

Name: _____

Unit 10: The Power of Electricity

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Power Restored in India <input type="checkbox"/> pp. 4–5 <ul style="list-style-type: none"> 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 <input type="checkbox"/> pp. 4–5 <ul style="list-style-type: none"> 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 <input type="checkbox"/> <ul style="list-style-type: none"> 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 <input type="checkbox"/> <ul style="list-style-type: none"> 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 <input type="checkbox"/> <ul style="list-style-type: none"> 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 <input type="checkbox"/> pp. 12–13 <ul style="list-style-type: none"> 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 <input type="checkbox"/> pp. 14–15 <ul style="list-style-type: none"> 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 <input type="checkbox"/> pp. 16–18 <ul style="list-style-type: none"> 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 <input type="checkbox"/> pp. 18–19 <ul style="list-style-type: none"> 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 <input type="checkbox"/> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Discuss the "harmful ecological effect[s]" that dams could cause.
Week 3	Nikola Tesla: Electrifying Inventor pp. 22–24 <input type="checkbox"/> <ul style="list-style-type: none"> 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 <input type="checkbox"/> <ul style="list-style-type: none"> 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 <input type="checkbox"/> <ul style="list-style-type: none"> 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 <input type="checkbox"/> <ul style="list-style-type: none"> 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 <input type="checkbox"/> <ul style="list-style-type: none"> 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.