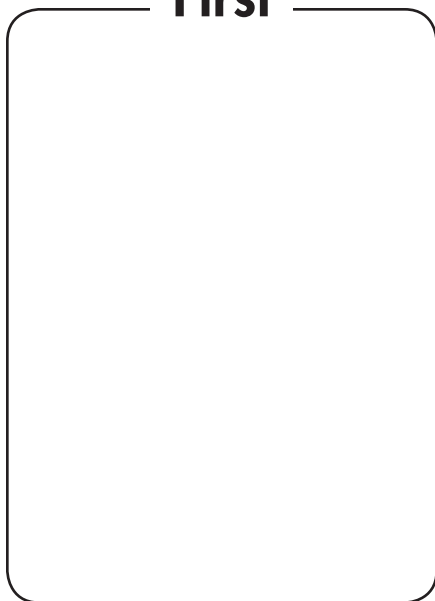
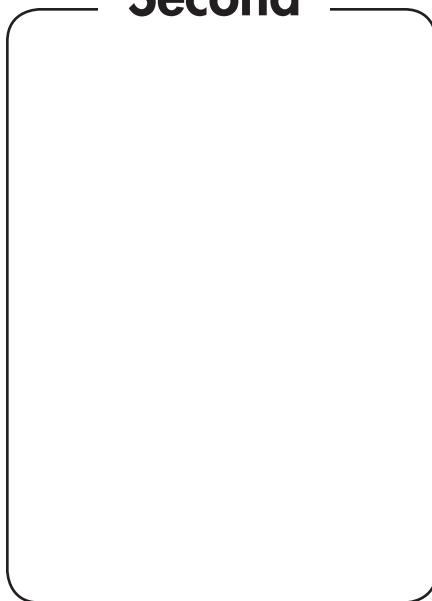


Name \_\_\_\_\_

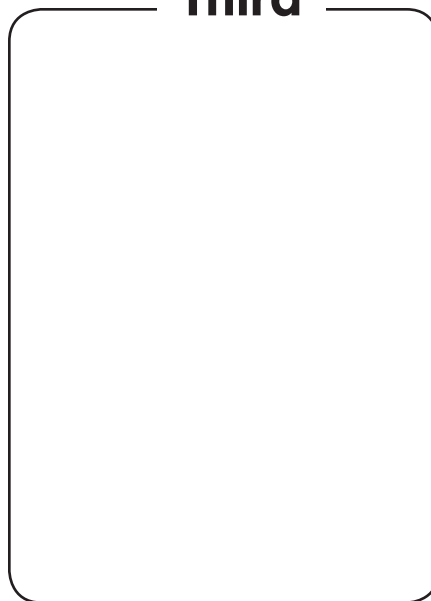
**First**



**Second**

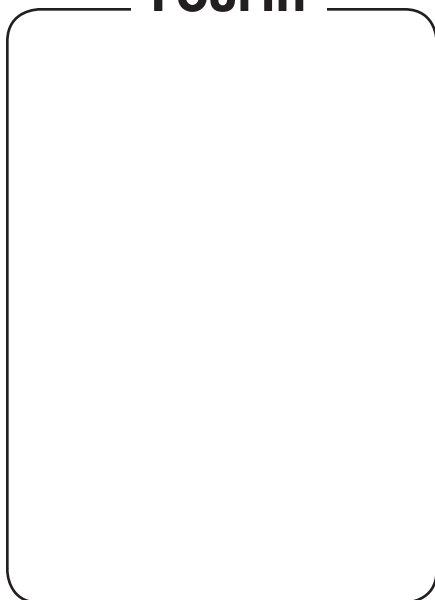


**Third**

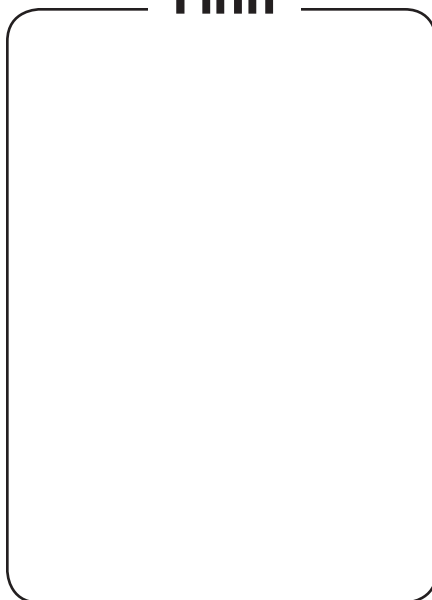


HOW TO MAKE PAPER • LEVEL 1 • 1

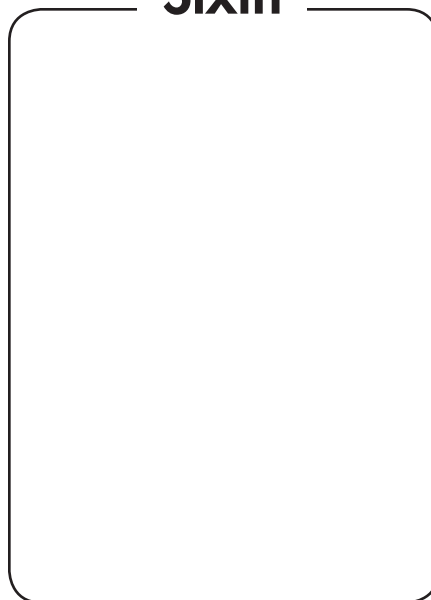
**Fourth**



**Fifth**



**Sixth**

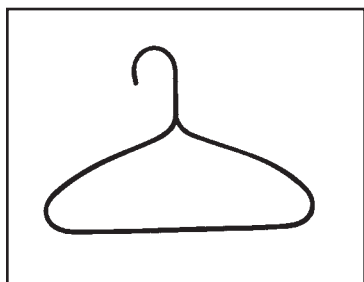


SKILL: SEQUENCE EVENTS

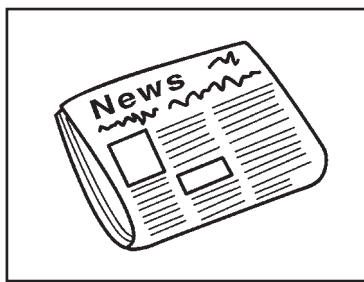
**INSTRUCTIONS:** Have students illustrate and label each step for making paper.

Name \_\_\_\_\_

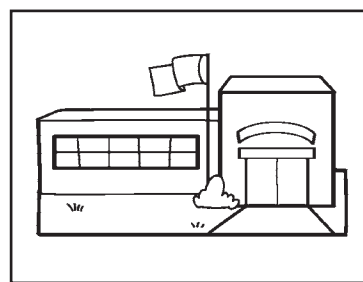
er



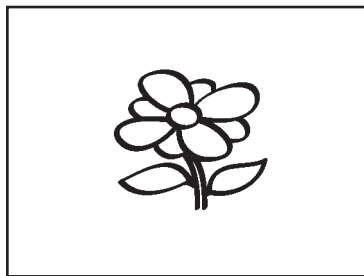
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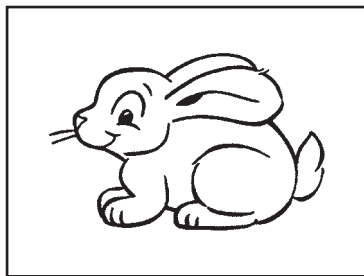
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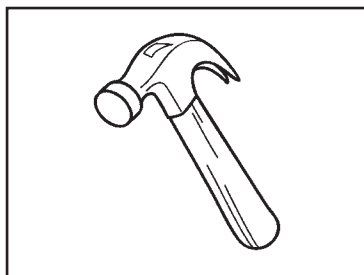
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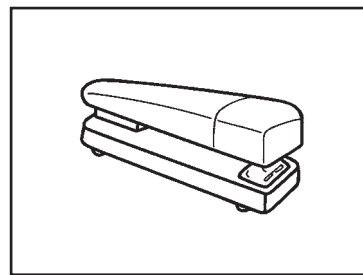
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**INSTRUCTIONS:** Have students write the *r*-controlled *er* letter combination under the pictures that end with the /er/ sound.

Name \_\_\_\_\_

1. First, rip the paper into small pieces.
2. Use warm water to mix with the paper.
3. Chunky pulp needs water.
4. Watery pulp needs paper.
5. Pour the water into a flat pan.
6. Press a dry sponge on the pulp.

**My sentence:** \_\_\_\_\_

\_\_\_\_\_



**INSTRUCTIONS:** Have students locate and underline the adjective in each sentence. Then have them write an original sentence using adjectives.