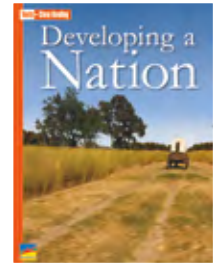


Name: _____

Unit 7: Developing a Nation

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	The Open Road pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the selection together, alternating paragraphs. Together, draw an arrow from details mentioned in the text to matching entries on the time line. Discuss information in the time line that isn't mentioned in the text. 	The Open Road pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> Ask your child to reread paragraph 5 aloud. Together, make up a conversation that two travelers might have in a diner on Route 66 in the 1920s. 	Dust Bowl Refugees 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 locate clues in the text that explain what the word refugees means in the title. 	Dust Bowl Refugees pp. 8–9 <input type="checkbox"/> <ul style="list-style-type: none"> Reread aloud the last two pages of the selection, alternating paragraphs. Ask your child to circle phrases in the song that indicate that Guthrie and his family are moving from place to place. 	Black Sunday: An Eyewitness Account p. 10 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Together, compare Pauline Winkler Grey's eyewitness account of Black Sunday to the photo shown on page 6.
Week 2	Building the Transcontinental Railroad pp. 12–13 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the first two pages of the selection together, alternating paragraphs. Discuss the photo and caption on page 12. Explain that the name Tom Thumb refers to the train's small size, based on a fairy tale written in the 1600s about a boy the size of a man's thumb. 	Building the Transcontinental Railroad pp. 14–15 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the next two pages of the selection together, alternating paragraphs. Discuss how the words incentive and competition are related to the sentence, "The company that got the farthest would make the most money." 	Building the Transcontinental Railroad pp. 16–17 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the next two pages of the selection together. Discuss ways the railroad companies and the Plains Indians might have been able to compromise, or meet both their needs, if they had met to discuss their concerns. 	Building the Transcontinental Railroad pp. 18–19 <input type="checkbox"/> <ul style="list-style-type: none"> Finish reading aloud the selection together. Ask your child to explain how the map, photos, and illustrations support the information in the text. Then discuss why the author included the quotes on pages 13, 14, and 18. 	The Pony Express p. 20 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Point out the third sentence in paragraph 4. Together, write a new story or song about a Pony Express rider based on information in the text.
Week 3	The Oregon Trail pp. 22–23 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the first four paragraphs of the selection together. Point to the word plentiful in paragraph 4. Ask your child to look for clues that help explain the word's meaning. Then take turns using the adjective in sentences. 	The Oregon Trail pp. 23–26 <input type="checkbox"/> <ul style="list-style-type: none"> Read the narrative portions of paragraph 5 through page 26 aloud, inviting your child to read the quotes from Narcissa Whitman. Together, locate words the author uses to introduce what Whitman says. (described, writes, recounts) 	The Oregon Trail p. 27 <input type="checkbox"/> <ul style="list-style-type: none"> Ask your child to read page 27 aloud. Discuss whether your family would have been willing to make such a trip and why. 	The Oregon Trail pp. 28–29 <input type="checkbox"/> <ul style="list-style-type: none"> Read the last two pages of the selection together, alternating paragraphs. Together, find details on page 28 that match information on page 13 of "Building the Transcontinental Railroad." 	Oregon Trail Diary p. 30 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Then ask him or her to draw an illustration to support Sally's diary entry.