



**READ,
Write,**

ROAR!



Literacy Activity Book

With bonus activities from your
favorite PBS KIDS shows

3rd Grade 2nd Semester

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Read, Write, ROAR! covers the same topics that Michigan students learn in their classrooms. Seasons 3 and 4 of the TV series correspond to the second 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 third and fourth seasons and can be used to follow along with your second semester.

Visit MichiganLearning.org/ReadWriteRoar to see the full list of themes.

Season 3

Theme: Citizenship, Belonging, Prefixes and Suffixes

Episodes 301-314

- How people impact history
- Rights and responsibilities of Michigan citizens

Phonics Skills:

- R-Controlled Vowel Patterns
- Syllable types
- The -le pattern

Writing Skills:

- Biography writing

Season 4

Theme: Plant and Animal Habitats and Informational Writing

Episodes 401-408

- How animals survive in their habitats

Phonics Skills:

- Schwa sound
- Suffixes -ity, -ous

Writing Skills: Informational writing

Episodes 409-416

- How plants and animals grow

Phonics Skills:

- Suffixes -ate, -ture
- Multisyllabic words

Writing Skills: Informational text

Where to Find the Michigan Learning Channel

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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:

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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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ACTIVITY GUIDE

Episode 301: What are R-Controlled Vowels?

Scan below to watch lesson



Read It

We write poems to express our feelings by using sensory images and details.

I am
By Teacher Tan-A

I am smart and silly
I hear the tweet of the
gijigijigaaneshiinh

I see the black capped chickadee
I feel content
I am satisfied

Words to Know

stanza - one big group of lines in a poem

line - a single line of words in a poem

line breaks - the end of a line in a poem, and the beginning of a new line

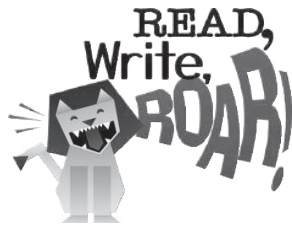
simile - a comparison of two unlike things using the words like or as

metaphor - a comparison of two things that aren't alike but have something in common

Write It

Let's write a poem about ourselves. Use the chart to brainstorm a list of ideas about who you are.

I am ...	I feel ...	I see ...	I love ...	I want ...



ACTIVITY GUIDE

Episode 302: R-controlled Vowels and "I Am" Poems

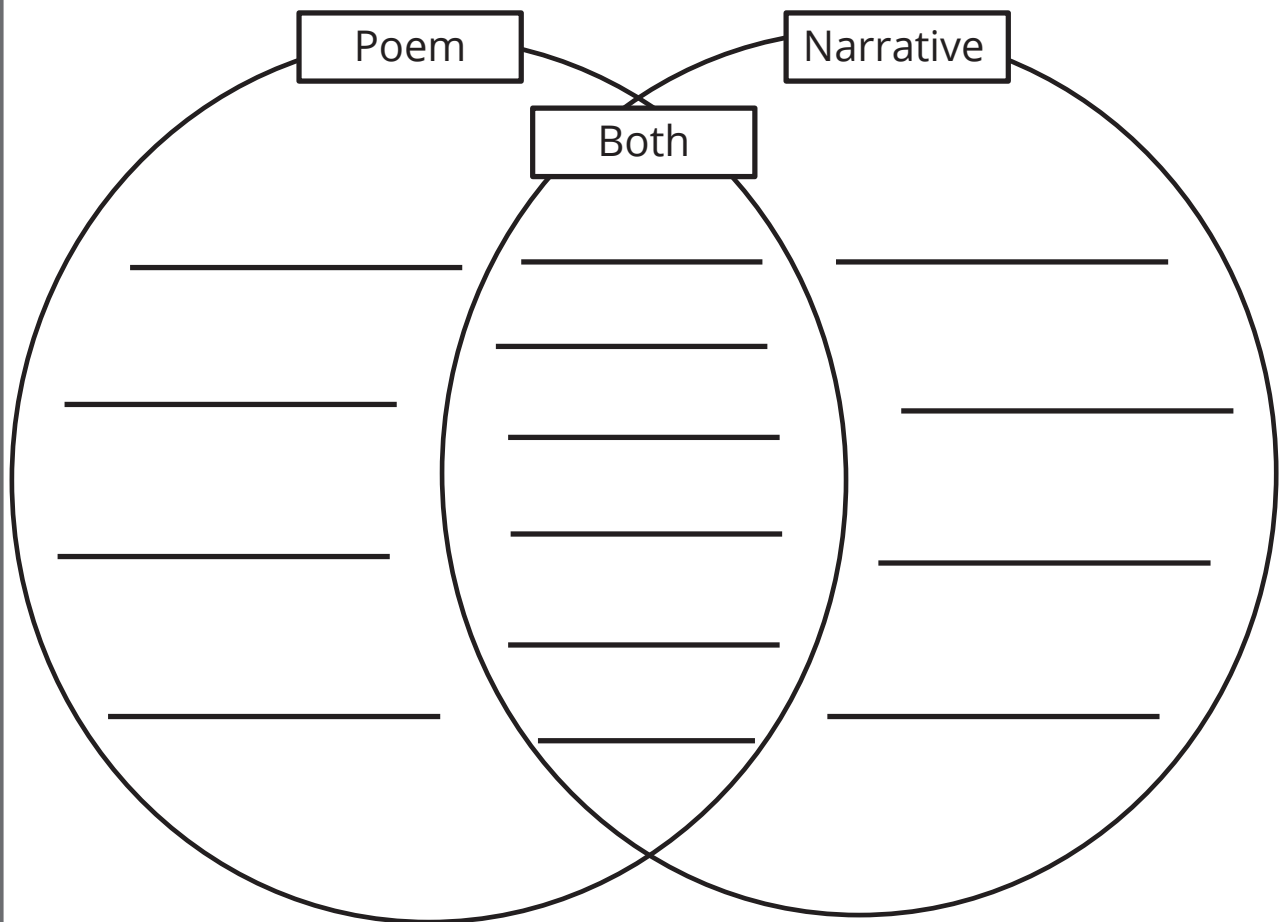
Scan below to watch lesson

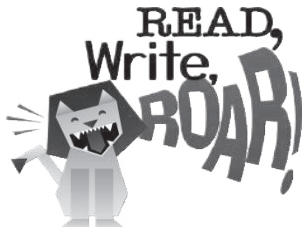


Analyze It

Use the Venn diagram and the words in the word box to sort out features found in narratives, poetry, and both. Write the words where they belong on the diagram.

dialogue sensory images metaphor line breaks paragraphs
stanzas descriptive writing simile problem/solution
sequence personal memoir poetic language shapes





ACTIVITY GUIDE

Episode 303: Vowel Teams and Biographies

Book: *The Wonderful Tower of Watts* by Patricia Zelter

Scan below to watch lesson



Read It

Read the following passage out loud. Underline the words with the **ee**, **ea**, and **ai** vowel teams

Lucy is an engineer who builds bridges. In order to make her bridges beautiful she adds colorful lights all along the bridge. Lucy rides on a boat beneath the bridge to see the lights. A worker maintains the lights so they don't burn out and stop working. Lucy loves her sparkling bridges and so do many people!

Phonics Skills

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

In a **vowel team**, two vowels work together to make one sound.

ee makes the long vowel sound /E/

ea makes the long vowel sound /E/

ai makes the long vowel sound /A/

Look for vowel pairs when reading your favorite books.

Write It

When reading a narrative informational text such as *The Wonderful Tower of Watts*, by Patricia Zelter, a boxes and bullets organizer can be used to determine the main idea of a story and provide details to support that main idea.

Main idea:

Details:

-
-
-



ACTIVITY GUIDE

Episode 304: Vowel Teams and Writing Biographies

Book: *The Wonderful Tower of Watts* by Patricia Zelter

Scan below to watch lesson



Read It

Read the following passage out loud. The bolded words contain vowel teams with the long /E/ sound.

When Lucy builds a bridge, she thinks about it in every **season**. Will it be slippery in winter weather? Will it be too hot in summer weather? It is a **relief** when her bridges are safe and **beautiful** in every type of weather!

Phonics Skills

A syllable is a word part that has one, and only one vowel sound.

Sometimes a syllable has more than one of these vowels, but they work together to make only one sound. We call these **vowel teams**.

The following vowel teams make the long vowel sound /E/.

ea ee ie

Spell It

1. Say the word
2. Write lines for each syllable
3. Write a line for each sound you hear
4. Write the corresponding letters.

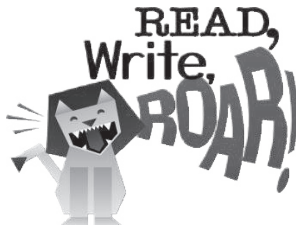
Does the word look right? Does the word need a vowel pair?

5. Rewrite the word
6. Read the word:

Phonics Skills

Use the directions in the Spell It section to spell the following word.

1. Season
2. _____
3. _____
4. _____
5. _____



ACTIVITY GUIDE

Episode 305: Mystery Words and a Jazz Poet

Book: *Jazz Poet: A Story about Langston Hughes* by Veta Boyd Jones

Scan below to watch lesson



Write It

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

Clue 5: Change the **p** to a **r**.



Clue 4: Add **sh** before the **a**.



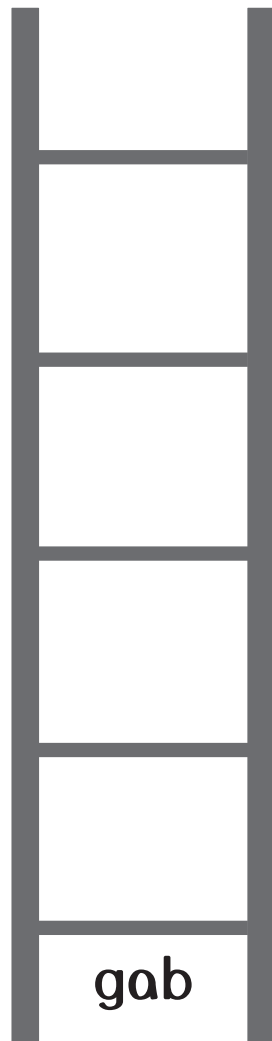
Clue 3: Take off the **gr**.



Clue 2: Change the **b** to a **pe**.



Clue 1: Add an **r** before the **a**.



Words to Know

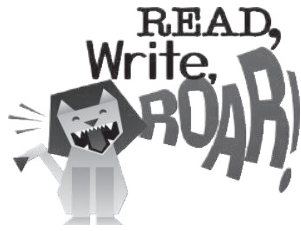
- **Literal language:** words and phrases that mean exactly what they say
- **Nonliteral language:** words and phrases that mean one thing but are used to describe something else
- **Context clues:** words and phrases that help you figure out the meaning

Read It

Authors use literal and nonliteral language to add interest and variety to their stories. Read the following sentences from, *Jazz Poet: A Story about Langston Hughes*, by Veta Boyd Jones. Use the context clues to determine the meaning of the underlined words.

When he talked, he barked orders.

He had left the United States and headed to Mexico, where he said Blacks were treated fairly.



ACTIVITY GUIDE

Episode 306: How to Change the World

Book: *Jazz Poet: A Story About Langston Hughes* by Veta Boyd Jones

Scan below to watch lesson



Read It

Use what you know about **consonant -le** words to make sense of this story and read it accurately.

Nathan always sits on his front porch. He listens to his neighbor **dribble** a basketball. He hears the man upstairs playing the **bugle**. It is a **simple** song that feels calm. Nathan loves his neighborhood.

Phonics Skills

A **syllable** is a word part that has one, and only one vowel sound. Remember, the letters a, e, i, o, u, and often the letter y usually make vowel sounds. Sometimes a syllable has more than one of these vowels, but they work together to make only one sound.

The **consonant -le** syllable comes at the end of a word and makes the /l/ sound.

simple

Edit It

The passage below contains spelling, punctuation, and capitalization errors. Use editing marks to correct these mistakes. See if you can find all 6 of them.

The time went by and suddenly i was helping my last elder. Granny June had me carry the heaviest box. I grunted Oh man Granny June! My arms may not be able to carre it. She giggled and put her hand on my back. "Of course you can. I believe in you. Youve got this." Lucky for me she was parked close.

Spending Time Outside

Alma and her friends like to spend time at the park in their neighborhood. It has a playground, open green spaces, an ice rink, and more. Draw or write about the ways you like to enjoy being outside in your neighborhood.



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ACTIVITY GUIDE

Episode 307: Consonant-l-e Words and Creating Change

Book: *Genius Gia and the Safe Streets* by Julia Lindsey

Scan below to watch lesson



Read It

Read the following passage out loud. The bolded words contain **consonant -le** words.

Nathan is writing a story about the sounds in his neighborhood. He **grapples** with finding the right words. He **mumbles** the sounds quietly. Now he knows he is **able** to write a beautiful poem.

Phonics Skills

A syllable is a word part that has one, and only one vowel sound.

The syllable **consonant -le** pattern always comes at the end of a word.

turtle

rattle

Read It

1. Say the word:
2. Write lines for each syllable:

1. Write a line for each sound you hear:

hear: _____

2. Write the corresponding letters

Does the word look right? Does the word need a vowel pair?

3. Rewrite the word.
4. Read the word

Try It

Use the directions in the Spell It section to spell the following word.

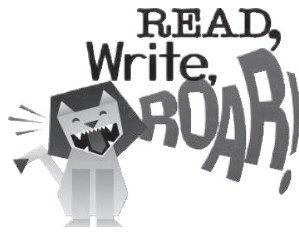
1. **candle**

2.

3.

4. _____ - _____

5.



ACTIVITY GUIDE

Episode 308: Sorting Consonant-l-e Words

Book: *Genius Gia and the Safe Streets* by Julia Lindsey

Scan below to watch lesson



Read It

Read the following passage out loud. Use what you know about **r-controlled vowel patterns, vowel teams, and consonant -le** patterns to read the words correctly.

“The **carpet** is so **dirty!**” I heard my mom **exclaim**. I didn’t want to clean it. So, I grabbed a **peanut** snack and my **notebook**. I **started** to **doodle** a carpet cleaning invention. I drew a machine with **bubbles** and a **handle**. **Perfect!** Now I wish my drawing would turn into a real machine.

Phonics Skills

In an **r-controlled vowel** pattern, there is a vowel and then the letter r. The vowel isn’t short or long.

letter

In a **vowel team** pattern, two vowels work together to make one sound.

tiptoe

In a **consonant -le** pattern, the -le says /l/ and always comes at the end of a word.

simple

Write It

A TREE organizer is great for organizing your thoughts when writing a persuasive essay.

Topic - Why is the topic important?

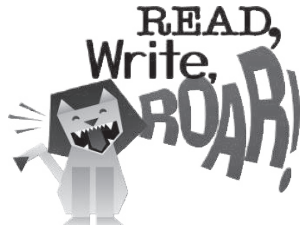
Reasons

1. What is needed?
2. Why is it important?
3. What do we need to do?

Provide **Evidence** to support your reasons.

Write a strong **Ending**.

T	Topic
R	Reasons
E	Evidence
E	Ending



ACTIVITY GUIDE

Scan below to watch lesson



Episode 309: What are the Types of Syllables?

Book: *Marley Dias Gets it Done: And so Can You* by Marley Dias

Read It

In order to retell a story, we need to listen for, and keep track of, a few important parts of a story. We can use the five finger rule to remember these important details.



Try It

After reading a book, use the five finger rule to retell the story.

1. Characters
2. Setting
3. Problem
4. Events
5. Solution

Spell It

Use these instructions to spell the word in the Try It section

1. Say the word:
2. Write lines for each syllable:

1. Write a line for each sound you hear: _ _ _ - _ _ _ _
2. Write the corresponding letters
Does the word look right? Does the word need a vowel pair?
3. Rewrite the word.
4. Read the word

Try It

Use the directions in the Spell It section to spell the following word.

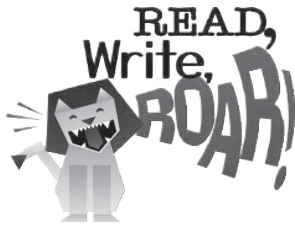
1. **hibernate**

2.

3.

4. _ _ _ _ - _ _ _ _ _

5.



ACTIVITY GUIDE

Episode 310: Decoding Types of Syllables and Getting it Done!
Book: *Marley Dias Gets it Done: And so Can You* by Marley Dias

Scan below to watch lesson



Read It

Use what you know about syllables in the **Phonics Skills** section to read the bolded words accurately. Circle the vowel teams, r-controlled vowels, and words containing **igh**.

The **storekeeper** was looking to open his bookstore in a new location. He was looking for the perfect **neighborhood** full of kids and families. He worked hard and found just the right spot! He was so excited to sell a book to his first **customer** during his grand opening.

Phonics Skills

The bolded words in the **Read It** section contain different syllable types.

vowel teams - when two vowels are together in a word, the first one makes its long sound

r-controlled vowels at the end of a word, won't be a long or short E sound. -er -ir -or

igh works together to say "eigh"- just like in the word "eight".

Revise and Edit It

Read the passage below. Use the anchor charts below to help you revise and edit where it is necessary.

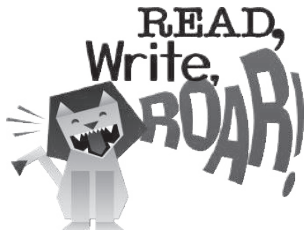
ARMS

What can I **A**dd?
What can I **R**emove
What can I **M**ove?
What can I **S**ubstitute?

COPS

C Capitalization
O Overall
P Punctuation
S Spelling

another reason to make donations to the animal shelter is that without our help some animals might not get collars or toys. can you imagine that



ACTIVITY GUIDE

Episode 311: Friendship and Prefixes re- and un-

Book: *Me and Misty* by Maddy Gilbert

Scan below to watch lesson



Phonics Skills

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

un- means **not**

re- means **again**

Try It

Add the prefix -un and -re to make the new word. How does the prefix change the meaning?

un-	Base Word	re-	Base Word
	happy		try
	kind		write
	do		examine

Read It

Boxes and Bullets

Main idea:

Supporting Details



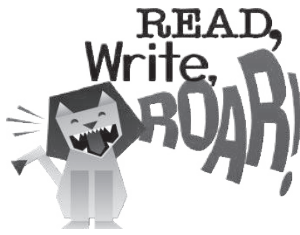
Write It

What word is missing? Fill in the blank with one of the words from above.

Are you _____ when it snows outside or does it make you smile?

When my neighbor said mean words, he was being _____.

My handwriting was really messy, so I have to _____ my letter to my grandma so she can read it.



ACTIVITY GUIDE

Episode 312: Becoming Friends and More Prefixes

Scan below to watch lesson



Phonics Skills

A prefix is added to the beginning, or the front, of a word to change the word and its meaning.

- un** means **not**
- re** means **again**

Read It

Read the story below. Circle the words that start with the prefixes -un and -re.

Grace loved rereading stories. She wanted to be Peter Pan, but unfortunately her class didn't think she could play the part.

Nana reminded Grace that she can be anything she wants to be. Grace restarted her practice for the play.

Think About It

Who are the characters in the story above?

What are the characters' actions?

Words to Know

character - the person in the story

action - something you do

Write It

Fill in the blank with the missing word.

unfortunate ungrateful
reread remind restart

_____ - not lucky

_____ - read again

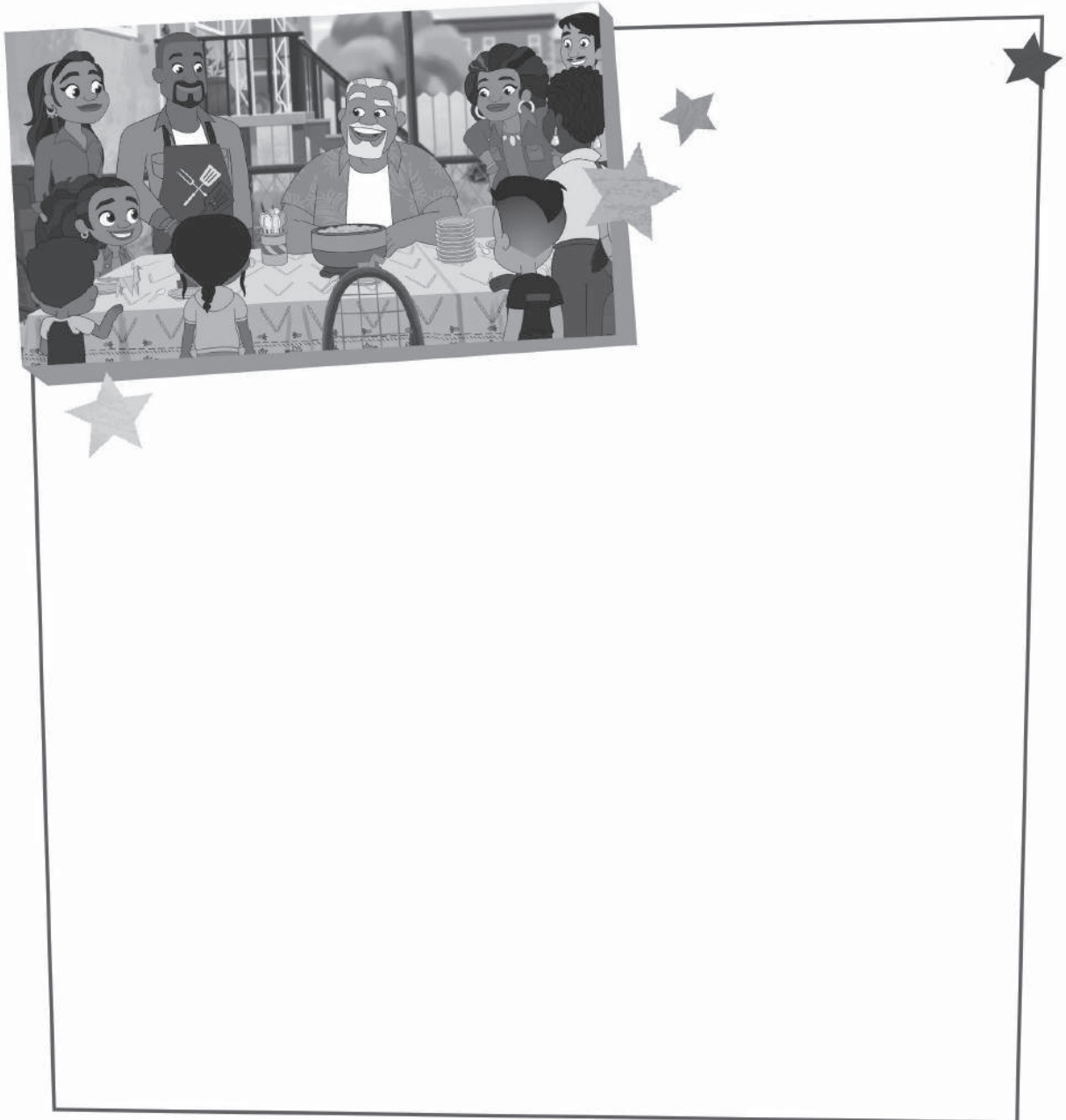
_____ - not thankful

_____ - to begin doing something again

_____ - to tell someone something again

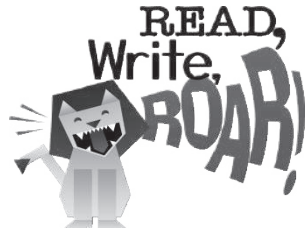
It's Way, Way Yummy!

Alma loves lots of different kinds of foods like Mami's mofongo, blueberry muffins from Huda's store, and *anything* made with corn! What do you like to cook with your family? Try to write the recipe or draw the steps below. Like Alma, remember to stop and think about each step, one at a time.



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ACTIVITY GUIDE

Episode 313: Mystery Words and Responsible Decisions
Book: *What Were You Thinking?* By Bryan Smith

Scan below to watch lesson



Read It

When I got home the other day, my house smelled SO good! I walked into the kitchen and saw that my mom had made a cake. Yum! I looked around... I didn't see anyone... so I took just a *tiny* bite. And then another, and then another. Oops! Half the cake was gone! And... ooooooh... I had a tummy ache. My mom walked in and was so mad! I told her it wasn't me. Of course she didn't believe me, so I had to spend my whole afternoon helping my mom make a cake, instead of playing soccer with my friends.

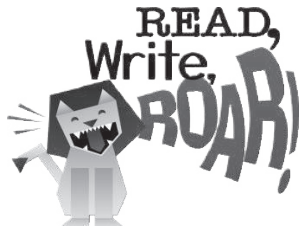
Words to Know

character - the person in the story
action - is something you do

Transition Words

Transition means to change or move from one thing to another. **Transition words** help us understand a change. For example, changing from talking about the cause to the effect.

as a result,
then,
so,
therefore,



ACTIVITY GUIDE

Episode 313: Mystery Words and Responsible Decisions

Book: *What Were You Thinking?* by Bryan Smith

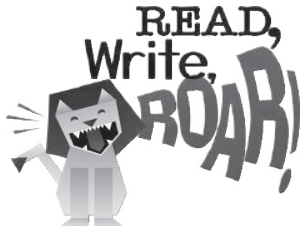
Scan below to watch lesson



Write It

Use the story on the previous page to fill in the T-Chart.

Character's actions	What Happens Because of Those Actions



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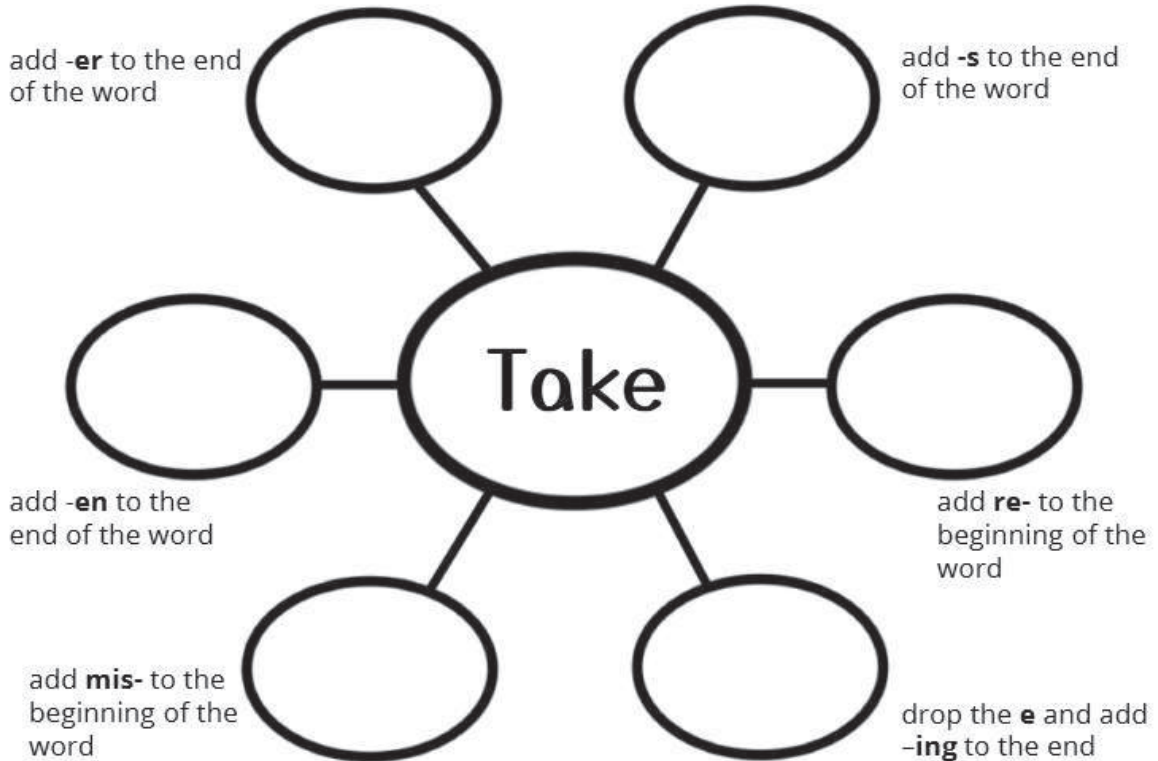
Episode 314: Word Webs and Making Good Choices
Book: Excerpts from *What Were You Thinking?* By Bryan Smith

Scan below to watch lesson



Phonics Skill

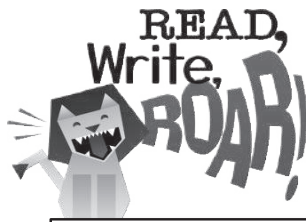
Fill in each bubble by adding the suggested prefix or suffix to the root word.



Try It

Using a story from your own life, fill in the T-chart with the character's actions and what happened because of those actions

Character's actions	What Happened Because of Those Actions



ACTIVITY GUIDE

Episode 401: What is a Schwa?
Book: *Every Autumn Comes the Bear* by Jim Arnosky (1st half)

Scan below to watch lesson



Read It

Read the story out loud. Underline the words with the **schwa** sound.

One autumn, a panda bear met a polar bear. "You look different," said Panda. "Where are you from?"

"I'm from the frozen tundra," said Polar Bear. "Where are you from?"

"I'm from the green forest," said Panda.

Polar Bear was afraid of the forest. She thought it was full of a bunch of scary creatures.

"I want to avoid the forest," said Polar Bear. "It is so scary!"

Phonics

The Schwa sound usually sounds like "uh", like you are thinking. It sounds like the u sound, but it can be spelled with any vowel.

Say the following words out loud. Listen for the schwa sound. Circle the letters that make the schwa sound.

Avoid

Autumn

Tundra

Panda

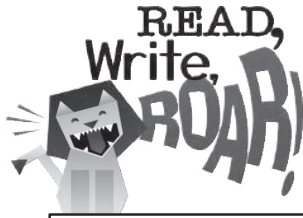
Afraid

Write It

Do you think Polar Bear will ever visit panda?

Think About It

Pandas live in bamboo forests in China. Polar Bears live on the frozen tundra. Could these bears live in the same habitat?



ACTIVITY GUIDE

Episode 402: Sorting Schwa Sound
Book: *Every Autumn Comes the Bear* By Jim Arnosky (2nd half)

Scan below to watch lesson



Read It

Read the story out loud. Underline the words with the **schwa** sound.

The forest was Panda's habitat, so he knew it wasn't scary. Panda felt fortunate to live in the forest. So, Panda decided to invite Polar Bear. "It's not too late. You can visit my forest soon," he said. Polar Bear was amazed at the invitation. "That is very considerate, Panda," she said. "As long as you promise there are no pirates!"

Write It

1. Make an inference.
2. What is the mood of the story?

Phonics

The Schwa sound usually sounds like "uh"...like you are thinking. It sounds like the u sound, but it can be spelled with any vowel.

Say the following words out loud. Listen for the schwa sound. Circle the letters that make the schwa sound.

Fortunate

Pirate

Considerate

Amazed

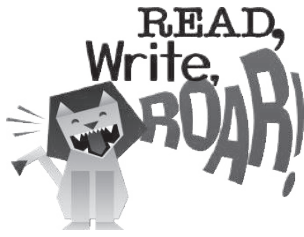
Invitation

Words to Know

setting - where the story is happening

mood - the feeling from the story.

infer - take your best guess from the information in the book and in your brain



ACTIVITY GUIDE

Episode 403: Segmenting the Schwa Sound

Book: *Muskrat Will be Swimming* by Cheryl Savageau

Scan below to watch lesson



Write It

The Schwa sound usually sounds like “uh”...like you are thinking. It sounds like the u or i sound, but it can be spelled with any vowel.

Say the words in the word box out loud. Listen for the schwa sound. Sort the words by their ending.

reluctant	occupant
signal	general
personal	hospital
vital	hesitant
defiant	relevant

-al	-ant

Write It

character - the person in the story

setting - where the story is happening

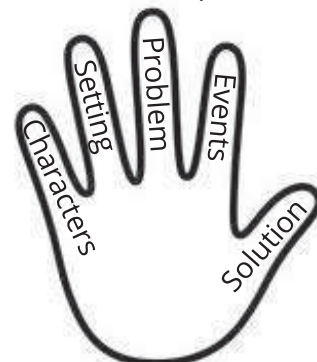
problem - what is wrong in the story

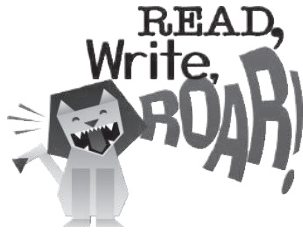
events - something that happens in a story

solution - how the problem is solved

Retell It

5 Finger Retell: Use each of your fingers to remember parts of a story.





ACTIVITY GUIDE

Episode 404: More Segmenting the Schwa Sound

Book: *Muskrat Will be Swimming* by Cheryl Savageau

Scan below to watch lesson

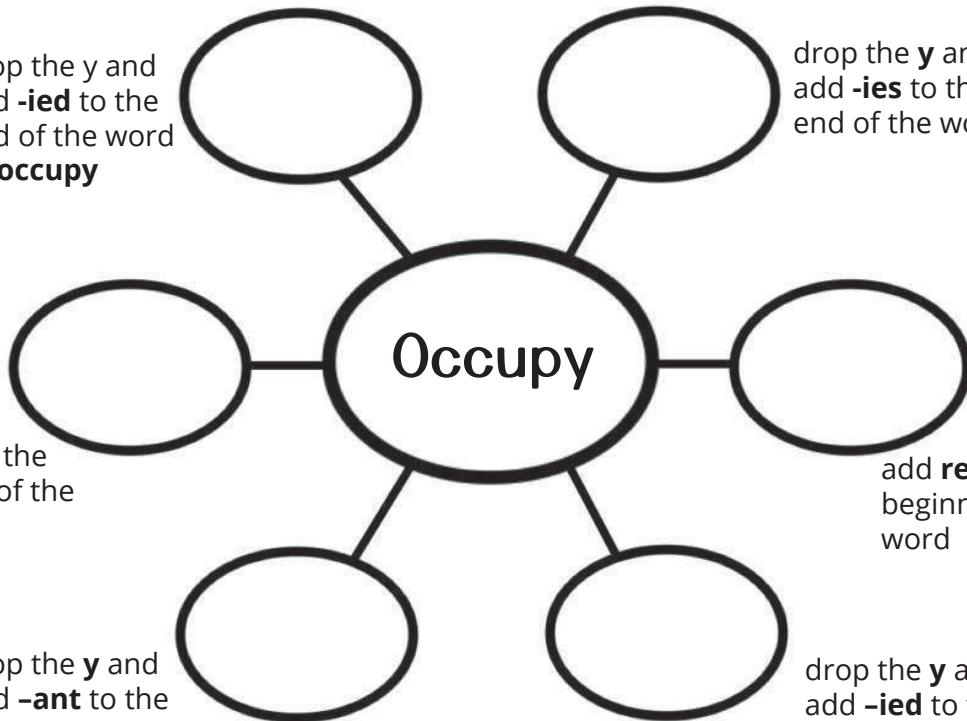


Write It

Fill in each bubble by adding the suggested prefix and/or suffix to the base word.

drop the **y** and add **-ied** to the end of the word
unoccupy

drop the **y** and add **-ies** to the end of the word



add **un-** to the beginning of the word

add **re-** to the beginning of the word

drop the **y** and add **-ant** to the end of the word

drop the **y** and add **-ied** to the end of the word

Phonics Skills

A **verb** is a word that shows action.

An **adjective** is a word that describes something.

A **noun** is a person, place, or thing.

A **base word** is a word that is complete all by itself.

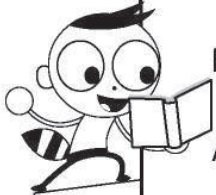
A **prefix** is added to the beginning, or the front, of a word to change the word and its meaning.

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



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 405: Habitats and Suffix -ity
Book: *Forests Inside Out* by James Bow

Scan below to watch lesson



Phonics

A **suffix** is a meaningful word part used at the end of a word.

When you add the suffix **-ity** to the end of an **adjective** (a word that describes), the word becomes a **noun** (person, place, or thing).

Words to Know

infinite - describes something that never ends.

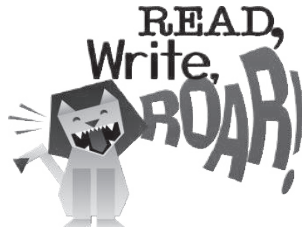
possible - describes something that can happen

available - describes something that you are able to get

Write It

Add the suffix **-ity** to the base word. Write the new word in the space provided.

word	drop the e and add -ity	new definition
infinite		a place that goes on forever
possible		a thing that can be done
available		a thing you can get



ACTIVITY GUIDE

Episode 406: The Forest and Suffix -ous
Book: *Forests Inside Out* by James Bow

Scan below to watch lesson



Phonics Skill

When the suffix **-ous** is added to the end of a noun, the word becomes an **adjective**.

An **adjective** describes a word.

-ous means full of

Words to Know

main Idea - the most important idea in a paragraph or story

What is the main idea of the passage in the Read It box below?

Read It

Read the passage out loud. Underline the words ending in -ous.

Kara loved her mountainous forest. She knew the forest wasn't dangerous. She sat still and listened to the glorious sounds of the birds.

Write It

Fill in the first blank with words ending in **-ous** from the story. Use the base word to figure out the meaning of the new word.

1. _____
means full of

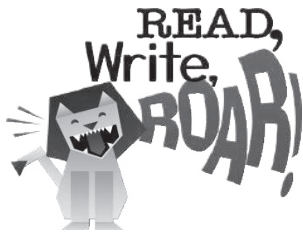
_____.

2. _____
means full of

_____.

3. _____
means full of

_____.



ACTIVITY GUIDE

Episode 407: The Rainforest and Suffix -some

Book: *Rainforest Inside Out* by Robin Johnson

Scan below to watch lesson



Text Features

Topic or main idea - what the text is mainly about

Sub topic - a smaller division of the main topic

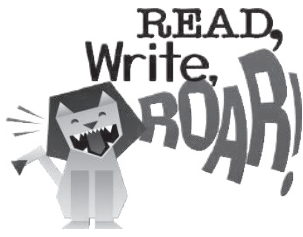
Details - facts or true things that we will learn about the topic

Write It

Fill in the parts of the graphic organizer with information in the word box.

- Animals like to live in cacti
- Every year animals come and make new homes
- Different animals like rats, birds, and bats live in the cactus
- Cactus

Topic	Sub Topic	Details



ACTIVITY GUIDE

Episode 408: Mystery Word and The Rainforest

Book: *Rainforest Inside Out* by Robin Johnson

Scan below to watch lesson



Read It

Accurate readers pay attention to every letter in a word. Each word below has been changed by adding or taking away letters. Read each word out loud while paying attention to each letter sound.

den → deem → seem → seam
→ steam → stream → mean
→ meaner → meanest

Revise It

When you **revise** something, you make it better.

Good writers **revise** their writing by:

- elaborating or telling more by adding more details. Using the word because helps add details to a sentence.
- combining sentences in order to create a smooth flow of words.

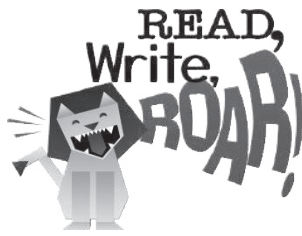
Write It

Read the following sentences. Think about how you could revise each sentence to make it sound better. Use the tips from above. Write the new sentence on the line provided.

Woodpeckers like to hang around in the forest.

They eat grubs. They eat insects.

Many woodpeckers live in Michigan.



ACTIVITY GUIDE

Episode 409: Chunking Words and Animal Clothing

Book: *Animals Should Definitely Not Wear Clothing* by Judi Barrett

Scan below to watch lesson



Read It

Read the passage out loud.

What an exciting day! We are going on a field trip to the desert! My teacher said the conditions will be hot and dry. He also said we won't be assisting the animals, only observing them. I really hope we see a jackrabbit!

Try It

Use the rules **for dividing syllables** on the words below.

conditions

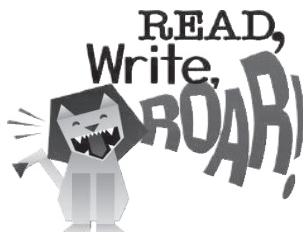
observing

jackrabbit

Phonics Skills

Words are made up of syllables. A **syllable** is a part of a word with a vowel sound.

Dividing Syllables	
- Every syllable has one vowel or vowel team.	-Remember the vowels are a, e, i, o, u and sometimes y.
-Place a dot under each vowel.	-This helps us make sure our syllables only have one vowel sound!
-Underline any vowel teams.	-Two or more letters, usually vowels, sometimes work together to make 1 vowel sound, like ee.
-Divide syllables between <u>a consonant and a vowel</u> , between <u>two consonants</u> , or between <u>two vowels</u> .	-Consonant blends usually stay together. Consonant blends are two consonants that make one sound, like ch-, or two consonants that slide together, like bl-.
-Keep digraphs or consonant blends together.	



ACTIVITY GUIDE

Episode 410: More Syllables and Silly Animals

Book: *Animals Should Definitely Not Wear Clothing* by Judi Barrett

Scan below to watch lesson



Read It

Read the passage out loud.

My class and I have arrived in the desert! My teacher said to watch out for scorpions. Yikes! I am quietly observing the landscape to see what I can discover. It is so dry here. Scarcity of rain means that there isn't a lot of water. I wonder how a jackrabbit gets water and stays cool?

Write It

Use the rules for **dividing syllables** on the words below.

scorpions

discover

scarcity

Phonics Skill

Words are made up of syllables. A **syllable** is a part of a word with a vowel sound.

Dividing Syllables

- Every syllable has one vowel or vowel team.

-Place a dot under each vowel.

-Underline any vowel teams.

-Divide syllables between a consonant and a vowel, between two consonants, or between two vowels.

-Keep digraphs or consonant blends together.

-Remember the vowels are a, e, i, o, u and sometimes y.

-This helps us make sure our syllables only have one vowel sound!

-Two or more letters, usually vowels, sometimes work together to make 1 vowel sound, like ee.

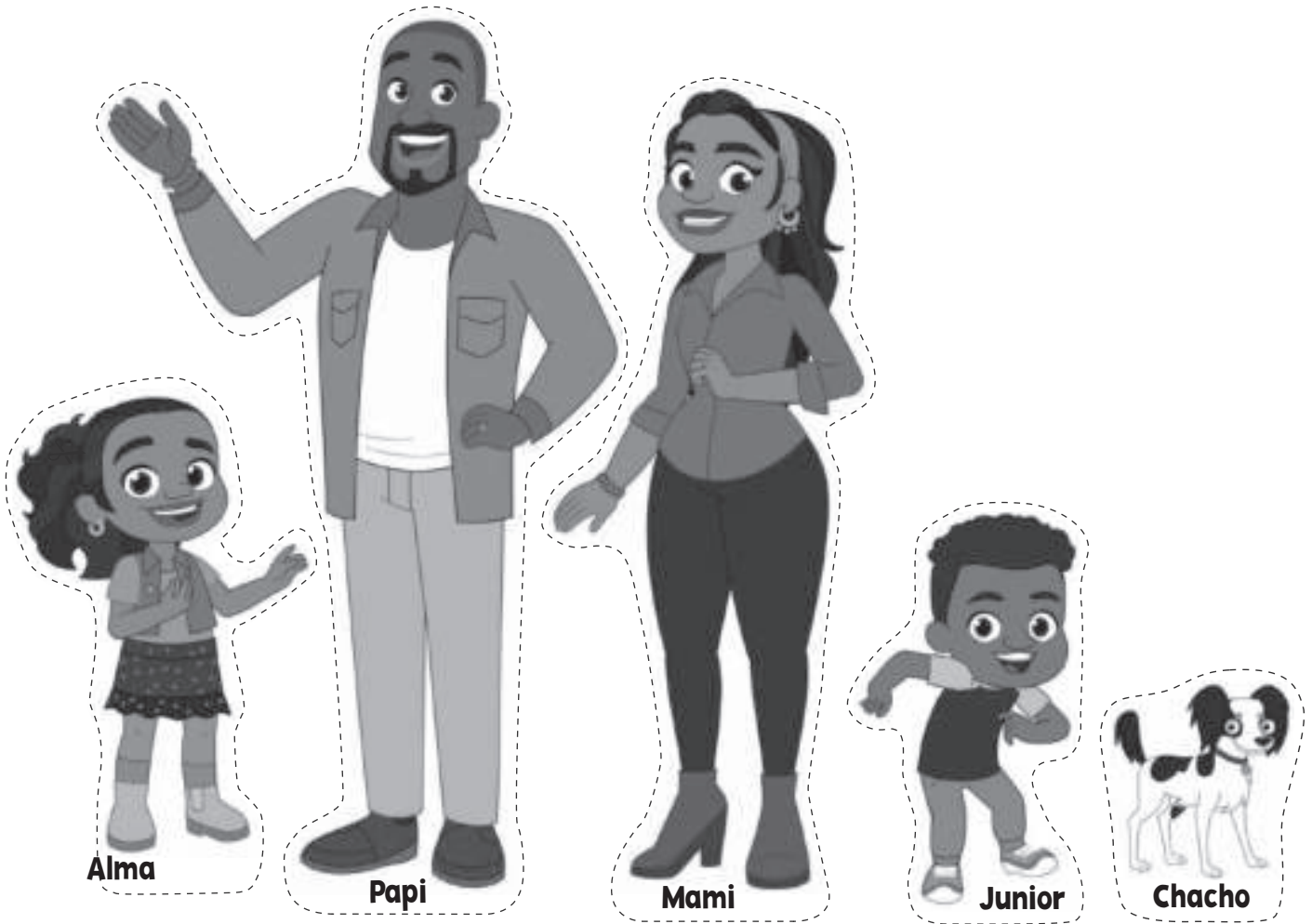
-Consonant blends usually stay together. Consonant blends are two consonants that make one sound, like ch-, or two consonants that slide together, like bl-.



Play Alma's Way!

This is Alma Rivera. She lives in the Bronx, New York, with her family. Like you, she learns about her world every day. During her adventures, she always thinks things through and has lots of questions.

Cut out the characters and prop pieces along the dashed lines. Use the characters and props to play stories from Alma's Way or create your own!



Alma

Papi

Mami

Junior

Chacho



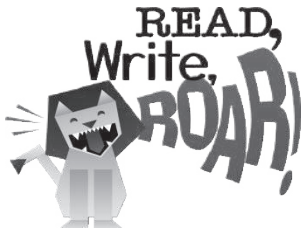
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ACTIVITY GUIDE

Episode 411: More Segmenting Syllables, and Hybrid Text
Book: *The Magic School Bus Gets All Dried Up* by Joanna Cole



Read It

Read the passage out loud.

Wow, the jackrabbit is amazing! Its ears act like an air conditioner to keep it cool. I also discovered some plants are inedible, which means you can't eat them.

Try It

Use the rules for **dividing syllables** on the words below.

conditioner

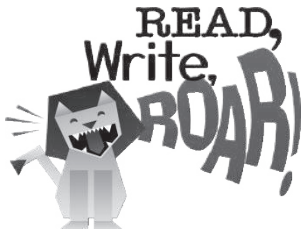
discovered

inedible

Phonics Skills

Words are made up of syllables. A **syllable** is a part of a word with a vowel sound.

Dividing Syllables	
- Every syllable has one vowel or vowel team.	-Remember the vowels are a, e, i, o, u and sometimes y.
-Place a dot under each vowel.	-This helps us make sure our syllables only have one vowel sound!
-Underline any vowel teams.	
-Divide syllables between <u>a consonant and a vowel</u> , between <u>two consonants</u> , or between <u>two vowels</u> .	-Two or more letters, usually vowels, sometimes work together to make 1 vowel sound, like ee.
-Keep digraphs or consonant blends together.	-Consonant blends usually stay together. Consonant blends are two consonants that make one sound, like ch-, or two consonants that slide together, like bl-.



ACTIVITY GUIDE

Episode 412: Words with Adapt, and More Hybrid Text

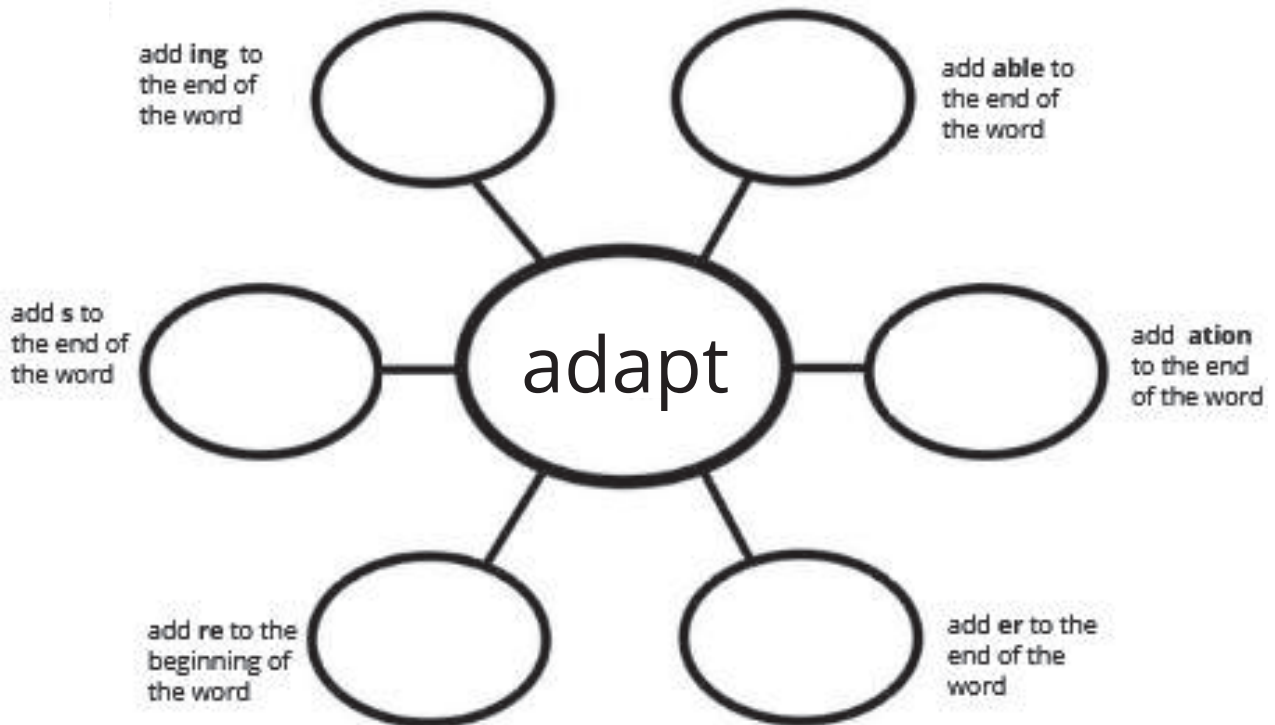
Book: *The Magic School Bus Gets All Dried Up* by Joanna Cole

Scan below to watch lesson



Read It

Fill in each bubble by adding the suggested prefix and/or suffix to the base word.



Phonics Skills

A **verb** is a word that shows action.

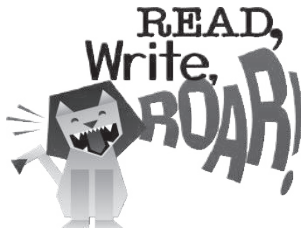
An **adjective** is a word that describes something.

A **noun** is a person, place, or thing.

A **base word** is a word that is complete all by itself.

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

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



ACTIVITY GUIDE

Episode 413: The -ture Ending and Main Idea

Book: *A Seed is Sleepy* by Diana Hutts Astin

Scan below to watch lesson

Read It

When we see **t-u-r-e** at the end of a word with more than one syllable, it sounds like /chur/.

This syllable is usually less strong than the other syllables in the word, so we call this an **unaccented syllable**.

We usually say **unaccented syllables** more quickly and more softly than other syllables in a word.

Try It

Listen for the **unaccented syllable** as you read each word. Use the rules for **dividing syllables** on the words below.

future

creature

mixture

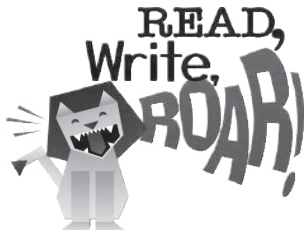
Draw It

Draw a picture to go with the sentence.

The creature from the future created a secret mixture.

Dividing Syllables

- | | |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| - Every syllable has one vowel or vowel team. | -This helps us make sure our syllables only have one vowel sound! |
| -Place a dot under each vowel. | -Two or more letters, usually vowels, sometimes work together to make 1 vowel sound, like ee. |
| -Underline any vowel teams. | -Consonant blends usually stay together. Consonant blends are two consonants that make one sound, like ch-, or two consonants that slide together, like bl-. |
| -Divide syllables between <u>a consonant and a vowel</u> , between <u>two consonants</u> , or between <u>two vowels</u> . | |
| -Keep digraphs or consonant blends together. | |
| -Remember the vowels are a, e, i, o, u and sometimes y. | |



ACTIVITY GUIDE

Episode 414: The -age Ending and Main Idea

Scan below to watch lesson



Read It

Read the passage out loud. Listen for the **unaccented syllables** at the end of the words that end with -age. Underline the words with the **-age** suffix.

I planted the seeds my grandpa gave me. Some of them were cabbage seeds! When the seeds started to sprout, I drew an image of my garden to share with Grandpa.

Phonics Skills

Separate the following words into syllables. Then write the word on the line provided.

cabbage

____ _ _____

shortage

____ _ _____

image

____ _ _____

voyage

____ _ _____

Read It

When we see **a-g-e** at the end of a word with more than one syllable, it sounds like /ij/.

This syllable is usually less strong than the other syllables in the word, so we call this an **unaccented syllable**.

We usually say **unaccented syllables** more quickly and more softly than other syllables in a word.

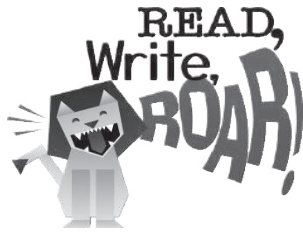
Phonics Skills

cabbage - a green plant that looks like lettuce

shortage - a situation when you don't have enough of something

image - a picture

voyage - a long journey by water or through space



ACTIVITY GUIDE

Episode 415: The -ate Ending and Comparing Texts

Book: *A Butterfly is Patient* by Diana Huts Astin

Scan below to watch lesson



Read It

Read the passage out loud. Underline the words with the **-ate** suffix.

When my seeds turned to flowers, I noticed so many butterflies visiting my garden! I watched them fly from flower to flower. I learned butterflies pollinate the flowers. My estimate is that I've seen twenty butterflies!

Try It

Separate the following words into syllables. Then write the word on the line provided.

climate

pollinate

illuminate

estimate

Phonics Skills

When we see **a-t-e** at the end of a word with more than one syllable, and it is a verb (action word) it sounds like "ate."

When we see **a-t-e** at the end of a word with more than one syllable, and it is a noun (a person, place, or thing) it sounds like /it/.

This syllable is usually less strong than the other syllables in the word, so we call this an **unaccented syllable**.

We usually say **unaccented syllables** more quickly and more softly than other syllables in a word.

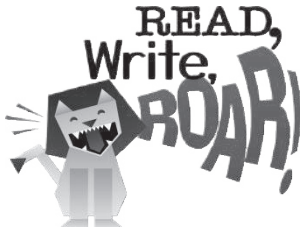
Words to Know

climate - the usual weather conditions in a certain place

pollinate - move or carry pollen to a plant so that seeds can be made

illuminate - to make something bright with light

estimate - to make a careful guess about the size, amount, or worth of something



ACTIVITY GUIDE

Episode 416: Word Webs and Comparing Texts

Book: *A Butterfly is Patient* by Diana Huts Astin

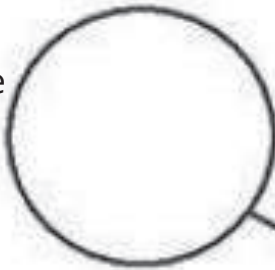
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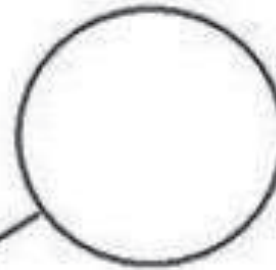
Read It

Fill in each bubble by adding the suggested prefix or suffix to the root word.

Drop the **e** and add **-ing**

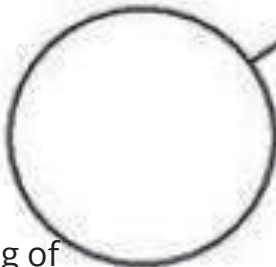


Drop the **e** and add **-ion** to the end of the word

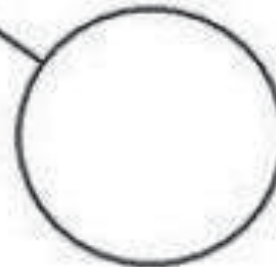


estimate

Add **re-** to the beginning of the word



Add **under-** to the beginning of the word



Words to Know

estimate (verb - **ate** sounds like **it**) - to use a close number or make a close guess

estimate (noun - **ate** sounds like **ate**) - a close guess

estimation - the amount you think there is



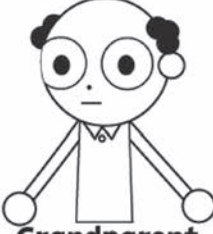
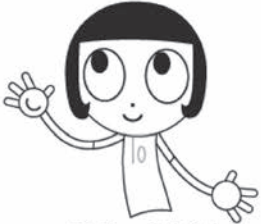
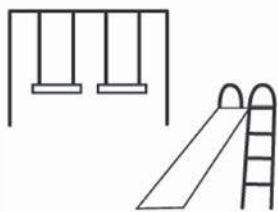


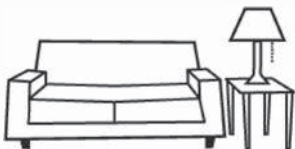
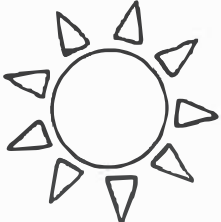







underestimate - estimate is too low

reestimate - estimate again



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

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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

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Word Girl

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The State of Michigan



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