

Name: _____

Unit 8: Wind and Water Change Earth



Daily Take-Home Activity Calendar

Check off each activity as you complete it.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Volcano! p. 4 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read the text. Ask: <i>What is happening in the photo? Where in the text is an eruption described?</i> 	<p>Tornado! pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Take turns reading the article aloud, swapping paragraphs. Look at the map and diagram on page 7. Ask your child to explain how these graphics help him or her understand tornadoes. 	<p>Tornado! pp. 6–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the article together. Have your child explain the events described on the last page. How are they related? How do the pictures add to the article? 	<p>Water's Awesome Wonder pp. 10–11 <input type="checkbox"/></p> <ul style="list-style-type: none"> Have your child read the first four paragraphs aloud. Have your child show you where the author directly states an opinion in paragraph 2. 	<p>Water's Awesome Wonder pp. 10–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the first two pages, and then have your child finish the text, reading aloud. Discuss the tone of the article. Is it stiff and formal or is it conversational and informal?
Week 2	<p>How a Mountain Changes p. 16 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read the text with your child. Invite your child to tell you the main topic of the article and explain how the photos support it. 	<p>Earth's Changes pp. 18–20 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read the first two sections aloud. Discuss the author's tone. Is the language formal or informal and chatty? 	<p>Earth's Changes pp. 21–23 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read the next two sections of the text aloud, alternating paragraphs. Ask your child to tell you the main point the author makes in each section. 	<p>Earth's Changes pp. 18–23 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the article, and have your child read the conclusion aloud. Look back at "Tornado!" on pages 6–9. Ask your child what similar points were made about extreme weather in the two texts. 	<p>My Beach p. 26 <input type="checkbox"/></p> <ul style="list-style-type: none"> Invite your child to read the story aloud. Use people and things mentioned in the story to form possessives. (father's beach, swimmers' goggles, beach's erosion)
Week 3	<p>Fishing in the Desert p. 29 <input type="checkbox"/></p> <ul style="list-style-type: none"> Have your child read the story. Ask your child to explain how the story relates to "How a Mountain Changes" on page 16. 	<p>Surf Haven Debates Its Future pp. 30–31 <input type="checkbox"/></p> <ul style="list-style-type: none"> Have your child read the first two pages aloud. Point out that this is a news article. Ask your child to identify the opinions being expressed. 	<p>Surf Haven Debates Its Future pp. 32–34 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read the rest of the article, alternating paragraphs. Ask which is a better idea—a nature preserve or the boardwalk. 	<p>Surf Haven Debates Its Future pp. 30–34 <input type="checkbox"/></p> <ul style="list-style-type: none"> Review the article together, making a list of all the compound words. Then take turns dividing the words into parts. 	<p>Surf Haven Times Opinion Pages pp. 35–37 <input type="checkbox"/></p> <ul style="list-style-type: none"> Read the three opinion pieces with your child. Identify the points each author makes, and have your child find reasons they give in support.