gloom. Discuss each one’s meaning to the story and why the author chose to capitalize it. 	<p>Balto, A Heroic Dog p. 20 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Together, make up an imaginary conversation among Balto and the other sled dogs as they strive to complete their task.
Week 3	<p>My Breaking In pp. 22–24 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud through paragraph 4 together, alternating paragraphs. Ask your child to locate sentences that show that the master in the story, like the author, “believed strongly in the humane treatment of animals.” 	<p>My Breaking In pp. 24–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read from paragraph 5 through page 25 together, alternating paragraphs. Point out the word coaxing. Ask your child to look for clues to the word’s meaning. Then take turns using the term in sentences. 	<p>My Breaking In pp. 26–27 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read the next two pages together, alternating paragraphs. Discuss how the narrator uses his mother as inspiration for learning new things, both here and on page 25. 	<p>My Breaking In pp. 28–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read the last two pages of the excerpt together, alternating paragraphs. Ask: <i>How does the narrator feel about the master?</i> 	<p>After Dark p. 30 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Together, go online to make a list of nocturnal animals. Put a star beside the animals that live in your area.

Name: _____

Unit 5: Technology for a Green Future

Daily Take-Home Activity Calendar

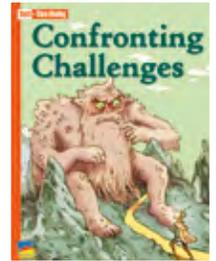
Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>The Hopeville Ledger: Town Tackles Energy Debate pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read the narrative portions of pages 4 and 5 aloud, inviting your child to read the quotes. Discuss the arguments the participants use for and against a solar power plant. 	<p>The Hopeville Ledger: Town Tackles Energy Debate p. 6 <input type="checkbox"/></p> <ul style="list-style-type: none"> Ask your child to read page 6 aloud. Together, compare Eve Pearce’s words in paragraph 7 to the pie chart she displays. 	<p>The Hopeville Ledger: Editorial Pages pp. 7–8 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the first two pages of the selection together, alternating paragraphs. Ask your child which writer he or she most agrees with and why. 	<p>The Hopeville Ledger: Editorial Pages p. 9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Finish reading aloud the selection together, alternating paragraphs. Discuss how writing a Letter to the Editor is like and unlike speaking at a town meeting. 	<p>Fossil Fuels: What’s the Story? p. 10 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Point out the words gradually and eventually. Discuss how the words are similar. Then take turns using the words to describe other natural processes.
Week 2	<p>Green Transportation Solutions pp. 12–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the first three paragraphs of the selection together. Discuss why green transportation solutions are important. 	<p>Green Transportation Solutions pp. 13–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the sections on “Green Cars” and “Renewable Fuels” along with the sidebar on page 15. Work together to add a new row titled “solar cars” to the chart on page 13 using the information from the sidebar. 	<p>Green Transportation Solutions pp. 15–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the “Public Transportation” section, alternating paragraphs. Make a list of all the reasons the Orange Line benefits riders like Joel Max. 	<p>Green Transportation Solutions pp. 18–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read the last two pages of the selection together, alternating paragraphs. Ask your child to locate clues in the text that explain what the word Biped means in the section head. 	<p>The Solar Challenge p. 20 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Then review the sidebar on page 15. Discuss how the Tokai Challenger might do in the World Solar Challenge and which question in the sidebar on page 15 is answered on page 20.
Week 3	<p>Opinions About Green Transportation pp. 22–23 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the first two pages together, alternating paragraphs. Point out the word eliminate. Ask your child to find clues that support the word’s meaning. Then take turns using the verb in sentences. 	<p>Opinions About Green Transportation pp. 24–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud Opinion 2 together, alternating paragraphs. Discuss how the photos and captions help support the author’s opinion. 	<p>Opinions About Green Transportation pp. 26–27 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud Opinion 3 together, alternating paragraphs. Take turns locating facts and details that support the main idea stated in the last sentence. 	<p>Opinions About Green Transportation pp. 28–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud Opinion 4 together, alternating paragraphs. Discuss which of the three green solutions are available to your family and would help meet your transportation needs. 	<p>America’s Greenest City p. 30 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Together, number the reasons the author gives for his or her opinion. Then discuss which reason you think is most important and why.

Name: _____

Unit 6: Confronting Challenges



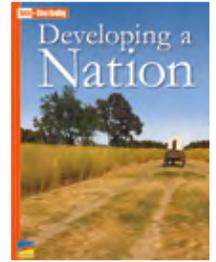
Daily Take-Home Activity Calendar

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	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Rabbit and Coyote <input type="checkbox"/></p> <p>pp. 4–5</p> <ul style="list-style-type: none"> Read aloud the introduction on page 4 and then read the trickster tale together, alternating paragraphs. Discuss how the illustrations help support the story's characters, setting, and events. 	<p>Rabbit and Coyote <input type="checkbox"/></p> <p>pp. 4–5</p> <ul style="list-style-type: none"> With your child, read the trickster tale again as a dramatic reading, assuming the parts of Rabbit and Coyote. Then think of a trick that Coyote could play on Rabbit. 	<p>The Valiant Little Tailor <input type="checkbox"/></p> <p>pp. 6–7</p> <ul style="list-style-type: none"> Read aloud pages 6 and 7 together, alternating paragraphs. Point out the word valor in paragraph 3. Ask your child to locate clues in the text that help explain the word's meaning. Discuss whether or not the tailor truly shows valor. 	<p>The Valiant Little Tailor <input type="checkbox"/></p> <p>pp. 8–9</p> <ul style="list-style-type: none"> Finish reading the folktale together. Explain that folktales often have events that come in sets of three. Have your child name the three actions the tailor performs to impress the giant. 	<p>Chi Li and the Serpent <input type="checkbox"/></p> <p>p. 10</p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Together, act out the scene between the hound and the serpent. Then discuss how Chi Li in this tale and the tailor in the previous story are alike and different.
Week 2	<p>Molly Whuppie <input type="checkbox"/></p> <p>pp. 12–13</p> <ul style="list-style-type: none"> Read aloud the introduction and the first six paragraphs of the fairy tale together. Discuss what clues support the woman's statement that her husband is a giant with a terrible temper. 	<p>Molly Whuppie <input type="checkbox"/></p> <p>pp. 13–14</p> <ul style="list-style-type: none"> Read aloud paragraph 7 through page 14 of the fairy tale, alternating paragraphs. Ask your child how the words exchanged and exchange in paragraph 8 are alike and different in meaning and parts of speech. 	<p>Molly Whuppie <input type="checkbox"/></p> <p>pp. 15–16</p> <ul style="list-style-type: none"> Read aloud pages 15 and 16 of the fairy tale, alternating paragraphs. Ask your child to draw a conclusion about the "Bridge of One Hair" based on clues in the story. 	<p>Molly Whuppie <input type="checkbox"/></p> <p>pp. 17–19</p> <ul style="list-style-type: none"> Finish reading the fairy tale aloud together. Ask your child to number the events throughout the story that prove that the king is correct when he says, "Molly, you are a clever girl." 	<p>Kate Shelley: A Young Hero <input type="checkbox"/></p> <p>p. 20</p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Together, find an informational book or web site about the Kate Shelley High Bridge. Challenge your child to draw a picture of the bridge based on photos you find.
Week 3	<p>Hercules' Quest <input type="checkbox"/></p> <p>pp. 22–24</p> <ul style="list-style-type: none"> Read aloud the introduction on page 22, and then read the first ten paragraphs of the myth together. Point out the word mortal and ask your child to locate clues that help explain the word's meaning. 	<p>Hercules' Quest <input type="checkbox"/></p> <p>pp. 24–25</p> <ul style="list-style-type: none"> Read aloud paragraph 11 through page 25 of the myth, alternating paragraphs. Ask your child to imagine how Atlas feels when relieved of the weight of the sky. 	<p>Hercules' Quest <input type="checkbox"/></p> <p>pp. 26–27</p> <ul style="list-style-type: none"> Read aloud pages 26 and 27 of the myth, alternating paragraphs. Discuss what additional details you learn about the characters, setting, and events from the illustration. 	<p>Hercules' Quest <input type="checkbox"/></p> <p>pp. 28–29</p> <ul style="list-style-type: none"> Finish reading the myth aloud together. Ask your child to retell the story in his or her own words. 	<p>Paul Bunyan and the Troublesome Mosquitoes <input type="checkbox"/></p> <p>p. 30</p> <ul style="list-style-type: none"> Invite your child to read aloud the story. Together, draw a circle around the exaggerations the storyteller uses that let readers know this selection is a tall tale.

Name: _____

Unit 7: Developing a Nation



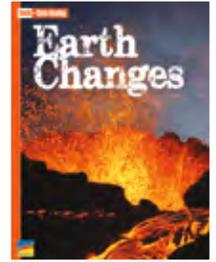
Daily Take-Home Activity Calendar

Check off each activity as you complete it.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>The Open Road pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the selection together, alternating paragraphs. • Together, draw an arrow from details mentioned in the text to matching entries on the time line. • Discuss information in the time line that isn't mentioned in the text. 	<p>The Open Road pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Ask your child to reread paragraph 5 aloud. • Together, make up a conversation that two travelers might have in a diner on Route 66 in the 1920s. 	<p>Dust Bowl Refugees pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the first two pages of the selection together, alternating paragraphs. • Ask your child to locate clues in the text that explain what the word refugees means in the title. 	<p>Dust Bowl Refugees pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Reread aloud the last two pages of the selection, alternating paragraphs. • Ask your child to circle phrases in the song that indicate that Guthrie and his family are moving from place to place. 	<p>Black Sunday: An Eyewitness Account p. 10 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Together, compare Pauline Winkler Grey's eyewitness account of Black Sunday to the photo shown on page 6.
Week 2	<p>Building the Transcontinental Railroad pp. 12–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the first two pages of the selection together, alternating paragraphs. • Discuss the photo and caption on page 12. • Explain that the name Tom Thumb refers to the train's small size, based on a fairy tale written in the 1600s about a boy the size of a man's thumb. 	<p>Building the Transcontinental Railroad pp. 14–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together, alternating paragraphs. • Discuss how the words incentive and competition are related to the sentence, "The company that got the farthest would make the most money." 	<p>Building the Transcontinental Railroad pp. 16–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together. • Discuss ways the railroad companies and the Plains Indians might have been able to compromise, or meet both their needs, if they had met to discuss their concerns. 	<p>Building the Transcontinental Railroad pp. 18–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Finish reading aloud the selection together. Ask your child to explain how the map, photos, and illustrations support the information in the text. • Then discuss why the author included the quotes on pages 13, 14, and 18. 	<p>The Pony Express p. 20 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Point out the third sentence in paragraph 4. • Together, write a new story or song about a Pony Express rider based on information in the text.
Week 3	<p>The Oregon Trail pp. 22–23 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the first four paragraphs of the selection together. • Point to the word plentiful in paragraph 4. • Ask your child to look for clues that help explain the word's meaning. Then take turns using the adjective in sentences. 	<p>The Oregon Trail pp. 23–26 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read the narrative portions of paragraph 5 through page 26 aloud, inviting your child to read the quotes from Narcissa Whitman. • Together, locate words the author uses to introduce what Whitman says. (described, writes, recounts) 	<p>The Oregon Trail p. 27 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Ask your child to read page 27 aloud. • Discuss whether your family would have been willing to make such a trip and why. 	<p>The Oregon Trail pp. 28–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read the last two pages of the selection together, alternating paragraphs. • Together, find details on page 28 that match information on page 13 of "Building the Transcontinental Railroad." 	<p>Oregon Trail Diary p. 30 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then ask him or her to draw an illustration to support Sally's diary entry.

Name: _____

Unit 8: Earth Changes



Daily Take-Home Activity Calendar

Check off each activity as you complete it.

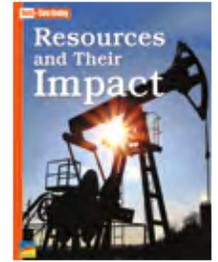
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Earthquakes pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the selection together, alternating sections. Discuss the following two questions: <i>What causes an earthquake? What are some effects of earthquakes?</i> 	Earthquakes pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> Review the information presented in the selection's graphics and captions. Discuss what extra details about earthquakes you learn from each one. 	The San Francisco Earthquake, 1906: An Eyewitness Account pp. 6–9 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the selection together, alternating paragraphs. Together, find the narrator's three references to human life. Discuss why she included these statements. 	The San Francisco Earthquake, 1906: An Eyewitness Account pp. 6–9 <input type="checkbox"/> <ul style="list-style-type: none"> Review the events the narrator and her family and neighbors endured during the earthquake. Then do the activity she suggests in paragraph 9 and discuss how it makes you feel. 	Tsunami! p. 10 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Ask your child to compare the words destruction and destructive in meaning and part of speech.
Week 2	Volcanoes pp. 12–14 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the first three pages of the selection together, alternating paragraphs. Discuss what you learn about Mount Vesuvius from the map, photos, and diagrams. 	Volcanoes pp. 15–16 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the next two pages of the selection together, alternating paragraphs. Write the words extinct, dormant, and active on slips of paper. Hold up one of the words and ask your child to use it in a sentence about a volcano. 	Volcanoes pp. 17–18 <input type="checkbox"/> <ul style="list-style-type: none"> Read the section called "Famous Eruptions" together, alternating paragraphs. Together, find an informational book or web site to learn more about the volcano that most interests your child. 	Volcanoes p. 19 <input type="checkbox"/> <ul style="list-style-type: none"> Ask your child to read aloud the last page of the selection. Point out the word devastating in paragraph 15, and ask your child to find clues that support the word's meaning. Then take turns using the adjective in sentences. 	The Mount St. Helens Volcano p. 20 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Together, write observations that a scientist working at the Mount St. Helens National Monument might have written shortly after the disaster.
Week 3	Mount Vesuvius, 79 CE: Letter from Pliny the Younger pp. 22–24 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the introduction and the first page of the letter together. Discuss the relationship between the words courage and calmness and the words folly and careless security. 	Mount Vesuvius, 79 CE: Letter from Pliny the Younger pp. 25–26 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the next two pages of the selection together, alternating paragraphs. Discuss the specific things Pliny the Younger and his mother do that show their love of family and one another. 	Mount Vesuvius, 79 CE: Letter from Pliny the Younger pp. 27–28 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud pages 27 and 28, alternating paragraphs. Compare the painting created in 1817 (page 28) with Pliny the Younger's description of the eruption, written in 79 CE. 	Mount Vesuvius, 79 CE: Letter from Pliny the Younger p. 29 <input type="checkbox"/> <ul style="list-style-type: none"> Ask your child to read the last page of the selection aloud. Discuss the importance of this primary source in supporting the findings of the excavation of Pompeii that began in 1748. 	Escape from Pompeii p. 30 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Together, act out the story of Marcus and his father, using their dialogue for yours.

Name: _____

Unit 9: Resources and Their Impact

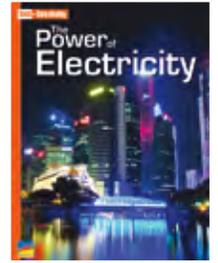
Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Seattle: Up and Down—and Up Again pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read the selection together, alternating paragraphs. • Discuss the terms “ups and downs” and “boom or bust.” • Look for current examples of these two economic opposites in a print or online newspaper. 	<p>Seattle: Up and Down—and Up Again pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Reread the selection together. • Draw an arrow from details mentioned in the text to matching entries on the time line. • Then discuss any examples in the text that aren’t included on the time line. 	<p>César: ¡Sí, Se Puede! Yes, We Can! pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read the first two poems together, alternating stanzas. • Discuss what you learn about César Chávez from details in the poems. 	<p>César: ¡Sí, Se Puede! Yes, We Can! pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read the third poem about César Chávez together, alternating stanzas. • Then read the conclusion aloud. • Ask your child to explain the meaning of the term movement. 	<p>Dolores Huerta p. 10 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then ask him or her to draw an illustration to support one or more of the facts about Dolores Huerta that you learned.
Week 2	<p>Natural Resources and Workers p. 12 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Ask your child to read the first page of the selection aloud. • Discuss and/or research what natural resources help create industries, businesses, and jobs in your state. 	<p>Natural Resources and Workers pp. 13–14 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read the next two pages aloud together, alternating paragraphs. • Discuss the meaning of the word prejudice in paragraph 6. • Ask your child to find examples of groups who suffered from prejudice. (Native Americans, the Chinese) 	<p>Natural Resources and Workers pp. 15–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read paragraphs 7 through 11 together. • Ask your child to point out specific evidence as to why this section is called “20th-Century Hardships.” 	<p>Natural Resources and Workers pp. 17–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read the rest of the selection together, alternating paragraphs. • Together, make up a conversation that a wildcatter or roughneck and a merchant might have had when the oil industry first boomed in Texas. 	<p>John Henry p. 20 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the story. • Together, draw a circle around the exaggerations the storyteller uses that let readers know this selection is a tall tale.
Week 3	<p>Out of the Dust pp. 22–24 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the first poem together, alternating stanzas. • Ask your child to retell the events described in his or her own words. 	<p>Out of the Dust pp. 25–27 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud “Tested by Dust” and “Dust and Rain” together, alternating stanzas. • Discuss how the author ends each poem with a statement of hope. 	<p>Out of the Dust pp. 28–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read the last poem together, alternating stanzas. • Point out the word Annual on the ticket, asking your child to locate a clue that supports its meaning. • Then discuss annual events that bring happiness to your family. 	<p>Out of the Dust pp. 22–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Together, choose one of the photos from the selection. • Write a poem about the photo in the style of Karen Hesse. 	<p>Dust Storm Days p. 30 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Together, think of a series of events that would lead to a happy ending to the story.

Name: _____



Unit 10: The Power of Electricity

Daily Take-Home Activity Calendar

Check off each activity as you complete it.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Power Restored in India pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the selection, alternating paragraphs. Point out the word populous in paragraph 5 and ask your child to look for clues to its meaning. Then think of words related to populous, such as popular and population, and use them in sentences. 	Power Restored in India pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> Together, circle all the numerals and number-related words in the selection. (July 30, 370 million, 620 million, half, August 1, three, second-most) Discuss their importance in providing accurate facts to readers. 	Benjamin Franklin: The Dawn of Electrical Technology p. 6 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the first page of the selection. Reread the first sentence, and ask your child to point out details on the page that support this main idea. 	Benjamin Franklin: The Dawn of Electrical Technology pp. 7–9 <input type="checkbox"/> <ul style="list-style-type: none"> Read the rest of the selection together, alternating paragraphs. Reread Franklin’s quote at the bottom of page 8, and ask your child what the words Rods and Mischief refer to. 	Blackout, 1965 p. 10 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Together, make a list of things your family would have to do differently during a blackout.
Week 2	The Power of Electricity pp. 12–13 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the first two pages of the selection together, alternating paragraphs. Together, try to create static electricity, such as by rubbing a balloon on your hair or shuffling your feet across a rug. 	The Power of Electricity pp. 14–15 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the next two pages of the selection together, alternating paragraphs. Together, make a two-column chart that lists the differences between DC and AC power. 	The Power of Electricity pp. 16–18 <input type="checkbox"/> <ul style="list-style-type: none"> Together, read page 16 through paragraph 16. Ask your child to locate clues in the text that explain what the word generating means in the section head on page 16. 	The Power of Electricity pp. 18–19 <input type="checkbox"/> <ul style="list-style-type: none"> Read the “Conserving Energy for the Future” section together, alternating paragraphs. Together, draw a kitchen filled with alternative energy appliances, labeling each one with a creative name. 	Hoover Dam p. 20 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Discuss the “harmful ecological effect[s]” that dams could cause.
Week 3	Nikola Tesla: Electrifying Inventor pp. 22–24 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the first three pages of the selection together, alternating paragraphs. Compare the information in paragraphs 3 and 4 to the details about Edison and Tesla in the time line on page 15. 	Nikola Tesla: Electrifying Inventor pp. 25–26 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the next two pages of the selection together, alternating paragraphs. Together, make up a conversation Edison and Tesla might have about Edison’s offer of \$50,000. 	Nikola Tesla: Electrifying Inventor pp. 27–29 <input type="checkbox"/> <ul style="list-style-type: none"> Finish reading the selection together. Find a book or web site about the 1893 Chicago World’s Fair to see what it says about Tesla’s contributions. 	Nikola Tesla: Electrifying Inventor pp. 22–29 <input type="checkbox"/> <ul style="list-style-type: none"> Together, match information from the text to details listed in the time line on pages 28 and 29. Then discuss time line entries that add additional information about Tesla. 	A Night in Tesla’s Lab p. 30 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Together, make a list of questions you would like to ask Tesla if you could spend a day with him in his laboratory.