

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

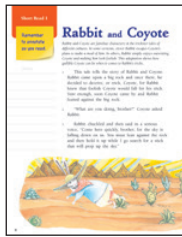
Texts for Close Reading – Take Home Routine

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
Week 1 Write the Essential Question on a sheet of paper and answer it based on what you know before reading the texts. Read and annotate Short Read 1 Underline important information that will help you answer the Essential Question	Reread Short Read 1 - Answer Text Evidence Questions - 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. <i>You will continue to add to your list of information after each text you read in this unit.</i> <i>You will need this information when you complete the Read, Reflect, and Write Tasks each week.</i>	Read and annotate Short Read 2 - Annotate: Underline important information that relates to the Essential Question - Add to your Essential Question list information you are collecting - Answer Text Evidence Questions	Reread Short Read 2 - Complete Graphic Organizer to build knowledge on page 11 - Read the Word Study text - Annotate and add to your Essential Question list of information you are collecting	Complete Build, Reflect and Write page 11 - Use text evidence from all the sections you have read this week and answer the “Reflect” question on page 11. - Use the information you gathered to “Write to Sources.” - Keep your Essential Question information so you can add information next week. - Check to see if any words were used in the pages read on page 33 <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>
Week 2 Read Extended Read 1 Read Extended Read 1 (do not need to annotate —just read)	Reread Extended Read 1 Annotate while you read, make sure you gather information you will use in answering the Essential Question	Locate important vocabulary words - Go to page 33 and find vocabulary words in this text - Complete the section on page 33 using the words used in this text - Go to page 21 and begin the “Writing to Sources” or “Research and Writing” task	Read Word Study Read - Find any information that will help in answering the Essential Question. - Continue to complete your “Writing to sources” or “Research and Writing” task	Complete sections Build, Reflect and Write , page 21 - Complete “Build Knowledge” graphic organizer task - Complete “Reflect” Task (building knowledge around essential question) - Complete Writing to Sources or Research and Writing task
Week 3 Read Extended Read 2 Read Extended Read 2 (do not need to annotate —just read)	Reread Extended Read 2 Annotate while you read, make sure you gather information you will use in answering the Essential Question	Locate important vocabulary words - Go to page 33 and find vocabulary words in this text - Complete the section on page 33 using the words used in this text - Go to page 31 and begin the “Writing to Sources” or “Research and Writing” task	Read Word Study Read - Find any information that will help in answering the Essential Question. - Continue to complete your “Writing to Sources” or “Research and Writing” task	Complete sections Build, Reflect and Write , page 31 - Complete “Build Knowledge” graphic organizer task - Complete “Reflect” Task (building knowledge around essential question) - Complete Writing to Sources or Research and Writing task

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



Short Read 1:
Rabbit and Coyote

1. Reread paragraphs 3–4. What can you infer about Rabbit and Coyote from their actions and words?
2. Why is Rabbit's behavior toward Fox especially cruel?



Short Read 2:
The Valiant Little Tailor

3. How is the Coyote in "Rabbit and Coyote" similar to the giant?
4. Reread paragraph 6. What does the word "contemptuously" mean? What context clues help reveal the meaning of the word?



Extended Read 1:
Molly Whuppie

5. Review the illustrations on pages 16–17. What do these pictures reveal about the giant?
6. How does the king get Molly to do these dangerous tasks for him?
7. How does Molly trick the giant's wife?



Extended Read 2:
Hercules' Quest

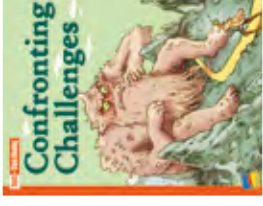
8. How are Hercules and Atlas similar? How are they different?
9. Reread paragraph 24. What does the word "chafe" mean? What context clues help reveal the meaning of the word?
10. What do the little tailor from "The Valiant Little Tailor," Molly from "Molly Whuppie," and Hercules all have in common?

Name: _____

Unit 6: Confronting Challenges

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Rabbit and Coyote pp. 4–5 - Read aloud the introduction on page 4 and then read the trickster tale together, alternating paragraphs. - Discuss how the illustrations help support the story's characters, setting, and events. ☐	Rabbit and Coyote pp. 4–5 - With your child, read the trickster tale again as a dramatic reading, assuming the parts of Rabbit and Coyote. - Then think of a trick that Coyote could play on Rabbit. ☐	The Valiant Little Tailor pp. 6–7 - Read aloud pages 6 and 7 together, alternating paragraphs. - Point out the word valor in paragraph 3. - Ask your child to locate clues in the text that help explain the word's meaning. - Discuss whether or not the tailor truly shows valor. ☐	The Valiant Little Tailor pp. 8–9 - Finish reading the folktale together. - Explain that folktales often have events that come in sets of three. - Have your child name the three actions the tailor performs to impress the giant. ☐	Chi Li and the Serpent p. 10 - Invite your child to read aloud the selection. - Together, act out the scene between the hound and the serpent. - Then discuss how Chi Li in this tale and the tailor in the previous story are alike and different. ☐
Week 2				
Molly Whuppie pp. 12–13 - Read aloud the introduction and the first six paragraphs of the fairy tale together. - Discuss what clues support the woman's statement that her husband is a giant with a terrible temper. ☐	Molly Whuppie pp. 13–14 - Read aloud paragraph 7 through page 14 of the fairy tale, alternating paragraphs. - Ask your child how the words exchanged and exchange in paragraph 8 are alike and different in meaning and parts of speech. ☐	Molly Whuppie pp. 15–16 - Read aloud pages 15 and 16 of the fairy tale, alternating paragraphs. - Ask your child to draw a conclusion about the "Bridge of One Hair" based on clues in the story. ☐	Molly Whuppie pp. 17–19 - Finish reading the fairy tale aloud together. - Ask your child to number the events throughout the story that prove that the king is correct when he says, "Molly, you are a clever girl." ☐	Kate Shelley: A Young Hero p. 20 - Invite your child to read aloud the selection. - Together, find an informational book or web site about the Kate Shelley High Bridge. - Challenge your child to draw a picture of the bridge based on photos you find. ☐
Week 3				
Hercules' Quest pp. 22–24 - Read aloud the introduction on page 22, and then read the first ten paragraphs of the myth together. - Point out the word mortal and ask your child to locate clues that help explain the word's meaning. ☐	Hercules' Quest pp. 24–25 - Read aloud paragraph 11 through page 25 of the myth, alternating paragraphs. - Ask your child to imagine how Atlas feels when relieved of the weight of the sky. ☐	Hercules' Quest pp. 26–27 - Read aloud pages 26 and 27 of the myth, alternating paragraphs. - Discuss what additional details you learn about the characters, setting, and events from the illustration. ☐	Hercules' Quest pp. 28–29 - Finish reading the myth aloud together. - Ask your child to retell the story in his or her own words. ☐	Paul Bunyan and the Troublesome Mosquitoes p. 30 - Invite your child to read aloud the story. - Together, draw a circle around the exaggerations the storyteller uses that let readers know this selection is a tall tale. ☐

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



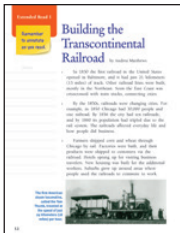
Short Read 1:
The Open Road

1. What happened in 1908 that made it possible for anyone to own a car? What were the effects of this event?
2. Reread paragraph 5 and review the time line at the bottom of page 5. How did Route 66 change America?



Short Read 2:
Dust Bowl
Refugees

3. Why did the Dust Bowl refugees leave the Great Plains? What did the open roads represent?
4. Reread page 9. What does Woody Guthrie's song suggest about finding work after the Dust Bowl?



Extended Read 1:
Building the
Transcontinental
Railroad

5. Reread paragraph 8. Why did the Central Pacific worker face more difficult work than the Union Pacific worker?
6. Reread "The Price of Progress." Why is this an appropriate title for this section?
7. Reread Mark Twain's journal entries found on page 19. How does Twain contrast the two ways of transportation?



Extended Read 2:
The Oregon Trail

8. What hardships did emigrants face on their journey west? Why did settlers risk these odds to make the journey?
9. Reread the section entitled "The End of the Trail." What does the word "obsolete" in paragraph 18 mean? What context clues help reveal the meaning of the word?
10. Reread "The Price of Progress" on page 17 and paragraph 9 on page 25. What could be one reason Native Americans attacked emigrants on the Oregon Trail?

Name: _____

Unit 7: Developing a Nation

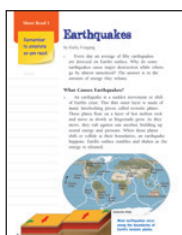
Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
The Open Road pp. 4–5 - Read aloud the selection together, alternating paragraphs. - Together, draw an arrow from details mentioned in the text to matching entries on the time line. - Discuss information in the time line that isn't mentioned in the text.	The Open Road pp. 4–5 - Ask your child to reread paragraph 5 aloud. - Together, make up a conversation that two travelers might have in a diner on Route 66 in the 1920s.	Dust Bowl Refugees pp. 6–7 - Read aloud the first two pages of the selection together, alternating paragraphs. - Ask your child to locate clues in the text that explain what the word refugees means in the title.	Dust Bowl Refugees pp. 8–9 - Reread aloud the last two pages of the selection, alternating paragraphs. - Ask your child to circle phrases in the song that indicate that Guthrie and his family are moving from place to place.	Black Sunday: An Eyewitness Account p. 10 - Invite your child to read aloud the selection. - Together, compare Pauline Winkler Grey's eyewitness account of Black Sunday to the photo shown on page 6.
Week 2				
Building the Transcontinental Railroad pp. 12–13 - Read aloud the first two pages of the selection together, alternating paragraphs. - Discuss the photo and caption on page 12. - Explain that the name Tom Thumb refers to the train's small size, based on a fairy tale written in the 1600s about a boy the size of a man's thumb.	Building the Transcontinental Railroad pp. 14–15 - Read aloud the next two pages of the selection together, alternating paragraphs. - Discuss how the words incentive and competition are related to the sentence, "The company that got the farthest would make the most money."	Building the Transcontinental Railroad pp. 16–17 - Read aloud the next two pages of the selection together. - Discuss ways the railroad companies and the Plains Indians might have been able to compromise, or meet both their needs, if they had met to discuss their concerns.	Building the Transcontinental Railroad pp. 18–19 - Finish reading aloud the selection together. Ask your child to explain how the map, photos, and illustrations support the information in the text. - Then discuss why the author included the quotes on pages 13, 14, and 18.	The Pony Express p. 20 - Invite your child to read aloud the selection. - Point out the third sentence in paragraph 4. - Together, write a new story or song about a Pony Express rider based on information in the text.
Week 3				
The Oregon Trail pp. 22–23 - Read aloud the first four paragraphs of the selection together. - Point to the word plentiful in paragraph 4. - Ask your child to look for clues that help explain the word's meaning. Then take turns using the adjective in sentences.	The Oregon Trail pp. 23–26 - Read the narrative portions of paragraph 5 through page 26 aloud, inviting your child to read the quotes from Narcissa Whitman. - Together, locate words the author uses to introduce what Whitman says. (described, writes, recounts)	The Oregon Trail p. 27 - Ask your child to read page 27 aloud. - Discuss whether your family would have been willing to make such a trip and why.	The Oregon Trail pp. 28–29 - Read the last two pages of the selection together, alternating paragraphs. - Together, find details on page 28 that match information on page 13 of "Building the Transcontinental Railroad."	Oregon Trail Diary p. 30 - Invite your child to read aloud the selection. - Then ask him or her to draw an illustration to support Sally's diary entry.

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



Short Read 1:
Earthquakes

1. How can earthquakes change Earth's landscape?
2. Reread paragraph 2. What does the word "collide" mean? What context clues help reveal the meaning of the word?



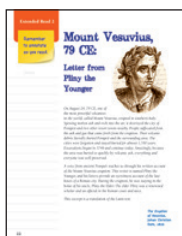
Short Read 2:
The San Francisco
Earthquake, 1906:
An Eyewitness
Account

3. Reread "Measuring Quakes" on page 5. What would the lines on a seismograph measuring the San Francisco earthquake of 1906 have looked like?
4. Reread paragraph 11. The author begins by saying, "Then I turned to dress myself. What a change in values!" Why is this statement significant?



Extended Read 1:
Volcanoes

5. What new structures can volcanic eruptions form on Earth, both on land and in bodies of water?
6. Reread the "Plinian Eruptions" sidebar. How does Pliny the Younger's account of Mount Vesuvius's eruption contrast with the scientific information cited?
7. Reread paragraph 14. What kind of volcano would Mount Pinatubo be categorized as: dormant, active, or extinct?



Extended Read 2:
Mount Vesuvius,
79 CE: Letter from
Pliny the Younger

8. Reread paragraph 14 of "Volcanoes." Then reread paragraph 2 on page 24. What do these two volcanic eruptions have in common?
9. Both Pliny the Younger's and Emma Burke's descriptions are firsthand eyewitness accounts of a natural disaster. How are their accounts similar? Why are their accounts significant?
10. Look at the photograph on page 25 and read the caption. What can you infer about the eruption of Mount Vesuvius?

Name: _____

Unit 8: Earth Changes

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1	Monday Earthquakes pp. 4–5 ☐ - Read aloud the selection together, alternating sections. - Discuss the following two questions: <i>What causes an earthquake? What are some effects of earthquakes?</i>	Tuesday Earthquakes pp. 4–5 ☐ - Review the information presented in the selection’s graphics and captions. - Discuss what extra details about earthquakes you learn from each one.	Wednesday The San Francisco Earthquake, 1906: An Eyewitness Account pp. 6–9 ☐ - Read aloud the selection together, alternating paragraphs. - Together, find the narrator’s three references to human life. - Discuss why she included these statements.	Thursday The San Francisco Earthquake, 1906: An Eyewitness Account pp. 6–9 ☐ - Review the events the narrator and her family and neighbors endured during the earthquake. - Then do the activity she suggests in paragraph 9 and discuss how it makes you feel.	Friday Tsunami! p. 10 ☐ - Invite your child to read aloud the selection. - Ask your child to compare the words destruction and destructive in meaning and part of speech.
Week 2	Volcanoes pp. 12–14 ☐ - Read aloud the first three pages of the selection together, alternating paragraphs. - Discuss what you learn about Mount Vesuvius from the map, photos, and diagrams.	Volcanoes pp. 15–16 ☐ - Read aloud the next two pages of the selection together, alternating paragraphs. - Write the words extinct, dormant, and active on slips of paper. - Hold up one of the words and ask your child to use it in a sentence about a volcano.	Volcanoes pp. 17–18 ☐ - Read the section called “Famous Eruptions” together, alternating paragraphs. - Together, find an informational book or web site to learn more about the volcano that most interests your child.	Volcanoes p. 19 ☐ - Ask your child to read aloud the last page of the selection. - Point out the word devastating in paragraph 15, and ask your child to find clues that support the word’s meaning. - Then take turns using the adjective in sentences.	The Mount St. Helens Volcano p. 20 ☐ - Invite your child to read aloud the selection. - Together, write observations that a scientist working at the Mount St. Helens National Monument might have written shortly after the disaster.
Week 3	Mount Vesuvius, 79 CE: Letter from Pliny the Younger pp. 22–24 ☐ - Read aloud the introduction and the first page of the letter together. - Discuss the relationship between the words courage and calmness and the words folly and careless security.	Mount Vesuvius, 79 CE: Letter from Pliny the Younger pp. 25–26 ☐ - Read aloud the next two pages of the selection together, alternating paragraphs. - Discuss the specific things Pliny the Younger and his mother do that show their love of family and one another.	Mount Vesuvius, 79 CE: Letter from Pliny the Younger pp. 27–28 ☐ - Read aloud pages 27 and 28, alternating paragraphs. - Compare the painting created in 1817 (page 28) with Pliny the Younger’s description of the eruption, written in 79 CE.	Mount Vesuvius, 79 CE: Letter from Pliny the Younger p. 29 ☐ - Ask your child to read the last page of the selection aloud. - Discuss the importance of this primary source in supporting the findings of the excavation of Pompeii that began in 1748.	Escape from Pompeii p. 30 ☐ - Invite your child to read aloud the selection. - Together, act out the story of Marcus and his father, using their dialogue for yours.

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



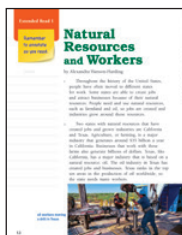
Short Read 1:
Seattle: Up and Down—and Up Again

1. How many new residents did Seattle gain in the first six months of 1889?
2. Review the time line on page 5. In what years does Seattle experience busts or downs? What busts are not included in the time line but are mentioned in the text? Why are these busts left off the time line?



Short Read 2:
César: ¡Sí, Se Puede! Yes, We Can!

3. Reread the poem “Who Could Tell?” What is the main idea of this poem? What key details support the main idea?
4. Reread the poems “Green Gold” and “¡Sí, Se Puede! Yes, We Can!” What is the “smelly spray” described in line 20 of the poem “Green Gold”?



Extended Read 1:
Natural Resources and Workers

5. Reread paragraphs 8–9. How did the war affect the farming community?
6. Reread paragraphs 7 and 15. How did the Great Depression directly affect California and Texas?
7. Why might some local or state-run businesses in Texas support hydraulic fracturing?



Extended Read 2:
Out of the Dust

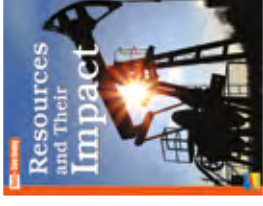
8. Reread “Fields of Flashing Light.” Which of the author’s specific words and phrases personify the dust?
9. Reread “Tested by Dust.” What words and phrases does the narrator use to describe feeling as if she is in school? What do these words and phrases contribute to the overall feeling the narrator is experiencing?
10. How does the President’s Ball help the townspeople?

Name: _____

Unit 9: Resources and Their Impact

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



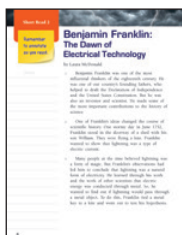
Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Seattle: Up and Down—and Up Again pp. 4–5 - Read the selection together, alternating paragraphs. - Discuss the terms “ups and downs” and “boom or bust.” - Look for current examples of these two economic opposites in a print or online newspaper.	Seattle: Up and Down—and Up Again pp. 4–5 - Reread the selection together. - Draw an arrow from details mentioned in the text to matching entries on the time line. - Then discuss any examples in the text that aren’t included on the time line.	César: ¡Sí, Se Puede! Yes, We Can! pp. 6–7 - Read the first two poems together, alternating stanzas. - Discuss what you learn about César Chávez from details in the poems.	César: ¡Sí, Se Puede! Yes, We Can! pp. 8–9 - Read the third poem about César Chávez together, alternating stanzas. - Then read the conclusion aloud. - Ask your child to explain the meaning of the term movement.	Dolores Huerta p. 10 - Invite your child to read aloud the selection. - Then ask him or her to draw an illustration to support one or more of the facts about Dolores Huerta that you learned.
Week 2				
Natural Resources and Workers p. 12 - Ask your child to read the first page of the selection aloud. - Discuss and/or research what natural resources help create industries, businesses, and jobs in your state.	Natural Resources and Workers pp. 13–14 - Read the next two pages aloud together, alternating paragraphs. - Discuss the meaning of the word prejudice in paragraph 6. - Ask your child to find examples of groups who suffered from prejudice. (Native Americans, the Chinese)	Natural Resources and Workers pp. 15–17 - Read paragraphs 7 through 11 together. - Ask your child to point out specific evidence as to why this section is called “20th-Century Hardships.”	Natural Resources and Workers pp. 17–19 - Read the rest of the selection together, alternating paragraphs. - Together, make up a conversation that a wildcatter or roughneck and a merchant might have had when the oil industry first boomed in Texas.	John Henry p. 20 - Invite your child to read aloud the story. - Together, draw a circle around the exaggerations the storyteller uses that let readers know this selection is a tall tale.
Week 3				
Out of the Dust pp. 22–24 - Read aloud the first poem together, alternating stanzas. - Ask your child to retell the events described in his or her own words.	Out of the Dust pp. 25–27 - Read aloud “Tested by Dust” and “Dust and Rain” together, alternating stanzas. - Discuss how the author ends each poem with a statement of hope.	Out of the Dust pp. 28–29 - Read the last poem together, alternating stanzas. - Point out the word Annual on the ticket, asking your child to locate a clue that supports its meaning. - Then discuss annual events that bring happiness to your family.	Out of the Dust pp. 22–29 - Together, choose one of the photos from the selection. - Write a poem about the photo in the style of Karen Hesse.	Dust Storm Days p. 30 - Invite your child to read aloud the selection. - Together, think of a series of events that would lead to a happy ending to the story.

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



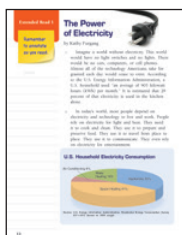
Short Read 1:
Power Restored in
India

1. What will most likely happen in India if infrastructures are not improved?
2. What is the main idea of this news article?



Short Read 2:
Benjamin
Franklin: The
Dawn of Electrical
Technology

3. Reread Ben Franklin's words at the bottom of page 8. What is Franklin referring to in this quote?
4. Reread "A Man of Science and Letters" and review the time line on page 8. What can you infer about Benjamin Franklin's working relationship with other scientists?



Extended Read 1:
The Power of
Electricity

5. What type of current powers the electric grid we use today?
6. The word "infrastructure" is used in paragraph 5 of "Power Restored in India." What information in "The Power of Electricity" helps reveal what the word "infrastructure" refers to?
7. Reread paragraph 3 of "Benjamin Franklin: The Dawn of Electrical Technology." Then reread paragraph 18 of "The Power of Electricity." How is NASA's future plan to collect energy similar to Franklin's lightning experiment?



Extended Read 2:
Nikola Tesla:
Electrifying
Inventor

8. Reread the quote on page 24. What can you infer about Tesla from this quote?
9. How does the illustration on page 26 help you understand why DC power was weaker and not as efficient as AC power?
10. Reread paragraph 14. What does the word "hydroelectric" mean? What context clues help reveal the meaning of the word?

Name: _____

Unit 10: The Power of Electricity

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Power Restored in India pp. 4–5 - Read aloud the selection, alternating paragraphs. - Point out the word populous in paragraph 5 and ask your child to look for clues to its meaning. - Then think of words related to populous, such as popular and population, and use them in sentences.	Power Restored in India pp. 4–5 - Together, circle all the numerals and number-related words in the selection. (July 30, 370 million, 620 million, half, August 1, three, second-most) - Discuss their importance in providing accurate facts to readers.	Benjamin Franklin: The Dawn of Electrical Technology p. 6 - Invite your child to read aloud the first page of the selection. - Reread the first sentence, and ask your child to point out details on the page that support this main idea.	Benjamin Franklin: The Dawn of Electrical Technology pp. 7–9 - Read the rest of the selection together, alternating paragraphs. - Reread Franklin's quote at the bottom of page 8, and ask your child what the words Rods and Mischief refer to.	Blackout, 1965 p. 10 - Invite your child to read aloud the selection. - Together, make a list of things your family would have to do differently during a blackout.
Week 2				
The Power of Electricity pp. 12–13 - Read aloud the first two pages of the selection together, alternating paragraphs. - Together, try to create static electricity, such as by rubbing a balloon on your hair or shuffling your feet across a rug.	The Power of Electricity pp. 14–15 - Read aloud the next two pages of the selection together, alternating paragraphs. - Together, make a two-column chart that lists the differences between DC and AC power.	The Power of Electricity pp. 16–18 - Together, read page 16 through paragraph 16. - Ask your child to locate clues in the text that explain what the word generating means in the section head on page 16.	The Power of Electricity pp. 18–19 - Read the "Conserving Energy for the Future" section together, alternating paragraphs. - Together, draw a kitchen filled with alternative energy appliances, labeling each one with a creative name.	Hoover Dam p. 20 - Invite your child to read aloud the selection. - Discuss the "harmful ecological effects" that dams could cause.
Week 3				
Nikola Tesla: Electrifying Inventor pp. 22–24 - Read aloud the first three pages of the selection together, alternating paragraphs. - Compare the information in paragraphs 3 and 4 to the details about Edison and Tesla in the time line on page 15.	Nikola Tesla: Electrifying Inventor pp. 25–26 - Read aloud the next two pages of the selection together, alternating paragraphs. - Together, make up a conversation Edison and Tesla might have about Edison's offer of \$50,000.	Nikola Tesla: Electrifying Inventor pp. 27–29 - Finish reading the selection together. - Find a book or web site about the 1893 Chicago World's Fair to see what it says about Tesla's contributions.	Nikola Tesla: Electrifying Inventor pp. 22–29 - Together, match information from the text to details listed in the time line on pages 28 and 29. - Then discuss time line entries that add additional information about Tesla.	A Night in Tesla's Lab p. 30 - Invite your child to read aloud the selection. - Together, make a list of questions you would like to ask Tesla if you could spend a day with him in his laboratory.