

Name: _____

Unit 5: Technology for a Green Future

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	The Hopeville Ledger: Town Tackles Energy Debate pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> Read the narrative portions of pages 4 and 5 aloud, inviting your child to read the quotes. Discuss the arguments the participants use for and against a solar power plant. 	The Hopeville Ledger: Town Tackles Energy Debate p. 6 <input type="checkbox"/> <ul style="list-style-type: none"> Ask your child to read page 6 aloud. Together, compare Eve Pearce's words in paragraph 7 to the pie chart she displays. 	The Hopeville Ledger: Editorial Pages pp. 7–8 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the first two pages of the selection together, alternating paragraphs. Ask your child which writer he or she most agrees with and why. 	The Hopeville Ledger: Editorial Pages p. 9 <input type="checkbox"/> <ul style="list-style-type: none"> Finish reading aloud the selection together, alternating paragraphs. Discuss how writing a Letter to the Editor is like and unlike speaking at a town meeting. 	Fossil Fuels: What's the Story? p. 10 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Point out the words gradually and eventually. Discuss how the words are similar. Then take turns using the words to describe other natural processes.
Week 2	Green Transportation Solutions pp. 12–13 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the first three paragraphs of the selection together. Discuss why green transportation solutions are important. 	Green Transportation Solutions pp. 13–15 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the sections on "Green Cars" and "Renewable Fuels" along with the sidebar on page 15. Work together to add a new row titled "solar cars" to the chart on page 13 using the information from the sidebar. 	Green Transportation Solutions pp. 15–17 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the "Public Transportation" section, alternating paragraphs. Make a list of all the reasons the Orange Line benefits riders like Joel Max. 	Green Transportation Solutions pp. 18–19 <input type="checkbox"/> <ul style="list-style-type: none"> Read the last two pages of the selection together, alternating paragraphs. Ask your child to locate clues in the text that explain what the word Biped means in the section head. 	The Solar Challenge p. 20 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Then review the sidebar on page 15. Discuss how the Tokai Challenger might do in the World Solar Challenge and which question in the sidebar on page 15 is answered on page 20.
Week 3	Opinions About Green Transportation pp. 22–23 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the first two pages together, alternating paragraphs. Point out the word eliminate. Ask your child to find clues that support the word's meaning. Then take turns using the verb in sentences. 	Opinions About Green Transportation pp. 24–25 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud Opinion 2 together, alternating paragraphs. Discuss how the photos and captions help support the author's opinion. 	Opinions About Green Transportation pp. 26–27 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud Opinion 3 together, alternating paragraphs. Take turns locating facts and details that support the main idea stated in the last sentence. 	Opinions About Green Transportation pp. 28–29 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud Opinion 4 together, alternating paragraphs. Discuss which of the three green solutions are available to your family and would help meet your transportation needs. 	America's Greenest City p. 30 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Together, number the reasons the author gives for his or her opinion. Then discuss which reason you think is most important and why.