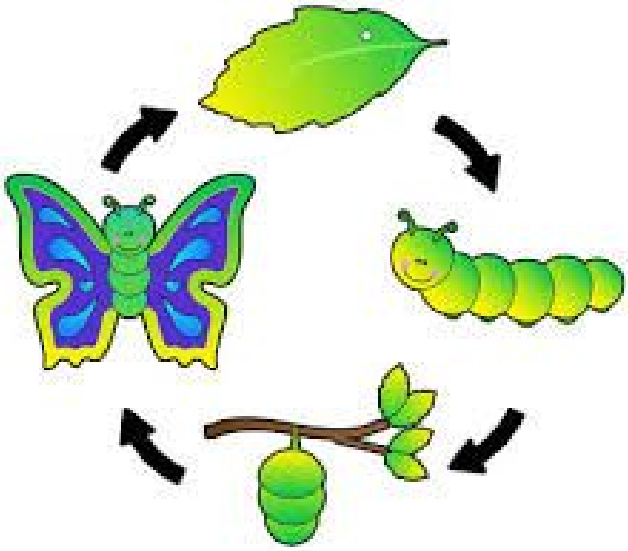
Session 1: Lifecycles



Name: _____

If you see this image:

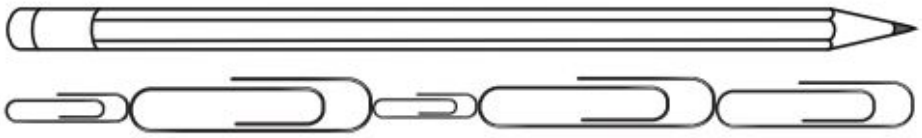
Take a picture of this finished page and send it to your teacher!

Please send a picture of the completed work via email, class dojo, seesaw, or another form of communication.

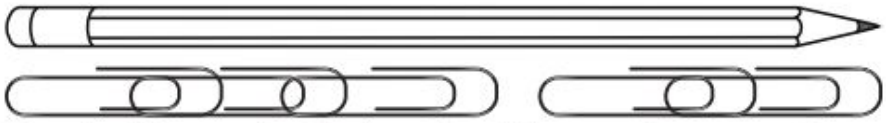
Math: Parent Information Sheet

Week 1: Measuring

Students will be working on measuring with nonstandard units, such as hands, paperclips, and paces. When students are measuring, challenge them to place units next to each other without “gaps” or “overlaps” to make a more accurate measurement. Some measurements may not be exact for the units being used but challenge your student to find the closest amount needed to measure. Below are some tips for accurate measuring using nonstandard units.



Using different-size units does not provide an accurate measurement.



Measuring with gaps and overlaps does not provide an accurate measurement.

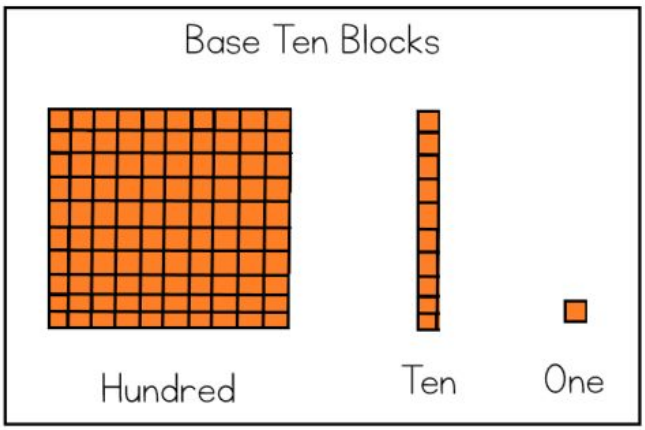
The pencil is about 4 paper clips long.

Additional Challenge!

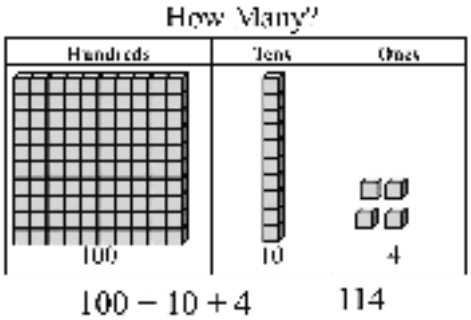
If your student needs a bigger challenge, here are some bonus ideas: Give your student a ruler and have them practice to the nearest inch or half inch. Show them the size of a foot and an inch. Name objects and have them say what one would be best to use to measure that object (ex: toy= inches, room= yards).

Week 2: Place Value

Students will be working on place value. The three places we are focusing on are the hundreds, tens, and once place. In first grade, we use some tools to represent numbers one of those tools is base ten blocks. These blocks help students visualize and compare numbers. A hundreds block is made up of 100 small squares. A ten stick or ("long") has 10 small squares and a single cube ("short") represents one. Students need to understand how to build numbers using the blocks and find a number based on what blocks they see. They also need to understand that a ten's stick is the same as ten cubes (ones).



Below is an example of how to build and read numbers using base ten blocks.



Name: _____

Math at Home: Week 1

I can measure objects using smaller things.

(Measure with the same unit from end to end with no gaps or overlaps!)

Choose one activity to do each day. Have an adult initial the box you choose. At the end, take a picture of the grid and send it to your teacher!

Use paperclips or pennies to measure how big your shoe is. Measure a shoe from every person in your family. How many pennies across is the biggest shoe: _____ pennies How many pennies across is the smallest shoe? _____ Adult Initial: _____	Use crayons (or paper paper clips) to measure 3 of your favorite toys. Record how long they are. Toy 1: _____ crayons Toy 2: _____ crayons Toy 3: _____ crayons Adult Initials: _____	Measure your kitchen and bedroom using your feet to measure. Record how many "footsteps" across each room is. Bedroom: _____ footsteps Kitchen: _____ footsteps Which room is bigger? _____ Adult Initial: _____
Trace your body on the sidewalk using chalk. Use spoons to measure how tall you are. I am _____ spoons tall Adult Initials: _____	Make 3 playdough snakes (or draw lines). Make one that is 15 pennies across, one that is 10 pennies across and one that is 7 pennies across. Adult Initials: _____	Go on IXL and do: P.7 Measure length with objects P.9 Measure height with cubes Adult Initial: _____
Make the tallest tower you can out of legos or blocks measure using shoes and spoons. My tower is _____ spoons tall My tower is _____ shoes tall Adult Initials: _____	Gather 5 things from outside (stick, pinecone, leaf etc.) Use pennies to measure how long they are. Write down one thing and how long it is. A _____ is _____ units across. Adult Initials: _____	Gather 5 different boxes from your kitchen. Measure them using spoons. The tallest was _____units The shortest was _____ units Adult Initials: _____

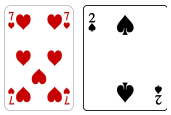
Take a picture of this finished page and send it to your teacher!

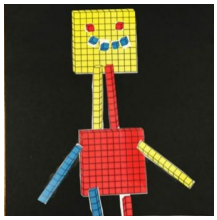
Name: _____

Math at Home: Week 2

I can make numbers bigger than ten using tens and ones. *(First I count up all the tens, then add the ones on to the end!)*

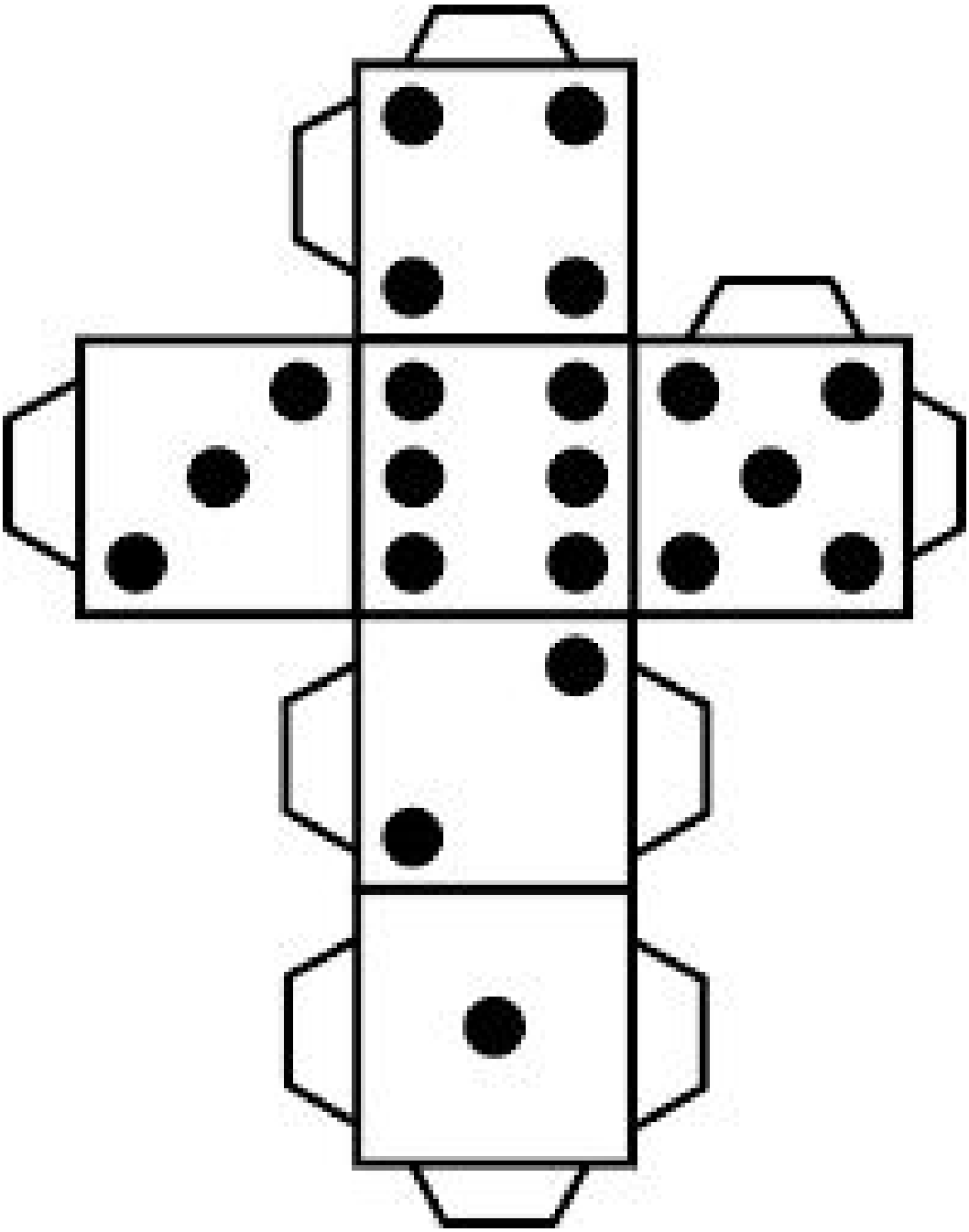
Choose one activity to complete each day. Have an adult initial the box you choose to do. Send a picture of the completed board to your teacher.

Roll a dice three times to build a number. For example 3, 6, 2 would be 362. Build the number using the base ten blocks. Write/Draw the numbers you created below: Adult initials: _____	Use the place value chart below to create the following numbers. Practice counting out loud your hundreds, tens, and ones as you build your numbers. ◦ 12 ◦ 27 ◦ 30 ◦ 43 ◦ 120 ◦ 116 Adult Initials: _____	Play Two Digit Top It: Using a deck of cards, split the deck evenly face down between two players. Say "Go!" and flip over the first two cards in your pile. Using those two cards make the largest number you can. Example:  27 or 72 The person with the larger number gets to collect all 4 cards. Continue play until the entire deck is gone. Adult initials: _____
Watch this Place Value Song: https://www.youtube.com/watch?v=5W47G-h7myY Look at the number below: 117 What digit is in the ones place? ____ What digit is in the tens place? ____ What digit is in the hundreds place? ____ Adult Initials: _____	Go on IXL and do: M.3 Place value models up to 100 M.5 Write numbers as tens and ones Adult Initials: _____	Count out 100 things from around your house. Put them in groups of ten. How many groups of tens is it? How many groups of 100? Groups of 10: _____ Groups of 100: _____ Adult Initials: _____

Put cereal, pennies, or another small counter in a bowl. Using a measuring cup scoop out some pieces. Count how many you scooped. Divide them into groups of 10s and ones. Do this 5 times to make 5 different numbers. 1) 2) 3) 4) 5) Adult Initials: _____	Use the base ten blocks to create a robot. How many 100s, 10s and 1s did you use? What was the number you made? example: the robot below is worth 266 2- hundreds 6- tens 6- ones  My robot is worth _____ hundreds _____ tens _____ ones _____ total Adult Initials: _____	Make a necklace using beads, pasta, or colored cereal. Make a pattern using groups of 10. How many groups of 10 did you use? What was your total number of pieces? I used: _____ groups of 10 I used: _____ pieces to make my necklace. Adult Initials: _____

Take a picture of this finished page and send it to your teacher!

Feel free to assemble this dice if you don't have one for math activities.



HUNDREDS	TENS	ONES

Cut out the ones, tens, and hundreds on the following pages to use on this place value chart as you complete your math practice.

I	I	I	I	I	I	I	I	I	I
I	I	I	I	I	I	I	I	I	I
				10					
				10					
				10					
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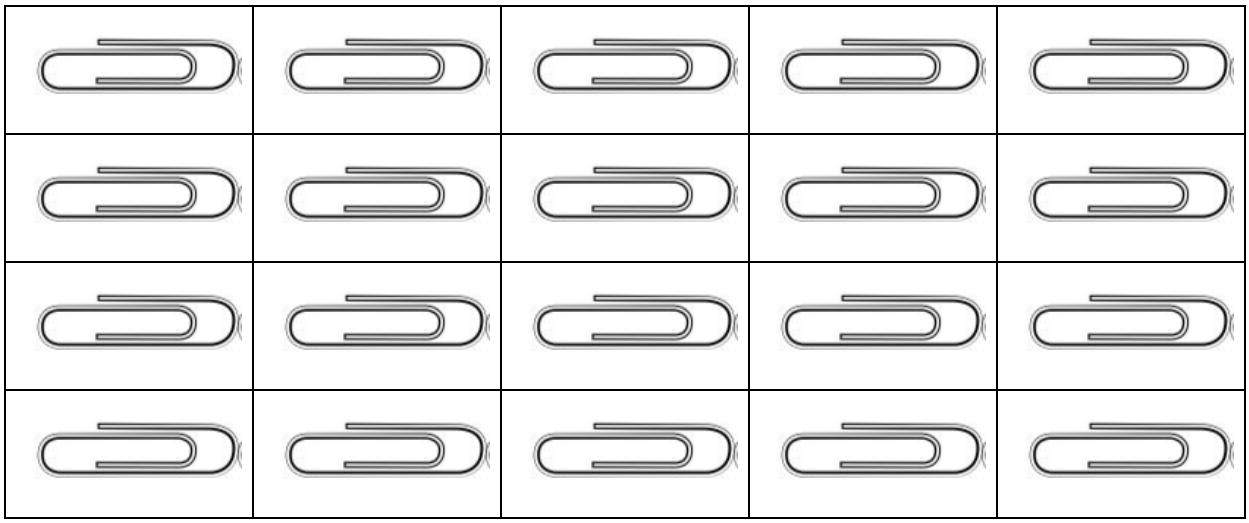
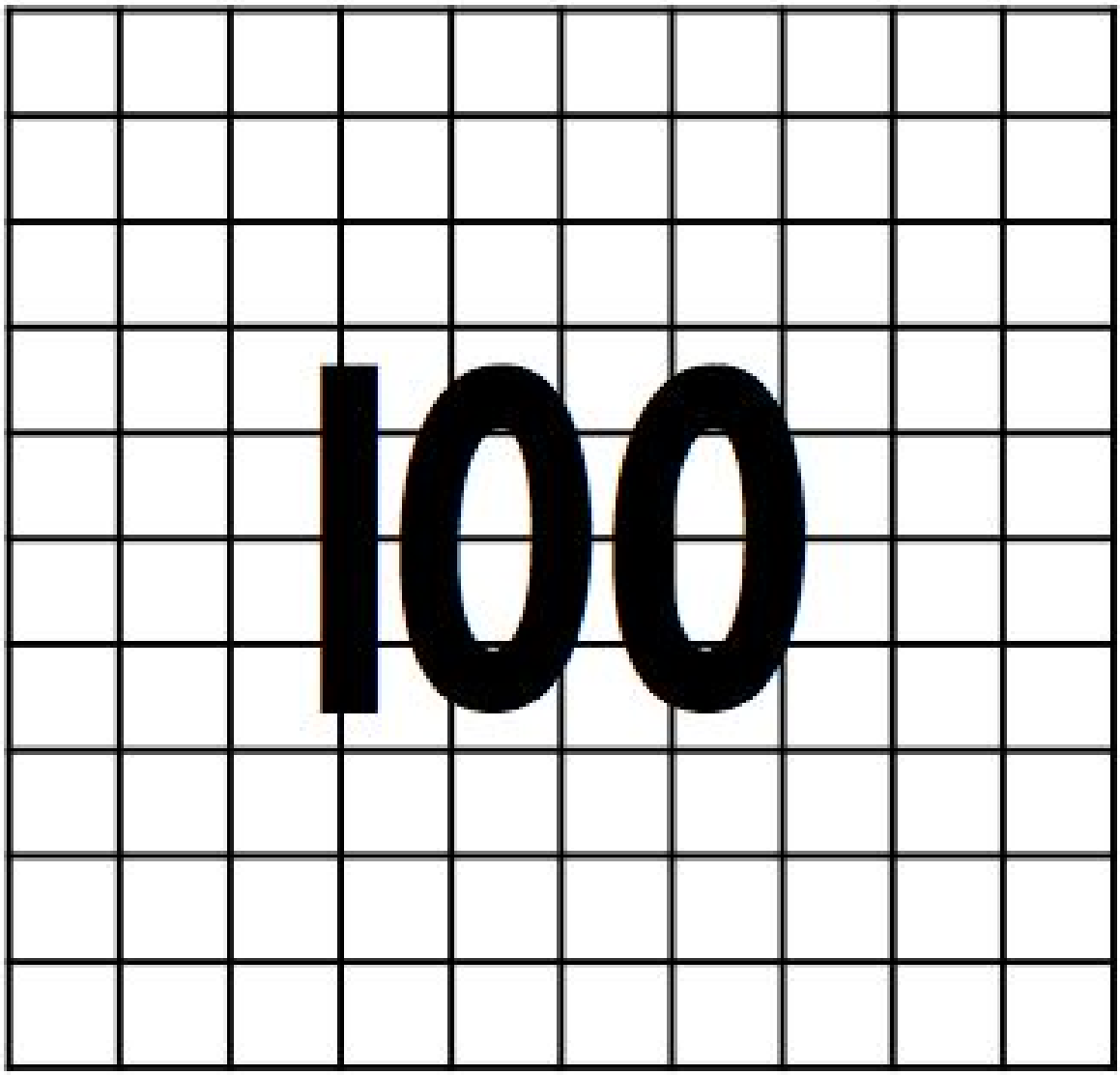



IN GOD WE TRUST
LIBERTY
2008
D


100

Reading Week 1

Books you will be reading
Watch a Frog Grow (use this to help you with writing) Days 1-3
Paul Bunyan Days 4 and 5

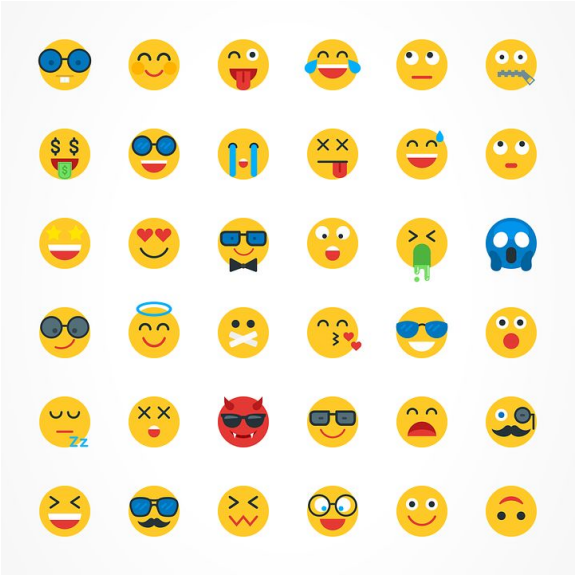
I can use nonfiction text features to find information in the text.
I can retell the book to another person.
I can describe what the character is feeling using the text and pictures.
I can talk about vocabulary words and what they mean.
I can tell about a time I felt like the character and show in a drawing.

Day 1	Day 2	Day 3	Day 4	Day 5
Read Watch a Frog Grow. Read the book to: *Older sibling__ *Grownup __ 1.) Underline words you don't know 2.) Talk about these vocabulary words - Tadpole - Hatch - Eggs What do they mean? Can you use it in a sentence? Is it fiction or nonfiction? How do you know?	Reread the book Watch a Frog Grow. Read it to: *Your pet __ *Favorite stuffed animal __ (Make sure a grown up is still listening.) Find these text features in your book and color them according to the color: *Title - Red *Author and/or Illustrator - Blue *Caption- Green *Labels - Yellow 📷**Take a picture of this when you are done and send it to your teacher!**	Reread Watch a Frog Grow in your silliest voice. Use the book to help you during writing today. 1.)Retell the book to a parent or older sibling. 2.) What was one thing you learned about frogs?	Read Paul Bunyan. Read it to: *Older Sibling _ *Grownup __ 1.) Underline words you don't know 2.) Talk about these vocabulary words - Ax - Logger - Pancakes Can you use one of the words in a sentence? Is it fiction or nonfiction? How do you know?	ReRead Paul Bunyan in a Paul Bunyan voice. 1.)What is Paul Bunyan feeling throughout the book? How do you know? 2.)What did you learn about Paul Bunyan. **Activity** Complete emoji activity.

Character Emoji Activity

Week 1 - Day Five - Book: Paul Bunyan

Directions: Use an emojis keyboard on a phone or other device and choose one emoji that makes you think of that character in the story. Draw the emoji on the line and write why you chose that emoji for that character.



Paul

I picked ☐ emoji because

_____

_____

Dad

I picked ☐ emoji because

_____

_____

Mom

I picked ☐ emoji because

_____

_____

The men

I picked ☐ emoji because

_____

_____

Take a picture of this finished page and send it to your teacher!

Reading Week 2

Books you will be Reading
Watch a Butterfly Grow (use this to help you with writing) Days 1-3
Caterpillar Can't Wait Days 4 and 5

I can use nonfiction text features to find information in the text.
I can answer questions from the text.
I can tell about a time I felt like the character and show in a drawing.

Day 1	Day 2	Day 3	Day 4	Day 5
Read Watch a Butterfly Grow. Read it to: *Older sibling _ *Grownup __ 1.) Underline words you don't know 2.) Talk about these vocabulary words - Pupa - Stage - Sheds What do they mean? Can you use it in a sentence? Is it fiction or nonfiction? How do you know?	Reread the book Watch a Butterfly Grow. Read it to: *your pet __ *Favorite stuffed animal __ (Make sure a grown up is still listening.) Find these text features in your book and color them according to the color. *Title - Red *Author and/or Illustrator - Blue *Caption- Green *Labels - Yellow 📷**Take a picture of this when you are done and send it to your teacher!**	Reread Watch a Butterfly Grow in your best teacher voice. Use the book to help you during writing today. 1.)What information from this book did you already know? 2.)What was new information to you? Show an example.	Read Caterpillar Can't Wait. Read it to: *Older Sibling _ *Grownup __ 1.) Underline words you don't know 2.) Talk about these vocabulary words - Silk - Shed - Wise What do they mean? Can you use one of the words in a sentence? Is it fiction or nonfiction? How do you know?	Reread Caterpillar Can't wait like you think caterpillar sounds. 1.)Tell about a time when you felt like the character in the story. 2.)How is your experience like this story? **Activity** Caterpillar can't wait to be a butterfly. What is something you can't wait for? Complete the activity page.

Caterpillar Can’t Wait Activity

Week 2 - Day 5 - Book: Caterpillar Can’t Wait

Directions: Caterpillar can’t wait to be a butterfly. What is something you can’t wait for? Draw a picture of what you can’t wait for and write about what you can’t wait for.

Take a picture of this finished page and send it to your teacher!

Writing Week 1

Day 1	Day 2	Day 3	Day 4	Day 5
Fill in the “K” part of the KWL chart below, with what you already know about frogs. Read the book Watch a Frog Grow or another nonfiction frog book. Fill in the “W” part of the chart for what you still want to know about frogs.	Read the Words Their Way words for sort 16. Cut them apart and sort them. Save the words for Day 4.	Reread the book Watch a Frog Grow or read another book about a frog’s life cycle. Complete the life cycle diagram below. Fill in the “L” what you have learned about frogs.	Using the writing paper provided, draw and label the life cycle of a frog. Sort and glue the Words Their Way words. Then complete the written sort for sort 16.	Using the paper provided, write complete sentences describing the different parts of the life cycle. Refer to the attached example and editing checklist.

Writing Week 2

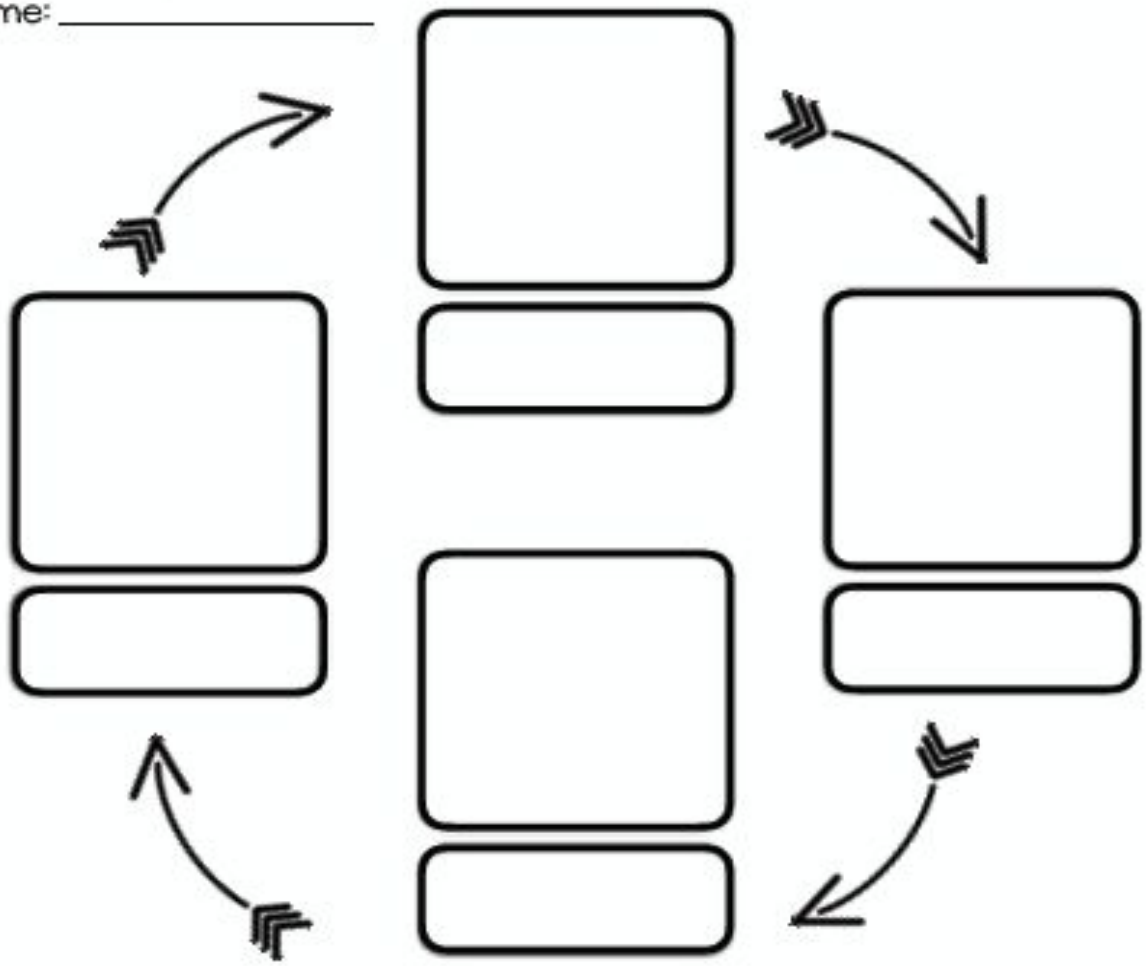
Day 1	Day 2	Day 3	Day 4	Day 5
Fill in the “K” part of the KWL chart below, with what you already know about butterflies. Read the book Watch a Butterfly Grow or another non-fiction butterflies book. Fill in the “W” part of the chart for what you still want to know about butterflies.	Read the Words Their Way words for sort 18. Cut them apart and sort them. Save the words for Day 4.	Reread the book Watch a Butterfly Grow or read another book about a butterfly’s life cycle. Complete the life cycle diagram below. Fill in the “L” what you have learned about butterflies.	Using the writing paper provided, draw and label the life cycle of a butterfly. Sort and glue the Words Their Way words.Then complete the written sort for sort 18.	Using the paper provided, write complete sentences describing the different parts of the life cycle. Refer to the attached example for week 1 and the editing checklist in week 1.

Week 1 KWL Chart

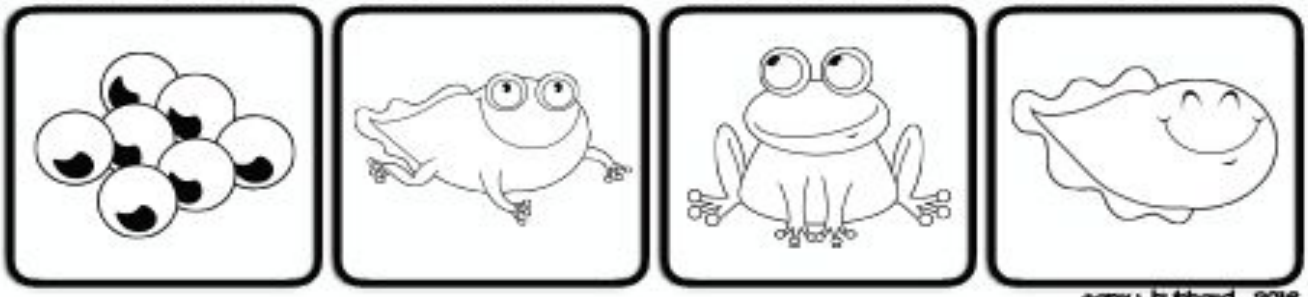
K: What I already know about frogs.	**W: What I want to learn about frogs.**	**L: What I learned about frogs.**

Frog Life Cycle

Name: _____



frog	tadpole	egg	froglet

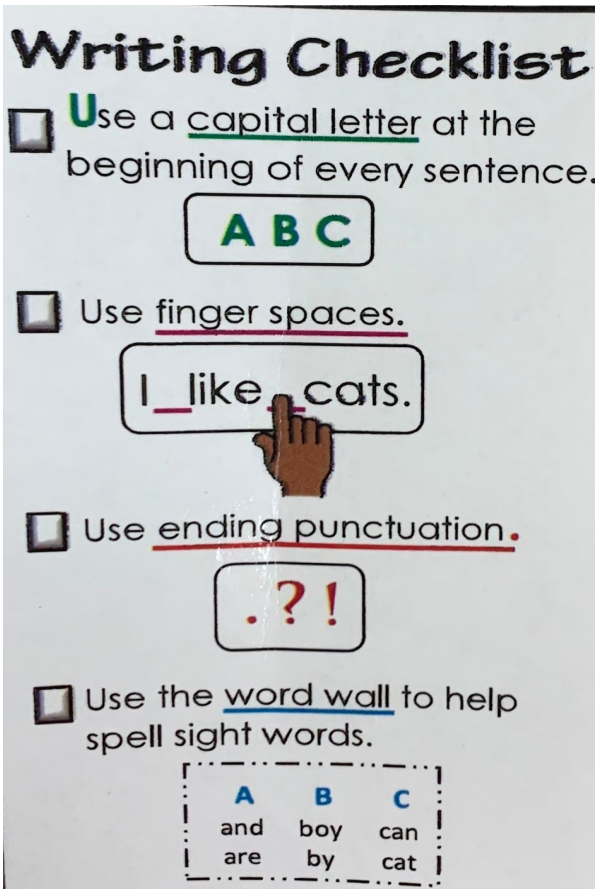


Writing Example:

1. Topic Sentence
1. Four sentences: One for each stage of the life cycle.
2. Add a detail or interesting fact to each stage.
3. Conclusion

Example:

Ducks go through three stages of life. First, ducks are laid as an egg. Ducks can only lay one egg each day. Then, the egg hatches and a duckling emerges. It takes 28 days for a duckling to hatch. Finally, the duckling grows up to be a duck. A duck does not have the soft feathers that a duckling has. These are the three stages of life a duck goes through.



Short u (CVC) and Long u (CVCe and CVVC)

Sort 16

prune	cute	bloom
bump	flute	skunk
tooth	build	trust
grunt	bruise	smooth
built	plus	juice
crude	spoon	mule
suit	cruise	moon

Short u (CVC) and Long u (CVCe and CVVC)

ŭ CVC	ū CVCe	ūi CVVC	ōō CVVC	Oddball
crust	**cube**	**fruit**	**food**	

Say each short u and long u word. Write on the lines words from the box that have each vowel sound.

mule	bloom	cute	cruise
flute	skunk	tooth	trust
suit	grunt	juice	moon

ŭ crust	ū cube

ūi fruit	ōō food

Take a picture of this finished page and send it to your teacher!

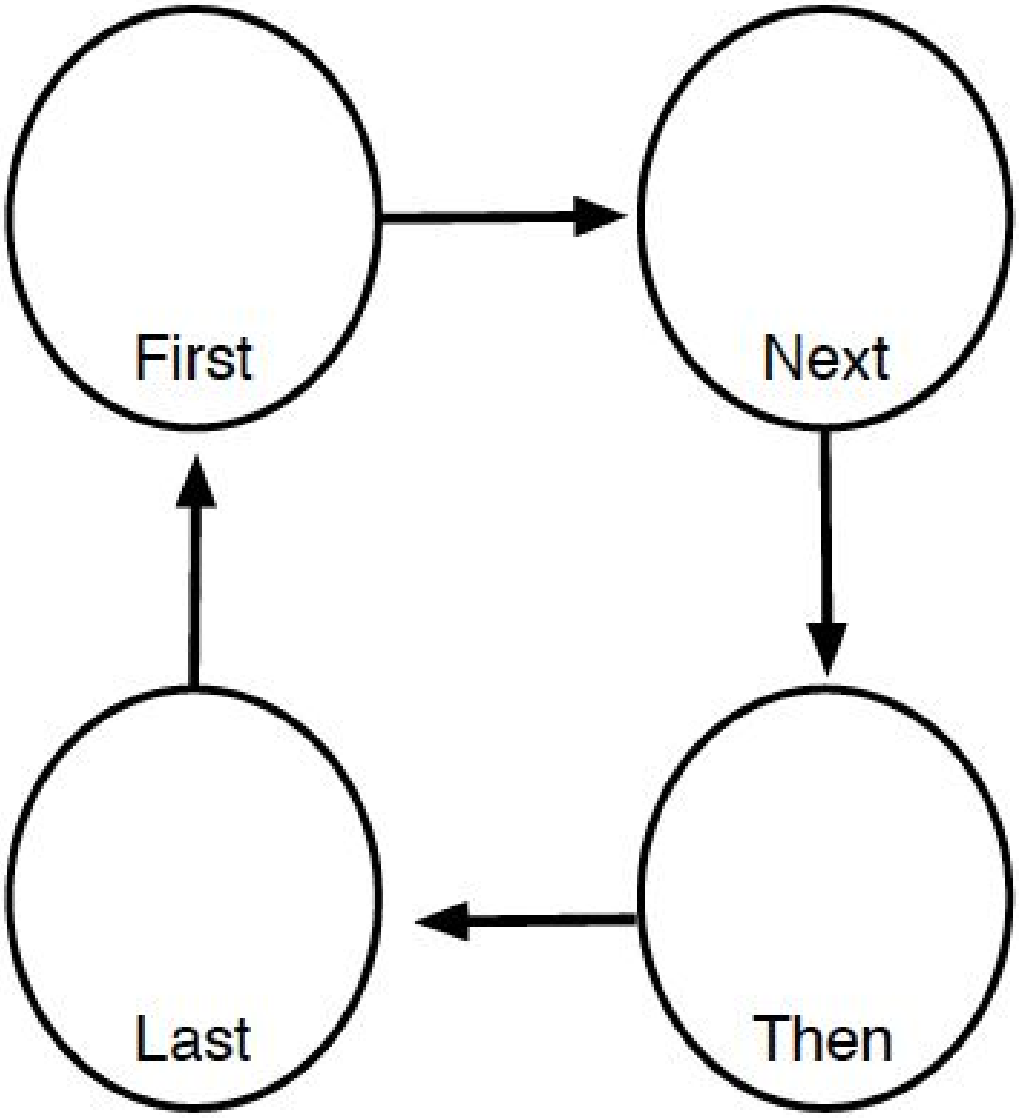
Take a picture of this finished page and send it to your teacher!

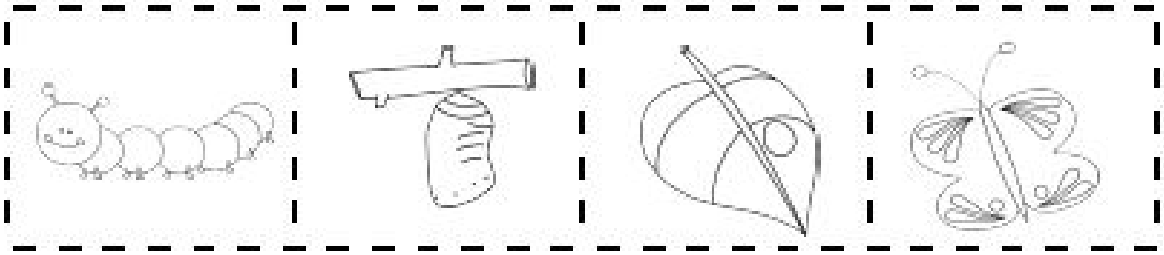
Week 2 KWL Chart

K: What I already <u>know</u> about butterflies.	**W: What I <u>want</u> to learn about butterflies.**	**L: What I <u>learned</u> about butterflies.**

NAME _____ DATE _____

Life Cycle of a Butterfly





Short e (CVC) and Long e (CVVC)

Sort 18

keep	sweep	vest
next	jeep	team
leaf	when	teeth
sleep	week	heat
west	wheat	been
clean	web	weak
dress		

Short e (CVC) and Long e (CVVC)

ĕ CVC	ēē CVVC	ēa CVVC	Oddball
less	feet	mean	

Sort 18: Short e (CVC) and Long e (CVVC) 71

Say each short e and long e word. Write on the lines words from the box that have each vowel sound and pattern.

sweep	vest	team	clean	web	heat
next	teeth	west	sleep	keep	dress
when	wheat	jeep	leaf	weak	week

ĕ less	ēe feet	ēa mean

Take a picture of this finished page and send it to your teacher!

Take a picture of this finished page and send it to your teacher!

Name: _____

Science At Home

I can show how animals and plants grow and survive.

Choose one activity to complete each day (you do not need to do all boxes). Have an adult initial the box you choose to do. When you are done, choose your favorite two activities to take a picture of and share with your teacher!

Draw and label a picture of an adult animal and baby animal. How are they the same and different? Adult Initial: _____	Choose a stuffed animal and find out where that animal would live. Create a habitat for it (place it lives) using things around your house. Don't forget to include food that it can find! Adult Initials: _____	Draw a picture of your favorite animal. Label the parts that help it survive. For example: turtle's have shells to keep their soft bodies safe. Adult Initials: _____
Animals have different kinds of ears. Choose your favorite type of animal ears and draw a picture of yourself with those ears. Write a sentence about the kind of ears you picked and why you picked them. Adult Initials: _____	Find pictures of adult and baby animals in a magazine. Cut them out and glue them to a page. Write a sentence telling how the parents and babies are the same. Adult Initial: _____	Camouflage is a way that animals blend in with the things around them. Cut out a butterfly shape and color it so it blends into something around your house. Challenge your family to find it! Adult Initials: _____
Watch the Mystery Science Video Below: https://mysteryscience.com/secrets/mystery-5/plant-needs-light/132?r=6511186 What do seeds need to grow? Imagine that you are trying to grow a plant. Draw a diagram of everything your seed would need in order to grow. Adult Initials: _____	Think about two animals and the parts they have. Draw a comic about how they would protect themselves if they battled each other. Which one do you think would win? Adult Initials: _____	Watch this video about plants. Draw a picture of a plant from the video and label the things it uses to survive. https://www.youtube.com/watch?v=4yvUjwt2-jI Adult Initials: _____

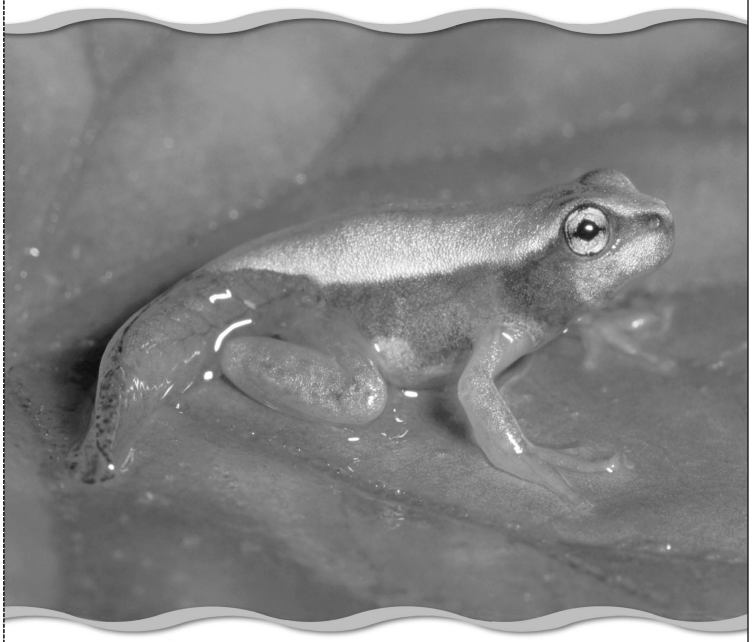
Use legos or another building material to make a model of a plant. Include roots, a stem, flowers, seeds, and leaves. Adult Initials: _____	Make a book or comic about an animal growing up. What does it look like as a baby and how does it change as it becomes an adult. Adult Initials: _____	Look outside at your yard. What could you put in your yard that would make it a place animals would like to visit. What would the animals need in order to survive in that environment? Draw a Map of your yard with everything needed to meet the animal's needs. Adult Initials: _____

Choose 2 of your favorite projects and take a picture of them to share with your teacher!

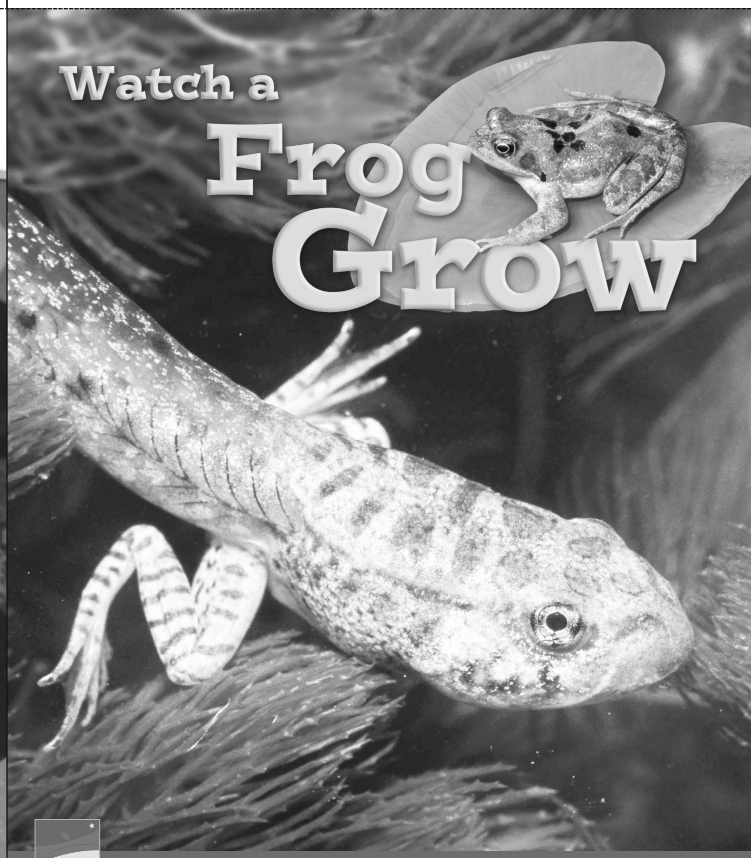
Take a picture of this finished page and send it to your teacher!

This frog will lay eggs someday. This frog will add its own tadpoles to the pond!

How does the tadpole grow? The legs of the tadpole grow bigger.

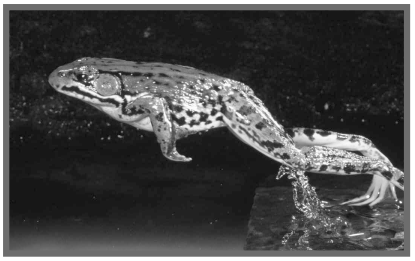


▲ The baby frog's tail is almost gone.



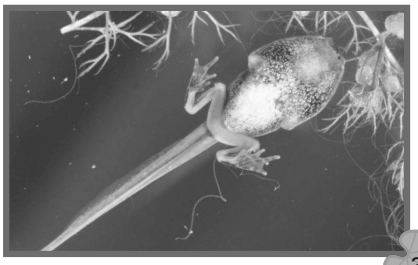
by Carol Pugliano-Martin

jump



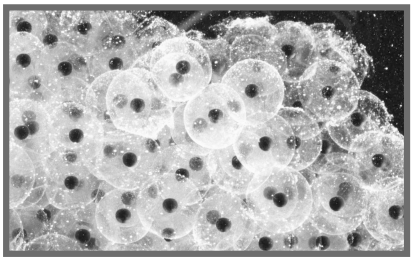
swim

tadpole



I need to know these words.

eggs



frog

hatch

Now the tadpole is a frog!

▲ A frog can jump on land.
A frog can swim in water.

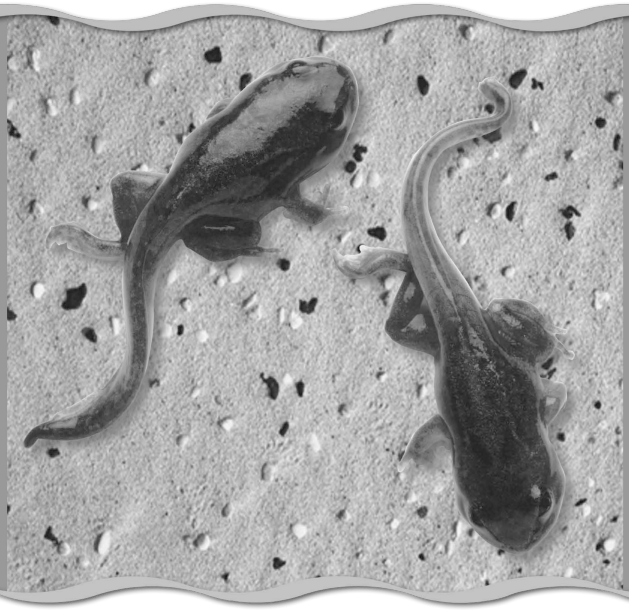
What do you see? You can see a frog!
This frog lives in a pond.

▲ This frog can live in water.
This frog can live out of water.

Then the front legs grow.
The tadpole still lives in the water.

▲ The tadpole grows front legs.

How does the tadpole grow?
Now the tadpole uses its lungs.



▲ Now the tadpole has lungs.

Do you see the black dots inside these eggs? The dots are baby frogs!

▲ Baby frogs look like black dots in these eggs.

How does the tadpole grow? Next, the tail of the tadpole becomes smaller.

▲ As the tadpole grows, its tail becomes smaller.

The frog did not always look this way. How do frogs grow?

▲ A frog uses its legs to swim in the pond.

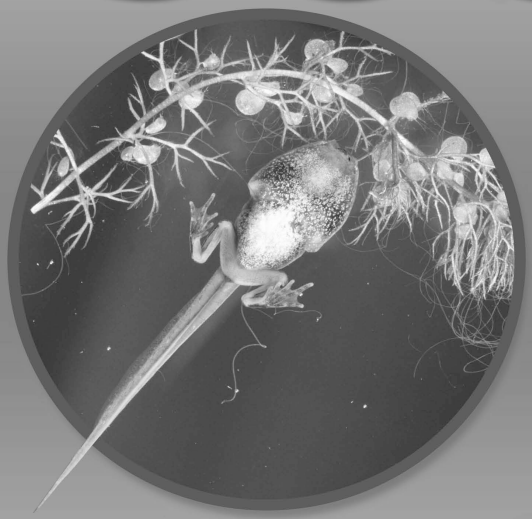
First, a mother frog lays eggs.
A mother frog lays eggs in the spring.

▲ Frogs lay eggs in water.

Then the eggs hatch.
The tadpoles come out!
The tadpoles live in the water.

▲ Tadpoles are baby frogs.

How does the tadpole grow?
The tadpole grows back legs.

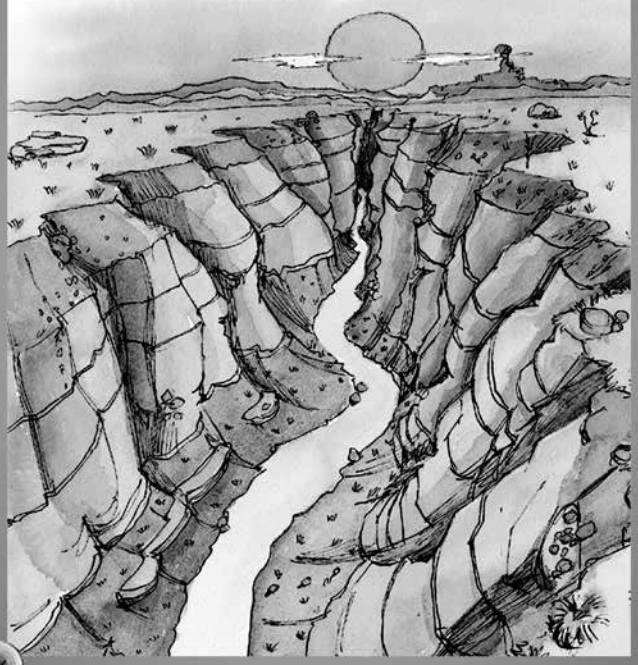


▲ The tadpole has back legs and a tail.

The tadpole can breathe air.
You use lungs to breathe air, too!

▲ Now the tadpole can breathe out of water.

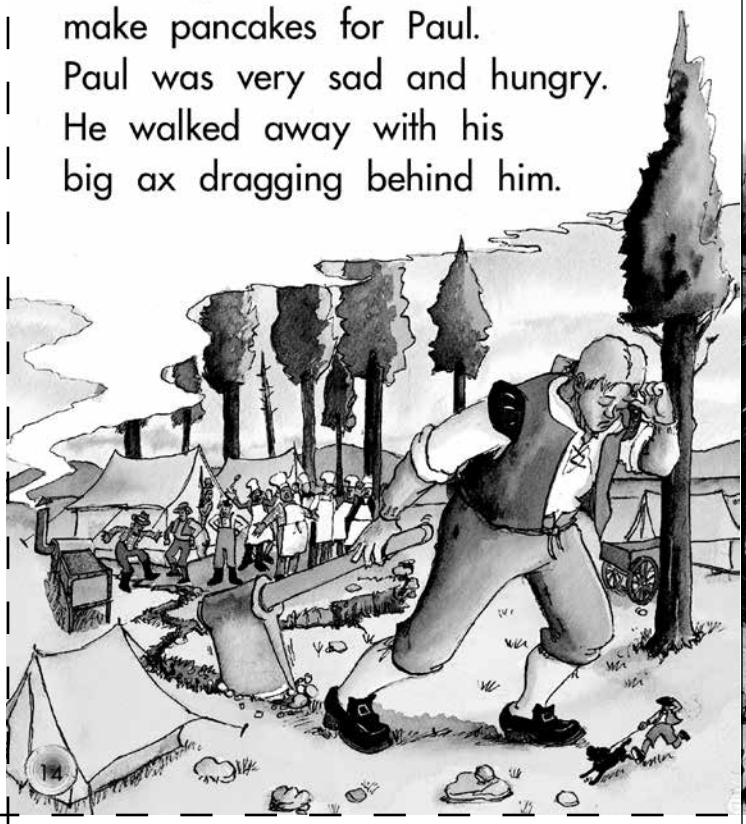
Today that hole is called the Grand Canyon.



Paul Bunyan

retold by Kathy Furgang • illustrated by John Bennett

One day the men could not make pancakes for Paul. Paul was very sad and hungry. He walked away with his big ax dragging behind him.

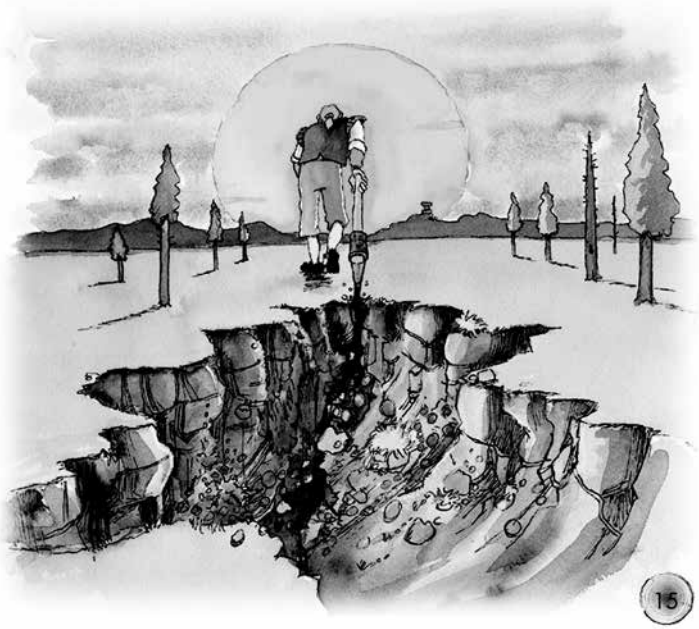


It took five storks to carry him to his mom and dad!

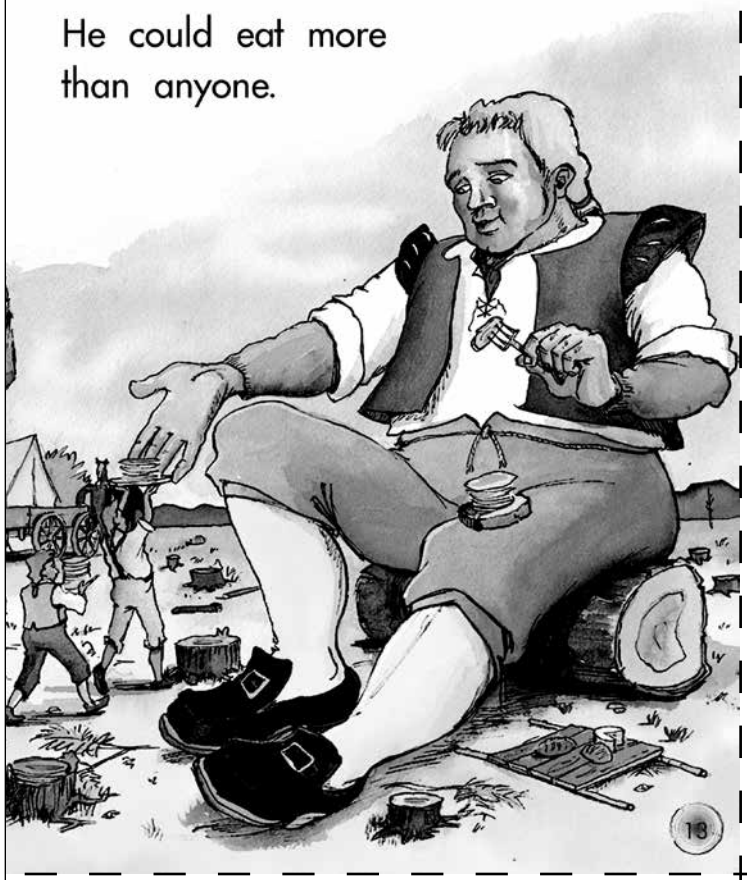
More than 100 years ago,
a very big baby was born.
His name was Paul Bunyan.
He was the biggest baby ever seen.

Paul grew very fast. When he
was just three hours old,
he was 80 pounds!

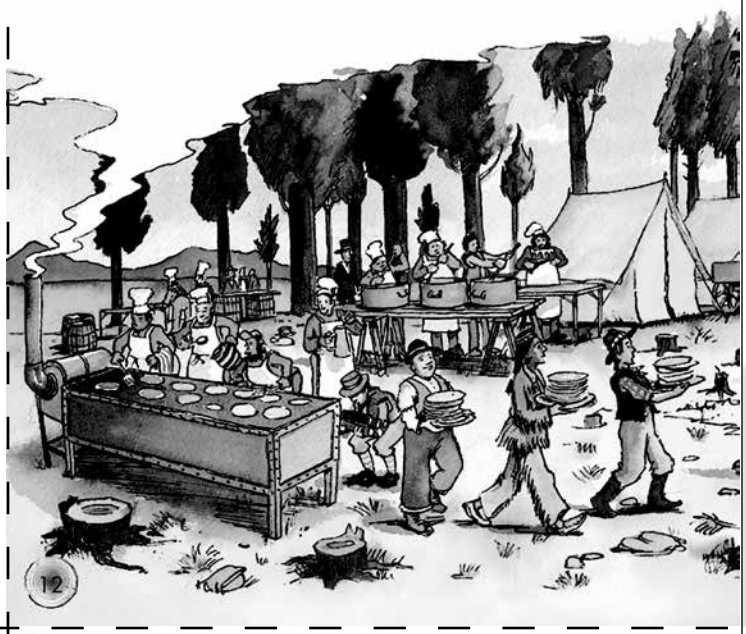
The ax cut a big hole
in the ground.
The hole was 1 mile deep
and 277 miles long!



He could eat more
than anyone.

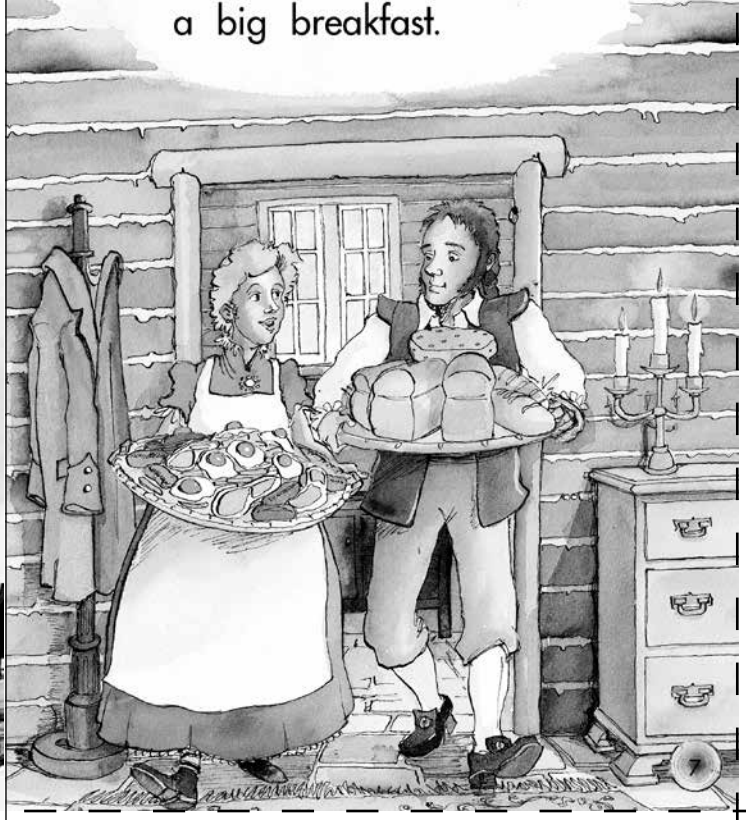


Paul liked to eat before he worked.
He liked to eat pancakes the most.
It took more than 50 men
to make pancakes for Paul.



When he was just one week old,
he was as big as his dad.

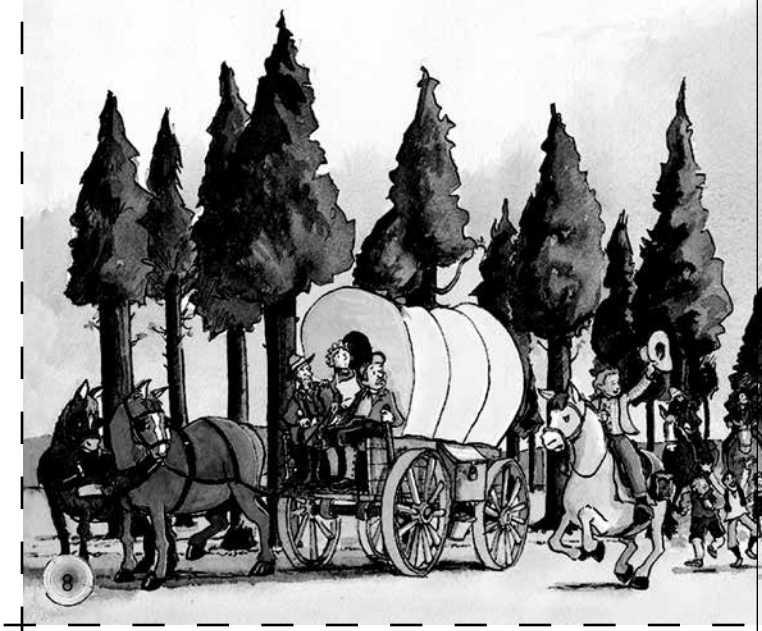
. . . and then he wanted
a big breakfast.



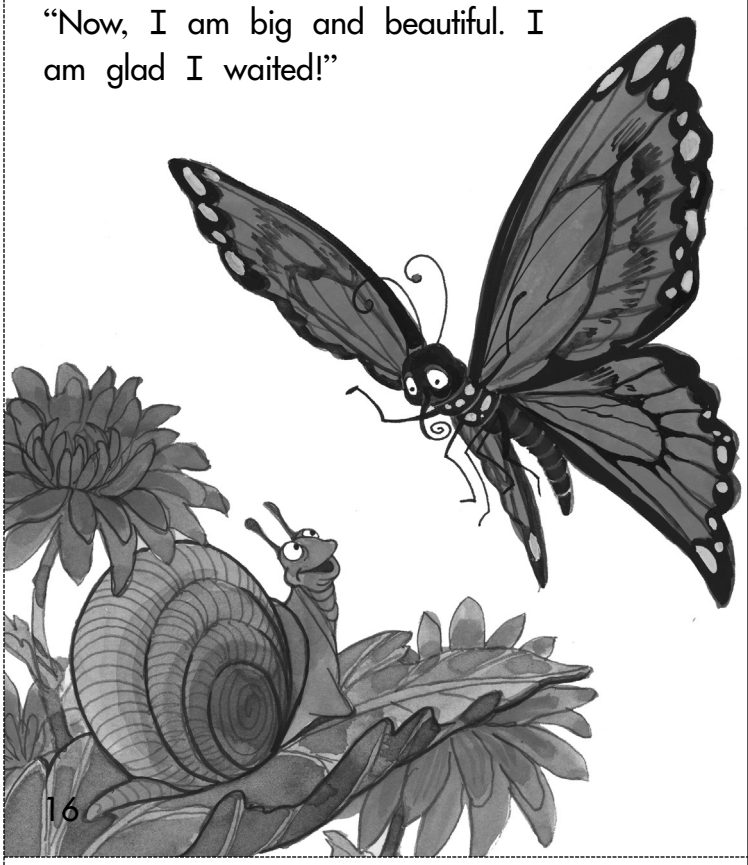
Baby Paul liked to eat.
He ate more than 40 bowls
of hot cereal every morning . . .

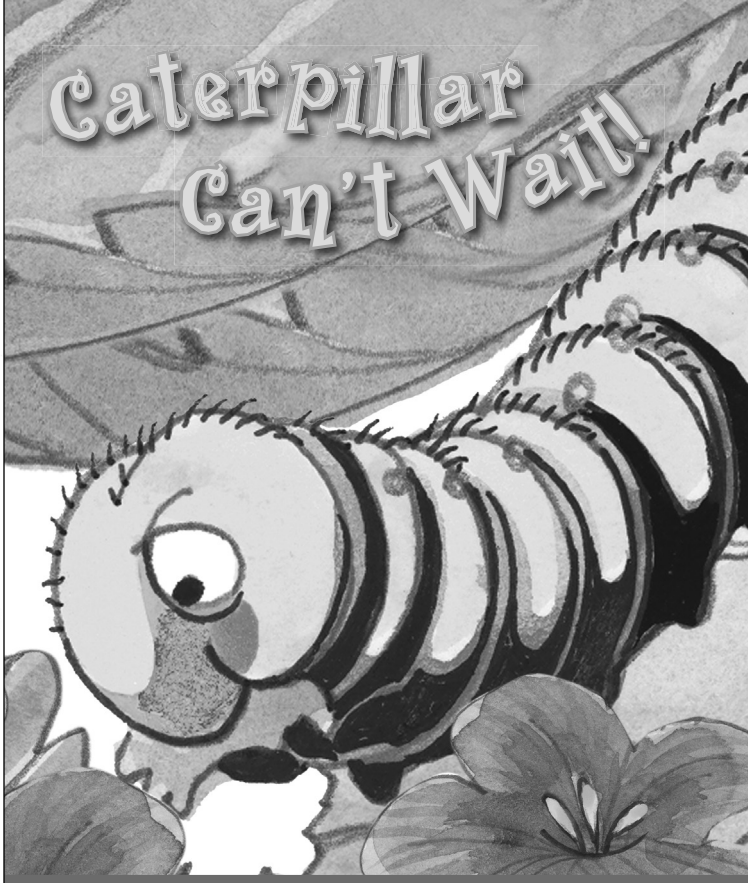
Paul became a logger.
He cut down trees.
He could cut down
more trees than anyone.

Paul grew bigger and bigger
every day. Soon he was
more than 30 feet tall.
He was taller than the trees.



Butterfly flew past Snail. Butterfly said, "Now, I am big and beautiful. I am glad I waited!"





by Shaunda Wenger • illustrated by Pat Paris

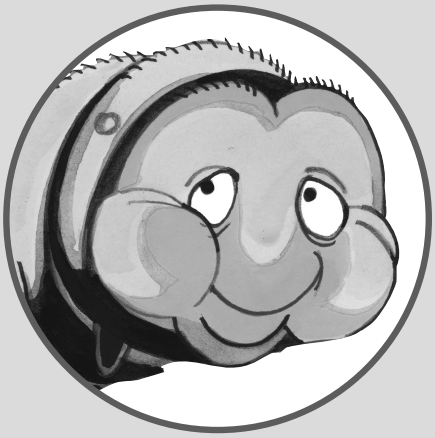
Snail went to check on Caterpillar every day for the next two weeks. Now, Snail had to wait.

Snail

Ted

Meet the Characters

Caterpillar

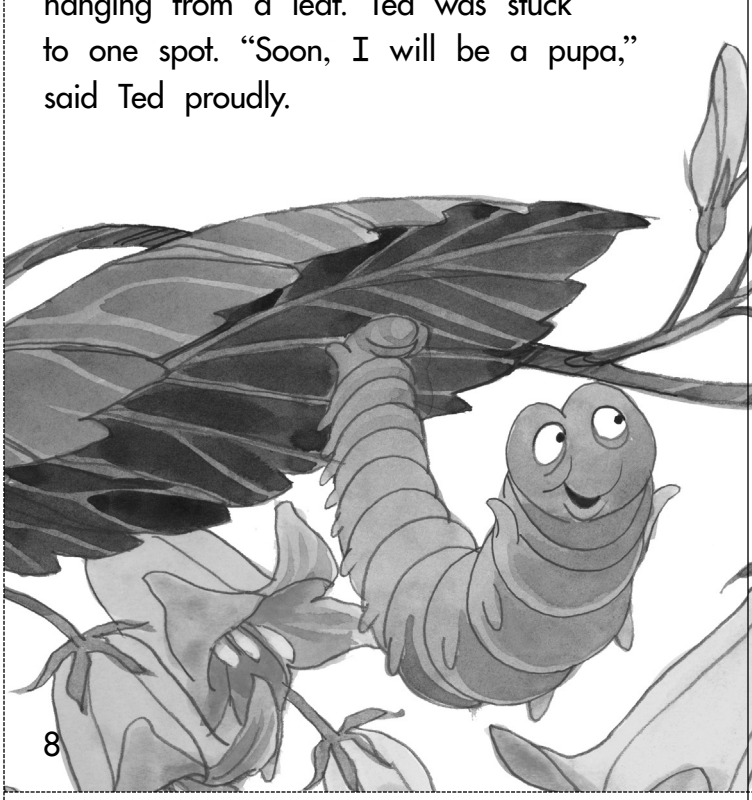


Little bits of leaf fell on Wise Old Snail. "That must be Caterpillar!" Snail said, looking up.

Flap. Flap. Flap. "Look at those wings! You are a butterfly!" said Snail.

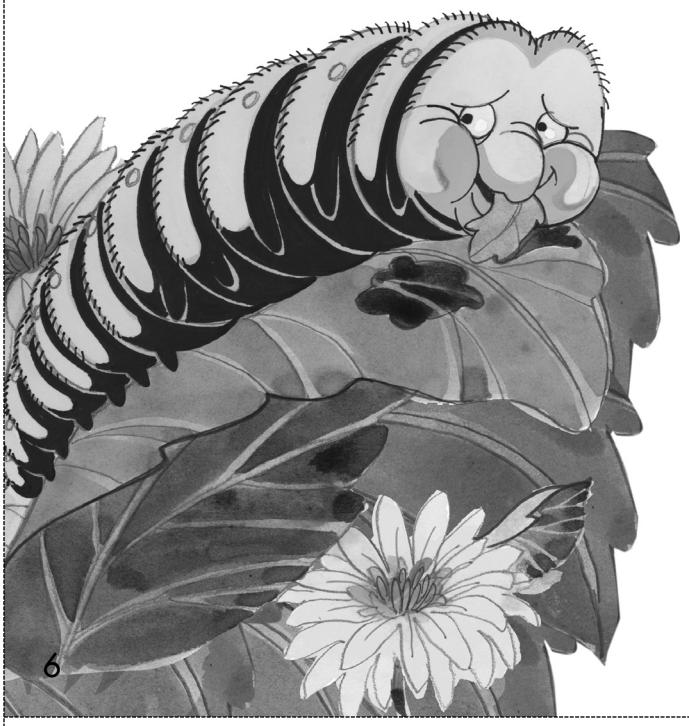
Caterpillar waited seven days. Then Caterpillar used silk from his body to stick himself to a leaf. His skin turned into a hard shell. Now, he was a pupa!

Caterpillar grew bigger. One day, Caterpillar saw Ted, another caterpillar, hanging from a leaf. Ted was stuck to one spot. "Soon, I will be a pupa," said Ted proudly.



"I can't wait to be a pupa," said Caterpillar. Caterpillar went to tell Snail.

Caterpillar kept eating. Caterpillar grew and grew. His skin felt very tight!



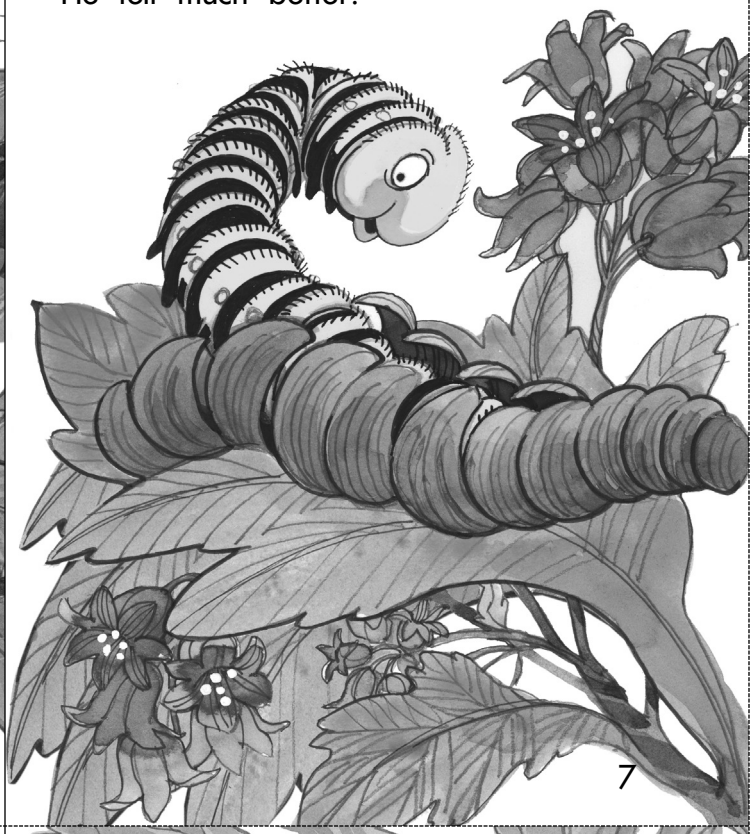
"I am trying to spin sticky silk," said Caterpillar. "I can't wait to stick to one spot and become a pupa!"

Flick. Flick. Flick. "What are you doing?" Snail asked Caterpillar.

"You will be a pupa when you are ready," Snail started to say.

"Yes. If I just wait, I will see," said Caterpillar.

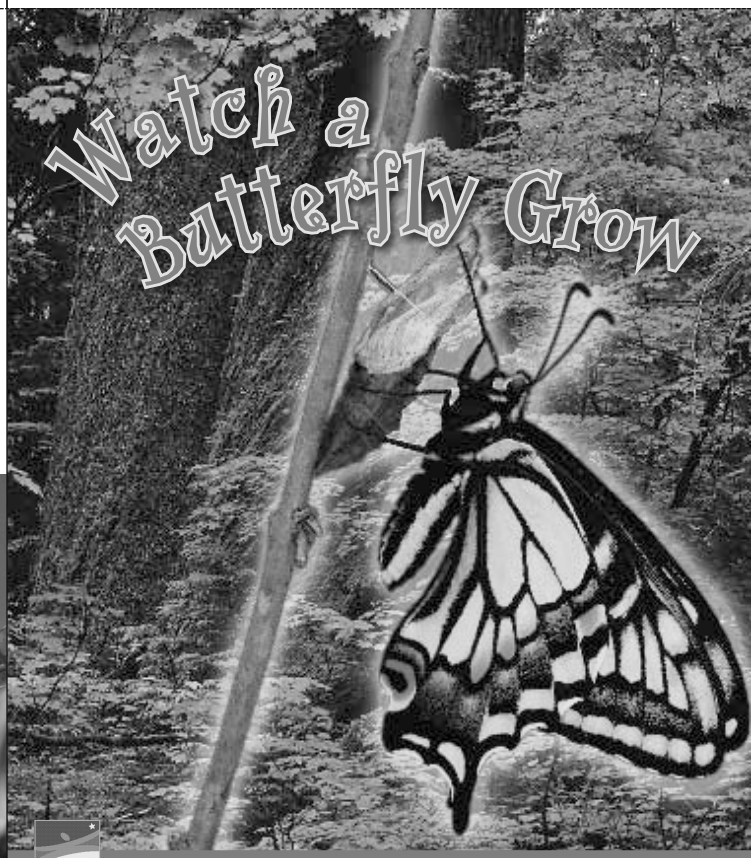
Then Caterpillar shed his skin. He felt much better!



Munch. Crunch. Munch. Caterpillar ate his leafy meal. He said, "I can't wait to be big!"

"Keep eating and you will grow," said Snail. "Just wait. You will see."

Where can you see butterflies?
You can see butterflies outside!



by Shaunda Wenger

Now the butterfly can lay eggs.
The life cycle starts again.

▲ These pictures show the life cycle of a giant swallowtail butterfly.

pupa

sheds

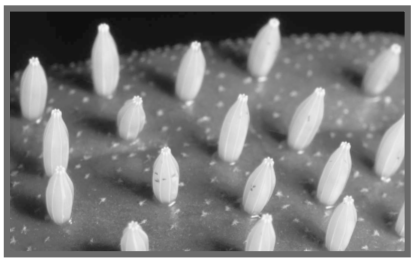
stage

I need to know these words.

butterfly

caterpillar

eggs



How Does a Butterfly Grow?

The life of a butterfly has four stages.

The pupa is now a butterfly. The butterfly has six legs and a long tongue.

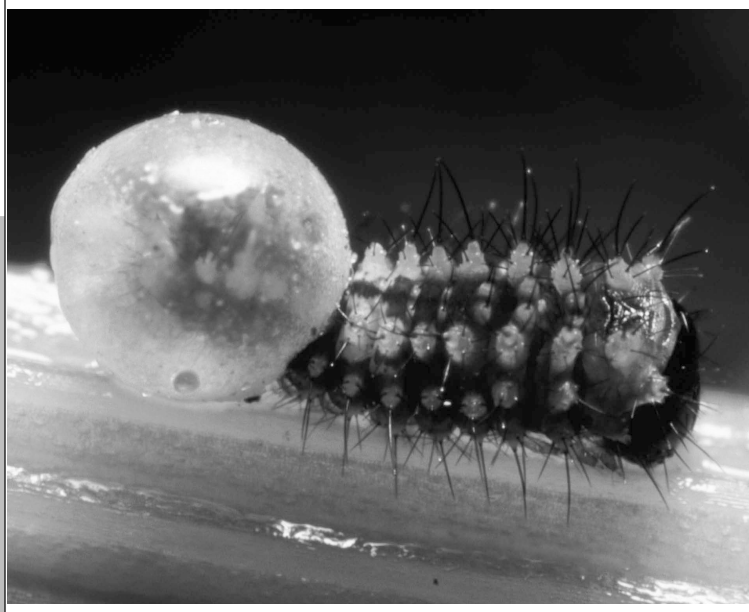
▲ Food for a butterfly comes from flowers. The tongue of the butterfly works like a straw.

What Happens Next?

Now the caterpillar stops growing.
The caterpillar finds a safe place to rest.
The caterpillar makes sticky silk from its body.

▲ Can you see how the caterpillar sticks to the leaf?

Next, each egg hatches. A caterpillar is in the egg.

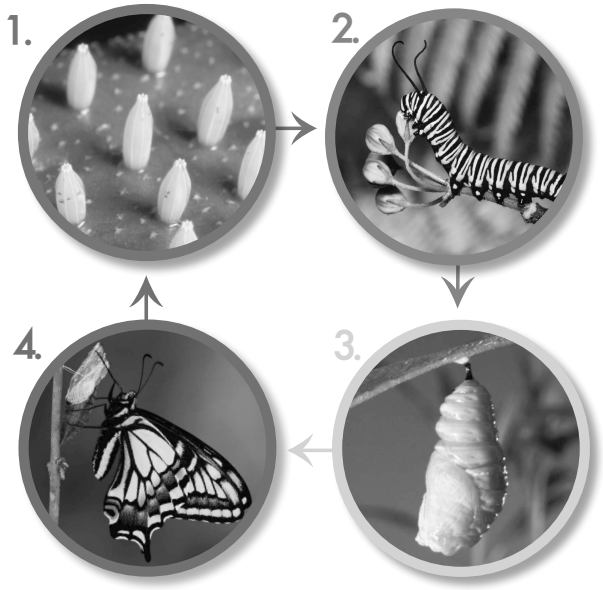


▲ A caterpillar has many legs.

Next, the butterfly comes out.

▲ The head comes out first. The legs come out next. The body comes out last.

We can look at all four stages.

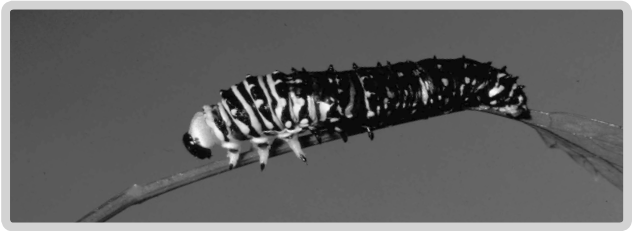


▲ The four stages start when a butterfly lays eggs.

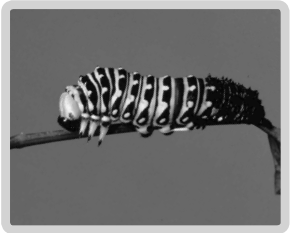
The caterpillar eats all the time!
The caterpillar grows bigger.

▲ Caterpillars like to eat a lot!

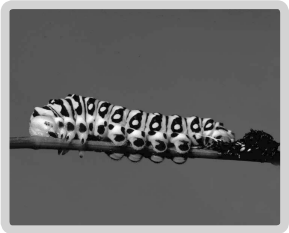
Then the caterpillar sheds its skin.
The caterpillar gets bigger. It sheds its skin again.



1. The dark part is the old skin. The tight skin splits along the caterpillar's back.



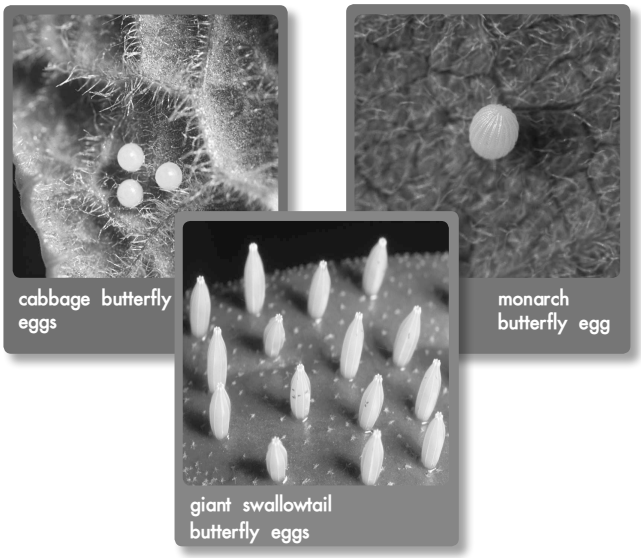
2. The caterpillar crawls out of the old skin.



3. The caterpillar has a new skin.

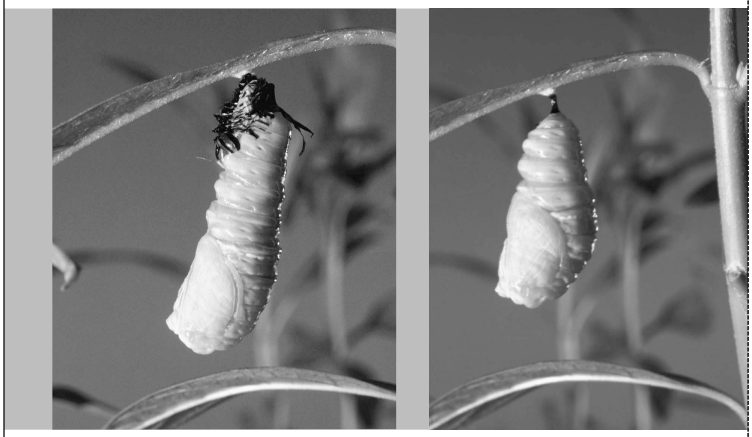
What Is the First Stage?

First, a butterfly lays eggs on a leaf.



▲ Different butterflies lay eggs on different types of leaves.

Then the caterpillar sheds one last time.
Now the caterpillar is a pupa. The pupa is not a butterfly yet.



▲ Now the caterpillar is a pupa.

Parent Instructions

Weekly Home Reading Record

Monday	**Tuesday**	**Wednesday**	**Thursday**
Date:	Date:	Date:	Date:
Book:	Book:	Book:	Book:
____ read to ____ read together ____ read alone	____ read to ____ read together ____ read alone	____ read to ____ read together ____ read alone	____ read to ____ read together ____ read alone
Book:	Book:	Book:	Book:
____ read to ____ read together ____ read alone	____ read to ____ read together ____ read alone	____ read to ____ read together ____ read alone	____ read to ____ read together ____ read alone

What do I do when he or she doesn't know a word?
Try one of the following strategies with your child:

1. Help your child use the pictures to make a meaningful guess.

Say: "Can you think of something that would make sense?"

OR

Say: "Would the word ____ make sense in that sentence?"

Say to your child: "Check the picture. Then go back to read from the beginning of the sentence."

Ask: "Did you get it right?"

Yes = keep reading

No = go back and try again

2. Help your child use the picture to think about what makes sense and to check the first letter of the unfamiliar word to confirm his or her guess.

Say: "Reread the sentence. Think about what would make sense and what word starts with that first letter."

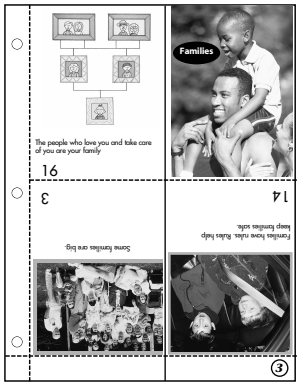
Help your child reread the sentence up to the unknown word and make the sound for the first letter of the word.

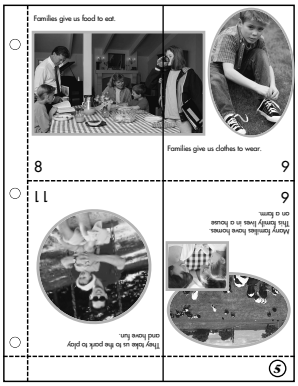
Correct = keep reading

Incorrect = Direct his/her attention to the picture and ask, "Does the word you chose match the picture? Reread and see if that makes sense."

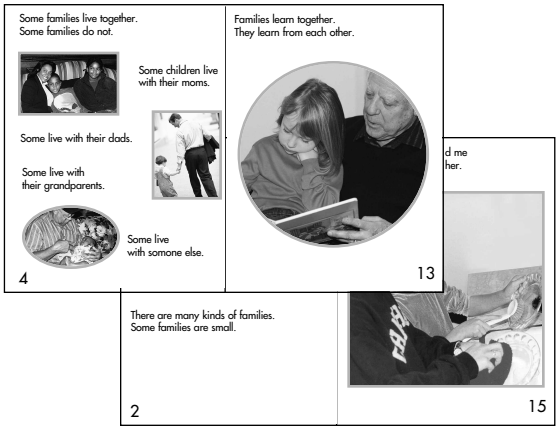
Assembly Instructions

STEP 1: Make a double-sided copy of the first two pages of the book and another copy of the second two pages. Cut along the dotted lines.

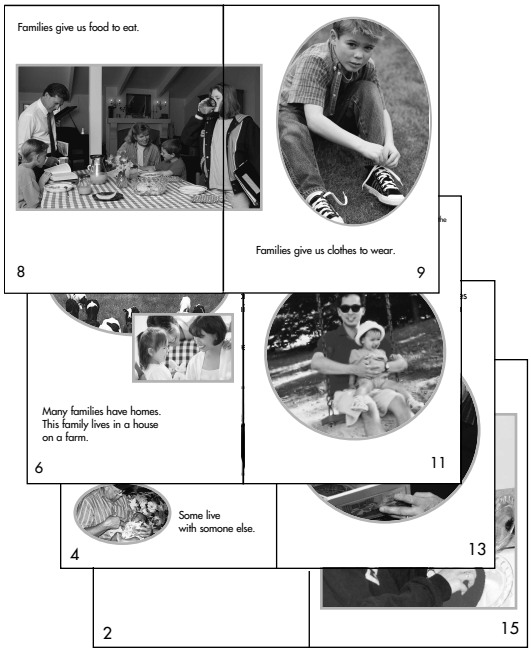




STEP 2: Next, place pages 4 and 13 in front of pages 2 and 15.



STEP 3: Then, place pages 6 and 11 in front of pages 4 and 13 and pages 8 and 9 in front of pages 6 and 11.



STEP 4: Fold the left side pages over to the right side pages. Crease all pages down the middle. Staple through the vertical fold.