

Name: _____

Unit 3: Animal Adaptations

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Animal Disguises pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. Point to the words predators, prey, and camouflage. • Ask your child to look for clues that help them know what each word means. Then discuss how predators and prey use camouflage. 	Animal Disguises pp. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> • Examine the images and captions that accompany the text. • Ask your child to explain how each type of camouflage helps the animal blend into its habitat. 	Animals' Tools for Survival pp. 6–9 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the selection together, alternating paragraphs. • Ask your child to explain the main idea of the selection and list details that support the main idea. 	Animals' Tools for Survival pp. 6–9 <input type="checkbox"/> <ul style="list-style-type: none"> • Examine the chart on page 9. • Discuss other animals that you and your child could add to the chart. 	The Remarkable Teeth of a Shark p. 10 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Work together to list the most r-controlled vowel sounds on the page. (e.g.: dark, fork)
Week 2	Fur, Skin, Scales, or Feathers pp. 12–13 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the first two pages of the selection. • Ask your child to explain how the term suit in paragraph 1 can be used as both a verb and a noun. • Take turns making up sentences using the term in different ways. 	Fur, Skin, Scales, or Feathers pp. 14–17 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the next four pages of the selection together, alternating paragraphs. • Ask your child to explain the main idea of paragraph 11. 	Fur, Skin, Scales, or Feathers pp. 18–19 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to complete the selection. • Ask your child to explain how fur, skin, scales, and feathers are similar and different. Discuss what this tells us about living things. 	Fur, Skin, Scales, or Feathers pp. 12–19 <input type="checkbox"/> <ul style="list-style-type: none"> • Ask your child to explain how the photos, charts, and diagrams help them to better understand animal coverings. 	Caterpillar Self-Defense p. 20 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Get scrap paper and pencils. Set a timer for sixty seconds. • See who can find and list the most r-controlled vowel sounds on the page. (e.g.: caterpillar, butterfly)
Week 3	One Body, Many Adaptations pp. 22–24 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the first three pages of the selection together, alternating paragraphs. • Ask your child to find details in the text that support the idea that the octopus has many unique adaptations that help it survive. 	One Body, Many Adaptations pp. 25–26 <input type="checkbox"/> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together. • Ask your child to explain why the penguin has such a clearly defined black back and a white belly. 	One Body, Many Adaptations pp. 27–29 <input type="checkbox"/> <ul style="list-style-type: none"> • Finish reading aloud the selection together. • Ask your child to find details from the text that support the idea that camels are very fast drinkers. 	One Body, Many Adaptations pp. 22–29 <input type="checkbox"/> <ul style="list-style-type: none"> • Point to the term structural adaptation in paragraph 2. • Ask your child to find clues that tell what the term means. Then make a list of structural adaptations that humans have. 	How the Chameleon Learned to Change Color p. 30 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite your child to read aloud the tale. • Then draw an illustration together to accompany the story.