

Name: \_\_\_\_\_

## Unit 1: Government at Work

# Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p><b>A City Park</b> p. 4 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Invite your child to read aloud the selection.</li> <li>Together, draw a map of a favorite public park or outdoor space in your community.</li> </ul>	<p><b>Smoke Jumpers</b> pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Take turns reading aloud paragraphs from the selection.</li> <li>After reading, discuss the main idea of the first two pages.</li> <li>Why do smoke jumpers need to parachute in to fight fires?</li> </ul>	<p><b>Smoke Jumpers</b> pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Finish reading the selection together.</li> <li>Point to the word <b>gear</b> in paragraph 4.</li> <li>List examples of what the word <b>gear</b> means in this text.</li> </ul>	<p><b>Can You Sew a Flag, Betsy Ross?</b> pp. 10–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Read aloud the story together, alternating paragraphs.</li> <li>After reading, ask your child to describe how the narrator happened to witness this important event.</li> </ul>	<p><b>Can You Sew a Flag, Betsy Ross?</b> pp. 12–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Go on a hunt for short vowels.</li> <li>Find as many words with short <b>a</b>, short <b>i</b>, and short <b>u</b> sounds as you can. (e.g.: flag, in, crumb)</li> </ul>
Week 2	<p><b>What Does a Police Officer Do?</b> p. 16 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Invite your child to read aloud the selection.</li> <li>After reading, ask your child to make a time line to summarize Officer Kim’s day.</li> </ul>	<p><b>Our Government’s Laws</b> pp. 18–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Read aloud the first four pages of the selection together, alternating paragraphs.</li> <li>Discuss why wearing a seat belt is a law. What other laws keep people safe?</li> </ul>	<p><b>Our Government’s Laws</b> pp. 22–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Finish reading the selection together.</li> <li>Point out the term <b>jury</b> in paragraph 9. Ask your child to look for clues that tell what that word means.</li> <li>Take turns making up sentences using the word <b>jury</b>.</li> </ul>	<p><b>Our Government’s Law</b> pp. 18–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Discuss the different reasons for following rules and laws.</li> <li>What happens when someone breaks a law, such as not stopping for a school bus?</li> </ul>	<p><b>Class President: An Interview</b> p. 26 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Read the interview together, assuming the roles of Caleb and Paula.</li> <li>Then hunt for open syllable words (e.g.: hi, why, do) and closed syllable words (e.g.: want, class).</li> </ul>
Week 3	<p><b>Ring the Bell!</b> p. 28 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Invite your child to read aloud the story.</li> <li>Point out to your child that the words day, came, rang, and tail all have a long <b>a</b> sound.</li> <li>Make a list of long <b>a</b> words and group them by their spelling patterns.</li> </ul>	<p><b>Getting a Message to General Washington</b> pp. 30–33 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Take turns reading aloud the first four pages of the story.</li> <li>Discuss the reasons why Benjamin Franklin is worried.</li> <li>Assume the roles of Tom and Benjamin Franklin, and do a dramatic reading of the dialogue on pages 31–33.</li> </ul>	<p><b>Getting a Message to General Washington</b> pp. 34–37 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Read the rest of the story aloud with your child, alternating paragraphs.</li> <li>Ask your child to recount the key details in the story that allow Tom to fool the British soldiers.</li> </ul>	<p><b>Getting a Message to General Washington</b> pp. 30–37 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Compare and contrast this story with “Can You Sew a Flag, Betsy Ross.”</li> <li>Ask: <i>What do these two stories have in common? What makes them different?</i></li> </ul>	<p><b>Here Comes the Mail</b> p. 38 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Invite your child to read aloud the selection.</li> <li>Discuss the different government careers mentioned in this unit.</li> <li>Then go online together or to your local library to learn more about one of these careers.</li> </ul>

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## Unit 2: Characters Facing Challenges

# Daily Take-Home Activity Calendar

Check off each activity as you complete it.



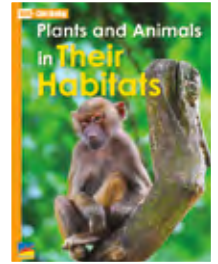
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<b>Milo and the Dragon</b> p. 4 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud the story.</li> <li>Then hunt for words in the story that have a long <b>o</b> sound. (Milo, roamed, showed)</li> </ul>	<b>Rough-Face Girl</b> pp. 6–7 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Take turns reading aloud paragraphs from the first two pages of the story.</li> <li>Point to the word <b>idle</b> in paragraph 4. Together, use a dictionary to find the definition.</li> <li>Then take turns writing sentences using the word <b>idle</b>.</li> </ul>	<b>Rough-Face Girl</b> pp. 8–9 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Finish reading the selection together.</li> <li>Ask your child to recount the events and explain the message of the story.</li> </ul>	<b>Yeh-Shen</b> pp. 10–11 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Read aloud the first two pages of the story together, alternating paragraphs.</li> <li>After reading, ask your child to describe the challenges that Yeh-Shen faces.</li> </ul>	<b>Yeh-Shen</b> pp. 12–13 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Finish reading the selection together.</li> <li>After reading, discuss how “Rough-Face Girl” and “Yeh-Shen” are similar and different from other retellings of the Cinderella story.</li> </ul>
Week 2	<b>Crow Learns a Lesson</b> p. 16 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud the story.</li> <li>Point out the word <b>boastful</b> in paragraph 1 and ask your child to find clues that tell what this word means.</li> <li>Together, write sentences using the word <b>boastful</b>.</li> </ul>	<b>The Three Billy Goats Gruff</b> pp. 18–21 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Read aloud the first four pages of the folktale together, alternating paragraphs.</li> <li>Ask your child to explain the challenges that the billy goats face.</li> </ul>	<b>The Three Billy Goats Gruff</b> pp. 22–25 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Finish reading the folktale together.</li> <li>Ask your child to recount the events of the story to explain how the billy goats outsmarted the troll.</li> </ul>	<b>The Three Billy Goats Gruff</b> pp. 18–25 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Review the folktale and ask your child to give examples of how the illustrations directly support the text and help them visualize the events in the story.</li> </ul>	<b>Jack and the Bean Tree</b> p. 26 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud the selection.</li> <li>Then find as many words with a long <b>e</b> sound as possible and group them according to their spelling pattern.</li> </ul>
Week 3	<b>My Dragon Wasn’t Feeling Good</b> p. 28 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud the poem.</li> <li>Point out the word <b>pallid</b> in line 8.</li> <li>Ask your child to use a dictionary to look up the meaning of the word.</li> <li>Then take turns using the word <b>pallid</b> in a sentence.</li> </ul>	<b>The Troll Returns</b> pp. 30–33 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Take turns reading aloud the first four pages of the story.</li> <li>Then hunt for words with a long <b>i</b> sound. Group them according to their spelling pattern.</li> </ul>	<b>The Troll Returns</b> pp. 34–37 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Read the rest of the story aloud with your child, alternating paragraphs.</li> <li>Discuss how Troll is feeling.</li> <li>Then assume the roles of Troll and Big Billy Goat, and do a dramatic reading of the dialogue on pp. 34–37.</li> </ul>	<b>The Troll Returns</b> pp. 30–37 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Ask your child to explain the challenges Troll faces and how his character changes in this story.</li> </ul>	<b>Why Sun and Moon Live in the Sky</b> p. 38 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud the tale.</li> <li>Discuss how this pourquoi tale compares to the other folktales and fairy tales they have read in this unit.</li> <li>How is it similar? How is it different?</li> </ul>

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## Unit 3: Plants and Animals in Their Habitats

# Daily Take-Home Activity Calendar

Check off each activity as you complete it.



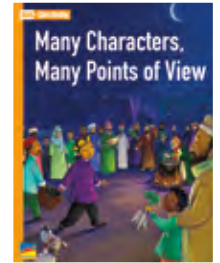
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p><b>News About Scorpions</b> p. 4 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• Ask your child to explain how spiders and scorpions are similar.</li> <li>• Then go online and look up other arachnids.</li> </ul>	<p><b>The Coldest Place on Earth</b> pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Take turns reading aloud paragraphs from the selection.</li> <li>• Ask your child to look for clues that tell what the word <b>barren</b> means in paragraph 1.</li> <li>• Together, write sentences using the word <b>barren</b>.</li> </ul>	<p><b>The Coldest Place on Earth</b> pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Finish reading the selection together.</li> <li>• After reading, ask your child to explain how the map and photographs directly support the words in the text.</li> </ul>	<p><b>Postcards from Alex</b> pp. 10–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Read aloud the story together, alternating postcards.</li> <li>• After reading, ask your child to describe what Alex liked and didn't like about each new habitat.</li> </ul>	<p><b>The Deserts of Utah</b> p. 14 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• Then find as many words with long <b>u</b> sounds as you can. (e.g.: Utah, unusual, cool, huge, rescue)</li> </ul>
Week 2	<p><b>A City Park Habitat</b> p. 16 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• After reading, make a list of the types of plants and animals that live in your local parks.</li> </ul>	<p><b>Habitats Around the World</b> pp. 18–20 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Read aloud the first three pages of the selection together, alternating paragraphs.</li> <li>• Ask your child why people have different names for grasslands in different parts of the world.</li> </ul>	<p><b>Habitats Around the World</b> pp. 21–22 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection. Point out the term <b>tundra</b>.</li> <li>• Ask your child to think about last week's reading, "The Coldest Place on Earth."</li> <li>• Ask: <i>Would Antarctica be considered a tundra habitat? Why or why not?</i></li> </ul>	<p><b>Habitats Around the World</b> pp. 23–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Finish reading the selection together.</li> <li>• After reading, ask your child to explain how the photographs directly support the words in the text.</li> </ul>	<p><b>An Ocean Visit</b> p. 26 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Take turns reading aloud paragraphs from the selection.</li> <li>• Then hunt for <b>r</b>-controlled words that have an <b>ar</b> sound. (e.g.: March, are, starfish, hard, dark)</li> </ul>
Week 3	<p><b>Burt the Sea Turtle</b> p. 28 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the story.</li> <li>• Point out that the words <b>Burt</b>, <b>turtle</b>, <b>waters</b>, and <b>cars</b> all have <b>r</b>-controlled vowels. Make a list of other such words and group them by their spelling patterns. (e.g.: -ar, -er, -ur)</li> </ul>	<p><b>Lost in the Desert</b> pp. 30–33 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Take turns reading aloud the first four pages of the story.</li> <li>• Ask your child to find details in the story and the illustrations showing that Kara's mother is interested in plants.</li> </ul>	<p><b>Lost in the Desert</b> pp. 34–37 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Read the rest of the story aloud with your child, alternating paragraphs.</li> <li>• Discuss how the illustrations support the reader's understanding of the story.</li> </ul>	<p><b>Lost in the Desert</b> pp. 30–37 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Ask: <i>What are some things that a bobcat could teach Fred about survival in the desert?</i></li> <li>• Ask: <i>What are some things that Fred could teach a bobcat?</i></li> </ul>	<p><b>Lost in the Desert</b> pp. 30–37 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Ask your child about the type of habitat he or she would most like to live in.</li> <li>• Then make a list of all of the things he or she would need to survive in that habitat.</li> </ul>

Name: \_\_\_\_\_

## Unit 4: Many Characters, Many Points of View

# Daily Take-Home Activity Calendar

Check off each activity as you complete it.



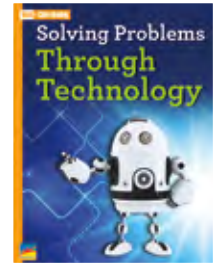
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p><b>The Boy Who Cried Wolf</b> <input type="checkbox"/> p. 4</p> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the story.</li> <li>• Point to the word <b>shepherd</b> in paragraph 2.</li> <li>• Ask your child to look for clues that tell what the word <b>shepherd</b> means.</li> <li>• Then write sentences using the word <b>shepherd</b>.</li> </ul>	<p><b>The Blind Men and the Elephant</b> <input type="checkbox"/> pp. 6–7</p> <ul style="list-style-type: none"> <li>• Take turns reading aloud paragraphs from the first two pages of the folktale.</li> <li>• Ask: <i>Why does the first man think the elephant is like a snake?</i></li> </ul>	<p><b>The Blind Men and the Elephant</b> <input type="checkbox"/> pp. 8–9</p> <ul style="list-style-type: none"> <li>• Finish reading the folktale together.</li> <li>• Ask your child to explain the message of the story.</li> </ul>	<p><b>How the Beetle Got Its Gorgeous Coat</b> <input type="checkbox"/> pp. 10–13</p> <ul style="list-style-type: none"> <li>• Read aloud the tale together, alternating paragraphs.</li> <li>• Ask your child to describe how the rat’s point of view changes in the story.</li> <li>• Do you think the rat will ever challenge another beetle to a race?</li> </ul>	<p><b>How Deer Got Its Horns</b> <input type="checkbox"/> p. 14</p> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the tale.</li> <li>• After reading, hunt for <b>r</b>-controlled words with <b>-or</b> sounds. (e.g.: born, horn)</li> </ul>
Week 2	<p><b>A Good Switch!</b> <input type="checkbox"/> p. 16</p> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the story.</li> <li>• Point out the word <b>prowl</b> in paragraphs 1 and 2. Together, use a dictionary to find out what this word means.</li> <li>• Then act out the word <b>prowl</b>.</li> </ul>	<p><b>Stone Soup</b> <input type="checkbox"/> pp. 18–21</p> <ul style="list-style-type: none"> <li>• Read aloud the first four pages of the folktale together, alternating paragraphs.</li> <li>• Ask your child to predict how the old man will get ingredients for the soup.</li> </ul>	<p><b>Stone Soup</b> <input type="checkbox"/> pp. 22–25</p> <ul style="list-style-type: none"> <li>• Finish reading the folktale together.</li> <li>• Ask your child to recount the events of the story and explain how the villagers’ points of view change from the beginning to the end.</li> </ul>	<p><b>Stone Soup</b> <input type="checkbox"/> pp. 18–25</p> <ul style="list-style-type: none"> <li>• Review the folktale and ask your child to explain the message of the story.</li> <li>• Why is it that the villagers never went hungry again?</li> </ul>	<p><b>City Mouse and Country Mouse</b> <input type="checkbox"/> p. 26</p> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the tale. After reading, hunt for <b>r</b>-controlled words with <b>-ere</b> sounds. (e.g.: dear, here, fear)</li> </ul>
Week 3	<p><b>Why Owls Are Wise</b> <input type="checkbox"/> p. 28</p> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the tale.</li> <li>• Discuss how this pourquoi tale compares to “How the Beetle Got Its Gorgeous Coat” and “How Deer Got Its Horns.”</li> <li>• Ask: <i>What do all these stories have in common?</i></li> </ul>	<p><b>The Stone Garden</b> <input type="checkbox"/> pp. 30–33</p> <ul style="list-style-type: none"> <li>• Take turns reading aloud the first four pages of the story. Point out the word <b>eyesore</b> in paragraph 3.</li> <li>• Ask your child to find clues that tell the meaning of the word.</li> <li>• Then take turns using the word <b>eyesore</b> in a sentence.</li> </ul>	<p><b>The Stone Garden</b> <input type="checkbox"/> pp. 34–37</p> <ul style="list-style-type: none"> <li>• Read the rest of the story aloud with your child, alternating paragraphs.</li> <li>• Ask: <i>How is this story similar to “Stone Soup”? How is it different?</i></li> <li>• Do the two stories share a common message?</li> </ul>	<p><b>The Stone Garden</b> <input type="checkbox"/> pp. 30–37</p> <ul style="list-style-type: none"> <li>• Ask your child to explain how the people of Yancy Place transformed the eyesore into a beautiful garden.</li> <li>• Ask: <i>Going forward, do you think they will look at an abandoned lot the same way?</i></li> </ul>	<p><b>Goldilocks and the Three Bears</b> <input type="checkbox"/> p. 38</p> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the tale.</li> <li>• After reading, hunt for <b>r</b>-controlled words.</li> <li>• Find as many words with <b>-ear</b> and <b>-air</b> sounds as you can. (e.g.: bear, chair)</li> </ul>

Name: \_\_\_\_\_

## Unit 5: Solving Problems Through Technology

# Daily Take-Home Activity Calendar

Check off each activity as you complete it.

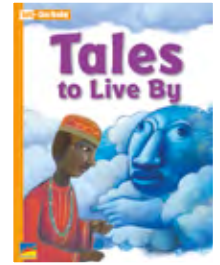


	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>	<b>Anna Connelly: Inventor</b> <input type="checkbox"/> p. 4 <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• Ask your child to explain the problem and how Anna Connelly's invention solved the problem.</li> </ul>	<b>A Woman with Vision</b> <input type="checkbox"/> pp. 6–7 <ul style="list-style-type: none"> <li>• Take turns reading aloud paragraphs from the selection.</li> <li>• Point out the compound words <b>windshield</b> and <b>blindfold</b>.</li> <li>• Practice taking apart the words and define each term using its parts.</li> </ul>	<b>A Lucky Accident</b> <input type="checkbox"/> pp. 8–9 <ul style="list-style-type: none"> <li>• Take turns reading aloud paragraphs from the selection.</li> <li>• After reading, ask your child to explain how the photographs directly support the text.</li> </ul>	<b>A Lucky Accident</b> <input type="checkbox"/> pp. 8–9 <ul style="list-style-type: none"> <li>• Some inventions save lives. Others improve quality of life.</li> <li>• Ask your child why lightweight hook and loop fabrics, such as Velcro®, are so helpful for people with disabilities.</li> </ul>	<b>Week 1 Texts</b> <input type="checkbox"/> <ul style="list-style-type: none"> <li>• The inventors in this week's readings all observed problems that needed solutions.</li> <li>• Discuss a problem that you would like to solve with an invention.</li> </ul>
<b>Week 2</b>	<b>A Colorful Invention</b> <input type="checkbox"/> p. 12 <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• After reading, draw pictures with your child of his or her favorite inventions.</li> </ul>	<b>Famous Inventors</b> <input type="checkbox"/> pp. 14–16 <ul style="list-style-type: none"> <li>• Read aloud the first three pages of the selection together, alternating paragraphs.</li> <li>• Discuss how the invention of the lightbulb changed people's daily lives.</li> </ul>	<b>Famous Inventors</b> <input type="checkbox"/> pp. 17–18 <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• Ask your child to explain how Alexander Graham Bell's interest in the human voice change the world forever.</li> </ul>	<b>Famous Inventors</b> <input type="checkbox"/> pp. 19–21 <ul style="list-style-type: none"> <li>• Finish reading the selection together, alternating paragraphs.</li> <li>• After reading, ask your child to explain how the images directly supported their understanding of the text.</li> </ul>	<b>The Curious Boy</b> <input type="checkbox"/> p. 22 <ul style="list-style-type: none"> <li>• Take turns reading aloud paragraphs from the selection.</li> <li>• Then have a contest to see who can list the most words with an <b>oy</b> sound. (e.g.: joy, noise)</li> </ul>
<b>Week 3</b>	<b>A Robot That Cleans</b> <input type="checkbox"/> p. 24 <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• If you had a robot that lived in your home, what chores would you and your child like it to do?</li> </ul>	<b>Robots Go to School</b> <input type="checkbox"/> pp. 26–29 <ul style="list-style-type: none"> <li>• Take turns reading aloud the first four pages of the selection.</li> <li>• Ask your child to explain the ways sending the robot to school helps the homebound student.</li> </ul>	<b>Robots Go to School</b> <input type="checkbox"/> pp. 30–33 <ul style="list-style-type: none"> <li>• Read the rest of the selection aloud with your child, alternating paragraphs.</li> <li>• Discuss how the photographs help them understand the text.</li> </ul>	<b>Robots Go to School</b> <input type="checkbox"/> pp. 26–33 <ul style="list-style-type: none"> <li>• Discuss the limitations of school robots.</li> <li>• Ask your child to explain some ways that future robot inventors can improve upon the school robots to help students and teachers.</li> </ul>	<b>Robots</b> <input type="checkbox"/> p. 34 <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• Work together to brainstorm a list of as many words with an <b>ow</b> sound that you can think of. (e.g.: count, wow, round, snout)</li> </ul>



Name: \_\_\_\_\_

## Unit 6: Tales to Live By



# Daily Take-Home Activity Calendar

Check off each activity as you complete it.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<b>The Best Idea</b> p. 4 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud the fable.</li> <li>Discuss why Young Mouse's idea wasn't so good after all. In what way is Old Mouse wise?</li> </ul>	<b>Why the Sky Is Far Away</b> pp. 6–9 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Take turns reading aloud pages of the story.</li> <li>In paragraph 3, the sky becomes angry. Take turns reading the sky's dialogue in an angry voice. Who can sound the angriest?</li> </ul>	<b>Why the Sky Is Far Away</b> pp. 6–9 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Ask your child to explain what the people do that makes the sky go far away forever.</li> <li>Discuss what message the story has for readers.</li> </ul>	<b>King Midas</b> pp. 10–13 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Read aloud the myth together, alternating paragraphs.</li> <li>After reading, ask your child to describe how Midas changes over the course of the story.</li> </ul>	<b>King Midas</b> pp. 10–13 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Go on an adjectives hunt. Find as many adjectives as you can that describe King Midas. (richest (p. 10); delighted, thrilled (p. 11); saddest, happiest (p. 13))</li> <li>Use the words in new sentences about King Midas.</li> </ul>
Week 2	<b>Fox Gets Tricked</b> p. 16 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud the tale.</li> <li>Discuss the way the story ends. Why do different cultures all enjoy stories where bullies are taught a lesson in the end?</li> </ul>	<b>A Foxy Garden</b> pp. 18–21 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Read the first four pages of the tale together, alternating paragraphs.</li> <li>Ask your child to explain why Fox decides to trick Bear.</li> <li>Look for two words in paragraph 14 that show how Bear is feeling.</li> </ul>	<b>A Foxy Garden</b> pp. 22–25 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Finish the tale together, assuming roles and reading the dialogue of Fox and Bear.</li> <li>Point out the phrase <b>long, cool drink</b> in paragraph 28. Together, think of adjectives to describe cocoa and pretzels.</li> </ul>	<b>A Foxy Garden</b> pp. 18–25 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Discuss how Bear's bad attitude changes at the end of the tale.</li> <li>Find where the narrator tells how Bear changes in paragraph 27.</li> <li>Ask your child to find and read Bear's actual words on page 25 that show he has changed.</li> </ul>	<b>The Many Tales of Red Riding Hood</b> p. 26 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Point out to your child that <b>stood</b> and <b>would</b> have different spellings that make the same vowel sound.</li> <li>Then conduct a search to find words with the same vowel sound. (could, good, would, understood)</li> </ul>
Week 3	<b>A Gift for Mom</b> p. 28 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud the story.</li> <li>Ask your child to explain the message, or theme, of the story. What important lesson does Mia learn?</li> </ul>	<b>On One Wheel</b> pp. 30–33 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Take turns reading aloud the first four pages of the story.</li> <li>Discuss why Casey hurting her knee is a key event in the story.</li> <li>Assume the roles of Mom and Casey, and do a dramatic reading of the dialogue on page 33.</li> </ul>	<b>On One Wheel</b> pp. 34–37 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Read the rest of the story aloud with your child, alternating pages.</li> <li>Point out the two times that Casey refers to normal sports. Ask your child to explain what Casey means by "normal."</li> <li>Make a list of other sports or hobbies that are unique, like unicycling.</li> </ul>	<b>On One Wheel</b> pp. 30–37 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Discuss the important lesson that Casey learns in the story.</li> <li>Then invite your child to explain how that lesson is similar to the one that Mia learns in "A Gift for Mom."</li> </ul>	<b>Week 3 Texts</b> <input type="checkbox"/> <ul style="list-style-type: none"> <li>Find challenging words from the texts this week, such as <b>prevail</b> (p. 29), <b>snorted</b> (p. 32), <b>pummeled</b> (p. 34).</li> <li>Look up the words in a print or online dictionary.</li> <li>Make up your own sentences using the words.</li> </ul>

Name: \_\_\_\_\_

## Unit 7: Investigating the Past



# Daily Take-Home Activity Calendar

Check off each activity as you complete it.

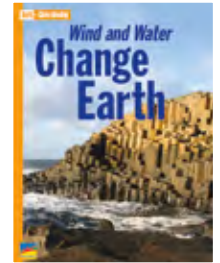
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p><b>Buffalo Dusk</b> p. 5 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the poem.</li> <li>• Discuss who “those who saw” are in the poem.</li> </ul>	<p><b>The Oregon Trail</b> pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Take turns reading the diary entries with your child.</li> <li>• Point out the dates of the diary entries, and discuss what it might have been like for Edith on the Oregon Trail.</li> </ul>	<p><b>The Oregon Trail</b> pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Reread the diary entries with your child.</li> <li>• Have your child point out facts and details that show the diary entries are from long ago.</li> </ul>	<p><b>Helen Keller: Words through Touch</b> pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Invite your child to read the journal entries.</li> <li>• Talk about the words Helen Keller used to describe the tadpoles. Invite your child to act out <b>frisked about</b> and <b>darted</b>.</li> </ul>	<p><b>Helen Keller: Words through Touch</b> pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Take turns reading paragraphs of the text aloud. Discuss the tone of Helen’s journal. Is the language formal or informal?</li> <li>• Use informal and formal language to describe an animal other than a tadpole.</li> </ul>
Week 2	<p><b>A Gift to America</b> p. 12 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Invite your child to read the text aloud.</li> <li>• Have a hunt to see who can find more proper nouns in the text. (July, France, Statue of Liberty, America, Paris)</li> </ul>	<p><b>Primary Sources</b> pp. 14–16 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Have your child read aloud the first five paragraphs of the text.</li> <li>• Ask your child to tell you the main topic of the text. Invite your child to explain how the subheadings relate to the main topic.</li> </ul>	<p><b>Primary Sources</b> pp. 17–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Finish reading the article, taking turns reading alternate paragraphs aloud.</li> <li>• Work together to find an image that represents each type of primary source.</li> <li>• How does the image help readers understand the topic?</li> </ul>	<p><b>Primary Sources</b> pp. 14–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• With your child, look back at “The Oregon Trail” on pages 6–7.</li> <li>• Discuss how the diary relates to “Primary Sources.”</li> <li>• Then, hunt for household items that can be considered artifacts.</li> </ul>	<p><b>Grandpa’s Treasure Chest</b> p. 22 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Invite your child to read the story aloud.</li> <li>• Hunt together for the compound words in the story. (something, horseback)</li> <li>• Together, break the word <b>grandfather</b> into parts.</li> </ul>
Week 3	<p><b>An Exciting Day in San Francisco</b> p. 25 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Invite your child to read the diary entry aloud.</li> <li>• Brainstorm an important local or school occasion, and write a made-up diary entry for it.</li> </ul>	<p><b>A Dinosaur Named SUE</b> pp. 26–28 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Read the first two diary entries aloud together, alternating paragraphs.</li> <li>• Discuss the tone of the journal. Point out the phrases “What a day!” and “we couldn’t believe our eyes!”</li> </ul>	<p><b>A Dinosaur Named SUE</b> pp. 29–32 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Invite your child to read pages 29–32.</li> <li>• Discuss the events from the journal, and then look at the images and read the captions. Ask how they contribute to the journal.</li> </ul>	<p><b>A Dinosaur Named SUE</b> p. 33 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Have your child read the last journal entry aloud.</li> <li>• Hunt through the text and make a list of adjectives and the nouns they describe. Think of other adjectives that have similar meanings.</li> </ul>	<p><b>A New Discovery</b> p. 34 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Read the article together.</li> <li>• Make a list of the major events. Invite your child to explain how the events are connected.</li> </ul>

Name: \_\_\_\_\_

## Unit 8: Wind and Water Change Earth

# Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<b>Volcano!</b> p. 4 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read the text.</li> <li>Ask: <i>What is happening in the photo? Where in the text is an eruption described?</i></li> </ul>	<b>Tornado!</b> pp. 6–9 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Take turns reading the article aloud, swapping paragraphs.</li> <li>Look at the map and diagram on page 7.</li> <li>Ask your child to explain how these graphics help him or her understand tornadoes.</li> </ul>	<b>Tornado!</b> pp. 6–9 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Review the article together.</li> <li>Have your child explain the events described on the last page.</li> <li>How are they related? How do the pictures add to the article?</li> </ul>	<b>Water’s Awesome Wonder</b> pp. 10–11 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Have your child read the first four paragraphs aloud.</li> <li>Have your child show you where the author directly states an opinion in paragraph 2.</li> </ul>	<b>Water’s Awesome Wonder</b> pp. 10–13 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Review the first two pages, and then have your child finish the text, reading aloud.</li> <li>Discuss the tone of the article. Is it stiff and formal or is it conversational and informal?</li> </ul>
Week 2	<b>How a Mountain Changes</b> p. 16 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Read the text with your child.</li> <li>Invite your child to tell you the main topic of the article and explain how the photos support it.</li> </ul>	<b>Earth’s Changes</b> pp. 18–20 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read the first two sections aloud.</li> <li>Discuss the author’s tone. Is the language formal or informal and chatty?</li> </ul>	<b>Earth’s Changes</b> pp. 21–23 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Read the next two sections of the text aloud, alternating paragraphs.</li> <li>Ask your child to tell you the main point the author makes in each section.</li> </ul>	<b>Earth’s Changes</b> pp. 18–23 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Review the article, and have your child read the conclusion aloud.</li> <li>Look back at “Tornado!” on pages 6–9. Ask your child what similar points were made about extreme weather in the two texts.</li> </ul>	<b>My Beach</b> p. 26 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read the story aloud.</li> <li>Use people and things mentioned in the story to form possessives. (father’s beach, swimmers’ goggles, beach’s erosion)</li> </ul>
Week 3	<b>Fishing in the Desert</b> p. 29 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Have your child read the story.</li> <li>Ask your child to explain how the story relates to “How a Mountain Changes” on page 16.</li> </ul>	<b>Surf Haven Debates Its Future</b> pp. 30–31 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Have your child read the first two pages aloud.</li> <li>Point out that this is a news article. Ask your child to identify the opinions being expressed.</li> </ul>	<b>Surf Haven Debates Its Future</b> pp. 32–34 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Read the rest of the article, alternating paragraphs.</li> <li>Ask which is a better idea—a nature preserve or the boardwalk.</li> </ul>	<b>Surf Haven Debates Its Future</b> pp. 30–34 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Review the article together, making a list of all the compound words.</li> <li>Then take turns dividing the words into parts.</li> </ul>	<b>Surf Haven Times Opinion Pages</b> pp. 35–37 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Read the three opinion pieces with your child. Identify the points each author makes, and have your child find reasons they give in support.</li> </ul>



Name: \_\_\_\_\_

## Unit 9: Buyers and Sellers



# Daily Take-Home Activity Calendar

Check off each activity as you complete it.

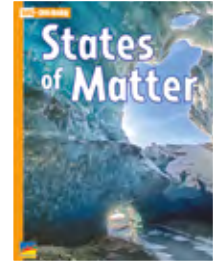
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>	<p><b>Because</b> p. 5 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Take turns reading the poem.</li> <li>As you read, be sure to express the speaker's sense of humor and injustice.</li> </ul>	<p><b>Fresh from the Market</b> <input type="checkbox"/> pp. 6–9</p> <ul style="list-style-type: none"> <li>Read the text aloud, alternating paragraphs with your child.</li> <li>Ask your child why the author wrote the article. What does the author want readers to know?</li> </ul>	<p><b>Fresh from the Market</b> <input type="checkbox"/> pp. 6–9</p> <ul style="list-style-type: none"> <li>Invite your child to read the text aloud.</li> <li>Point to the compound word <b>strawberries</b> on page 6. Brainstorm a list of other compound-word foods. (blueberry, meatloaf)</li> </ul>	<p><b>Goat and Bear in Business</b> <input type="checkbox"/> pp. 10–13</p> <ul style="list-style-type: none"> <li>Read the first page together, assuming the roles of Goat and Bear. Then have your child read the rest of the story.</li> <li>What are the key events in the story?</li> </ul>	<p><b>Goat and Bear in Business</b> <input type="checkbox"/> pp. 10–13</p> <ul style="list-style-type: none"> <li>Review the story, and discuss how the pictures reflect the text.</li> <li>Have your child describe the story's beginning, middle, and end.</li> </ul>
<b>Week 2</b>	<p><b>Juice in Your Glass!</b> <input type="checkbox"/> p. 16</p> <ul style="list-style-type: none"> <li>Invite your child to read the text aloud.</li> <li>Have your child restate the juice-making process, and together visualize the juicing plant.</li> </ul>	<p><b>From Pine Tree to Pizza Box</b> <input type="checkbox"/> pp. 18–20</p> <ul style="list-style-type: none"> <li>Invite your child to read the first three pages aloud.</li> <li>Then work together to outline the cardboard-making process.</li> </ul>	<p><b>From Pine Tree to Pizza Box</b> <input type="checkbox"/> pp. 21–25</p> <ul style="list-style-type: none"> <li>Invite your child to read the rest of the text aloud.</li> <li>Conduct a home search for recycled cardboard items that you use every day.</li> </ul>	<p><b>From Pine Tree to Pizza Box</b> <input type="checkbox"/> pp. 18–25</p> <ul style="list-style-type: none"> <li>Review the text with your child and reread the conclusion together.</li> <li>Then, have your child explain why recycling cardboard is important.</li> </ul>	<p><b>Let's Make Peanut Butter</b> <input type="checkbox"/> p. 26</p> <ul style="list-style-type: none"> <li>Read the text together, making a list of the steps involved in making peanut butter, from planting peanut seeds to stocking stores.</li> </ul>
<b>Week 3</b>	<p><b>Market Day</b> <input type="checkbox"/> p. 28</p> <ul style="list-style-type: none"> <li>Preview the story's punctuation. Point out that sentences with exclamation points must be read enthusiastically.</li> <li>Have your child read the story.</li> </ul>	<p><b>The Paper Dinosaurs</b> <input type="checkbox"/> pp. 30–32</p> <ul style="list-style-type: none"> <li>Read paragraphs 1–7 aloud with your child, alternating paragraphs.</li> <li>Read paragraph 8 together. Make an inference about what will happen next in the story.</li> </ul>	<p><b>The Paper Dinosaurs</b> <input type="checkbox"/> pp. 33–37</p> <ul style="list-style-type: none"> <li>Invite your child to read the rest of the story aloud.</li> <li>Have your child explain how reusing newspaper to make dinosaurs is the same as or different from the recycling described in "From Pine Tree to Pizza Box" on pages 18–25.</li> </ul>	<p><b>The Paper Dinosaurs</b> <input type="checkbox"/> pp. 30–37</p> <ul style="list-style-type: none"> <li>Review the story together, and then search independently for compound words.</li> <li>Keep lists of your compound words—see who finds more!</li> </ul>	<p><b>Our Class Knows!</b> <input type="checkbox"/> p. 38</p> <ul style="list-style-type: none"> <li>Read the story together, and make a list of all the words with silent letters.</li> <li>Then challenge your child to circle the letter combinations with the silent letter.</li> </ul>

Name: \_\_\_\_\_

## Unit 10: States of Matter

# Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p><b>Soap Shapes</b> p. 4 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Read the text aloud with your child.</li> <li>Discuss the question, <i>How can you make something old become new?</i></li> </ul>	<p><b>The Art of Origami</b> pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Read the text aloud together, taking turns reading the numbered steps.</li> <li>Have your child explain how origami is used to change one thing to make a new thing.</li> </ul>	<p><b>The Art of Origami</b> pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Review the text and the folding procedure.</li> <li>Make an origami dog’s face with your child. Discuss how the pictures helped with the task.</li> </ul>	<p><b>Sand Sculpture</b> pp. 10–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Preview the text together, reading the captions and discussing the pictures.</li> <li>Discuss what the text will be about.</li> <li>Then, invite your child to read paragraphs 1 and 2.</li> </ul>	<p><b>Sand Sculpture</b> pp. 10–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Have your child read the text aloud.</li> <li>Point out difficult words like <b>squawking</b>, <b>sculptors</b>, and <b>bottomless</b>.</li> <li>Point out root words and suffixes and discuss their meanings.</li> </ul>
Week 2	<p><b>That’s Cool!</b> p. 17 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Invite your child to read the text aloud.</li> <li>Discuss the steps involved, organize supplies—and then make ice cream!</li> </ul>	<p><b>Changing Matter</b> pp. 18–22 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Read pages 18–22 aloud with your child, alternating paragraphs.</li> <li>Talk about how the pictures on page 18 illustrate the main topic of the text.</li> </ul>	<p><b>Changing Matter</b> pp. 23–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Invite your child to read the rest of the text aloud.</li> <li>Work together to group solids and liquids from your refrigerator.</li> </ul>	<p><b>Changing Matter</b> pp. 18–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Review “Changing Matter” with your child and discuss how the images and captions help make the topic clear.</li> </ul>	<p><b>Sand Becomes Glass!</b> p. 26 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Ask your child to read the letter aloud.</li> <li>Discuss how the word <b>shape</b> becomes <b>shaped</b> and <b>reshaped</b>.</li> </ul>
Week 3	<p><b>Old Faithful</b> p. 28 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Preview the text with your child.</li> <li>Look at the title and the picture.</li> <li>Ask: <i>What is this article going to be about?</i></li> </ul>	<p><b>How Mount Rushmore Was Made</b> pp. 30–32 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Invite your child to read pages 30–32 aloud.</li> <li>Ask what topics are introduced in the text.</li> </ul>	<p><b>How Mount Rushmore Was Made</b> p. 31 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Look at the picture and read paragraph 3.</li> <li>Work with your child to think of a six-story building you both know. That’s how big it is!</li> </ul>	<p><b>How Mount Rushmore Was Made</b> pp. 33–37 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Read the rest of the text aloud.</li> <li>Make a list of the steps the workers had to follow that are described in “Carving the Mountain.”</li> </ul>	<p><b>Beautiful Ice Cities</b> p. 38 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Point out the words <b>colorless</b> and <b>colorful</b> in the text.</li> <li>Write them down, separating the endings from the roots.</li> <li>Search the text for similar words.</li> </ul>