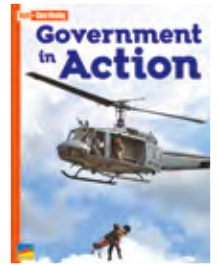


Name: _____

Unit 1: Government in Action

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Solving Problems p. 4 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the first page of the selection. Discuss how the photo and captions support the information in paragraph 2. 	Solving Problems p. 5 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud page 5 together, alternating paragraphs. Point out that Washington State is "the leading producer of shellfish in the nation." Discuss which graphic feature explains what leading producer means. 	The First Town Meeting pp. 6–7 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the introduction to the story and ask your child to read the rest of pages 6 and 7. Discuss how the author "shows" how stressed Mary, Ben, and Wilmer are. 	The First Town Meeting pp. 8–9 <input type="checkbox"/> <ul style="list-style-type: none"> Finish reading aloud the selection together, alternating paragraphs. Discuss how the town leaders work together to come up with a solution to their problem. 	Saving Yellowstone p. 10 <input type="checkbox"/> <ul style="list-style-type: none"> Find a book or web site about Yellowstone National Park. Discuss what you would most like to see and do there.
Week 2	The State Government and Its Citizens pp. 12–13 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud paragraphs 1, 2, and 3. Point out the word federal on page 12 and ask your child to find two other forms of the word on the page and explain how the terms are related. 	The State Government and Its Citizens pp. 13–15 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the section called "The Three Branches of State Government," alternating paragraphs. Play a game in which you give a clue and your child names which branch of government you are referring to. 	The State Government and Its Citizens pp. 16–18 <input type="checkbox"/> <ul style="list-style-type: none"> Take turns reading aloud the sections about transportation, public health and safety, education, and emergencies and disasters. Discuss how each of these areas of government directly affects your family. 	The State Government and Its Citizens p. 19 <input type="checkbox"/> <ul style="list-style-type: none"> Ask your child to read the last page of the text aloud. Discuss the quote by Henry Ford. Try to think of a real-life example in your own community that supports this idea. 	Fifty States Plus p. 20 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Together, locate each location mentioned on a map and discuss how the author describes it.
Week 3	Stanley's Release pp. 22–24 <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the introduction on page 22, and then invite your child to read aloud the next two pages. Discuss what obstacles Stanley has faced in the past and what obstacles he still faces. 	Stanley's Release pp. 25–26 <input type="checkbox"/> <ul style="list-style-type: none"> Read pages 25 and 26 aloud together, alternating paragraphs. Then ask your child to explain the sequence of events that leads to Stanley giving Zero a thumbs-up. 	Stanley's Release pp. 27–28 <input type="checkbox"/> <ul style="list-style-type: none"> Read pages 27 and 28 together, alternating paragraphs. Discuss who might benefit from the Attorney General's investigation. 	Stanley's Release p. 29 <input type="checkbox"/> <ul style="list-style-type: none"> Ask your child to read aloud the last page of the excerpt. Discuss what goal Stanley achieves. If your child is interested in reading the book <i>Holes</i>, check your local library. 	Go, Botoño! p. 30 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection and draw a picture of what Primaluna might look like, including its view of Earth.