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 enrichment  skills reinforcement  extra practice

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-  decorating pages
-  rewarding outstanding effort
-  keeping track of completed pages

Celebrate your child's progress by using these stickers on the reward chart located on the inside cover. The blue-ribbon sticker fits perfectly on the certificate on page 64.

With *Ready•Set•Learn* and a little encouragement, your child will be on the fast track to learning fun!



Classifying Animals

Did you know that there are over 1,000,000 different species, or types, of animals? With so many species, scientists have to find a way to sort them into groups. Two of the main groups are vertebrates and invertebrates.

Vertebrates are animals that have a backbone. Humans are in this group. Also in this group are whales, monkeys, birds, and frogs. Just about any pet you have in your home is a vertebrate. Dogs, cats, goldfish, hamsters, and snakes are vertebrates.



Invertebrates have no backbone. Many of them live in the ocean. Clams, jellyfish, squids, and octopuses are invertebrates. Those that live on land are spiders, worms, and insects.

Scientists are finding new species of animals every day. Every one of them can be put into one of these two groups.

Directions: Circle the letter next to the correct answer.

1. What are two ways, animals are classified or sorted?
 - a. land and water animals
 - b. mammals and jellyfish
 - c. invertebrates and vertebrates
 - d. color and shape
2. Based on the passage, which is the best definition of invertebrates?
 - a. animals that have several backbones
 - b. animals that have one backbone
 - c. animals that have no backbones
 - d. animals that prefer to swim in the ocean
3. Human beings are in the category of . . .
 - a. invertebrates.
 - b. vertebrates.
 - c. neither of these.
 - d. both of these.
4. Which of the animals below would fit into the category of invertebrates?
 - a. giraffe
 - b. bird
 - c. squid
 - d. pig

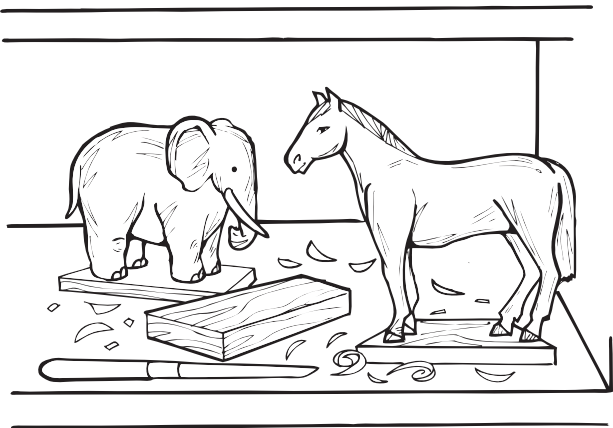


The Wood Carver

Ever since Greg was a toddler, he had watched his grandfather carve the small wooden figures. Greg was fascinated with the quickness of his grandfather's fingers as he switched the carving knife from one hand to the other, breathing life into what was once a lifeless piece of wood. Greg often wished that he could create wonderful little wooden figurines, as his grandfather did.

One day, Greg's grandfather called the boy into the workshop. "Today is the day that you begin to learn the lost art of carving." Greg couldn't believe his ears as he pulled up a small stool next to his grandfather's workbench. The sharp smell of the wood filled his nose, and he moved in closely to where his grandfather was working. Greg's head was soon reeling with the names of the different tools his grandfather used to create the wooden treasures.

After the introduction to the tools was complete, Greg picked up a piece of wood to make his first attempt at carving. He loved the feel of the rough wood biting into his fingers. He worked for hours that day, trying to duplicate his grandfather's skill. Although his small, wooden figurine was far from perfect, both Greg and his grandfather were quite proud of the work Greg had done. "This piece will occupy a place of honor on my shelf," Greg's grandfather told him. Greg's eyes shone with joy. He knew that it would take many years to become as skillful as his grandfather, but Greg was going to enjoy every minute of it!





The Wood Carver (cont.)

Directions: Read the story and circle the correct answer.

1. How did Greg feel when he watched his grandfather carve wood?
 - a. worried that his grandfather would cut himself
 - b. frustrated that he couldn't carve like his grandfather
 - c. angry that his grandfather wouldn't teach him how to carve
 - d. amazed by his grandfather's skill
2. What will Greg probably do now that he's had his first lesson?
 - a. keep working on it to get better
 - b. give up because he isn't as good as his grandfather
 - c. throw out his first figurine
 - d. chop down a tree in order to get some wood
3. Why did Greg's grandfather put Greg's wooden figure on the shelf?
 - a. Greg's grandfather knew it was not a good piece of work.
 - b. Greg's grandfather was proud of Greg's first wood carving.
 - c. It was the best wood carving Greg's grandfather had ever seen.
 - d. That is where Greg's grandfather always put the wooden figures.
4. Why did Greg's grandfather call wood carving a "lost art"?
 - a. Not many people carve wood by hand anymore.
 - b. Carving wood was done only by lost people.
 - c. No one knows how to carve wood.
 - d. There are no books about carving wood.
5. What does it mean to "breathe life into" a piece of wood?
 - a. Greg's grandfather would make hollow wood pieces like whistles.
 - b. Greg's grandfather could make a real-looking figure out of a piece of wood.
 - c. Greg's grandfather always blew on the wood before he carved it.
 - d. Carving wood could turn a dead piece of wood into a living one.

Introduction

Write On – Wipe Off books are engaging, versatile learning tools that can be enjoyed over and over again. The pages are highly durable and allow for easy erasing. These books work with all dry-erase markers and resist ghosting—the remnants of faint print marks. Fill each page and then just wipe away and start again! To ensure your child can use these pages many different times, make sure they erase their writing fairly quickly after the ink dries. Do not leave writing on the page for an indefinite amount of time, otherwise it may be hard to erase.

Experts have said that handwriting helps children develop hand-eye coordination, fine-motor skills, and cognitive and memory functions. It also boosts creativity! Handwriting helps promote perseverance, as well as activate linked brain regions pertaining to reading (which, by the way, are not activated during typing).

On these pages, children will practice writing the cursive form of each uppercase and lowercase letter. They will practice writing from left to right and top to bottom, and practice writing words legibly by using correct form, size, and spacing.

Look through the pages with your child and review the different letters they will write. Have them practice a few with you before going on to work on the book themselves. If they struggle with a letter, point out clues to help them discover the correct method to write it themselves. The best part is that if they make a mistake, they can just wipe it away and try again!

Let's get started!

The Alphabet

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

Mm Nn Oo Pp

Qq Rr Ss Tt

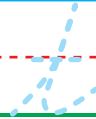
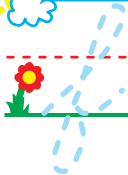
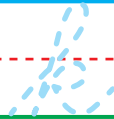
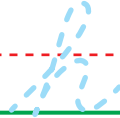
Uu Vv Ww Xx

Yy Zz

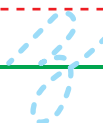
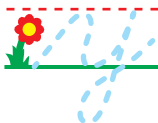
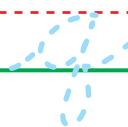
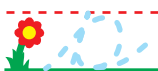
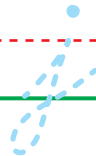
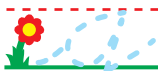
Directions: Practice tracing and writing the following letters that have ascenders (part of the letter above the middle line) and descenders (part of the letter below the bottom line).



Ascenders



Descenders



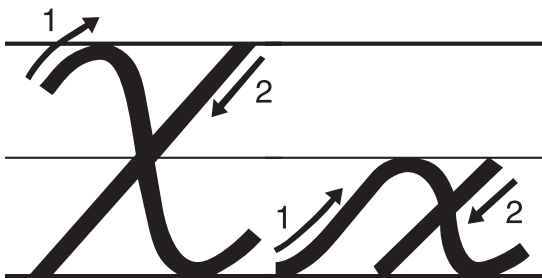
M m

marvelous
milkshake



m m m m m

m m m m m



excellent
xylophone

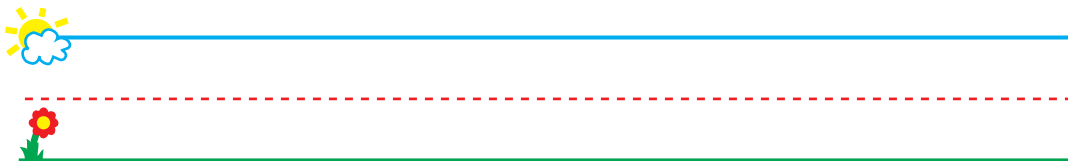
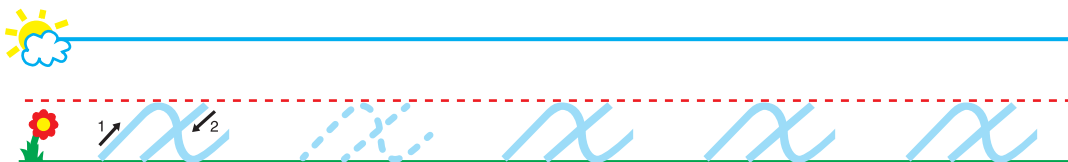
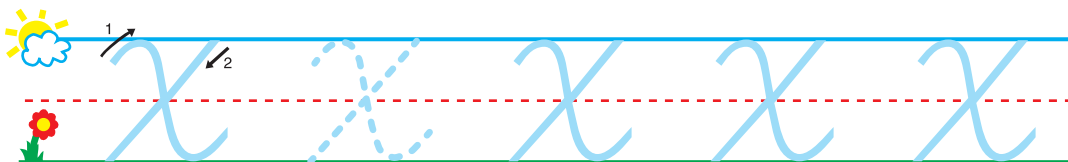


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Rainbow Soup

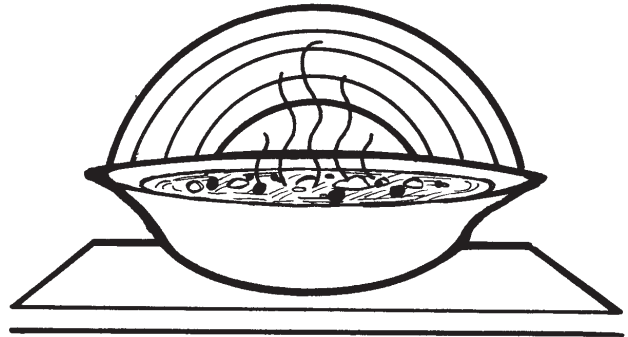
You can eat a rainbow if you put it in soup! Before you start, be sure to check and see if you have everything you need. And, most importantly, ask a grown-up to help with the stove!

Rainbow Soup

This recipe makes enough for two hungry people. You will need the following:

Rainbow Vegetables

- $\frac{1}{2}$ cup celery, chopped into little bits
- 1 small carrot, cut into thin slices
- 1 medium-sized tomato, chopped
- 2 green onion tops, cut into small pieces



Noodles and Chicken

- 1 cup cooked multi-colored bow-tie noodles
- $\frac{1}{2}$ cup cooked chicken, cut into tiny, bite-size pieces
- 3 cups chicken broth

Directions

1. Put the broth into a one-quart soup pot.
2. Add the rainbow vegetables to the broth. Do not add the onion tops yet.
3. Bring the broth to a boil.
4. Cover the pot with a lid and turn the heat to low.
5. Cook for 20 minutes.
6. Take the lid off of the pot. Add the rainbow noodles, chicken, and onion tops into the pot.
7. Simmer for 2–3 minutes or until the chicken and noodles are hot.

When the soup is ready, put it in a bowl. Now you and a friend can enjoy rainbow soup together.

Rainbow Soup (cont.)

Reading Comprehension Questions

After reading the story, answer the questions. Circle the correct answer.

1. What is the first step in the instructions?
 - a. Cook the chicken.
 - b. Put the broth into a pot.
 - c. Put the noodles into a pot.
 - d. Put the soup in two bowls.
2. After you cover the pot with a lid and turn the heat to low, how long should the broth cook?
 - a. 2–3 minutes.
 - b. 10 minutes.
 - c. 20 minutes.
 - d. 1 hour.
3. When will you need to add the noodles, chicken, and onion tops?
 - a. After the broth begins to boil.
 - b. After you put the broth into a one-quart soup pot.
 - c. After the broth has cooked for twenty minutes.
 - d. After the broth has simmered for 2 - 3 minutes.
4. A good way to answer the question right above this one is to—
 - a. think about how long it takes water to boil.
 - b. quickly skim over the recipe and directions.
 - c. pay close attention to each step of the directions.
 - d. look at a picture of the soup in a cookbook.
5. The directions in this passage are about how to—
 - a. spot rainbows.
 - b. enjoy soup with a friend.
 - c. cook chicken.
 - d. make rainbow soup.

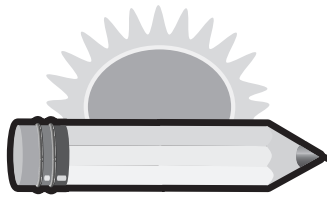


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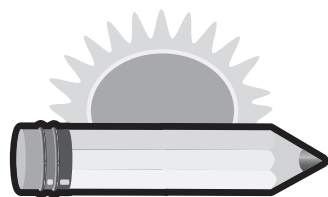
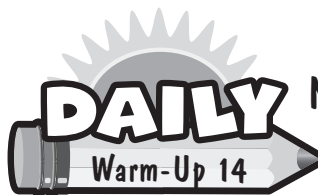


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Name _____ Date _____

DECLARATION OF INDEPENDENCE

On July 4, 1776, the Declaration of Independence of the United States of America was signed. Fifty-six men put their names on the document. This act showed that the Colonies would not follow the rules of the English any more. This act changed the course of history.

These men did not agree with the rules of England. The Declaration listed 18 ways that the British had done a bad job. These men wrote clearly that the English did not pay attention to the things they needed. The English did not care about their feelings. They did not care about their wishes.

As a result, they wrote this declaration to say that they were going to be free from England. They felt it was important to have full power to make contracts with whomever they wanted. They wanted power to trade with whomever they chose, whenever they wanted to trade.

Lastly, they wanted full power to decide their future. These men wanted to make the choices that were best for themselves and the people who lived in the Colonies.

On July 4, 1776, all 56 men signed the declaration. They promised to give their lives for each other. They promised to share what they had with each other. They promised to respect each other.

These men wanted to be free. Free to choose. Free to speak. Free to live in the way they thought was best.

STORY QUESTIONS

1. What is another word for *rules* in this passage?
 - a. freedom
 - b. a piece of paper
 - c. laws
 - d. choices
2. Which words best describe the Colonists?
 - a. had their minds made up to give their lives to make things better in the Colonies
 - b. happy with the way things were
 - c. sad because they did not have all the conveniences of the British
 - d. angry because they could not build cabins and cities fast enough
3. What is one thing listed in the passage the Colonists wanted to change?
 - a. They wanted to choose with whom they would play.
 - b. They wanted to choose with whom they would trade.
 - c. They wanted to choose what language to speak.
 - d. They wanted to choose what food to eat.
4. Which statement is **TRUE** from the passage above?
 - a. The Colonists agreed with British laws.
 - b. The Colonists wanted to move back to England.
 - c. The Colonists wanted to use laws from France.
 - d. The Colonists wanted to make their own laws.



Name _____

Date _____

AT THE ZOO

"Check out this cage," said Marty, the monkey. "This human sure is acting funny."

"You can say that again," said Morty, his best friend. He read a sign by the cage. "It says here that guy is pushing buttons on something called a 'computer.' Why is he wasting his time doing that? Wouldn't he rather be swinging in the trees or eating bananas?"

"Guess not," stated Marty. "Let's move on. That guy's boring."

As they moved along, they noticed cage after cage humans doing odd activities. Morty stared at one cage where two humans were playing with a round object and a long stick. "That's strange," he said. "This sign says they are doing something called 'baseball.' Why do they keep hitting that round thing and chasing after it? It seems like an awful lot of work."

"I think we need to spend a bit more time here and see if we can figure out a way to help these humans. They don't seem to be having any fun."

"You're right. Maybe we could talk to the manager and volunteer our services. Do you think they would let us?"

"Sure," said Marty. "Although, they would probably make us start by cleaning out their cages. Yuck."

"Hmmm. Maybe we should learn more about humans before we start to volunteer."

"Hey, there's a special on the Human Planet channel tonight. It's called 'Humans in the Wild.'"

"Sounds interesting. Let's go!"

STORY QUESTIONS

1. What is unusual about this zoo?
 - a. The animals are working, and the people are taking pictures.
 - b. The animals are munching popcorn, and the people are on computers.
 - c. The animals are visiting, and the people are in the cages.
 - d. The animals are making phone calls, and the people are making movies.
2. What does Morty think the man should be doing rather than using the computer?
 - a. taking a nap and eating apples
 - b. swinging in trees and eating bananas
 - c. running around and eating pineapples
 - d. hanging upside down and eating grapes
3. What were two humans doing with a round object and a long stick?

a. playing baseball	c. playing soccer
b. playing hockey	d. hitting a piñata
4. Which word in the passage means "to give of your time without being paid"?

a. manager	c. volunteer
b. baseball	d. services