



**READ,
Write,**

ROAR!



Literacy Activity Book

With bonus activities from your
favorite PBS KIDS shows

3rd Grade 1st Semester

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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 to see the full list of themes.

Season 1

Theme: Michigan's Community and Building Words

Episodes 101-108

- What makes Michigan special
- How I am a part of Michigan

Phonics Skills:

- Compound words
- Prefixes and suffixes

Writing Skills:

- Informational writing
- Narrative writing

Episodes 109-110

- What is special about me
- What makes my community unique

Phonics Skills: Prefixes & suffixes

Writing Skills: Narrative writing

Season 2

Theme: Human Impacts on Earth and Types of Syllables

Episodes 201-206

- How our actions affect Earth's systems
- How our actions affect fish

Phonics Skills: Multisyllabic decoding with suffixes

Writing Skills: Narrative writing

Episodes 207-216

- How we can care for the Earth
- How human actions affect Earth

Phonics Skills: Open and closed syllables

Writing Skills:

- Opinion writing
- Poetry

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

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




On TV:

Find us on broadcast television with an antenna



Find lessons and virtual events online via
www.MichiganLearning.org
www.MichiganLearning.org/ReadWriteRoar

On TV. Online.
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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



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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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ACTIVITY GUIDE

Episode 101: Meet Michigan and Compound Words

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

Scan below to watch lesson



Read It

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

One summer day in Michigan, I went blueberry picking with my grandmother. The sunshine was bright and warm. We picked so many berries! We were starving so we got hotdogs and ice cream. I hope next time we can go strawberry picking!

Foundational Skills

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

out + side = outside

play + ground = playground

home + work = homework

Spell It

Look at each picture. Break down each compound word into two words. Write them on the lines provided then write the compound word.











ACTIVITY GUIDE

Episode 102: More about Michigan and Sorting Compound Words
Book: *Michigan, The Great Lakes State* by Amy Rechner

Scan below to watch lesson

Sort It

Read the words in the word box below. Write each word under the correct heading.

underwater beach bluebird robin snowflake sand dune

Compound Word	Not a Compound Word

Write It

The RACE strategy can be used to write an answer to a question.

Why is Michigan a special place?

RACE

- Restate the question
- Answer the question
- Cite evidence
- Explain evidence

Michigan is VERY special!

Michigan is the birthplace of Motown.

In the book the author wrote, "Detroit songwriter Berry Gordy, Jr. started the Motown Record Corporation in 1959."

You can even visit the Motown Museum in Detroit, Michigan.

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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Episode 103: Prefixes re- and un- and Adventures in Michigan

Book: *Benson's Adventures in Michigan* by Tracy Foster and Shannon Cooper-Toma

Read It

Read the following short letter out loud. Underline words with the prefix re- and -un.

Dear Abuela,
My visit to the sand dunes was unreal. The dunes were HUGE! I loved climbing them, jumping down, reclimbing them, and jumping all over again. I also made a sand castle. Then the waves came and I had to remake my sand castle. When we got home and unpacked, there was still sand in my shoes!
Love,
Carlos

Foundational Skills

A **prefix** is a word part added to the beginning of a word and changes the meaning of the word.

The prefix **re-** means "again". For example, the word "**repaint**" means to paint again.

The prefix **un-** means "not". For example, the word "**unable**" means not able to do something.

Look at the words that you underlined in the "**Read It**" section. Use what you know about the prefixes re- and un- to determine the meaning of the words.

Spell It

To help you understand a text, use the question words to start questions as you read. Record the questions and any answers you find.

Who?

What?

When?

Where?

Why?

How?



ACTIVITY GUIDE

Episode 104: Re-, un-, and Informational Writing

Book: *Benson's Adventures in Michigan* by Tracy Foster and Shannon Cooper-Toma

Scan below to watch lesson



The Alphabet Race

Write down as many food items that you can think of that begin with each letter of the alphabet. For a challenge, see how many items you write down in 20 seconds.

a	n
b	o
c	p
d	q
e	r
f	s
g	t
h	u
i	v
j	w
k	x
l	y
m	z

Read It

A **prefix** is a word part added to the beginning of a word and changes the meaning of the word.

The prefix **re-** means “again”.

The prefix **un-** means “not”.

Read the following short letter out loud. Underline words with the prefix re- and -un.

Dear Grandma,
Today I got new shoes. They have laces, ugh! I tried to tie them and messed up, so I had to untie them. When I retied them the laces were perfect. I am going to wear my shoes to see all the unbelievable places in Michigan. I hope we can revisit the Porcupine Mountains because they are so beautiful.

Love,
Alice

Look at the words that you underlined above. Use what you know about the prefixes re- and un- to determine the meaning of the words.

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: Being a Michigan Kid and -ful and -less Suffixes

Book: *I'm a Michigan Kid!* By Gary Bower

Scan below to watch lesson



Read It

A **suffix** is a word part added to the end of a word and changes the meaning of the word.

The suffix **-ful** means “full of”.

The suffix **-less** means “not”.

Read the following passage out loud. Underline words with the suffix -ful and -less.

Lake Huron is a wonderful lake. It has an endless view. The sound of the waves is so peaceful. One thing people love to do when they visit Lake Huron is collect countless Petosky stones and pudding stones. Have you ever seen a pudding stone? They are colorful stones with a mark of red on them. In the summer, make sure to watch out for the dreadful mosquitoes!

Look at the words that you underlined above. Use what you know about the suffixes -ful and -less to determine the meaning of the words.

Reading Strategy

Infer means to arrive at a conclusion based on known facts.

As you read a narrative, see if you can find or **infer** the character’s feelings by what you already know about the character and what the text is telling you.

Fill in the chart below to help you infer how each character is feeling after each action in the story.

Identity (character)	Action	Feelings



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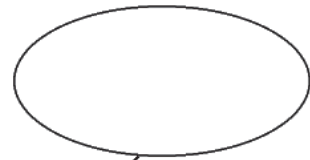
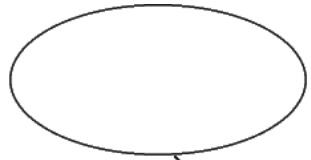
Episode 106: Being a Michigan Kid and a Word Web

Book: *I'm a Michigan Kid!* By Gary Bower

Scan below to watch lesson

Sort It

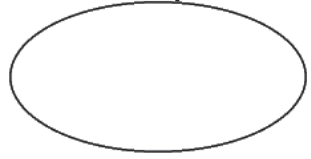
Add the suffix **-ing** to the end of the word to make a verb.



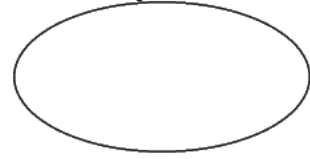
Add the suffix **-ful** to the end of the word to make an adjective.



Add the prefix **re-** to the beginning of the word to make a verb.



Add the suffixes **-ful** and **-ness** to the end of the word to make a **noun**.



Parts of Speech

verb - a type of word that describes an action

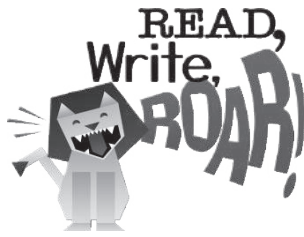
noun - a type of word that represents a person, thing, or place

adjective - a type of word that describes nouns and pronouns

Foundational Skills

A **suffix** is a word part added to the end of a word to change a word and its meaning.

A **prefix** is a word part added to the beginning of a word to change a word and its meaning.



ACTIVITY GUIDE

Episode 107: A Powwow and Suffixes

Book: *Bowwow Powwow* by Brenda J Child

Scan below to watch lesson



Read It

Read the following passage. Underline words with the prefix over- and mis-. Write each word under the correct prefix ending in the chart found in the **Foundational Skills** section.

My name is spelled A-l-i-y-a-h. So many people mispronounce my name. Even more people misspell my name! My mom tells me my name means “to ascend” which means to go higher. She hopes I overcome any problems in my life. I am overjoyed whenever I can teach people my beautiful name.

Foundational Skills

A **prefix** is a word part added to the beginning of a word and changes the meaning of the word.

- over- means “too much”
- mis- means “bad” or “badly”

over-	mis-

Reading Strategy

When reading a story, use this organizer to help identify parts of a narrative

Parts of a Narrative	Academic Words	From the Story
Who?	characters	
Where/When?	setting	
What happened?	events	
How does the story end?	conclusion	



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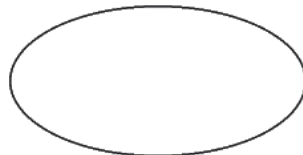
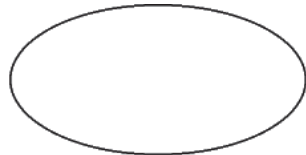
Episode 108: Word Webs and A Powwow

Book: *Bowwow Powwow* by Brenda J Child

Scan below to watch lesson

Sort It

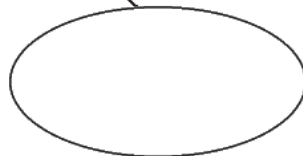
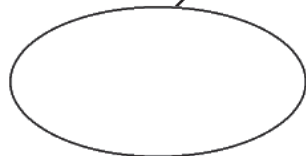
Add the suffix **-ing** to the end of the word to make a verb.



Add the suffix **-er** to the end of the word to make a noun.

think

Add the prefix **re-** to the beginning of the word to make a verb.



Add the prefix **over-** to the beginning of the word to make a verb.

Parts of Speech

verb - a type of word that describes an action

noun - a type of word that represents a person, thing, or place

adjective - a type of word that describes nouns and pronouns

Foundational Skills

A **suffix** is a word part added to the end of a word to change a word and its meaning.

A **prefix** is a word part added to the beginning of a word to change a word and its meaning.

Sharing Family Stories

Home Activity

How do I do it?

Interview a Family Member

1. Help your child choose a family member to interview.
2. Together, come up with three questions that will encourage a story from the past. You might consider questions like: What was your most embarrassing moment? How did you and Grandma meet? What was the funniest memory you have of school?
3. Interview the family member.
4. Encourage your child to write down key words during the interview. You might also make a recording.

Build and Share a Story

1. Have your child choose her favorite story from the interview.
2. Together, break up the story into three main events: beginning, middle, and end.
3. Invite your child to draw a picture to represent each part.
4. Talk about the words she will use to tell each part of the story, referring to her notes or the recording.
5. Write the key words on the back of the appropriate papers as cues.
6. Create a title for the story.
7. Invite a friend or other family member to hear the story retold by your child. The pictures and key words will provide a guide.

Supplies

- A family member, such as a parent or grandparent
- Pencil and paper for notes
- 3 pieces of white paper
- Crayons or markers
- Recording device (optional)



Take It Further

Make a collection of family stories. Encourage your child to interview a variety of family members, gathering their stories in drawings or recordings. Organize the stories by character, date, or place. Share these stories orally with others. Invite your child to think of a story from her own life. Identify the beginning, middle and end. Draw pictures and share this story with someone.



MARTHA SPEAKS™

Sharing Family Stories

Home Activity

This activity will help your child:

- Build vocabulary
- Develop story sequencing skills
- Improve writing

What's the point?

When we want to share a story with our children, we often look in a book. What about stories that are NOT written down—stories from our own history, shared out loud around the dinner table? Just like good books, these stories build vocabulary and support writing and sequencing skills. Open up the pages in your own history by connecting your child to a family story.

Book Suggestions

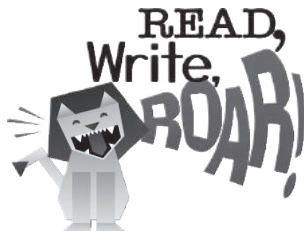
- **Family Pictures**
by Carmen Lomas Garza
- **Tell Me a Story, Mama**
by Angela Johnson



Find more games and activities at pbskidsforparents.org



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ACTIVITY GUIDE

Episode 109: Your Name and Prefixes over- and mis-

Book: *Teach Us Your Name* by Huda Essa

Scan below to watch lesson



Read It

Read the following passage. Underline words with the suffix -able, -ible, -er, and -or. Write each word under the correct suffix ending in the chart found in the foundational skills section.

My uncle is the driver of a big truck. He is also a leader in our community. He started a community clean up day. Nine people came. He put everyone into groups of three. He knew nine is divisible by three. Everyone worked together and had an enjoyable day cleaning up our community.

Foundational Skills

A **suffix** is a word part added to the end of a word and changes the meaning of the word.

- -able and -ible both mean "able to"
- -er and -or both mean "someone who" or someone who can do something

-able/-ible	-er/-or

Read It

When reading a story, use this organizer to help **infer** how the characters' actions affect what happens in the book.

	Beginning	Middle	End
Problem			
Character's Actions			
Effect			



ACTIVITY GUIDE

Episode 110: More Mis- Prefixes and Your Name

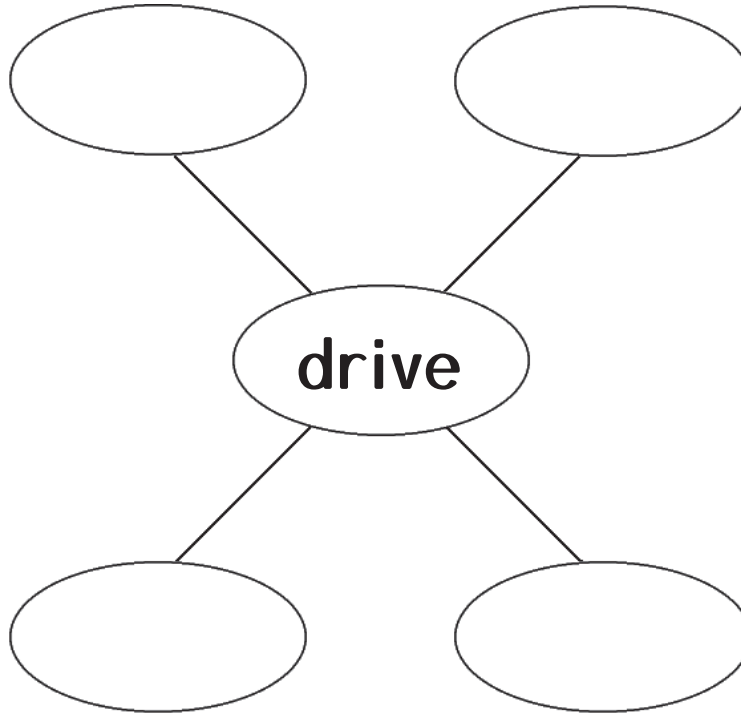
Book: *Teach Us Your Name* by Huda Essa

Scan below to watch lesson



Sort It

Add the suffix **-able** to the end of the word to make an **adjective**.



Add the prefix **un-** to the beginning of the word and the suffix **-able** to the end of the word to make an **adjective**.

Add the suffix **-ing** to the beginning of the word to make a **verb**.

Add the suffix **-er** to the end of the word to make a **noun**.

When reading long words in your favorite books, see if you can find root words to help you understand what the word means.

Parts of Speech

verb - a type of word that describes an action

noun - a type of word that represents a person, thing, or place

adjective - a type of word that describes nouns and pronouns

Foundational Skills

A **suffix** is a word part added to the end of a word to change a word and its meaning.

A **prefix** is a word part added to the beginning of a word to change a word and its meaning.



ACTIVITY GUIDE

Episode 201: Prefixes and Saving the Trout

Book: *Underwater Adventures with Louis and Louise* by Stephen Schram

Scan below to watch lesson



Phonics Skills

Read the passage out loud. Underline the words with the **prefix** fore- and trans-.


Have you ever been on a transatlantic trip? Well, a tiny bird called the Blackpoll Warbler has! Scientists had the forethought to put a tiny transmitter on the Warbler to see how it migrated. It flew across the ocean for three days straight!

Try It

A **prefix** is a word part added to the beginning of a word that changes the meaning of the word.

The prefix **trans-** means “across” or “beyond”.

The prefix **fore-** means “before” or “in front of”.

 Look for the trans- and fore- prefixes in your own reading.

Write It

Write down a word that you underlined in the passage above in a space below. Use the meaning of the prefixes to write a definition of the new word.

word	prefix	base word	meaning
transatlantic	<i>trans-</i>	<i>atlantic</i>	across the Atlantic ocean



ACTIVITY GUIDE

Episode 202: More Prefixes and Saving the Trout

Book: *Underwater Adventures with Louis and Louise* by Stephen Schram

Scan below to watch lesson



Phonics Skills

Read the passage out loud. Underline the words with the **prefix** fore- and trans-.


Did you know the Blackpoll Warbler bird weighs less than a pencil? And yet it takes a transoceanic trip every winter! Before using a GPS, scientists didn't foresee this tiny bird flying across the ocean. They were surprised! Scientists think the foremost goal of the Warbler is to migrate quickly.

Words to Know

A **prefix** is a word part added to the beginning of a word that changes the meaning of the word.

The prefix **trans-** means "across" or "beyond".

The prefix **fore-** means "before" or "in front of".

 Look for the trans- and fore- prefixes in your own reading.

Write It

Break each word into syllables and write the word parts in the blanks provided.

word	syllables		meaning
foresee	fore	see	to see before it happens
forewarn			to warn before something happens
foremost			most important
transoceanic			to go across the ocean
transfix			to make something motionless
transplant			to move something from one place to another



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: Suffixes and Saving the Salmon

Book: *Swimming Salmon* by Kathleen Martin-James

Scan below to watch lesson



Phonics Skills

Read the paragraph out loud. Circle the words with the -ous and -en suffixes.

When visiting a lake, you might see a Ring-billed Gull. Although these birds eat fish and insects, you should tighten your grip on your sandwich. These adventurous gulls might feast on your leftovers! Cleaning up your snacks encourages gulls to eat their natural foods.

Try It

A **suffix** is a word part added to the end of a word to change a word and its meaning.

-ous
full of, having

-en
to cause to be or have

We often drop the -e on base words when we add suffixes that start with vowels.

Write It

Combine each base word with the given suffix. Write the new word in the space provided and read each definition. Try using the new words in a sentence, and share them with a family member.

base word	suffix	new word	meaning
danger	ous		full of danger
fame	ous		full of fame
fright	en		to cause to be afraid
sharp	en		to cause to become sharp



ACTIVITY GUIDE

Episode 204: Word Webs and Saving the Salmon

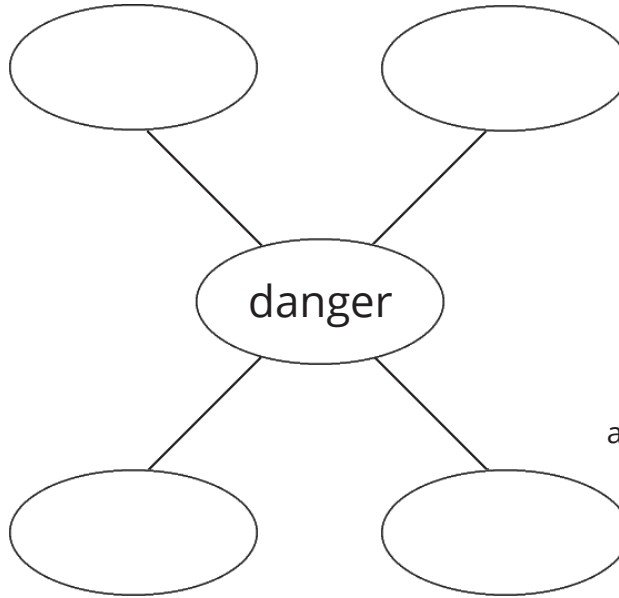
Book: *Swimming Salmon* by Kathleen Martin-James

Scan below to watch lesson



Phonics Skills

Add the prefix **en-** to the beginning of the word to make a verb.



Add the suffix **-ous** to the end of the word to make an adjective.

Add the prefix **en-** to the beginning and the suffix **-ed** to the ending of the word to make a verb.

Add the suffixes **-ous** and **-ly** to the end of the word to make an adverb.

Parts of Speech

verb - a type of word that describes an action

noun - a type of word that represents a person, thing, or place

adjective - describe nouns and pronouns

adverb - describe verbs, adjectives, and even other adverbs

Foundational Skills

A **suffix** is a word part added to the end of a word to change a word and its meaning.

A **prefix** is a word part added to the beginning of a word to change a word and its meaning.



ACTIVITY GUIDE

Episode 205: Prefixes and Saving the Salmon Part 1

Scan below to watch lesson

Read It

Read the paragraph out loud. Circle the words with the after- and under- prefixes.

Piping Plovers are hard to spot! These endangered, sandy-colored birds are almost invisible on the beach. It is easiest to see plovers when they sprint toward worms and insects that hide just underground. When plovers chase their afternoon snack, you might see their white underside and orange legs.

Foundational Skills

A **prefix** is a word part added to the beginning of a word to change a word and its meaning.

after-
later or after

under-
below or less

Try It

Combine each base word with the given prefix. Write the new word in the space provided and read each definition. Try using the new words in a sentence, and share them with a family member.

base word	prefix	new word	meaning
effect	after-		result that happens after some time has passed
eat	over-		eat less than you should
thought	after-		something you think about later
ground	under-		below ground



ACTIVITY GUIDE

Episode 206: Prefixes and Saving the Salmon Part 2

Scan below to watch lesson



Phonics Skills

Read the following passage out loud. Underline the words with the prefixes **after** and **under**.

Twice each year, the amazing Red Knot bird migrates over 9,000 miles! For these traveling birds, food is an afterthought. They fly long distances before stopping. When Red Knots finally stop and eat, they are thin and underweight. While resting, they don't undereat! They stuff themselves with horseshoe crab eggs.

Foundational Skills

A **prefix** is a word part added to the beginning of a word to change a word and its meaning.

after- means later or after
under- means below or less

To read and understand words with prefixes, think about the meaning of the words.

Under means “below” or “less”, so **underground** means below the ground.

After means later or after, so **afterthought** means something you think about later.

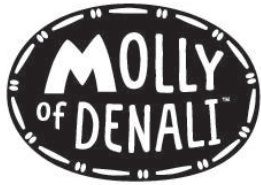
Parts of Speech

Write the words that you underlined above on the lines provided. Use what you know about the prefixes after- and under- to write a definition for each word.

1. _____

2. _____

3. _____

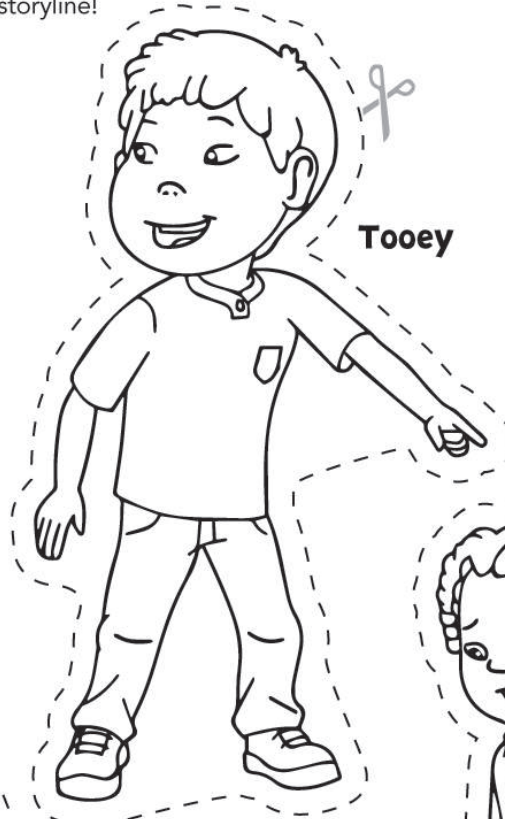


Storytelling Puppets

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!



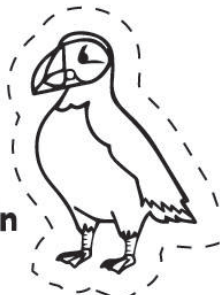
Molly



Tooey



Suki



Puffin



Trini

For more games and activities, visit pbskidsforparents.org

Produced by:



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ACTIVITY GUIDE

Episode 207: Closed Syllables and Climate Challenges

Book: *The Magic School Bus and the Climate Challenge* by Joanna Cole and Bruce Degen

Scan below to watch lesson



Read It

One strategy readers can use to read a word more accurately is to break it into syllables, or word parts.

Rules for Dividing Syllables

Every syllable has one vowel or vowel team.

- Place a dot under each vowel
- Underline any vowel teams,
- Divide between two consonants

Foundational Skills

A **syllable** is a word part that has one, and only one vowel sound. Sometimes a syllable will have more than one of these vowels, but they work together to make only one sound.

A **closed syllable** is a special kind of syllable. Closed syllables have ONLY one vowel that is followed by one or more consonants. Closed syllables USUALLY have vowels that make their short vowel sound.

Try It

Use the rules for dividing syllables above to break the words into word parts.

plastic

landfill



ACTIVITY GUIDE

Episode 208: More Closed Syllables and Climate Challenges

Book: *The Magic School Bus and the Climate Challenge* by Joanna Cole and Bruce Degen

Scan below to watch lesson



Read It

Read the following passage out loud.

The underlined words contain closed syllables.

Imagine munching on a plastic bag as a snack. There's an insect that can! Wax moth caterpillars have special stomachs that break down plastics. Waxworms can't eat all our plastic trash, but we might learn from them! Scientists would like to invent a tool that can break down plastics, just like waxworms.

Foundational Skills

A **closed syllable** is a special kind of syllable. Closed syllables have ONLY one vowel that is followed by one or more consonants. Closed syllables USUALLY have vowels that make their short vowel sound.

Rules for Dividing Syllables

Every syllable has one vowel or vowel team.

- Place a dot under each vowel
- Underline any vowel teams,
- Divide between two consonants

Try It

Write the underlined words above on the lines provided. Use what you know about dividing syllables to break the words apart.

1. _____

2. _____

When reading, look for words with closed syllables. Do the vowels make the short or long vowel sound?



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!

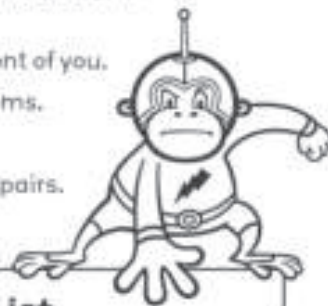
Remember, ask someone to lend a hand if you need help to come up with words, write the words, or cut out your cards. You can even make this a two person game by working together to find the synonym or antonym word pairs.

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: Mystery Word and Opinion Writing
Book: *Coyote's Soundbite: A Poem for our Planet* by John Agard

Scan below to watch lesson

Organize It

The **POW** strategy and graphic organizers like the one below can be used to organize your thoughts before writing.

Use the organizer below to plan out your paper. Provide details to support your evidence.

Foundational Skills

- P** Pick apart the prompt and plan
- O** Organize
- W** Write

Try It

Topic: I can care for the Great Lakes

<u>Important evidence</u>	<u>Details</u>
<u>Important evidence</u>	<u>Details</u>
<u>Important evidence</u>	<u>Details</u>
Ending:	



ACTIVITY GUIDE

Episode 210: Closed and Open Syllables

Book: *Coyote's Soundbite: A Poem for our Planet* by John Agard

Scan below to watch lesson



Read It

A few years ago, lead was found in Flint's drinking water. Many kids got sick because they had been drinking the water for a long time. Some kids had skin issues and even changes to their brains, making it hard for them to learn. Furthermore, it's happening in Benton Harbor and many cities in Michigan right now!

Michigan needs to check its water to make sure kids are not being hurt from their drinking water. One child in one family is too many!

Foundational Skills

An **open syllable** is a special kind of syllable. Open syllables have one WRITTEN vowel that is NOT followed by one or more consonants. Open syllables USUALLY have vowels that make their long vowel sound.

Rules for Dividing Syllables

Every syllable has one vowel or vowel team.

- Place a dot under each vowel
- Underline any vowel teams,
- Divide between two consonants

Try It

Go through and underline each sentence in the text above according to the color code below:

Green = topic sentence

Yellow = important information
(story telling parts)

Blue = details (thoughts; feelings;
description sentences)

Think About It

Look at this word. Each syllable is written in a different color. Which syllable in this word is not "closed in" by a consonant or consonants at the end?

newspaper

The second syllable ends with the vowel Aa. It is an open syllable.



ACTIVITY GUIDE

Episode 211: More Closed and Open Syllables

Book: *Coyote's Soundbite: A Poem for our Planet* by John Agard

Scan below to watch lesson



Foundational Skills

Understanding Syllables

Syllable: Word part with ONE vowel sound (aeiouy)

Closed Syllable: One vowel followed by one or more consonants
•Vowel usually makes short vowel sound

Open Syllable: One vowel that is not followed by one or more consonants
•Vowel usually makes long vowel sound

Rules for Dividing Syllables

Every syllable has one vowel or vowel team.

-Place a dot under each vowel

-Underline any vowel teams,

-Divide between two consonants

Try It

Use the rules for dividing syllables on the following words. Try segmenting an open syllable first. Say the word out loud. Does it sound like a word you know? Retry the syllable division using a closed syllable. Does it sound better this way?

limit

solar



ACTIVITY GUIDE

Episode 212: Even More Open and Closed Syllables

Book: *Coyote's Soundbite: A Poem for our Planet* by John Agard

Scan below to watch lesson



Read It

An accurate reader pays close attention to every letter in a word.

Look at each word below. Think about the sounds that the letters make. Read the word out loud.

pan

pant

plant

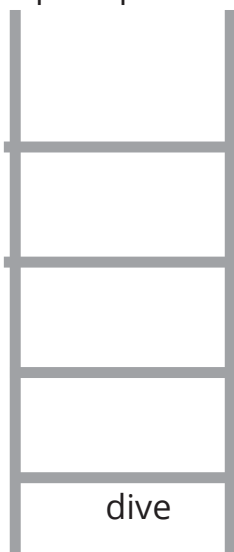
Think About It

As you are reading a book, you may have different reactions to the words on the page. Sometimes you may feel happy while other times you may feel sad, angry, or confused.

After reading a book and experiencing different feelings, you can respond by writing a sentence that provides evidence from the book to backup your reaction.

Try It

Start at the bottom of the ladder. Follow the instructions to change each word. Write the word in the space provided.



Add a **d** at the end

Change the **f** to a **t**

Change the **v** to a **r**

Change the **d** to a **f**

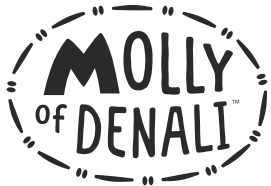
dive

Write It

Use the sentence starters below to write about a book that you have read.

This book made me happy because

This book made me think because



“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



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ACTIVITY GUIDE

Episode 213: Closed, Open, and V-C-E Syllables Part 1

Book: *Ajijaak ("Crane")* by Cecilia Rose LaPointe

Scan below to watch lesson



Foundational Skills

Asking questions while reading a book can deepen your understanding of the story. Use the chart below to write questions as you are reading. Go back and reread parts of your book to answer your questions. Write your answers below your question. Be sure to include the page number where you found your answer.

Who	
What	
Where	
When	
Why	
How	



ACTIVITY GUIDE

Episode 214: Closed, open, and V-C-E Syllables Part 2

Book: *Ajijaak* ("Crane") by Cecilia Rose LaPointe

Scan below to watch lesson



Foundational Skills

Understanding Syllables

Syllable: Word part with ONE vowel sound (aeiouy)

Closed Syllable: One vowel followed by one or more consonants.

- Vowel usually makes short vowel sound

Open Syllable: One vowel that is not followed by one or more consonants

- Vowel usually makes long vowel sound

Vowel-Consonant-e Syllable: One vowel followed by consonant and a final e

- Vowel usually makes the long vowel sound

Think About It

Be on the lookout for open, closed and vowel-consonant-e syllables when reading new words.

Rules for Dividing Syllables

Every syllable has one vowel or vowel team.

-Place a dot under each vowel

-Underline any vowel teams,

-Divide between two consonants

Try It

Use the rules for dividing syllables on the following word. Try segmenting a vowel-consonant-e syllable first. Say the word out loud. Does it sound like a word you know? Retry the syllable division using a closed syllable. Does it sound better this way?

lakeside



ACTIVITY GUIDE

Episode 215: Closed, Open, and V-C-E Syllables Part 3

Book: *Greta and the Giants* by Zoe Tucker and Zoe Persico



Think About It

When you are reading a story, think about the way the characters act. What patterns and behaviors do they display?

A character's behaviors and patterns help us make predictions and infer the kind of person they are using our schema (background information).

Foundational Skills

Character theory is the name of the character + your thoughts about the character + evidence in the book that provides support for your thoughts.

Try It

Use the graphic organizer below to create a **character theory** about a character in a book that you are reading.

Who is the character?

How does the character act? (patterns and behaviors)

_____ is _____ because _____.

_____ is _____ because _____.

_____ is _____ because _____.



ACTIVITY GUIDE

Episode 216: Closed, Open, and V-C-E Syllables Part 4

Book: *Greta and the Giants* by Zoe Tucker and Zoe Persico

Scan below to watch lesson



Foundational Skills

Understanding Syllables

Syllable: Word part with ONE vowel sound (aeiouy).

Open Syllable: One vowel that is not followed by one or more consonants.

- Vowel usually makes long vowel sound such as in the word:

No

Closed Syllable: One vowel followed by one or more consonants.

- Vowel usually makes short vowel sound such as in the word:

Not

Vowel-Consonant-e Syllable: One vowel followed by consonant and a final e.

- Vowel usually makes the long vowel sound such as in the word:

Note

Sort It

Say each word in the word box below. Decide if the word contains an open, closed, or vowel consonant-e syllable. Write the word under the correct heading.



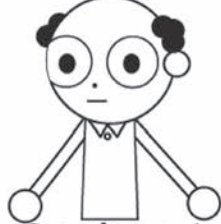
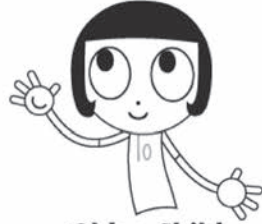
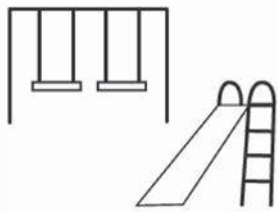


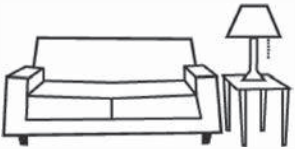
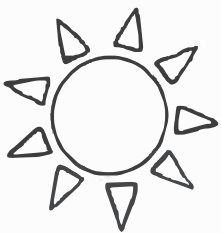







consume sidewalk solar
unsafe fiber lakeside
donate limit reuse human

Open syllable	Closed syllable	C-V-e syllable



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.

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

Find more games and activities at pbskidsforparents.org



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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

Molly of Denali

PBS KIDS

PBS SoCal

Ready Jet Go

Sid The Science Kid

Super Why

Word Girl

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The State of Michigan



Donald and Mary
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