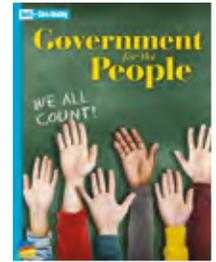


Name: _____

Unit 1: Government for the People

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



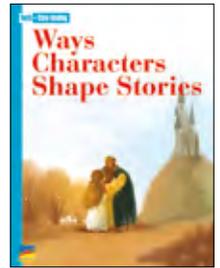
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Working Together pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Discuss the different tasks the volunteers performed. Why was filling sandbags so important? 	<p>Working Together pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Examine the images and captions that accompany the text. What does the map show us? How does the photograph and caption help your understanding of the text? 	<p>Election Day 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 explain the main idea of paragraph 3? (how candidates campaign) Ask: <i>What key details support the main idea?</i> (give speeches; run ads; meet voters) 	<p>Election Day pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Finish reading aloud the selection together, alternating paragraphs. Ask your child to explain the sequence of how African Americans, women, and young people gained the right to vote. 	<p>Robert's Rules of Order p. 10 <input type="checkbox"/></p> <ul style="list-style-type: none"> Get scrap paper and pencils. Set a timer for sixty seconds and see who can find and list the most short vowel sounds on the page.
Week 2	<p>It Is My Right! pp. 12–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the first two pages of the selection. Point to the word suffragists in paragraph 2 and ask your child to look for clues about what that word means. Then take turns making up sentences using the term. 	<p>It Is My Right! pp. 14–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the next four pages together, alternating paragraphs. Ask your child to explain why Rosa Parks refused to move her seat. Discuss how Rosa Parks's actions inspired others. 	<p>It Is My Right! pp. 18–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to complete the selection. Ask your child to explain how Cesar Chavez used peaceful protest to bring about change. Ask: <i>What other examples of peaceful protest are mentioned in this text?</i> 	<p>It Is My Right! pp. 12–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Ask your child to explain the overall message of this text. Ask: <i>How does each section support this message?</i> Ask: <i>What do all these leaders have in common?</i> 	<p>Thomas Paine p. 20 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Work together to find different spelling combinations that result in long a sounds. (became, swayed, raised, vain)
Week 3	<p>Winning the Right to Vote pp. 22–24 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud paragraphs 1–7 of the text. It took many years and many laws to ensure the right to vote for African Americans. Ask: <i>What details in the text support this idea?</i> 	<p>Winning the Right to Vote pp. 24–26 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud paragraphs 8–11 of the text. After reading, ask your child to explain the sequence of events that led to women's right to vote. 	<p>Winning the Right to Vote pp. 26–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> Finish reading aloud the selection together, alternating paragraphs. Point to the word citizens in paragraph 12. Ask your child to find clues that tell what the word citizen means. Discuss how state laws prevented some American citizens from voting. 	<p>Winning the Right to Vote pp. 22–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> Ask your child to explain how time lines and primary source photographs help him or her understand the text. 	<p>One Nation from Many p. 30 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Then search for different spelling combinations that result in long e and long o sounds. (league, told)

Name: _____

Unit 2: Ways Characters Shape Stories

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>The Peasant and the Apple Tree p. 4 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the fable. • Ask your child to explain why the farmer wanted to chop down the tree? • Then discuss what finally changed the farmer's mind. 	<p>The Fox and the Crow p. 5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the fable. • Ask your child to explain the lesson, or moral, of this story. 	<p>The Ballad of John Henry pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the poem together, alternating stanzas. • Explain that this poem is based on a tall tale. • Ask your child to explain how John Henry predicts his own success as well as his demise. 	<p>The Village Blacksmith pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the poem together, alternating stanzas. • Ask your child to look for clues that tell what the word brawny in line 5 means. (strong, muscular) • Then take turns using the term in a sentence. 	<p>Geese for the Queen p. 10 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then have a contest to see who can find the most words with long e sounds on the page (e.g.: geese, queen).
Week 2	<p>The Tale of King Midas pp. 12–14 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the first three pages of the myth together, alternating paragraphs. • Then draw your own satyr, or other mythological creature, together. 	<p>The Tale of King Midas pp. 15–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the next three pages of the myth together. • Then assume the roles of Midas and Dionysus, and do a dramatic reading of the dialogue in paragraphs 10–23. 	<p>The Tale of King Midas pp. 18–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Finish reading the myth together. • Ask your child to recount the story events and discuss how King Midas's character changes over the course of this myth. 	<p>The Tale of King Midas pp. 12–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Ask your child to explain how the old saying "Be careful what you wish for" applies to Midas's character. • Ask your child if Dionysus knew what would happen. 	<p>Theseus and the Minotaur p. 20 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. Then hunt for words with long i sounds. (time, island, eyes)
Week 3	<p>Snow White pp. 22–24 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the first three pages of the folktale together, alternating paragraphs. • Ask your child to describe Ivan and Marie. What character traits do they have? 	<p>Snow White pp. 25–27 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the next three pages of the folktale together, alternating paragraphs. • Ask your child to explain why Snow White has grown quiet and sad. 	<p>Snow White pp. 28–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Finish reading the folktale. • Point to the word reluctantly in paragraphs 20 and 21. • Ask your child to find clues that tell what the word reluctantly means. Then take turns writing sentences using the term. 	<p>Snow White pp. 22–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Ask your child to recount the story events and describe the mood of this folktale. • How do the illustrations add to the mood of the story? 	<p>Paul Bunyan's Big Thirst p. 30 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the tale. • Then take apart the compound word cornfields and define it using its parts. • Hunt for more compound words throughout the text and make drawings to represent the word parts.

Name: _____

Unit 3: Animal Adaptations

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



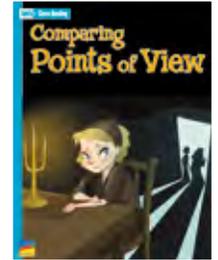
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Animal Disguises pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. Point to the words predators, prey, and camouflage. • Ask your child to look for clues that help them know what each word means. Then discuss how predators and prey use camouflage. 	<p>Animal Disguises pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Examine the images and captions that accompany the text. • Ask your child to explain how each type of camouflage helps the animal blend into its habitat. 	<p>Animals' Tools for Survival pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the selection together, alternating paragraphs. • Ask your child to explain the main idea of the selection and list details that support the main idea. 	<p>Animals' Tools for Survival pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Examine the chart on page 9. • Discuss other animals that you and your child could add to the chart. 	<p>The Remarkable Teeth of a Shark p. 10 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Work together to list the most r-controlled vowel sounds on the page. (e.g.: dark, fork)
Week 2	<p>Fur, Skin, Scales, or Feathers pp. 12–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the first two pages of the selection. • Ask your child to explain how the term suit in paragraph 1 can be used as both a verb and a noun. • Take turns making up sentences using the term in different ways. 	<p>Fur, Skin, Scales, or Feathers pp. 14–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the next four pages of the selection together, alternating paragraphs. • Ask your child to explain the main idea of paragraph 11. 	<p>Fur, Skin, Scales, or Feathers pp. 18–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to complete the selection. • Ask your child to explain how fur, skin, scales, and feathers are similar and different. Discuss what this tells us about living things. 	<p>Fur, Skin, Scales, or Feathers pp. 12–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Ask your child to explain how the photos, charts, and diagrams help them to better understand animal coverings. 	<p>Caterpillar Self-Defense p. 20 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Get scrap paper and pencils. Set a timer for sixty seconds. • See who can find and list the most r-controlled vowel sounds on the page. (e.g.: caterpillar, butterfly)
Week 3	<p>One Body, Many Adaptations pp. 22–24 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the first three pages of the selection together, alternating paragraphs. • Ask your child to find details in the text that support the idea that the octopus has many unique adaptations that help it survive. 	<p>One Body, Many Adaptations pp. 25–26 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together. • Ask your child to explain why the penguin has such a clearly defined black back and a white belly. 	<p>One Body, Many Adaptations pp. 27–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Finish reading aloud the selection together. • Ask your child to find details from the text that support the idea that camels are very fast drinkers. 	<p>One Body, Many Adaptations pp. 22–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Point to the term structural adaptation in paragraph 2. • Ask your child to find clues that tell what the term means. Then make a list of structural adaptations that humans have. 	<p>How the Chameleon Learned to Change Color p. 30 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the tale. • Then draw an illustration together to accompany the story.

Name: _____

Unit 4: Comparing Points of View

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



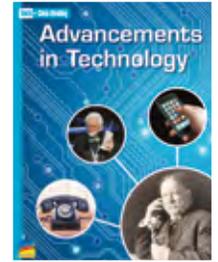
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Cinderella's Very Bad Day pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the selection together, alternating paragraphs. Point to the word kindling in paragraph 2. Ask your child to look for clues that help them know what that word means. (sticks, twigs) 	Cinderella's Very Bad Day pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Ask your child to describe Cinderella's point of view, based on these diary entries. 	Cinderella, Too Much for Words pp. 6–7 <input type="checkbox"/> <ul style="list-style-type: none"> Point out the stage directions in parentheses that appear throughout the script. Then do a dramatic reading of the play together, assuming the roles of Stepmother and Stepsister #1. 	Cinderella, Too Much for Words pp. 8–9 <input type="checkbox"/> <ul style="list-style-type: none"> Do a dramatic reading of the play together, assuming the roles of Stepmother and Stepsister #2. 	Cinderella, Too Much for Words pp. 6–9 <input type="checkbox"/> <ul style="list-style-type: none"> Hunt for descriptive adjectives and use one in a sentence. (e.g.: detestable, delectable)
Week 2	Jack and the Beanstalk pp. 12–13 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the first two pages of the tale together, alternating paragraphs. Ask your child to explain why Jack's mother sent him to bed without any supper. 	Jack and the Beanstalk pp. 14–15 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the next two pages of the tale together. Then assume the roles of the giantess and the giant, and do a dramatic reading of the dialogue in paragraphs 15–17. 	Jack and the Beanstalk pp. 16–19 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the next three pages of the tale together. Ask your child to recount the story events and to explain how Jack's mother feels about the magic beans now. 	Jack and the Beanstalk pp. 12–19 <input type="checkbox"/> <ul style="list-style-type: none"> Discuss the story events. Ask your child to describe the story from the giant's point of view 	The Giant's Complaint p. 20 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Then write an imaginary complaint from the point of view of the goose.
Week 3	The True Jack? pp. 22–23 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the setting and stage direction. Then do a dramatic reading of the first two pages of the play together, assuming the roles of Cow and Host. 	The True Jack? pp. 24–26 <input type="checkbox"/> <ul style="list-style-type: none"> Use expressive voices to do a dramatic reading of the next three pages of the play together. Take turns assuming the roles of Host, Butcher, Cow, and Mom. 	The True Jack? pp. 27–29 <input type="checkbox"/> <ul style="list-style-type: none"> Do a dramatic reading of the final three pages of the play together, assuming the roles of Host, Giantess, and Giant. 	The True Jack? pp. 22–29 <input type="checkbox"/> <ul style="list-style-type: none"> Point to the word impulsive on page 25. Ask your child to find clues that tell what the word means. 	The Beanstalk Experiment p. 30 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Then hunt for words with an ea vowel team pattern.

Name: _____

Unit 5: Advancements in Technology

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



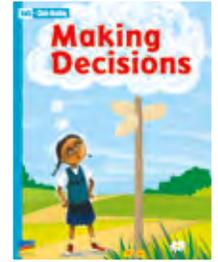
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Alexander Graham Bell: "It Talks!" pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Draw pictures to illustrate Emperor Pedro II's reaction to the telephone at the World's Fair. 	Alexander Graham Bell: "It Talks!" pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> Examine the pages from Bell's journal. Ask your child to explain what we can learn from looking at historical documents like this. 	From Telephone to FaceTime pp. 6–7 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the first two pages of the selection together, alternating paragraphs. Ask your child to explain why people were reluctant to use the phone at first. 	From Telephone to FaceTime pp. 8–9 <input type="checkbox"/> <ul style="list-style-type: none"> Finish reading aloud the selection together, alternating paragraphs. Ask your child to use the time line to explain the history of the telephone. 	The Longest Wire p. 10 <input type="checkbox"/> <ul style="list-style-type: none"> Get scrap paper and pencils. Set a timer for sixty seconds. See who can find and list the most words with a long VCe vowel pattern on the page.
Week 2	Thomas Edison: "It Sings!" pp. 12–13 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the first two pages of the selection together, alternating paragraphs. Ask your child to explain why curiosity is a helpful trait for an inventor. 	Thomas Edison: "It Sings!" pp. 14–15 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the next two pages together, alternating paragraphs. Then practice tapping out each other's names using the Morse Code on page 14. 	Thomas Edison: "It Sings!" pp. 16–19 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to complete the selection. Ask your child to explain how recording voices and music with a phonograph changed people's daily lives. 	Thomas Edison: "It Sings!" pp. 12–19 <input type="checkbox"/> <ul style="list-style-type: none"> Look at the chart on page 19 and then ask your child to draw his or her favorite invention. 	George Eastman and the Kodak Camera p. 20 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Then look through a print or digital photo album together. Discuss why photographs are an important medium.
Week 3	From Phonograph to Playlist pp. 22–23 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the beginning of the selection together, alternating paragraphs. Point to the word phonograph in paragraph 4. Ask your child to find clues that tell what the word means. 	From Phonograph to Playlist pp. 24–25 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the next two pages of the selection together, alternating paragraphs. Ask your child to explain how the need for improving ideas can lead to new technology and products. 	From Phonograph to Playlist pp. 26–27 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the next two pages of the selection together, alternating paragraphs. Ask your child to explain what cylinders, cassettes, and discs all have in common. 	From Phonograph to Playlist pp. 28–29 <input type="checkbox"/> <ul style="list-style-type: none"> Finish reading aloud the selection together, alternating paragraphs. Ask your child to explain how time lines and primary source photographs help him or her understand the text. 	From Snapshots to Selfies p. 30 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Work together to make a time line of your child's favorite type of technology.

Name: _____

Unit 6: Making Decisions

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



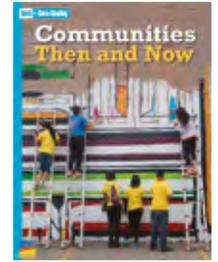
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>The Fox and the Geese <input type="checkbox"/></p> <p>pp. 4–5</p> <ul style="list-style-type: none"> • Invite your child to read aloud the fable. • Then read it again together, doing a dramatic reading, assuming the parts of the fox and the geese. 	<p>The Fox and the Geese <input type="checkbox"/></p> <p>pp. 4–5</p> <ul style="list-style-type: none"> • Write a song that the geese could sing to the fox when they get tired of singing “Ga, Ga, Ga.” Sing the song together. 	<p>The Three Spinsters <input type="checkbox"/></p> <p>pp. 6–7</p> <ul style="list-style-type: none"> • Read aloud the first two pages of the tale together, alternating paragraphs. • Point to the word spin in paragraph 1 and ask your child to explain what the word spin means in this story. 	<p>The Three Spinsters <input type="checkbox"/></p> <p>pp. 8–9</p> <ul style="list-style-type: none"> • Finish reading the tale together. • Then draw an illustration of the three spinsters together. 	<p>The Incredible Goose <input type="checkbox"/></p> <p>p. 10</p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then have a contest to see who can find the most irregular plurals. (e.g.: geese, sheep, police)
Week 2	<p>Doctor Knowall <input type="checkbox"/></p> <p>pp. 12–13</p> <ul style="list-style-type: none"> • Read aloud the first two pages of the fable together, alternating paragraphs. • Then ask your child to describe the setting. 	<p>Doctor Knowall <input type="checkbox"/></p> <p>pp. 14–16</p> <ul style="list-style-type: none"> • Continue reading the fable together. • Do a dramatic reading, assuming the roles of the servant-thief and Doctor Knowall. 	<p>Doctor Knowall <input type="checkbox"/></p> <p>pp. 17–19</p> <ul style="list-style-type: none"> • Finish reading the fable together. • Ask your child to explain how luck and coincidence play a role in Dr. Knowall’s success. 	<p>Doctor Knowall <input type="checkbox"/></p> <p>pp. 12–19</p> <ul style="list-style-type: none"> • Think about the fable. • Ask your child to explain what the lesson, or moral, of this story is. 	<p>The Kid and the Wolf <input type="checkbox"/></p> <p>p. 20</p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then draw a picture together to illustrate the story.
Week 3	<p>The Wolf and the Fox <input type="checkbox"/></p> <p>pp. 22–23</p> <ul style="list-style-type: none"> • Read aloud the first two pages of the folktale together, alternating paragraphs. • Then practice growling, grunting, and grimacing. 	<p>The Wolf and the Fox <input type="checkbox"/></p> <p>pp. 24–25</p> <ul style="list-style-type: none"> • Read aloud the next two pages of the folktale together, alternating paragraphs. • Then search for examples of alliteration (snooped, sniffed) in the story. 	<p>The Wolf and the Fox <input type="checkbox"/></p> <p>pp. 26–29</p> <ul style="list-style-type: none"> • Finish reading the folktale. Point to the word glutton in paragraph 21. • Ask your child to find clues that tell what the word glutton means. • Then take turns writing sentences using the term. 	<p>The Wolf and the Fox <input type="checkbox"/></p> <p>pp. 22–29</p> <ul style="list-style-type: none"> • Ask your child to recount the story events and describe how Fox feels now. 	<p>Canine Cousins <input type="checkbox"/></p> <p>p. 30</p> <ul style="list-style-type: none"> • Invite your child to read aloud the tall tale. • Then hunt for words with ou spelling combinations.

Name: _____

Unit 7: Communities Then and Now

Daily Take-Home Activity Calendar

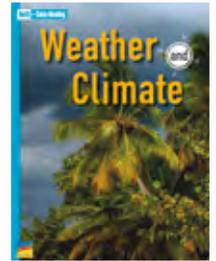
Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Exploring My Community pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Discuss what the map, photos, and captions tell you about St. Augustine. 	<p>Exploring My Community pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Find your community on a map and draw a picture that shows what makes your community unique. 	<p>A New Life in Vermont pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the first the selection together, alternating paragraphs. Ask your child to describe some of the ways life in a farmhouse in Vermont may be different from life in the city. 	<p>A New Life in Vermont pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Draw or cut out images and make a collage of scenes of city life and country life. How are they different? How are they the same? 	<p>The Mission District p. 10 <input type="checkbox"/></p> <ul style="list-style-type: none"> Get scrap paper and pencils. Set a timer for sixty seconds. See who can find and list the most words with -er and -or endings.
Week 2	<p>All Kinds of Communities 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. Ask your child to describe his or her own community. 	<p>All Kinds of Communities 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. Ask your child to design a flag to represent Farmersville, Texas. 	<p>All Kinds of Communities pp. 16–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the next two pages of the selection together. Think of a list of other nicknames for St. Louis, Missouri, in addition to St. Louie. 	<p>All Kinds of Communities 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 maps, photos, and graphs support the information in the text. 	<p>The Levi Coffin House p. 20 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Then discuss how the Underground Railroad was its own community.
Week 3	<p>Sarah and the Chickens pp. 22–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the first four pages of the selection together, alternating paragraphs. Point to the word whickering in paragraph 4. Work together to find the word in the dictionary and understand what the word whickering means. 	<p>Sarah and the Chickens pp. 26–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the next four pages of the selection together. Then do a dramatic reading of the selection, assuming the roles of Sarah and Maggie. 	<p>Sarah and the Chickens pp. 22–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the text. Ask your child to explain what the community on the prairie is like. 	<p>Sarah and the Chickens pp. 28–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> Discuss a scene that was particularly memorable from the selection. Have your child do a drawing to illustrate the scene. 	<p>Wind and Wildflowers p. 30 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Work together to find clues and determine the meaning of the word sod. Then look online to find out what a sod house looks like.

Name: _____

Unit 8: Weather and Climate



Daily Take-Home Activity Calendar

Check off each activity as you complete it.

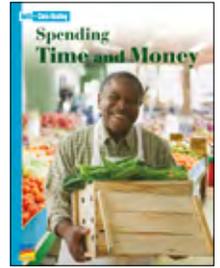
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Fairweather Clouds pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the poem. Discuss what the sky and weather was like today where you live. • Ask your child to write a poem about the day's weather. 	<p>Earth's Weather and Climate 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 explain the difference between weather and climate. 	<p>Earth's Weather and Climate pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to complete the selection. • Ask your child to explain how the maps, charts, and labeled photographs help the reader understand the text. 	<p>Earth's Weather and Climate pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Examine the chart on page 7. • Then use a newspaper or go online to find a temperature and precipitation chart for your community. 	<p>Blizzard Alert! p. 10 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then have a contest to see who can think of more words with a soft c. (e.g.: face, rice)
Week 2	<p>Water Sky pp. 12–14 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the first three pages of the selection. Point to the word perpetually in paragraph 10. • Look up the term in using a print or online dictionary and then take turns making up sentences using the term. 	<p>Water Sky pp. 15–16 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together, alternating paragraphs. • Ask your child to explain why Lincoln is nervous and tries to quell the panic rising in him. 	<p>Water Sky pp. 17–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to complete the selection. • Then together, perform a dramatic reading, assuming the roles of Lincoln and Kusiq. 	<p>Water Sky pp. 12–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Ask your child to explain how the footnotes help the reader to better understand the story. 	<p>How Indian Summer Begun p. 20 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Get scrap paper and pencils. Set a timer for sixty seconds. • See who can find and list the most words with soft g sounds. (e.g.: gentle, page)
Week 3	<p>The Tropical Rain Belt pp. 22–23 <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 find details in the text that support the idea that the tropics have a warm and wet climate. 	<p>The Tropical Rain Belt pp. 24–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together. • Ask your child to explain what causes the tropical rain belt, also known as the ITCZ. 	<p>The Tropical Rain Belt pp. 26–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Finish reading aloud the selection together. • Ask your child to explain the effects of the ITCZ. 	<p>The Tropical Rain Belt pp. 22–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Look at the graph on page 27. • Which city in Nigeria gets more annual rainfall, Lagos or Kano? 	<p>Predicting Hurricanes p. 30 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then go to your local library or online to visit NOAA.org and learn more about hurricanes.

Name: _____

Unit 9: Spending Time and Money

Daily Take-Home Activity Calendar

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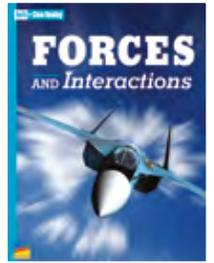
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Ben Franklin's "Two Cents" p. 4 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the advice. • Then choose one saying to illustrate together. 	<p>Let It Grow pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the first two pages of the selection together, alternating paragraphs. • Point to the word produce in paragraph 2 and ask your child to find clues that tell what the term produce means in this text. 	<p>Let It Grow pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to complete the selection. • Make a list of all of the benefits of a farmers' market. 	<p>Let It Grow pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Go online and find out about a farmers' market near your community and plan a visit there. 	<p>The Milkmaid p. 10 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the fable. • Then hunt for words with the ending -ful. • Then make a list of as many words as you can think of that end in -ful.
Week 2	<p>Lazy Harry pp. 12–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the beginning of the selection together, alternating paragraphs. • Ask your child to explain Harry's dilemma, or problem. 	<p>Lazy Harry pp. 12–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Ask your child to explain the meaning of "Birds of a feather flock together" in paragraph 6. • What does this tell you about Harry's future wife? 	<p>Lazy Harry pp. 16–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Complete reading the selection together. • Then explain how Harry and Trina decided to use their resources. 	<p>Lazy Harry pp. 12–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Ask your child to explain the moral, or the lesson, of this fable. 	<p>Two Foolish Brothers p. 20 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Get scrap paper and pencils. • Set a timer for sixty seconds and see who can find and list the most words that begin with the prefix un-.
Week 3	<p>From Fruit to Jam pp. 22–23 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the first two pages of the selection together, alternating paragraphs. • Then go online and find out which regions grow the most oranges in the United States. 	<p>From Fruit to Jam pp. 24–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together. • Then look up recipes for making homemade marmalade and plan a time to make it. 	<p>From Fruit to Jam pp. 26–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Finish reading aloud the selection together. • Ask your child to design a label for their favorite type of jam or marmalade. 	<p>From Fruit to Jam pp. 22–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Look at the diagram on page 29. • Then illustrate the steps in the process of how oranges are made into marmalade. 	<p>Where Do You Get Your Produce? p. 30 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then make a list of your favorite fruits and vegetables.

Name: _____

Unit 10: Forces and Interactions

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	The Swing p. 4 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the poem. • Discuss what other things swing in a back-and-forth or up-and-down motion. 	What Makes Things Move? pp. 6–7 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the first two pages of the selection together, alternating paragraphs. • Practice throwing or kicking a ball. 	What Makes Things Move? pp. 8–9 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to complete the selection. • Then work together to build the pendulum. 	What Makes Things Move? pp. 6–9 <input type="checkbox"/> <ul style="list-style-type: none"> • Complete the experiment by testing the pendulum, recording your predictions and the results of its movement. 	The Tortoise and the Hare p. 10 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then have a contest to see who can think of more compound words. (e.g.: firefighter, doorknob)
Week 2	The Great Tug-of-War pp. 12–14 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the first three pages of the selection together, alternating paragraphs. • Then do a dramatic reading, assuming the roles of Mmutla and Tlou. 	The Great Tug-of-War pp. 15–16 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the next two pages together, alternating paragraphs. • Then do a dramatic reading, assuming the roles of Mmutla and Kubu. 	The Great Tug-of-War pp. 17–19 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to complete the selection. • Do a dramatic reading, assuming the roles of Mmutla, Tlou, and Kubu. • Practice whistling like Mmutla. 	The Great Tug-of-War pp. 12–19 <input type="checkbox"/> <ul style="list-style-type: none"> • Discuss your child’s favorite part of the story and then ask your child to draw an illustration for that scene. 	The Merchant’s Donkey p. 20 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Get scrap paper and pencils. Set a timer for sixty seconds. • See who can find and list the most words ending with -ness.
Week 3	Investigate Magnetism pp. 22–24 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the first three pages of the selection together, alternating paragraphs. • Then follow the steps on page 24 to magnetize a steel needle. 	Investigate Magnetism pp. 25–26 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together. • Ask your child to explain when and how magnetic rocks were first discovered. 	Investigate Magnetism pp. 27–29 <input type="checkbox"/> <ul style="list-style-type: none"> • Finish reading the selection together. • Work together to complete the experiment on page 27. 	Investigate Magnetism pp. 22–29 <input type="checkbox"/> <ul style="list-style-type: none"> • Read the experiment on static electricity on page 29. • Then use a balloon to complete the experiment. 	Why Didn’t I Think of That? p. 30 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then design your own invention.