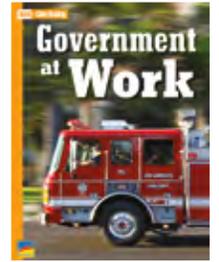


Name: _____

Unit 1: Government at Work

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>A City Park p. 4 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Together, draw a map of a favorite public park or outdoor space in your community. 	<p>Smoke Jumpers pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Take turns reading aloud paragraphs from the selection. • After reading, discuss the main idea of the first two pages. • Why do smoke jumpers need to parachute in to fight fires? 	<p>Smoke Jumpers pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Finish reading the selection together. • Point to the word gear in paragraph 4. • List examples of what the word gear means in this text. 	<p>Can You Sew a Flag, Betsy Ross? pp. 10–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the story together, alternating paragraphs. • After reading, ask your child to describe how the narrator happened to witness this important event. 	<p>Can You Sew a Flag, Betsy Ross? pp. 12–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Go on a hunt for short vowels. • Find as many words with short a, short i, and short u sounds as you can. (e.g.: flag, in, crumb)
Week 2	<p>What Does a Police Officer Do? p. 16 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • After reading, ask your child to make a time line to summarize Officer Kim’s day. 	<p>Our Government’s Laws pp. 18–21 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the first four pages of the selection together, alternating paragraphs. • Discuss why wearing a seat belt is a law. What other laws keep people safe? 	<p>Our Government’s Laws pp. 22–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Finish reading the selection together. • Point out the term jury in paragraph 9. Ask your child to look for clues that tell what that word means. • Take turns making up sentences using the word jury. 	<p>Our Government’s Law pp. 18–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Discuss the different reasons for following rules and laws. • What happens when someone breaks a law, such as not stopping for a school bus? 	<p>Class President: An Interview p. 26 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read the interview together, assuming the roles of Caleb and Paula. • Then hunt for open syllable words (e.g.: hi, why, do) and closed syllable words (e.g.: want, class).
Week 3	<p>Ring the Bell! p. 28 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the story. • Point out to your child that the words day, came, rang, and tail all have a long a sound. • Make a list of long a words and group them by their spelling patterns. 	<p>Getting a Message to General Washington pp. 30–33 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Take turns reading aloud the first four pages of the story. • Discuss the reasons why Benjamin Franklin is worried. • Assume the roles of Tom and Benjamin Franklin, and do a dramatic reading of the dialogue on pages 31–33. 	<p>Getting a Message to General Washington pp. 34–37 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read the rest of the story aloud with your child, alternating paragraphs. • Ask your child to recount the key details in the story that allow Tom to fool the British soldiers. 	<p>Getting a Message to General Washington pp. 30–37 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Compare and contrast this story with “Can You Sew a Flag, Betsy Ross.” • Ask: <i>What do these two stories have in common? What makes them different?</i> 	<p>Here Comes the Mail p. 38 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Discuss the different government careers mentioned in this unit. • Then go online together or to your local library to learn more about one of these careers.