

## Dear Parent/Guardian,

As our communities navigate today's uncharted waters, we've created this resource to support you and your student(s) for continued learning at home. On the back of this letter you will find a **3-week daily calendar of routines** to keep your student(s) engaged and interacting with their student books – **Texts for Close Reading**. Once the 3-week unit is complete, student(s) should repeat the same routines for the next unit's Texts for Close Reading book.

Wishing you safety and good health.

Benchmark Education

## Estimado Padre/Tutor:

Mientras nuestras comunidades navegan hoy en aguas desconocidas, hemos creado este recurso para apoyarlo a usted y a sus estudiantes para continuar aprendiendo en el hogar. En el otro lado de esta página encontrará un calendario con 3 semanas de rutinas diarias para mantener a su estudiante(s) involucrado e interactuando con sus libros de Textos para lectura atenta. Una vez las 3 semanas han sido completadas, los estudiantes pueden repetir las mismas rutinas para la próxima unidad de los Textos para lectura atenta.

Deseándoles buena salud y seguridad,

Benchmark Education

# Texts for Close Reading – Take Home Routine

Follow this routine each week as you work in your **Texts for Close Reading** book.

While working at home, complete the tasks for each of the texts. Just like in the classroom, write annotations in your book or packet and complete the additional writing tasks on separate sheets of paper. Remember to look on the inside of the front cover for Text Annotation Tips.

| Day 1                                                                                                                                                                                                                                                                                                               | Day 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Day 3                                                                                                                                                                                                                                                                                                               | Day 4                                                                                                                                                                                                                                                                      | Day 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Week 1</b><br>Write the <b>Essential Question</b> on a sheet of paper and answer it based on what you know before reading the texts.<br>Read and annotate <b>Short Read 1</b> <ul style="list-style-type: none"> <li>Underline important information that will help you answer the Essential Question</li> </ul> | Reread <b>Short Read 1</b> <ul style="list-style-type: none"> <li>Answer Text Evidence Questions</li> <li>What information will help you add to your answer of the Essential Question? Start a list of information you find that helps answer the Essential Question.</li> </ul> <p><i>You will continue to add to your list of information after each text you read in this unit.</i></p> <p><i>You will need this information when you complete the Read, Reflect, and Write Tasks each week.</i></p> | Read and annotate <b>Short Read 2</b> <ul style="list-style-type: none"> <li>Annotate: Underline important information that relates to the Essential Question</li> <li>Add to your Essential Question list information you are collecting</li> <li>Answer Text Evidence Questions</li> </ul>                        | Reread <b>Short Read 2</b> <ul style="list-style-type: none"> <li>Complete Graphic Organizer to build knowledge on page 11</li> <li>Read the <b>Word Study</b> text</li> <li>Annotate and add to your Essential Question list of information you are collecting</li> </ul> | Complete <b>Build, Reflect and Write</b> page 11 <ul style="list-style-type: none"> <li>Use text evidence from all the sections you have read this week and answer the “Reflect” question on page 11.</li> <li>Use the information you gathered to “Write to Sources.”</li> <li>Keep your Essential Question information so you can add information next week.</li> <li>Check to see if any words were used in the pages read on page 33</li> </ul> <p><i>If so, go back and find the word(s) in the text you read. Use the text to help write a definition and sentence using the word in the space provided on page 33.</i></p> |
| <b>Week 2</b><br>Read <b>Extended Read 1</b> <ul style="list-style-type: none"> <li>Read Extended Read 1 (do not need to annotate —just read)</li> </ul>                                                                                                                                                            | Reread <b>Extended Read 1</b> <ul style="list-style-type: none"> <li>Annotate while you read, make sure you gather information you will use in answering the Essential Question</li> </ul>                                                                                                                                                                                                                                                                                                              | Locate important <b>vocabulary words</b> <ul style="list-style-type: none"> <li>Go to page 33 and find vocabulary words in this text</li> <li>Complete the section on page 33 using the words used in this text</li> <li>Go to page 21 and begin the “Writing to Sources” or “Research and Writing” task</li> </ul> | Read <b>Word Study Read</b> <ul style="list-style-type: none"> <li>Find any information that will help in answering the Essential Question.</li> <li>Continue to complete your “Writing to sources” or “Research and Writing” task</li> </ul>                              | Complete sections <b>Build, Reflect and Write</b> , page 21 <ul style="list-style-type: none"> <li>Complete “Build Knowledge” graphic organizer task</li> <li>Complete “Reflect” Task (building knowledge around essential question)</li> <li>Complete Writing to Sources or Research and Writing task</li> </ul>                                                                                                                                                                                                                                                                                                                 |
| <b>Week 3</b><br>Read <b>Extended Read 2</b> <ul style="list-style-type: none"> <li>Read Extended Read 2 (do not need to annotate —just read)</li> </ul>                                                                                                                                                            | Reread <b>Extended Read 2</b> <ul style="list-style-type: none"> <li>Annotate while you read, make sure you gather information you will use in answering the Essential Question</li> </ul>                                                                                                                                                                                                                                                                                                              | Locate important <b>vocabulary words</b> <ul style="list-style-type: none"> <li>Go to page 33 and find vocabulary words in this text</li> <li>Complete the section on page 33 using the words used in this text</li> <li>Go to page 31 and begin the “Writing to Sources” or “Research and Writing” task</li> </ul> | Read <b>Word Study Read</b> <ul style="list-style-type: none"> <li>Find any information that will help in answering the Essential Question.</li> <li>Continue to complete your “Writing to Sources” or “Research and Writing” task</li> </ul>                              | Complete sections <b>Build, Reflect and Write</b> , page 31 <ul style="list-style-type: none"> <li>Complete “Build Knowledge” graphic organizer task</li> <li>Complete “Reflect” Task (building knowledge around essential question)</li> <li>Complete Writing to Sources or Research and Writing task</li> </ul>                                                                                                                                                                                                                                                                                                                 |

Directions: Use evidence from the text to support your answers.



Short Read 1:  
The Fox and the Geese

1. Why doesn't Fox eat the geese while he has the chance?
2. How do the geese solve their problem?



Short Read 2:  
The Three Spinsters

3. What is the girl's opinion about spinning? How does her opinion differ from the spinsters' opinion about spinning?
4. The characters in "The Three Spinsters" and "The Fox and the Geese" trick others to solve their problem. How does the end result of both tricks differ?



Extended Read 1:  
Doctor Knowall

5. At the beginning of the story, the kind doctor gives Crabb advice about how to become a doctor. What can you infer about the kind doctor, based on his advice to Crabb?
6. Reread "The Three Spinsters." How is the girl in "The Three Spinsters" different from Dr. Knowall?
7. Dr. Knowall says, "Grete, that is the first." Why are these specific words important to the story?



Extended Read 2:  
The Wolf and the Fox

8. Reread paragraph 1. Then look at the illustration below it. How does the illustration help you understand Fox and Wolf's relationship?
9. Why does Fox want to get rid of Wolf?
10. What does the word "glutton" mean? What context clues help reveal the meaning of the word?

Name: \_\_\_\_\_

## Unit 6: Making Decisions

# Daily Take-Home Activity Calendar

Check off each activity as you complete it.



| Week 1                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                             |                                                                                                                                                                                                                                                 |
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| Monday                                                                                                                                                                                                                                            | Tuesday                                                                                                                                                                                                                                                       | Wednesday                                                                                                                                                                                                                                                                                                                | Thursday                                                                                                                                                                                    | Friday                                                                                                                                                                                                                                          |
| <b>The Fox and the Geese</b><br>pp. 4-5 <ul style="list-style-type: none"> <li>Invite your child to read aloud the fable.</li> <li>Then read it again together, doing a dramatic reading, assuming the parts of the fox and the geese.</li> </ul> | <b>The Fox and the Geese</b><br>pp. 4-5 <ul style="list-style-type: none"> <li>Write a song that the geese could sing to the fox when they get tired of singing "Ga, Ga, Ga." Sing the song together.</li> </ul>                                              | <b>The Three Spinners</b><br>pp. 6-7 <ul style="list-style-type: none"> <li>Read aloud the first two pages of the tale together, alternating paragraphs.</li> <li>Point to the word <b>spin</b> in paragraph 1 and ask your child to explain what the word <b>spin</b> means in this story.</li> </ul>                   | <b>The Three Spinners</b><br>pp. 8-9 <ul style="list-style-type: none"> <li>Finish reading the tale together.</li> <li>Then draw an illustration of the three spinners together.</li> </ul> | <b>The Incredible Goose</b><br>p. 10 <ul style="list-style-type: none"> <li>Invite your child to read aloud the selection.</li> <li>Then have a contest to see who can find the most irregular plurals. (e.g.: geese, sheep, police)</li> </ul> |
| Week 2                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                             |                                                                                                                                                                                                                                                 |
| <b>Doctor Knowall</b><br>pp. 12-13 <ul style="list-style-type: none"> <li>Read aloud the first two pages of the fable together, alternating paragraphs.</li> <li>Then ask your child to describe the setting.</li> </ul>                          | <b>Doctor Knowall</b><br>pp. 14-16 <ul style="list-style-type: none"> <li>Continue reading the fable together.</li> <li>Do a dramatic reading, assuming he roles of the servant-thief and Doctor Knowall.</li> </ul>                                          | <b>Doctor Knowall</b><br>pp. 17-19 <ul style="list-style-type: none"> <li>Finish reading the fable together.</li> <li>Ask your child to explain how luck and coincidence play a role in Dr. Knowall's success.</li> </ul>                                                                                                | <b>Doctor Knowall</b><br>pp. 12-19 <ul style="list-style-type: none"> <li>Think about the fable.</li> <li>Ask your child to explain what the lesson, or moral, of this story is.</li> </ul> | <b>The Kid and the Wolf</b><br>p. 20 <ul style="list-style-type: none"> <li>Invite your child to read aloud the selection.</li> <li>Then draw a picture together to illustrate the story.</li> </ul>                                            |
| Week 3                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                             |                                                                                                                                                                                                                                                 |
| <b>The Wolf and the Fox</b><br>pp. 22-23 <ul style="list-style-type: none"> <li>Read aloud the first two pages of the folktale together, alternating paragraphs.</li> <li>Then practice growling, grunting, and grimacing.</li> </ul>             | <b>The Wolf and the Fox</b><br>pp. 24-25 <ul style="list-style-type: none"> <li>Read aloud the next two pages of the folktale together, alternating paragraphs.</li> <li>Then search for examples of alliteration (snooped, sniffed) in the story.</li> </ul> | <b>The Wolf and the Fox</b><br>pp. 26-29 <ul style="list-style-type: none"> <li>Finish reading the folktale. Point to the word <b>glutton</b> in paragraph 21.</li> <li>Ask your child to find clues that tell what the word <b>glutton</b> means.</li> <li>Then take turns writing sentences using the term.</li> </ul> | <b>The Wolf and the Fox</b><br>pp. 22-29 <ul style="list-style-type: none"> <li>Ask your child to recount the story events and describe how Fox feels now.</li> </ul>                       | <b>Canine Cousins</b><br>p. 30 <ul style="list-style-type: none"> <li>Invite your child to read aloud the tall tale.</li> <li>Then hunt for words with <b>ou</b> spelling combinations.</li> </ul>                                              |

**Directions:** Use evidence from the text to support your answers.



**Short Read 1:**  
Exploring My  
Community

1. Reread paragraph 3. According to the author, what makes St. Augustine a popular tourist destination?
2. How old are some of the buildings in St. Augustine?



**Short Read 2:**  
A New Life in  
Vermont

3. What can you conclude about Mami based on her actions throughout the story?
4. Why does the family eat peculiar things for dinner that night?



**Extended Read 1:**  
All Kinds of  
Communities

5. Reread paragraph 9. What does Mason Streeter mean when he says, “Cotton was king here until 1925”?
6. Why does Keisha Paul think the Mississippi River is so important to St. Louis, Missouri?
7. How is the essay about Los Angeles different from the essays on Farmersville and St. Louis? Look at both the text and images of each essay.



**Extended Read 2:**  
Sarah and the  
Chickens

8. How do Sarah’s and Anna’s feelings about life on the prairie differ?
9. What must Sarah learn to do on the prairie that she did not have to know how to do while living in Maine?
10. Reread paragraph 44. Will Sarah stay on the prairie? Why or why not?

Name: \_\_\_\_\_

## Unit 7: Communities Then and Now

# Daily Take-Home Activity Calendar

Check off each activity as you complete it.



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

Directions: Use evidence from the text to support your answers.



Short Read 1:  
Fairweather  
Clouds

1. Reread the third stanza of the poem. What does the author describe?
2. How do the two photographs on page 5 work together to illustrate the descriptions in the third and fourth stanzas of the poem?



Short Read 2:  
Earth's Weather  
and Climate

3. Reread paragraph 4. What would happen if temperature and precipitation levels changed in a climate zone?
4. Look at the map on page 8. What two cities have the same climate? Why do they have the same climate?



Extended Read 1:  
Water Sky

5. In paragraph 9, Lincoln says, "I have walked into those pictures." What does Lincoln mean by these words?
6. Why does Kusiq think that Lincoln needs "Eskimo clothes"? Based on the illustration on page 18, how are Kusiq's clothes different from Lincoln's?
7. Lincoln is suddenly unsure about his visit to Barrow. What changes his feelings about the climate of Barrow?



Extended Read 2:  
The Tropical Rain  
Belt

8. How do the equator and the Intertropical Convergence Zone (ITCZ) affect tropical regions?
9. Look at the graph on page 27. What can you conclude about the average rainfall for Lagos and Kano from March to October? What is significant about the average monthly rainfall in the month of August?
10. Look at the photographs on pages 28–29. Based on these photos, how does Nigeria's tropical climate affect people's daily lives?

Name: \_\_\_\_\_

## Unit 8: Weather and Climate

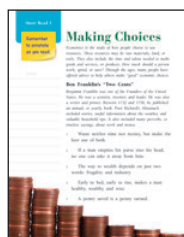
# Daily Take-Home Activity Calendar

Check off each activity as you complete it.



| Week 1                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                          |
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| Monday                                                                                                                                                                                                                                                                                                                                                            | Tuesday                                                                                                                                                                                                                                                                                            | Wednesday                                                                                                                                                                                                                                                                                   | Thursday                                                                                                                                                                                                                                                           | Friday                                                                                                                                                                                                                                                                                                                                   |
| <b>Fairweather Clouds</b><br>pp. 4–5<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud the poem. Discuss what the sky and weather was like today where you live.</li> <li>Ask your child to write a poem about the day's weather.</li> </ul>                                                                     | <b>Earth's Weather and Climate</b> pp. 6–7<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>Read aloud the first two pages of the selection together, alternating paragraphs.</li> <li>Ask your child to explain the difference between weather and climate.</li> </ul>          | <b>Earth's Weather and Climate</b> pp. 8–9<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to complete the selection.</li> <li>Ask your child to explain how the maps, charts, and labeled photographs help the reader understand the text.</li> </ul> | <b>Earth's Weather and Climate</b> pp. 6–9<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>Examine the chart on page 7.</li> <li>Then use a newspaper or go online to find a temperature and precipitation chart for your community.</li> </ul> | <b>Blizzard Alert!</b><br>p. 10<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud the selection.</li> <li>Then have a contest to see who can think of more words with a soft <b>c</b>. (e.g.: face, rice)</li> </ul>                                                                    |
| Week 2                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                          |
| <b>Water Sky</b><br>pp. 12–14<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud the first three pages of the selection. Point to the word <b>perpetually</b> in paragraph 10.</li> <li>Look up the term in using a print or online dictionary and then take turns making up sentences using the term.</li> </ul> | <b>Water Sky</b><br>pp. 15–16<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>Read aloud the next two pages of the selection together, alternating paragraphs.</li> <li>Ask your child to explain why Lincoln is nervous and tries to quell the panic rising in him.</li> </ul> | <b>Water Sky</b><br>pp. 17–19<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to complete the selection.</li> <li>Then together, perform a dramatic reading, assuming the roles of Lincoln and Kusiq.</li> </ul>                                       | <b>Water Sky</b><br>pp. 12–19<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>Ask your child to explain how the footnotes help the reader to better understand the story.</li> </ul>                                                            | <b>How Indian Summer Began</b> p. 20<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud the selection.</li> <li>Get scrap paper and pencils. Set a timer for sixty seconds.</li> <li>See who can find and list the most words with soft <b>g</b> sounds. (e.g.: gentle, page)</li> </ul> |
| Week 3                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                          |
| <b>The Tropical Rain Belt</b><br>pp. 22–23<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>Read aloud the first two pages of the selection together, alternating paragraphs.</li> <li>Ask your child to find details in the text that support the idea that the tropics have a warm and wet climate.</li> </ul>                                | <b>The Tropical Rain Belt</b><br>pp. 24–25<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>Read aloud the next two pages of the selection together.</li> <li>Ask your child to explain what causes the tropical rain belt, also known as the ITCZ.</li> </ul>                   | <b>The Tropical Rain Belt</b><br>pp. 26–29<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>Finish reading aloud the selection together.</li> <li>Ask your child to explain the effects of the ITCZ.</li> </ul>                                                           | <b>The Tropical Rain Belt</b><br>pp. 22–29<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>Look at the graph on page 27.</li> <li>Which city in Nigeria gets more annual rainfall, Lagos or Kano?</li> </ul>                                    | <b>Predicting Hurricanes</b><br>p. 30<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud the selection.</li> <li>Then go to your local library or online to visit NOAA.org and learn more about hurricanes.</li> </ul>                                                                   |

**Directions:** Use evidence from the text to support your answers.



**Short Read 1:**  
Making Choices

1. What does the grasshopper choose to do instead of gathering food? How do the ants feel about the grasshopper's actions?
2. Reread the moral at the bottom of page 5. What does "necessity" mean? What context clues help reveal the meaning of the word?



**Short Read 2:**  
Let It Grow

3. There can be many stands or booths at a farmers' market. What must a farmer do to become successful?
4. In the last paragraph, Michael Pollan says, "You support a lot of values when you shop at the farmers' market." What values are mentioned in this text?



**Extended Read 1:**  
Lazy Harry

5. On page 13, the narrator says, "Harry sighed. He had to solve his problem." What problem does Harry have? What solution does he think of?
6. Why do you think the Brothers Grimm chose bees for this fable?
7. Lazy Harry says, "He who rises early...wastes his substance." How does this belief contrast with Ben Franklin's proverb, "Early to bed, early to rise, makes a man healthy, wealthy, and wise"?



**Extended Read 2:**  
From Fruit to Jam

8. Why must orange farmers carefully plan ahead for their crop of oranges?
9. What are the key differences between the open-pan and vacuum-pan methods?
10. What does the word "organic" mean? What context clues help reveal the meaning of the word?

Name: \_\_\_\_\_

## Unit 9: Spending Time and Money

# Daily Take-Home Activity Calendar

Check off each activity as you complete it.



| Week 1                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                       |
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| Monday                                                                                                                                                                                                                                                                                                | Tuesday                                                                                                                                                                                                                                                                                                                                             | Wednesday                                                                                                                                                                                                                                                | Thursday                                                                                                                                                                                                                                       | Friday                                                                                                                                                                                                                                                                                                                                |
| <b>Ben Franklin's "Two Cents"</b> p. 4<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the advice.</li> <li>• Then choose one saying to illustrate together.</li> </ul>                                                                          | <b>Let It Grow</b> pp. 6-7<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Read aloud the first two pages of the selection together, alternating paragraphs.</li> <li>• Point to the word <b>produce</b> in paragraph 2 and ask your child to find clues that tell what the term <b>produce</b> means in this text.</li> </ul> | <b>Let It Grow</b> pp. 8-9<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Invite your child to complete the selection.</li> <li>• Make a list of all of the benefits of a farmers' market.</li> </ul>                              | <b>Let It Grow</b> pp. 6-9<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Go online and find out about a farmers' market near your community and plan a visit there.</li> </ul>                                          | <b>The Milkmaid</b> p. 10<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the fable.</li> <li>• Then hunt for words with the ending <b>-ful</b>.</li> <li>• Then make a list of as many words as you can think of that end in <b>-ful</b>.</li> </ul>                            |
| Week 2                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                       |
| <b>Lazy Harry</b> pp. 12-15<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Read aloud the beginning of the selection together, alternating paragraphs.</li> <li>• Ask your child to explain Harry's dilemma, or problem.</li> </ul>                                             | <b>Lazy Harry</b> pp. 12-15<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Ask your child to explain the meaning of "Birds of a feather flock together" in paragraph 6.</li> <li>• What does this tell you about Harry's future wife?</li> </ul>                                                                              | <b>Lazy Harry</b> pp. 16-19<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Complete reading the selection together.</li> <li>• Then explain how Harry and Trina decided to use their resources.</li> </ul>                         | <b>Lazy Harry</b> pp. 12-19<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Ask your child to explain the moral, or the lesson, of this fable.</li> </ul>                                                                 | <b>Two Foolish Brothers</b> p. 20<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• Get scrap paper and pencils.</li> <li>• Set a timer for sixty seconds and see who can find and list the most words that begin with the prefix <b>un-</b>.</li> </ul> |
| Week 3                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                       |
| <b>From Fruit to Jam</b> pp. 22-23<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Read aloud the first two pages of the selection together, alternating paragraphs.</li> <li>• Then go online and find out which regions grow the most oranges in the United States.</li> </ul> | <b>From Fruit to Jam</b> pp. 24-25<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Read aloud the next two pages of the selection together.</li> <li>• Then look up recipes for making homemade marmalade and plan a time to make it.</li> </ul>                                                                               | <b>From Fruit to Jam</b> pp. 26-29<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Finish reading aloud the selection together.</li> <li>• Ask your child to design a label for their favorite type of jam or marmalade.</li> </ul> | <b>From Fruit to Jam</b> pp. 22-29<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Look at the diagram on page 29.</li> <li>• Then illustrate the steps in the process of how oranges are made into marmalade.</li> </ul> | <b>Where Do You Get Your Produce?</b> p. 30<br><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• Then make a list of your favorite fruits and vegetables.</li> </ul>                                                                                        |

Directions: Use evidence from the text to support your answers.



Short Read 1:  
Poems of  
Movement:  
“The Swing”  
and “The Wind”

1. Reread “The Swing.” What does the poet find enjoyable about riding a swing?
2. Reread lines 7–8 of “The Wind.” What does the poet mean by these words?



Short Read 2:  
What Makes  
Things Move?

3. A ball is rolling on a sidewalk. Then it rolls onto the grass. Will the ball roll as fast on the grass as it did on the sidewalk? Why or why not?
4. What forces act upon a moving swing?



Extended Read 1:  
The Great  
Tug-of-War

5. Why is Mmutla unaffected when Tlou blows a trunkful of air toward him? What is affected instead?
6. Why does the tug-of-war last so long? Why does the rope not give with Tlou and Kubu each pulling on it?
7. Mmutla is not physically strong, but what kind of strength does he have?



Extended Read 2:  
Investigate  
Magnetism

8. Reread paragraph 10. What does the word “repel” mean? What context clues help reveal the meaning of the word?
9. You have one balloon charged with static electricity and one balloon that is not charged. What would happen if you put them next to each other?
10. What three technological inventions mentioned in this text are powered by magnetism?

Name: \_\_\_\_\_

## Unit 10: Forces and Interactions

# Daily Take-Home Activity Calendar

Check off each activity as you complete it.



| Week 1                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monday                                                                                                                                                                                                                                                         | Tuesday                                                                                                                                                                                                                                        | Wednesday                                                                                                                                                                                                                                                            | Thursday                                                                                                                                                                                                      | Friday                                                                                                                                                                                                                                                                                        |
| <b>The Swing</b><br>p. 4 <ul style="list-style-type: none"> <li>• Invite your child to read aloud the poem.</li> <li>• Discuss what other things swing in a back-and-forth or up-and-down motion.</li> </ul>                                                   | <b>What Makes Things Move?</b> pp. 6–7 <ul style="list-style-type: none"> <li>• Read aloud the first two pages of the selection together, alternating paragraphs.</li> <li>• Practice throwing or kicking a ball.</li> </ul>                   | <b>What Makes Things Move?</b> pp. 8–9 <ul style="list-style-type: none"> <li>• Invite your child to complete the selection.</li> <li>• Then work together to build the pendulum.</li> </ul>                                                                         | <b>What Makes Things Move?</b> pp. 6–9 <ul style="list-style-type: none"> <li>• Complete the experiment by testing the pendulum, recording your predictions and the results of its movement.</li> </ul>       | <b>The Tortoise and the Hare</b> p. 10 <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• Then have a contest to see who can think of more compound words. (e.g.: firefighter, doorknob)</li> </ul>                                           |
| Week 2                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                               |
| <b>The Great Tug-of-War</b><br>pp. 12–14 <ul style="list-style-type: none"> <li>• Read aloud the first three pages of the selection together, alternating paragraphs.</li> <li>• Then do a dramatic reading, assuming the roles of Mmutla and Tlou.</li> </ul> | <b>The Great Tug-of-War</b><br>pp. 15–16 <ul style="list-style-type: none"> <li>• Read aloud the next two pages together, alternating paragraphs.</li> <li>• Then do a dramatic reading, assuming the roles of Mmutla and Kubu.</li> </ul>     | <b>The Great Tug-of-War</b><br>pp. 17–19 <ul style="list-style-type: none"> <li>• Invite your child to complete the selection.</li> <li>• Do a dramatic reading, assuming the roles of Mmutla, Tlou, and Kubu.</li> <li>• Practice whistling like Mmutla.</li> </ul> | <b>The Great Tug-of-War</b><br>pp. 12–19 <ul style="list-style-type: none"> <li>• Discuss your child's favorite part of the story and then ask your child to draw an illustration for that scene.</li> </ul>  | <b>The Merchant's Donkey</b><br>p. 20 <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• Get scrap paper and pencils. Set a timer for sixty seconds.</li> <li>• See who can find and list the most words ending with <b>-ness</b>.</li> </ul> |
| Week 3                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                               |
| <b>Investigate Magnetism</b><br>pp. 22–24 <ul style="list-style-type: none"> <li>• Read aloud the first three pages of the selection together, alternating paragraphs.</li> <li>• Then follow the steps on page 24 to magnetize a steel needle.</li> </ul>     | <b>Investigate Magnetism</b><br>pp. 25–26 <ul style="list-style-type: none"> <li>• Read aloud the next two pages of the selection together.</li> <li>• Ask your child to explain when and how magnetic rocks were first discovered.</li> </ul> | <b>Investigate Magnetism</b><br>pp. 27–29 <ul style="list-style-type: none"> <li>• Finish reading the selection together.</li> <li>• Work together to complete the experiment on page 27.</li> </ul>                                                                 | <b>Investigate Magnetism</b><br>pp. 22–29 <ul style="list-style-type: none"> <li>• Read the experiment on static electricity on page 29.</li> <li>• Then use a balloon to complete the experiment.</li> </ul> | <b>Why Didn't I Think of That?</b> p. 30 <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• Then design your own invention.</li> </ul>                                                                                                        |