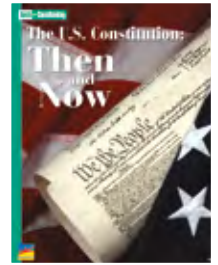


Name: _____

Unit 1: The U.S. Constitution: Then and Now

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Creating the Constitution <input type="checkbox"/> pp. 4–5 • Invite your child to read aloud the selection. • Discuss how the United States Constitution has impacted the world.	Creating the Constitution <input type="checkbox"/> pp. 4–5 • Look up the Bill of Rights online and read the first ten amendments of the U.S. Constitution together. • Then quiz one another on each amendment.	Voting Rights Act Address <input type="checkbox"/> pp. 6–9 • Read aloud the selection together, alternating paragraphs. • Ask your child to explain why it was important for President Lyndon Johnson to make this speech in 1965.	Voting Rights Act Address <input type="checkbox"/> pp. 7–9 • Invite your child to do a dramatic reading of the speech, reading it as if she or he were president of the United States.	Susan B. Anthony p. 10 <input type="checkbox"/> • Get scrap paper and pencils. Set a timer for sixty seconds. • See who can find and list the most short vowel sounds on the page.
Week 2	The Dred Scott Decision <input type="checkbox"/> pp. 12–13 • Invite your child to read aloud the first two pages of the selection. • Point out the word secession in paragraph 3. • Ask your child to look for clues that help him or her know what that word means. • Then take turns making up sentences using the term.	The Dred Scott Decision <input type="checkbox"/> pp. 14–17 • Read aloud the next four pages of the selection together, alternating paragraphs. • Ask your child to explain the basis of the Dred Scott case. • Ask: <i>What was the argument for each side based on?</i>	The Dred Scott Decision <input type="checkbox"/> pp. 18–19 • Invite your child to complete the selection. • Ask your child to explain the final decision in the Dred Scott case and how Scott eventually earned his freedom.	The Dred Scott Decision <input type="checkbox"/> pp. 12–19 • Reflect on the text. • Discuss what the effects, or ramifications, of the Dred Scott case were on American history and the United States Constitution.	Mrs. Stowe and the President p. 20 <input type="checkbox"/> • Invite your child to read aloud the selection. • Ask: <i>What did Lincoln mean when he said that Stowe's book "made this great war"?</i>
Week 3	Liberty Medal Acceptance Speech <input type="checkbox"/> pp. 22–25 • Invite your child to read aloud the first four pages of the selection. • Ask your child to explain how Marshall's use of real-life examples makes the ideas and concepts in his speech "concrete" for his audience. • Cite evidence from the text.	Liberty Medal Acceptance Speech <input type="checkbox"/> pp. 26–29 • Finish reading the text together, alternating paragraphs. • After reading, ask your child to explain what Marshall meant when he said, "We cannot play ostrich." (paragraph 10)	Liberty Medal Acceptance Speech <input type="checkbox"/> pp. 22–29 • Ask: <i>What was the purpose of Marshall's historic speech? What was he hoping to persuade his audience to do?</i> • Take turns reading doing a dramatic reading of selected passages from the speech aloud with feeling and expression.	Liberty Medal Acceptance Speech <input type="checkbox"/> pp. 22–29 • Reflect on the text. • Ask your child to write a short paragraph about how the sidebars and primary source photographs help him or her better understand the context of this speech.	The Presidential Medal of Freedom p. 30 <input type="checkbox"/> • Invite your child to read aloud the selection. • Then do a search online or at your local library for a complete list of recipients of the Presidential Medal of Freedom.

Name: _____

Unit 2: Developing Characters' Relationships

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Becky Returns pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the selection together, alternating paragraphs. Ask your child to explain who Becky is. Ask: <i>How is she related to the judge?</i> 	<p>Becky Returns pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Ask your child to compare and contrast Becky and Tom. Ask: <i>Who is more persuasive?</i> 	<p>Games in the Woods pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the selection together, alternating paragraphs. Discuss how Tom and Joe find a compromise during their game. Ask: <i>What does this tell you about these two characters?</i> 	<p>Games in the Woods pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Do a dramatic reading of the dialogue, assuming the roles of Tom and Joe. Ask: <i>How does the language the boys use from Robin Hood compare with how they typically speak to one another?</i> 	<p>City Kid, Country Kid p. 10 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Then look for phrases that describe an ongoing action in the past (e.g.: was volunteering).
Week 2	<p>Camp-Life 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. Discuss how Tom, Joe, and Huck must be feeling on their adventure. 	<p>Camp-Life pp. 12–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the first four pages of the selection together, alternating paragraphs. Then discuss the mood, and how the mood changes as the story progresses. 	<p>Camp-Life pp. 16–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Finish reading the selection together. Ask: <i>Who has drowned?</i> 	<p>Camp-Life pp. 12–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Reflect on the excerpts “Becky Returns,” “Games in the Woods,” and “Camp-Life.” Then discuss Tom Sawyer’s character. Ask: <i>What is Tom Sawyer like?</i> 	<p>All Together Now! p. 20 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Then work with your child to design and sketch a mural about the importance of cooperation in your home.
Week 3	<p>Tom’s Secret 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. Point out the word attrition on page 24. Use a print or online dictionary to find the definition of the term that makes the most sense in this instance. 	<p>Tom’s Secret pp. 25–26 <input type="checkbox"/></p> <ul style="list-style-type: none"> Do a dramatic reading of the dialogue, assuming the roles of Tom and Huck. Discuss how dreams can sometimes seem real, and vice versa. 	<p>Tom’s Secret pp. 27–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> Finish reading the selection together. Ask: <i>What has Tom persuaded Huck to do? Where else have we seen Tom persuade others?</i> 	<p>Tom’s Secret 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 selection. How does it compare to the other excerpts from <i>The Adventures of Tom Sawyer</i>? 	<p>Twain and Tom p. 30 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the text. Then ask your child to find text evidence that supports the idea that Tom Sawyer is based on Samuel Clemens’s childhood.

Name: _____

Unit 3: Cultivating Natural Resources



Daily Take-Home Activity Calendar

Check off each activity as you complete it.

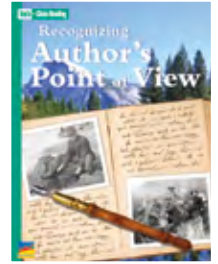
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>The Structure of a Corn Plant pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Ask: <i>Where did the corn plant originate and how did it become a major food source for North America?</i> 	<p>The Structure of a Corn Plant 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 the diagram supports the text. 	<p>The Past and Future of a Crop 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 meaning of the term photosynthesis. • Ask: <i>How does the diagram support your understanding of the term?</i> 	<p>The Past and Future of a Crop p. 8 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the next page of the selection. • Discuss the key points that support this author's argument. 	<p>The Past and Future of a Crop p. 9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the last page of the selection. • Discuss the key points that support this author's argument. • Ask: <i>Which argument is more persuasive? Why?</i>
Week 2	<p>A Short History of a Special Plant pp. 12–14 <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 explain what the "Three Sisters" planting method refers to. 	<p>A Short History of a Special Plant 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 use the maps to decipher which states produce the most corn in the "Corn Belt." 	<p>A Short History of a Special Plant pp. 17–18 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the next two pages of the selection. • Ask your child to explain the pros and cons of corn production in the United States. 	<p>A Short History of a Special Plant p. 19 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Ask your child to read aloud the procedural text. • Then work together to plan and plant a window box garden of your own making. 	<p>The Union of Corn and Bean p. 20 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Ask: <i>What is the purpose of this pourquoi tale? How might a tale like this have been used to teach agriculture in the past?</i>
Week 3	<p>The Science of Growing Food pp. 22–23 <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 the author's point of view. • Ask: <i>How you tell?</i> 	<p>The Science of Growing Food pp. 24–26 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the next three pages of the selection. • Ask your child to find facts and details in the text that support the author's point of view. 	<p>The Science of Growing Food pp. 26–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Finish reading aloud the selection together, alternating paragraphs. • Ask your child to explain this author's point of view. • Ask: <i>How can you tell? Find facts and details in the text that support this point of view.</i> 	<p>The Science of Growing Food pp. 22–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Point to the term diversity in paragraph 20. • Ask: <i>According to the text, why is plant diversity important for healthy soil? Why is healthy soil important?</i> 	<p>The World's Only Corn Palace p. 30 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Draw illustrations of what each of you imagine the corn palace to look like. • Then go online to look at actual pictures of the Corn Palace.

Name: _____

Unit 4: Recognizing Author's Point of View

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>I Hear America Singing <input type="checkbox"/> p. 4</p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Work together to write a new stanza that you would like to add to this poem. 	<p>I, Too <input type="checkbox"/> p. 5</p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Discuss the poem. • Ask: <i>How does this poem make you feel? What do you think about when reading this poem?</i> 	<p>Gold Country <input type="checkbox"/> pp. 6–7</p> <ul style="list-style-type: none"> • Read aloud the first journal entry together, alternating paragraphs. • Ask: <i>Who is the narrator of this journal? How can you tell?</i> 	<p>Gold Country <input type="checkbox"/> pp. 8–9</p> <ul style="list-style-type: none"> • Read aloud the next journal entry together, alternating paragraphs. • Encourage your child to draw a picture that illustrates a moment in this text. 	<p>Annie's New Homeland <input type="checkbox"/> p. 10</p> <ul style="list-style-type: none"> • Hunt for descriptive verbs and use one in a sentence (e.g.: gaped, shuddered).
Week 2	<p>Justice in Eatonville <input type="checkbox"/> pp. 12–13</p> <ul style="list-style-type: none"> • Read aloud the first two pages of the selection together, alternating paragraphs. • Ask your child to explain what the phrase "right as rain" means in paragraph 4. 	<p>Justice in Eatonville <input type="checkbox"/> pp. 14–16</p> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together. • Then assume the roles of Mr. Clarke, the narrator (Carrie), and Zora, and do a dramatic reading of the dialogue in paragraphs 16–23. 	<p>Justice in Eatonville <input type="checkbox"/> pp. 16–19</p> <ul style="list-style-type: none"> • Finish reading the selection together. • Ask your child to recount the story events and to explain how Carrie's perspective affects the information told in the story. • Ask: <i>How might the story be different if Mr. Clarke were the narrator?</i> 	<p>Justice in Eatonville <input type="checkbox"/> pp. 12–19</p> <ul style="list-style-type: none"> • Discuss the story events. • Ask: <i>What is the point of the story Mr. Clarke tells about Mr. Pendir and Gold?</i> 	<p>Zora Neale Hurston <input type="checkbox"/> p. 20</p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then go online or to your local library to learn more about the acclaimed author Zora Neale Hurston and her books.
Week 3	<p>Asparagus <input type="checkbox"/> pp. 22–24</p> <ul style="list-style-type: none"> • Read aloud the introduction. • Then invite your child to read aloud paragraphs 1–14 of the selection. • Ask your child to explain the meaning of the terms tortilla and comal. 	<p>Asparagus <input type="checkbox"/> pp. 24–26</p> <ul style="list-style-type: none"> • Read aloud the next three pages of the selection together. • Then do a dramatic reading, assuming the roles of Miguel and Esperanza. 	<p>Asparagus <input type="checkbox"/> pp. 27–29</p> <ul style="list-style-type: none"> • Finish reading the selection together. • Then do a dramatic reading, assuming the roles of Esperanza and Miguel. 	<p>Asparagus <input type="checkbox"/> pp. 22–29</p> <ul style="list-style-type: none"> • Discuss the selection. • Ask: <i>Why did Miguel leave? Why does Esperanza now feel ashamed and sad about his leaving?</i> 	<p>British English and Me <input type="checkbox"/> p. 30</p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then make a list of other multiple-meaning words you have encountered that have one meaning where you live and another meaning in a different place/country.

Name: _____

Unit 5: Technology's Impact on Society



Daily Take-Home Activity Calendar

Check off each activity as you complete it.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Technology and The Lowell Mill Girls pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Discuss how life might have changed for many young women as they left the country and moved to cities to work in factories. 	<p>Technology and The Lowell Mill Girls p. 5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Point out the word looms in line 2 and 18. • Use a print or online dictionary to find the definition of the term that makes the most sense in this poem. 	<p>Eli Whitney's Cotton Gin pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read the first two pages of the selection together, alternating paragraphs. • Ask: <i>What problem did Whitney hope to solve with the cotton gin?</i> 	<p>Eli Whitney's Cotton Gin pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Finish reading aloud the selection together, alternating paragraphs. • Ask: <i>Along with the cotton gin, what other factors allowed for the growth of the cotton industry?</i> 	<p>Eli Whitney's Cotton Gin pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Discuss the map, graph, time line, images, and other graphic features in this selection. • Ask: <i>What information does each graphic feature show you?</i>
Week 2	<p>Poems of the Industrial Age pp. 12–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the introduction and first two stanzas of the poem together. • Ask your child to explain who the speaker is in Kipling's poem "The Secret of the Machines." 	<p>Poems of the Industrial Age pp. 13–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Finish reading Kipling's poem "The Secret of the Machines" together, alternating stanzas. • Then discuss the point of the poem. Ask: <i>What does the poet want us to think about when we read this poem?</i> 	<p>Poems of the Industrial Age pp. 16–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the introduction and first four stanzas of the poem together. • Ask your child to draw or look up pictures of his or her favorite skyscraper. 	<p>Poems of the Industrial Age pp. 18–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Finish reading Sandburg's poem "Skyscraper" together, alternating stanzas. • Then discuss the imagery of the poem. • Ask: <i>What do you see in your mind's eye when you read this poem?</i> 	<p>Poems of the Industrial Age pp. 12–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Discuss the two poems and compare and contrast their subjects, theme, mood, and structure. • Ask: <i>How are they alike? How are they different?</i>
Week 3	<p>The Making of the Industrial Age pp. 22–24 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the beginning of the selection together, alternating paragraphs. • Point to the word hydropowered in paragraph 6. • Ask your child to find clues that tell what the word means. 	<p>The Making of the Industrial Age pp. 25–26 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together, alternating paragraphs. • Ask: <i>How did coal help fuel the industrial revolution? In what ways do we still rely on coal today?</i> 	<p>The Making of the Industrial Age p. 27 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud page 27 of the selection together, alternating paragraphs. • Then work together to make a list of things that are made from steel. • Ask: <i>How did steel change what we build and the way we build it?</i> 	<p>The Making of the Industrial Age pp. 28–29 <input type="checkbox"/></p> <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 them understand the text. 	<p>Samuel Morse: Inventor and Artist p. 30 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Go online or to your local library to look up the Morse Code alphabet. • Then tap messages to each other using Morse Code.

Name: _____

Unit 6: Up Against the Wild

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



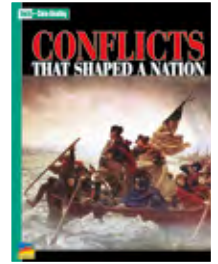
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Androcles and the Lion <input type="checkbox"/> pp. 4–5 <ul style="list-style-type: none"> • Invite your child to read aloud the fable. • Point out the word ravenous in paragraph 3. • Then ask your child to find clues to what the word means and take turns using the word in a sentence. 	Androcles and the Lion <input type="checkbox"/> pp. 4–5 <ul style="list-style-type: none"> • Revisit the fable. • Ask: <i>What is the moral of this story? (One good deed deserves another/ Gratitude is noble.)</i> 	Brushfire! <input type="checkbox"/> pp. 6–7 <ul style="list-style-type: none"> • Do a dramatic reading of the first two pages of the play together, assuming the roles of Ed, Meg, and Jack. 	Brushfire! <input type="checkbox"/> pp. 8–9 <ul style="list-style-type: none"> • Finish reading the play together. • Do a dramatic reading assuming the roles of Ed, Meg, Jack, and Mike. 	Brushfire! <input type="checkbox"/> pp. 8–9 <ul style="list-style-type: none"> • Ask: <i>Will Ed leave? Or stay behind?</i> • Work together to decide what happens next and then write an ending to the play “Brushfire!”
Week 2	The Law of Club and Fang <input type="checkbox"/> pp. 12–13 <ul style="list-style-type: none"> • Read aloud the first two pages of the excerpt together, alternating paragraphs. • Point out the word vicarious in paragraph 2. • Then ask your child to find clues to what the word means and take turns using the word in a sentence. 	The Law of Club and Fang <input type="checkbox"/> pp. 14–15 <ul style="list-style-type: none"> • Continue reading the story together. • Ask your child to explain how the footnotes and illustrations help support his or her understanding of the story. 	The Law of Club and Fang <input type="checkbox"/> pp. 16–17 <ul style="list-style-type: none"> • Continue reading the story together. • Point out the word tuition in paragraph 9. • Find clues and use a print or online dictionary to understand the meaning of the term in this instance. 	The Law of Club and Fang <input type="checkbox"/> pp. 18–19 <ul style="list-style-type: none"> • Finish reading the excerpt together. • Ask your child to explain how Buck learns to adapt to his new surroundings. • If your child is interested in reading more of <i>The Call of the Wild</i>, go to your local library. 	Gold Rush! p. 20 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then ask your child to describe the setting or draw a picture to illustrate the story.
Week 3	Julie Fights for Survival <input type="checkbox"/> pp. 22–23 <ul style="list-style-type: none"> • Read aloud the first two pages of the excerpt together, alternating paragraphs. • Ask: <i>Who is Jello? What elements in the text help us to understand who this character is?</i> 	Julie Fights for Survival <input type="checkbox"/> pp. 24–25 <ul style="list-style-type: none"> • Read aloud the next two pages of the excerpt together, alternating paragraphs. • Then ask your child to describe the setting and how the character is feeling. 	Julie Fights for Survival <input type="checkbox"/> pp. 26–27 <ul style="list-style-type: none"> • Continue reading the excerpt. • Ask your child to find evidence that shows that Julie is determined to survive. 	Julie Fights for Survival <input type="checkbox"/> pp. 28–29 <ul style="list-style-type: none"> • Finish reading the excerpt together. • Then ask your child to compare and contrast Julie with Buck from last week’s selection: “The Law of Club and Fang.” • Ask: <i>How are they similar? How are they different?</i> 	Survival in the Arctic <input type="checkbox"/> p. 30 <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then think of another wild habitat in a different climate that you would like to visit. • Write a checklist for what you might need to survive in that climate.

Name: _____

Unit 7: Conflicts That Shaped a Nation

Daily Take-Home Activity Calendar

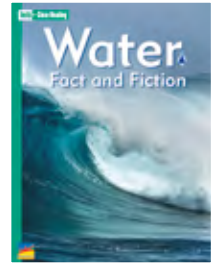
Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Yankee Doodle Boy <input type="checkbox"/></p> <p>pp. 4–5</p> <ul style="list-style-type: none"> • Read aloud the selection together, alternating paragraphs. • Ask your child to then use a print or online dictionary to look up the meaning of any unknown vocabulary words. 	<p>Yankee Doodle Boy <input type="checkbox"/></p> <p>pp. 4–5</p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then go online or to your local library to look at a map of the Battle of Yorktown, 1781. 	<p>Road to Revolution <input type="checkbox"/></p> <p>pp. 6–7</p> <ul style="list-style-type: none"> • Read aloud the first two pages of the selection together, alternating paragraphs. • Encourage your child to draw illustrations or find images online to illustrate items on the time line. 	<p>Road to Revolution <input type="checkbox"/></p> <p>pp. 8–9</p> <ul style="list-style-type: none"> • Finish reading the selection together. • Do a dramatic reading of Washington’s and Henry’s speeches. • Ask: <i>How were the speeches alike? How were they different?</i> 	<p>Deborah Sampson, Revolutionary Soldier <input type="checkbox"/></p> <p>p. 10</p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then go online or to your local library to learn more about women who serve in the U.S. military.
Week 2	<p>The Nation at War <input type="checkbox"/></p> <p>pp. 12–13</p> <ul style="list-style-type: none"> • Read aloud the first two pages of the selection together, alternating paragraphs. • After reading the firsthand accounts on page 13, write a short poem together, responding to these soldiers’ experiences. 	<p>The Nation at War <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. • Search your local library or online to find a map of the battles of the American Revolution. • Learn more about battles near where you live or in places where you might like to visit. 	<p>The Nation at War <input type="checkbox"/></p> <p>pp. 16–17</p> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together. • Do a dramatic reading of the Gettysburg Address. • Ask: <i>What was Lincoln saying in this historic speech?</i> 	<p>The Nation at War <input type="checkbox"/></p> <p>pp. 18–19</p> <ul style="list-style-type: none"> • Finish reading aloud the selection together. • Use a print or online newspaper to learn more about current wars around the globe. 	<p>Two Letters from Boston, Massachusetts—1775 <input type="checkbox"/></p> <p>p. 20</p> <ul style="list-style-type: none"> • Have you and your child each read aloud a letter from the selection. • Then discuss the types of hardships that are endured during war.
Week 3	<p>The Youth in Battle <input type="checkbox"/></p> <p>pp. 22–26</p> <ul style="list-style-type: none"> • Read aloud the first five pages of the excerpt together, alternating paragraphs. • Ask: <i>What is being described in this scene?</i> 	<p>The Youth in Battle <input type="checkbox"/></p> <p>pp. 22–26</p> <ul style="list-style-type: none"> • Review the text. • Point to the word amputated on page 26. Ask your child to find clues to what the word means in this instance. • Ask: <i>How is it different from other uses of the word? How is it similar? Why do you think the author chose this word for this scene?</i> 	<p>The Youth in Battle <input type="checkbox"/></p> <p>pp. 27–29</p> <ul style="list-style-type: none"> • Finish reading the excerpt together, alternating paragraphs. • Discuss the actions and mood of the scene. • Then encourage your child to draw a picture to illustrate the scene. 	<p>The Youth in Battle <input type="checkbox"/></p> <p>pp. 22–29</p> <ul style="list-style-type: none"> • Ask: <i>What imagery does the author use?</i> • Work together to find figures of speech such as similes and metaphors (comparisons) that enhance the imagery in the text. 	<p>The Youth in Battle <input type="checkbox"/></p> <p>pp. 22–29</p> <ul style="list-style-type: none"> • Learn more about the life and work of Stephen Crane. • Go online or to your local library to read <i>The Red Badge of Courage</i> together.

Name: _____

Unit 8: Water: Fact and Fiction



Daily Take-Home Activity Calendar

Check off each activity as you complete it.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>The Water Famine <input type="checkbox"/></p> <p>pp. 4–5</p> <ul style="list-style-type: none"> • Invite your child to read aloud the tale. • Read the caption on page 5. • Then go online or to your local library to find more tall tales about Gluskabe, or Glooscap, as he is often called. 	<p>The Water Famine <input type="checkbox"/></p> <p>pp. 4–5</p> <ul style="list-style-type: none"> • Go online or to your local library to explore maps and learn facts about Maine’s longest waterway, the Penobscot River. 	<p>Water-Wise Landscaper <input type="checkbox"/></p> <p>pp. 6–7</p> <ul style="list-style-type: none"> • Read aloud the first two pages of the interview together, alternating speaker. • Ask your child to explain what xeriscaping is and why it is good for the environment. 	<p>Water-Wise Landscaper <input type="checkbox"/></p> <p>pp. 8–9</p> <ul style="list-style-type: none"> • Invite your child to finish reading the interview. • Then go online or to your local library to find out about drought-resistant plants that are native to your area. Plan a water-efficient garden together. 	<p>Pecos Bill and the Tornado <input type="checkbox"/></p> <p>p. 10</p> <ul style="list-style-type: none"> • Invite your child to read aloud the tall tale. • Then write or tell a tall tale about someone in your family.
Week 2	<p>The Pagoda on the Hill of the Imperial Springs <input type="checkbox"/></p> <p>pp. 12–14</p> <ul style="list-style-type: none"> • Read aloud the first three pages of the selection together, alternating paragraphs. • Point to the word scarcity in paragraph 2. • Ask your child to look for clues to the term’s meaning. Then practice using the term scarcity in a sentence. 	<p>The Pagoda on the Hill of the Imperial Springs <input type="checkbox"/></p> <p>pp. 15–16</p> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together. • Ask your child to explain how the dream helps the Prince. 	<p>The Pagoda on the Hill of the Imperial Springs <input type="checkbox"/></p> <p>pp. 17–19</p> <ul style="list-style-type: none"> • Invite your child to complete the selection. • Then discuss how the images and captions throughout the text help support the reader’s understanding of the tale. 	<p>The Pagoda on the Hill of the Imperial Springs <input type="checkbox"/></p> <p>pp. 12–19</p> <ul style="list-style-type: none"> • Review the text. Choose a favorite scene. Perform a dramatic reenactment of that scene, or work together to draw or paint an illustration for it. 	<p>Why the Ocean Has Tides <input type="checkbox"/></p> <p>p. 20</p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then visit NOAA.org online or go to your local library to learn what actually causes tides.
Week 3	<p>Questions and Answers About the Oceans <input type="checkbox"/></p> <p>pp. 22–23</p> <ul style="list-style-type: none"> • Read aloud the first two pages of the selection together, alternating paragraphs. • Ask your child to explain how the sun’s energy is absorbed and transferred through animals. 	<p>Questions and Answers About the Oceans <input type="checkbox"/></p> <p>pp. 24–25</p> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together. • Ask your child to explain different ways the ocean helps maintain a balanced atmosphere. 	<p>Questions and Answers About the Oceans <input type="checkbox"/></p> <p>pp. 26–29</p> <ul style="list-style-type: none"> • Finish reading aloud the selection together. • Make lists of the liquids in your house that are acidic (vinegar) or alkaline (soap). 	<p>Questions and Answers About the Oceans <input type="checkbox"/></p> <p>pp. 22–29</p> <ul style="list-style-type: none"> • Discuss the diagrams, images, and charts throughout the selection. • Ask: <i>How do these graphic features help you to better understand the text?</i> 	<p>The Great Barrier Reef <input type="checkbox"/></p> <p>p. 30</p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Go online or to your local library to search maps and learn more about the Great Barrier Reef habitat and its amazing wildlife.

Name: _____

Unit 9: The Economic Development of Cities



Daily Take-Home Activity Calendar

Check off each activity as you complete it.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>The Founding of Chicago <input type="checkbox"/></p> <p>pp. 4–5</p> <ul style="list-style-type: none"> • Read aloud the selection together, alternating paragraphs. • Point out the word hub in paragraph 4. • Make a list of other travel and trading hubs in the United States. 	<p>The Founding of Chicago <input type="checkbox"/></p> <p>pp. 4–5</p> <ul style="list-style-type: none"> • Use a print or online map to locate and pinpoint the different trading hubs on your list. • Ask: <i>What do they all have in common?</i> 	<p>Chicago: An American Hub <input type="checkbox"/></p> <p>pp. 6–7</p> <ul style="list-style-type: none"> • Read aloud the first two pages of the selection together, alternating paragraphs. • Ask: <i>According to the 1870 Census, what percentage of Chicago's population perished in the fire?</i> 	<p>Chicago: An American Hub <input type="checkbox"/></p> <p>pp. 8–9</p> <ul style="list-style-type: none"> • Go online or to your local library to learn more fun facts about Chicago. • Ask: <i>If you were to visit, what would you like to see or do?</i> 	<p>A Tragedy That Brought Change <input type="checkbox"/></p> <p>p. 10</p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Ask: <i>What are some safety regulations that we see everyday that prevent tragedies like this from recurring?</i>
Week 2	<p>The Great Migration and the Growth of Cities <input type="checkbox"/></p> <p>pp. 12–14</p> <ul style="list-style-type: none"> • Read aloud the first three pages of the selection together, alternating paragraphs. • Ask your child to explain how World War I opened up opportunities for African Americans in northern cities. 	<p>The Great Migration and the Growth of Cities <input type="checkbox"/></p> <p>pp. 15–16</p> <ul style="list-style-type: none"> • Continue reading aloud the selection together. Point out the terms emigrants and emigrating in paragraph 10. • Ask your child to find clues to what these words mean. Then take turns using the words in a sentence. 	<p>The Great Migration and the Growth of Cities <input type="checkbox"/></p> <p>pp. 17–18</p> <ul style="list-style-type: none"> • Read paragraphs 11 through 14 together. • Ask your child to point out specific evidence as to what life was like for African Americans who moved north in the early part of the twentieth century. 	<p>The Great Migration and the Growth of Cities <input type="checkbox"/></p> <p>p. 19</p> <ul style="list-style-type: none"> • Finish reading the selection together. • Discuss the different factors that convinced many African Americans to leave the South during this period. • Ask: <i>How do the statistics and graphs in the text prove that many did leave?</i> 	<p>The Glassblower's Daughter <input type="checkbox"/></p> <p>p. 20</p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. Then work together to think of factories in your area that have or could be repurposed.
Week 3	<p>Old Cities Revitalize <input type="checkbox"/></p> <p>pp. 22–24</p> <ul style="list-style-type: none"> • Read aloud the first three pages of the selection together, alternating paragraphs. • Ask your child to retell the events described in his or her own words. 	<p>Old Cities Revitalize <input type="checkbox"/></p> <p>pp. 25–28</p> <ul style="list-style-type: none"> • Read aloud the next four pages of the selection together. • Then find one of the cities mentioned in the text on a map and learn more about things to do and see in that city. 	<p>Old Cities Revitalize <input type="checkbox"/></p> <p>p. 29</p> <ul style="list-style-type: none"> • Finish reading aloud the selection together. • Together, brainstorm different ways of revitalizing old factories and abandoned buildings as small businesses or public space. 	<p>Old Cities Revitalize <input type="checkbox"/></p> <p>pp. 22–29</p> <ul style="list-style-type: none"> • Discuss the economy of your town or city. • Ask: <i>What resources and/or industry is our local economy based on? What could we teach other towns and cities? What could we learn from other places?</i> 	<p>Out of Disaster <input type="checkbox"/></p> <p>p. 30</p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Then ask your child to make a list of all the words with prefixes on the page.

Name: _____



Unit 10: Transforming Matter

Daily Take-Home Activity Calendar

Check off each activity as you complete it.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	John Dalton: Father of the Atomic Theory <input type="checkbox"/> pp. 4–5 <ul style="list-style-type: none"> Read aloud the selection together, alternating paragraphs. Point out the word assiduity in paragraph 1. Ask your child to look for clues as to what the term means in the text and take turns using the term in a sentence. 	Matter Is Everywhere! <input type="checkbox"/> pp. 6–7 <ul style="list-style-type: none"> Read the first two pages of the selection together. Then work together to brainstorm a list of the many examples of gases, liquids, and solids in your home. 	Matter Is Everywhere! <input type="checkbox"/> pp. 8–9 <ul style="list-style-type: none"> Finish reading the selection together. Then get a piece of paper and complete the “Investigate Physical Changes in Matter” experiment on page 8. 	Matter Is Everywhere! <input type="checkbox"/> pp. 6–9 <ul style="list-style-type: none"> Examine the time line and discuss how our understanding of the atom has changed, and continues to change, over time. Ask: <i>How does our understanding of atoms continue to grow?</i> 	Balloon Ride p. 10 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Then find as many irregular plurals in the text as you can.
Week 2	Investigate: Changes in Matter <input type="checkbox"/> pp. 12–13 <ul style="list-style-type: none"> Read aloud the first two pages of the selection together. Then make a list of all of the physical changes you have made in the last two hours. 	Investigate: Changes in Matter <input type="checkbox"/> pp. 14–15 <ul style="list-style-type: none"> Read aloud the next two pages of the selection together. Then observe a physical change of state by melting an ice cube. Ask: <i>How did the ice cube melt?</i> 	Investigate: Changes in Matter <input type="checkbox"/> pp. 16–17 <ul style="list-style-type: none"> Read aloud the next two pages of the selection together. Then look in your refrigerator and find as many mixtures and solutions as you can. 	Investigate: Changes in Matter <input type="checkbox"/> pp. 18–19 <ul style="list-style-type: none"> Finish reading the selection together. Then observe a chemical change by following the experiment and making Oobleck together. 	My Dad the Street Chef <input type="checkbox"/> p. 20 <ul style="list-style-type: none"> Invite your child to read aloud the selection. Then make your child’s favorite recipe together. After all,, cooking is chemistry!
Week 3	Marie M. Daly: Biochemistry Pioneer <input type="checkbox"/> pp. 22–23 <ul style="list-style-type: none"> Read aloud the first two pages of the selection together, alternating paragraphs. Then make a list of some of the chemical reactions that occur in the human body. 	Marie M. Daly: Biochemistry Pioneer <input type="checkbox"/> pp. 24–25 <ul style="list-style-type: none"> Read aloud the next two pages of the selection together. Ask your child to explain how energy from the sun finds its way into the human body. 	Marie M. Daly: Biochemistry Pioneer <input type="checkbox"/> pp. 26–27 <ul style="list-style-type: none"> Read aloud the next two pages of the selection together. Make a list of the foods you and your child ate today, then make a list of which enzymes your body made to digest those foods. 	Marie M. Daly: Biochemistry Pioneer <input type="checkbox"/> pp. 28–29 <ul style="list-style-type: none"> Finish reading the selection together. Discuss the importance of Daly’s research. Ask: <i>How are chemistry (the study of matter) and biology (the study of life) related?</i> 	Marie M. Daly: Biochemistry Pioneer <input type="checkbox"/> pp. 22–29 <ul style="list-style-type: none"> Read more about cholesterol and heart-healthy diets. Then work together to plan a meal that is delicious and low in cholesterol.