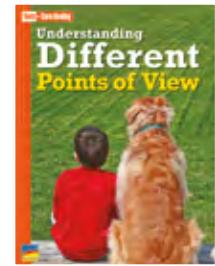


Name: _____

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	Here, Boy pp. 4–5 <input type="checkbox"/>	Here, Boy pp. 4–5 <input type="checkbox"/>	Waiting for Stormy pp. 6–8 <input type="checkbox"/>	Waiting for Stormy p. 9 <input type="checkbox"/>	A Dog's Life p. 10 <input type="checkbox"/>
Week 2	Quiet! pp. 12–15 <input type="checkbox"/>	Quiet! pp. 15–17 <input type="checkbox"/>	Quiet! pp. 18–19 <input type="checkbox"/>	Quiet! pp. 12–19 <input type="checkbox"/>	Balto, A Heroic Dog p. 20 <input type="checkbox"/>
Week 3	My Breaking In pp. 22–24 <input type="checkbox"/>	My Breaking In pp. 24–25 <input type="checkbox"/>	My Breaking In pp. 26–27 <input type="checkbox"/>	My Breaking In pp. 28–29 <input type="checkbox"/>	After Dark p. 30 <input type="checkbox"/>

Monday: Here, Boy (pp. 4–5)
• Read aloud the selection together, alternating paragraphs.
• Write the words **dog, manager, employee, and girl** on slips of paper.
• Take turns choosing one of the characters and describing how he or she probably feels in this scene.

Tuesday: Here, Boy (pp. 4–5)
• Choose your favorite paragraph in the excerpt and read it aloud with expression.
• Then ask your child to do the same. If he or she is interested in reading the book *Because of Winn-Dixie*, check your local library.

Wednesday: Waiting for Stormy (pp. 6–8)
• Read aloud the introduction on page 6 and then read the first three pages of the excerpt together, alternating paragraphs.
• Discuss how Maureen's and Paul's experiences at school are alike and different.

Thursday: Waiting for Stormy (p. 9)
• Ask your child to read the last page of the excerpt.
• Take turns locating phrases that support the idea of contentment.
• If your child is interested in reading the book *Stormy, Misty's Foal*, check your local library.

Friday: A Dog's Life (p. 10)
• Invite your child to read aloud the selection.
• Take turns choosing a powerful adjective from the story and using it in a sentence. (**ravenous, unfortunate**, etc.)

Monday: Quiet! (pp. 12–15)
• Read aloud through paragraph 8 together, alternating paragraphs.
• Divide a sheet of paper into two columns.
• Together, list who and what Lad likes in one column and doesn't like in the other.

Tuesday: Quiet! (pp. 15–17)
• Begin with paragraph 9 and read through page 17, alternating paragraphs.
• Ask your child to use the illustrations on the pages to retell the events.

Wednesday: Quiet! (pp. 18–19)
• Read aloud the last two pages of the excerpt together.
• Discuss the clues that help Lad understand that something is wrong.

Thursday: Quiet! (pp. 12–19)
• Together, locate the following words and phrases: **The Place, Guest Law, House of Peace, Horror, Gloom**.
• Discuss each one's meaning to the story and why the author chose to capitalize it.

Friday: Balto, A Heroic Dog (p. 20)
• Invite your child to read aloud the selection.
• Together, make up an imaginary conversation among Balto and the other sled dogs as they strive to complete their task.

Monday: My Breaking In (pp. 22–24)
• Read aloud through paragraph 4 together, alternating paragraphs.
• Ask your child to locate sentences that show that the master in the story, like the author, "believed strongly in the humane treatment of animals."

Tuesday: My Breaking In (pp. 24–25)
• Read from paragraph 5 through page 25 together, alternating paragraphs.
• Point out the word **coaxing**.
• Ask your child to look for clues to the word's meaning.
• Then take turns using the term in sentences.

Wednesday: My Breaking In (pp. 26–27)
• Read the next two pages together, alternating paragraphs.
• Discuss how the narrator uses his mother as inspiration for learning new things, both here and on page 25.

Thursday: My Breaking In (pp. 28–29)
• Read the last two pages of the excerpt together, alternating paragraphs.
• Ask: *How does the narrator feel about the master?*

Friday: After Dark (p. 30)
• Invite your child to read aloud the selection.
• Together, go online to make a list of nocturnal animals.
• Put a star beside the animals that live in your area.