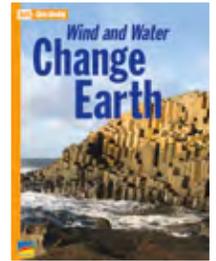


Name: _____

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.