



READ,  
Write,

ROAR!



## Literacy Activity Book

With bonus activities from your  
favorite PBS KIDS shows

**2nd Grade 1st Semester**

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A Partner With Communities Where Children Come First

# Learning Together as a Family

Read, Write, ROAR! covers the same topics that Michigan students learn in their classrooms. Seasons 1 and 2 of the TV series correspond to the first semester of the school year, with each season matching up with each quarter of the school year. This book has all of the activity sheets from the first two seasons and can be used to follow along with your first semester. Visit [MichiganLearning.org/ReadWriteRoar](http://MichiganLearning.org/ReadWriteRoar) to see the full list of themes.

## Season 1

### Theme: Maps and Communities and Vowel Patterns

#### Episodes 101-107

- Parts of a map
- Using maps to describe where I live
- Human and natural characteristics of a place

**Phonics Skills:** R-controlled vowel patterns eer and ear

**Writing Skills:** Writing about where you live

#### Episodes 108-110

- How communities are alike and different
- Communities within the state of Michigan
- Michigan and the Midwest region

**Phonics Skills:**

- Vowel Diphthongs
- Ph Digraph

## Season 2

### Theme: Processes that Shape the Earth and Letter Clusters

#### Episodes 201-206

- Landforms and bodies of water that are found on Earth.
- Processes that change the Earth.

**Phonics Skills:**

- Trigraphs tch, dge, thr
- Quadgraph ngth

#### Episodes 207-216

- How people affect the environment.

**Phonics Skills:**

- Quadgraphs eigh and ough
- Simple compound words and syllable patterns

**Writing Skills:**

- Informational writing
- Opinion writing

# Where to Find the Michigan Learning Channel

## Find your favorite shows anywhere you go!



### Scan the QR Code:

Scan the QR code here to visit the website, and scan any of the QR codes in this book to see the accompanying video right on your device.

### On Demand:

Video lessons and activities at [MichiganLearning.org](http://MichiganLearning.org)

Click your grade level for this week's selected lessons

Or, use "Find a Lesson" to search by grade, subject, and educational standard

### On the App:

Find shows on the free PBS app

The PBS App is available for mobile devices, Roku, Apple TV, and on many Smart TVs.

Search for Read Write Roar, Math Might's, Extra Credit, DIY Science Time, Wimee's Words, InPACT at Home, Simple Gift Series, and more great programs.

### On the Livestream:

Watch the 24/7 livestream at [MichiganLearning.org/live-tv](http://MichiganLearning.org/live-tv)



### On TV:

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Find lessons and virtual events online via  
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[www.MichiganLearning.org/ReadWriteRoar](http://www.MichiganLearning.org/ReadWriteRoar)

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The Michigan Learning Channel is funded through a grant awarded by the Michigan Department of Education and the U.S. Department of Education.



# Learn at Home with PBS KIDS

Play and learn anytime and anywhere with free apps from PBS KIDS! Use the chart below to find the app that aligns to your child's grade, learning goal, and favorite PBS KIDS show - then download it on your on your mobile or tablet device to play online, offline, or anytime.

## Apps for Social & Emotional Learning

Daniel Tiger for Parents	PK-K	Social & Emotional Learning
PBS KIDS Games app	K-2	Multiple Learning Goals
PBS KIDS Video app	K-2	Multiple Learning Goals



## Apps for Literacy Learning

Dinosaur Train A to Z	PK-K	Literacy, Science
Molly of Denali	K-2	Literacy
PBS KIDS Games app	K-2	Multiple Learning Goals
PBS KIDS Video app	K-2	Multiple Learning Goals



## Apps for STEM Learning (Science, Technology, Engineering & Math)

PBS Parents Play & Learn	PK-K	Literacy, Math	Ready Jet Go! Space Explorer	K-2	Science
Play & Learn Engineering	PK-K	Science and Engineering	Ready Jet Go! Space Scouts	K-2	Science and Engineering
Play & Learn Science	PK-K	Science	Nature Cat's Great Outdoors	K-3	Science
Splash and Bubbles for Parents	PK-K	Science	PBS KIDS ScratchJr	1-2	Coding
Splash and Bubbles Ocean Adventure	PK-K	Science	Outdoor Family Fun with Plum	1-3	Science and Engineering
The Cat in the Hat Builds That!	PK-K	Science and Engineering	Cyberchase Shape Quest	1-5	Math, Science
The Cat in the Hat Invents	PK-K	Science and Engineering	PBS KIDS Games app	K-2	Multiple Learning Goals
Jet's Bot Builder: Robot Games	K-2	Science and Engineering	PBS KIDS Video app	K-2	Multiple Learning Goals
Photo Stuff with Ruff	K-2	Science			



[pbskids.org/apps](https://pbskids.org/apps)



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# Using and Creating Informational Texts at Home

By Crystal N. Wise and Nell K. Duke

Information is all around us. We read it, see it, hear it—sometimes it feels like we breathe it. Learning how to find, digest, and create information are important skills that you can start helping your child build today. In fact, you’re probably already doing it! Are you reading about places to visit with your child or writing family recipes together? Then you’re showing your child the value of informational texts. It is important for young children to begin to understand that people use and create informational texts to meet their needs and wants.

From a picture book about how rainbows appear in the sky to an in-depth website on car repair, informational texts help us follow our interests and solve our problems. For young children, listening to, reading, writing, and illustrating informational texts is a great way to build knowledge and vocabulary in science, social studies, and the arts—and a great foundation for success in school and life.



Molly of Denali ©2019 WGBH Educational Foundation

## What is informational text?

Educators use the term “informational text” broadly, including anything from a podcast to a graphic to a book that’s created mainly to provide information. Newspapers, documentaries, nutrition labels, maps, science articles, and many websites are all informational texts. Once you start thinking about it, you’ll see informational texts everywhere. For example, craft and board game instructions are informational texts that teach how to do something. These texts can lead to lots of fun! Others, like bus schedules and grocery lists, support us in completing everyday tasks.

## How can you support your child in learning with informational texts?

Here are some suggestions:

- 1. Find your child’s informational interests.** Help your child conduct internet searches for books, articles, images, or videos on topics of interest. Does your child love dinosaurs? Dolphins? Dogs? As you are searching, encourage your child to help you think of good search terms.

2. **Make running errands faster and more interesting.** Make a list of errands with your child and then use a map to plan the route together. Ask your local librarian for child-friendly informational materials related to the errands, such as books about how foods you buy at the grocery store are made.
3. **Create recipes and cook up some learning.** While cooking your child’s favorite meal, talk about the ingredients and steps. Help your child write down the recipe or video record the preparation as your child describes each step (“Cut . . .” “Stir. . .”). Then, share the written or video recipe with friends or other family members, especially for occasions when your little one is their guest!
4. **Watch Molly of Denali on PBS KIDS!** Molly is a resourceful and curious 10-year-old who loves to explore the world around her. She also enjoys using informational texts to solve problems and help others. As you watch Molly of Denali with your child, talk about the different types of texts Molly uses and creates. Discuss how Molly uses these texts to solve real-world problems, satisfy her curiosity, and teach others.

Engaging with informational texts at home and in your community helps your child develop literacy and problem-solving skills, discover new interests, and learn about the world. Most importantly, it is an excellent opportunity to spend time with your child, making the most of your everyday experiences together.

Find more ideas for learning with informational text at <https://pbskids.org/molly>.

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Funding for MOLLY OF DENALI™ is provided by a Ready To Learn Grant from the U.S. Department of Education; the Corporation for Public Broadcasting, a private corporation funded by the American People; and by public television viewers. Additional funding made possible with the participation of the Province of British Columbia Production Services Tax Credit. Corporate funding is provided by Homer, the T. Rowe Price College Savings Plan and IKEA®.

The contents of this program were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. The project is funded by a Ready To Learn Grant (PR/AWARD No. U295A150003, CFDA No. 84.295A) provided by the Department of Education to the Corporation for Public Broadcasting.



# ACTIVITY GUIDE

**Episode 101:** All About Maps and -ar- Words

**Book:** *Map Scales* by Mary Dodson Wade

Scan below to watch lesson



## Build It

Help us climb the word ladder! Start at the bottom to follow the directions and write a new word on each rung of the ladder. Read each word you write.

**Clue 5:** Switch the **m** and the **ch**.



**Clue 4:** Change the **t** to **m**.



**Clue 3:** Change the **st** to **ch**.



**Clue 2:** Add a **t** to the end of the word.



**Clue 1:** Add an **s** to the beginning of the word.

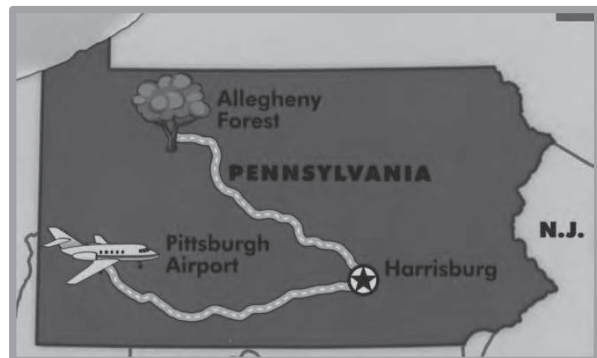


Start here

tar

## Map Skills

A map key tells what the symbols on a map mean. On this map of Pennsylvania, the airplane represents an airport. What does the picture of a tree represent? What is the name of the capital city of Pennsylvania?





# ACTIVITY GUIDE

**Episode 102:** Maps and -or- Words  
**Books:** *Where Do I Live?* by Neil Chesanow and *Map My Room* by Jennifer Boothroyd

Scan below to watch lesson



## Sort It

Three spelling patterns that make the /or/ sound are or, ore, and our. Read the words in the word box. Use the chart below to sort and write the words according to their spelling patterns.

before    four    fork    orca    chore    court

or	ore	our

## Write It

Write a paragraph about your bedroom. Remember that a paragraph needs to have a beginning, middle, and end. It also includes the following parts:

Paragraph Outline
Introduction
Detail
Detail
Detail
Conclusion

Sentence Starters to help you
My room is...
I have...
I always...
My room is a good place to...
My room is cool because...
I share my room with...
My room is very...
My room has...
I keep...



# What Do You Hear?

Alma hears music and the subway rumbling in her neighborhood. Sometimes she and her friends hear the sounds of animals. Step outside in your neighborhood and listen. What sounds do you hear? What might make those sounds? Use this page to draw and write about the sounds in your neighborhood.



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# ACTIVITY GUIDE

Scan below to watch lesson



**Episode 103:** Words Spelled with -ir, -er, -ur, and -ear

**Books:** *Where Do I Live?* by Neil Chesanow and *Map My Home* by Jennifer Boothroyd

## Sort It

Three spelling patterns that make the /er/ sound are ir, er, and ur. Read the words in the word box. Use the chart below to sort and write the words according to their spelling patterns.

purple   bird   perfect   turn   person   skirt

ir	er	ur

## Write It

Write a paragraph about your home. Remember that a paragraph needs to have a beginning, middle, and end. It also includes the following parts:

Paragraph Outline
Introduction
Detail
Detail
Detail
Conclusion

Sentence Starters to help you
My home is...
It has
My home has...



# ACTIVITY GUIDE

**Episode 104:** What's a Neighborhood?  
**Books:** *Where Do I Live?* by Neil Chesanow and *This Is My Neighborhood* by Lisa Bullard

Scan below to watch lesson

## Letter Heroes

**Homophones** are words that sound the same, but have different spellings and different meanings.

Draw a line from a word on the left to its homophone found on the right.

- |      |      |
|------|------|
| fair | bare |
| bear | hare |
| hair | pear |
| pair | fare |

## Write It

• **Human characteristics** of a place are things created by humans, like buildings or roads..

• **Natural characteristics** of a place are things created by nature, like lakes, rivers, oceans or mountains.

## Read It

- Circle Mrs. Z's house.
- Draw a fish in the pond.
- Draw a person on a human characteristic of Malik's Neighborhood.
- Put an X on a natural characteristic of Malik's neighborhood.
- Draw a box around the bus stop.

**Malik's Neighborhood**

Johnson Street

First Avenue

Elena's apartment

School

Coffee Shop

Market

Mrs. Z's house

Malik's house

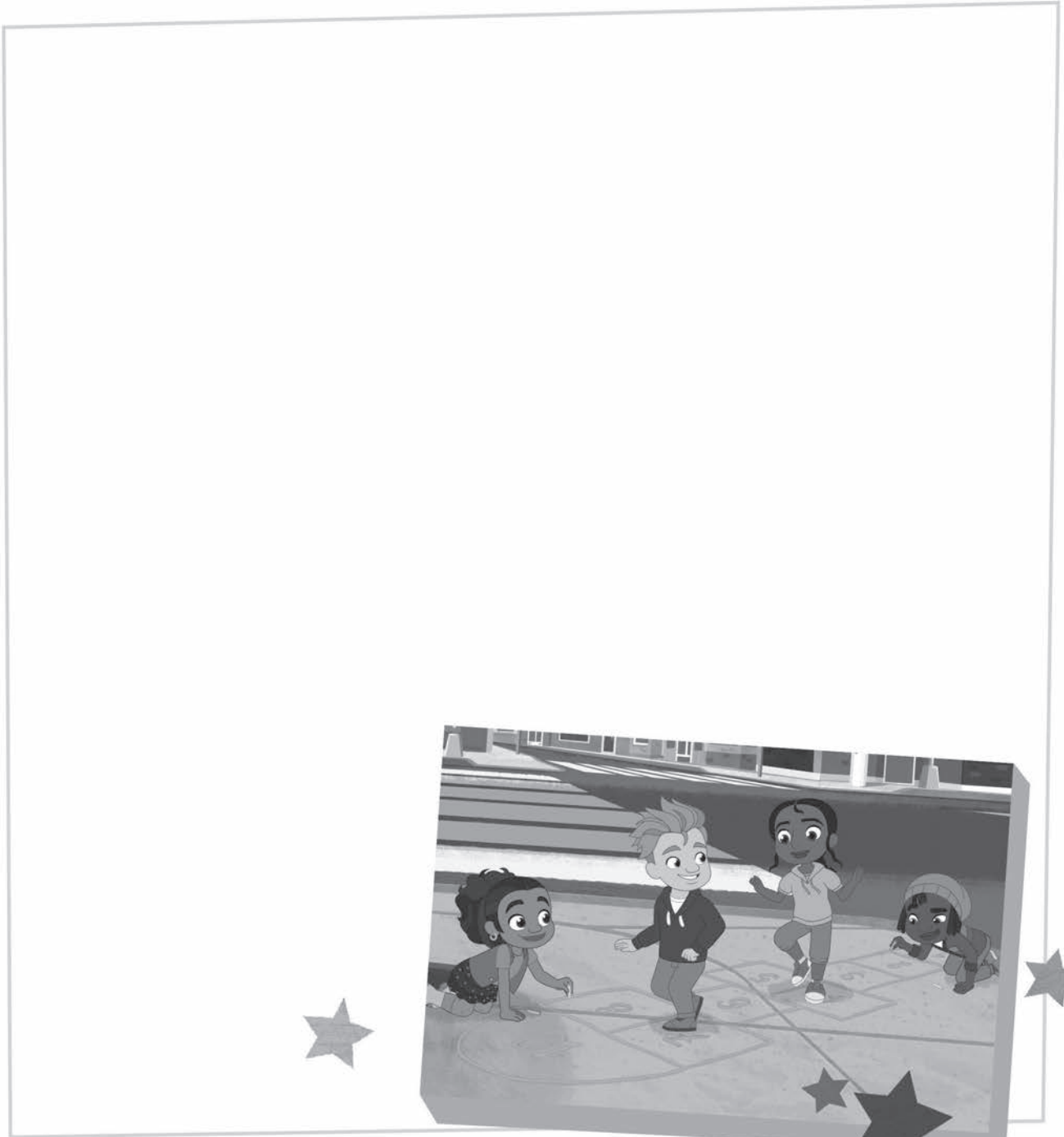
Park

Pond

KEY: Bus stop Sidewalk Fence

# What Makes My Neighborhood Special?

Think about what makes your neighborhood special.  
Write or draw about what you like best about your neighborhood.



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# ACTIVITY GUIDE

**Episode 105:** Where I Live and Words with -ear- and -eer-

**Book:** *Where Do I Live?* by Neil Chesanow

Scan below to watch lesson



## Phonics Skills

The sound /ear/ can be spelled as ear or eer. Usually, you will use one of these two spellings when the sound /ear/ comes at the end of a word. Sort the words in the box according to their spellings.

deer dear year cheer hear volunteer

-ear	-eer

## Write It

Use words from the Phonics Skills section to fill in the blanks.

1. We saw a \_\_\_\_\_ in the woods on our way to school.
2. The new \_\_\_\_\_ starts on January 1st.
3. We were winning our game and everyone in the stands stood up to \_\_\_\_\_ for us.
4. My family helped \_\_\_\_\_ at my school's family night.

## Read It

- When you look at the map of Michigan, the shape of what object comes to mind?
- What are some natural characteristics on the map of Michigan?
- What is the capital city of Michigan?





# ACTIVITY GUIDE

**Episode 106:** The -oy Sound and Where We Live

**Book:** *Where Do I Live?* by Neil Chesanow

Scan below to watch lesson



## Words to Know

- Human characteristics of a place are things created by humans, like buildings or roads.
- Natural characteristics of a place are things created by nature, like lakes, rivers, oceans or mountains.
- Think about the human and natural characteristics around you when you are riding in a car. Tell someone about them.

## Read It



Look closely at this map of the United States.

What natural characteristics do you see?



Look closely at this map of a neighborhood.

What human characteristics do you see?



# ACTIVITY GUIDE

**Episode 107:** Words with -aw- and -au-, and My Place in the World

**Book:** *Where Do I Live?* by Neil Chesanow

Scan below to watch lesson



## Read It

Read the story out loud. Use what you know about the /aw/ sound to read the underlined words.

### Paul's Dream

**Paul** and his family decided to sit on the lawn and look at the sky. It was dawn and they watched the sunrise. Then they saw the sky change colors. **Paul** wondered what it was like beyond the sky and exclaimed, "One day I am going to be an astronaut and launch in a rocket into outer space!"

His family applauded Paul and told him, "That is an awesome idea!" He got so excited that he ran inside to grab some paper and crayons, and then began to draw his very own rocket ship. **Paul** drew until he was exhausted. He let out a big yawn and took a nap to dream some more.

The /aw/ sound written as **au** will usually be at the beginning or in the middle of a word like in **auto** or **pause**. The /aw/ sound written as **aw** can be found in the beginning, middle or end of a word like in **awful** or **lawn** or **claw**.



## Write It

Use the following sentence starters to help you write about where you live.

I live in \_\_\_\_\_.

I live on \_\_\_\_\_.

The name of my city or town is \_\_\_\_\_.

The name of my state is \_\_\_\_\_.

The name of my country is \_\_\_\_\_.



# ACTIVITY GUIDE

**Episode 108:** Words with -ou- and -ow-

**Book:** *Madlenka* by Peter Sis

Scan below to watch lesson



## Letter Heroes

Read the story out loud. Use what you know about the /ow/ sound to read the underlined words.

The /ow/ sound can be written as **ou** at the beginning of words like **out**, and in the middle of words like **about**.

The /ow/ sound can *also* be written as **ow** at the beginning of words like **owl**, in the middle of words like **town**, and at the end of words like **cow**.

### Little Mouse

Little Mouse stayed in a little brown house. He lived in a town down south right next to his best friend the old round Cow. Cow and Mouse were best friends. One day, Mouse said, "We should plant a garden together."

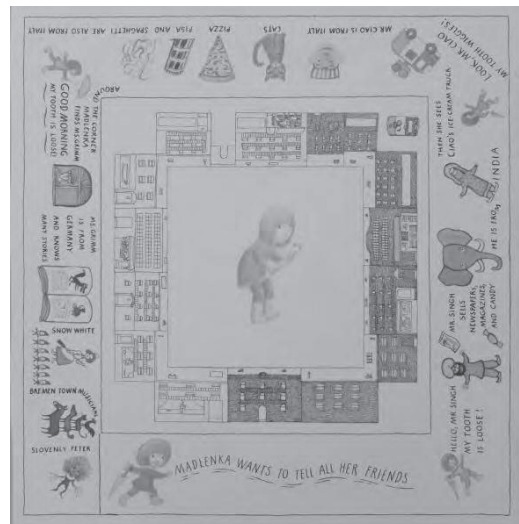
They found the perfect spot next to Owl's place. Mouse and Cow worked all day and night planting their garden.

They were very proud of their new friendship garden. It grew beautifully! Animals all around talked about how colorful all the flowers were. Sometimes a crowd would gather and new friends would be found. What else would you do in a friendship garden?

## Read It

Look at the map from the book *Madlenka*, by Peter Sis.

- How does this map help describe where Madlenka lives?
- Who are the people in Madlenka's community?
- How is Madlenka's community like the community you live in? How is it different?








# Sharing Stories

Name \_\_\_\_\_

**Directions:** Interview an adult family member to capture a memorable story about when they were a kid. Think about what you want to learn and write three questions down to help guide you during your interview. Together, draw a picture to go with the story. Talk about what you learned. Have you had a similar experience?



**Question 1** \_\_\_\_\_


\_\_\_\_\_

**Question 2** \_\_\_\_\_

\_\_\_\_\_

**Question 3** \_\_\_\_\_

\_\_\_\_\_



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# ACTIVITY GUIDE

**Episode 109:** The Motor City and Words Spelled with -ph-

**Book:** *Lulu & Rocky in Detroit (Our City Adventures)* by Barbara Joosse

Scan below to watch lesson



## Write It



A **Venn diagram** is used to compare two things. This Venn diagram is comparing two cities found in the state of Michigan. Use this Venn diagram to answer the following questions.

Which city is on the Northwest side of Michigan? \_\_\_\_\_

Which city is the largest in Michigan? \_\_\_\_\_

Which city borders a Great Lake? \_\_\_\_\_

Which city had more people in 2020? \_\_\_\_\_



# ACTIVITY GUIDE

**Episode 110:** Michigan and a Mystery Word

**Book:** *Michigan: The Great Lakes State* by Amy Rechner

Scan below to watch lesson



## Build It

Cut out the letters. Use them to build words with 2 letters, 3 letters, 4 letters, and 5 letters. Write the words in the column that matches the number of letters in the word. (An example is done for you with the word at.)

2 letters	3 letters	4 letters	5 letters	10 letters
at				

The mystery word is: \_\_\_\_\_

HINT: someone who makes maps. 12 letters





# ACTIVITY GUIDE

**Episode 201:** Earth's Landforms and -tch- words

**Book:** *Earth's Landforms and Bodies of Water* by Natalie Hyde

Scan below to watch lesson



## Phonics Skills

Landforms are natural features on the Earth's surface. Look at the numbers on the picture below. Write a word from the *Words to Know* box to label each number with the correct landform.



1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

 What types of landforms do you have where you live?

## Words to Know

- **mountain** - a high raised landform that has sloping sides that form a peak.
- **hill** - a high raised landform that is smaller than a mountain with a rounded top.
- **valley** - an area found between raised landforms such as mountains or hills.
- **plains** - large, flat areas of land usually covered in grasses.



# ACTIVITY GUIDE

**Episode 202:** Tall Tales, Landforms, and -tch- Words

**Book:** *The Bunyans* by Audrey Wood

Scan below to watch lesson



## Words to Know

A **tall tale** is a fictional story that stretches the truth.

The elements of a tall tale are:

1. The main character has a regular job, but is larger-than-life in size and abilities.
2. Details in the story are exaggerated beyond belief. This is also known as a hyperbole.
3. The main character encounters a problem and solves it in a funny way.
4. The characters use common language and resemble everyday people.

## Think About It

In the book *The Bunyans* written by Audrey Wood, the author uses tall tales to describe how landforms in the United States were formed. Look at this illustration from the book and the list of elements from "Words to Know." Identify the elements that make the book *The Bunyans* a tall tale.



## Write It

Answer the following questions about the illustration.

What is the regular job of the character? \_\_\_\_\_

What details are exaggerated in the picture?  
\_\_\_\_\_

What is the problem in the picture and how did the character fix it?  
\_\_\_\_\_

Does the character in the picture resemble an everyday person? \_\_\_\_\_



# Book Review

Draw a picture based on a storybook that you read. Then, fill in the "My Review" section. Share your book review with a family member or friend.



Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_



Draw here.

## My Review

The part of the book that I liked best was... \_\_\_\_\_

\_\_\_\_\_

After reading this book, I felt... \_\_\_\_\_

\_\_\_\_\_

Would you recommend this book? Why or why not? \_\_\_\_\_

\_\_\_\_\_

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# ACTIVITY GUIDE



**Episode 203:** Erosion Changes Earth and -dge- words

**Book:** *How Do Wind and Water Change Earth?* by Natalie Hyde

## Foundational Skills

The /j/ sound can be spelled in three different ways.

**-dge** is frequently used at the end of words after a short vowel sound.

**-ge** is usually used after a long vowel sound or consonant.

**J** is almost always found at the beginning of a word.

## Words to Know

**Weathering** is when wind, water, and ice *break large landforms into smaller pieces.*

**Erosion** is when wind, water, and ice *pick up and move tiny bits of rock and soil from one place to another.*

Look for signs of weathering and erosion near you. Was it caused by wind, water, or ice?

## Sort It

Say each word out loud and listen for the /j/ sound. Write the word under the correct spelling for the sound.

lunge bridge jog dodge cage joke badge huge

-dge	-ge	j

## Think About It

What changes can wind cause to the sand on a beach?



# ACTIVITY GUIDE

**Episode 204:** Earthquakes, Eruptions and -thr- words

**Book:** *Earthquakes, Eruptions, and Other Events that Change Earth* by Natalie Hyde

Scan below to watch lesson



## Write It

**Thr-** is a blend that usually comes at the beginning of a word. It makes the /thr/ sound like in **throb**. Use a **thr-** word from the word box to complete each sentence.

through throw throat thrill three thread throne

1. To pitch a ball, you \_\_\_\_\_ it.
2. This is the number that comes next in this sequence: one, two , \_\_\_\_\_.
3. A king has a special chair that he sits in. It's called a \_\_\_\_\_.
4. An airplane can fly \_\_\_\_\_ a cloud.
5. Someone who is sewing is most likely going to use a needle and \_\_\_\_\_ to stitch the sweater up.
6. It was such a \_\_\_\_\_ to ride on that big roller coaster.
7. I was nervous and had to clear my \_\_\_\_\_, before I began my speech.

## Draw It

**Alliteration** is when two or more words close together in a group of words all start with the same letter or sound. Read the following sentence out loud. Draw a picture to go with the sentence.

Shelly shows sheep how to shine shoes.





# ACTIVITY GUIDE

**Episode 205:** Earthquakes, Eruptions and Making Words

**Book:** *Earthquakes, Eruptions, and Other Events that Change Earth* by Natalie Hyde

Scan below to watch lesson



## Foundational Skills

Read the words in the Word Bank. These are all processes that change the Earth's surface. Write a word from the Word Bank on the line that matches each picture and key word in the same row.

earthquake volcano tsunami landslide



wave

\_\_\_\_\_



slide

\_\_\_\_\_



erupt

\_\_\_\_\_



shake

\_\_\_\_\_



# ACTIVITY GUIDE

**Episode 206:** Explosions and -ngth- Words

**Book:** *Gopher to the Rescue! A Volcano Recovery Story* by Terry Catusus Jennings

Scan below to watch lesson

## Read It

Read the passage from *Gopher to the Rescue! A Volcano Recovery Story*, written by Terry Catusus Jennings, and answer the question below.

Even though his world has changed, gopher digs and digs. He mixes the soil from his tunnels with the crusty ash, adding life-giving nutrients. The nutrients help plants to grow. Gopher helps the mountain recover.

**R**

### RESTATE THE QUESTION

Restate or reword the question and turn it into a statement.

**A**

### ANSWER THE QUESTION

What is being asked?

**C**

### CITE THE SOURCE

Tell where you found examples and details in the text.

**E**

### EXPLAIN

your response. Give evidence in the text to support your answer.

## Draw It

Use the RACE strategy to write an answer to the question below.

**How does gopher help the mountain recover?**

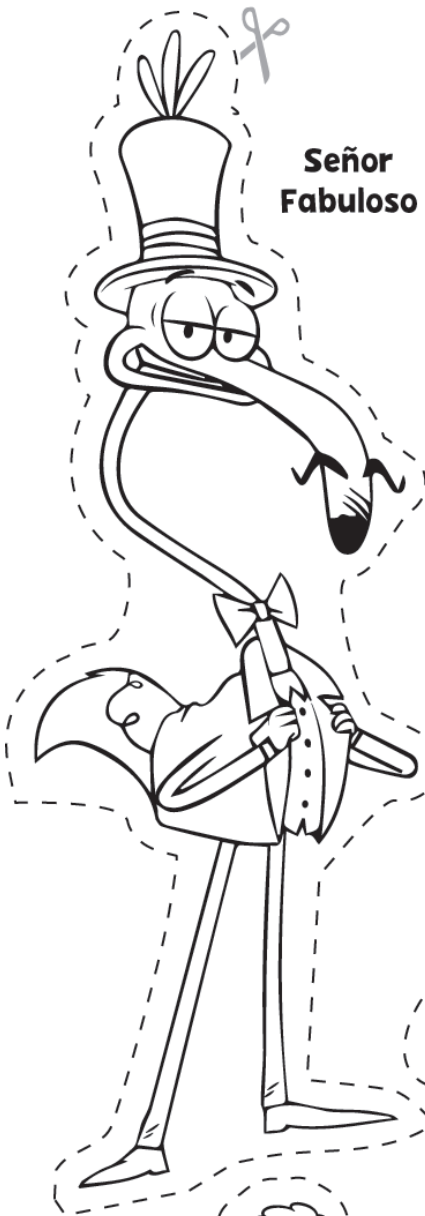
Restate the question	
Answer the question	
Cite the source	
Explain your Response	



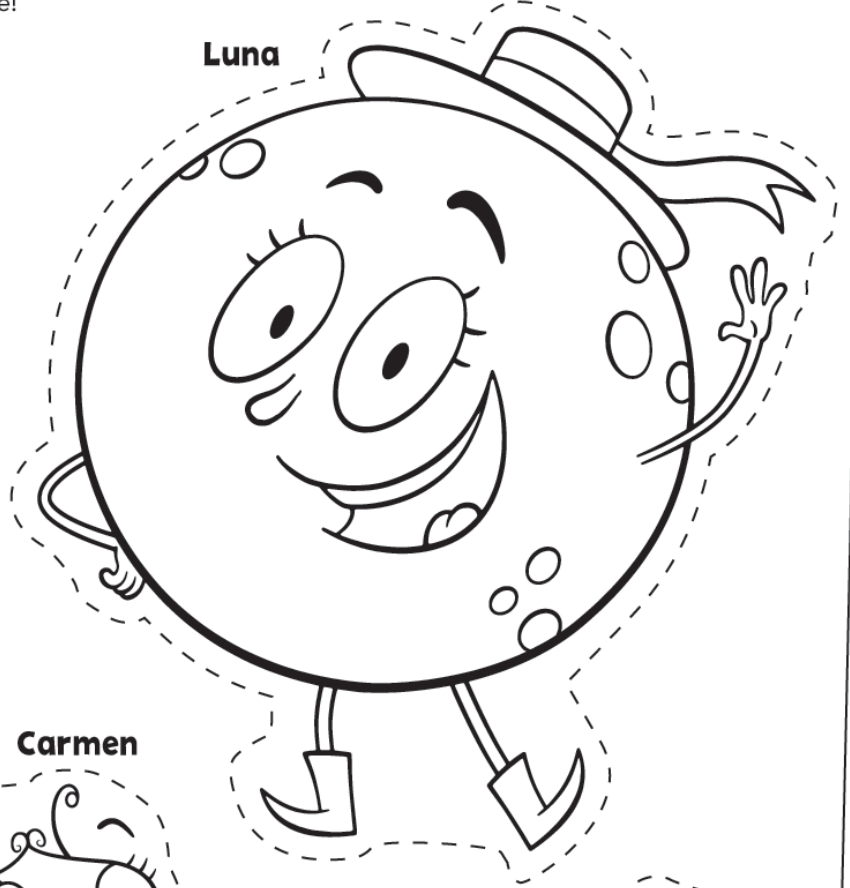
Let's Go LUNA!

# Storytelling Puppets

**Directions:** Color and then cut out the character puppets. Glue each puppet onto a popsicle stick. Use the puppets to retell the sequence of events from the PBS KIDS episode you watched. Talk about the characters, the problem, what the characters did, the solution and what they learned. You can even create an original storyline!



Señor Fabuloso



Luna



Carmen



Andy



Leo



Honey

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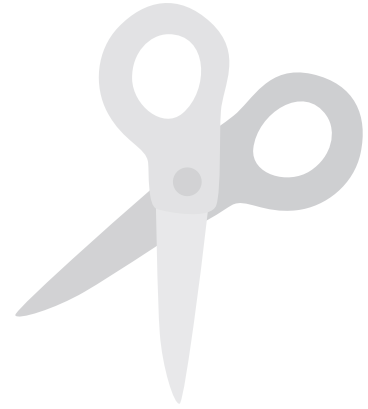
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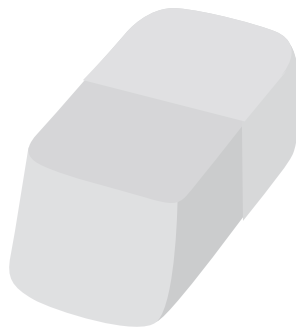
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to cut out the activity  
on the other side.**





# ACTIVITY GUIDE

**Episode 207:** Earth's Surface and -eigh- Words

**Book:** *Protecting Earth's Surface* by Natalie Hyde

Scan below to watch lesson



## Spell It

Words with the **-eigh** spelling pattern produce the long a sound.

Say the picture out loud. Write the words with the -eigh spelling pattern on the line provided.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Draw It

Read the sentence out loud. Draw a picture that matches the sentence.

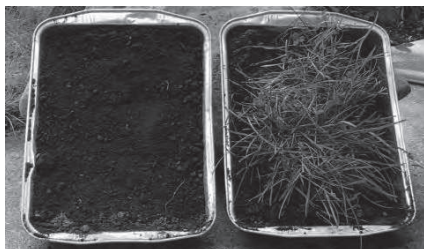
I was the **eighth** person in line at the movie theater.

Look for words with the -eigh spelling pattern when you are reading.

## Draw It

**Erosion** happens when Earth's materials move from one place to another (e.g. rocks, sand, soil). Look at the pictures of **plain soil** and **grassy sod** in pans below. What changes happen to the **plain soil** when water is added? What changes happen to the **grassy sod** when water is added? Once water is added, which pan shows the least amount of erosion? Why?

**Before adding water**



plain soil    grassy sod

**After adding water**



plain soil    grassy sod



# ACTIVITY GUIDE

**Episode 208:** Garbage vs. Recycling and Making Words

**Book:** *Garbage or Recycling?* by Deborah Chancellor

Scan below to watch lesson



## Think About It

Read the following statements, Which are true and which are false?

It's impossible to recycle a soda pop can. \_\_\_\_\_

Over half of the garbage we throw out can be recycled. \_\_\_\_\_

Plastic garbage often ends up in the sea. \_\_\_\_\_

## Words to Know

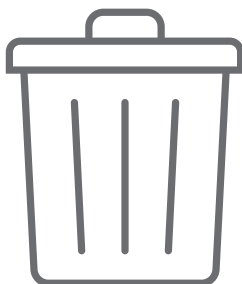
**Recycling** is when we take materials that we were going to throw away and put them through a process so they can be made into something else.

These symbols are found on **plastic** items that can be recycled.



## Draw It

Look at each object. Decide if it can be recycled or if it should be thrown in the garbage. Draw a line from each object to where it belongs.





# Synonym or Antonym?

Name \_\_\_\_\_

## A Card Game

Becky's friend Violet loves to play cards. You can play a card game using synonyms and antonyms. You'll just need to create a set of cards and then spread them out upside down to play. Here's how!

*Remember, ask someone to lend a hand if you need help to come up with words, write the words, or cut out your cards. You can even make this a two person game by working together to find the synonym or antonym word pairs.*

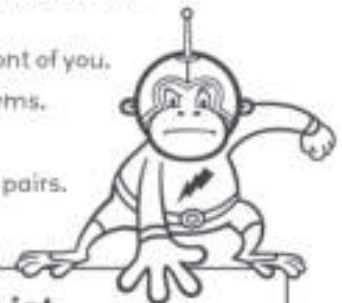
1. Take a piece of paper and fold it in half four times. When you open it, you'll see there are 16 rectangles on the paper.
2. Then, make up a list of 8 sets of words with a synonyms or antonym pair (we started a list for you below)

### WORD GIRL



- a. A synonym is a word that means the same thing as another word.  
*For example, fast and rapid mean the same thing.*
- b. An antonym is a word that means the opposite of another word.  
*For example, hazy and clear mean the opposite of one another.*

3. Using just one side of the paper, write one word from your word pairs in each blank rectangle.
4. Cut out the rectangles. Now you have cards with words on one side and nothing on the other side.
5. Mix up the cards and place them face down in front of you.
6. Turn over pairs of cards to find pairs of synonyms or antonyms.
7. When you find a pair, put it to the side.
8. Keep going until you've found all the synonym or antonym pairs.



### My Synonym or Antonym List

Word	Synonym	Antonym
Unruly	Disordered	
Repulsive		Attractive
Adhesive	Sticky	
Include		Exclude



# ACTIVITY GUIDE

**Episode 209:** Text Features and -ough- Words

**Book:** *Plastic Eco Activities* by Louise Nelson

Scan below to watch lesson



## Read It

Read the following passage from the non-fiction book *Plastic Eco Activities* by Louise Nelson.

Every minute, about a truck-full of plastic is thrown into the ocean. What can we do to stop this from happening?



## Try It

### Text Features

- **Photographs** are a text feature found in non-fiction (true) texts. A photograph is a picture taken with a camera and it shows us what something looks like.
- A **caption** is next to each photograph. A caption explains what we are seeing in each photograph.

## Try It

Make a craft or art project by reusing plastic materials.







# ACTIVITY GUIDE

**Episode 210:** Repurposing Plastic and -ough- Words

**Book:** *Plastic Eco Activities* by Louise Nelson

Scan below to watch lesson



## Phonics Skills

### Spelling Pattern **o-u-g-h**

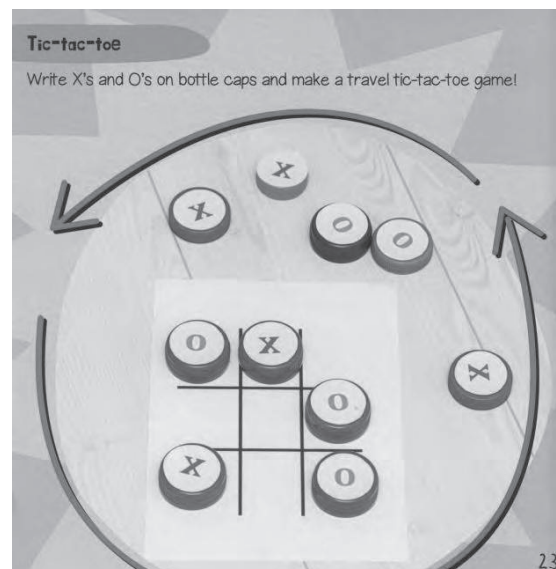
When a word contains the spelling pattern **o-u-g-h**, those letters put together can represent seven different sounds. The chart below has words with four of the most common sounds.

Read the word on the left side of the chart. Listen to the ending sound. Read the word on the right side of the chart using the same ending sound from the first column for the o-u-g-h spelling pattern in the word.

<b><u>Matching sounds</u></b>	<b><u>Words with o-u-g-h</u></b>
no	although dough though
you	through
off	cough trough
stuff	enough rough tough

## Reuse It

The book, *Plastic Eco Activities*, by Louise Nelson, shows us a couple of ideas for making games out of recycled materials.





# ACTIVITY GUIDE

**Episode 211:** Repurposing Metal and Simple Compound Words

**Book:** *Metal Eco Activities* by Louise Nelson



## Read It

A compound word is two smaller words that are joined together to make a new word.

**out + side = outside**

Pick two of the words from this word bank in order to create the compound word that matches the picture.

butter bath rain  
coat tub fly



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Think About It

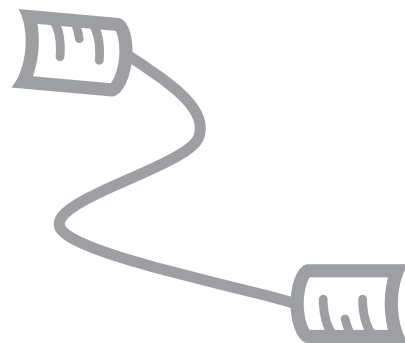
Properties of Metal:

- Can be thick or thin
- Made by people from a natural material
- Hard and strong
- Waterproof
- Opaque /NOT see-through
- Can be made into many shapes and colors

Take a look around you to see what materials made of metal you can find. Collect these materials and share them with someone in your home.

## Try It

Create your own tin can telephone.





# ACTIVITY GUIDE

**Episode 212:** Persuasive Writing and Simple Compound Words

Scan below to watch lesson

**Persuasive writing** is used to convince or persuade a reader that the writer's opinion of a topic or cause is correct and something that they feel is right.

## Write It

Write a letter to persuade people in your community to reduce, reuse, and recycle paper, plastic, and metal to help protect the environment.

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## Phonics Skills

**Compound words** contain two words that are joined together to make up a new word.

Divide the **compound word** into its parts, read each part, and then read the parts together.

sunshine

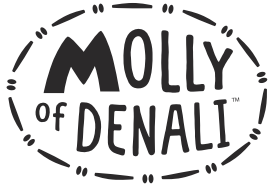
sun + shine

sunshine

## Use It

To write our persuasive letter we are going to use the TREE Strategy.

<b>T</b>	<ul style="list-style-type: none"><li>•Tell</li><li>•Topic Sentence</li></ul>
<b>R</b>	<ul style="list-style-type: none"><li>•Reason</li><li>•Give three reasons</li></ul>
<b>E</b>	<ul style="list-style-type: none"><li>•Ending</li><li>•Restate your opinion</li></ul>
<b>E</b>	<ul style="list-style-type: none"><li>•Evidence</li><li>•Evaluate</li></ul>



# “Let’s Talk” & “Let’s Do” Cards

**Instructions:** Use these learning cards for quick, adult-led conversation and activity starters!

## Teacher Tips

- **Know the goals of the show:** The learning goals for MOLLY OF DENALI are literacy and informational text.
- **Keep cards nearby:** Keep this sheet where you can access it quickly and easily.
- **View with a purpose:** Be deliberate when inviting your student to watch a PBS KIDS show. These cards can help by adding meaningful conversation and easy activities to their experience.
- **Together is better:** Cards are designed for both individual or group work, with a grownup guiding the conversation.



### Let’s Talk!

What was Molly's question today?  
How did she try to find an answer?

### Let’s Do!

Find an answer to a question you have! Use informational text from a website, a book, the newspaper, or even a recipe to discover your answer.

### Let’s Talk!

Molly lives in Alaska. What are some special things that Molly can do where she lives?

### Let’s Do!

How far is the city where you live from Denali, Alaska? Look at a map to find out.

### Let’s Talk!

Molly has special traditions in her family. Did you see any in this story? What traditions do you have?

### Let’s Do!

Enjoy a tradition from your family—a recipe, a song, a celebration. How does it compare to Molly’s traditions?

### Let’s Talk!

Who in MOLLY OF DENALI would you like to meet? Why?

### Let’s Do!

Draw a picture of your favorite character for the local newspaper. Write a short caption or description below it.

### Let’s Talk!

What Alaska Native word did you hear? What does it mean?

### Let’s Do!

Learn a new word from another language. You could even learn a word from your own cultural heritage or another one you love.

### Let’s Talk!

How did Molly share information in the story? What tools did she use to do this?

### Let’s Do!

Share something important about your day with a family member, without talking to them directly! You could send a text, make a video/vlog, or write a letter.

Find activities and resources at [pbslearningmedia.org](http://pbslearningmedia.org)



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# ACTIVITY GUIDE

**Episode 213:** The Beauty of Water  
**Book:** *The Water Walker* by Joanne Robertson

Scan below to watch lesson



## Read It

The following passage comes from the book, *The Water Walker*, written by Joanne Robertson. This book contains words from the **Ojibwe** language, which is spoken by the Ojibwe people who are mostly found in Canada, northern Michigan, Wisconsin, and Minnesota.

Please refer to the **Words to Know** section to better understand the meaning of the bolded words in the passage.

Every morning, like the women in her family before her, **Nokomis** hopped out of bed, and before doing anything else, she sang. "**Gichi miigwech, Nibi**, for the life you give to every living thing on Earth. I love you. I respect you."

But one day a wise **ogimaa** told her, "In my lifetime, the day will come when an ounce of water costs more than an ounce of gold."

## Words to Know

**Nokomis** (no-kuh-miss) - grandmother

**Gichi miigwech** (gih-chih mee-gwetch) - thank you very much

**Nibi** (nih-bih) - water

**ogimaa** (oh-gih-maw) - leader or chief

## Try It

In the passage provided, Ogimaa said, "In my lifetime, the day will come when an ounce of water costs more than an ounce of gold."

What do you think this means? Write your thoughts on the lines provided below.

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# ACTIVITY GUIDE

**Episode 214:** Comparing Texts and Making Words

**Book:** *The Water Walker* by Joanne Robertson

Scan below to watch lesson



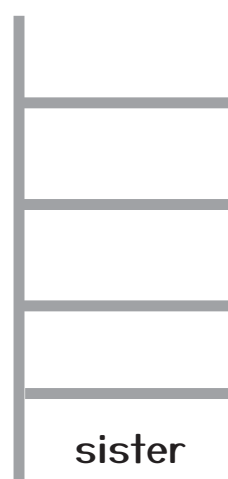
## Compare It

Choose two fiction books to read and then fill in the chart below.

Comparing Literature		
Title of Book 1	Story Elements	Title of Book 2
	Setting	
	Characters	
	Problem	
	Solution	

## Phonics Skills

Let's make and read words as we move up the word ladder. Start at the bottom. Read the word **sister**. Remember that we can split words with more than one syllable between consonants (**sis/ter**) to make them easier to read. Follow the directions to see how to change the first syllable in each word as you move up the ladder. Each time you make a new word, practice reading and writing it before moving further up the ladder.



Change **crit** to **chap**

Change **af** to **crit**

Change **win** to **af**

Change **sis** to **win**

## Think About It

Using the information you filled out in the chart above, answer the following questions.

How are the two books alike?  
How are the two books different?



# ACTIVITY GUIDE

Episode 215: Protecting Our Planet



## Read It

Read the following passage out loud. Underline the compound words.

Yesterday, in art class, we were making posters out of cardboard. We used markers, magazines, and watercolor paints. Our posters were all about reducing, reusing, and recycling. We brainstormed ideas on the whiteboard and on notebook paper. When we finished, we posted our classwork in the hallways, the lunchroom, and on the playground.

## Words to Know

**Compound Word** - a word that is made up of two or more smaller words

Types of Compound Words:

A **simple compound word** has two syllables  
**sun + shine = sunshine**

A **complex compound word** has *more* than two syllables.  
**after + noon = afternoon**

## Read It

Choose one compound word that you underlined above. Write each word that makes up the compound word on a blank below. Rewrite the word from the paragraph on the next line..

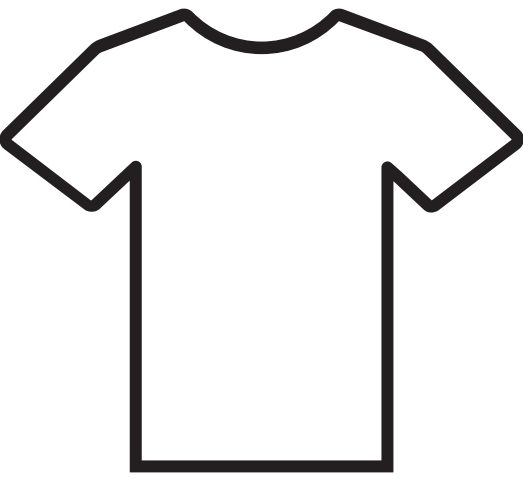
\_\_\_\_\_ + \_\_\_\_\_  
word                      word

\_\_\_\_\_

Is this word a simple or complex compound word?

## Try It

Design your own tee shirt to promote reducing, reusing, and recycling.





# ACTIVITY GUIDE

Episode 216: Going Green

Scan below to watch lesson



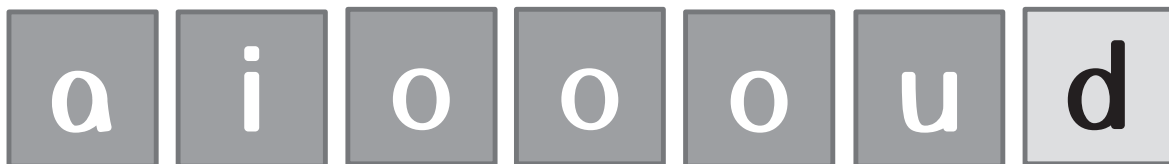
## Compare It

Cut out the letters or write them on scrap pieces of paper. Use them to build words with 3 letters, 4 letters, 5 letters, 6 letters, and 15 letters. Write the words in the column that matches the number of letters in the word. (An example is done for you with the word out.)

3 letters	4 letters	5 letters	6 letters
out			

The Mystery word is \_\_\_\_\_

Hint: it is a 15 letter word that means you enjoy doing outdoor activities.



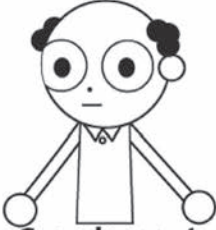
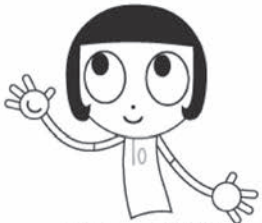
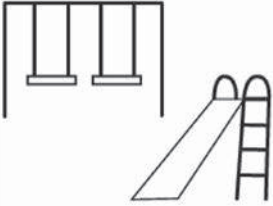


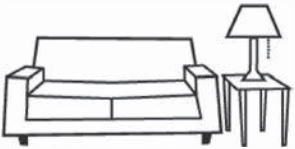
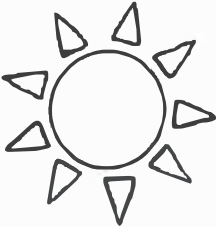













# Super Storytelling

**Instructions:** Engaging characters, unique settings, and crazy problems to overcome are just some of the elements of good storytelling. Get the super story juices flowing as you mix up characters, settings, and objects for your own super story creations. Color each row of images. Then, randomly choose one square from each row. Create your own story and write about it using the Super Storytelling chart.

<b>Character</b>	 <b>Young Child</b>	 <b>Parent</b>	 <b>Grandparent</b>	 <b>Older Child</b>
<b>Setting</b>	 <b>Park</b>	 <b>Baseball Field</b>	 <b>Beach</b>	 <b>Living Room</b>
<b>Weather</b>	 <b>Sunny</b>	 <b>Rainy</b>	 <b>Cloudy</b>	 <b>Windy</b>
<b>Object</b>	 <b>Cape</b>	 <b>Seashells and Bucket</b>	 <b>Rainbow Parachute</b>	 <b>Book</b>

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# Super Storytelling

\_\_\_\_\_

**Name**

**Instructions:** Use this Super Storytelling chart to brainstorm the parts of your story. Identify the characters and the setting and think about the plot. When you finish your basic outline, you are ready to begin writing!

**Characters:**

**Setting:**

**Plot-First:**

**Plot-Then:**

**Plot-Last:**

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Arthur

Family Math

Hero Elementary

Let's Go Luna

Martha Speaks

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PBS KIDS

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Ready Jet Go

Sid The Science Kid

Super Why

Word Girl

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The Michigan Learning Channel is funded through a grant awarded by the Michigan Department of Education and the U.S. Department of Education.

The contents of this workbook were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

The project is funded by a Ready To Learn grant (PR/Award No. S295A200004, CFDA No. 84.295A) provided by the Department of Education to the Corporation for Public Broadcasting.



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