

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

## Unit 4: Understanding Different Points of View

# Daily Take-Home Activity Calendar

Check off each activity as you complete it.



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