



Pre-Kindergarten 3 Distance Learning Packet Academic Readiness for 2020

Dear Center City Families,

In this challenging time, Center City staff is doing our best to ensure that your child is academically prepared to return to school in the Fall of 2020 with minimal learning loss. We have created this packet of academic materials that expand on foundational content that was covered this school year. Your child should complete this work to be ready for school once the academic year starts again in the fall.

This packet includes approximately four weeks of work. **Between May 4th and 22nd, teachers will schedule virtual check-ins with students centered around the content of this packet. Please return the completed packet to your home campus no later than June 5, 2020.**

Inside this packet, you will find:

- A table of contents that shows page numbers for each included activity
- A calendar that shows, day by day, which activities students should complete
- A copy of every activity and assignment that students will need to complete

Your child's teachers will be reaching out via text, email, phone, or Class Dojo to let you know when they are available and how they will monitor student progress on academic work through May 22nd.

There are a number of ways you can support the academic growth of your child during this time and throughout the summer:

- If possible, provide them with a quiet, comfortable place in which to complete their work.
- Please encourage them to read a book or magazine for pleasure. You can find books and resources online at www.dclibrary.org.
- Encourage children to keep a diary or journal for recording their thoughts, observations, or drawings.
- Get outside for an hour or two as weather permits.
- Reach out to the teacher if your child has any questions about the work in this packet.

We thank you for your patience and flexibility during these unprecedented times. If you have any questions or concerns, please do not hesitate to reach out to your campus team. In the meantime, we encourage everyone to stay safe and healthy by following the social distancing protocols that Mayor Bowser has put into place.

Sincerely,

The Center City Team



Pre-Kindergarten 3 Distance Learning Packet

Preparación Académica para 2020

Queridas Familias de Center City,

Durante este tiempo difícil, el personal de Center City está haciendo nuestro mejor para asegurar que su hijo está académicamente preparado para regresar a la escuela en el otoño de 2020 con una pérdida mínima de aprendizaje. Hemos creado este paquete de materiales académicos que amplían en el contenido fundacional que estaba cubierto este año escolar. Su hijo debe cumplir este trabajo para estar listo una vez el año académico empiece otra vez en el otoño.

Este paquete incluye aproximadamente cuatro semanas de trabajo. **Entre el 4 y el 22 de mayo, los maestros van a programar conversaciones virtuales con los estudiantes para hablar sobre el contenido de este paquete. Por favor entreguen el paquete cumplido a su campus no más tarde que el 5 de junio, 2020.**

Adentro este paquete, van a encontrar:

- Una tabla de contenido que muestra el número de página para cada actividad incluida
- Un calendario que muestra, día por día, cuáles actividades los estudiantes deben cumplir
- Una copia de cada actividad y trabajo que los estudiantes necesitan cumplir

Los maestros de su hijo van a estar en contacto por texto, correo electrónico, teléfono, o Class Dojo para notificarles cuando están disponibles y cómo van a monitorizar el progreso de su estudiante en el trabajo académico hasta el 22 de mayo.

Hay una variedad de maneras que usted puede apoyar el crecimiento académico de su hijo durante este tiempo y durante el verano:

- Si posible, proporcione su estudiante un lugar tranquilo y cómodo donde puede cumplir su trabajo.
- Por favor animalo a leer un libro o revista para diversión. Puede encontrar libros y recursos en línea a www.dclibrary.org.
- Anime los niños a escribir un diario con sus pensamientos, observaciones, o dibujos.
- Salgan afuera por una hora o dos si el tiempo lo permite
- Hable con el maestro si su hijo tiene alguna pregunta sobre el trabajo en este paquete.

Les agradecemos su paciencia y flexibilidad durante esta época sin precedentes. Si tiene preguntas o preocupaciones, por favor no duden en ponerse en contacto con el equipo de su campus. Mientras tanto, animamos a todos a mantenerse seguros y saludables por seguir los protocolos de distanciamiento social que la alcaldesa Bowser ha implementado.

Sinceramente,

El Equipo de Center City



ትምህርታዊ ዝግጁነት ለ 2020 Pre-Kindergarten 3 Distance Learning Packet

የተከበራችሁ የሴንተር ሲቲ ወላጆች

በዚህ ፈታኝ ወቅት የሴንተር ሲቲ ሰራተኞች ልጅዎ በ 2020 መገባደጃ ላይ ወደ ት / ቤት ሲመለስ በትምህርቱ ዝግጁ መሆኑን ለማረጋገጥ የተቻለንን ሁሉ እያደረጉ ነው። በዚህ የትምህርት ዓመት የተሻራኩ መሠረታዊ ይዘቶች ላይ የሚያተኩር ይህንን የትምህርት ቁሳቁስ የያዘ ፓኬጅ ፈጥረናል። የትምህርት ዓመቱ በበልግ ወቅት/ፎል እንደገና ከተጀመረ ልጅዎ ለትምህርት ቤት ዝግጁ ለመሆን ይህንን ስራ መሙላት/መስራት አለበት።

ይህ ፓኬት በግምት የአራት ሳምንታት ሥራን ያካትታል። ከግንቦት/ሚያ 4 እስከ 22 ኛው ባለው ጊዜ መምህራን በዚህ ፓኬጅ ይዘት ዙሪያ እተኩረው ከተማሪዎች ጋር በቨርቹዋል/በኢንተርኔት ለሚደረግ ትምህርት መርሃ ግብር ይዘጋጃሉ። እባክዎን የተጠናቀቀውን እሽግ ከጁን 5 2020 ዓ.ም. በፊት ወደ ትምህርት ጣቢያ/ ካምፓስ ይመልሱ።

በዚህ እሽግ ውስጥ የሚከተሉትን ያገኛሉ፡

- ለእያንዳንዱ ስራዎች የገጽ ቁጥሮችን የሚያሳይ የይዘት ሠንጠረዥ
- ተማሪዎች በየቀኑ ማጠናቀቅ የሚጠበቅባቸውን ስራዎች የሚያሳይ የቀን መቁጠሪያ
- ተማሪዎች ማጠናቀቅ የሚያስፈልጓቸውን የእያንዳንዱ እንቅስቃሴ ቅጂ/ኮፒ

የልጅዎ አስተማሪዎች እስከ ሜይ 22 ባለው ጊዜ መቼ እንደሚገኙ እና እንዴት በአካዳሚክ ሥራ ላይ የተማሪዎን እድገት እንዴት እንደሚቆጣጠሩ ለማሳወቅ በጽሑፍ፣ በኢሜል፣ በስልክ ወይም በክፍል ዶጂ/ በኩል ለማድረስ ጥረት ያደርጋሉ።

በአሁኑ ሰአት እንዲሁም እስከ ሰመር ባለው ጊዜ የልጅዎን የትምህርት እድገት ለመደገፍ በርካታ መንገዶች አሉ፡

- የሚቻል ከሆነ ሥራቸውን የሚያጠናቅቁበት ጽጥተኛና ምቹ የሆነ ቦታ አዘጋጁላቸው።
- እባክዎን ለመደሰት መፅሃፍ ወይም መጽሔትን እንዲያነቡ ያበረታቷቸው። መጽሔትን እና የተለያዩ ጽሁፎችን በ www.dclibrary.org ማግኘት ይችላሉ።
- ሀሳቦቻቸውን፣ ምልክታቸውን፣ ወይም ስዕሎቻቸውን ለመገልበጥ ልጆች ማስታወሻ ደብዳቤ ወይም ማስታወሻ እንዲይዙ ያበረታቷቸው።
- የእየር ሁኔታ እንደሚፈቅድ ለአንድ ወይም ለሁለት ሰዓት ወደ ደጅ የዘዋቸው ይውጡ።
- ልጅዎ በዚህ ፓኬት ውስጥ ስላለው ሥራ ጥያቄ ካለዎት ከአስተማሪዎ ጋር ይገናኙ።

በእነዚህ ባልተለመዱ ጊዜያት ስለትዕግስት እና እናመሰግናለን። ማናቸውም ጥያቄዎች ወይም ስጋቶች ካሉዎት እባክዎን ወደ የካምፓስ ቡድንዎን ለመገናኘት እያመንቱ። ይህ በእንዲህ እንዳለ ከንቲባ ባውዘር ያስቀመጠቻቸውን ማህበራዊ ልዩነትን /ተራርቆ የመቆየት ፕሮቶኮሎችን በመከተል ሁሉም ሰው ደህንነቱ የተጠበቀ እና ጤናማ ሆኖ እንዲቆይ እናበረታታለን።

ከሠላምታ ጋር፡

የሴንተር ሲቲ ቡድን

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Table of Contents

Overview: *The daily activities in this packet cover a wide range of subject areas including:*

- **Reading Activities** – *Books for you to read with and to your child.*
- **Writing Activities** – *Practice with name writing, letters and journaling.*
- **Language Activities** – *Vocabulary words and questions that you can talk about with your child. Students should be able to express themselves clearly when they are speaking.*
- **Math Activities** – *Practice with numbers, shapes, and patterns.*
- **Social/Emotional Activities** – *Feelings are a natural part of being human. Your child should learn what those feelings are and how to properly deal with them.*
- **Movement Activities** – *Games to get your bodies moving. It's fun for the whole family!*

Pages	Content
1	<i>Calendar for Distance Learning Activities - Week 1</i>
3-42	<i>Daily Activities</i>
43	<i>Calendar for Distance Learning Activities - Week 2</i>
45-84	<i>Daily Activities</i>
85	<i>Calendar for Distance Learning Activities - Week 3</i>
87-122	<i>Daily Activities</i>
123	<i>Calendar for Distance Learning Activities - Week 4</i>
125-158	<i>Daily Activities</i>

Tabla de Contenido

Información General: Las actividades cotidianas en este paquete cubren un rango grande de las materias incluyendo:

- **Actividades de Lectura** – Los libros para leer con y a su estudiante.
- **Actividades de Escritura** – Práctico con escribir el nombre, letras, y escribir en su diario.
- **Actividades de Lenguaje**— Las palabras de vocabulario y preguntas de que puede hablar con su hijo. Los estudiantes deben poder expresarse claramente cuando hablan.
- **Actividades de Matemáticas** – Práctico con los números, formas, y patrones.
- **Actividades Sociales/Emocionales** – Los sentimientos son una parte natural de ser humano. Su hijo debe aprender que son estos sentimientos y cómo manejarlos apropiadamente.
- **Actividades de Movimiento** – Los juegos para mover sus cuerpos. ¡Es divertido para toda la familia!

Páginas	Contenido
1	Calendario para Actividades de Aprendizaje a Distancia - Semana 1
3-42	Actividades Cotidianas
43	Calendario para Actividades de Aprendizaje a Distancia - Semana 2
45-84	Actividades Cotidianas
85	Calendario para Actividades de Aprendizaje a Distancia - Semana 3
87-122	Actividades Cotidianas
123	Calendario para Actividades de Aprendizaje a Distancia - Semana 4
125-158	Actividades Cotidianas

PK3 Distance Learning Activities ~ Week 1

Day 1	Day 2	Day 3	Day 4	Day 5
Reading: Read "It Is Spring"	Reading: Read "The Plant"	Reading: Read "A Seed Grows"	Reading: Read "The Lorax" (first half)	Reading: Read "The Lorax" (second half)
Writing: Write your name.	Writing: Write your name. Complete the 'Spring Flower' worksheet	Writing: Write your name.	Writing: Write your name. Alphabet Blocks worksheet	Writing: Write your name.
Language: Action Verbs-Ask your student the questions and have them answer in complete sentences.	Language: Action Verbs-Ask your student the questions and have them answer in complete sentences.	Language: Action Verbs-Ask your student the questions and have them answer in complete sentences.	Language: Action Verbs-Ask your student the questions and have them answer in complete sentences.	Language: Action Verbs-Ask your student the questions and have them answer in complete sentences.
Math: Apple Numbers 1-10 Tracing	Math: Count to 10 together	Math: Summer Missing Numbers	Math: Count to 20 together	Math: Spring Number Match-Up
Social/Emotional: Learn 'The Manners Song' and sing it together	Social/Emotional: Learn 'The Manners Song' and sing it together	Social/Emotional: Discuss: What does it mean to have manners?	Social/Emotional: Discuss: How can you show manners at the dinner table?	Social/Emotional: Sing 'The Manners Song' together
Movement: Pick one 'Insect Movement' and mimic it!	Movement: Pick one 'Insect Movement' and mimic it!	Movement: Pick one 'Insect Movement' and mimic it!	Movement: Pick one 'Insect Movement' and mimic it!	Movement: Play Simon Says with 'Insect Movements'

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LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

It Is Spring
Level B Leveled Book
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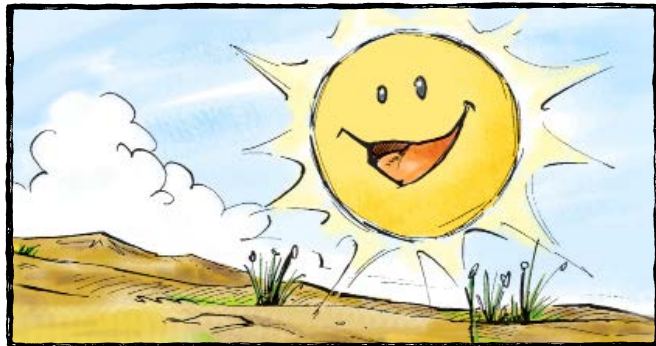
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It Is Spring

It Is Spring

A Reading A-Z Level B Leveled Book • Word Count: 35

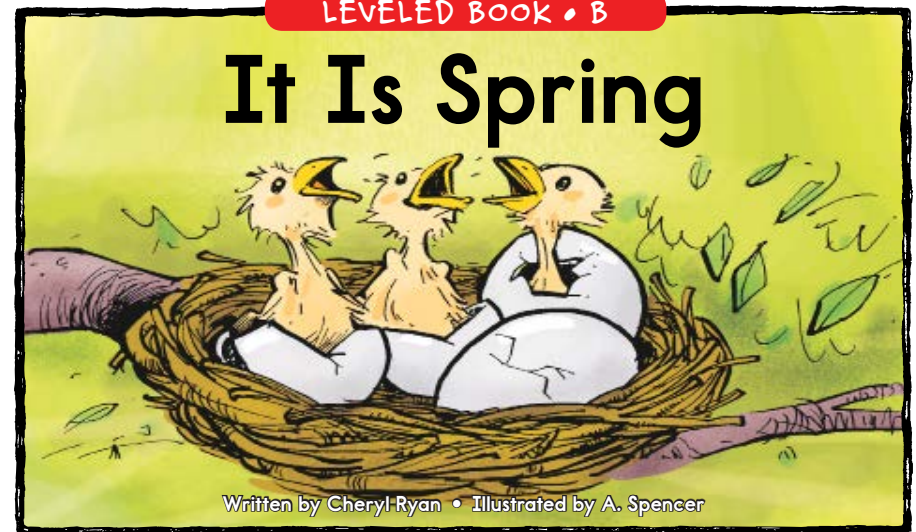


Reading A-Z

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LEVELED BOOK • B

It Is Spring



Written by Cheryl Ryan • Illustrated by A. Spencer

www.readinga-z.com



The Sun pops up.

It Is Spring • Level B

3



The flowers pop out.

4



The worms pop up.

It Is Spring • Level B

5



The plants pop up.

6



The leaves pop out.



The birds pop out.



The animals pop out.



Spring pops out everywhere.
Pop, pop, pop.

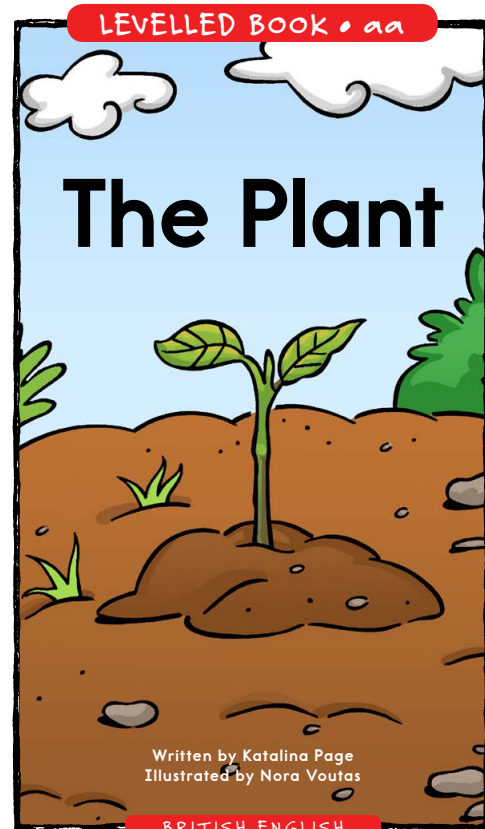
The Plant

A Reading A-Z Level aa Levelled Book
Word Count: 17



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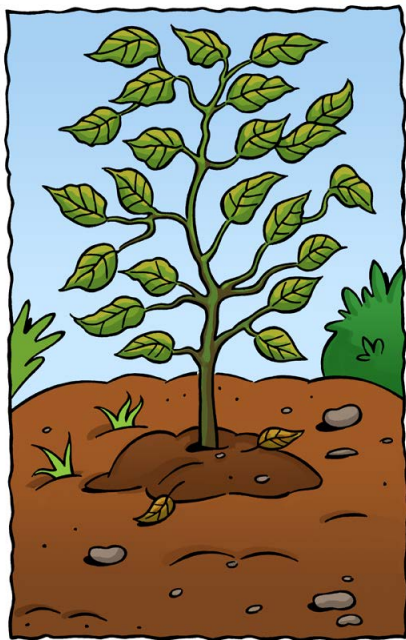


Written by Katalina Page
Illustrated by Nora Voutas

BRITISH ENGLISH

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The Plant



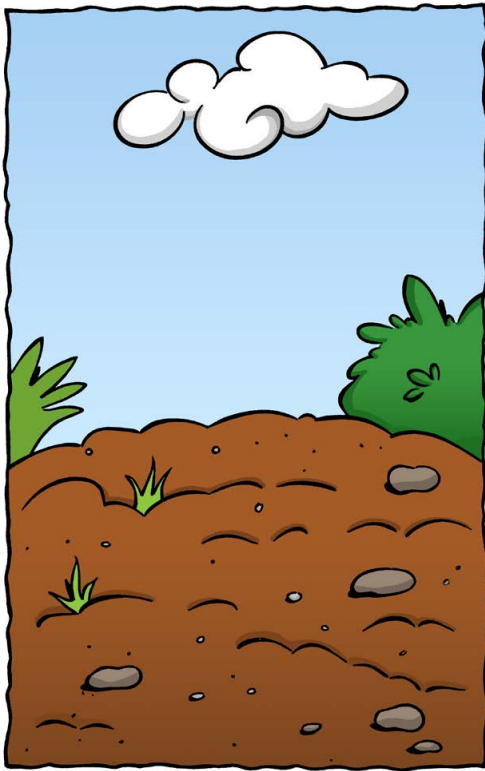
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The Plant
Level aa Levelled Book
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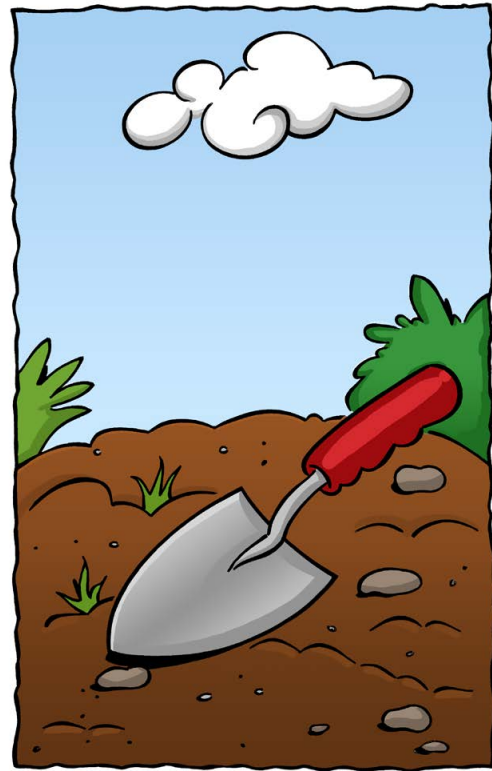
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The dirt.

The Plant • Level aa

3



The trowel.

4



The hole.

The Plant • Level aa

5



The seed.

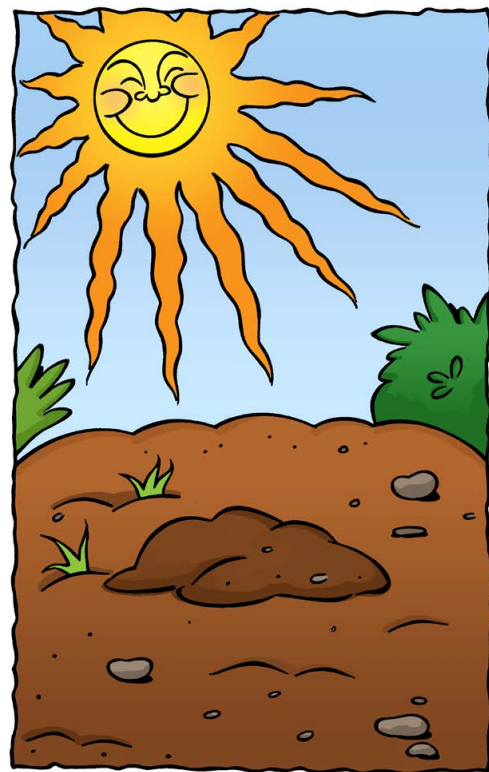
6



The rain.

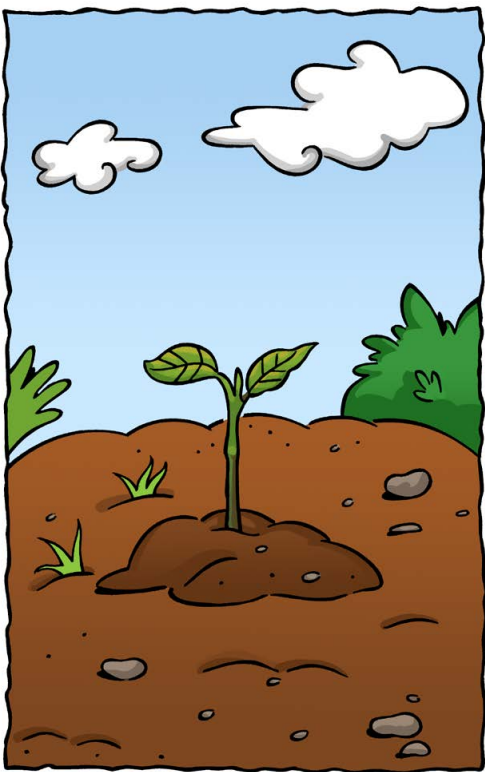
The Plant • Level aa

7



The sunshine.

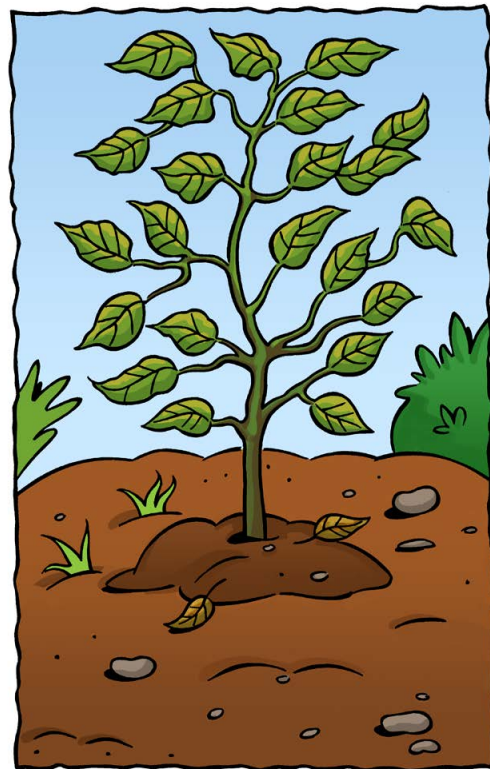
8



The baby plant.

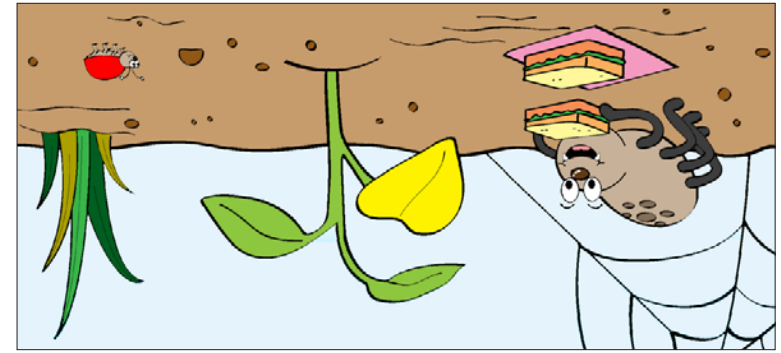
The Plant • Level aa

9



The plant.

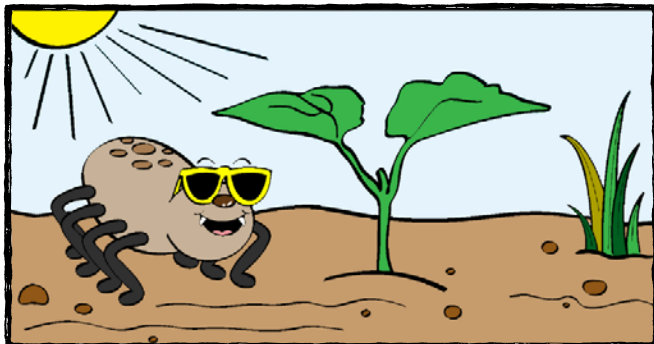
10



A Seed Grows

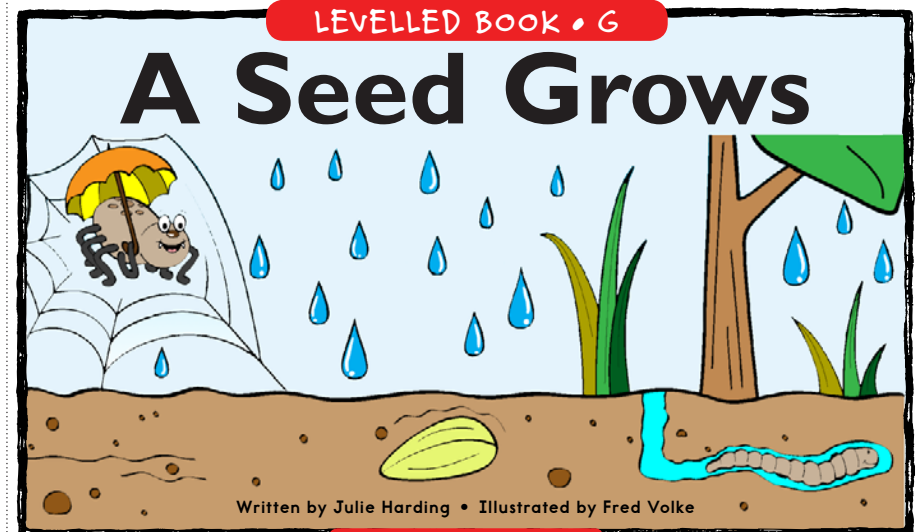
A Seed Grows

A Reading A-Z Level G Levelled Book • Word Count: 133



Reading A-Z

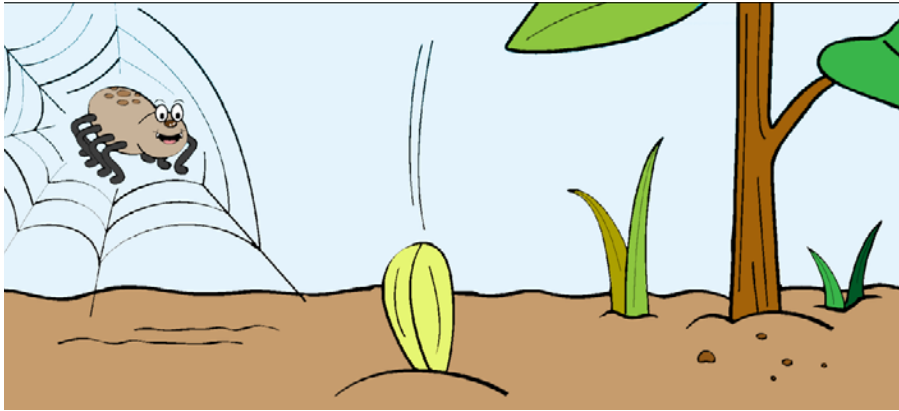
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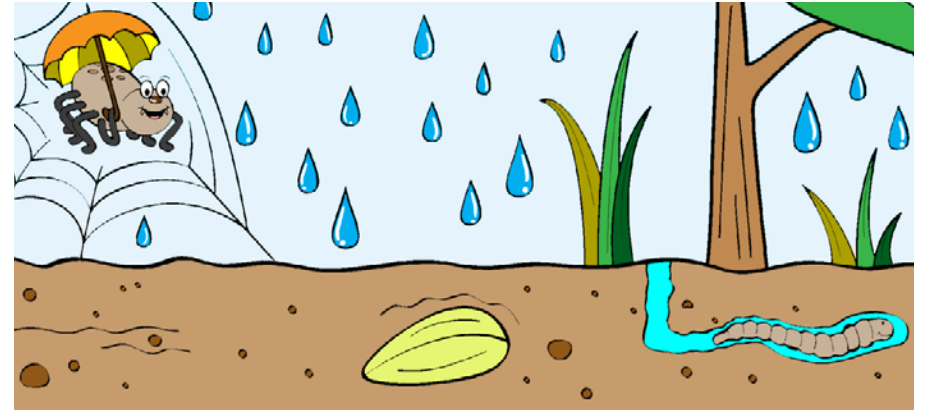
Written by Julie Harding • Illustrated by Fred Volke

BRITISH ENGLISH

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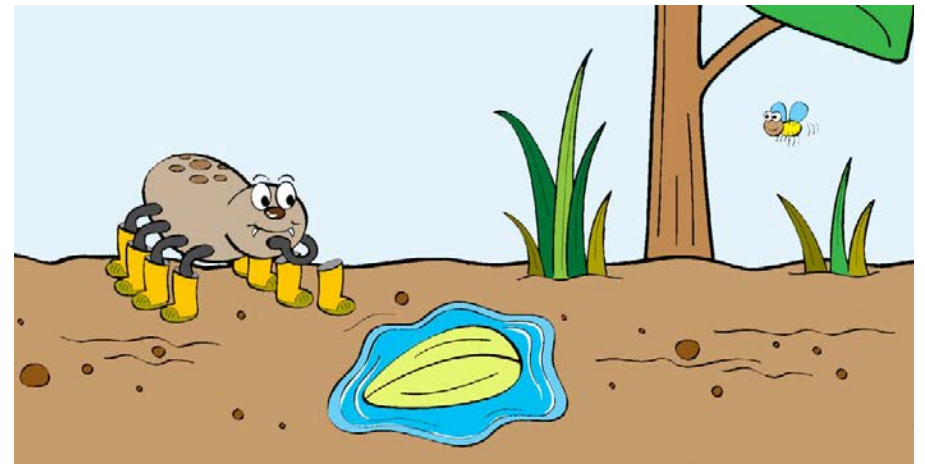
A small seed falls to the ground
and becomes buried in the soft soil.



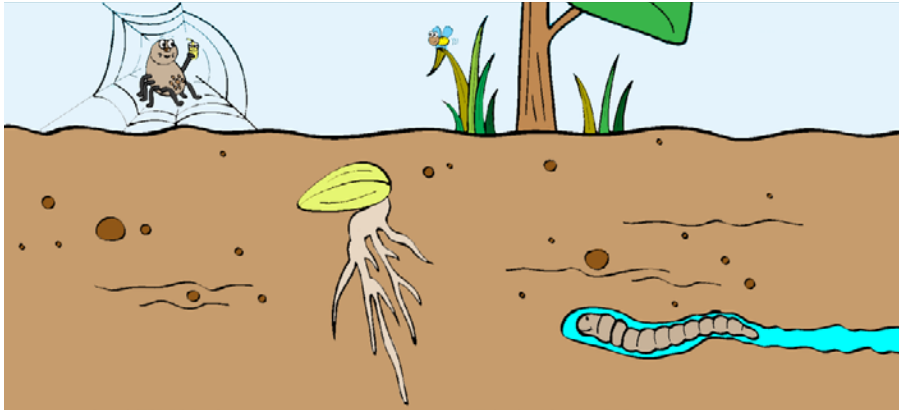
The seed is buried in the soft soil,
and the rain falls.



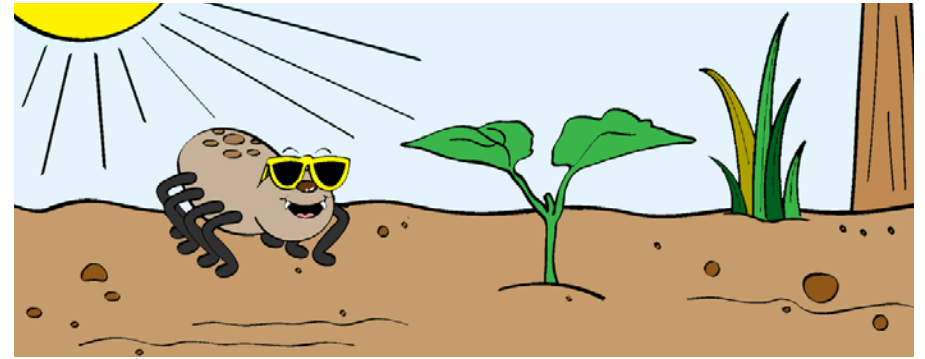
The rain soaks into the soil
that holds the small seed.



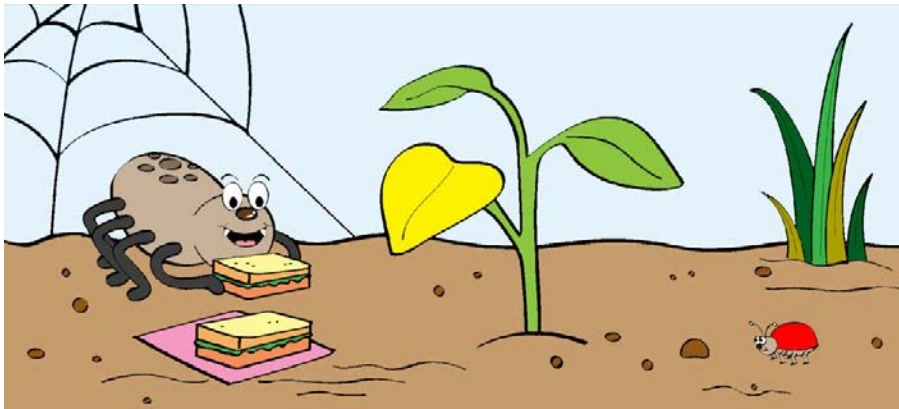
The small seed soaks up water from the rain.



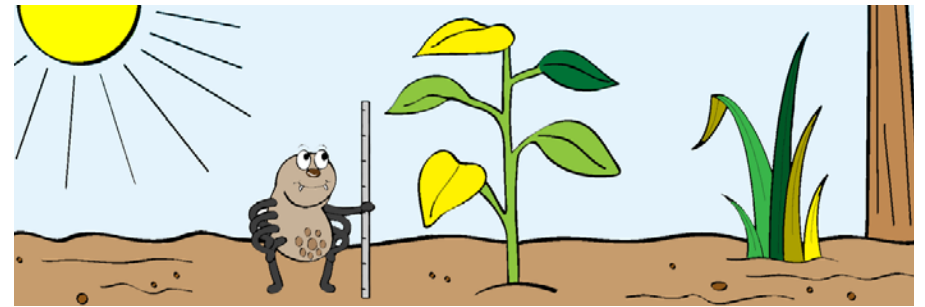
The water helps the seed,
and roots grow down deep into the soil.



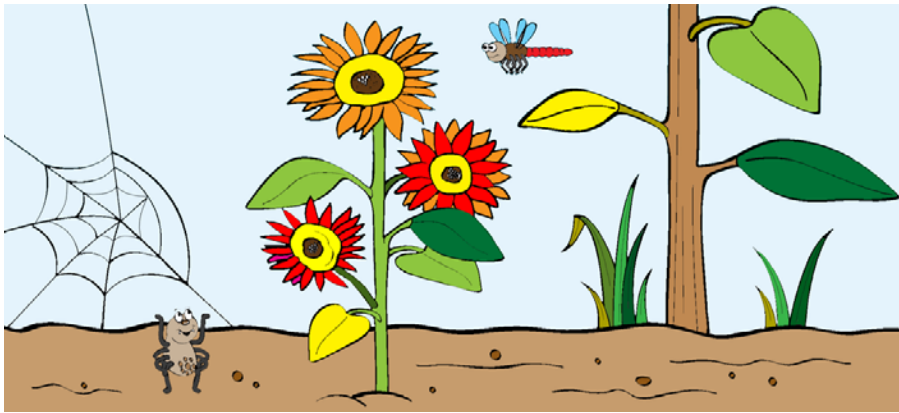
The leaves and a stem
grow up through the ground.
The leaves gather in the sunshine.



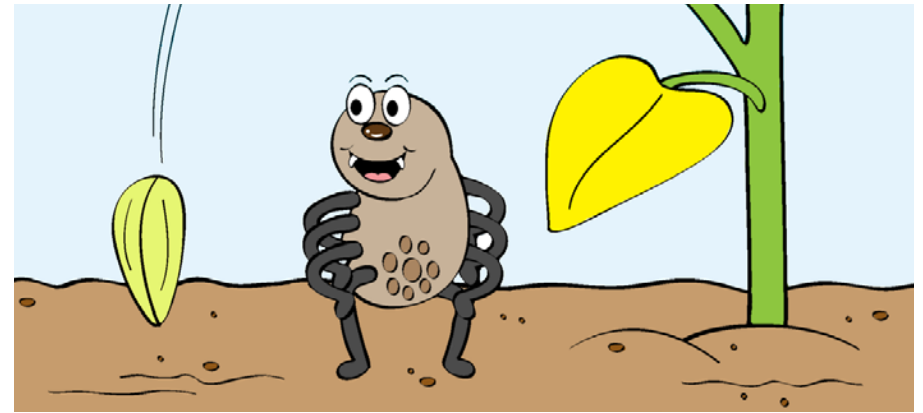
The plant uses sunshine to make food.
The rain and the soil help the small plant.



The plant grows taller,
and more leaves grow on the stem.
The roots grow longer.
They go deep in the ground.



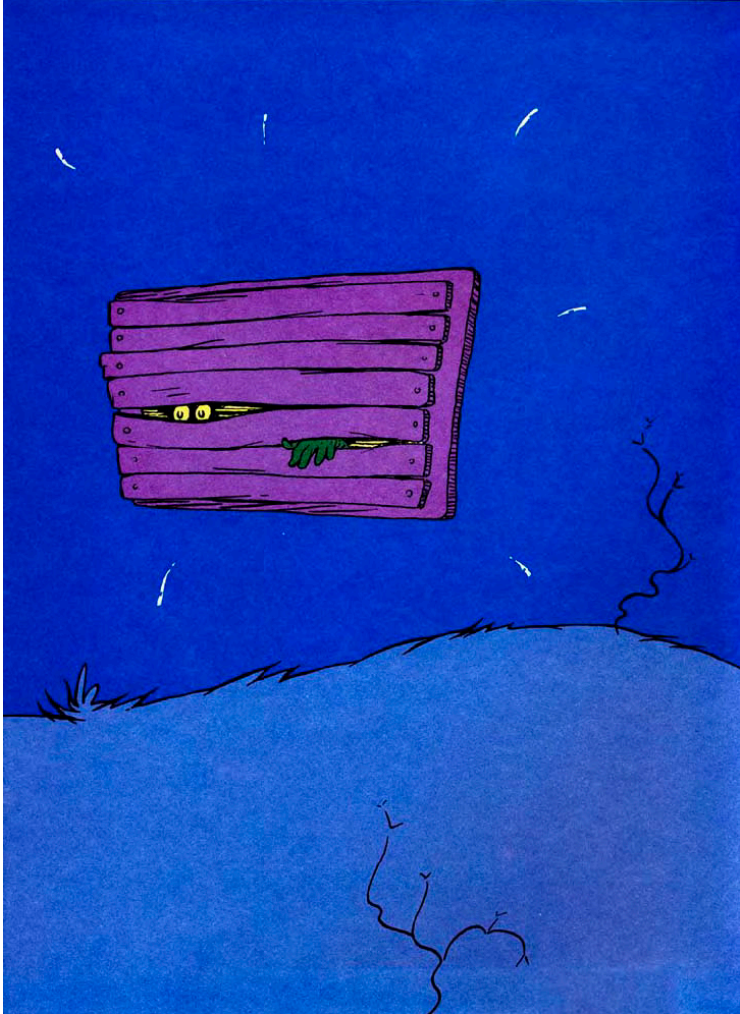
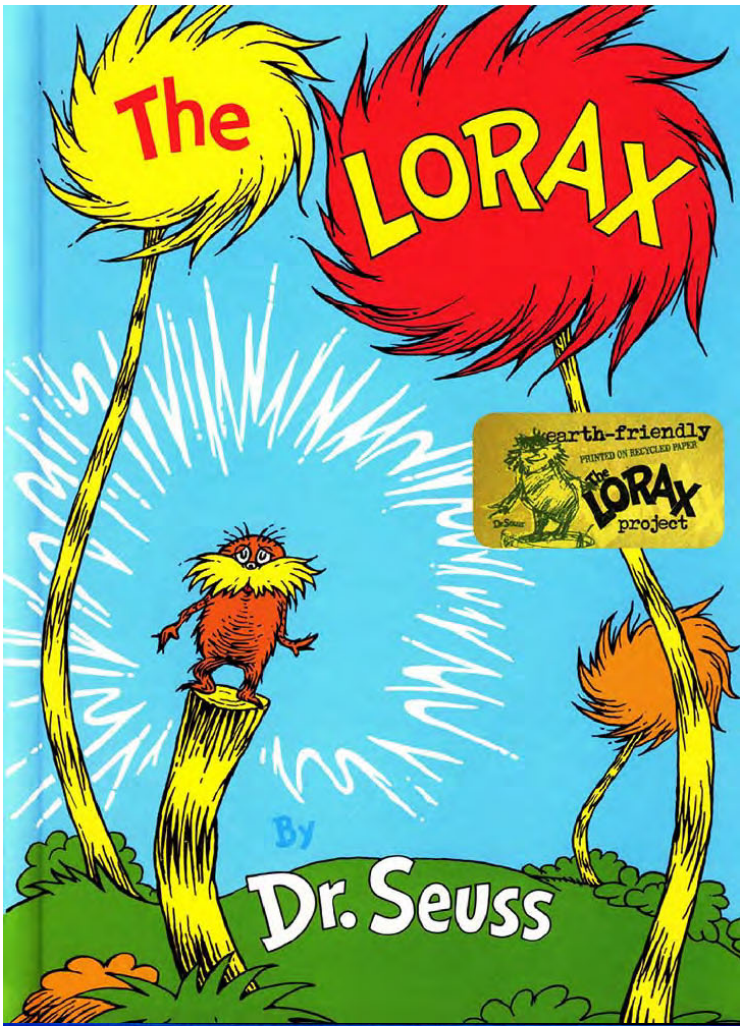
The big plant grows flowers.
The flowers make seeds.

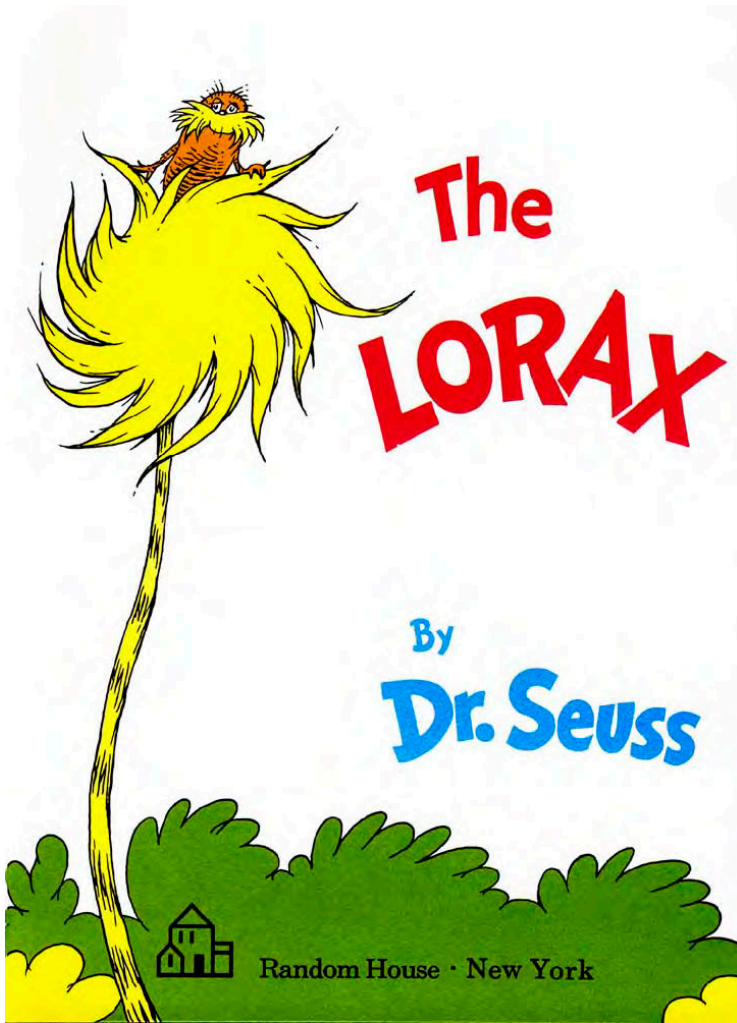


A new seed falls into the soft soil.
What will happen next?

Notes

Notes





For Audrey, Lark and Lea
With Love

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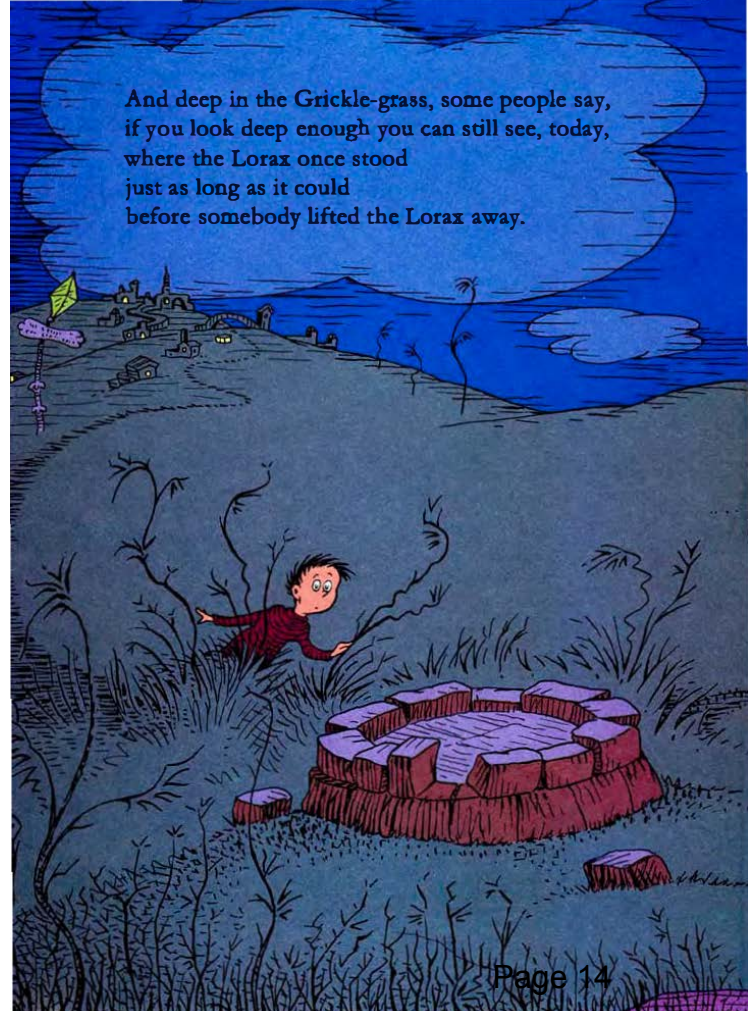
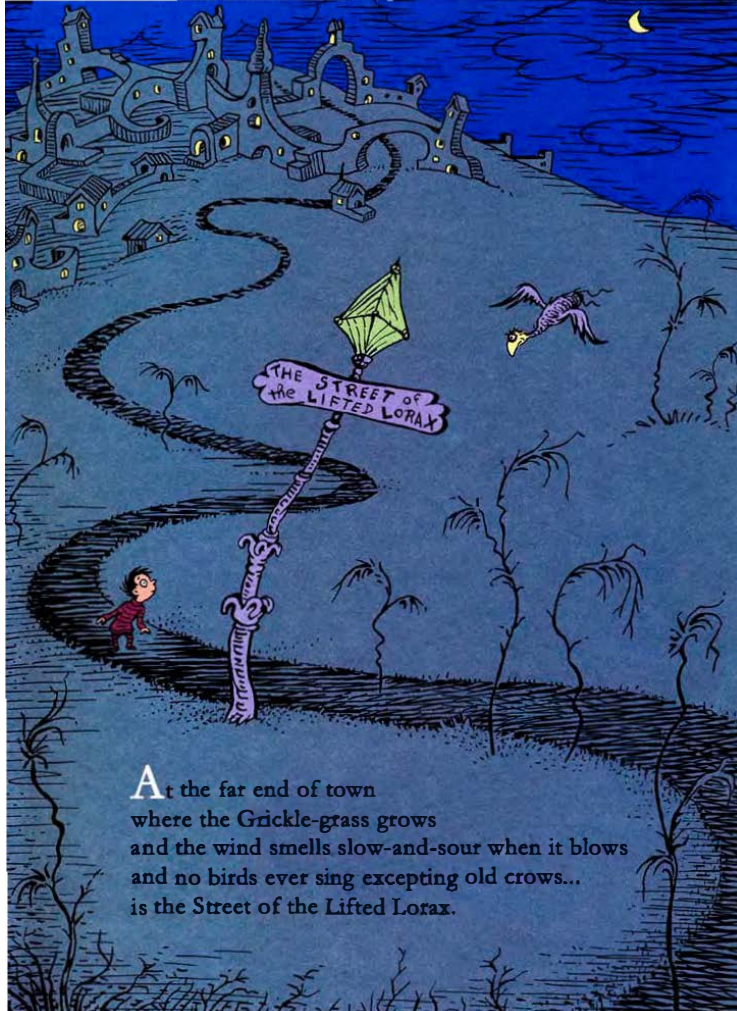
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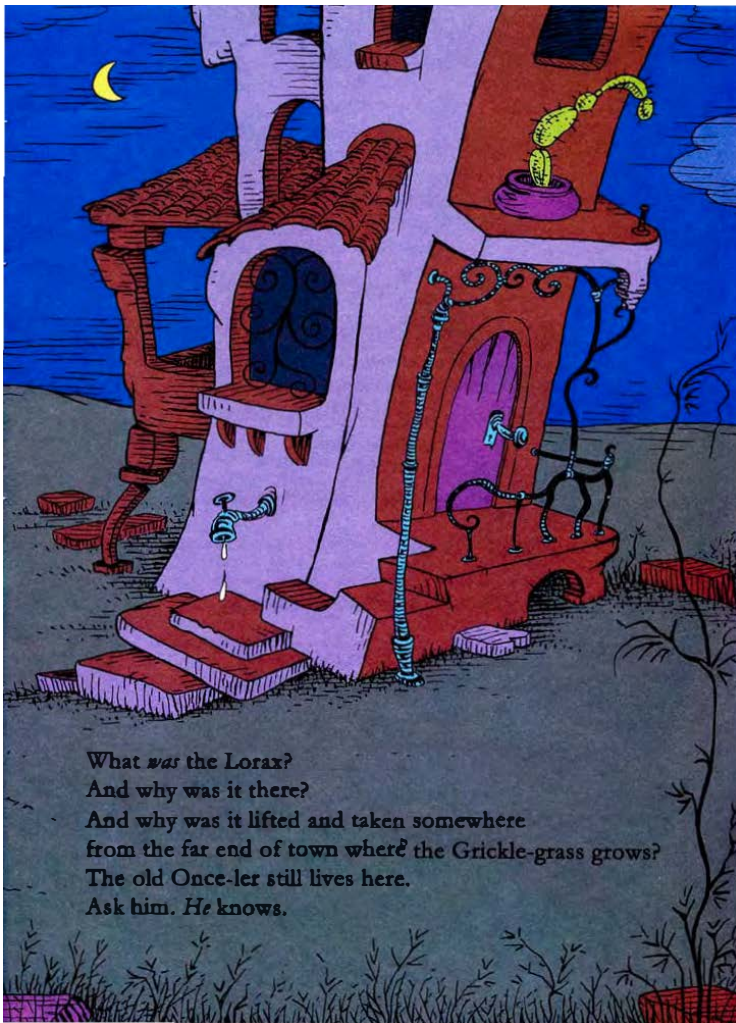
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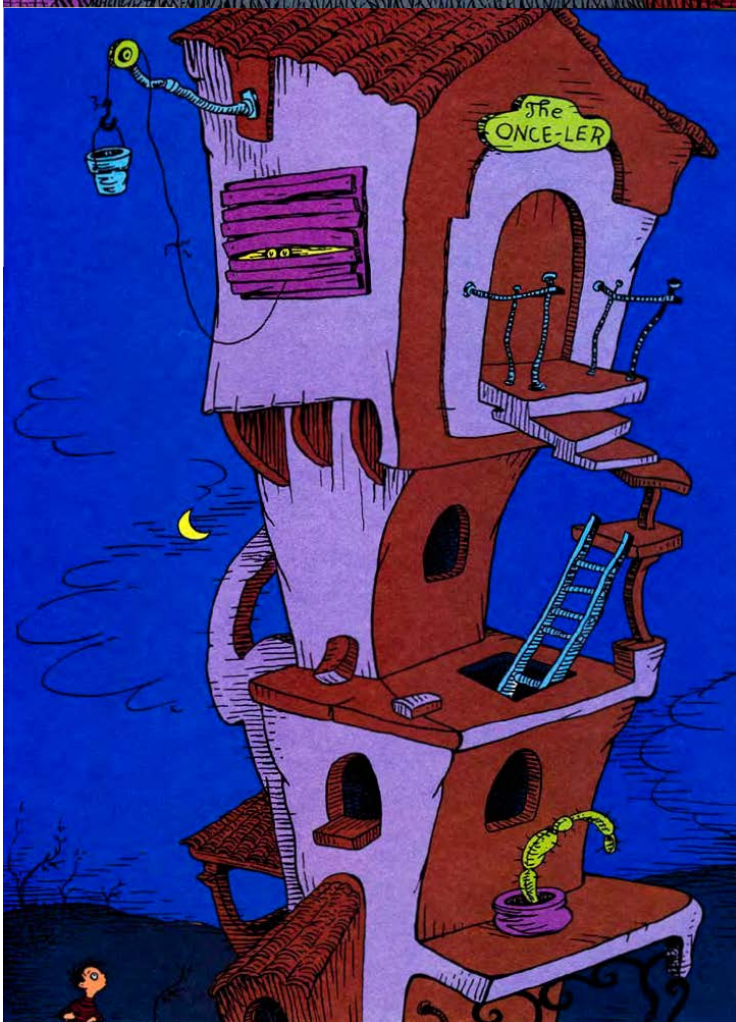




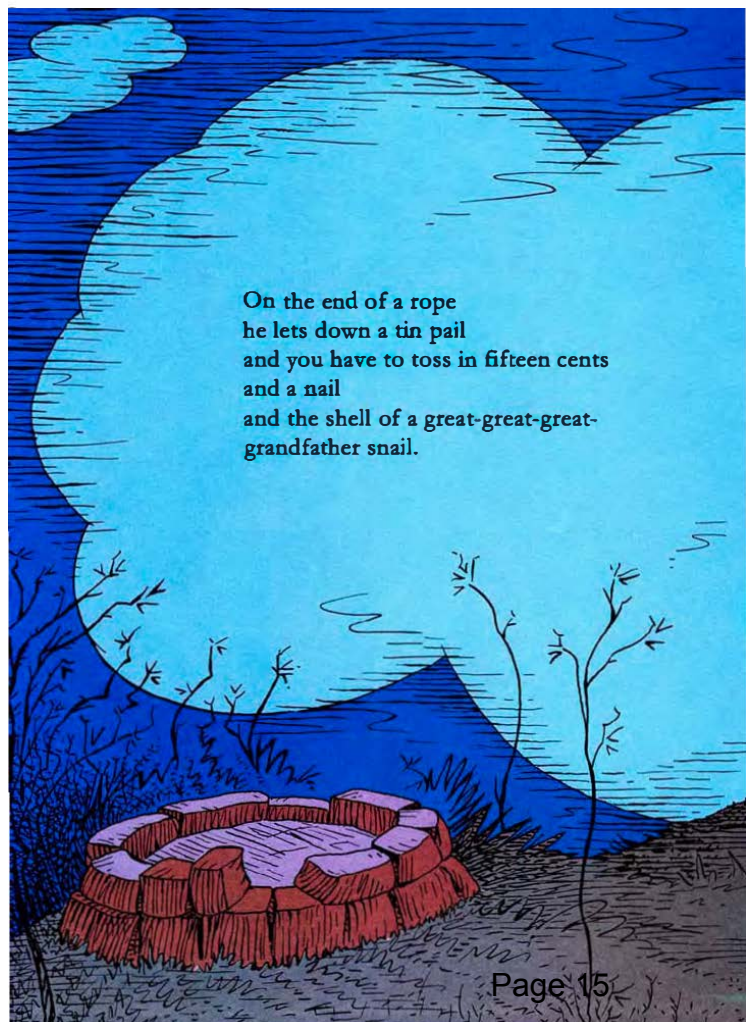
What *was* the Lorax?
 And why was it there?
 And why was it lifted and taken somewhere
 from the far end of town where the Grickle-grass grows?
 The old Once-ler still lives here.
 Ask him. *He* knows.

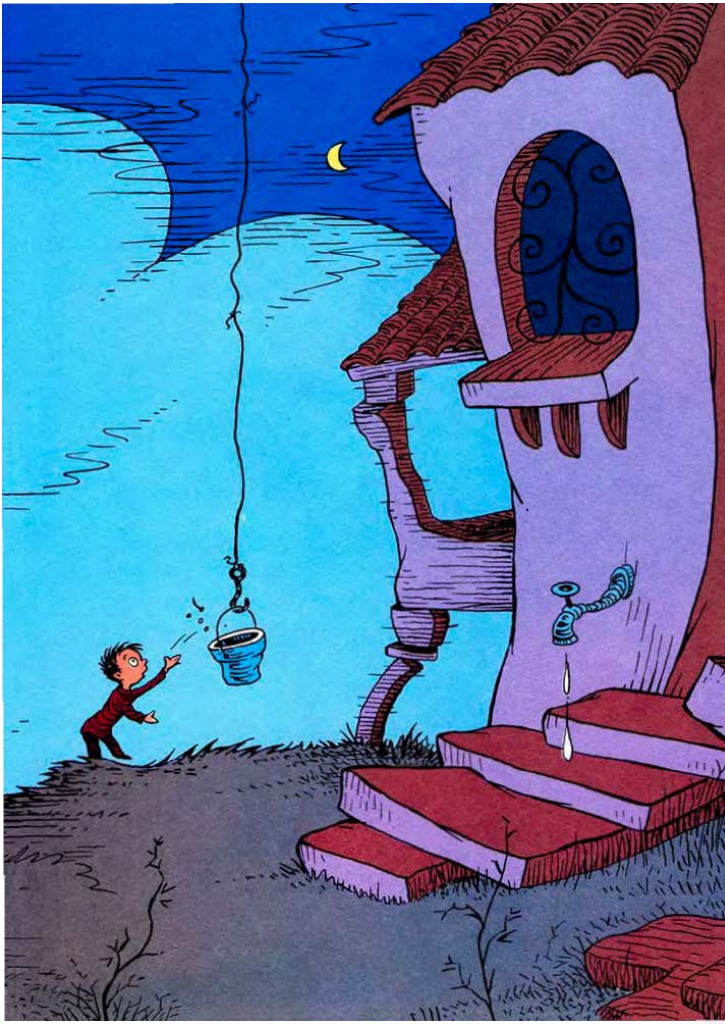
You won't see the Once-ler.
 Don't ~~knock~~ at his door.
 He stays in this Lerkim, cold under the roof,
 where he makes his own clothes
 out of miff-muffered moof.
 And on special dank midnights in August,
 he peeks
 out of the shutters
 and sometimes he speaks
 and tells how the Lorax was lifted away.

He'll tell you, perhaps...
 if you're willing to pay.



On the end of a rope
 he lets down a tin pail
 and you have to toss in fifteen cents
 and a nail
 and the shell of a great-great-great-
 grandfather snail.

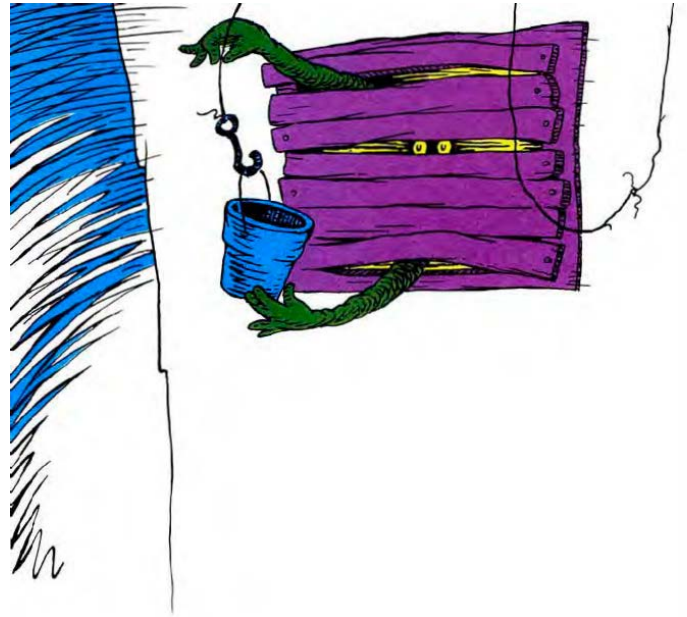




Then he hides what you paid him
away in his Snuvv,
his secret strange hole
in his gruvvulous glove.



Then he grunts, "I will call you by Whisper-ma-Phone,
for the secrets I tell are for your ears alone."



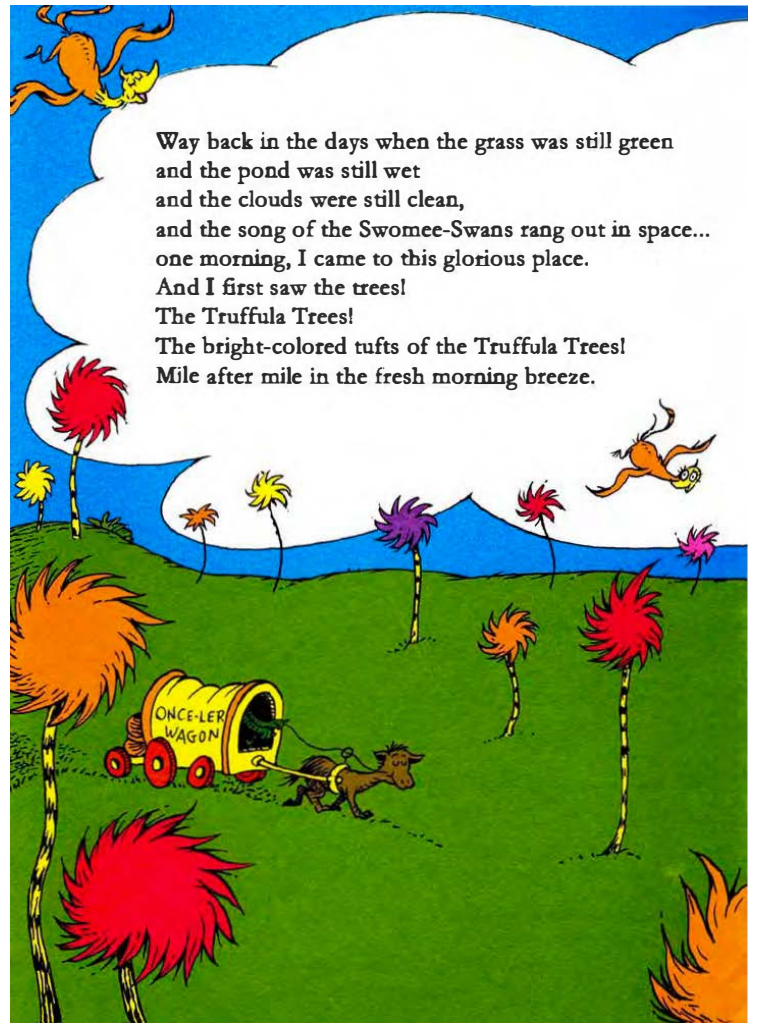
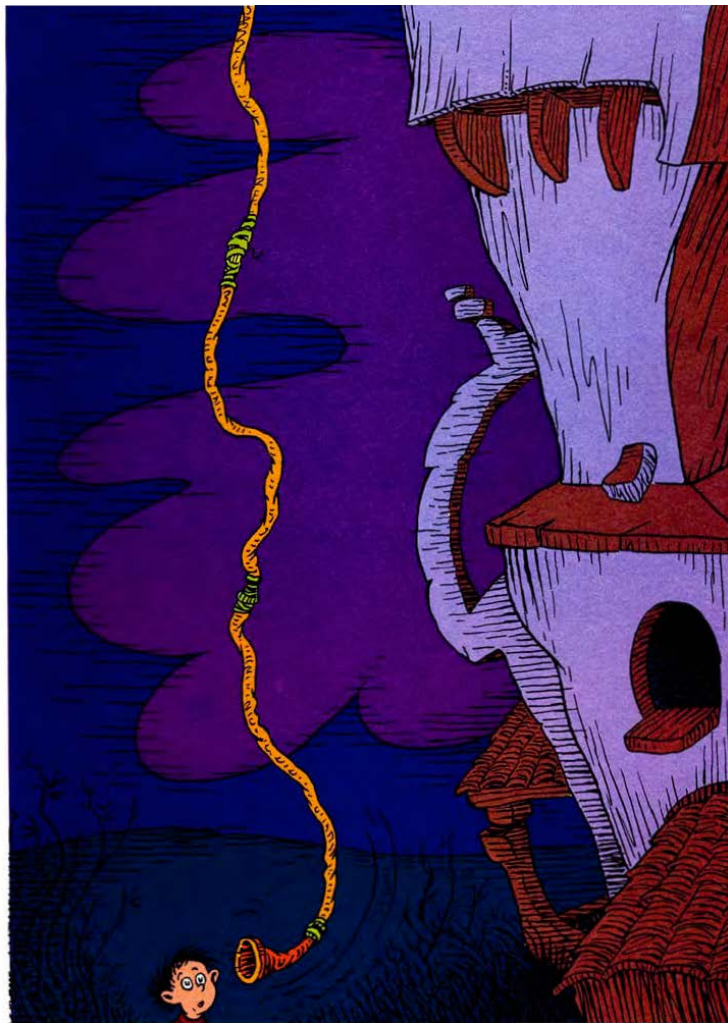
The he pulls up the pail,
makes a most careful count
to see if you've paid him
the proper amount.

SLUPP!

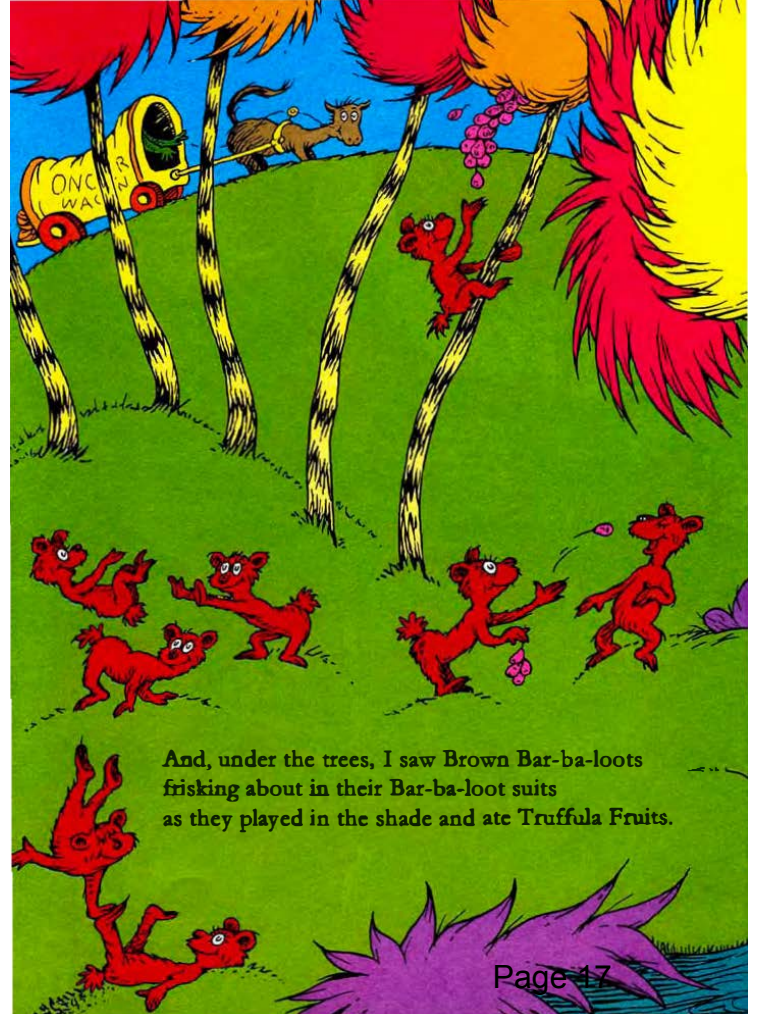
Down slupps the Whisper-ma-Phone to your ear
and the old Once-ler's whispers are not very clear,
since they have to come down
through a snergely hose,
and he sounds
as if he had
smallish bees up his nose.

"Now I'll tell you," he says, with his teeth sounding gray,
"how the Lorax got lifted and taken away..."

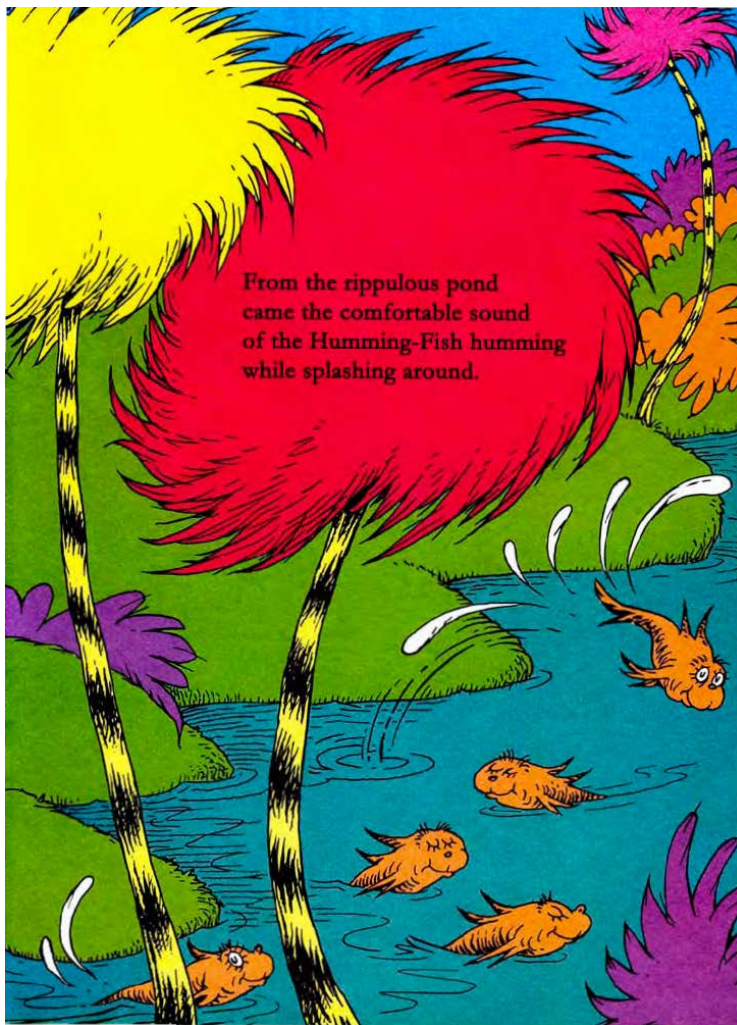
It all started way back...
such a long, long time back...



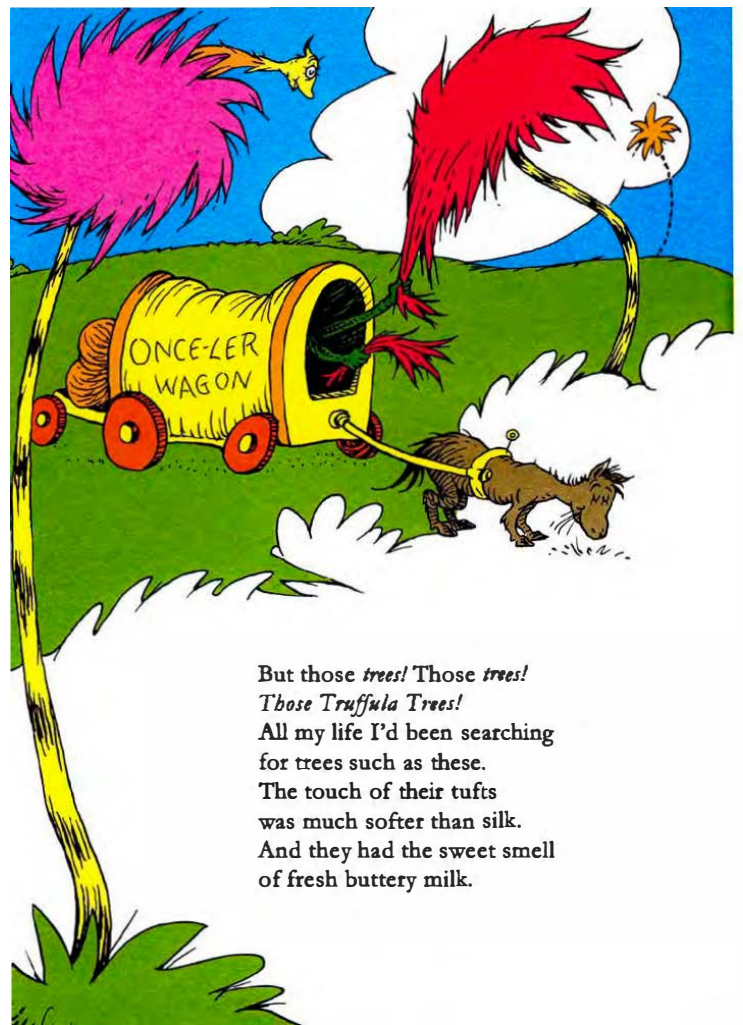
Way back in the days when the grass was still green
and the pond was still wet
and the clouds were still clean,
and the song of the Swomee-Swans rang out in space...
one morning, I came to this glorious place.
And I first saw the trees!
The Truffula Trees!
The bright-colored tufts of the Truffula Trees!
Mile after mile in the fresh morning breeze.



And, under the trees, I saw Brown Bar-ba-loots
frisking about in their Bar-ba-loot suits
as they played in the shade and ate Truffula Fruits.



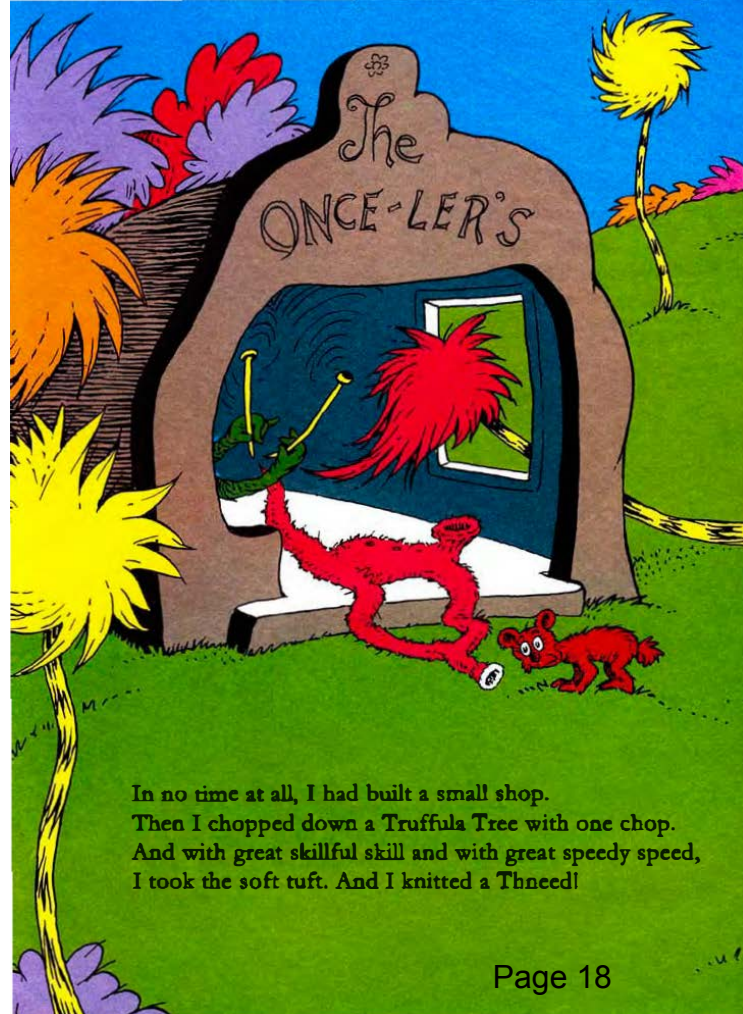
From the rippulous pond
came the comfortable sound
of the Humming-Fish humming
while splashing around.



But those trees! Those trees!
Those Truffula Trees!
All my life I'd been searching
for trees such as these.
The touch of their tufts
was much softer than silk.
And they had the sweet smell
of fresh buttery milk.



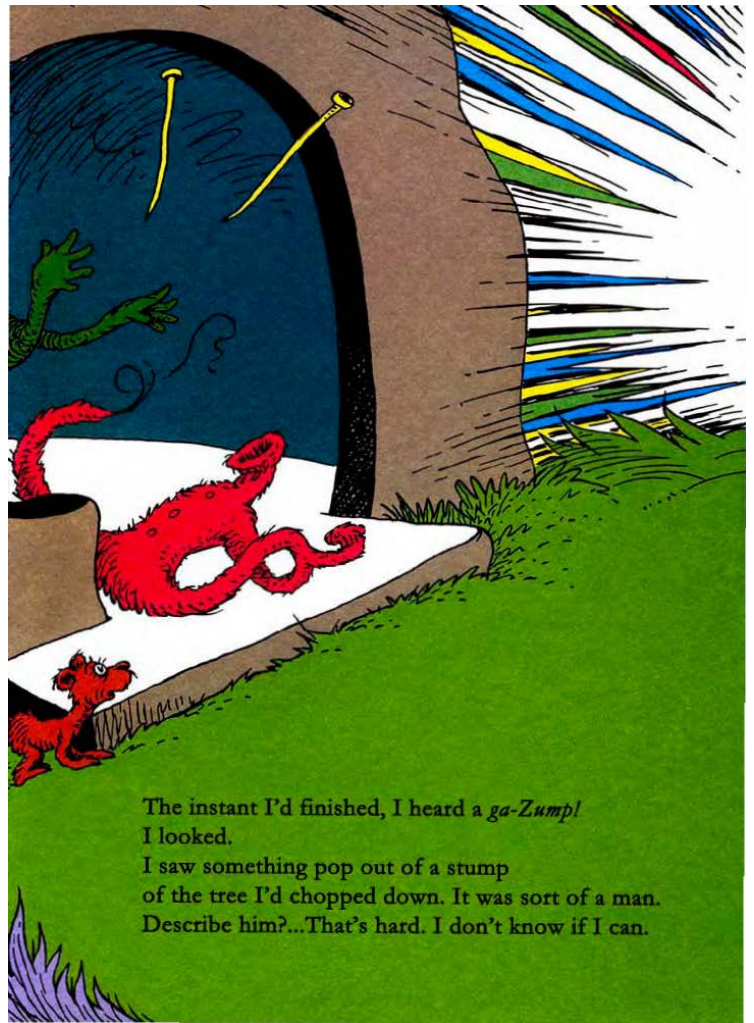
I felt a great leaping
of joy in my heart.
I knew just what I'd do!
I unloaded my cart.



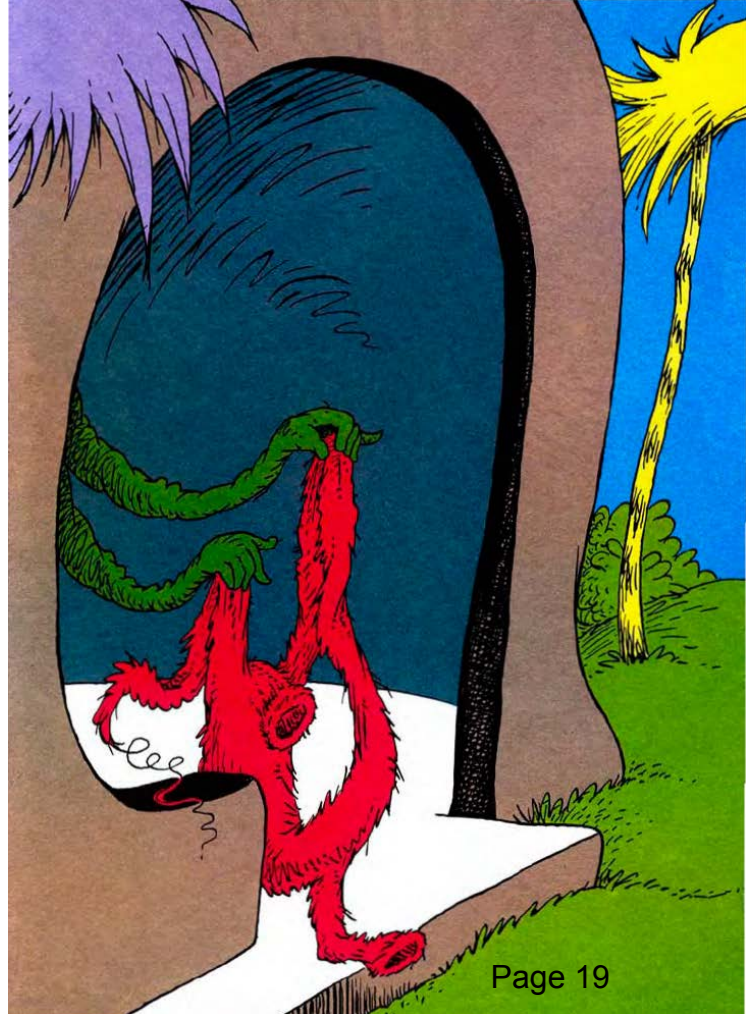
In no time at all, I had built a small shop.
Then I chopped down a Truffula Tree with one chop.
And with great skillful skill and with great speedy speed,
I took the soft tuft. And I knitted a Thneed!

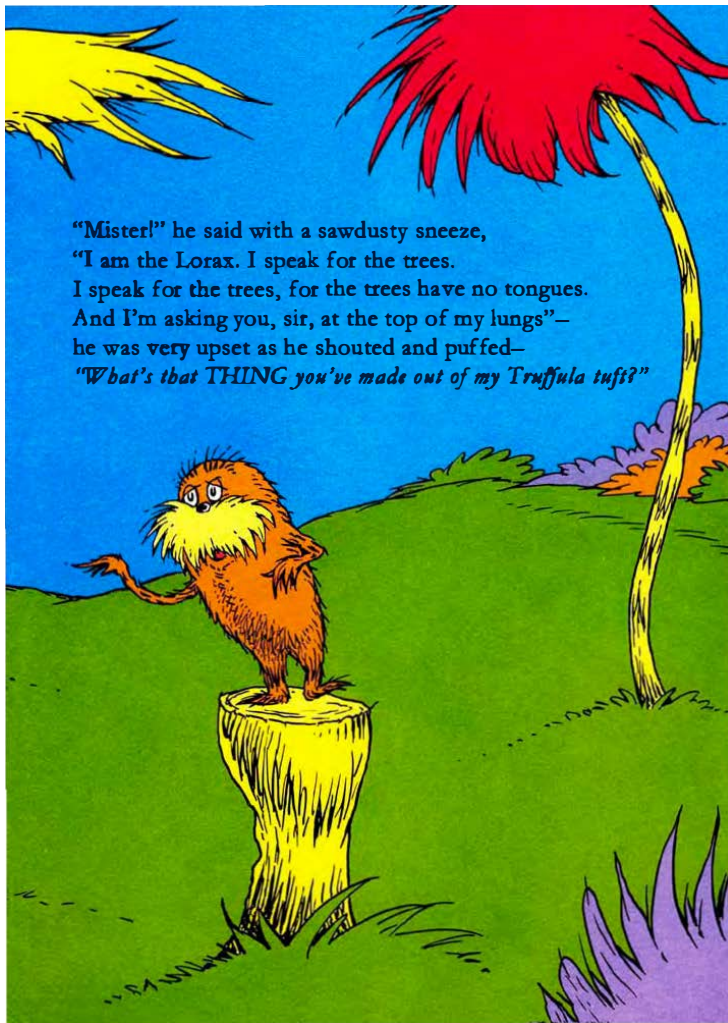


He was shortish. And oldish.
And brownish. And mossy.
And he spoke with a voice
that was sharpish and bossy.



The instant I'd finished, I heard a *ga-Zump!*
I looked.
I saw something pop out of a stump
of the tree I'd chopped down. It was sort of a man.
Describe him?...That's hard. I don't know if I can.

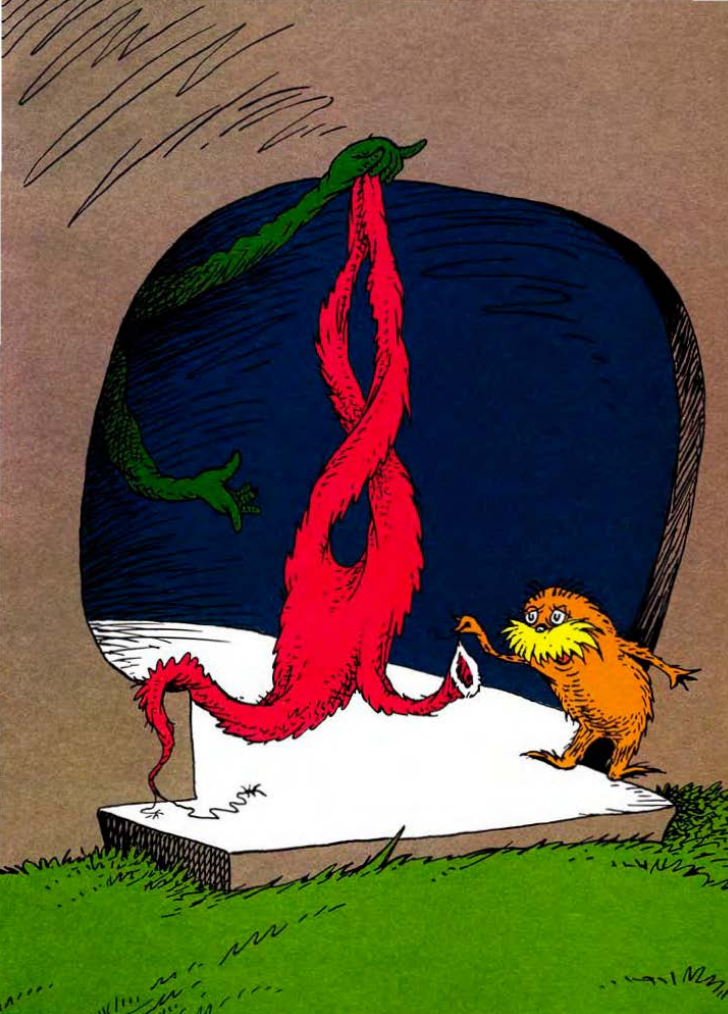




"Mister!" he said with a sawdusty sneeze,
 "I am the Lorax. I speak for the trees.
 I speak for the trees, for the trees have no tongues.
 And I'm asking you, sir, at the top of my lungs"—
 he was very upset as he shouted and puffed—
 "What's that **THING** you've made out of my Truffula tuft?"

"Look, Lorax," I said. "There's no cause for alarm.
 I chopped just one tree. I am doing no harm.
 I'm being quite useful. This thing is a Thneed.
 A Thneed's a Fine-Something-That-All-People-Need!
 It's a shirt. It's a sock. It's a glove. It's a hat.
 But it has *other* uses. Yes, far beyond that.
 You can use it for carpets. For pillows! For sheets!
 Or curtains! Or covers for bicycle seats!"

The Lorax said,
 "Sir! You are crazy with greed.
 There is no one on earth
 who would buy that fool Thneed!"



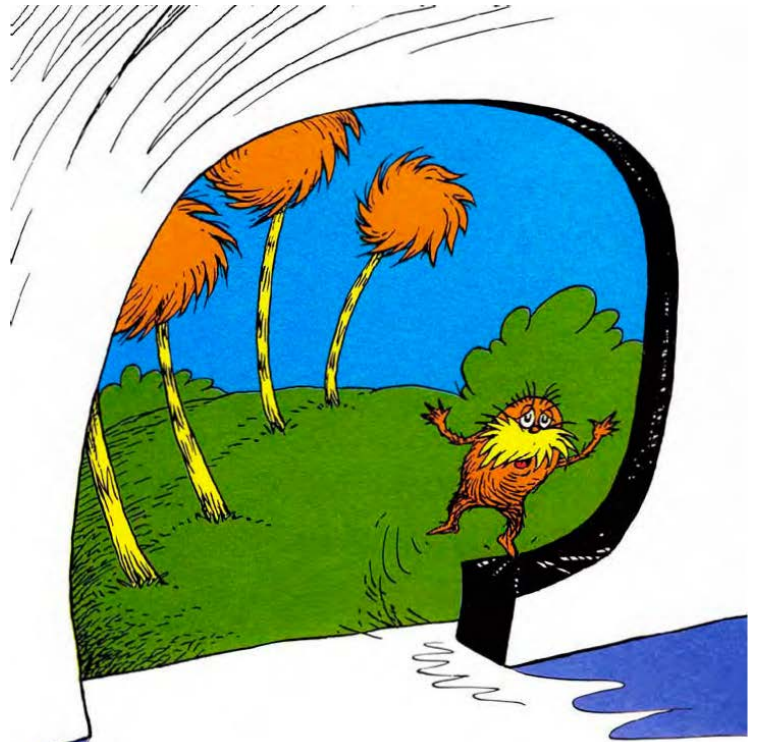
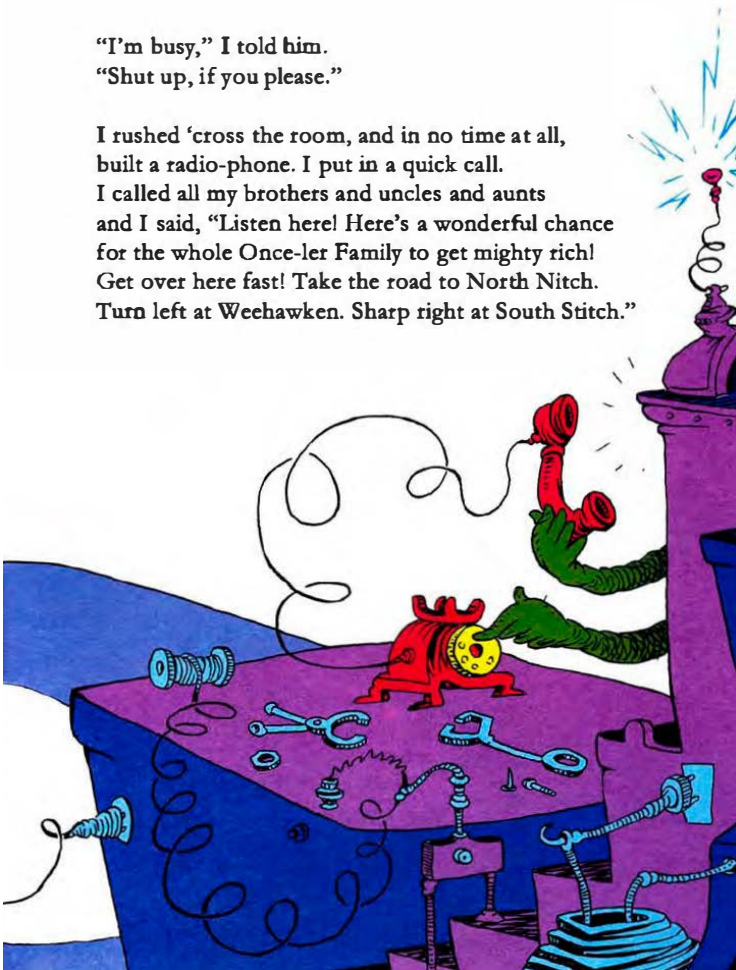
But the very next minute I proved he was wrong.
 For, just at that minute, a chap came along,
 and he thought that the Thneed I had knitted was great.
 He happily bought it for three ninety-eight.

I laughed at the Lorax, "You poor stupid guy!
 You never can tell what some people will buy."

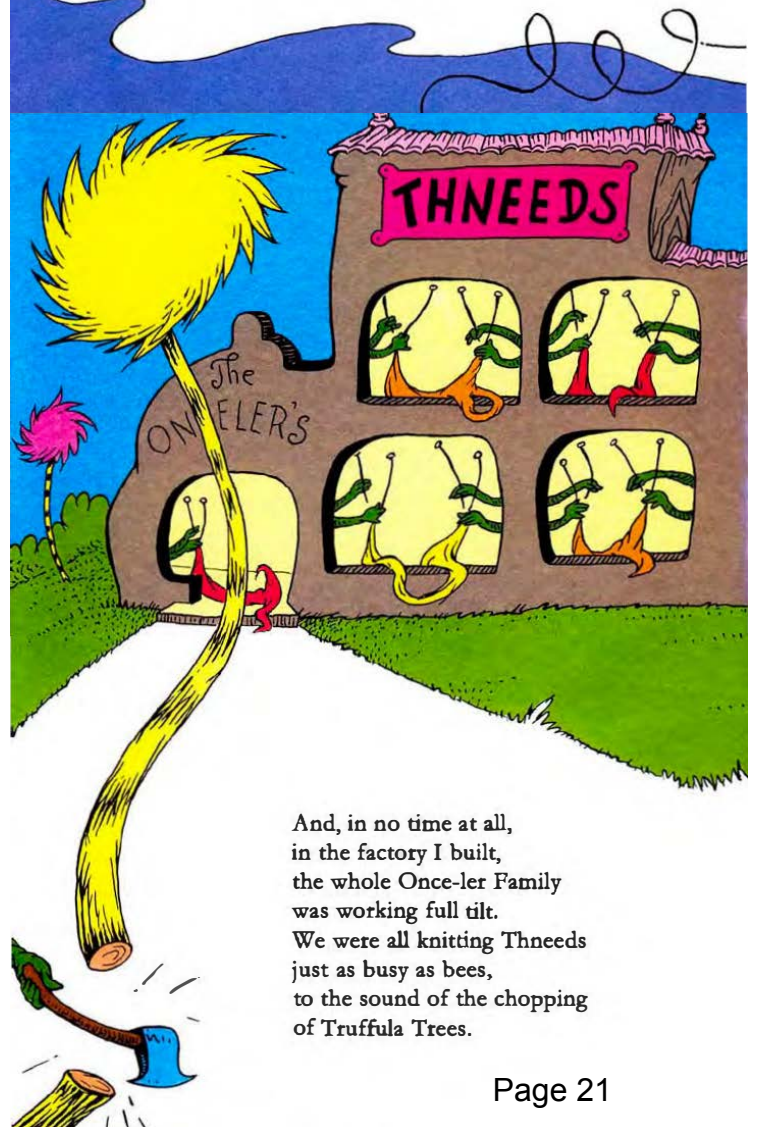


"I'm busy," I told him.
"Shut up, if you please."

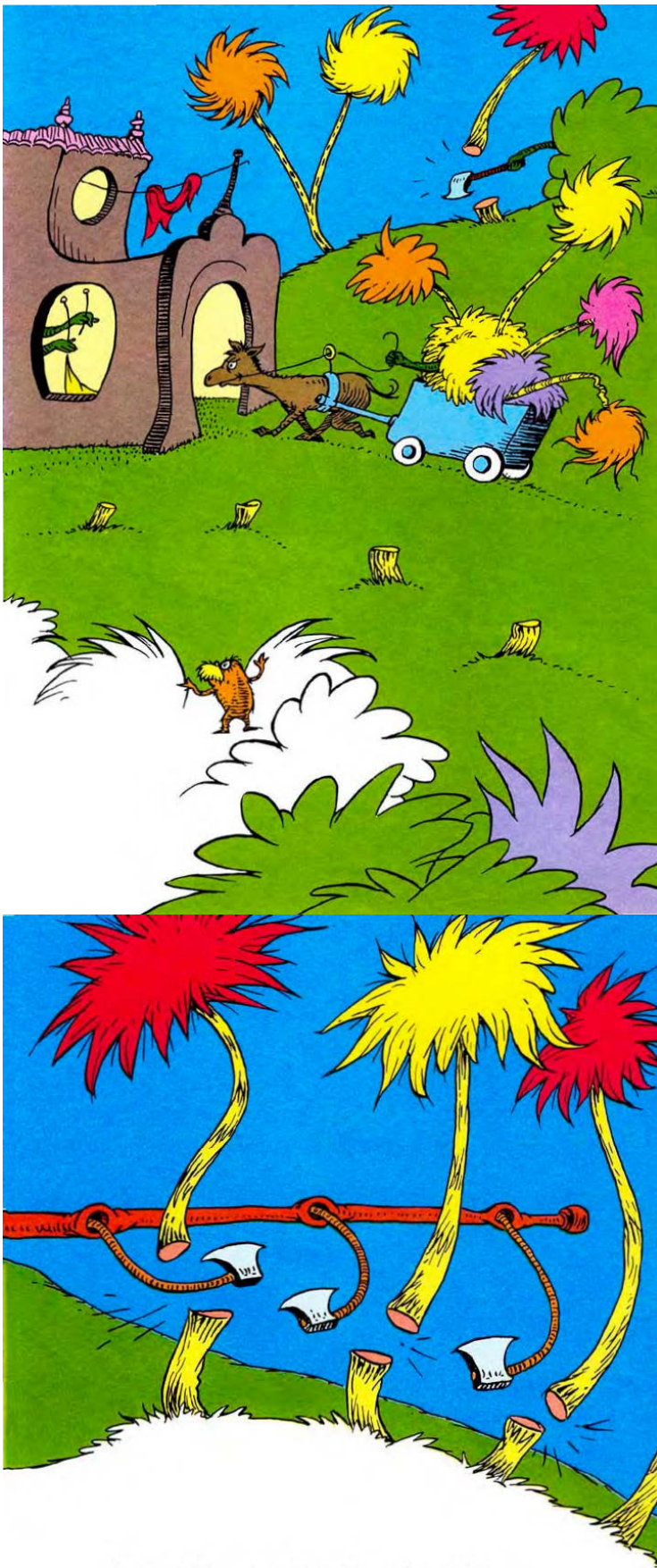
I rushed 'cross the room, and in no time at all,
built a radio-phone. I put in a quick call.
I called all my brothers and uncles and aunts
and I said, "Listen here! Here's a wonderful chance
for the whole Once-ler Family to get mighty rich!
Get over here fast! Take the road to North Nitch.
Turn left at Weehawken. Sharp right at South Stitch."



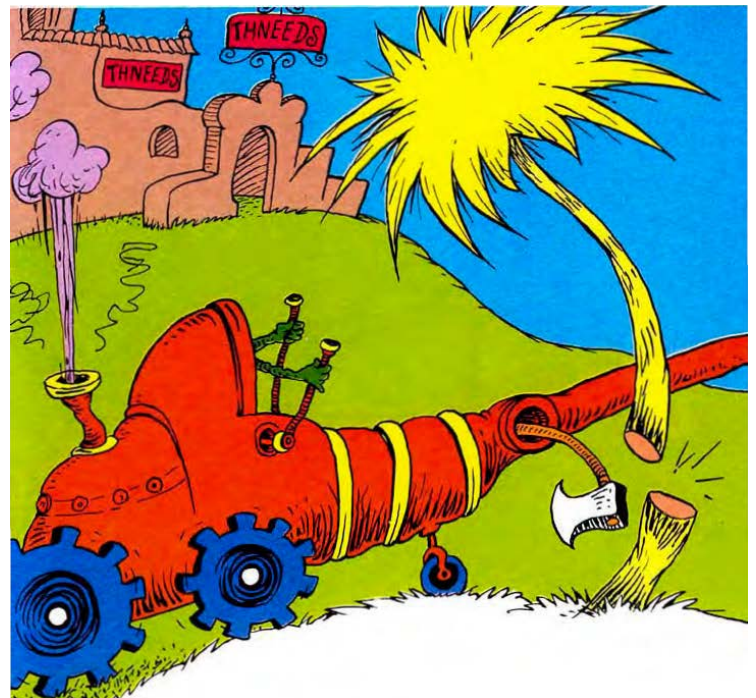
"I repeat," cried the Lorax,
"I speak for the trees!"



And, in no time at all,
in the factory I built,
the whole Once-ler Family
was working full tilt.
We were all knitting Thneeds
just as busy as bees,
to the sound of the chopping
of Truffula Trees.



So I quickly invented my Super-Axe-Hacker
which whacked off four Truffula Trees at one smacker.
We were making Thneeds
four times as fast as before!
And that Lorax?...
He didn't show up any more.



Then...
Oh! Baby! Oh!
How my business did grow!
Now, chopping one tree
at a time
was too slow.



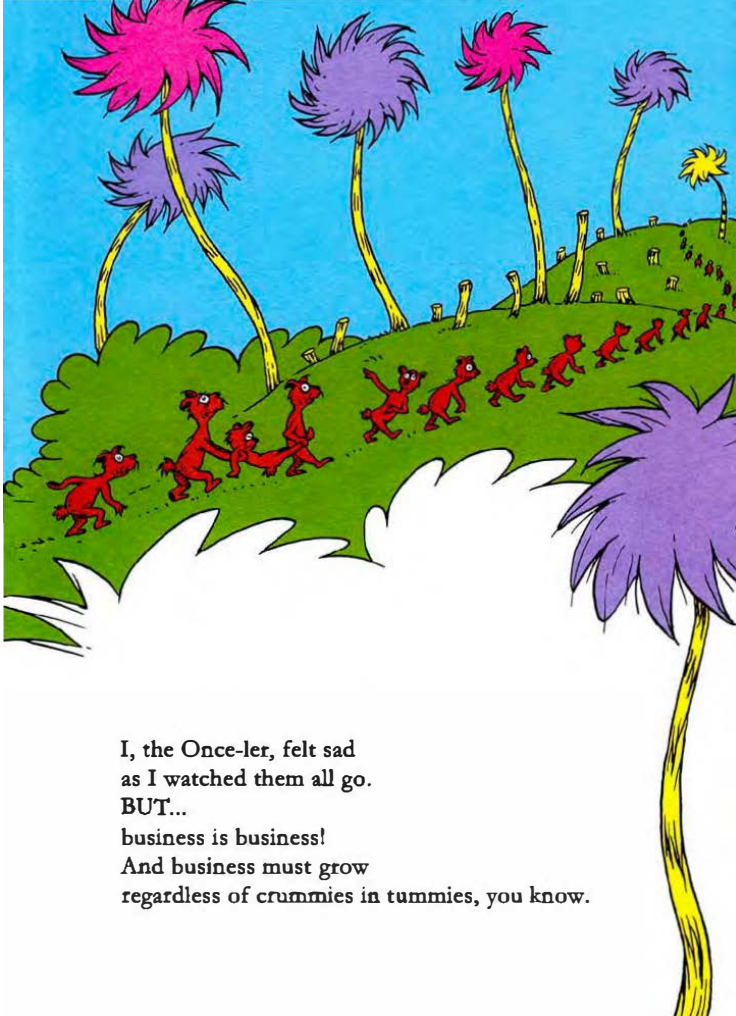
But the next week
he knocked
on my new office door.

He snapped, "I'm the Lorax who speaks for the trees
which you seem to be chopping as fast as you please.
But I'm *also* in charge of the Brown Bar-ba-loots
who played in the shade in their Bar-ba-loot suits
and happily lived, eating Truffula Fruits.

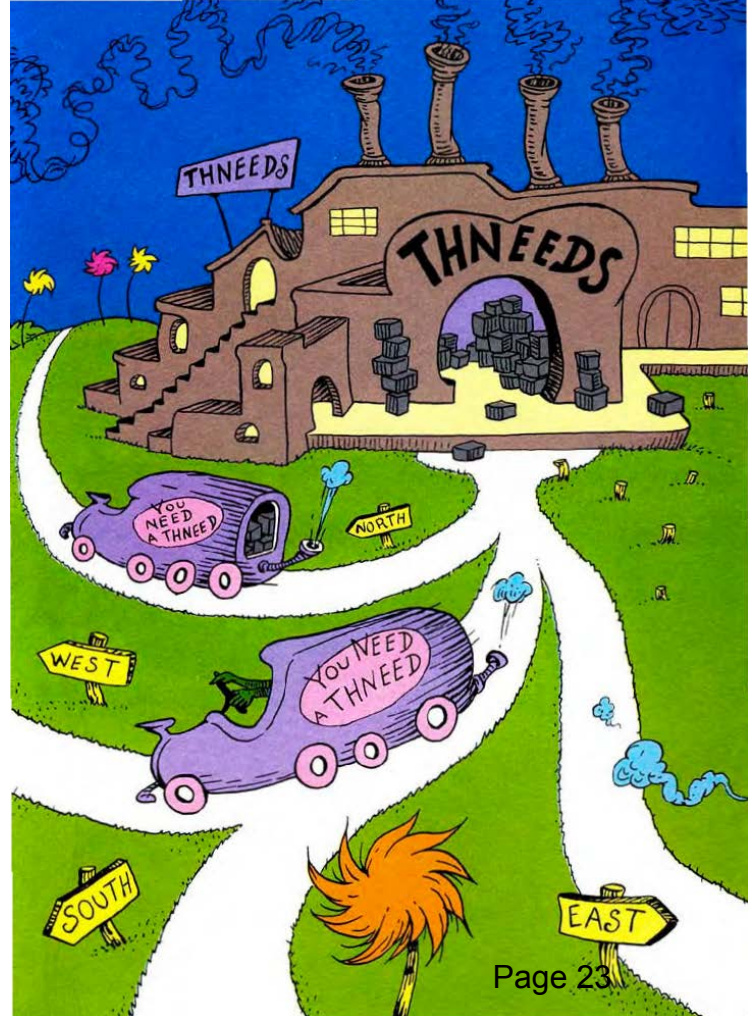
"NOW...thanks to your hacking my trees to the ground,
there's not enough Truffula Fruit to go 'round.
And my poor Bar-ba-loots are all getting the crummies
because they have gas, and no food, in their tummies!



"They loved living here. But I can't let them stay.
They'll have to find food. And I hope that they may.
Good luck, boys," he cried. And he sent them away.

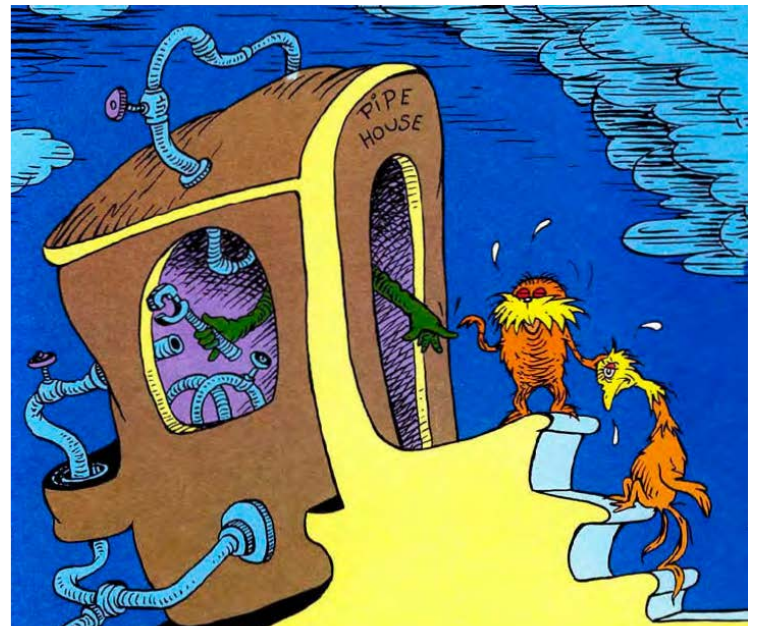


I, the Once-ler, felt sad
as I watched them all go.
BUT...
business is business!
And business must grow
regardless of crummies in tummies, you know.



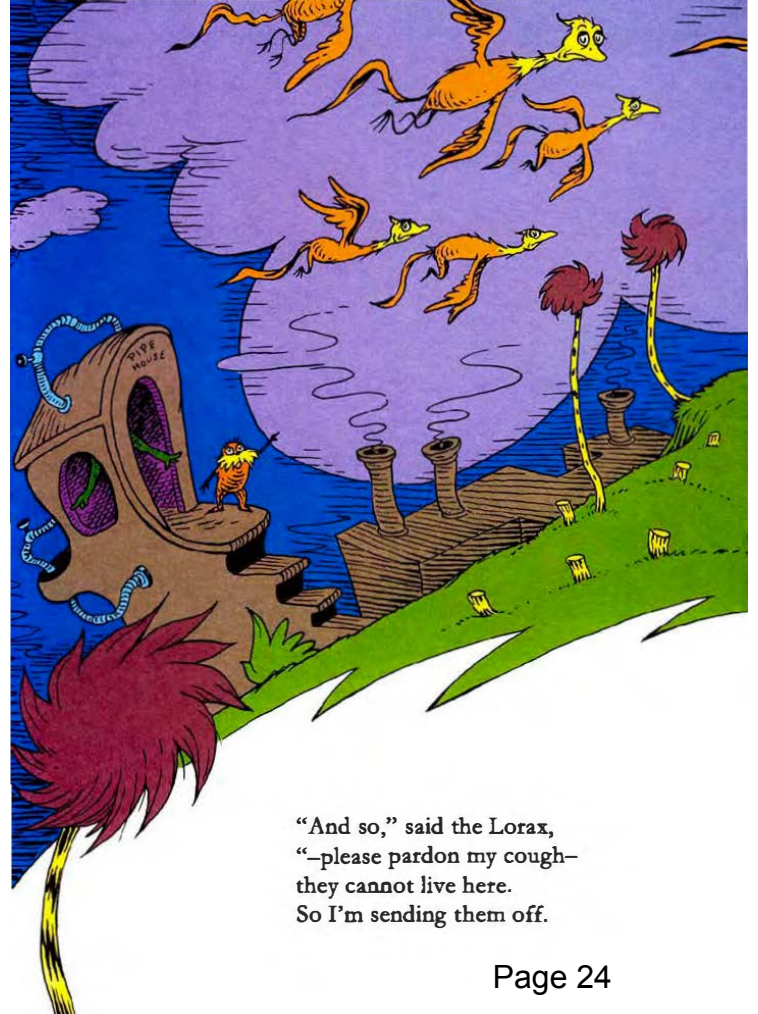


I meant no harm. I most truly did not.
But I had to grow bigger. So bigger I got.
I biggered my factory. I biggered my roads.
I biggered my wagons. I biggered the loads
of the Thneeds I shipped out. I was shipping them forth
to the South! To the East! To the West! To the North!
I went right on biggering...selling more Thneeds.
And I biggered my money, which everyone needs.



Then *again* he came back! I was fixing some pipes
when that old-nuisance Lorax came back with *more* gripes.

"I am the Lorax," he coughed and he whiffed.
He sneezed and he snuffled. He snarggled. He sniffed.
"Once-ler!" he cried with a cruffulous croak.
"Once-ler! You're making such smogulous smoke!
My poor Swomee-Swans...why, they can't sing a note!
No one can sing who has smog in his throat.



"And so," said the Lorax,
"—please pardon my cough—
they cannot live here.
So I'm sending them off.



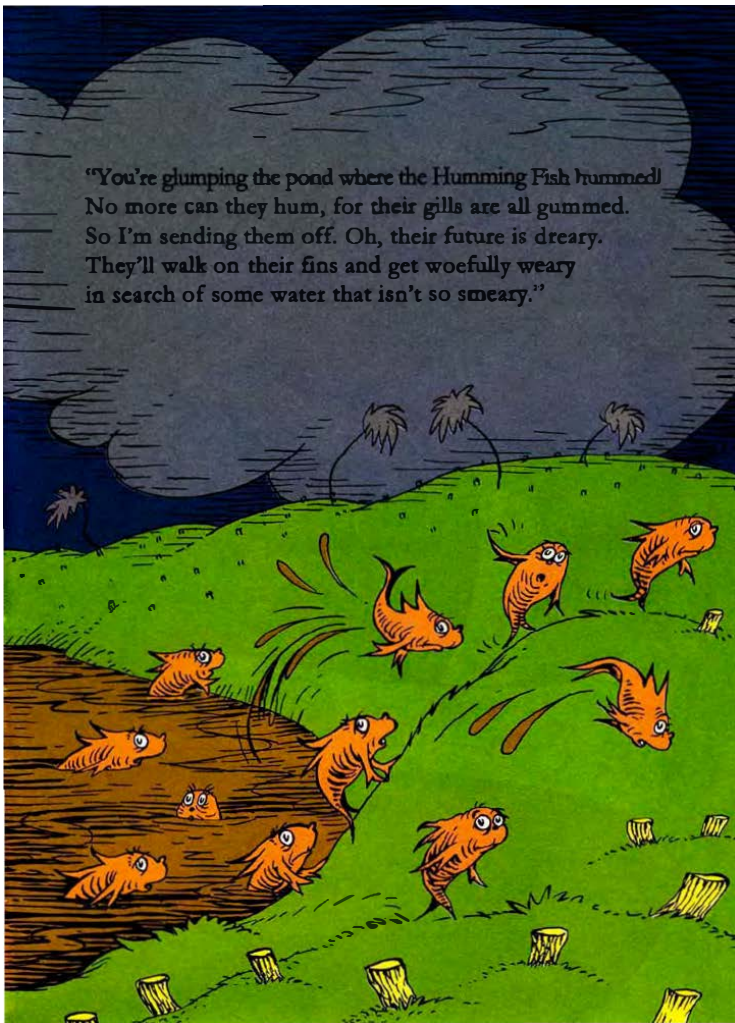
"Where will they go?...
I don't hopefully know.

They may have to fly for a month...or a year...
To escape from the smog you've smogged-up around here.



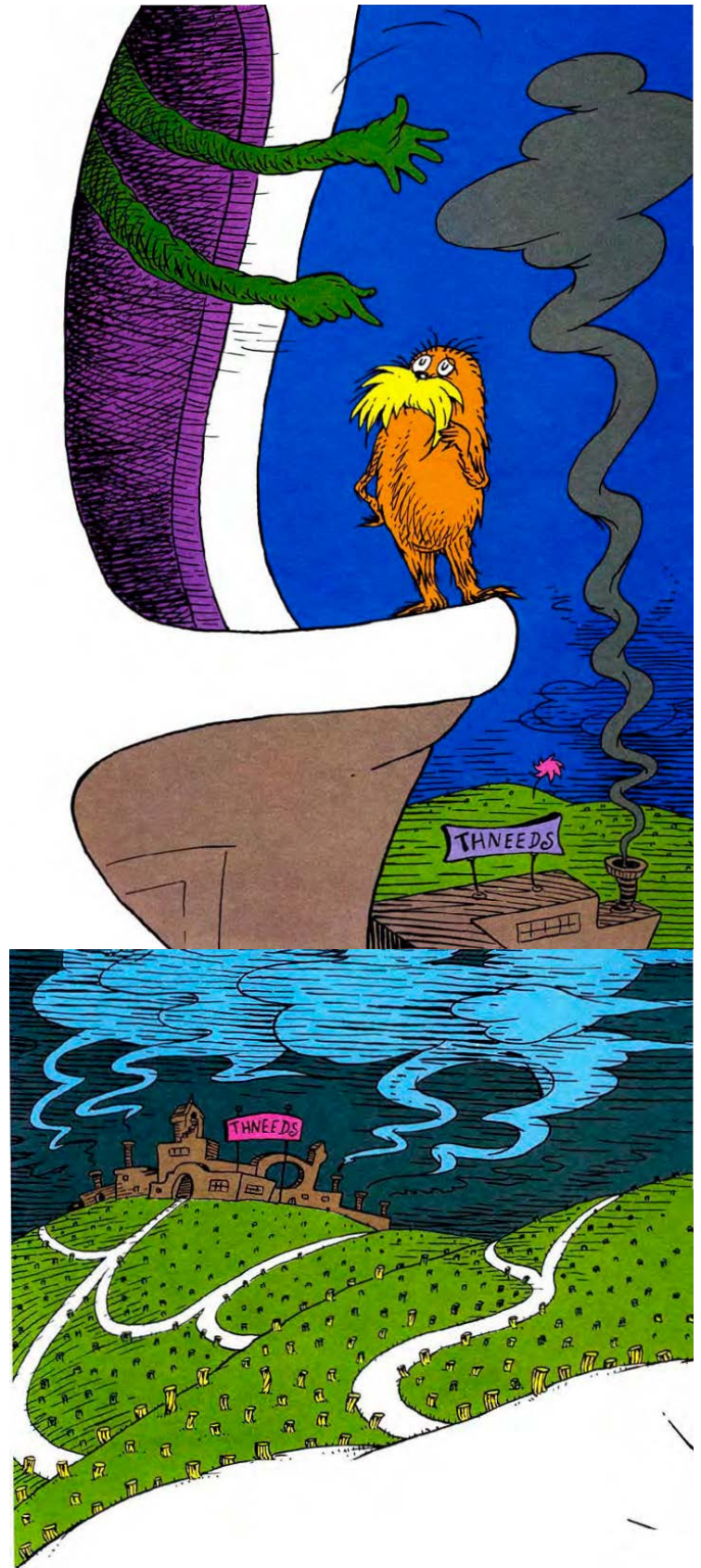
"What's *more*," snapped the Lorax. (His dander was up.)
"Let me say a few words about Gluppity-Glup.
Your machinery chugs on, day and night without stop
making Gluppity-Glup. Also Schloppity-Schlopp.
And what do you do with this leftover goo?...
I'll show you. You dirty old Once-ler man, you!



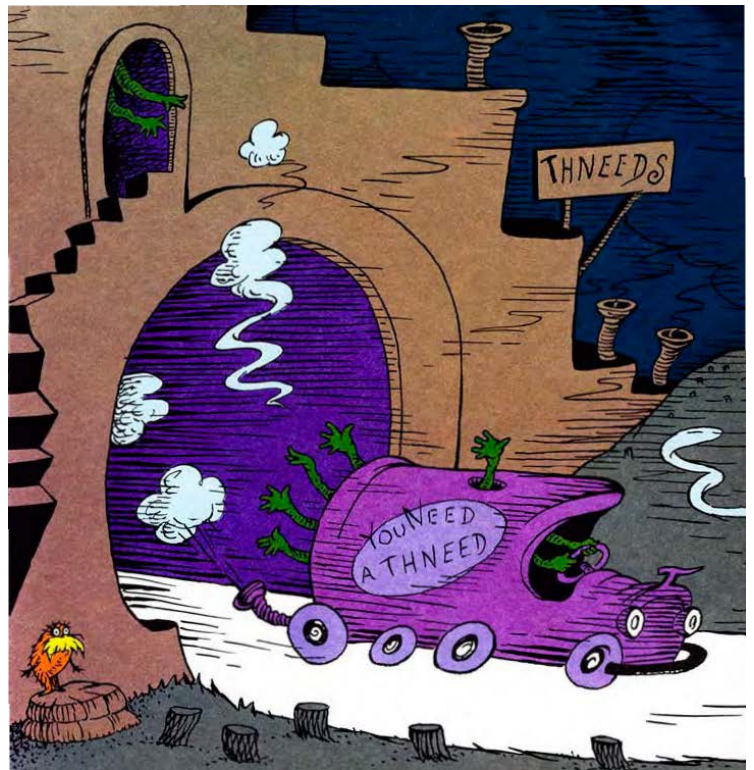
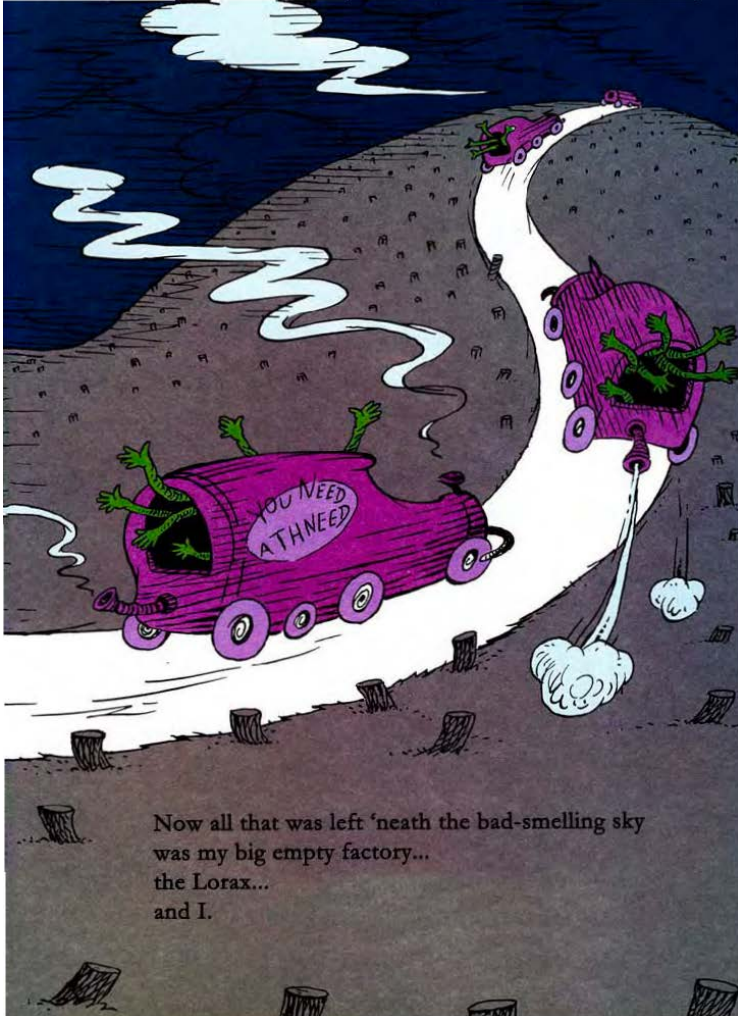


"You're glumping the pond where the Humming Fish hummed!
No more can they hum, for their gills are all gummed.
So I'm sending them off. Oh, their future is dreary.
They'll walk on their fins and get woefully weary
in search of some water that isn't so smeary."

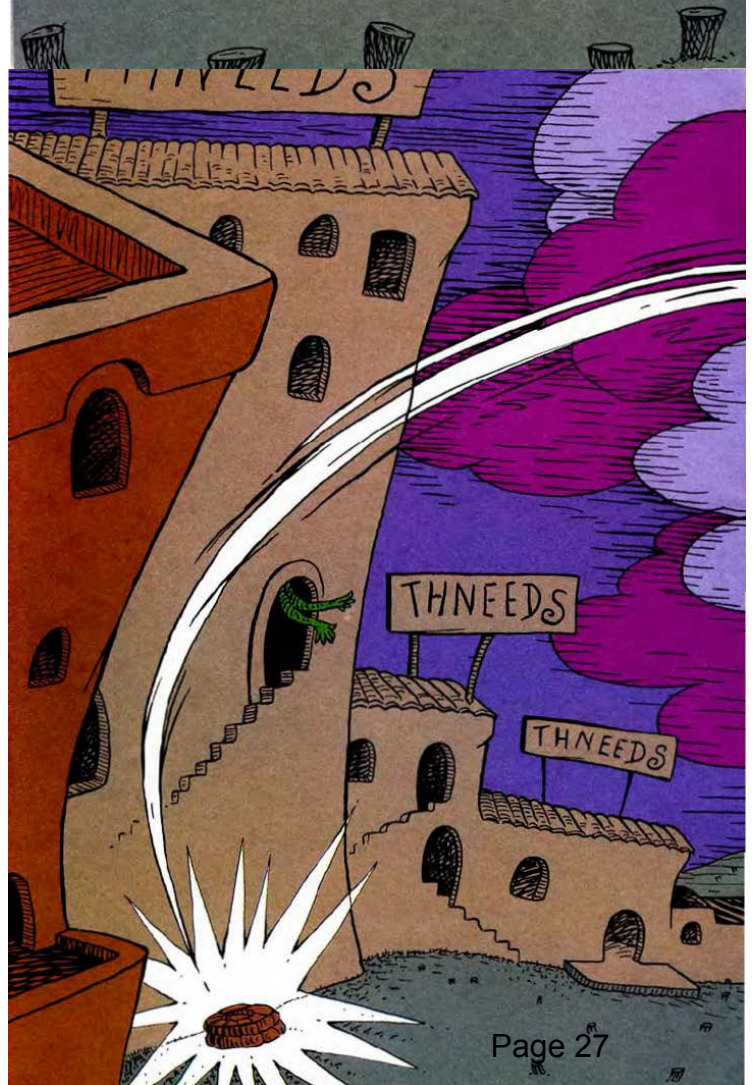
And then I got mad.
I got terribly mad.
I yelled at the Lorax, "Now listen here, Dad!
All you do is yap-yap and say 'Bad! Bad! Bad! Bad!'
Well, I have my rights, sir, and I'm telling *you*
I intend to go on doing just what I do!
And, for your information, you Lorax, I'm figgering
on biggering
and BIGGERING
and BIGGERING
and BIGGERING,
turning MORE Truffula Trees into Thneeds
which everyone, EVERYONE, *EVERYONE* needs!"



And at that very moment, we heard a loud whack!
From outside in the fields came a sickening smack
of an axe on a tree. Then we heard the tree fall.
The very last Truffula Tree of them all!



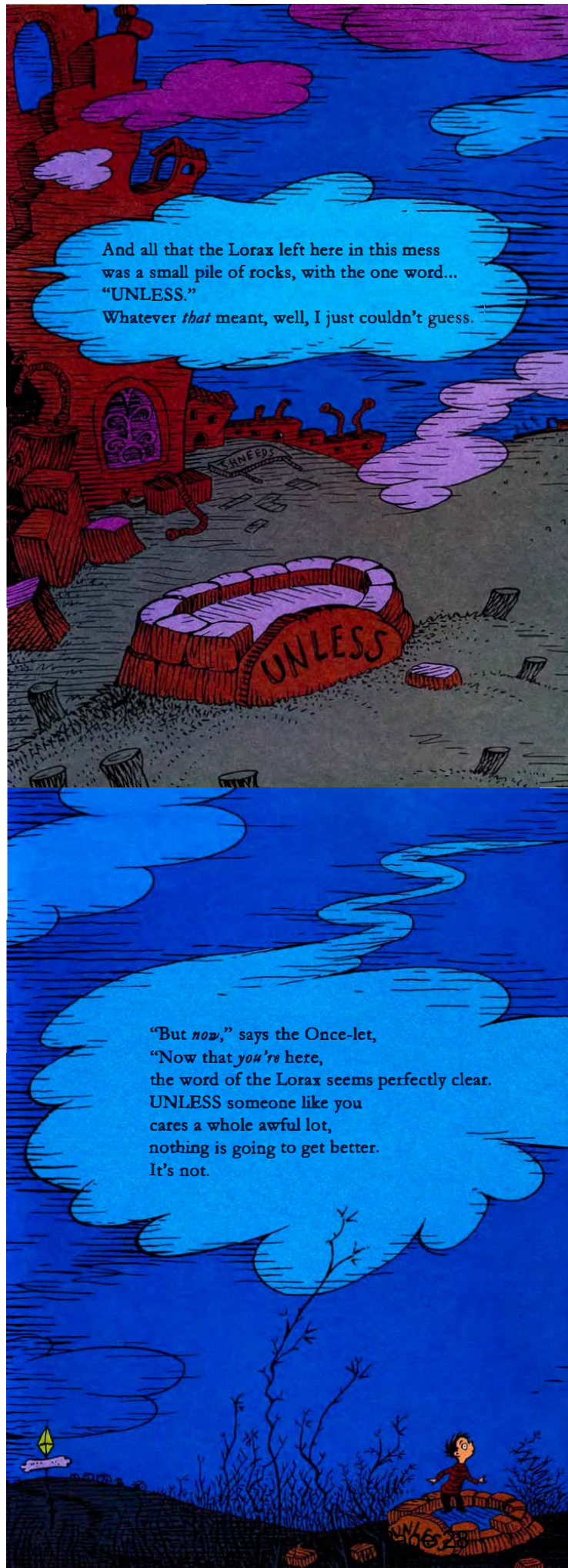
No more trees. No more Thneeds. No more work to be done.
So, in no time, my uncles and aunts, every one,
all waved me good-bye. They jumped into my cars
and drove away under the smoke-smuggered stars.





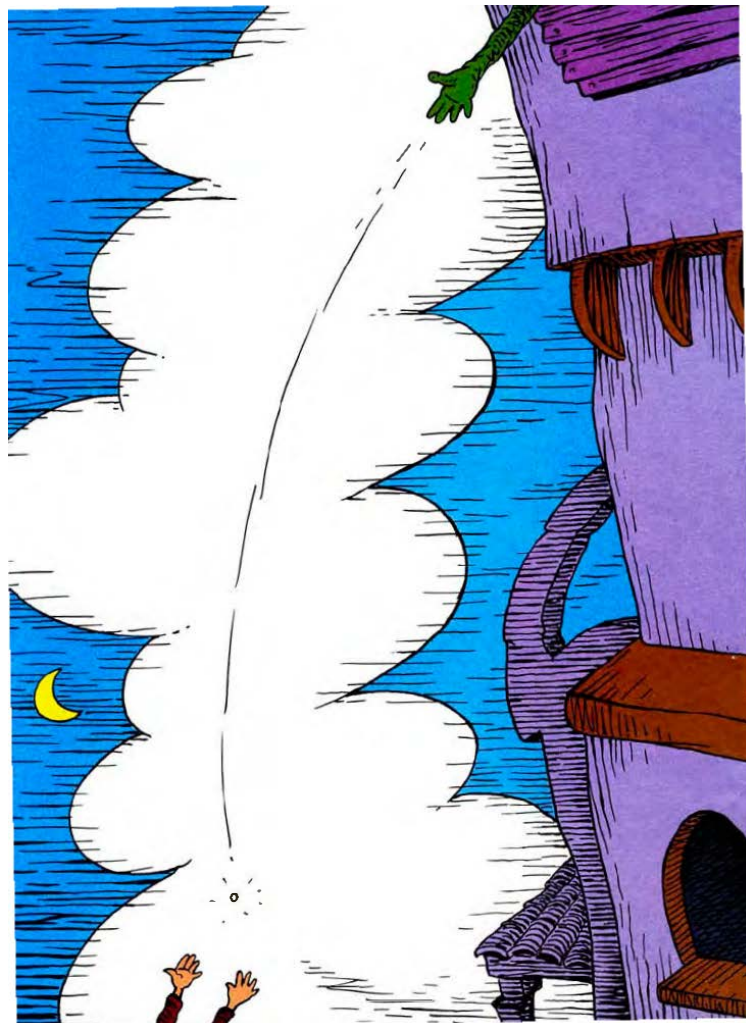
The Lorax said nothing. Just gave me a glance...
just gave me a very sad, sad backward glance...
as he lifted himself by the seat of his pants.
And I'll never forget the grim look on his face
when he heisted himself and took leave of this place,
through a hole in the smog, without leaving a trace.

That was long, long ago.
But each day since that day
I've sat here and worried
and worried away.
Through the years, while my buildings
have fallen apart,
I've worried about it
with all of my heart.



And all that the Lorax left here in this mess
was a small pile of rocks, with the one word...
"UNLESS."
Whatever *that* meant, well, I just couldn't guess.

"But *now*," says the Once-let,
"Now that *you're* here,
the word of the Lorax seems perfectly clear.
UNLESS someone like you
cares a whole awful lot,
nothing is going to get better.
It's not.



"SO...
 Catch!" calls the Once-ler.
 He lets something fall.
 "It's a Truffula Seed.
 It's the last one of all!
 You're in charge of the last of the Truffula Seeds.
 And Truffula Trees are what everyone needs.
 Plant a new Truffula. Treat it with care.
 Give it clean water. And feed it fresh air.
 Grow a forest. Protect it from axes that hack.
 Then the Lorax
 and all of his friends
 may come back."



Join the Campaign to Help Save the Real-Life Lorax Forest



"UNLESS someone like you
cares a whole awful lot,
nothing is going to get better.
It's not." —The Lorax

Nearly forty years ago, when Random House first published Dr. Seuss's *The Lorax*, it sent forth a clarion call—to industry and consumers alike—to conserve the earth's precious and finite natural resources. The message of this whimsical yet powerful tale resonates today more profoundly than ever. In every corner of the world, we are at risk of losing real-life Brown Bar-ba-loots, Swomee-Swans, Humming-Fish, Truffula Trees, and the forests they all inhabit.

Together, Dr. Seuss Enterprises and Random House proudly sponsor The Lorax Project, an ongoing multifaceted initiative designed to raise awareness of environmental issues and inspire earth-friendly action worldwide by passionate individuals of all ages.

Dr. Seuss Enterprises and Random House support conservation groups around the world to enhance critical activities needed to protect the real-life Lorax forests, whose preservation is essential to all life on our planet.

To learn more about The Lorax Project and how you can help, visit www.theloraxproject.com.



I can write my
name every day!



Wednesday

Monday

Thursday

Tuesday

Friday

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Name: _____


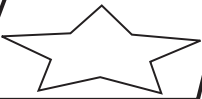

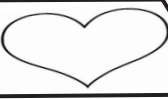





Spring Flower

Draw a garden with your favorite flowers.
Then write a sentence about your picture.





Alphabet Blocks

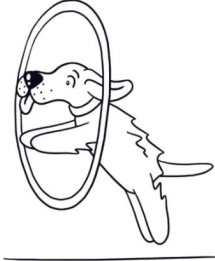
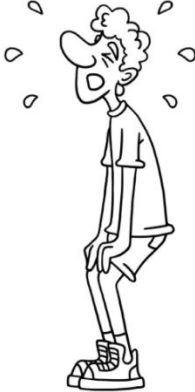

Trace the letters. Write in the missing letters.

 A	 B	 C	 	 E
F		H		
K		M		
P			S	T
	V		X	
Z				

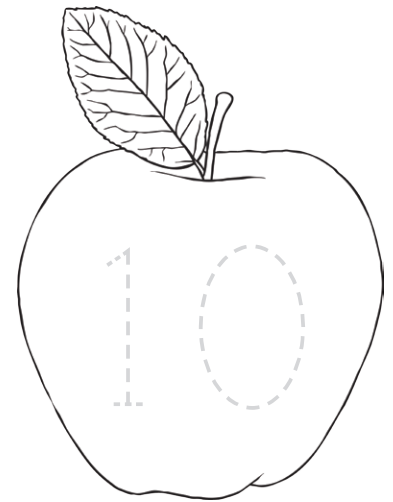
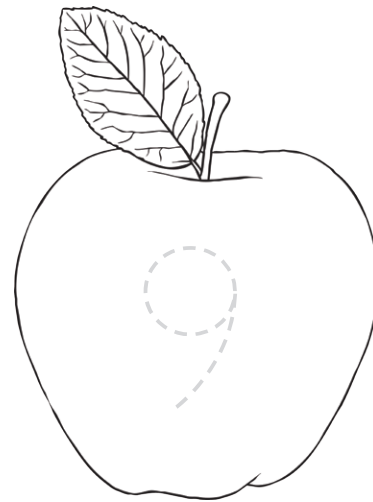
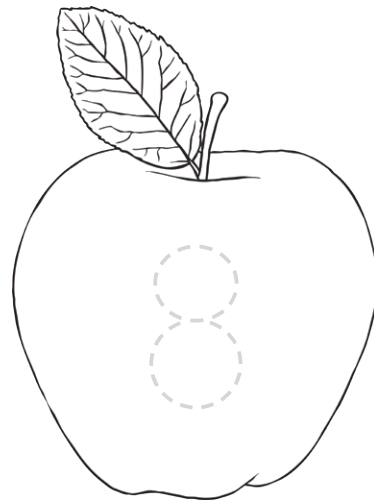
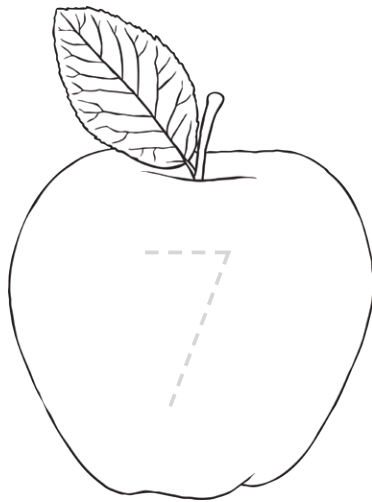
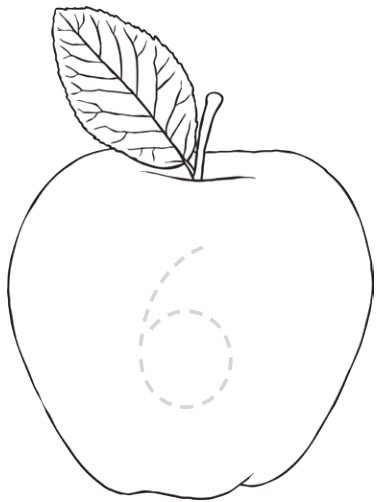
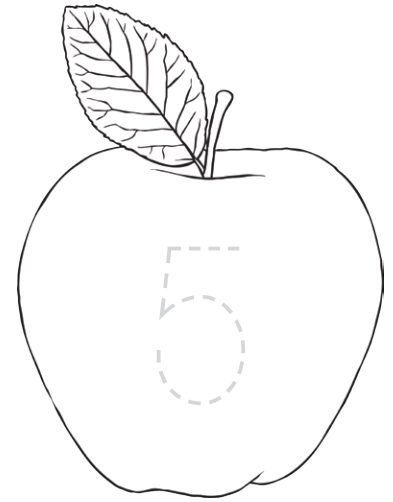
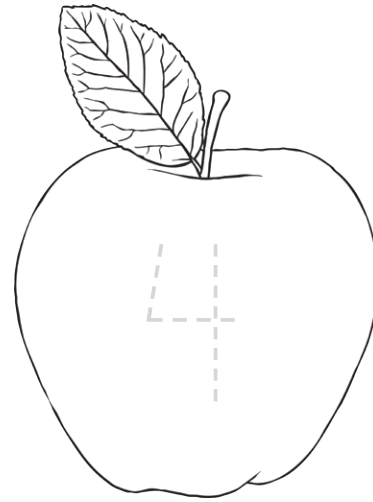
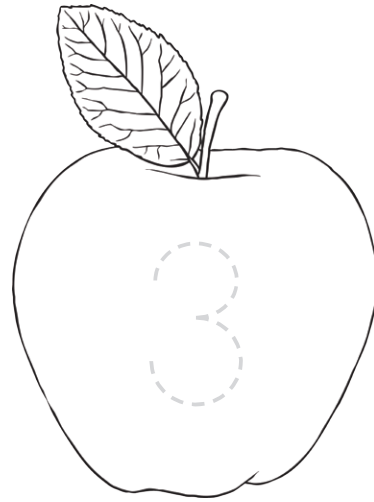
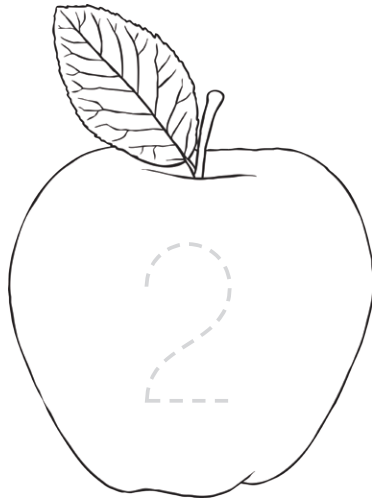
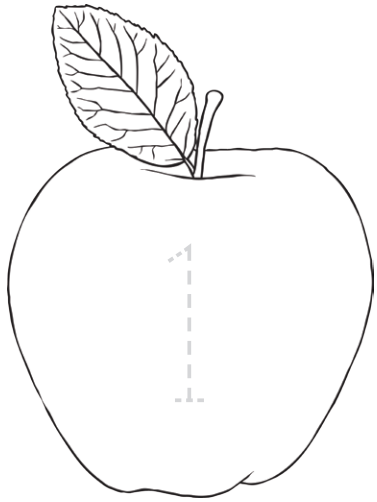
LANGUAGE ACTIVITIES ~ WEEK 1

ACTION VERBS

Monday	 <p data-bbox="613 961 789 999">Girl Running</p>	<p data-bbox="1073 407 1364 445">What is the girl doing?</p> <p data-bbox="1024 516 1412 583">Where are the places that you can run?</p> <p data-bbox="1049 655 1388 722">Can you mimic/act out the girl's action?</p>
Tuesday	 <p data-bbox="597 1732 797 1770">Boy Walking</p>	<p data-bbox="1068 1163 1365 1201">What is the boy doing?</p> <p data-bbox="1024 1272 1412 1339">Where are the places that you can walk?</p> <p data-bbox="1049 1411 1388 1478">Can you mimic/act out the boy's action?</p>

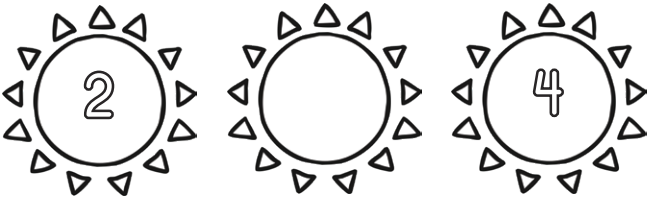









<p>Wednesday</p>	 <p>Dog Jumping</p>	<p>What is the dog doing?</p> <p>Where are the places that you can jump?</p> <p>Can you mimic/act out the dog's action?</p>
<p>Thursday</p>	 <p>Boy 3 Crying</p>	<p>What is the boy doing?</p> <p>What would make you cry?</p> <p>Can you mimic/act out the boy's action?</p>
<p>Friday</p>	 <p>Girl 3 Laughing</p>	<p>What is the girl doing?</p> <p>What would make you laugh?</p> <p>Can you mimic/act out the girl's action?</p> <p>Play a game: Let's play Action Verb Charades! Act out the actions from this week and have your child guess what action it is using a complete sentence.</p>

Apple Numbers 1-10 Tracing



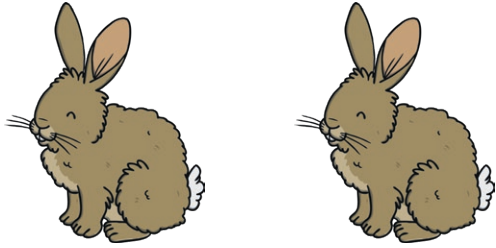
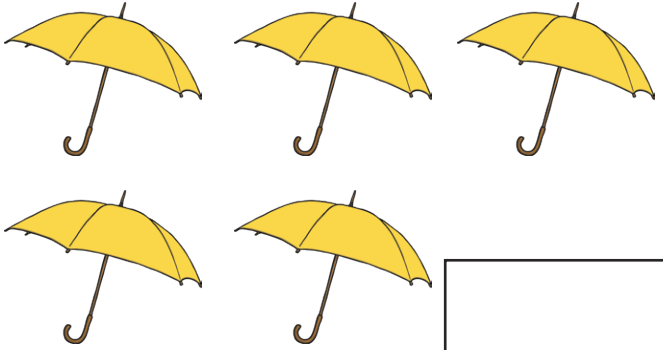
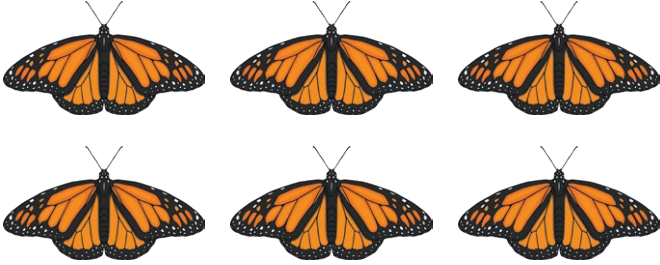
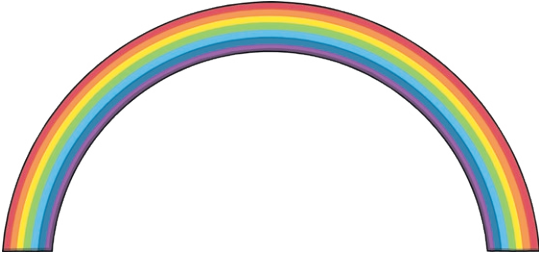

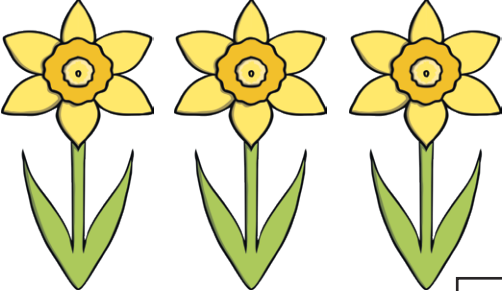
Summer Missing Numbers

Write the missing number in each set.

Spring Number Match-Up

Count the number of objects. Cut and paste the correct number in the box.

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 <input data-bbox="565 984 786 1131" type="text"/>	 <input data-bbox="1276 984 1497 1131" type="text"/>
 <input data-bbox="565 1444 786 1591" type="text"/>	 <input data-bbox="1276 1444 1497 1591" type="text"/>



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2	6	3	1	5	4
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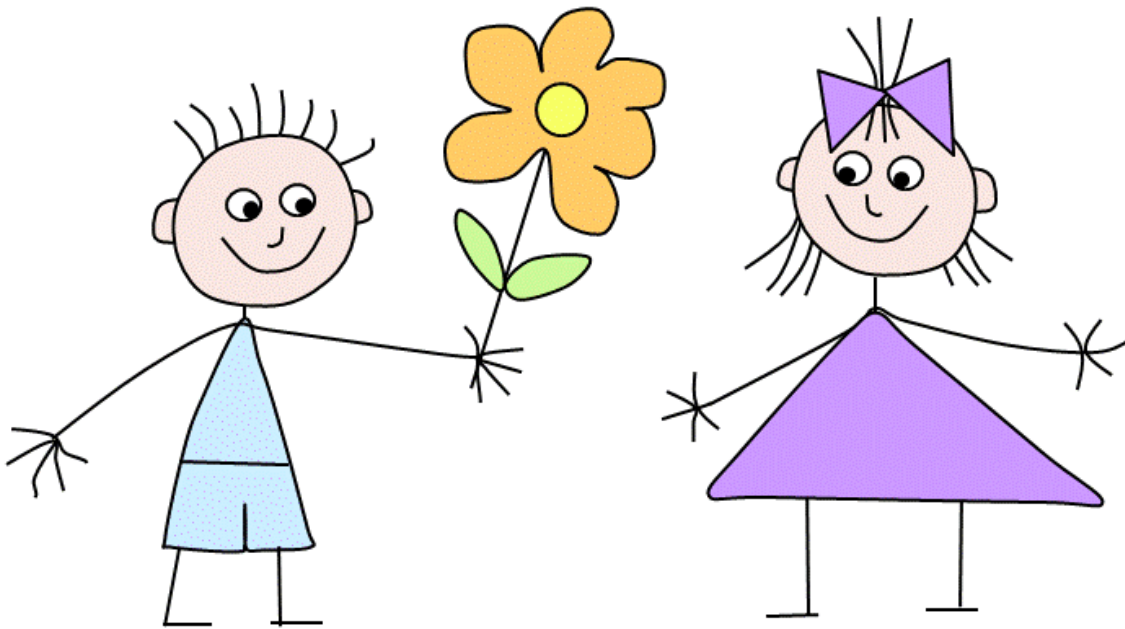
The Manners Song

tune of Twinkle, Twinkle Little Star

We say, "Thank you." We say, "Please."
We don't interrupt or tease.

We don't argue. We don't fuss --
Listen when folks talk to us.

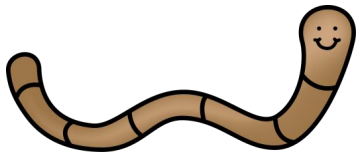
Share our toys and take our turn.
Manners are easy to learn.



MOVEMENT ACTIVITIES ~ WEEK 1

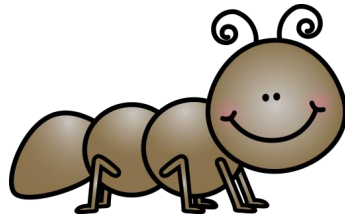
Insect Movements

Wiggle
like a
Worm



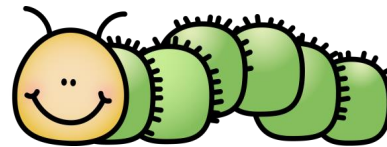
© Kara Holland @ Littles Learning Life

March
like an
Ant



© Kara Holland @ Littles Learning Life

Crawl
like a
Caterpillar



© Kara Holland @ Littles Learning Life

Flutter
like a
Butterfly



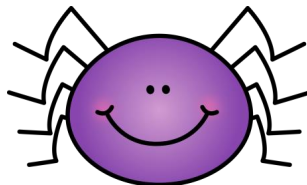
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Buzz
like a
Bee



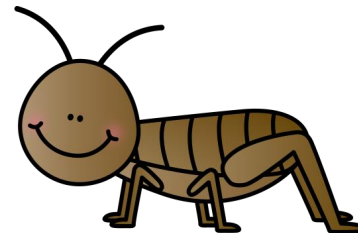
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Spin
like a
Spider



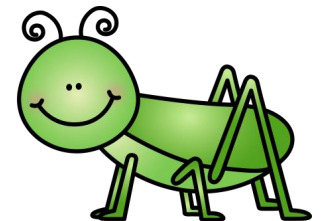
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Chirp
like a
Cricket



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Hop
like a
Grasshopper



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PK3 Distance Learning Activities ~ Week 2

Day 1	Day 2	Day 3	Day 4	Day 5
Reading: Read "I Love the Earth"	Reading: Read "Caring for Earth"	Reading: Read "Trash"	Reading: Read "Spring Weather"	Reading: Read "The Four Seasons"
Writing: Write your name.	Writing: Write your name. Alphabet Blocks worksheet	Writing: Write your name.	Writing: Write your name. Journal-Write about your favorite season.	Writing: Write your name.
Language: Emotions- Ask your student the questions and have them answer in complete sentences.	Language: Emotions- Ask your student the questions and have them answer in complete sentences.	Language: Emotions- Ask your student the questions and have them answer in complete sentences.	Language: Emotions- Ask your student the questions and have them answer in complete sentences.	Language: Emotions- Ask your student the questions and have them answer in complete sentences.
Math: Ice Cream Counting and Tracing	Math: Count to 10 together	Math: Summer Number Match-Up	Math: Count to 20 together	Math: Earth Day
Social/Emotional: Draw faces on the people on the 'Emotions' worksheet. Color the faces on the 'Feel Wheel'.	Social/Emotional: Discuss: What emotion are you feeling today?	Social/Emotional: Draw how you would feel if it was your birthday? Write it on the 'Feel Wheel' worksheet.	Social/Emotional: Discuss: What emotion are you feeling today?	Social/Emotional: Draw how you will feel when we can go back to the school building. Write It on the 'Feel Wheel' worksheet.
Movement: Do one 'Garden Yoga for Kids' stretch	Movement: Do one 'Garden Yoga for Kids' stretch	Movement: Do one 'Garden Yoga for Kids' stretch	Movement: Do one 'Garden Yoga for Kids' stretch	Movement: Do one 'Garden Yoga for Kids' stretch

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LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

I Love the Earth
Level B Leveled Book
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I Love the Earth

A Reading A-Z Level B Leveled Book • Word Count: 48



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I Love the Earth

LEVELED BOOK • B

I Love the Earth

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I love the Earth.



I love the tall trees.



I love the bright flowers.



I love the green hills.



I love the high mountains.



I love the long rivers.



I love the deep lakes.



I love the big oceans.



I love the dry deserts.



I love the Earth!

Notes

Notes

Caring for Earth

A Reading A-Z Level E Leveled Book
Word Count: 87

Connections

Writing and Art

What do you do to care for Earth? Draw a picture and write about it.

Social Studies

Make a poster for your school showing ways kids can care for Earth. Include words and pictures.

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Caring for Earth



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Focus Question

How can we care for Earth?

LEVELED Book • E

Caring for Earth



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Words to Know

difference	recycle
Earth	reuse
electricity	tend

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Correlation

LEVEL E

Fountas & Pinnell	E
Reading Recovery	7-8
DRA	8



We care for Earth
when we tend gardens.

Caring for Earth • Level E

3



We care for Earth
when we plant trees.

4



We care for Earth
when we reuse things.

Caring for Earth • Level E

5



We care for Earth
when we recycle.

6



We care for Earth
when we bike to school.

Caring for Earth • Level E

7



We care for Earth
when we save water.

8



We care for Earth
when we save electricity.

Caring for Earth • Level E

9



We care for Earth
when we help animals.

10



We care for Earth
when we clean up outdoors.

Caring for Earth • Level E

11



We care for Earth
in many ways.
Our care can make
a big difference.

12



Written by Katie Alexander
Illustrated by Alex Savchuk



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Second Edition, 2019



TRASH!

Written by Katie Alexander
Illustrated by Alex Savchuk



We all make garbage every day
with everything we throw away.

Tissues, bread crusts, a moldy pear,
maybe even old underwear!



We put the trash out by the road
when we have a heavy load.



Then a garbage truck arrives on the scene
with garbage collectors ready to clean.





But the trash does not just go away.
It takes a long time to decay.

Your grandma's trash didn't disappear.
Can you believe it? It's still down here!

Some trash is put into a machine,
where they light the biggest fire
you've seen!

This incinerator burns our trash, so
all that's left is a pile of ash.



But burning trash makes problems, too. The smoke is bad for me and you.

There's no great way to get rid of trash.
◦ We can't make it vanish in a flash.

17

What can we do to keep our town clean, practice conservation, and keep Earth green?



We can make LESS trash if we all try!
We can compost and recycle what we buy!

19



Trash!

Hey! Do you know the path our trash takes?

Follow trash as it goes from your home to landfills and incinerators. Learn about things you can do to keep Earth healthy and green!



Spring Weather

A Reading A-Z Level A Leveled Book
Word Count: 24



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Spring Weather



Written by Katie Knight

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LEVELED BOOK • A

Spring Weather

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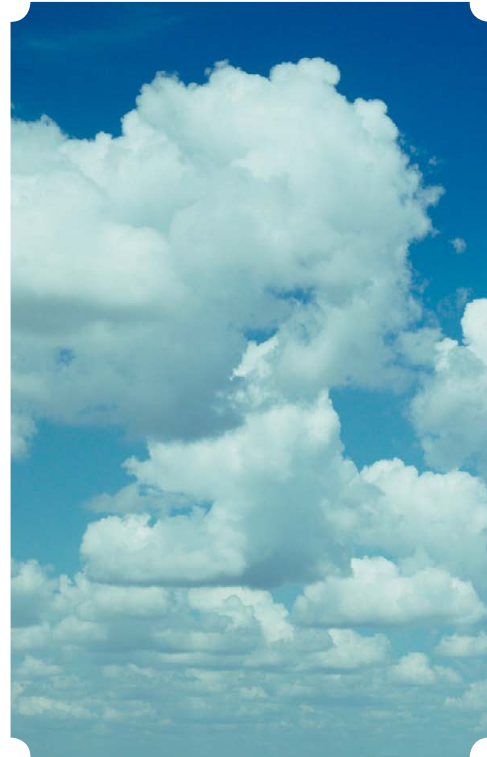
LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



The fog comes.

Spring Weather • Level A

3



The clouds come.

4



The storm comes.

Spring Weather • Level A

5



The rain comes.

6



The wind comes.

Spring Weather • Level A

7



The sun comes.

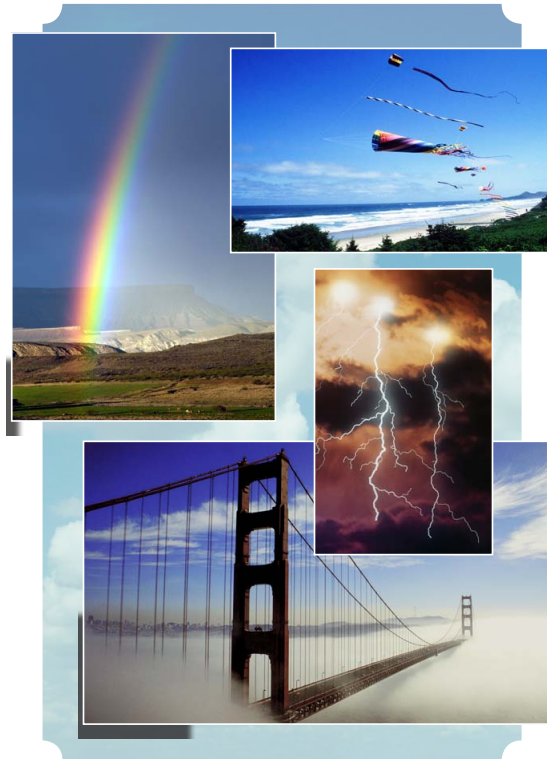
8



The flowers come.

Spring Weather • Level A

9



The spring comes.

10

The Four Seasons

A Reading A-Z Level E Levelled Book
Word Count: 85



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The Four Seasons



Written by Pam Bull

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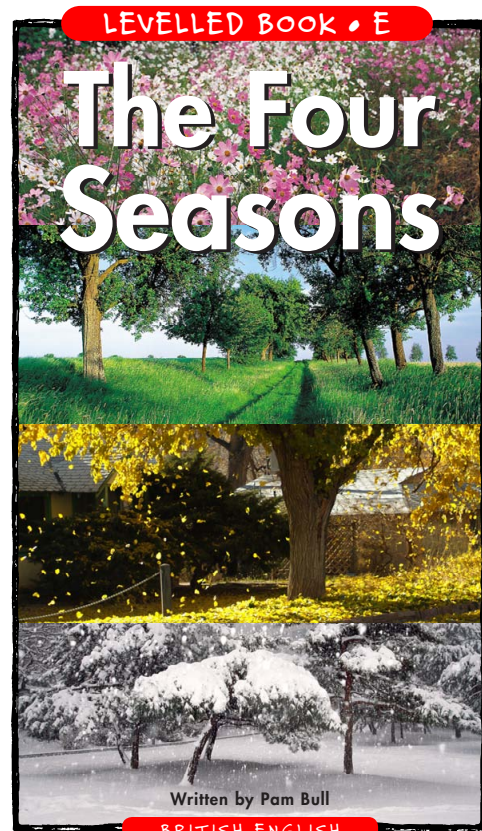


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Correlation

LEVEL E	
Fountas & Pinnell	E
Reading Recovery	7-8
DRA	8



There are four seasons.

The Four Seasons • Level E

3



In the spring, the rain falls.
Children play in the
puddles.

4



The days get longer.
Summer comes.

The Four Seasons • Level E

5



In the summer,
the days are hot.
Children play at the
beach.

6



It starts to cool off.
Autumn comes.

The Four Seasons • Level E

7



In the autumn, trees lose
their leaves.
Children make faces
on pumpkins.

8



The winds get colder.
Winter comes.

The Four Seasons • Level E

9



In the winter, the days
are shorter.
Children play in the snow.

10



The snow melts.
It gets warmer.
Spring comes again.

The Four Seasons • Level E

11



Children have fun in all
seasons!

12

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I can write my
name every day!



Wednesday

Monday

Thursday




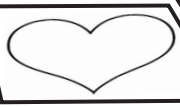
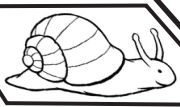



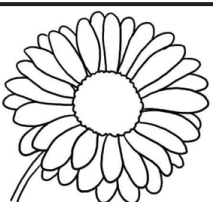
Tuesday

Friday

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Alphabet Blocks

Trace the letters. Write in the missing letters.

 A	 B	 C	 	 E
F		H		
K		M		
P			S	T
	V		X	
Z				

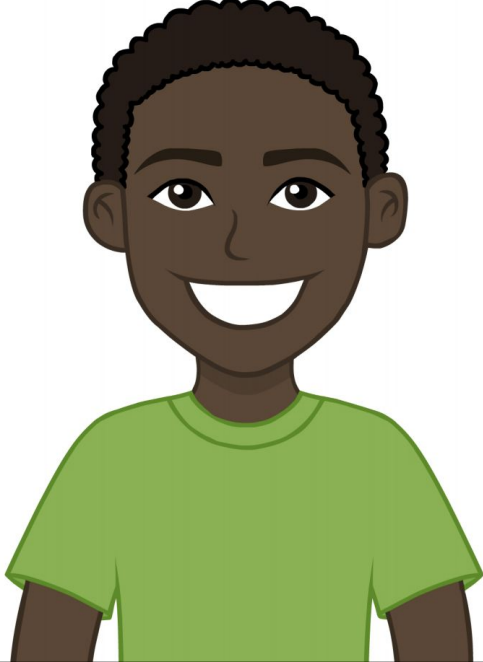

Name:




Write and draw about your favorite season.

SPRING ~ SUMMER ~ FALL ~ WINTER



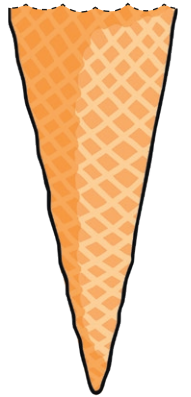
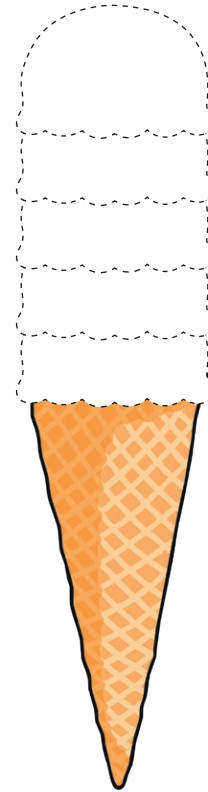
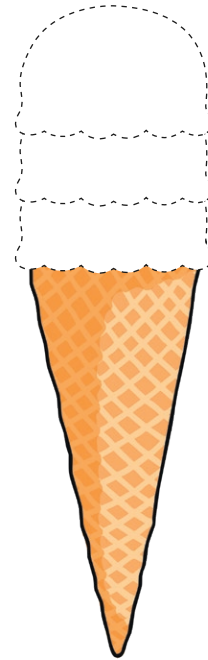
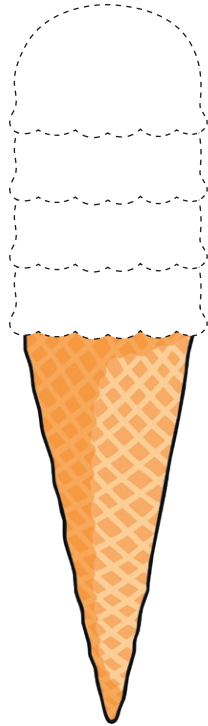
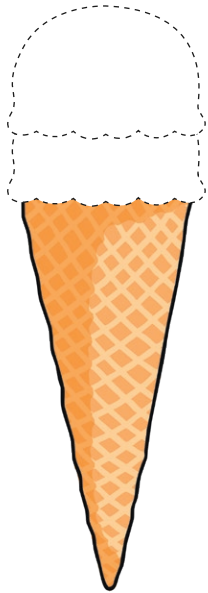
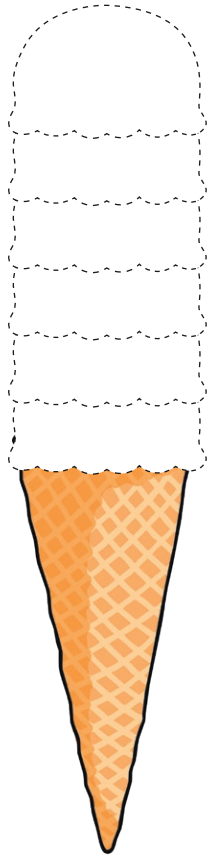
LANGUAGE ACTIVITIES ~ WEEK 2
EMOTIONS

Monday		<p>What emotion is this person showing?</p> <p>What clues let you know that he is happy?</p> <p>What would make you feel happy?</p> <p>Can you mimic/act out this emotion?</p>
Tuesday		<p>What emotion is this person showing?</p> <p>What clues let you know that she is angry/frustrated?</p> <p>What would make you feel angry/frustrated?</p> <p>Can you mimic/act out this emotion?</p>

Wednesday		<p>What emotion is this person showing?</p> <p>What clues let you know that she is sleepy?</p> <p>When do you get sleepy?</p> <p>Can you mimic/act out this emotion?</p>
Thursday		<p>What emotion is this person showing?</p> <p>What clues let you know that he is sad?</p> <p>What would make you feel sad?</p> <p>Can you mimic/act out this emotion?</p>
Friday		<p>What emotion is this person showing?</p> <p>What clues let you know that she is worried?</p> <p>What makes you feel worried?</p> <p>Can you mimic/act out this emotion?</p>

Ice Cream Counting and Tracing

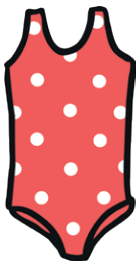
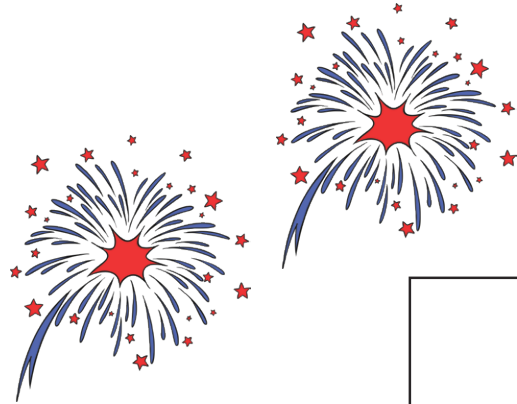
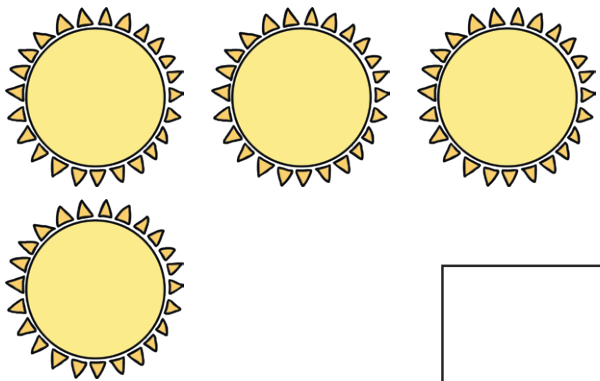
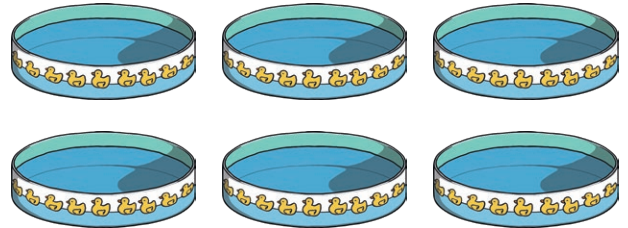
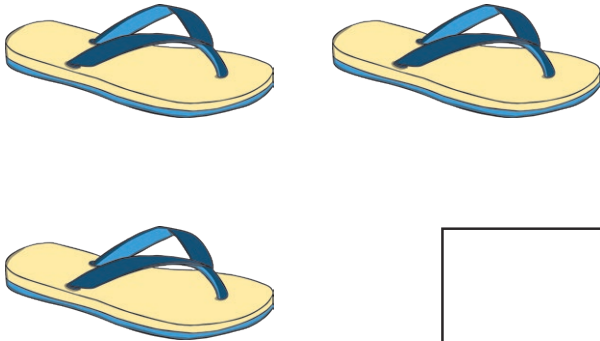
Trace the scoops of ice cream on the cones. How many scoops can you count?



Draw your own ice cream
scoops! How many scoops
did you draw?





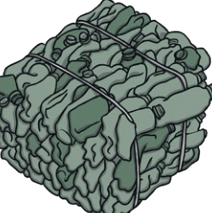

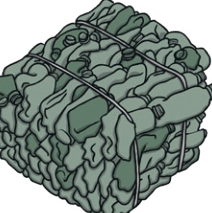

Summer Number Match-Up

Count the number of objects. Cut and paste the correct number into the box.



Earth Day

Can you complete the patterns?


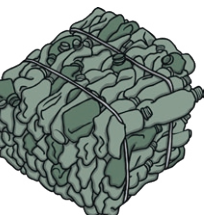



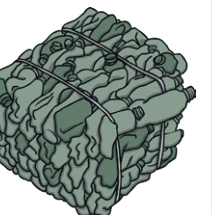
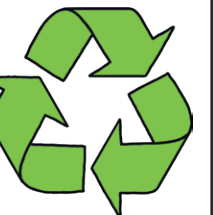
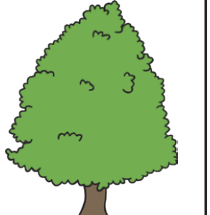
							
							



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Cut out and use to complete the patterns.

							
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Emotions

My name is _____

Draw the faces



I'm happy



I'm sad



I'm sleepy



I'm afraid



I'm angry



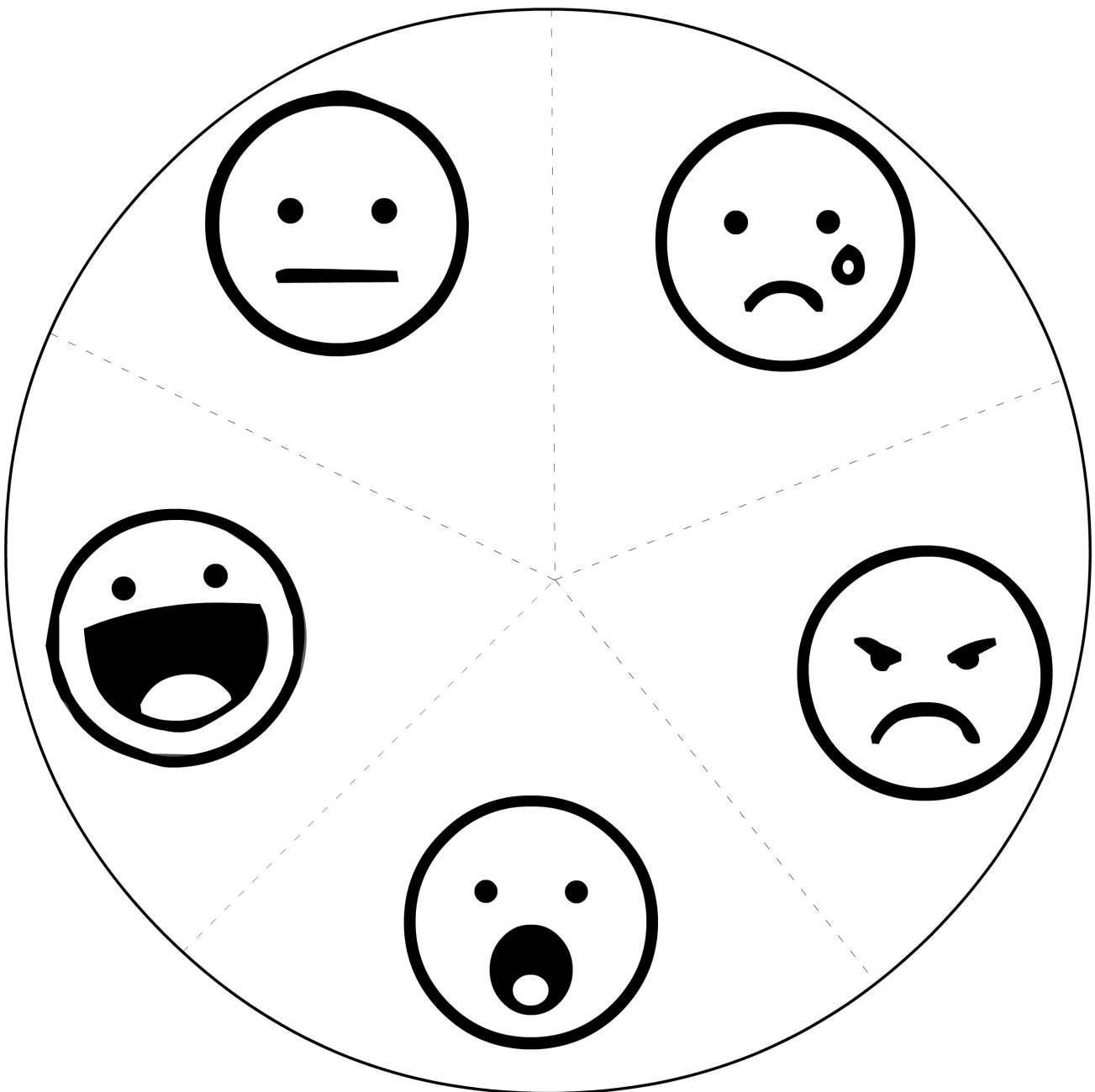
I'm hot

Name: _____

FEEL WHEEL

Directions:

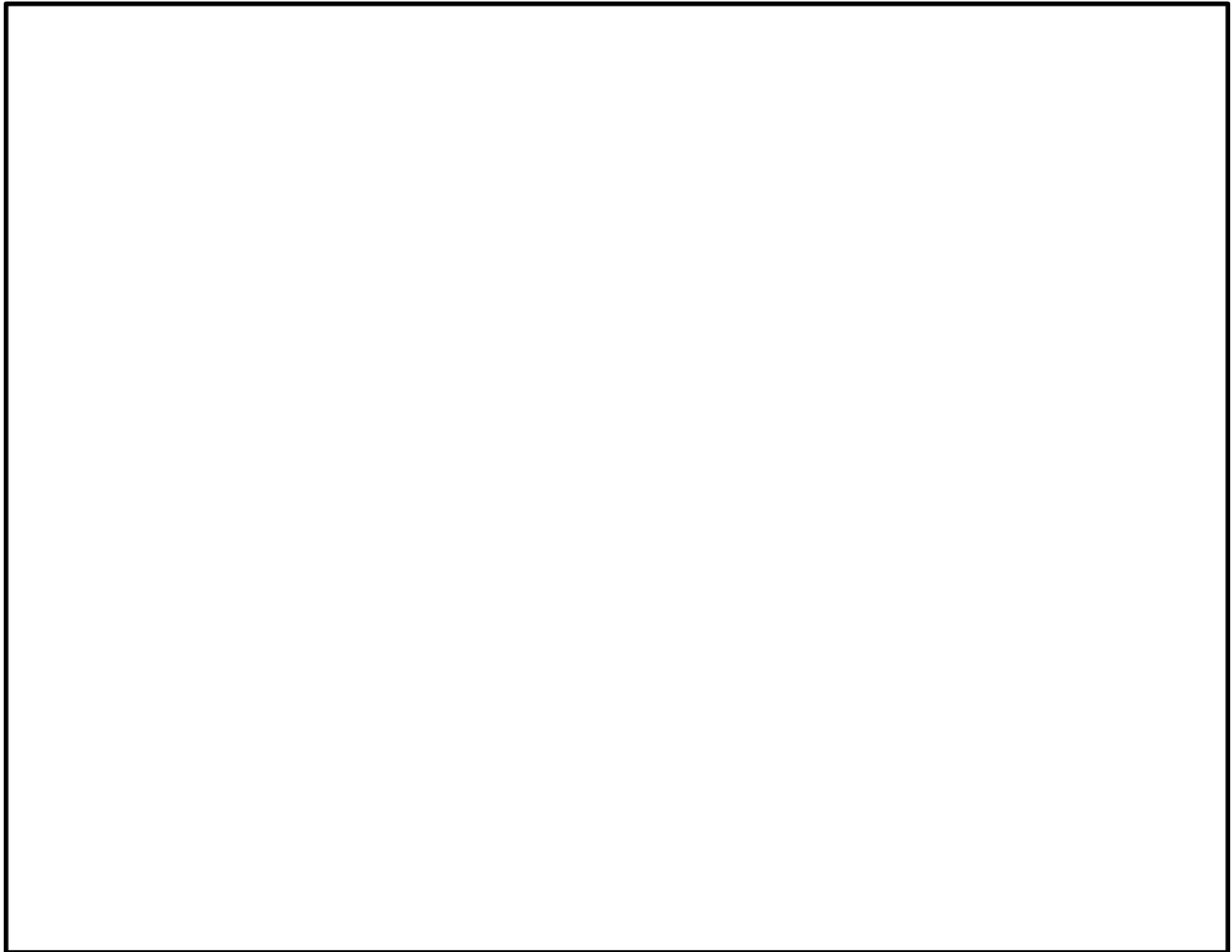
1. Color the wheel below and cut it out.
2. Write your name on the back of your wheel.
3. Place a pin on the way you are feeling right now.



Name: _____

FEEL WHEEL

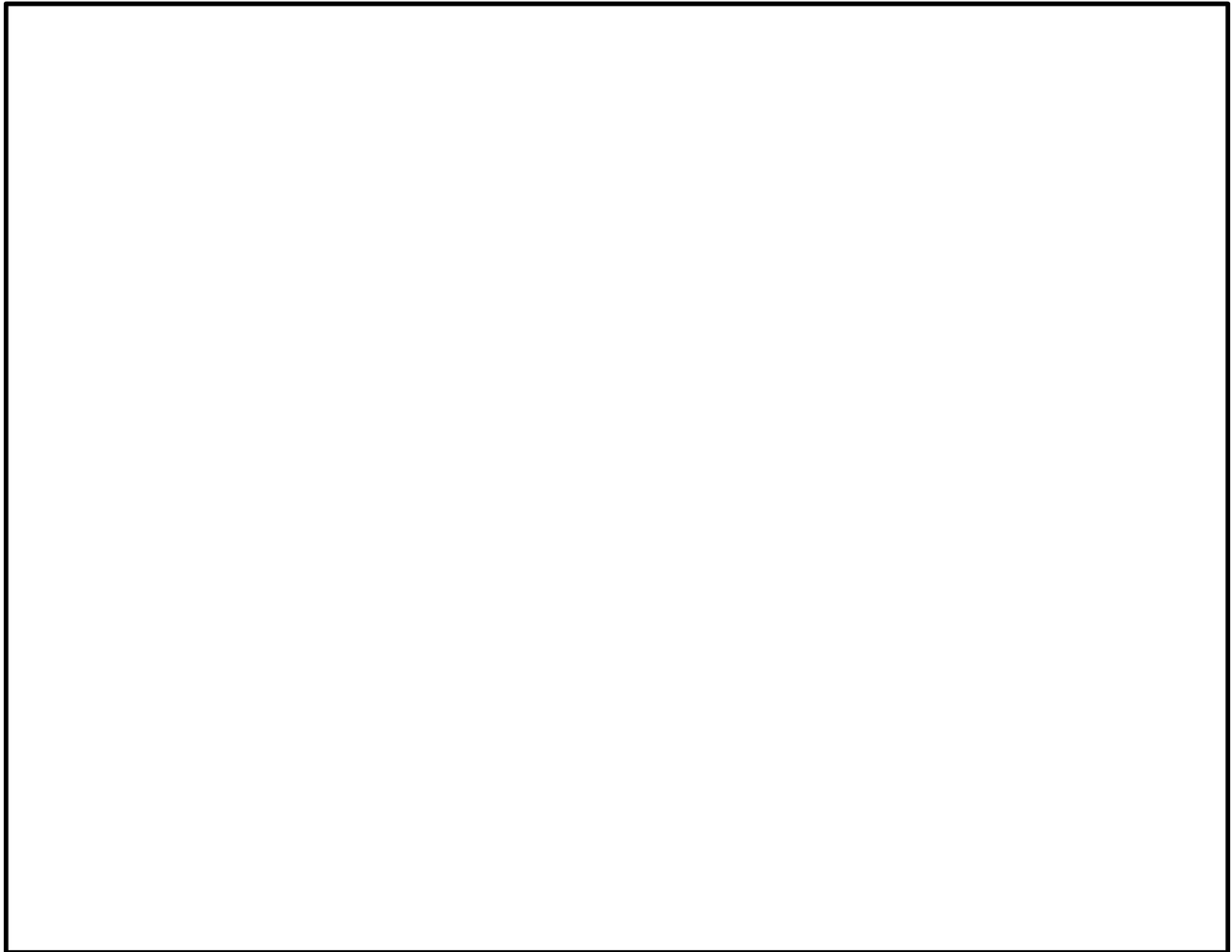
Directions: Write about how you are feeling today and draw a picture to show what's making you feel that way.



Name: _____

FEEL WHEEL

Directions: Write about how you are feeling today and draw a picture to show what's making you feel that way.



GARDEN YOGA FOR KIDS

MOVEMENT ACTIVITIES ~ WEEK 2



Pretend to be a tree

Tree Pose: Stand on one leg. Bend the other knee and place the sole of your foot on your inner thigh. Sway like a tree in the breeze. Now the other side.



Pretend to be a frog

Squat Pose: Come down to a squat with your knees apart and arms resting between your knees. Touch your hands to the ground. Jump like a frog.



Pretend to be a seed

Child's Pose: Sit back on your heels and bring your forehead down to rest on the floor. Pretend to be a seed in the garden.



Pretend to be a butterfly

Cobbler's Pose: Sit on your buttocks with a tall spine. Bend your legs with the soles of your feet together. Flap your legs like the wings of a butterfly.



Pretend to be a flower

Flower Pose: Lift your bent legs, balancing on your sitting bones. Weave your arms under your legs, palms up. Pretend to be a flower in bloom.



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PK3 Distance Learning Activities ~ Week 3

Day 1	Day 2	Day 3	Day 4	Day 5
Reading: Read "A Place Called Home"	Reading: Read "Space"	Reading: Read "Planets of My Solar System"	Reading: Read "Five Seconds to Blastoff"	Reading: Read "A Voyage to Space"
Writing: Write your name.	Writing: Write your name. Write down things that are in space.	Writing: Write your name.	Writing: Write your name. Write down things that begin with 'S'.	Writing: Write your name.
Language: WHAT Questions- Ask your student the questions and have them answer in complete sentences.	Language: WHAT Questions- Ask your student the questions and have them answer in complete sentences.	Language: WHAT Questions- Ask your student the questions and have them answer in complete sentences.	Language: WHAT Questions- Ask your student the questions and have them answer in complete sentences.	Language: WHAT Questions- Ask your student the questions and have them answer in complete sentences.
Math: Identifying Shapes worksheet	Math: Count to 20 together	Math: Identifying Shapes worksheet	Math: Count to 30 together	Math: Identifying Shapes worksheet
Social/Emotional: What is a conflict? What do you think Ethan should do? (Use 'Conflict Scenarios') Act it out.	Social/Emotional: What do you think Tyler should do? (Use 'Conflict Scenarios') Act it out.	Social/Emotional: What do you think Jessie should do? (Use 'Conflict Scenarios') Act it out.	Social/Emotional: What do you think Abby should do? (Use 'Conflict Scenarios') Act it out.	Social/Emotional: What do you think James and Sarah should do? (Use 'Conflict Scenarios') Act it out.
Movement: Practice your breathing techniques with the 'Take a Breath!' worksheet	Movement: Practice your breathing techniques with the 'Take a Breath!' worksheet	Movement: Practice your breathing techniques with the 'Take a Breath!' worksheet	Movement: Practice your breathing techniques with the 'Take a Breath!' worksheet	Movement: Practice your breathing techniques with the 'Take a Breath!' worksheet

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Written by Torran Anderson
Illustrated by Kiersten Eagan
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A Place Called Home

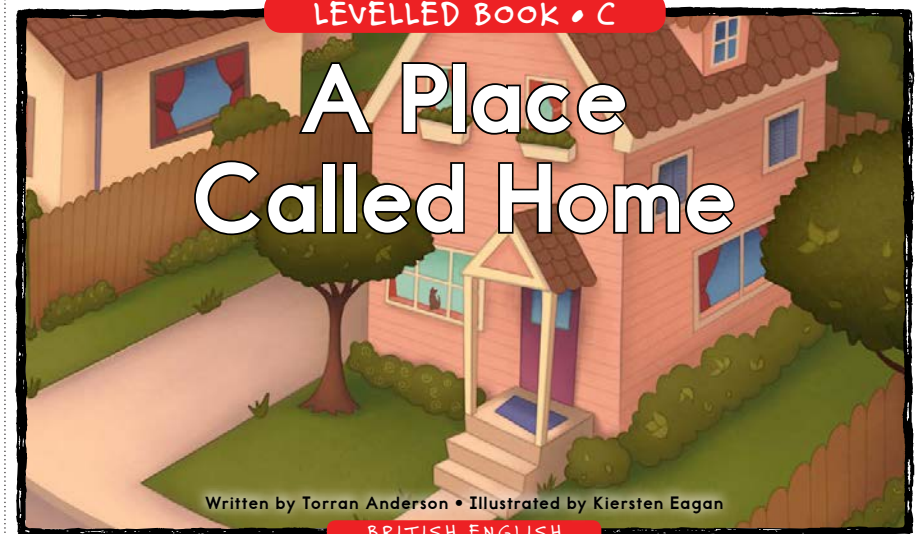
A Place Called Home

A Reading A-Z Level C Levelled Book • Word Count: 48



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LEVELLED BOOK • C

A Place Called Home

Written by Torran Anderson • Illustrated by Kiersten Eagan

BRITISH ENGLISH

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This is a room.



The room is in a house.



The house is on a street.



The street is in a city.



The city is in a state.



The state is in a country.



The country is in the world.



The world is the place we call home.

SPACE

A Reading A-Z Level C Leveled Book
Word Count: 42



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SPACE



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SPACE
Level C Leveled Book
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Correlation

LEVEL C

Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3-4



In the day, you see
the sky.

SPACE • Level C

3



In the night, you can
see space.

4



The stars are in space.

SPACE • Level C

5



The Moon is in space.

6



SPACE • Level C

7



8



SPACE • Level C

9



10

Reading A-Z

Planets of My Solar System
A Reading A-Z Poetry Book
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Planets of My Solar System

POETRY

Planets of My Solar System

Written by Dina Anastasio

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Table of Contents

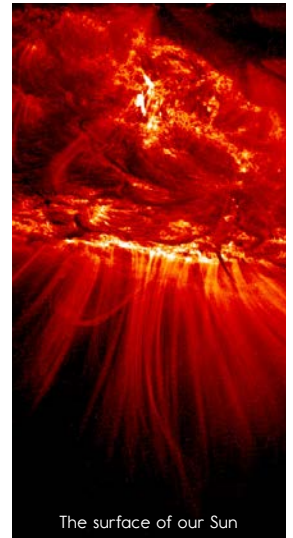
My Solar System.....	4
Mercury.....	8
Venus.....	9
Earth.....	10
Mars, the Red Planet.....	11
Jupiter.....	12
Saturn.....	13
Uranus.....	14
Neptune.....	15



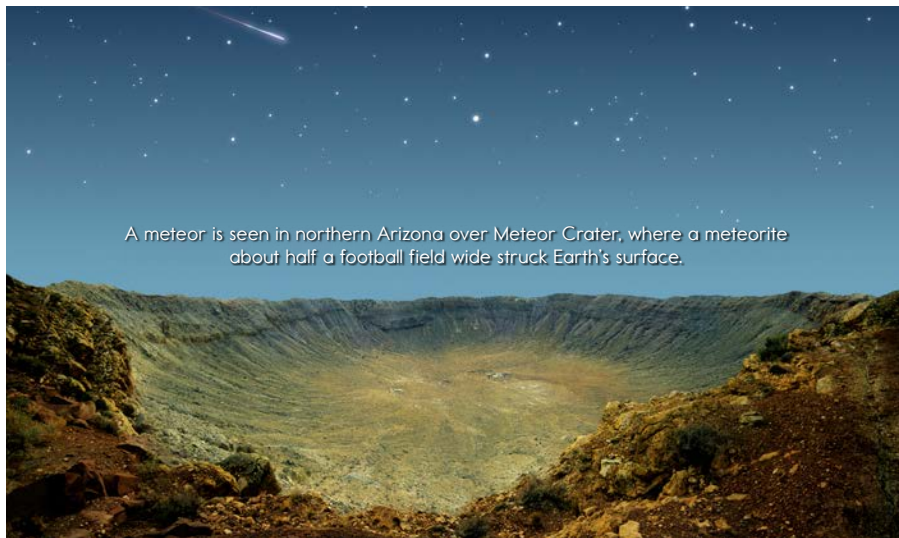
My Solar System

There's one little star that we all will agree
Is the one we know best in our huge galaxy.
This star is our Sun, it's our high-powered center.
You're part of it all, so welcome, please enter.

Orbiting round it are comets and gas.
Asteroids and meteors also circle that mass.
Eight planets are in orbit, circling our Sun,
Traveling around it, alone, one by one.



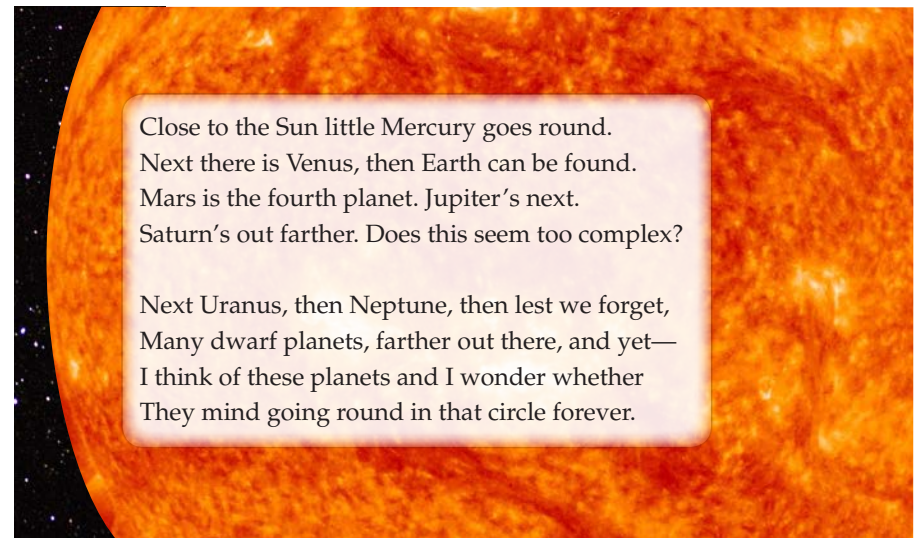
The surface of our Sun

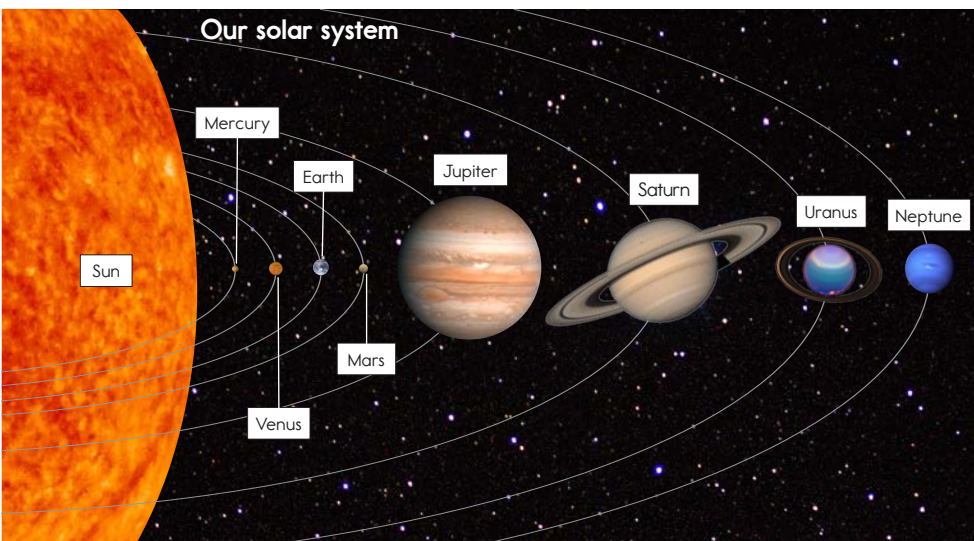


A meteor is seen in northern Arizona over Meteor Crater, where a meteorite about half a football field wide struck Earth's surface.

Close to the Sun little Mercury goes round.
Next there is Venus, then Earth can be found.
Mars is the fourth planet. Jupiter's next.
Saturn's out farther. Does this seem too complex?

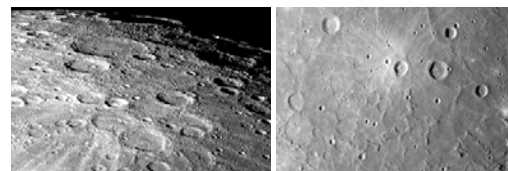
Next Uranus, then Neptune, then lest we forget,
Many dwarf planets, farther out there, and yet—
I think of these planets and I wonder whether
They mind going round in that circle forever.





Mercury

If I could visit the planets one by one,
 What would it be like to look at the Sun?
 What would it look like? What would I see?
 What would the difference from my planet be?
 Mercury's the closest planet to the Sun.
 If you count down the line, it's number one.
 The Sun would loom larger, just think of the girth!
 Three times as big as it looks back on Earth.

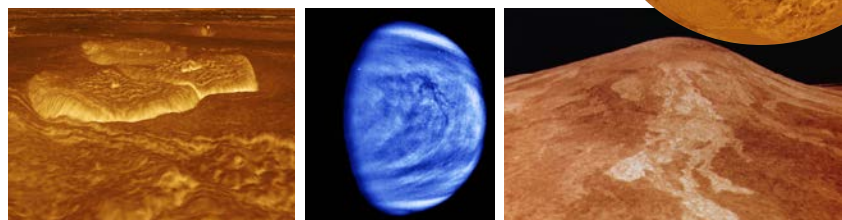


Close up of craters on Mercury's surface



Venus

When I'm standing on Earth, Venus is seen
 In the morning or evening, but not in between.
 Venus is hot. It's the hottest of all.
 It has clouds that trap heat from the Sun's fiery ball.
 The atmosphere's poison. The heat's broiling hot.
 It's lovely to look at, but to visit . . . I think not!



Venus's deep valleys and high mountains are difficult to see through its atmosphere.

Earth

Earth is the perfect planet for me.
 Not too hot or too cold. It's a fine place to be.
 But the thing I like best is the Earth's lovely seasons.
 Why do we have them? Let me tell you the reasons.
 Our Earth has a tilt, so in summer I face
 The heat of the Sun floating out there in space.
 But my friend's home is elsewhere. The Sun's tilted away.
 So my hot summer morning is her cold winter day.

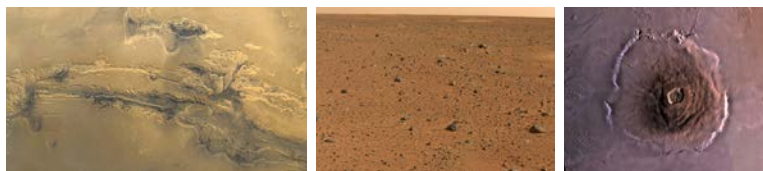
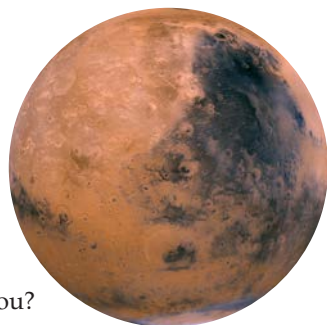


Earth's surface has many different kinds of habitats.



Mars, the Red Planet

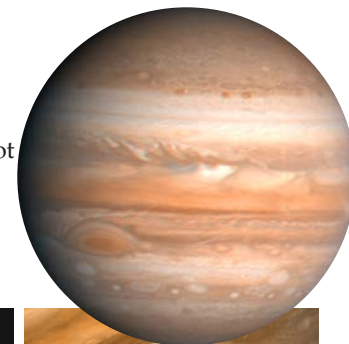
When you're thinking of Mars, think of iron and rust,
For Mars is the planet with iron-rich dust.
Because of this dust, it seems red from afar,
But I guess that the color depends where you are.
When a spaceship explored this nearby "Red Planet,"
And wandered around with a camera to scan it,
It discovered that Mars has a butterscotch hue.
But I don't want to call it "Butterscotch Planet." Do you?



The surface of Mars shows the same colors in canyons, plains, and mountains.

Jupiter

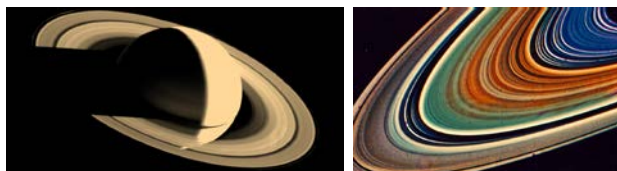
Jupiter's huge! It's so big it could fit
All seven other planets in the middle of it.
It has quite a few moons, and a great big red spot.
That's really a storm though it looks like a dot.
This storm is gigantic! It never stops swirling.
It doesn't pass land, so it never stops twirling.



Space probes show us Jupiter's atmosphere and its moons.

Saturn

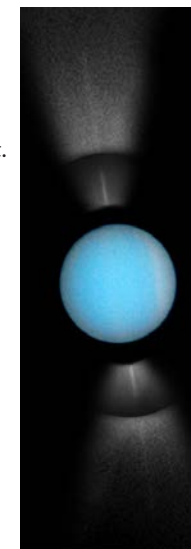
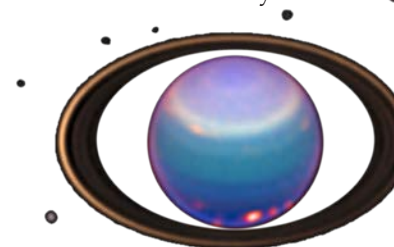
Saturn's the only planet that might float,
Like a bouncy big bobbing round rubber boat.
It's a planet of gases, and gas is quite light,
But it's icy, not wet, hence I used the word *might*.
Speaking of ice, Saturn's many grand rings
Are magnificent, glorious, heavenly things.
They are made up of ice chunks, some as big as a car.
The ice never melts when the Sun is so far.



Saturn's rings have always sparked curiosity.

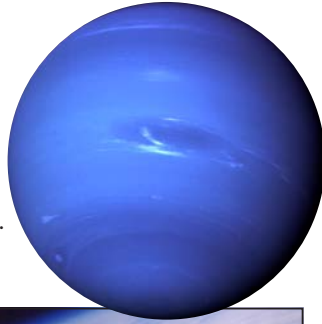
Uranus

Uranus is far. It's a cold frozen place.
I don't want to live there. It's too far out in space.
Like some other planets, there are moons that surround it.
And a belt of faint gray and blue rings are around it.
I hear it has seasons, which might be quite nice.
It's tilted like Earth, so at times all that ice
Is warmed by the Sun. But when the Sun glows,
Does the ice melt out there? Nobody knows.



Neptune

Neptune is frigid. It looks blue from down here,
Which is due to the gas in its thick atmosphere.
Look through a telescope and you'll see it's a place
With a strange Great Dark Spot far out there in space.
The spot is a hurricane with horrendous strong winds.
There is no other planet where such giant winds spin.



Pictures of Our Solar System

Do you know how scientists take pictures of our solar system and the rest of the universe? One of the most important ways they do this is by using the Hubble Space Telescope. The Hubble orbits Earth and can take pictures that are not distorted by our planet's atmosphere. The Hubble has helped scientists make incredible discoveries, including galaxies 10 billion light-years away.



Write Your Own Space Poem



Notes

A large empty rectangular box for writing notes.

Notes

A large empty rectangular box for writing notes.

Five Seconds to Blastoff!

A Reading A-Z Level E Leveled Book
Word Count: 81

LEVELED BOOK • E

Five Seconds to Blastoff!

Connections

Writing and Art

If you were telling this story, what would you pretend happened to the rocket? Draw a picture and write a sentence.

Science

Where do you think the rocket was going in space? Share your ideas with a partner.

Reading A-Z

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Illustrated by Jerry Bennett

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Five Seconds to Blastoff!



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Focus Question

Who is telling this story? What can you tell about this person?

Words to Know

blastoff	seconds
control room	space
rocket	T. rex

Five Seconds to Blastoff!
Level E Leveled Book
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Illustrated by Jerry Bennett

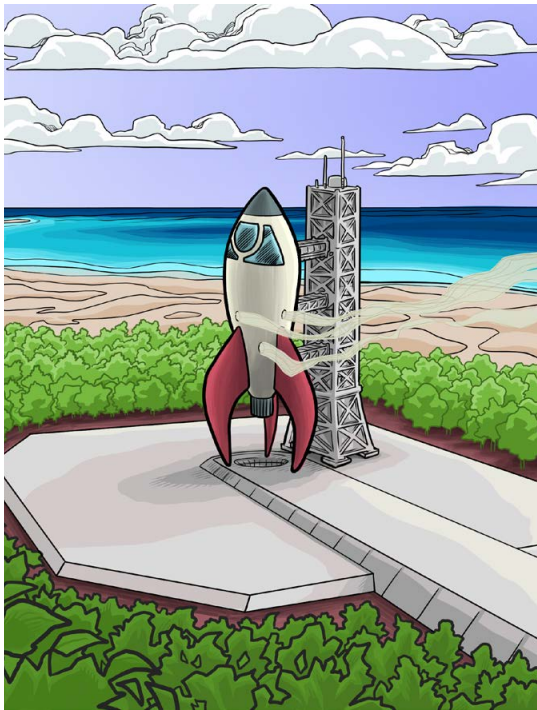
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Correlation

LEVEL E

Fountas & Pinnell	E
Reading Recovery	7-8
DRA	8



There are five
seconds to blastoff.
The rocket is ready.

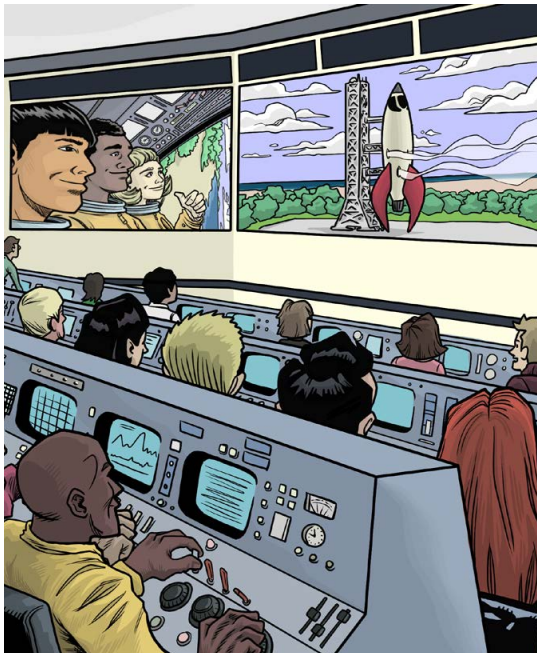
Five Seconds to Blastoff! • Level E

3



There are four
seconds to blastoff.
The crowd is ready.

4



There are three
seconds to blastoff.
The control room
is ready.

Five Seconds to Blastoff! • Level E

5



There are two
seconds to blastoff.
The fire truck is ready.

6



There is one
second to blastoff.
The space explorers
are ready.

Five Seconds to Blastoff! • Level E

7



Blastoff!
The rocket is moving!

8



Wait!
What's that out
the window?

Five Seconds to Blastoff! • Level E

9



It's a giant *T. rex*!

10



Oh no!
He's got us!

Five Seconds to Blastoff! • Level E

11



We won't be going
to space today.

12

KATIE SIVINSKI
ILLUSTRATED BY JOYCE YU

A VOYAGE TO SPACE



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Second Edition, 2019



A Voyage to Space

Written by Katie Sivinski

Illustrated by Joyce Yu

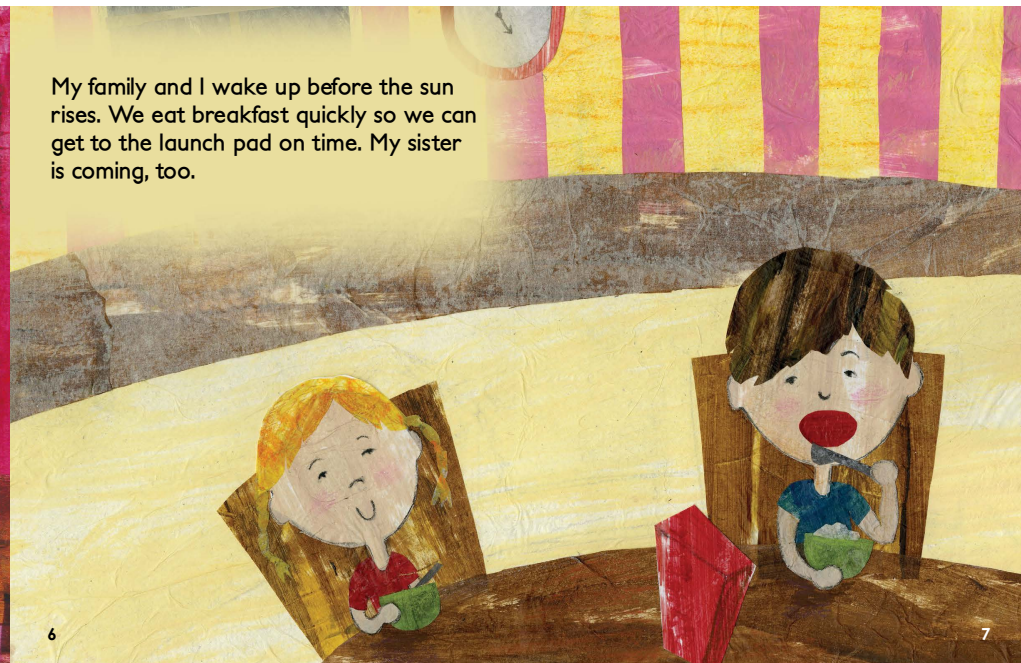


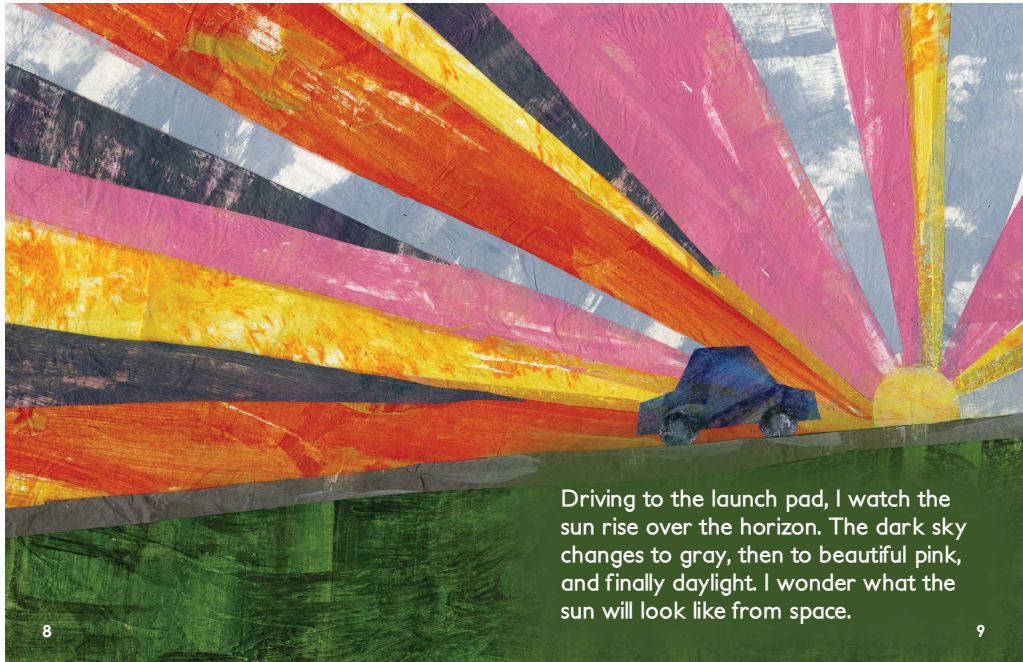
I can't sleep. Usually when I can't sleep, I look out my window at all the twinkling stars, the bright moon, and the dark blackness.

Looking out my window won't help me sleep tonight, because tomorrow I'll be looking at these extraordinary sights from a space shuttle. I'm flying into outer space!



My family and I wake up before the sun rises. We eat breakfast quickly so we can get to the launch pad on time. My sister is coming, too.





Driving to the launch pad, I watch the sun rise over the horizon. The dark sky changes to gray, then to beautiful pink, and finally daylight. I wonder what the sun will look like from space.

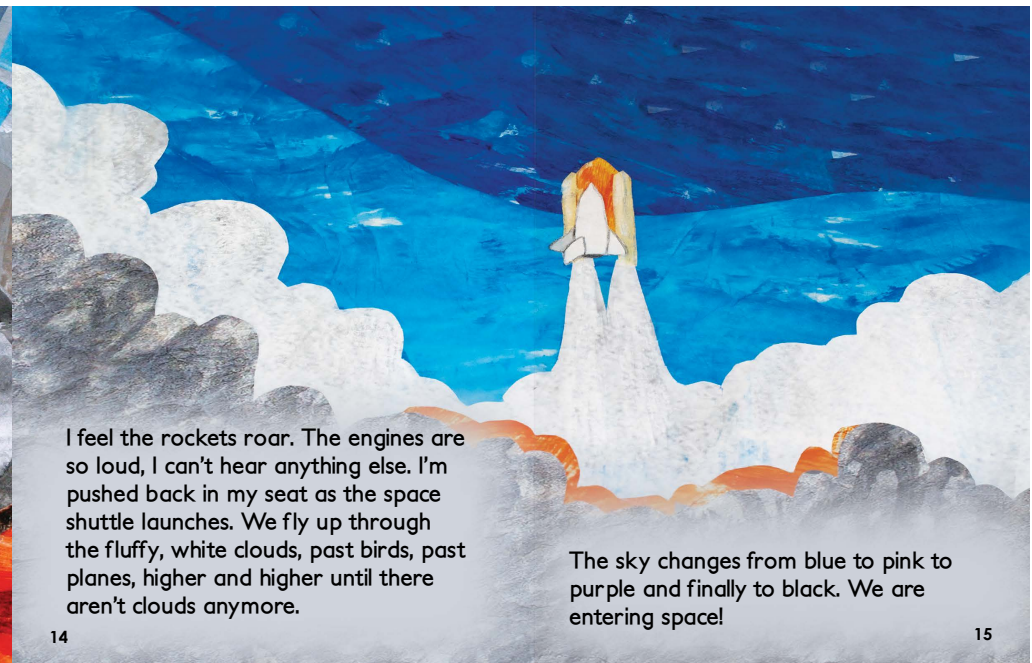


At the launchpad, astronauts help us put on heavy suits that will keep our bodies safe during the flight. We must keep our seat belts on during the launch. Once the shuttle has been safety-checked, we are ready for launch.



We hold hands and start the countdown.

10, 9, 8, 7, 6, 5, 4, 3, 2, 1,
BLAST OFF!



I feel the rockets roar. The engines are so loud, I can't hear anything else. I'm pushed back in my seat as the space shuttle launches. We fly up through the fluffy, white clouds, past birds, past planes, higher and higher until there aren't clouds anymore.

The sky changes from blue to pink to purple and finally to black. We are entering space!

Suddenly, the engine cuts off. The space shuttle glides through outer space. The commander asks if everyone is alright. We nod, still astonished from the fast, loud ride. Our bodies lift away from the seats, and it feels like we're floating.

On Earth, things have weight because of gravity. But in space, there is less gravity.

16

17

The commander says it's okay to unbuckle our seat belts to see what microgravity feels like. I float into the center of the space shuttle. My sister's hair looks so funny!

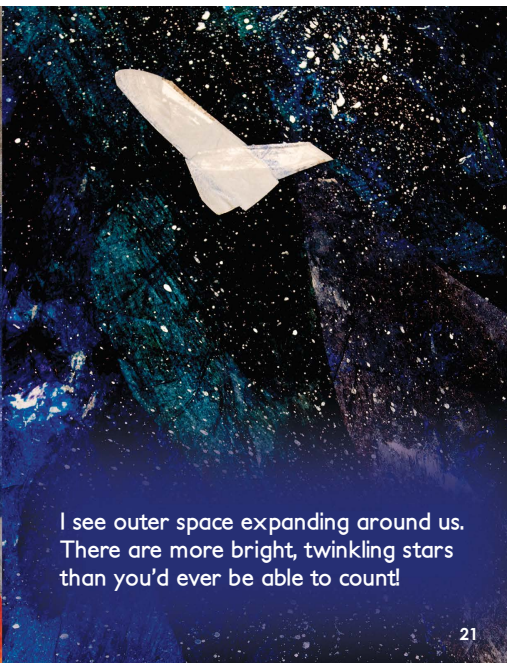
I catapult from one side of the space shuttle to another. My mom does a flip! I want to keep playing, but the view outside the window catches my eye.

18

19

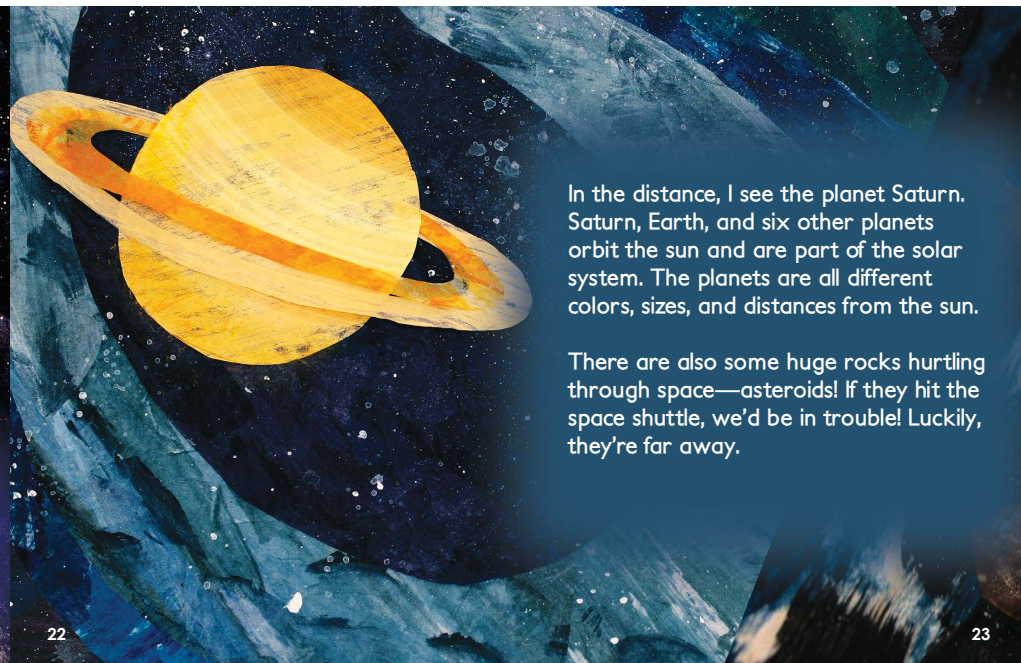


20



I see outer space expanding around us.
There are more bright, twinkling stars
than you'd ever be able to count!

21

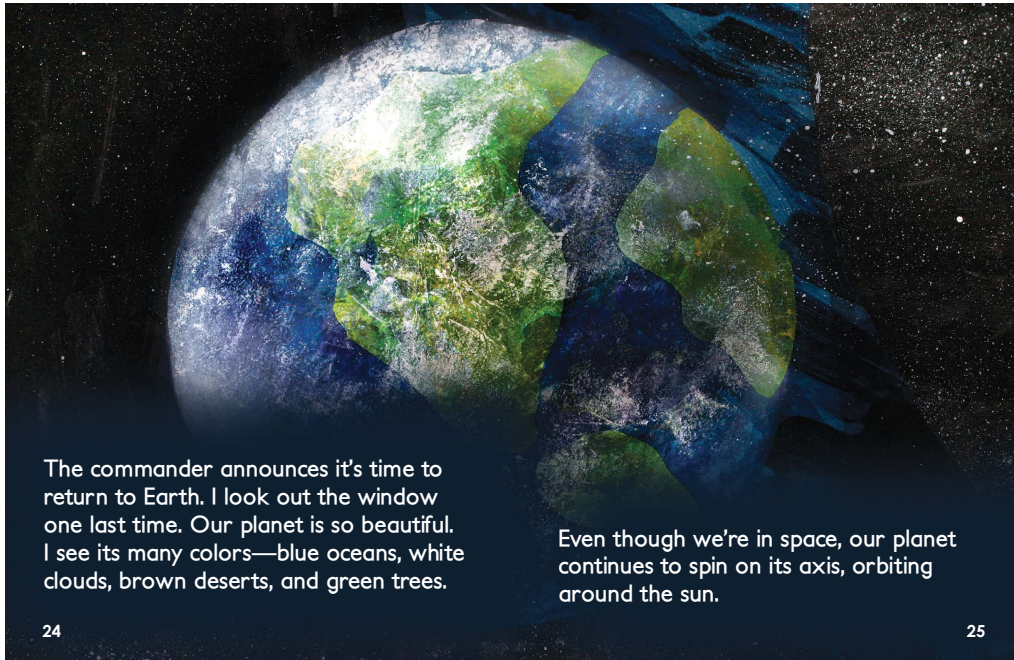


In the distance, I see the planet Saturn.
Saturn, Earth, and six other planets
orbit the sun and are part of the solar
system. The planets are all different
colors, sizes, and distances from the sun.

There are also some huge rocks hurtling
through space—asteroids! If they hit the
space shuttle, we'd be in trouble! Luckily,
they're far away.

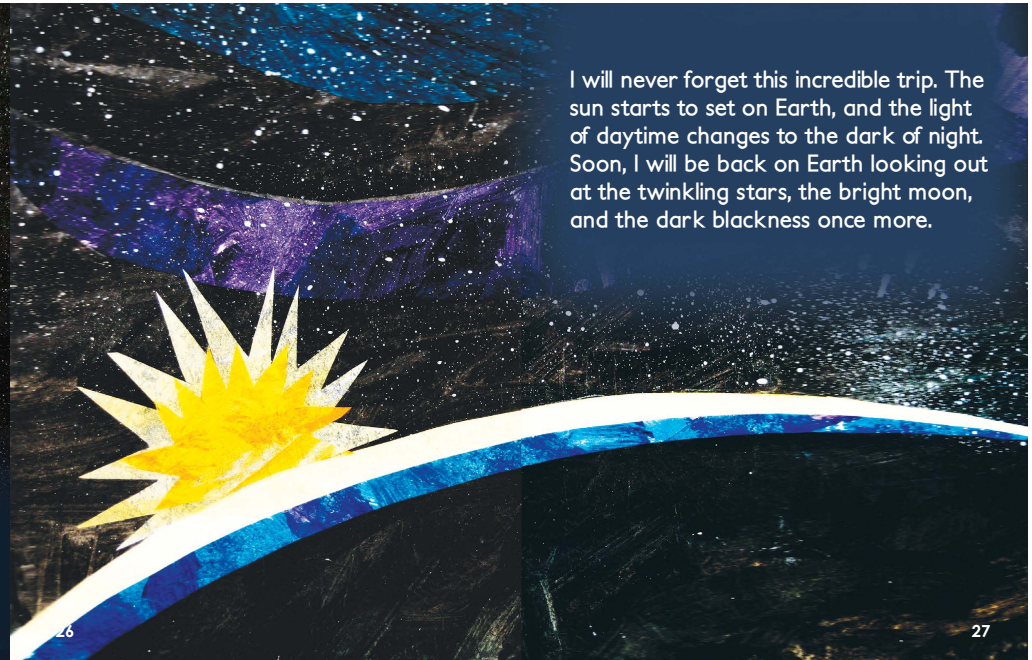
22

23



The commander announces it's time to return to Earth. I look out the window one last time. Our planet is so beautiful. I see its many colors—blue oceans, white clouds, brown deserts, and green trees.

24



I will never forget this incredible trip. The sun starts to set on Earth, and the light of daytime changes to the dark of night. Soon, I will be back on Earth looking out at the twinkling stars, the bright moon, and the dark blackness once more.

25

26

27

Max and his family launch into outer space on a shuttle. The family is able to see the beauty of Earth from far above and experience the weightlessness of space firsthand.



AppleTree



I can write my
name every day!



Wednesday

Monday

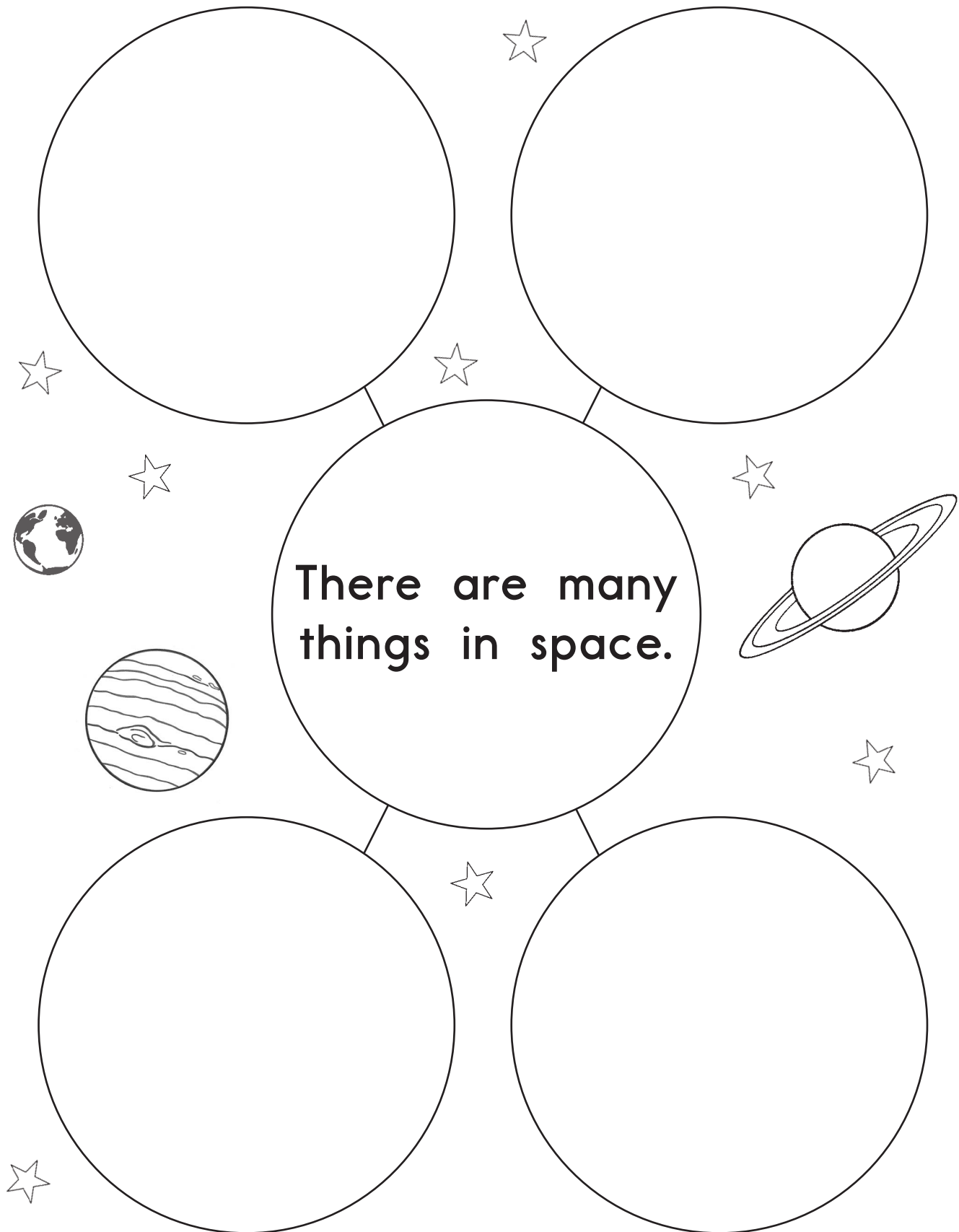
Thursday

Tuesday

Friday

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Name _____



Instructions: Read the main idea with students. In the surrounding circles, have students draw and label objects found in space.

Name _____

Ss

Sun 

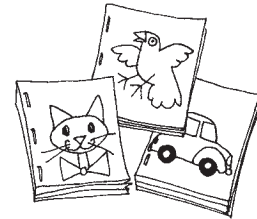
 planets s 

SPACE • LEVEL C • 2

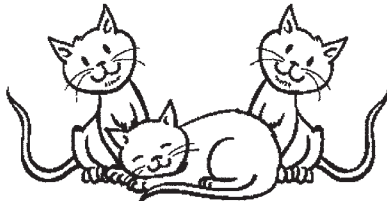
sad



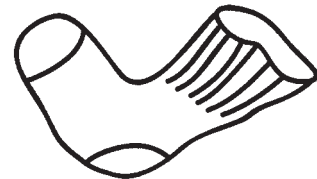
books



cats



sock







SKILL: CONSONANT Ss

Instructions: Have students cut out the words. Have them paste the words that have the letter Ss as the first letter in the *Sun* column and words that have the letter Ss as the last letter in the *planets* column.

LANGUAGE ACTIVITIES ~ WEEK 3

WHAT QUESTIONS

Monday		<p>What are these items?</p> <p>What do we eat with?</p> <p>What do you put on your feet?</p> <p>Can you find these items in our home?</p>
Tuesday		<p>What are these items?</p> <p>What do you put on your head?</p> <p>What do you put on your feet?</p> <p>Can you find these items in our home?</p>
Wednesday		<p>What are these items?</p> <p>What do you sweep with?</p> <p>What is stored in your bedroom?</p> <p>Can you find these items in our home?</p>
Thursday		<p>What are these items?</p> <p>What tastes sweet?</p> <p>What can you sit on?</p> <p>Can you find these items in our home?</p>
Friday		<p>What are these items?</p> <p>What do you use for your hair?</p> <p>What do you use for your teeth?</p> <p>Can you find these items in our home?</p>

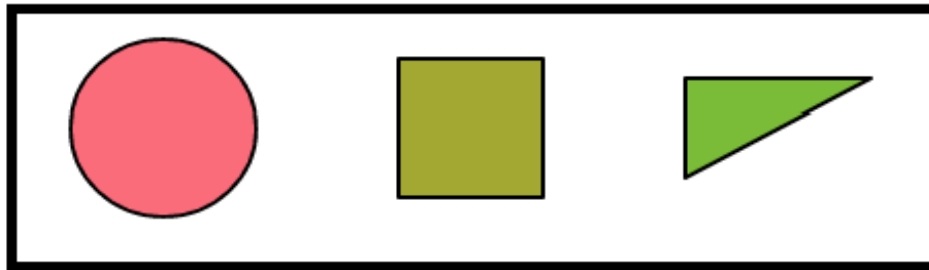
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Date: _____

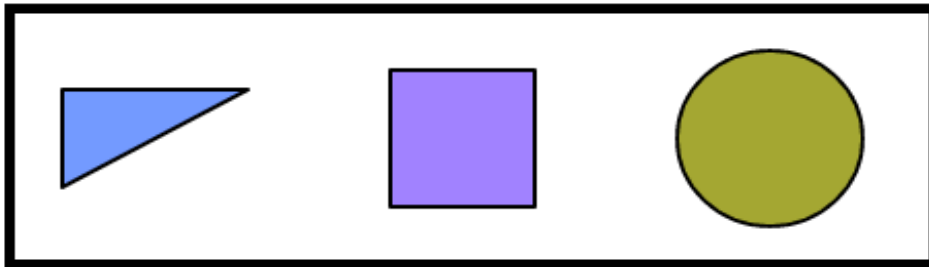
Identifying Shapes!

circle the shape that is asked for in each group.

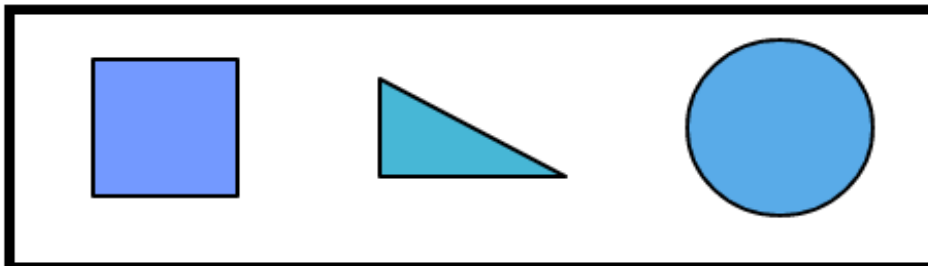
Which of these is a circle?



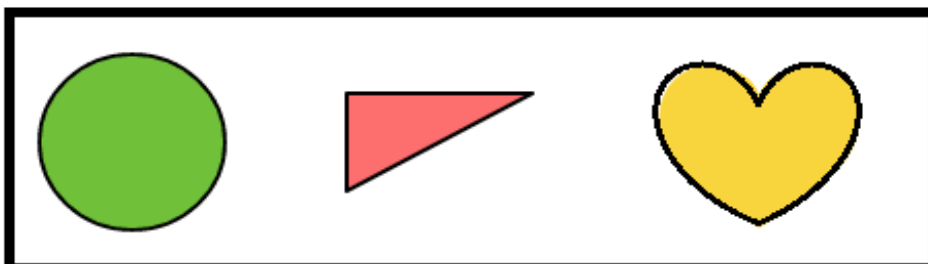
Which of these is a triangle?



Which of these is a square?



Which of these is a heart?



Name: _____

Date: _____

Identifying Shapes!

circle the shape that is asked for in each group.

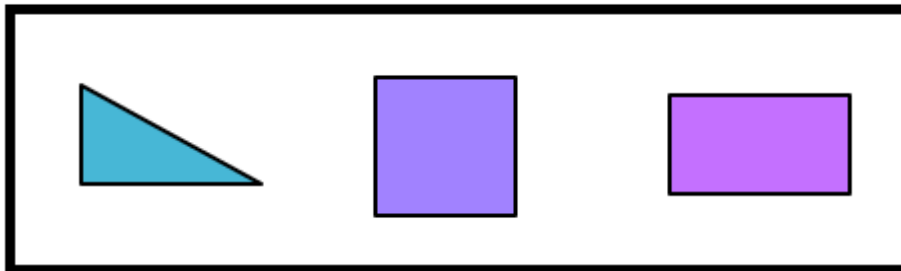
Which of these is a pentagon?



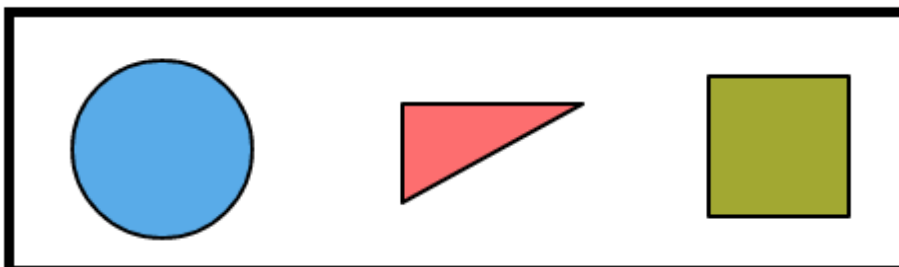
Which of these is a star?



Which of these is a rectangle?



Which of these is a circle?



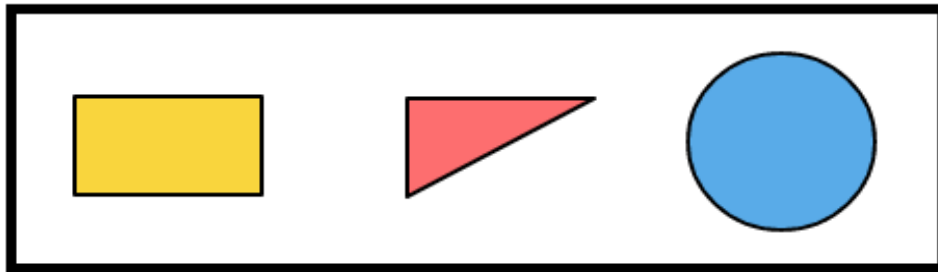
Name: _____

Date: _____

Identifying Shapes!

circle the shape that is asked for in each group.

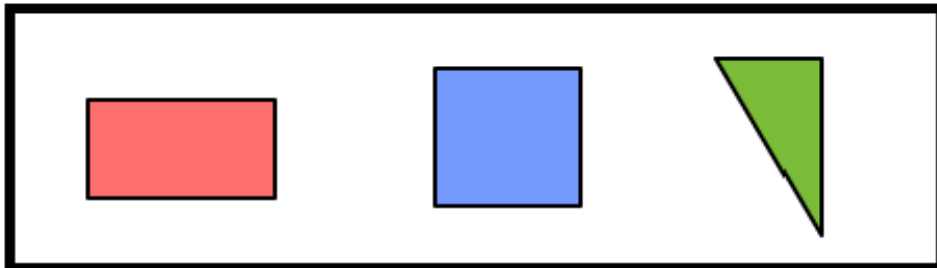
Which of these is a rectangle?



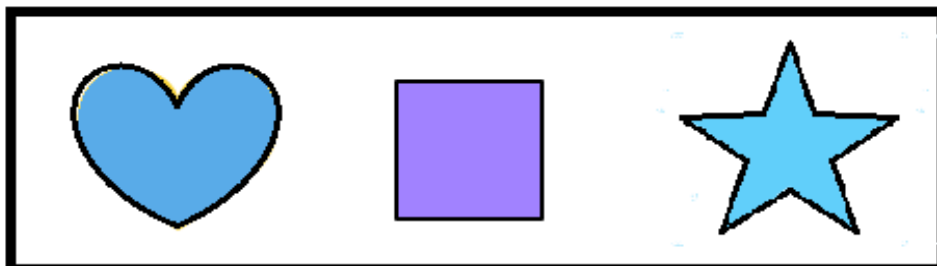
Which of these is a circle?

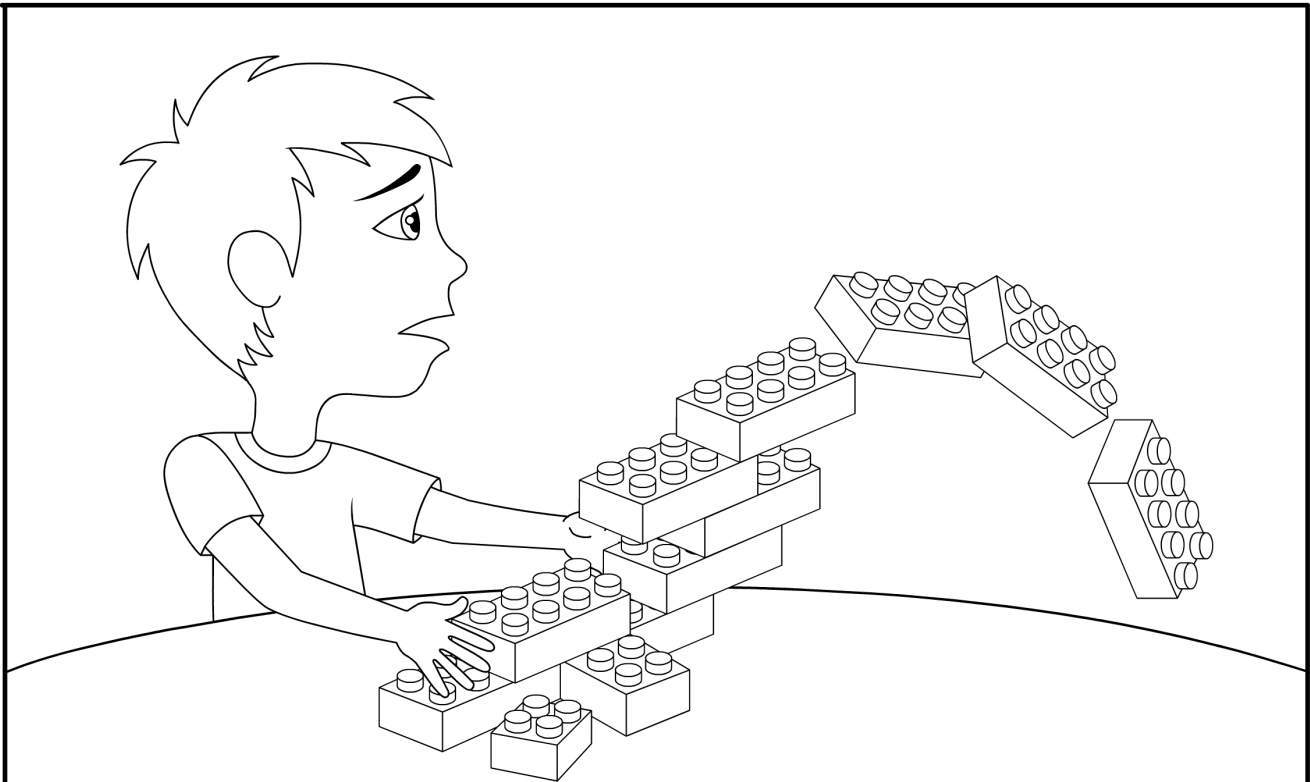


Which of these is a square?

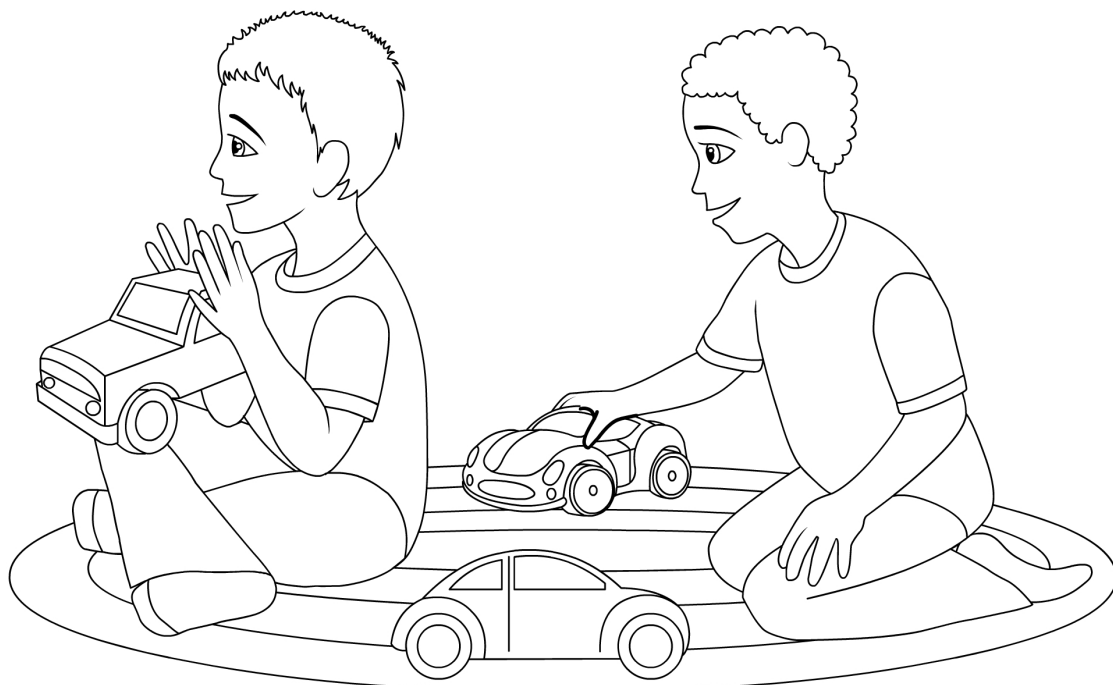


Which of these is a heart?

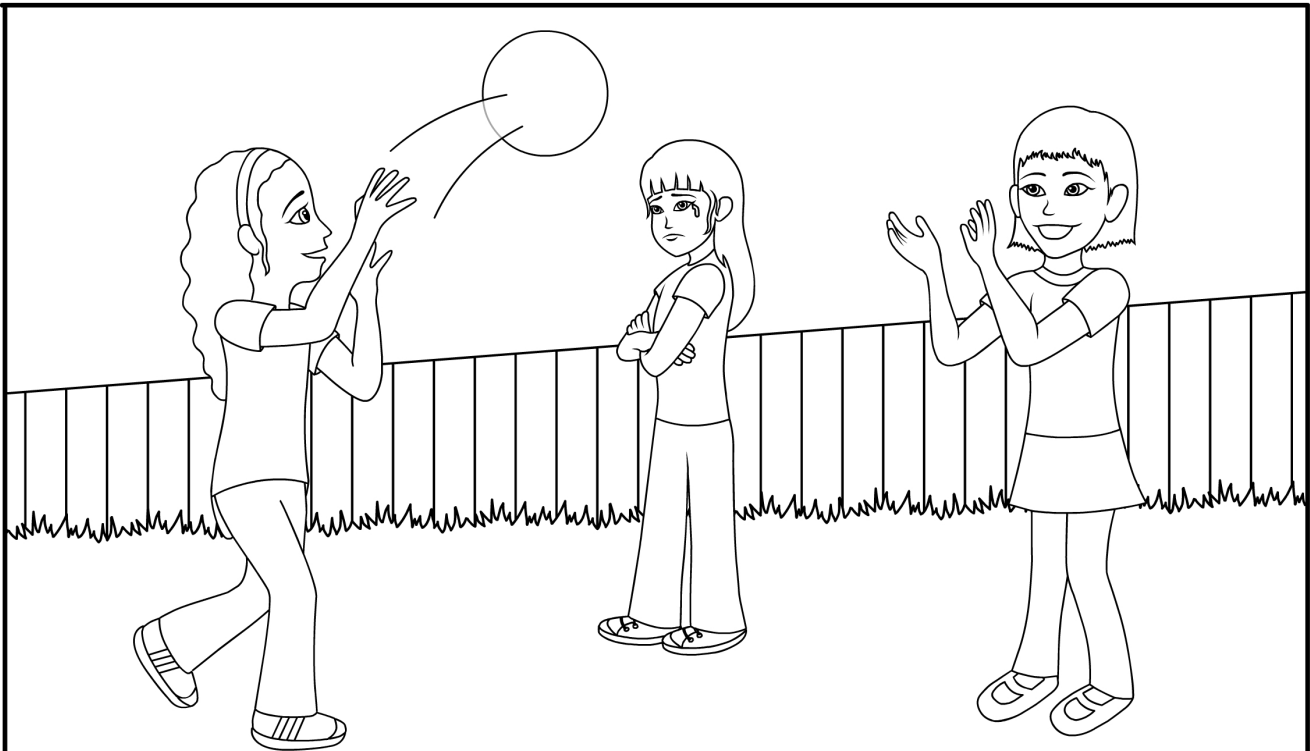




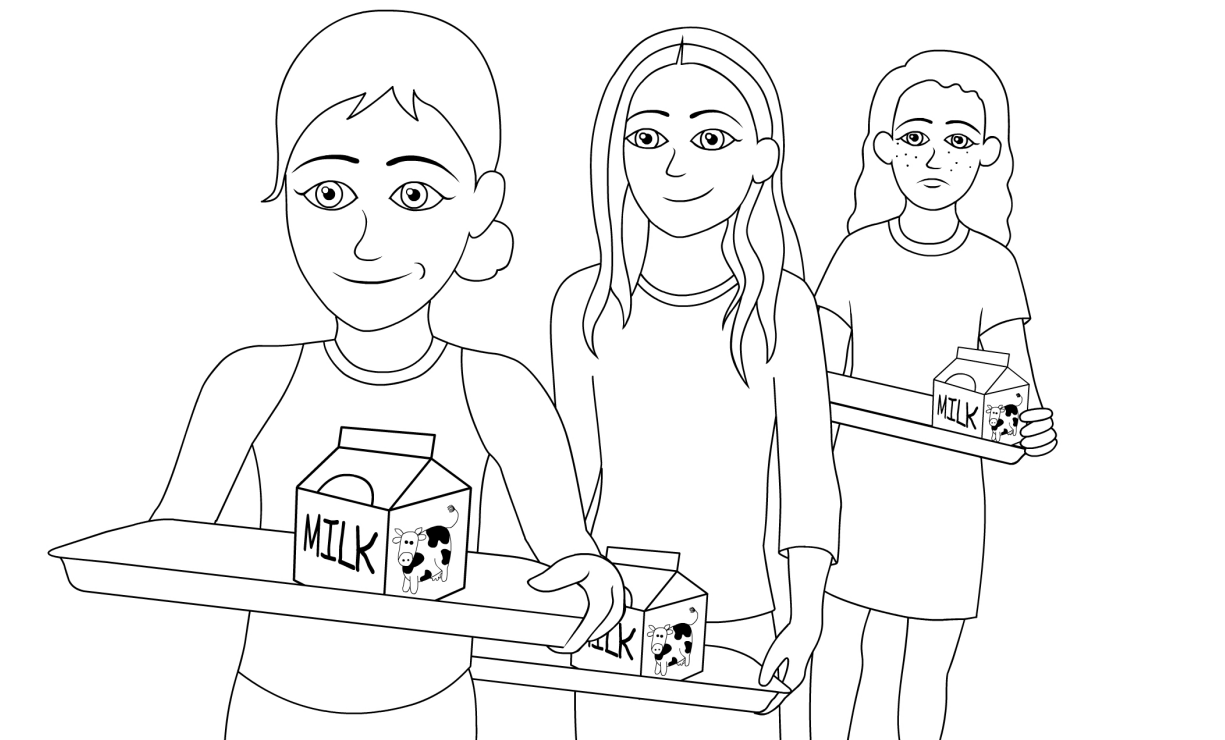
Ethan is trying to build a tall building, but it keeps falling down.



Tyler is playing cars with Ricky.
When Tyler looks away, Ricky takes Tyler's car because it is his favorite.



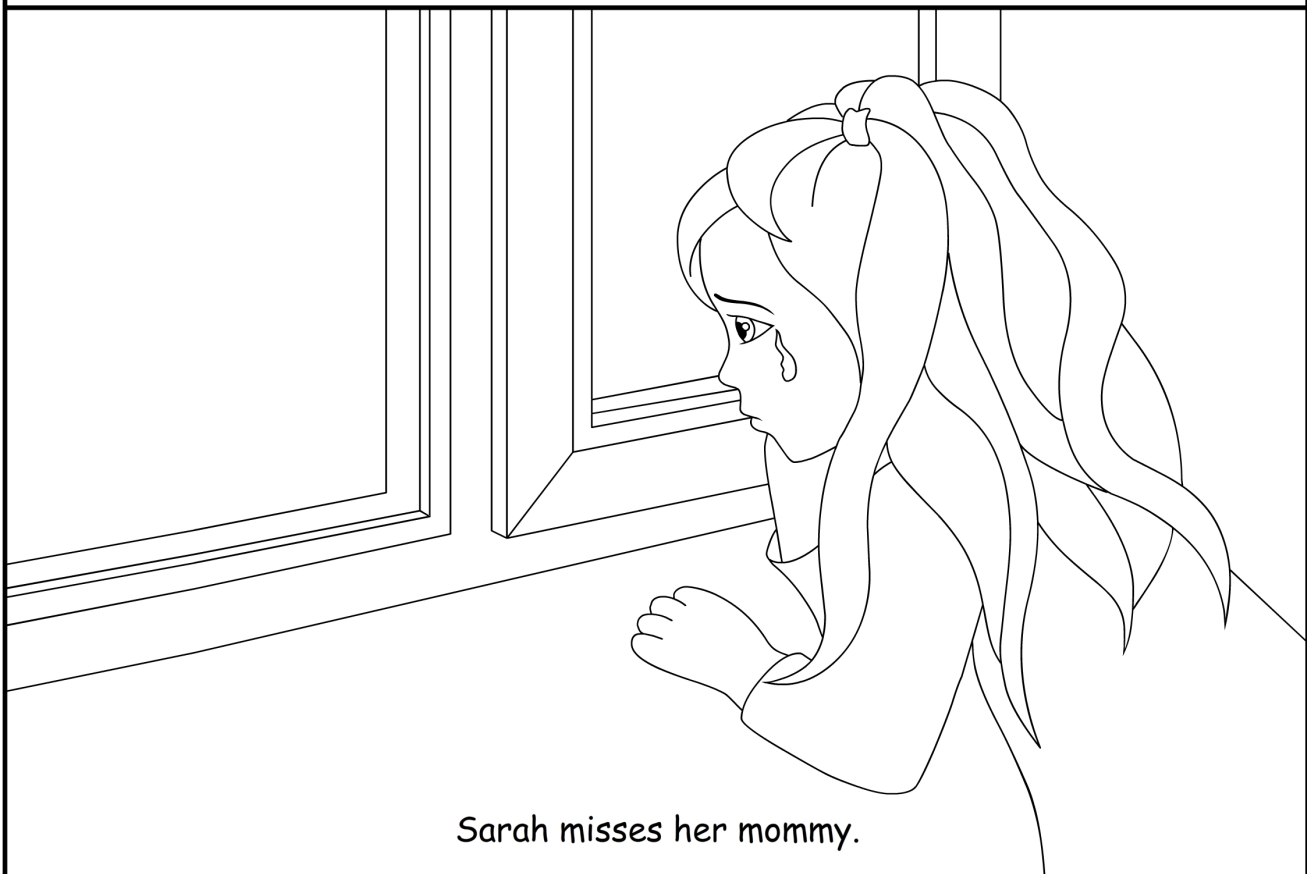
Jessie wants to play with Morgan and Kylie,
but she was not invited to play with them.



Abby loves to be first, but it is someone else's turn to be line leader.



James thinks it is fun to splash his friends,
even though his teacher tells him to stop.



Sarah misses her mommy.

Name _____

Date _____

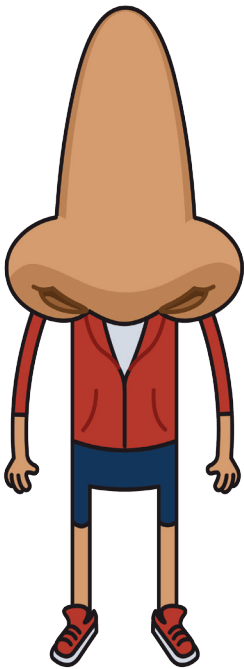
MOVEMENT ACTIVITIES ~ WEEK 3

Take a Breath!

Check out the **Take a Breath** video on the **Awesome Sauce** channel.



Deep breathing can help you stay calm and focused. Practice the steps for deep breathing with a partner. After you practice breathing, talk with your partner about times you might want to take deep breaths to feel calm and focused, and answer the question below.



- Sit up straight in a chair, keeping your feet on the floor, and relax your shoulders.
- Place your hands in your lap with your right hand on top of your left and your thumbs touching.
- Inhale through your nose for 2 counts, filling your stomach with air.
- Exhale through your nose for 4 counts, emptying out the air from your stomach.

One time I can use deep breathing to stay calm and relaxed is when _____

_____.

PK3 Distance Learning Activities ~ Week 4

Day 1	Day 2	Day 3	Day 4	Day 5
Reading: Read "The Moon"	Reading: Read "Abby and Zots"	Reading: Read "The Disappearing Moon"	Reading: Read "Captain Ren's Trip to Mars"	Reading: Read "On the Moon"
Writing: Write your name.	Writing: Write your name. Cut & paste the phases of the moon.	Writing: Write your name.	Writing: Write your name. Alphabet Blocks worksheet	Writing: Write your name.
Language: WHAT Questions- Ask your student the questions and have them answer in complete sentences.	Language: WHAT Questions- Ask your student the questions and have them answer in complete sentences.	Language: WHAT Questions- Ask your student the questions and have them answer in complete sentences.	Language: WHAT Questions- Ask your student the questions and have them answer in complete sentences.	Language: WHAT Questions- Ask your student the questions and have them answer in complete sentences.
Math: 'I Spy with My Little Eye' worksheet	Math: Count to 20 together	Math: 'Space Simple Addition' worksheet	Math: Count to 30 together	Math: 'Shapes Count and Graph' worksheet
Social/Emotional: Social Skills: Taking Turns- Draw a picture	Social/Emotional: Discuss: How can you take turns with your family at home?	Social/Emotional: Discuss: What does it mean to have personal space?	Social/Emotional: Read & Color the 'Personal Space' booklet	Social/Emotional: Cut out & assemble the 'Personal Space' booklet
Movement: Choose one 'Body Fact and Movement' to do.	Movement: Choose one 'Body Fact and Movement' to do.	Movement: Choose one 'Body Fact and Movement' to do.	Movement: Choose one 'Body Fact and Movement' to do.	Movement: Choose one 'Body Fact and Movement' to do.

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LEVEL C	C	Foundas & Pinnell
	3-4	Reading Recovery
	3-4	DRA

The Moon
Level C Leveled Book
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Words to Know	changes	dark
	cycle	thin
	full	
	different	

The Moon

A Reading A-Z Level C Leveled Book • Word Count: 54

Connections

Writing and Art

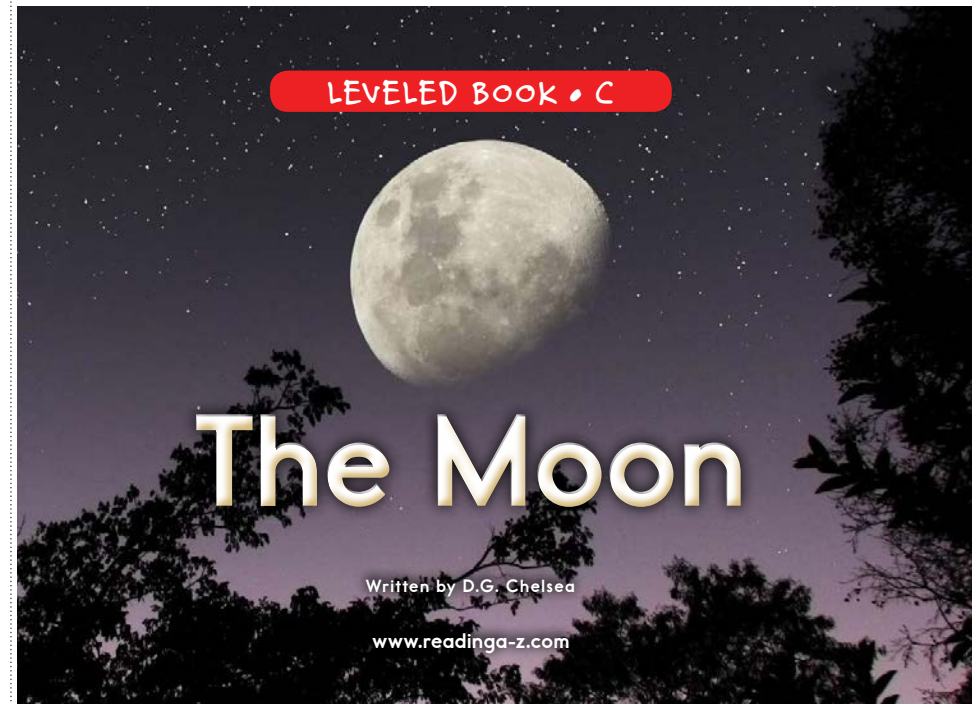
Make a poster about the cycle of the Moon.
Draw pictures on your poster and label them.

Science and Art

Draw a picture of the Moon tonight.
Describe your picture to a partner.

 **Reading A-Z**

Visit www.readinga-z.com for thousands of books and materials.





The Moon looks different over time.
The changes happen in a cycle.

The Moon • Level C

3



The Moon is dark tonight.

4



The Moon is thin tonight.

The Moon • Level C

5



The Moon is half full tonight.

6



The Moon is full tonight.

The Moon • Level C

7



The Moon is half full tonight.

8



The Moon is thin tonight.

The Moon • Level C

9



The Moon is dark tonight.
The cycle starts over again.

10

Abby and Zots

A Reading A-Z Level C Leveled Book
Word Count: 48

Connections

Writing and Art

Draw a picture of one of your friends and write five words to describe him or her.

Social Studies

What are some ways that you can be a good friend?
Share your ideas with your class.

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LEVELED Book • C

Abby and Zots



Written by Rus Buyok • Illustrated by Matt Loveridge

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Abby and Zots



Written by Rus Buyok
Illustrated by Matt Loveridge

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Words to Know

arms	friends
different	legs
eyes	space

Focus Question

How are Abby and Zots similar?
How are they different?

Abby and Zots
Level C Leveled Book
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Illustrated by Matt Loveridge

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Correlation

LEVEL C

Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3-4



Abby and Zots are
best friends.
Zots is from outer space.

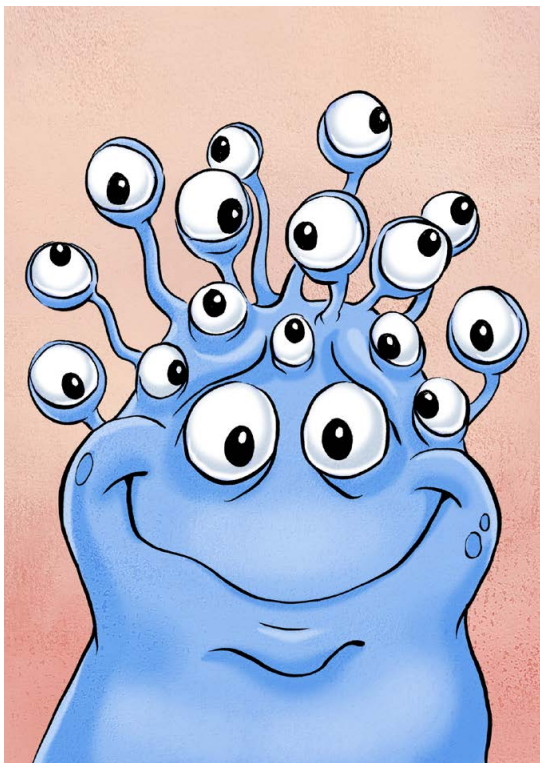
Abby and Zots • Level C

3



Abby has two eyes.

4



Zots can have
many eyes.

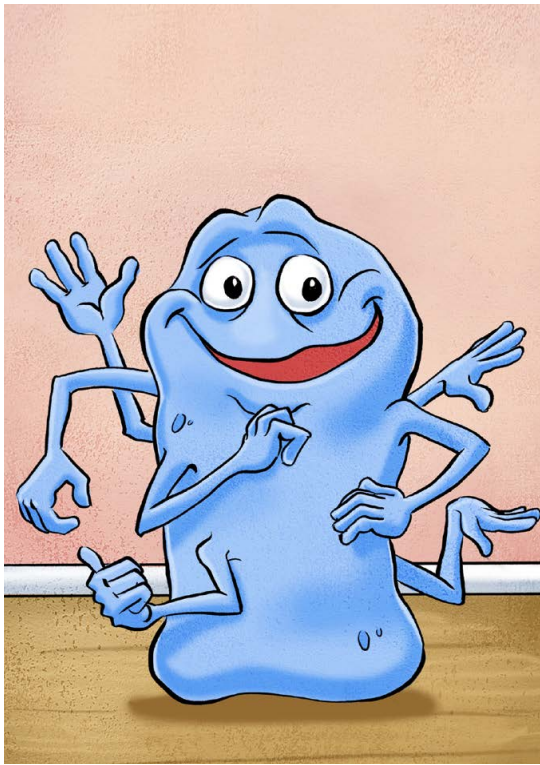
Abby and Zots • Level C

5



Abby has two arms.

6



Zots can have many arms.

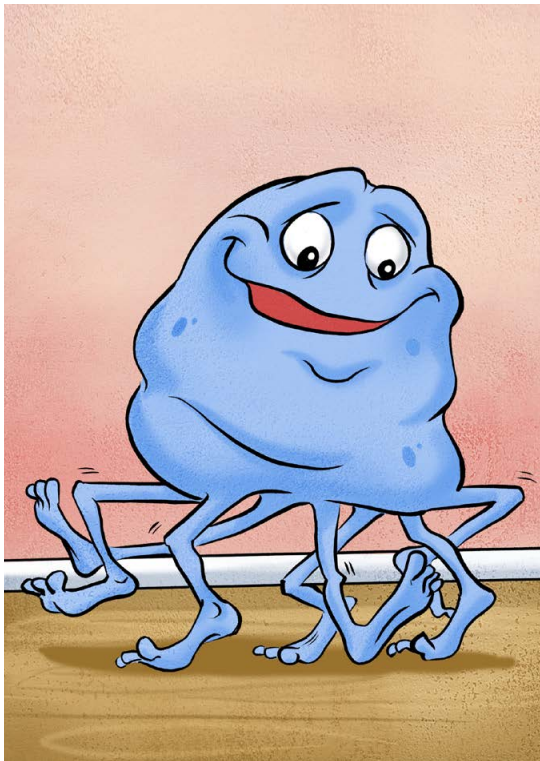
Abby and Zots • Level C

7



Abby has two legs.

8



Zots can have many legs.

Abby and Zots • Level C

9



Abby and Zots are different. They are still best friends!

10

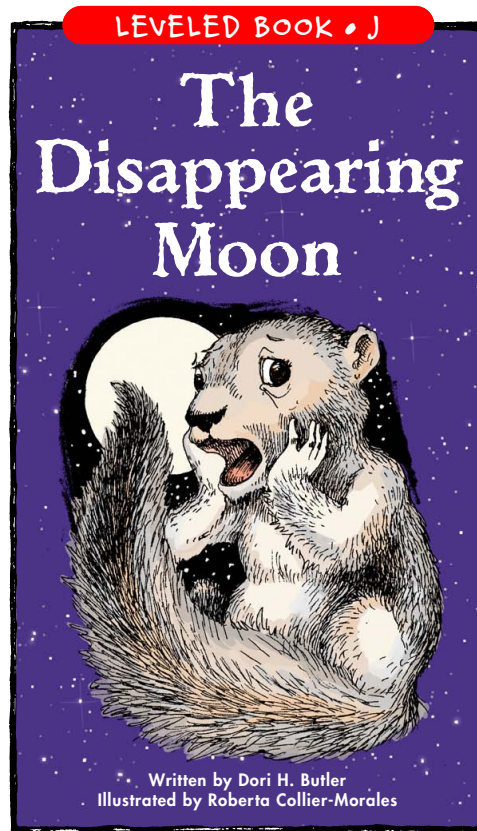
The Disappearing Moon

A Reading A-Z Level J Leveled Book
Word Count: 470



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The Disappearing Moon



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Correlation	
LEVEL J	
Fountas & Pinnell	J
Reading Recovery	17
DRA	18



Table of Contents

The Scared Squirrel	4
The Wise Old Owl	10



The Scared Squirrel

Squirrel was scared.
He could not eat.
He could not sleep.
He could only worry.



"What is the matter, Squirrel?" asked Raccoon. "Why are you so worried?" "Haven't you noticed?" asked Squirrel. "The moon is disappearing. We need to get all the food we can now, before it is too late."



Deer and Raccoon looked up at the moon. "The moon is not disappearing," said Raccoon. "Yes, it is," said Squirrel. "It is smaller than it was last night. Just wait. Tomorrow, it will be even smaller."



The next night, the animals looked at the moon.

"Is the moon really getting smaller?" asked Deer.

"I don't know," said Raccoon.

The Disappearing Moon • Level J

7



But there was no question a few nights later.

The moon really was smaller.

"Squirrel is right," said Raccoon.

"The moon is disappearing."

8



"What is this I hear about the moon disappearing?" asked Skunk.

"Look!" Squirrel pointed up at the moon.

Only three-quarters of the moon was left now.

"It is disappearing," said Skunk.

The Disappearing Moon • Level J

9



The Wise Old Owl

A few nights passed and only half of the moon was left. The animals feared the moon would soon disappear.

After a week their fears came true. The moon disappeared. They all ran to wise old Owl to tell him that the moon had disappeared.

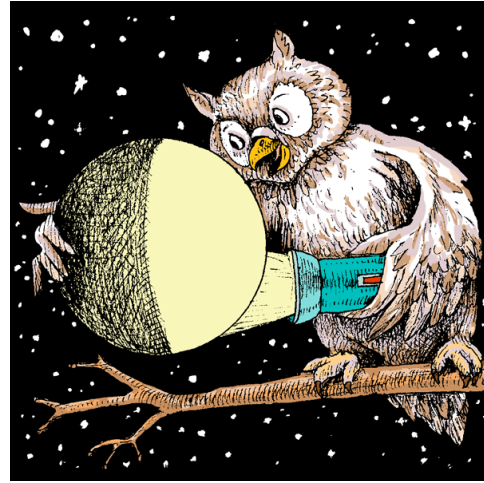
"You're all very silly," said Owl.

"Gather around and I will teach you a lesson about the moon."

10

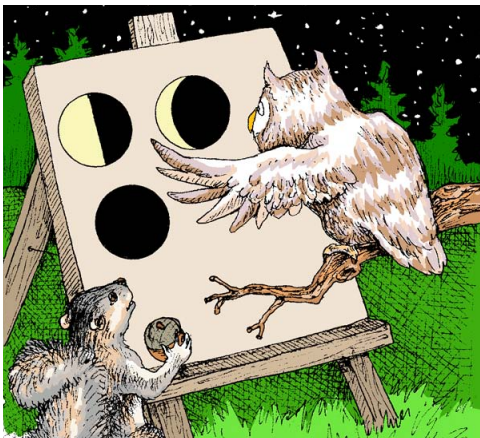


"There are two things you need to know about the moon," said Owl. "First, the moon does not shine on its own. The sun lights up the moon. Second, the moon does not sit still in the sky. It moves around Earth."



"Oh, yes," said Owl. "There is one more thing you need to know. The moon is like a ball."

"The sun can only light up one side of the moon. So when the moon moves around Earth, you see only the part of the side that the sun lights up."



Owl went on to say that sometimes you only see half of the lighted side. "This is called a half moon," he said. "At other times you see all of the lighted side. This is called a full moon." "And sometimes you do not see the lighted side at all. You see the dark side. This is called the new moon."

"But don't worry. The moon did not disappear," said Owl.

"Soon after a new moon, you will see a small part of the lighted side come back."



The other animals began to feel better after listening to Owl talk.

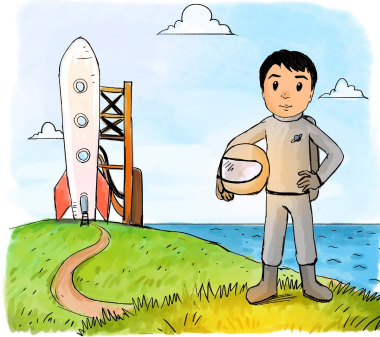
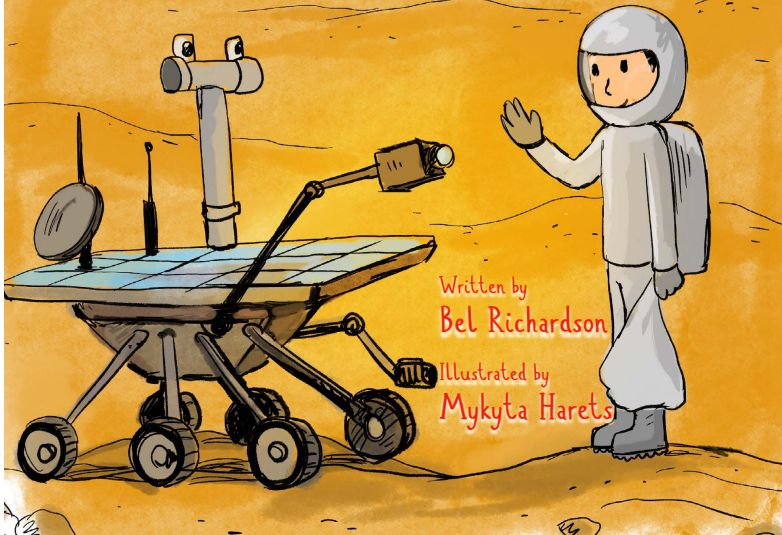


A few nights after Owl's lesson,
the animals were out playing.
Squirrel looked up and saw a small
sliver of the moon.
"Owl was right," Squirrel yelled.
"The moon is coming back!"



The moon grew bigger each night.
Soon there was a full moon again.
The animals had a full moon party!

CAPTAIN REN'S TRIP TO MARS

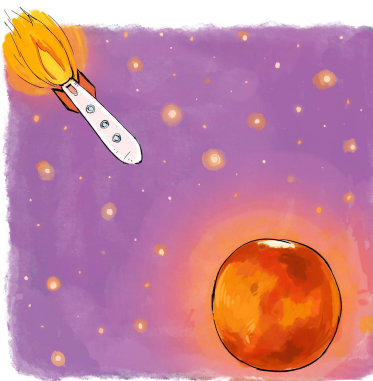


Ren is the captain of a spaceship.
He will fly the rocket to Mars.

Ren has work to do on the red planet.
He needs to test rocks and soil to see
if there is life on the planet.

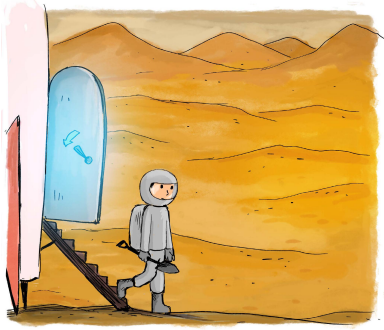


Ren flies the ship around the moon.
It takes a long time to get to Mars.
He looks at all of the stars and thinks
about the planets that orbit them.

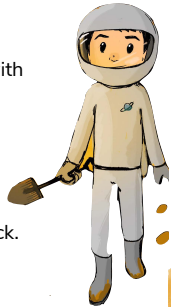


The rocket has arrived.
It is in Mars' orbit with its two moons.
Ren lands the ship down on the
planet's surface.

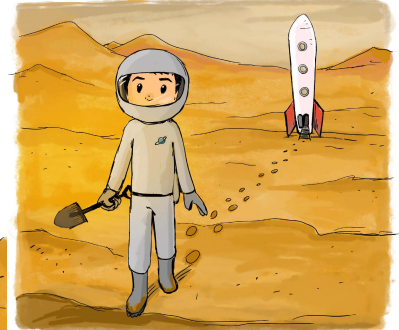




He leaves the ship with a digging tool.
He is in a spacesuit.
Ren cannot breathe the air, so he needs an air tank on his back.

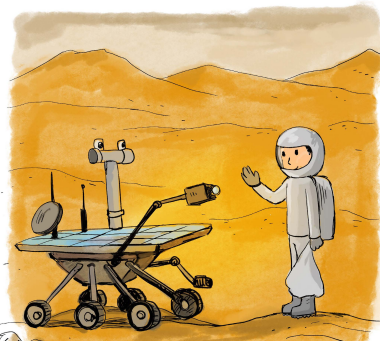
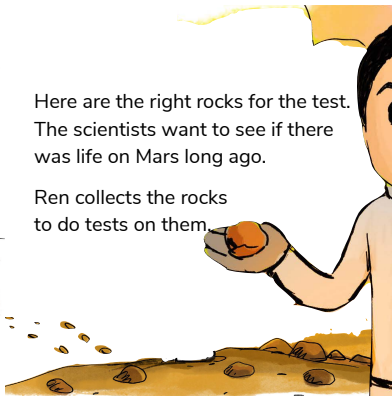


He walks far away from the ship.
Mars is full of large, rocky hills.
Scientists tell Ren of a good place to dig.



Here are the right rocks for the test.
The scientists want to see if there was life on Mars long ago.

Ren collects the rocks to do tests on them.



Ren checks in on the bot that lives on Mars. Its name is Curiosity.

The bot digs up rocks as well.
It takes a picture of Ren to send to Earth.





It's time to leave the red planet
and head back home.

Ren travels past all of the galaxies
and stars. He must get the rocks to
the scientists.



Captain Ren's job is done. He tells us
all about what he saw on Mars.

The scientists think that Mars
used to have life. It used to be green
and blue like Earth!

Well done Captain Ren.
Time to get ready for another trip.

On the Moon

A Reading A-Z Level F Leveled Book
Word Count: 129

Connections

Writing

Imagine being an astronaut and landing on the Moon. Write a letter home to your family telling them about your time on the Moon. Use information from the book to help you.

Science

With the information in the book and what you already know, compare the Moon to Earth using a Venn diagram.

Reading A-Z

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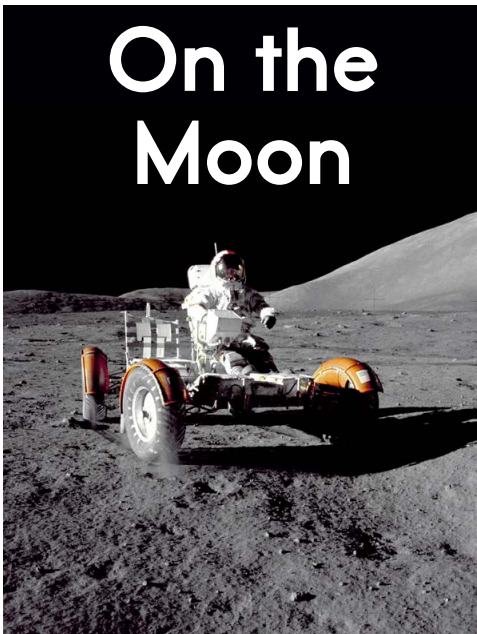
LEVELED Book • F

On the Moon

Written by Eugene Stanley

www.readinga-z.com

On the Moon



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Focus Question

What is it like on the Moon?

Words to Know

craters	Moon
footprints	protect
gravity	suit

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Correlation

LEVEL F

Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10



The Moon seems far away from Earth.
It is the closest thing to Earth in space, though.

On the Moon • Level F

3



The Moon goes around the Earth.
It looks different every night.

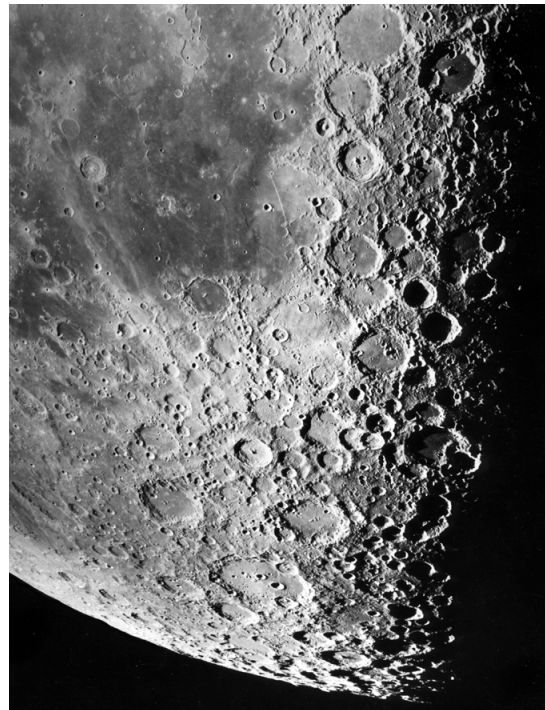
4



What is it like on the Moon?

On the Moon • Level F

5



The Moon has many craters.
Rocks fly through space, hit the Moon, and create craters.

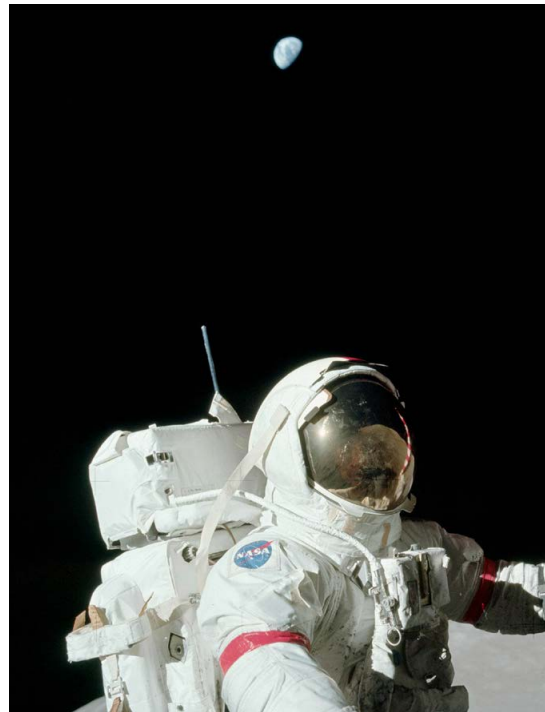
6



The Moon has less gravity than Earth.
People can jump high on the Moon.

On the Moon • Level F

7



The Moon has almost no air.
People cannot breathe on the Moon.

8



The Moon has almost no water.
People cannot drink the water on the Moon.

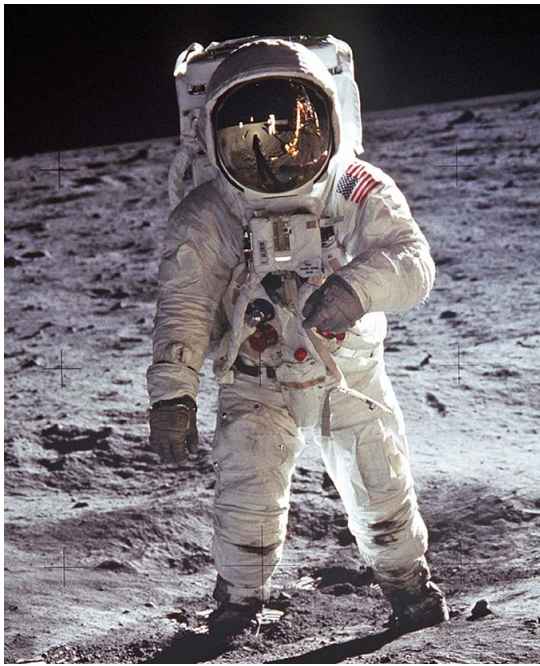
On the Moon • Level F

9



The Moon has very hot and very cold sides.
People cannot live on the Moon.

10



People have gone
to the Moon.
Each person wore a special
suit to protect him.

On the Moon • Level F

11



Look!
They left footprints, a flag,
and a spaceship!

12

I can write my
name every day!



Wednesday

Monday

Thursday

Tuesday

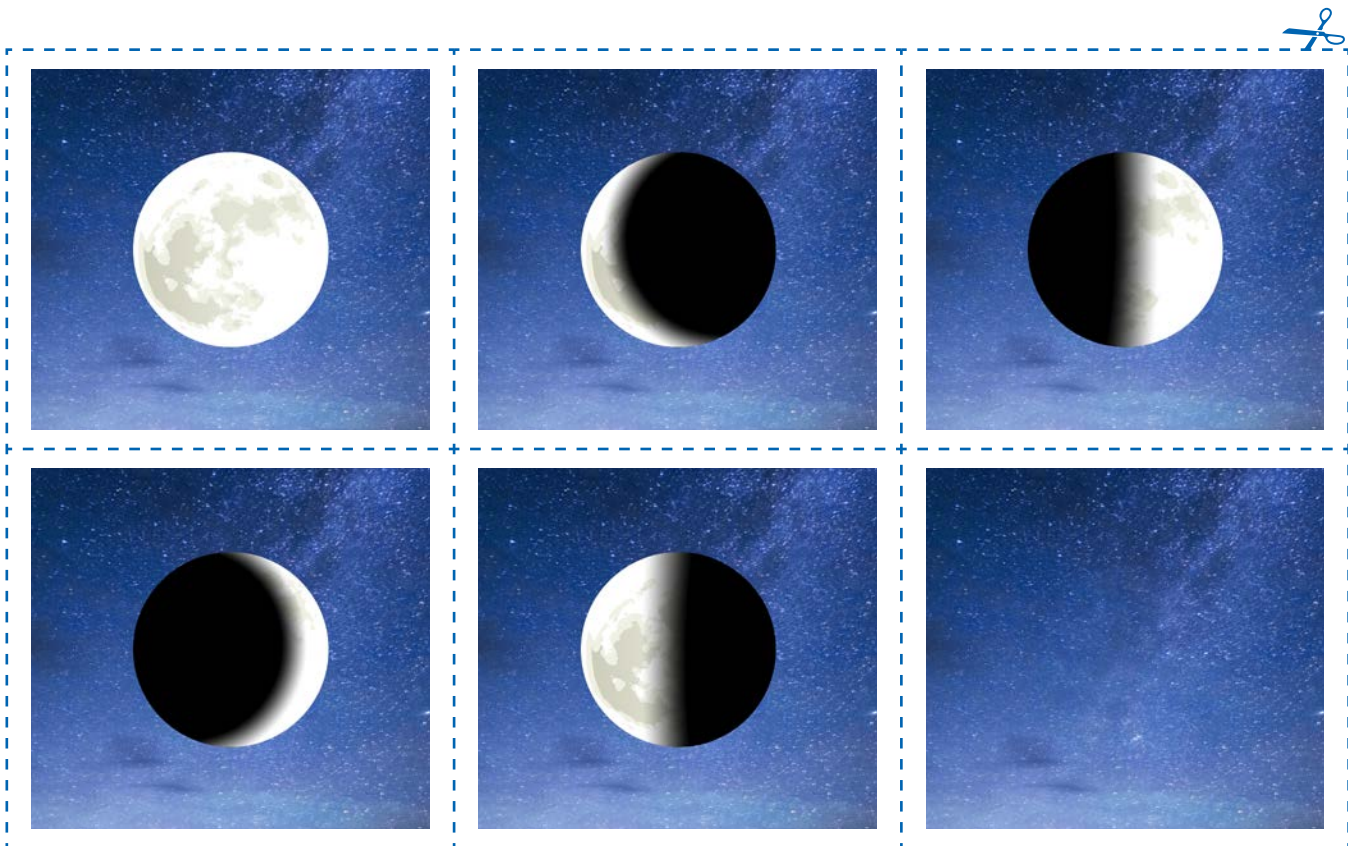
Friday

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Name _____

1	2	3
4	5	6

The Moon • Level C • 1




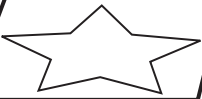

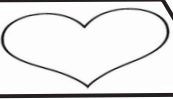





Skill: Sequence Events

Instructions: Have students cut out the pictures and paste them in the order in which they happen in the book.

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Alphabet Blocks

Trace the letters. Write in the missing letters.

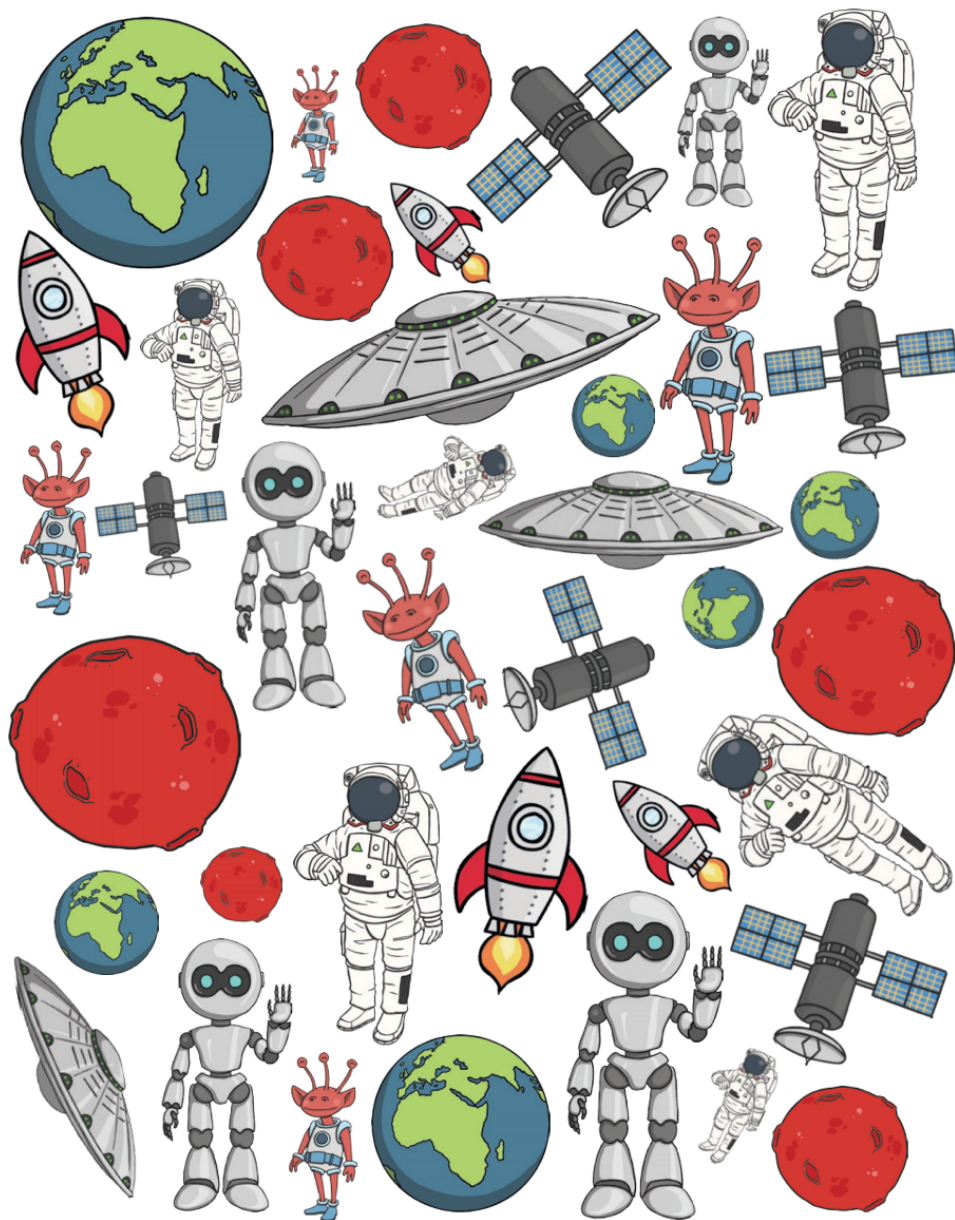
 A	 B	 C	 	 E
F		H		
K		M		
P			S	T
	V		X	
Z				

LANGUAGE ACTIVITIES ~ WEEK 4

WHAT QUESTIONS





Monday		<p>What are these items?</p> <p>What do you use to clean with?</p> <p>What do you put on to make you warm?</p> <p>Can you find these items in our home?</p>
Tuesday		<p>What are these items?</p> <p>What do you wear in the winter?</p> <p>What do you use to take pictures?</p> <p>Can you find these items in our home?</p>
Wednesday		<p>What are these items?</p> <p>What do you use to run?</p> <p>What do you use to paste things together?</p> <p>Can you find these items in our home?</p>
Thursday		<p>What are these items?</p> <p>What do we clean our teeth with?</p> <p>What do you sleep on?</p> <p>Can you find these items in our home?</p>
Friday		<p>What are these items?</p> <p>What do we eat for dessert?</p> <p>What helps you to see?</p> <p>Can you find these items in our home?</p>





I Spy with My Little Eye



I Spy with My Little Eye

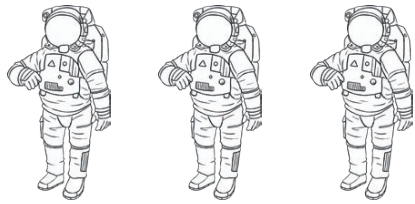
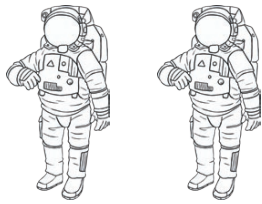
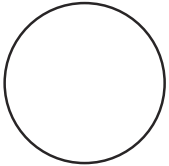
Count the pictures and write down how many you find of each.

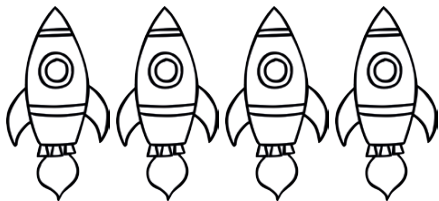
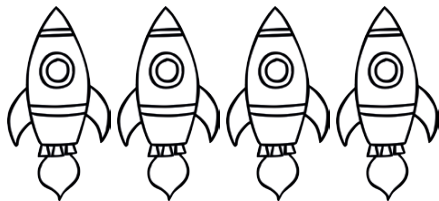
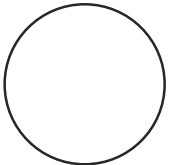
Space Simple Addition

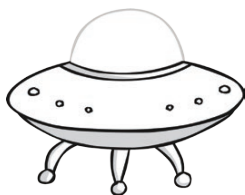
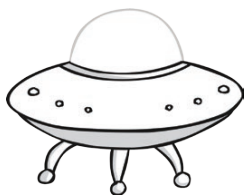
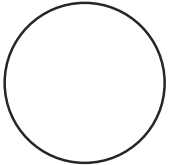
Write the answers in the circles.

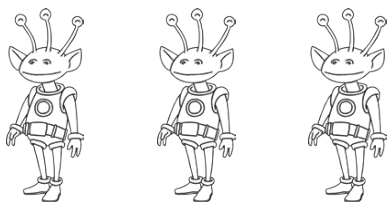
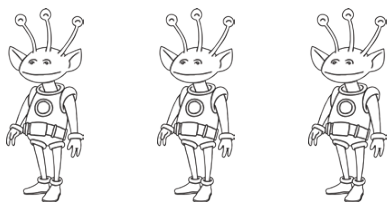
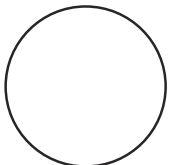

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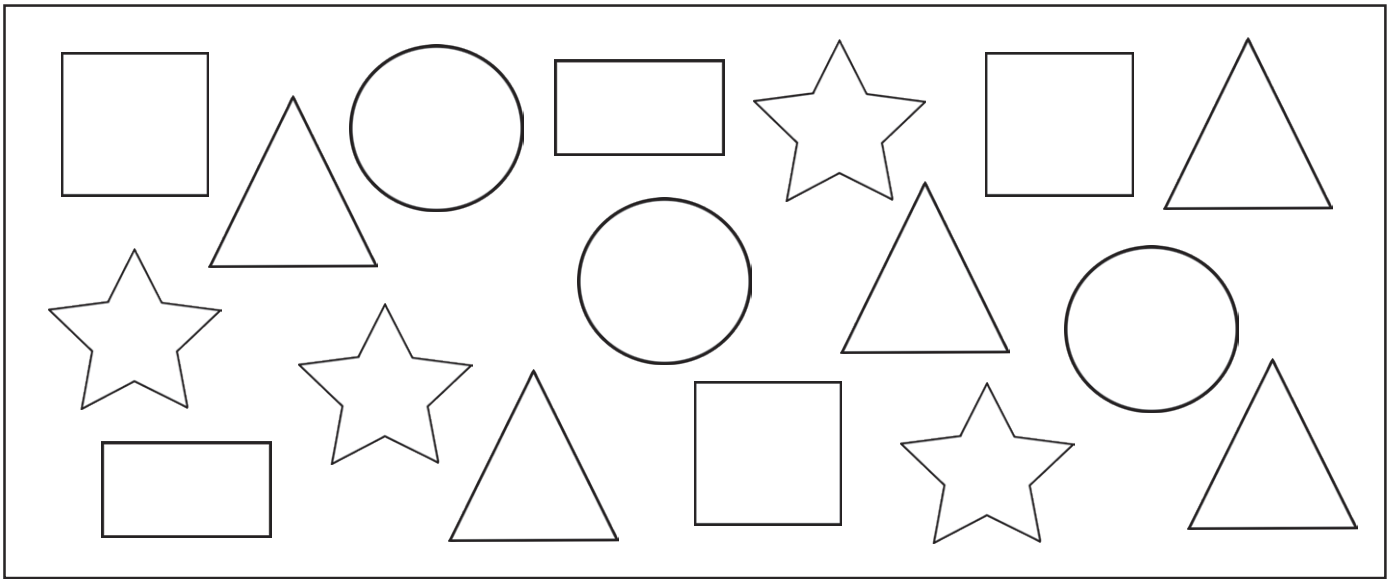


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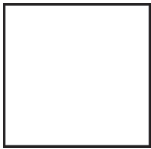
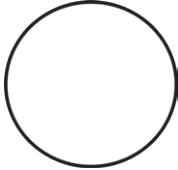



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Shapes Count and Graph

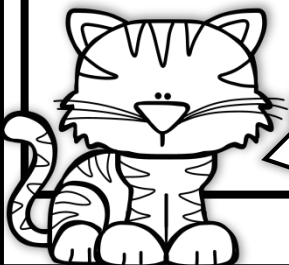
Count each of the shapes and fill in the graph.



5					
4					
3					
2					
1					
					

Name: _____

Directions: Draw a picture of you taking turns with a friend.



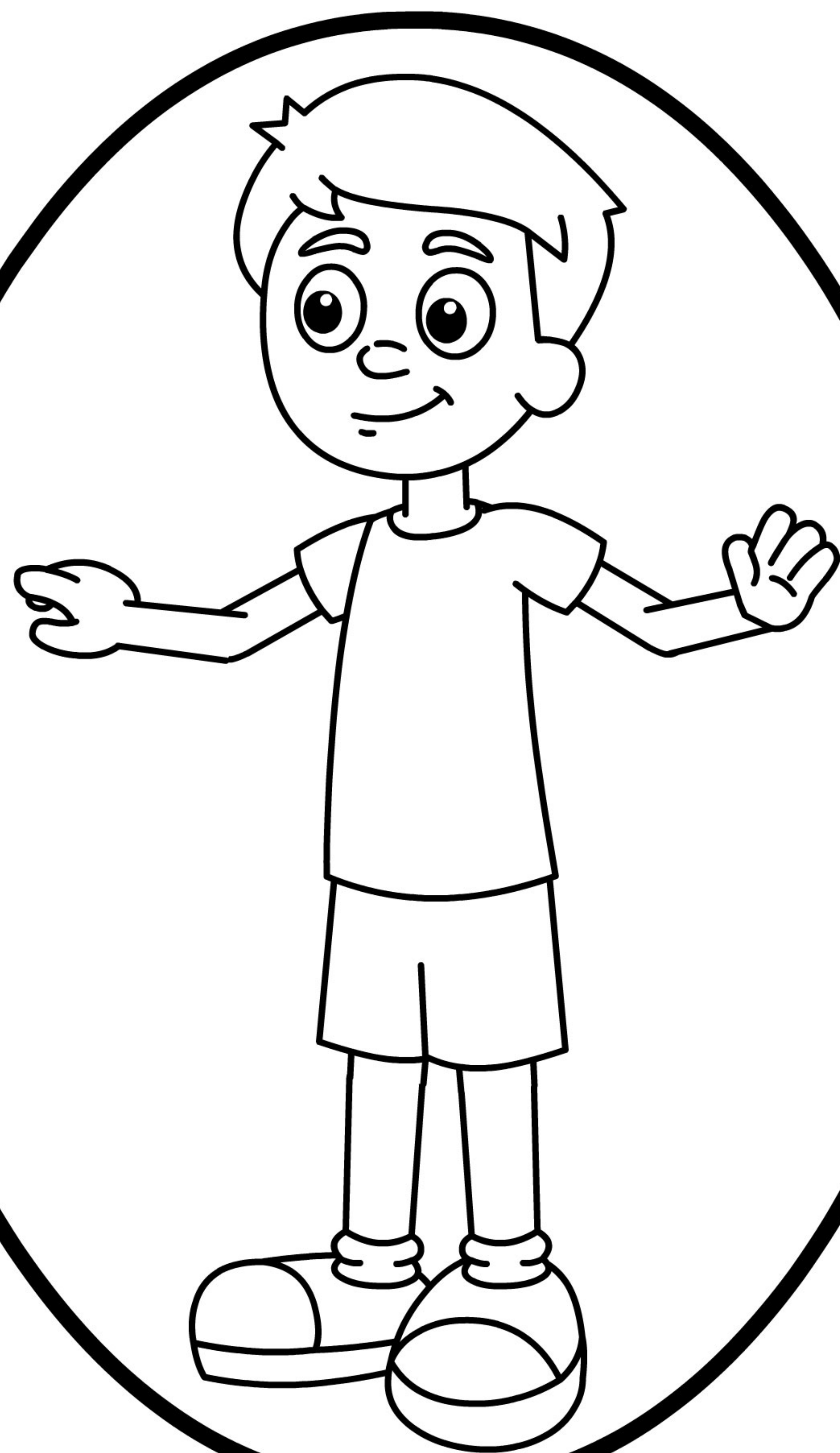
I learned
how to
take turns!

Name: _____

PERSONAL SPACE

Cut out the pages to combine them into a book about personal space.

My Personal Space



1



2

PAGE INTENTIONALLY LEFT BLANK

5

When I greet
someone I can

_____.

I can show personal
space when I'm

_____.

3

4


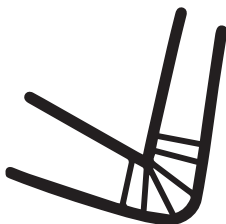


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A-Moose-Ta-Cha: Body Facts and Movements!

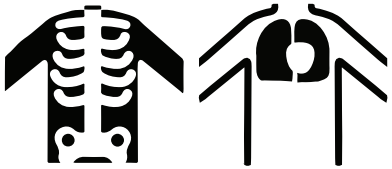
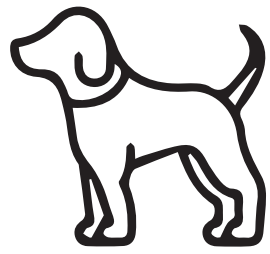


Check out the **A-Moose-Ta-Cha** video on the **Moose Tube** channel.

Read the facts about the body parts used in A-Moose-Ta-Cha! Then, try out the movements for each body part with a partner, and answer the question below.



Body Part	Did You Know?	Try This Movement!
Thumb 	<p>Human thumbs are opposable. That means that unlike other fingers, the thumb can move around to touch all of the other fingers.</p> <p><small>Source: http://www.nsta.org/publications/news/story.aspx?id=49036</small></p>	<p>Give someone 5 thumbs up!</p>
Elbow 	<p>A silly name for an elbow is a funny bone, even though it's not at all funny when it bangs into something!</p> <p><small>Source: http://www.livescience.com/32215-what-is-the-funny-bone.html</small></p>	<p>Touch your elbow to your knee 5 times!</p>
Foot 	<p>Every foot is made up of 28 bones!</p> <p><small>Source: http://www.arthritis.org/about-arthritis/where-it-hurts/foot-heel-and-toe-pain/foot-anatomy.php</small></p>	<p>Jump up and down 10 times as fast as you can!</p>
Knee 	<p>The knee is the largest joint in the body. It connects the thigh bone to the lower leg bone.</p> <p><small>Source: https://www.britannica.com/science/knee</small></p>	<p>Tap your knees together 10 times!</p>

MOVEMENT ACTIVITIES ~ WEEK 4

Body Part	Did You Know?	Try This Movement!
Chest 	<p>Your heart, ribs, and lungs are in your chest.</p> <p><small>Source: https://www.britannica.com/science/thorax</small></p>	<p>Put your hands on your ribs. Breathe in and out deeply 5 times, so you can feel your chest rise and fall.</p>
Tail 	<p>You don't have a tail like an animal, but you do have a tailbone, which is right at the end of your spine.</p> <p><small>Source: https://www.britannica.com/science/coccyx</small></p>	<p>Pretend to be an animal, and wag your tail back and forth 10 times.</p>
Tongue 	<p>Some people can make their tongues into a "U" shape, and some people cannot!</p> <p><small>Source: https://udel.edu/~mcdonald/mythtongueroll.html</small></p>	<p>Try to curl your tongue 5 times! If you can't curl your tongue, stick it out as far as it can go!</p>
Eyes 	<p>When you blink your eyes, you make tears that wipe away dust and germs. People blink about 15-20 times a minute!</p> <p><small>Source: http://www.smithsonianmag.com/science-nature/why-do-we-blink-so-frequently-172334883/</small></p>	<p>Blink your eyes 10 times!</p>

Which movement was the most fun? _____