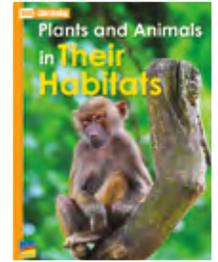


Name: \_\_\_\_\_

## Unit 3: Plants and Animals in Their Habitats

# Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p><b>News About Scorpions</b> p. 4 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• Ask your child to explain how spiders and scorpions are similar.</li> <li>• Then go online and look up other arachnids.</li> </ul>	<p><b>The Coldest Place on Earth</b> pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Take turns reading aloud paragraphs from the selection.</li> <li>• Ask your child to look for clues that tell what the word <b>barren</b> means in paragraph 1.</li> <li>• Together, write sentences using the word <b>barren</b>.</li> </ul>	<p><b>The Coldest Place on Earth</b> pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Finish reading the selection together.</li> <li>• After reading, ask your child to explain how the map and photographs directly support the words in the text.</li> </ul>	<p><b>Postcards from Alex</b> pp. 10–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Read aloud the story together, alternating postcards.</li> <li>• After reading, ask your child to describe what Alex liked and didn't like about each new habitat.</li> </ul>	<p><b>The Deserts of Utah</b> p. 14 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• Then find as many words with long <b>u</b> sounds as you can. (e.g.: Utah, unusual, cool, huge, rescue)</li> </ul>
Week 2	<p><b>A City Park Habitat</b> p. 16 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection.</li> <li>• After reading, make a list of the types of plants and animals that live in your local parks.</li> </ul>	<p><b>Habitats Around the World</b> pp. 18–20 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Read aloud the first three pages of the selection together, alternating paragraphs.</li> <li>• Ask your child why people have different names for grasslands in different parts of the world.</li> </ul>	<p><b>Habitats Around the World</b> pp. 21–22 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the selection. Point out the term <b>tundra</b>.</li> <li>• Ask your child to think about last week's reading, "The Coldest Place on Earth."</li> <li>• Ask: <i>Would Antarctica be considered a tundra habitat? Why or why not?</i></li> </ul>	<p><b>Habitats Around the World</b> pp. 23–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Finish reading the selection together.</li> <li>• After reading, ask your child to explain how the photographs directly support the words in the text.</li> </ul>	<p><b>An Ocean Visit</b> p. 26 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Take turns reading aloud paragraphs from the selection.</li> <li>• Then hunt for <b>r</b>-controlled words that have an <b>ar</b> sound. (e.g.: March, are, starfish, hard, dark)</li> </ul>
Week 3	<p><b>Burt the Sea Turtle</b> p. 28 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Invite your child to read aloud the story.</li> <li>• Point out that the words <b>Burt</b>, <b>turtle</b>, <b>waters</b>, and <b>cars</b> all have <b>r</b>-controlled vowels. Make a list of other such words and group them by their spelling patterns. (e.g.: -ar, -er, -ur)</li> </ul>	<p><b>Lost in the Desert</b> pp. 30–33 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Take turns reading aloud the first four pages of the story.</li> <li>• Ask your child to find details in the story and the illustrations showing that Kara's mother is interested in plants.</li> </ul>	<p><b>Lost in the Desert</b> pp. 34–37 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Read the rest of the story aloud with your child, alternating paragraphs.</li> <li>• Discuss how the illustrations support the reader's understanding of the story.</li> </ul>	<p><b>Lost in the Desert</b> pp. 30–37 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Ask: <i>What are some things that a bobcat could teach Fred about survival in the desert?</i></li> <li>• Ask: <i>What are some things that Fred could teach a bobcat?</i></li> </ul>	<p><b>Lost in the Desert</b> pp. 30–37 <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Ask your child about the type of habitat he or she would most like to live in.</li> <li>• Then make a list of all of the things he or she would need to survive in that habitat.</li> </ul>