

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

## Unit 1: Government for the People

# Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>	<b>Working Together</b> pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• Discuss the different tasks the volunteers performed.</li> <li>• Why was filling sandbags so important?</li> </ul>	<b>Working Together</b> pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Examine the images and captions that accompany the text.</li> <li>• What does the map show us?</li> <li>• How does the photograph and caption help your understanding of the text?</li> </ul>	<b>Election Day</b> pp. 6–7 <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 main idea of paragraph 3? (how candidates campaign)</li> <li>• Ask: <i>What key details support the main idea?</i> (give speeches; run ads; meet voters)</li> </ul>	<b>Election Day</b> pp. 8–9 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Finish reading aloud the selection together, alternating paragraphs.</li> <li>• Ask your child to explain the sequence of how African Americans, women, and young people gained the right to vote.</li> </ul>	<b>Robert's Rules of Order</b> p. 10 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Get scrap paper and pencils.</li> <li>• Set a timer for sixty seconds and see who can find and list the most short vowel sounds on the page.</li> </ul>
<b>Week 2</b>	<b>It Is My Right!</b> pp. 12–13 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the first two pages of the selection.</li> <li>• Point to the word <b>suffragists</b> in paragraph 2 and ask your child to look for clues about what that word means.</li> <li>• Then take turns making up sentences using the term.</li> </ul>	<b>It Is My Right!</b> pp. 14–17 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Read aloud the next four pages together, alternating paragraphs.</li> <li>• Ask your child to explain why Rosa Parks refused to move her seat.</li> <li>• Discuss how Rosa Parks's actions inspired others.</li> </ul>	<b>It Is My Right!</b> pp. 18–19 <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 Cesar Chavez used peaceful protest to bring about change.</li> <li>• Ask: <i>What other examples of peaceful protest are mentioned in this text?</i></li> </ul>	<b>It Is My Right!</b> pp. 12–19 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Ask your child to explain the overall message of this text.</li> <li>• Ask: <i>How does each section support this message?</i></li> <li>• Ask: <i>What do all these leaders have in common?</i></li> </ul>	<b>Thomas Paine</b> p. 20 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• Work together to find different spelling combinations that result in long <b>a</b> sounds. (became, swayed, raised, vain)</li> </ul>
<b>Week 3</b>	<b>Winning the Right to Vote</b> pp. 22–24 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Invite your child to read aloud paragraphs 1–7 of the text.</li> <li>• It took many years and many laws to ensure the right to vote for African Americans.</li> <li>• Ask: <i>What details in the text support this idea?</i></li> </ul>	<b>Winning the Right to Vote</b> pp. 24–26 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Invite your child to read aloud paragraphs 8–11 of the text.</li> <li>• After reading, ask your child to explain the sequence of events that led to women's right to vote.</li> </ul>	<b>Winning the Right to Vote</b> pp. 26–29 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Finish reading aloud the selection together, alternating paragraphs.</li> <li>• Point to the word <b>citizens</b> in paragraph 12.</li> <li>• Ask your child to find clues that tell what the word <b>citizen</b> means.</li> <li>• Discuss how state laws prevented some American citizens from voting.</li> </ul>	<b>Winning the Right to Vote</b> pp. 22–29 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Ask your child to explain how time lines and primary source photographs help him or her understand the text.</li> </ul>	<b>One Nation from Many</b> p. 30 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• Then search for different spelling combinations that result in long <b>e</b> and long <b>o</b> sounds. (league, told)</li> </ul>