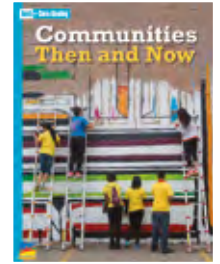


Name: _____

Unit 7: Communities Then and Now

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Exploring My Community pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Discuss what the map, photos, and captions tell you about St. Augustine. 	<p>Exploring My Community pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> Find your community on a map and draw a picture that shows what makes your community unique. 	<p>A New Life in Vermont pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the first the selection together, alternating paragraphs. Ask your child to describe some of the ways life in a farmhouse in Vermont may be different from life in the city. 	<p>A New Life in Vermont pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Draw or cut out images and make a collage of scenes of city life and country life. How are they different? How are they the same? 	<p>The Mission District p. 10 <input type="checkbox"/></p> <ul style="list-style-type: none"> Get scrap paper and pencils. Set a timer for sixty seconds. See who can find and list the most words with -er and -or endings.
Week 2	<p>All Kinds of Communities pp. 12–13 <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 describe his or her own community. 	<p>All Kinds of Communities pp. 14–15 <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 design a flag to represent Farmersville, Texas. 	<p>All Kinds of Communities pp. 16–17 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the next two pages of the selection together. Think of a list of other nicknames for St. Louis, Missouri, in addition to St. Louie. 	<p>All Kinds of Communities pp. 18–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> Finish reading aloud the selection together. Ask your child to explain how the maps, photos, and graphs support the information in the text. 	<p>The Levi Coffin House p. 20 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Then discuss how the Underground Railroad was its own community.
Week 3	<p>Sarah and the Chickens pp. 22–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read aloud the first four pages of the selection together, alternating paragraphs. Point to the word whickering in paragraph 4. Work together to find the word in the dictionary and understand what the word whickering means. 	<p>Sarah and the Chickens pp. 26–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the next four pages of the selection together. Then do a dramatic reading of the selection, assuming the roles of Sarah and Maggie. 	<p>Sarah and the Chickens pp. 22–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the text. Ask your child to explain what the community on the prairie is like. 	<p>Sarah and the Chickens pp. 28–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> Discuss a scene that was particularly memorable from the selection. Have your child do a drawing to illustrate the scene. 	<p>Wind and Wildflowers p. 30 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Work together to find clues and determine the meaning of the word sod. Then look online to find out what a sod house looks like.