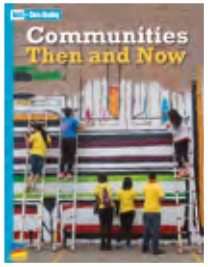
Name: _____

Unit 7: Communities Then and Now

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**Exploring My Community** pp. 4–5 ☐ • Invite your child to read aloud the selection. • Discuss what the map, photos, and captions tell you about St. Augustine.	**Exploring My Community** pp. 4–5 ☐ • Find your community on a map and draw a picture that shows what makes your community unique.	**A New Life in Vermont** pp. 6–9 ☐ • Read aloud the first the selection together, alternating paragraphs. • Ask your child to describe some of the ways life in a farmhouse in Vermont may be different from life in the city.	**A New Life in Vermont** pp. 6–9 ☐ • Draw or cut out images and make a collage of scenes of city life and country life. • How are they different? How are they the same?	**The Mission District** p. 10 ☐ • Get scrap paper and pencils. Set a timer for sixty seconds. • See who can find and list the most words with **-er** and **-or** endings.
Week 2	**All Kinds of Communities** pp. 12–13 ☐ • Read aloud the first two pages of the selection together, alternating paragraphs. • Ask your child to describe his or her own community.	**All Kinds of Communities** pp. 14–15 ☐ • Read aloud the next two pages of the selection together, alternating paragraphs. • Ask your child to design a flag to represent Farmersville, Texas.	**All Kinds of Communities** pp. 16–17 ☐ • Read aloud the next two pages of the selection together. • Think of a list of other nicknames for St. Louis, Missouri, in addition to St. Louie.	**All Kinds of Communities** pp. 18–19 ☐ • Finish reading aloud the selection together. • Ask your child to explain how the maps, photos, and graphs support the information in the text.	**The Levi Coffin House** p. 20 ☐ • Invite your child to read aloud the selection. • Then discuss how the Underground Railroad was its own community.
Week 3	**Sarah and the Chickens** pp. 22–25 ☐ • Read aloud the first four pages of the selection together, alternating paragraphs. • Point to the word **whickering** in paragraph 4. • Work together to find the word in the dictionary and understand what the word **whickering** means.	**Sarah and the Chickens** pp. 26–29 ☐ • Invite your child to read aloud the next four pages of the selection together. • Then do a dramatic reading of the selection, assuming the roles of Sarah and Maggie.	**Sarah and the Chickens** pp. 22–29 ☐ • Review the text. • Ask your child to explain what the community on the prairie is like.	**Sarah and the Chickens** pp. 28–29 ☐ • Discuss a scene that was particularly memorable from the selection. • Have your child do a drawing to illustrate the scene.	**Wind and Wildflowers** p. 30 ☐ • Invite your child to read aloud the selection. • Work together to find clues and determine the meaning of the word **sod**. • Then look online to find out what a **sod** house looks like.