

Name: _____

Unit 5: Advancements in Technology

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Alexander Graham Bell: "It Talks!" pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Draw pictures to illustrate Emperor Pedro II's reaction to the telephone at the World's Fair. 	Alexander Graham Bell: "It Talks!" pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> • Examine the pages from Bell's journal. • Ask your child to explain what we can learn from looking at historical documents like this. 	From Telephone to FaceTime pp. 6–7 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the first two pages of the selection together, alternating paragraphs. • Ask your child to explain why people were reluctant to use the phone at first. 	From Telephone to FaceTime pp. 8–9 <input type="checkbox"/> <ul style="list-style-type: none"> • Finish reading aloud the selection together, alternating paragraphs. • Ask your child to use the time line to explain the history of the telephone. 	The Longest Wire p. 10 <input type="checkbox"/> <ul style="list-style-type: none"> • Get scrap paper and pencils. Set a timer for sixty seconds. • See who can find and list the most words with a long VCe vowel pattern on the page.
Week 2	Thomas Edison: "It Sings!" pp. 12–13 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the first two pages of the selection together, alternating paragraphs. • Ask your child to explain why curiosity is a helpful trait for an inventor. 	Thomas Edison: "It Sings!" pp. 14–15 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the next two pages together, alternating paragraphs. • Then practice tapping out each other's names using the Morse Code on page 14. 	Thomas Edison: "It Sings!" pp. 16–19 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to complete the selection. • Ask your child to explain how recording voices and music with a phonograph changed people's daily lives. 	Thomas Edison: "It Sings!" pp. 12–19 <input type="checkbox"/> <ul style="list-style-type: none"> • Look at the chart on page 19 and then ask your child to draw his or her favorite invention. 	George Eastman and the Kodak Camera p. 20 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. Then look through a print or digital photo album together. • Discuss why photographs are an important medium.
Week 3	From Phonograph to Playlist pp. 22–23 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the beginning of the selection together, alternating paragraphs. Point to the word phonograph in paragraph 4. • Ask your child to find clues that tell what the word means. 	From Phonograph to Playlist pp. 24–25 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together, alternating paragraphs. • Ask your child to explain how the need for improving ideas can lead to new technology and products. 	From Phonograph to Playlist pp. 26–27 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together, alternating paragraphs. • Ask your child to explain what cylinders, cassettes, and discs all have in common. 	From Phonograph to Playlist pp. 28–29 <input type="checkbox"/> <ul style="list-style-type: none"> • Finish reading aloud the selection together, alternating paragraphs. • Ask your child to explain how time lines and primary source photographs help him or her understand the text. 	From Snapshots to Selfies p. 30 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Work together to make a time line of your child's favorite type of technology.