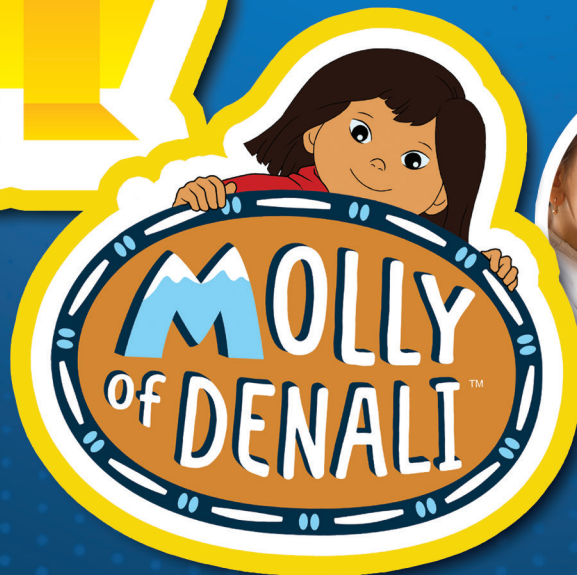




READ,  
Write,  
**ROAR!**



Literacy Activity Book  
2nd Grade

Proudly Sponsored by





# READING, LEARNING, LITERACY SUPPORTED BY AAA.

We join PBS in the goal to make sure every child in our community learns to read.  
Equal opportunity starts with reading.



DIVERSITY, EQUITY & INCLUSION

# Help Your Reader Grow!



**Read, Write, ROAR! helps kids in grades K-3 practice reading and writing**

**Read, Write, ROAR! is a new television and online show** featuring fun and engaging lessons from real Michigan teachers.

Watching an episode with your child reinforces the skills your child is learning in school, and each episode comes with a printable activity to extend learning.












The program is aligned to Michigan teaching standards and uses research-based teaching practices shown to help kids become better readers.

**WATCH** it on broadcast television from your local PBS station, or find episodes on-demand at **MichiganLearning.org**



Serving Schools Statewide  
Through Your Local PBS Stations

## The Michigan Learning Channel is Available On:

-  **WCMU**  
**Alpena**  
Channel 6.4
-  **Cadillac**  
Channel 27.4
-  **Manistee**  
Channel 21.4
-  **Mt. Pleasant**  
Channel 14.4
-  **WDCQ**  
**Delta College Public Media**  
Channel 19.5
-  **WGVU**  
**Grand Rapids**  
Channel 35.6
-  **Kalamazoo**  
Channel 52.6
-  **WKAR**  
**WKAR Public Media**  
Channel 23.5
-  **WNMU**  
**WNMU-TV**  
Channel 13.4
-  **WTVS**  
**Detroit Public TV**  
Channel 56.5
-  **WNIT**  
**Michiana PBS**  
Channel 34.5

MichiganLearning.org  
@MichLearning



## Rescan Your TV

Your remote control and TV menus may vary, but the steps are the same. Your TV will scan for all available channels.

TV sets connected to cable, satellite or other pay TV providers do not need to scan.

### How to Scan

1. Press menu on your remote control.
2. Select setup.
3. Choose antenna then channel scan or auto tune.

These materials were developed under a grant awarded by the Michigan Department of Education and the U.S. Department of Education.





# 2021-2022 School Year Schedule

On TV.

Online.

Statewide.

TIME	GRADE	WHAT'S ON
6AM	Pre-K	Wimee's Words, Simple Gifts series, PBS Kids shows
7AM	Pre-K - 1st Grade	Let's Learn
8AM	Kindergarten	Read, Write, ROAR!, Math Might's, and more
9AM	1st Grade	
10AM	2nd Grade	
11AM	3rd Grade	
12PM	4th - 6th Grade	Extra Credit (writing, math, art, fitness)
1PM-3PM	3rd - 6th Grade	Curious Crew, DIY Science Time, Camp TV, SciGirls (science, literacy)
3PM	4th - 6th Grade	Extra Credit (writing, math, art, fitness)
4PM-6PM	Kindergarten - 3rd Grade	Read, Write, ROAR!, Math Might's, and more: Mon/Wed/Fri: K & 1st Grade; Tues/Thurs: 2nd & 3rd Grade
6PM	Pre-K - 1st Grade	Let's Learn
7PM	Pre-K	Wimee's Words, Simple Gifts series, PBS Kids shows
8PM-6AM	6th - 12th Grade	PBS programs related to educational standards

Details at [MichiganLearning.org/schedule](https://MichiganLearning.org/schedule)

rev 08/21



## PBS KIDS 24/7 channel

### WEEKDAY LISTINGS PBS KIDS

6:00 a.m. - 9:30 p.m.

6:00 a.m. The Cat in the Hat	2:00 p.m. Cyberchase
6:30 a.m. Ready Jet Go!	2:30 p.m. Pinkalicious & Peterrific
7:00 a.m. Peg + Cat	3:00 p.m. Pinkalicious & Peterrific
7:30 a.m. Super WHY!	3:30 p.m. Elinor Wonders Why
8:00 a.m. Daniel Tiger	4:00 p.m. Donkey Hodie
8:30 a.m. Daniel Tiger	4:30 p.m. Curious George
9:00 a.m. Sesame Street	5:00 p.m. Alma's Way
9:30 a.m. Elinor Wonders Why	5:30 p.m. Xavier Riddle
10:00 a.m. Clifford (reboot)	6:00 p.m. Molly of Denali
10:30 a.m. Dinosaur Train	6:30 p.m. Hero Elementary
11:00 a.m. Let's Go Luna!	7:00 p.m. Wild Kratts
11:30 a.m. Curious George	7:30 p.m. Wild Kratts
12:00 p.m. Nature Cat	8:00 p.m. Odd Squad
12:30 p.m. Xavier Riddle	8:30 p.m. Odd Squad
1:00 p.m. Molly of Denali	9:00 p.m. Arthur
1:30 p.m. Hero Elementary	9:30 p.m. Arthur

### WEEKEND LISTINGS PBS KIDS

6:00 a.m. - 9:30 p.m.

6:00 a.m. Clifford (classic)	1:30 p.m. Nature Cat
6:30 a.m. WordWorld	2:00 p.m. Cyberchase
7:00 a.m. Splash and Bubbles	2:30 p.m. WordGirl
7:30 a.m. Peep and the Big Wide World	3:00 p.m. Hero Elementary
8:00 a.m. Sid the Science Kid	3:30 p.m. Xavier Riddle
8:30 a.m. Daniel Tiger	4:00 p.m. Molly of Denali
9:00 a.m. Donkey Hodie	4:30 p.m. Arthur
9:30 a.m. Elinor Wonders Why	5:00 p.m. Odd Squad
10:00 a.m. Sesame Street	5:30 p.m. Wild Kratts
10:30 a.m. Super WHY!	6:00 p.m. Alma's Way
11:00 a.m. Clifford (reboot)	6:30 p.m. Curious George
11:30 a.m. Pinkalicious & Peterrific	
12:00 p.m. Dinosaur Train	
12:30 p.m. Let's Go Luna!	
1:00 p.m. Martha Speaks	

NOTE: 2 p.m. to 10 p.m. schedule repeats overnight



# Learn at Home with PBS KIDS

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

## Apps for Social & Emotional Learning

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



## Apps for Literacy Learning

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



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

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



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



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# ACTIVITY GUIDE

**Episode 315:** Kindness and Comparing with Suffixes

**Book:** Each Kindness by Jacqueline Woodson

Scan below to watch lesson



## Phonics Skills

A suffix is a meaningful word part used at the end of a word. When we compare two things, we add the suffix “-er” and when we compare three or more things we add the suffix -est.

**-er** means **more**  
**-est** means **most**

## Try It

Read the base words. Add the suffix -er and -est to make the new word. How does the meaning of the new word change?

Base word	-er	-est
-----------	-----	------

cold

tall

quick

high

## Write It

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

In the winter, the \_\_\_\_\_ days are usually in February.

That skyscraper is much \_\_\_\_\_ than my house!  
On the swings, I always go \_\_\_\_\_ than my best friend.

All of the second graders ran to see who could be the \_\_\_\_\_ to the lunch line.

## Read It

Read or listen to “Each Kindness” by Jacqueline Woodson.

How can small acts show kindness? Make a list or draw a picture of ways to show kindness to others.



# ACTIVITY GUIDE

**Episode 316:** More Comparing with Suffixes

**Book:** Excerpts from Each Kindness by Jacqueline Woodson

Scan below to watch lesson



## Read It

If a word ends in the letter **y**, you must change the **y** into an **i** before adding the suffixes **-er** or **-est** to the end. These suffixes change the meaning of the word.

**-er** means **more**

**-est** means **most**

Turn these words into comparison words by adding -er or -est.

base word	-er	-est
tiny	tinier	tiniest
noisy		
silly		
angry		
hairy		

## Write It

An acrostic is a **poem** of words or phrases that describes a topic word. Write an acrostic poem by choosing a word or phrase about kindness that starts with the letters of the word **kind**.

**K-**

**I-**

**N-**

**D-**

## Try It

Choose one set of words above and draw three pictures to compare.

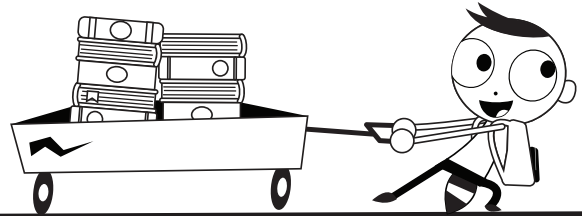
For example, draw three creatures that are hairy, hairier, and hairiest!

Use a separate sheet of paper if needed.





# Going on a Book-nic



## Read Together & Share

### Instructions:

1. Choose a book. Invite someone to read it with you and take turns reading aloud.
2. Talk about the book.
  - a. Are there things in your home that are also in the book? What are they?
  - b. Answer the questions below.

What characters are in the book?

---

---

What was the plot, or the basic sequence of events?

---

---

How did the story end?

---

---

Find more games and activities at [pbskidsforparents.org](https://pbskidsforparents.org)



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# ACTIVITY GUIDE

**Episode 317:** Story Elements and Prefixes dis-, un-, in-  
**Book:** Lubna and Pebble by Wendy Meddour

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.

**-dis, -un, and -in** mean not or opposite of

## Read It

Read the passage out loud. Then answer the questions. Passage taken from the book, *Lubna and Pebble*, by Wendy Meddour.

When Lubna opened her eyes, it was morning. They had landed in a World of Tents. Lubna clutched Daddy's hand and gripped her pebble. Somehow, she knew they'd keep her safe.

Who are the characters?

What is the setting?

What is the plot of this passage?

## Words to Know

**characters** - the people or animals in the story

**setting** - where the story takes place

**plot** - the sequence of events that make up the story

**refugee** - someone who is forced to leave their country to escape war or other danger

**empathy** - the ability to understand and share the feelings of another

## Key Words

Fill in the blank with the missing word. Use the Word bank to help you.

unfinished unhappy  
unusual inactive  
disappear

\_\_\_\_\_ not happy

\_\_\_\_\_ not able to be seen

\_\_\_\_\_ not moving around

\_\_\_\_\_ not finished

\_\_\_\_\_ not normal





# ACTIVITY GUIDE

**Episode 318:** Empathy and Prefixes  
dis-, un-, in-  
**Book:** Excerpts from Lubna and  
Pebble by Wendy Meddour

Scan below to  
watch lesson



## Phonics Skill

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

**-dis, -un, and -in** mean not or opposite of

## Words to Know

**Opinion** - a personal belief that isn't necessarily based on fact.

**Empathy** means the ability to understand and share the feelings of another.

## Read It

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

Clap out the number of syllables in the following words with the prefixes -dis, -un, and -in. Then read the definition of the word.

### Inaccurate



The word **inaccurate** means not correct.

### Disadvantage



A **disadvantage** is something that causes difficulty.

### undone



When something is **undone** it is unfinished.



# ACTIVITY GUIDE

**Episode 318:** Empathy and Prefixes  
dis-, un-, in-

**Book:** Excerpts from Lubna and  
Pebble by Wendy Meddour

Scan below to  
watch lesson



## Write It

Use the frame below to write an opinion piece about  
empathy and kindness.

### Opinion Frame

I believe \_\_\_\_\_

\_\_\_\_\_

First, \_\_\_\_\_

\_\_\_\_\_

Also, \_\_\_\_\_

\_\_\_\_\_

In my opinion, \_\_\_\_\_

\_\_\_\_\_



## WordGirl Word Find

E S P A D O T Z K V U P S E U  
F L A B B E R G A S T E D T M  
C H S V O M T E C F B F X A O  
Z O O P J P L C U O R O M M G  
Q S O Y E G W T A U N A I I C  
H N J R G C I M S R M F S T A  
S O B U D L I T L Y T X C L F  
J U R L E I R F O U P S H U O  
Z T D P T A N G I L T G I C F  
S K W L T C U A Q C I G E D F  
G V Q I B U J O T T K U V Q E  
T H N X N N N O T I Q F O W N  
Y G V N Q W R E X K O L U G D  
E M O S R E B M U C X N S W V  
Z F I D E N T I T Y L L A R M

ALLY  
COORDINATION  
CUMBERSOME  
DISTRACTED  
FLABBERGASTED  
FRUSTRATING  
FUTILE  
IDENTITY  
MISCHIEVOUS  
OFFEND  
SPECIFIC  
STRUGGLE  
ULTIMATE

Now try writing a story where you use as many of these words as possible!

[PBSKIDS.ORG/WORDGIRL](http://PBSKIDS.ORG/WORDGIRL)



# ACTIVITY GUIDE

**Episode 401:** Pangolins and Prefixes  
Pre- and Over-  
**Book:** Roly Poly Pangolin by Anna  
Dewdney

Scan below to  
watch lesson



## Phonics

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

**-over** means too much

**-pre** means before or in front of

## Read It

Read the passage out loud.

Pangolins live in Africa and Asia and are the only mammals that have scales on their skin. They only eat ants and termites which they catch with their long tongues.

Pangolins can roll themselves into a ball when danger is near. The word pangolin means "roller."

## Try It

Pretend to be a pangolin. Roll up into a tight ball.



## Words to Know

**characters** - the people or animals in the story

**habitat** - the natural home or environment of animals and plants

## Key Words

Fill in the blank with the missing word. Use the Word Bank to help you.

Prepaid	Overbake
Preheating	Precleaned

1. Make sure to check the cookies in the oven so that they do not \_\_\_\_\_.
2. I had to pay when I ordered the cake because the baker said that special orders must be \_\_\_\_\_.
3. It was almost time for dinner, so I used a stove when I was \_\_\_\_\_ the spaghetti sauce.
4. My mother told me that the dishes must be \_\_\_\_\_ before putting them in the dishwasher.





# ACTIVITY GUIDE

**Episode 402:** The Rainforest and Prefixes Pre- and Over-

**Book:** Let's Visit the Rain Forest (Biome Explorers) by Buffy Silverman

Scan below to watch lesson



## Phonics

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

**Over-** means too much

**pre-** means before or in front of

## Read It

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

Clap out the number of syllables in the following words with the prefixes over- and pre-. Then read the definition of the word.

### Overflow



Overflow happens when something fills a space and spreads beyond its limits.

### Overestimate



To overestimate is to guess an amount that is too high or a size that is too big.

### Preview



When you **preview** something, you view, or look at, it before.

## Words to Know

**Table of contents:** a list of the chapters in a book given at the front of the book.

## Try It

Use the table of contents below to answer the following questions.

### Table of Contents

<b>A Journey to a Rainforest</b>	<b>4</b>
<b>Animals in the Rainforest</b>	<b>11</b>
<b>Plants in the Rainforest</b>	<b>18</b>

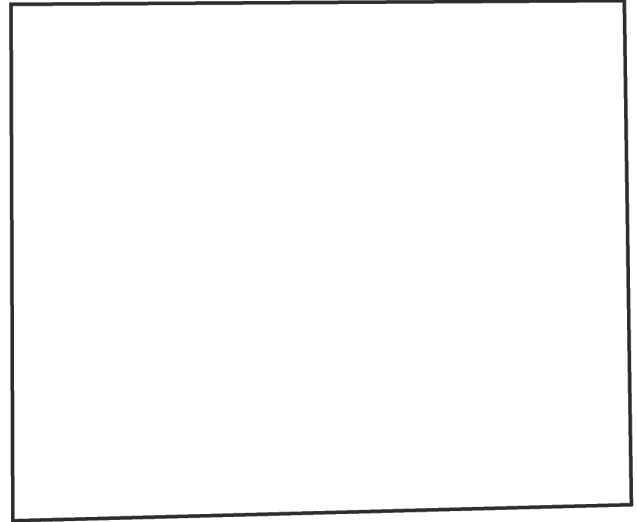
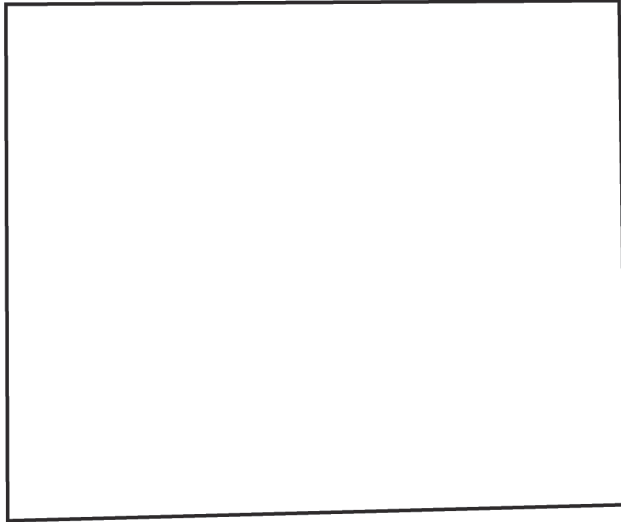
1. Which chapter would I look in to find out if eagles live in the rain forest?
2. Which page number would I turn to to find out if plants need soil to grow?
3. What would I find if I turned to page 4?



# Nature Treasure Hunt

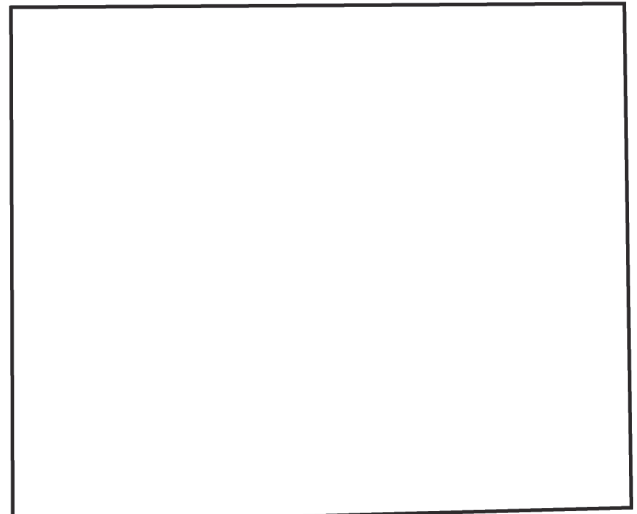
Find 2 different kinds of plants. Draw a picture of each one below. Pay attention to the shapes of leaves and colors of any flowers. How are they alike? How are they different?

## Plants I Found



Find 2 different kinds of animals. Draw a picture of each one below. Show as many details as you can. How are they alike? How are they different?

## Animals I Found



KIDDIE ACADEMY  
EDUCATIONAL CREDIT CARE  
ABCmouse.com

**Tell someone else about something NEW you learned about a plant or an animal you observed.**

Find more games and activities at **[pbskidsforparents.org](http://pbskidsforparents.org)**

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# ACTIVITY GUIDE

**Episode 403:** The Everglades and The Prefix Re- Part 1

**Book:** Everglades Research Journal by Robin Johnson (excerpts)

Scan below to watch lesson



## Phonics

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

**-re** means back or again

## Read It

Use the context clues to fill in the blanks with words from the Word Bank.

reuse    rewrite  
rereading    remake

1. When I don't understand what I just read, I try \_\_\_\_\_ it.
2. I decided to \_\_\_\_\_ the letter to my friend so it would be neater.
3. The birthday cake came out of the oven burnt so I had to \_\_\_\_\_ it.
4. I like to \_\_\_\_\_ plastic bags from the store as garbage bags so I don't have to buy them.
5. My blanket and pillow fell on the floor so I had to \_\_\_\_\_ my bed.

## Words to Know

**caption** - the words near a photograph that explain what it's about

## Text Feature



Baby leatherback turtles crawl to the sea after they hatch. They must move quickly or risk being eaten by predators.

Use the caption above to answer the following questions.

1. What do baby leatherback turtles do after they hatch?
2. Why do baby leatherback turtles have to move quickly after they hatch?



# ACTIVITY GUIDE

**Episode 404:** The Everglades and The Prefix Re- Part 2

**Book:** Everglades Research Journal by Robin Johnson (excerpts)

Scan below to watch lesson



## Write It

Add the prefix -re and the suffix -ing to the base word to create a new word. Write the new word in the space provided

Add the prefix -re	Base word	Add the suffix -ing	New word
re	turn	ing	returning
	paint		
	build		
	start		

## Read It

Read the sentences out loud. Underline the new words from above.

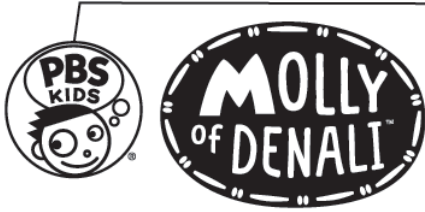
I will be returning my books after I am finished reading them.

Mother is repainting the fence.

We started rebuilding the tree house after the storm.

Father had a hard time restarting the car.



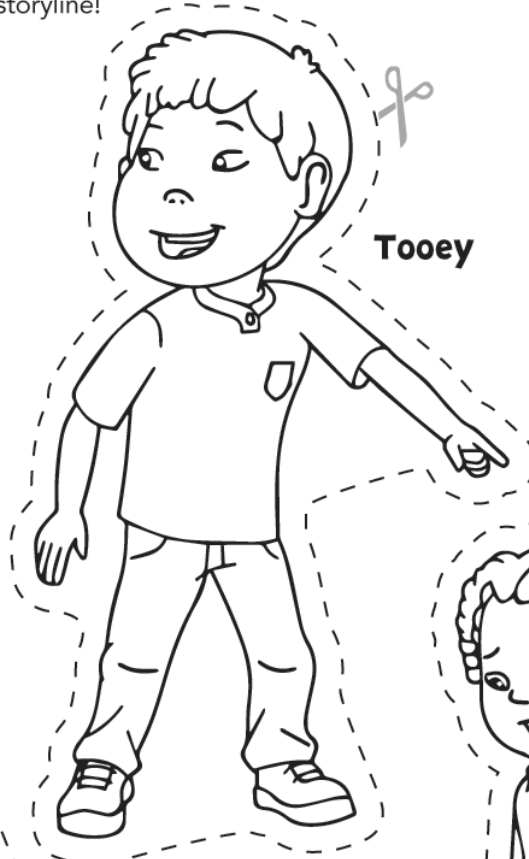


# Storytelling Puppets

**Directions:** Color and then cut out the character puppets. Glue each puppet onto a popcicle 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](http://pbskidsforparents.org)

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# ACTIVITY GUIDE

**Episode 405:** The Deciduous Forest and Suffixes Part 1

**Book:** Let's Visit the Deciduous Forest (Biome Explorers) by Jennifer Boothroyd

Scan below to watch lesson



## Phonics

Add the suffixes **-ful**, **-ly**, and **-ness** to the base word. Write the new word in the spaces provided.

Base word	Add the suffix -ful	Add the suffix -ly	Add the suffix -ness
joy	joyful	joyfully	joyfulness
hope			
thought			
care			

## Read It

Read the sentences out loud. Underline the new words from above.

1. The birds were singing joyfully in the trees.
2. I appreciate your thoughtfulness in baking me cookies.
3. You must be very careful when crossing the street.
4. Jane looked hopefully at the donuts on the plate.



# ACTIVITY GUIDE

**Episode 406:** The Deciduous Forest and Suffixes Part 2

**Book:** Deciduous Forest Animals by Lisa Colozza Cocca

Scan below to watch lesson



## Phonics Skill

When the suffix **-ly** is added to the end of a word, the word becomes an **adverb**.

An **adverb** describes how something is done.

## Words to Know

**narrative writing:** a type of writing that tells a factual or fictional story.

**sensory words:** descriptive words that tell how something looks, smells, tastes, sounds, or feels.

## Write It

Fill in the blanks with sensory words to describe each animal.

animals	sensory words
fawn	
chipmunk	
cardinal	

## Read It

Read the passage out loud. Underline the words ending in **-ly**. Circle the **sensory words**.

The northern goshawk is a large gray predator bird. It mainly eats rodents, rabbits, and other birds. Its broad, rounded wings help it fly, glide, and swoop down quickly and quietly upon its prey.





# ACTIVITY GUIDE

**Episode 406:** The Deciduous Forest and Suffixes Part 2

**Book:** Deciduous Forest Animals by Lisa Colozza Cocca

Scan below to watch lesson



## Try It

Fill in the Narrative Writing Story Frame with sensory words.

On a bright and sunny fall day, I went for a walk in the

\_\_\_\_\_, \_\_\_\_\_ woods.  
(sensory word) (sensory word)

First, I saw a \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.  
(sensory word) (sensory word) (animal)

\_\_\_\_\_.  
(sound words)

Then, I saw a \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.  
(sensory word) (sensory word) (animal)

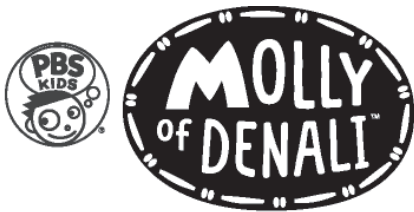
\_\_\_\_\_.  
(sound words)

Last, I saw a \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.  
(sensory word) (sensory word) (animal)

\_\_\_\_\_.  
(sound words)

I waved goodbye to all my new forest friends as the sun set

between the \_\_\_\_\_, \_\_\_\_\_ trees.  
(sensory word) (type of tree)



Which fact matches each animal? Draw a line.

## Animals in Alaska



**Puffin**

**A** My fur is usually red but my tail always has a white tip.



**Moose**

**B** I am part of a team of dogs that pulls a sled.



**Red Fox**

**C** I'm a bird that can swim underwater.



**Husky**

**D** In winter, my fur becomes thick and white.



**Bald Eagle**

**E** My tall legs and wide hooves help me walk in deep snow.



**Arctic Fox**

**F** My wings can be 8 feet across when I spread them out.

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# ACTIVITY GUIDE

**Episode 407:** The Desert and Contractions

**Book:** Let's Visit the Desert by Buffy Silverman

Scan below to watch lesson



## Phonics Skill

A **contraction** is a word made by shortening and combining two words.

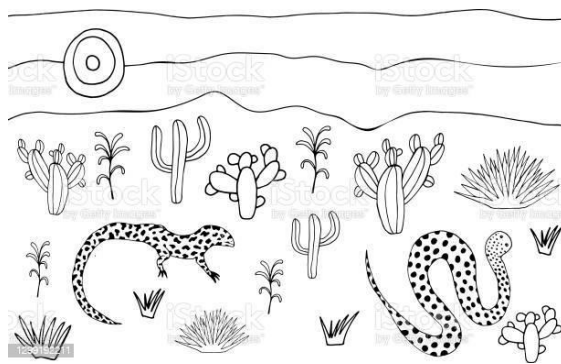
**did + not**              **didn't**

**could + not**      **couldn't**

**should + not**      **shouldn't**

## Label It

snake      cactus      lizard



## Write It

Read the sentences out loud. Take the bolded words and combine them to create a contraction. Write the new word on the line.

1. My mom said that I **can not** go outside until I finish my homework.

can + not              can't

2. She **did not** want to go to sleep.

\_\_\_\_\_ + \_\_\_\_\_              \_\_\_\_\_

3. They **could not** go in the store because she forgot her mask.

\_\_\_\_\_ + \_\_\_\_\_              \_\_\_\_\_

4. You **should not** talk with your mouth full.

\_\_\_\_\_ + \_\_\_\_\_              \_\_\_\_\_

5. **Do not** go to bed without brushing your teeth.

\_\_\_\_\_ + \_\_\_\_\_              \_\_\_\_\_



# ACTIVITY GUIDE

**Episode 408:** Types of Deserts and Contractions

**Book:** Biome Beasts Desert Animals by Lisa Colozza Cocca

Scan below to watch lesson



## Phonics Skill

**contractions** - short words made by putting two words together. Letters taken out of the second word are replaced by an **apostrophe**.

An **apostrophe** will take the place of one or more letters to make a contraction.

could have    could've

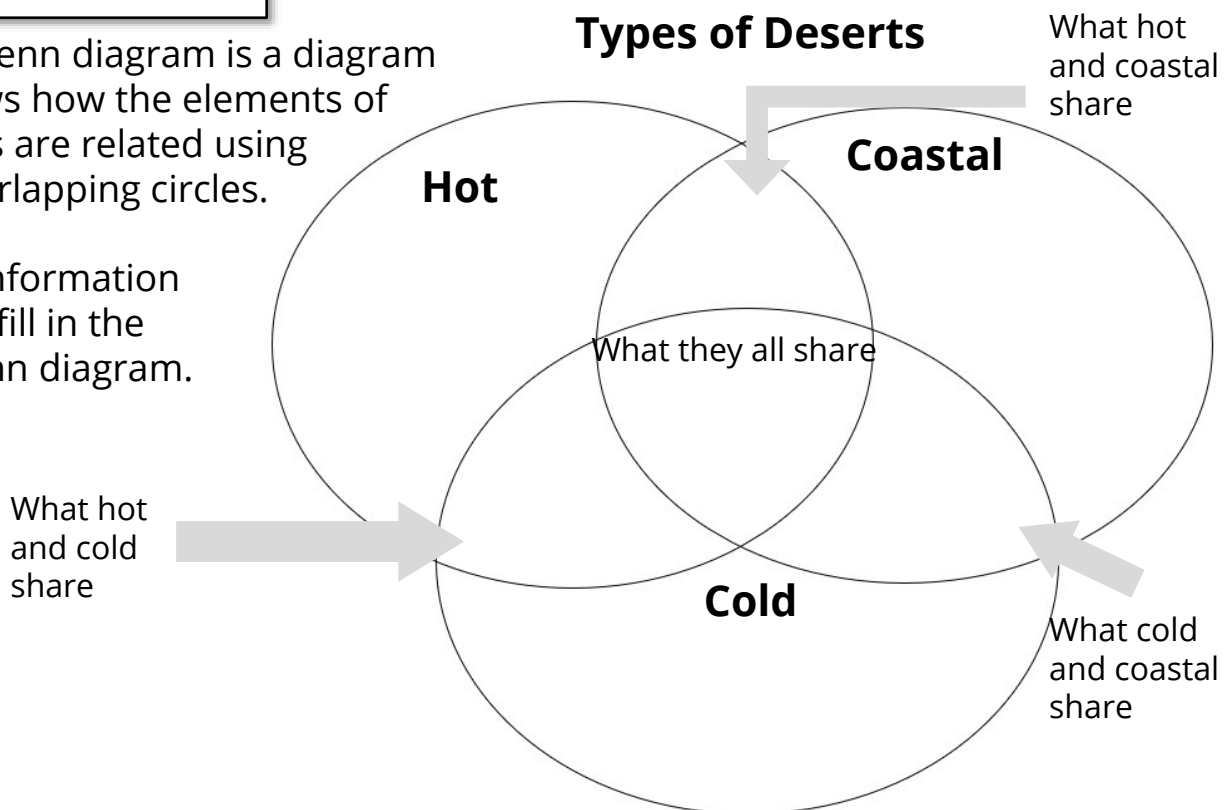
## Read It

Today we are going to learn about 3 types of deserts. The **hot desert** is always warm or hot. Foxes, kangaroo rats, snakes, lizards, and roadrunners live there. The **coastal desert** has cool winters and warm summers. You can find eagles, snakes, penguins, and lizards living there. The **cold desert** has long freezing winters. Arctic foxes and 46 types of birds, including the penguin, live there.

## Write It

A Triple Venn diagram is a diagram that shows how the elements of three sets are related using three overlapping circles.

Use the information Above to fill in the Triple Venn diagram.







# Letter to Arthur

**Instructions:** Write a letter to Arthur. You can create your own story and/or use any of the prompts.

\_\_\_\_\_ Arthur,  
(Dear, Hey, What's up, Earth to)

Your show is so \_\_\_\_\_ that it makes me want to  
(funny, unusual, captivating, awesome)

\_\_\_\_\_.  
(do cartwheels, do homework, throw a party, watch it every day)

One of \_\_\_\_\_ shows was when  
(the funniest, the strangest, my favorite, the silliest)

\_\_\_\_\_.  
(you got Pal, you and Buster made music videos, you had to get glasses)

Most people would say that I am most like \_\_\_\_\_.  
(you, Buster, D.W., The Brain)

I think that is because

\_\_\_\_\_.  
(I wear glasses, I believe in aliens, I am a picky eater, I am quite intelligent)

By the way, \_\_\_\_\_?  
(when's your birthday, what kind of animal are you, what's your favorite book, can you juggle)

\_\_\_\_\_.  
(Love, Your friend, Over and out, Sincerely)

\_\_\_\_\_  
(Your Name)

P.S. \_\_\_\_\_!  
(Fill in the blank with whatever you want! Tell a funny joke. Ask a question.)

Write a letter to  
Arthur. You can  
create your own  
story and/or use any  
of the prompts.



**For more games and activities, visit [pbskidsforparents.org](http://pbskidsforparents.org)**

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# ACTIVITY GUIDE

**Episode 409:** The Coral Reef and Ghost Letters

**Book:** What Do You Find in a Coral Reef? By Megan Kopp

Scan below to watch lesson



## Sort It

Sort the words in the word box by their **silent consonant** sounds. Write the words under the correct digraph. **kn-** or **wr-**

wrist knock knight wrong knife wreck knee wrinkle

kn-	wr-

## Phonics Skill

**Silent consonants** do not make any sound in saying a word.

In the digraph **kn**, the **k** in words like **knock** is silent.

In the digraph **wr**, the **w** sound in words like **wr**ap is silent

## Draw It

Draw a picture to match the sentence.

The knight knocked on the door.



# ACTIVITY GUIDE

**Episode 410:** Estuary Animals and Ghost Letters

**Book:** Estuary Animals Biome Beasts  
by Lisa Colozza Cocca

Scan below to  
watch lesson



## Phonics Skill

**Silent consonants** do not make any sound in saying a word.

In the digraph **gn**, the **g** in words like **gnat** is silent.

In the digraph **mb**, the **b** sound in words like **crumb** is silent.

## Read It

Draw a picture to go with the silly sentence.

The cat combed crumbs off the curtains.

## Write It

Use words from the word box to fill in the blanks in the sentences below.

climb

sign

comb

gnaw

crumb

1. The brownies were so good, I didn't even leave a \_\_\_\_\_ behind.
2. My neighbor's dog ran to go \_\_\_\_\_ on his bone.
3. I was looking for the \_\_\_\_\_ so I could fix my hair.
4. The tree was very tall, but all the kids could still \_\_\_\_\_ it.
5. My neighbors put a \_\_\_\_\_ on the corner to advertise their garage sale.



## WordGirl Cryptogram Puzzle #1

Discover the hidden message! In the table below, fill in the boxes below each letter of the alphabet. A = 1, B=2...all the way to the end of the alphabet where Z=26!

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

23 15 18 4 7 9 18 12 19 15 12 22 5 19 1 12 12

15 6 8 5 18 19 12 9 16 16 5 18 25

16 18 5 4 9 3 1 13 5 14 20 19 23 9 20 8

8 5 18 4 1 26 26 12 9 14 7

22 15 3 1 2 21 12 1 18 25

Now that you've discovered the hidden message, create your own cryptogram, and give it to a classmate or family member to solve

[PBSKIDS.ORG/WORDGIRL](http://PBSKIDS.ORG/WORDGIRL)



# ACTIVITY GUIDE

**Episode 411:** Segmenting Closed Syllables

**Book:** Where Should Turtle Be?

Scan below to watch lesson



## Match It

Draw a line from the animal to its habitat.



ocean



forest



pond



salt marsh

## Words to Know

**habitat** - place where plants and animals live

## Draw It

Draw a picture to match the sentence.

The frog jumped into the pond.





# ACTIVITY GUIDE

**Episode 412:** Living Sunlight and Segmenting Open Syllables

**Book:** Living Sunlight: How Plants Bring the Earth to Life

Scan below to watch lesson



## Write It

**Directions:** Read why something happened (cause) and write what you think happened after (effect).

Cause	Effect
I forgot to turn off the faucet in the kitchen.	
The gate to the fence was open.	
My ice cream was on the picnic table in the sun.	
I forgot to put on sunscreen.	

## Draw It

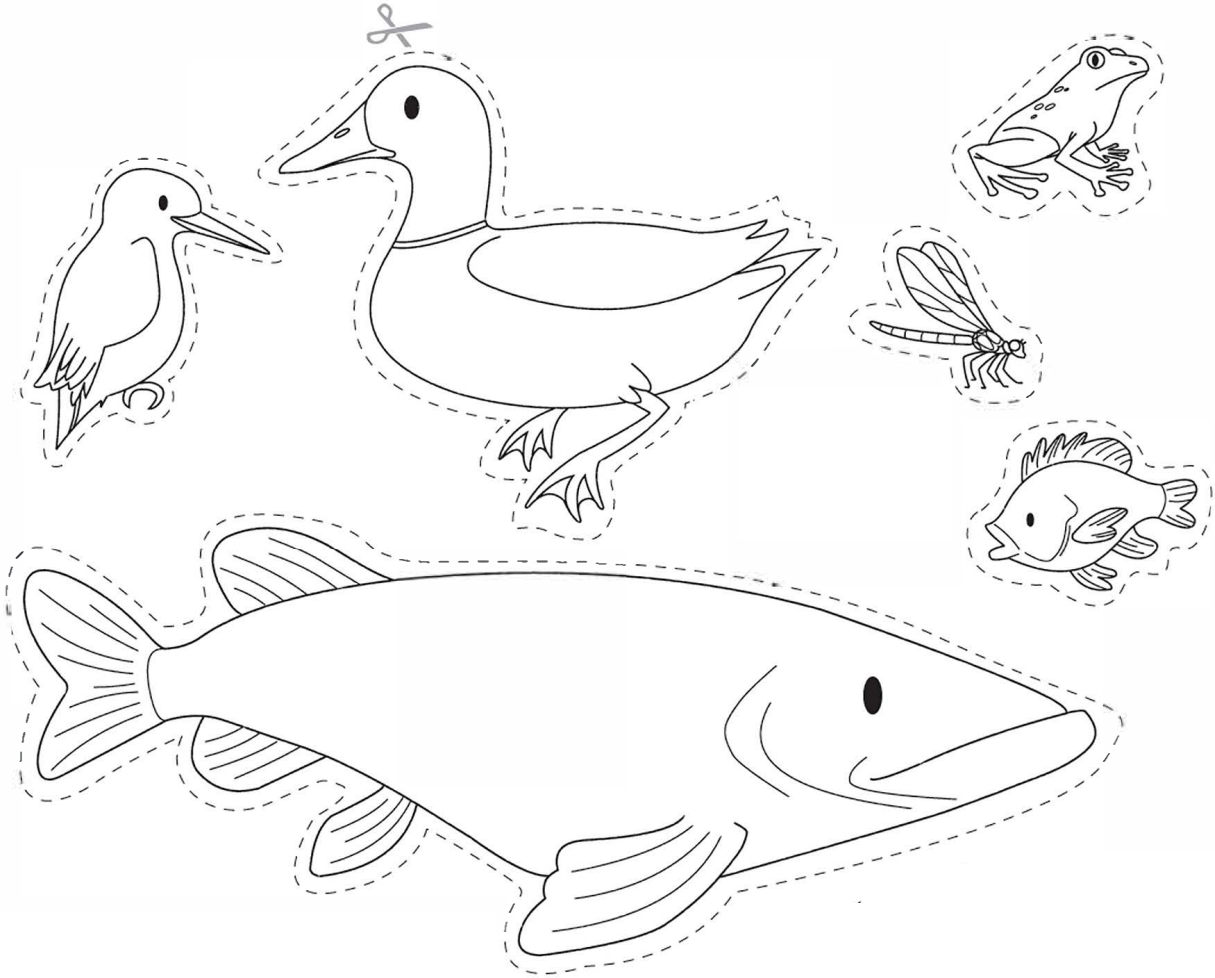
Read the sentence (the cause). Draw a picture of what you think happened after (the effect).

I hit a rock with my bike.



## Make a Paper Pond

Color in, label, and then cut out pond creatures.



### Word Bank:

duck   bird   frog   fish   dragonfly

Find more games and activities at [pbskidsforparents.org](https://pbskidsforparents.org)

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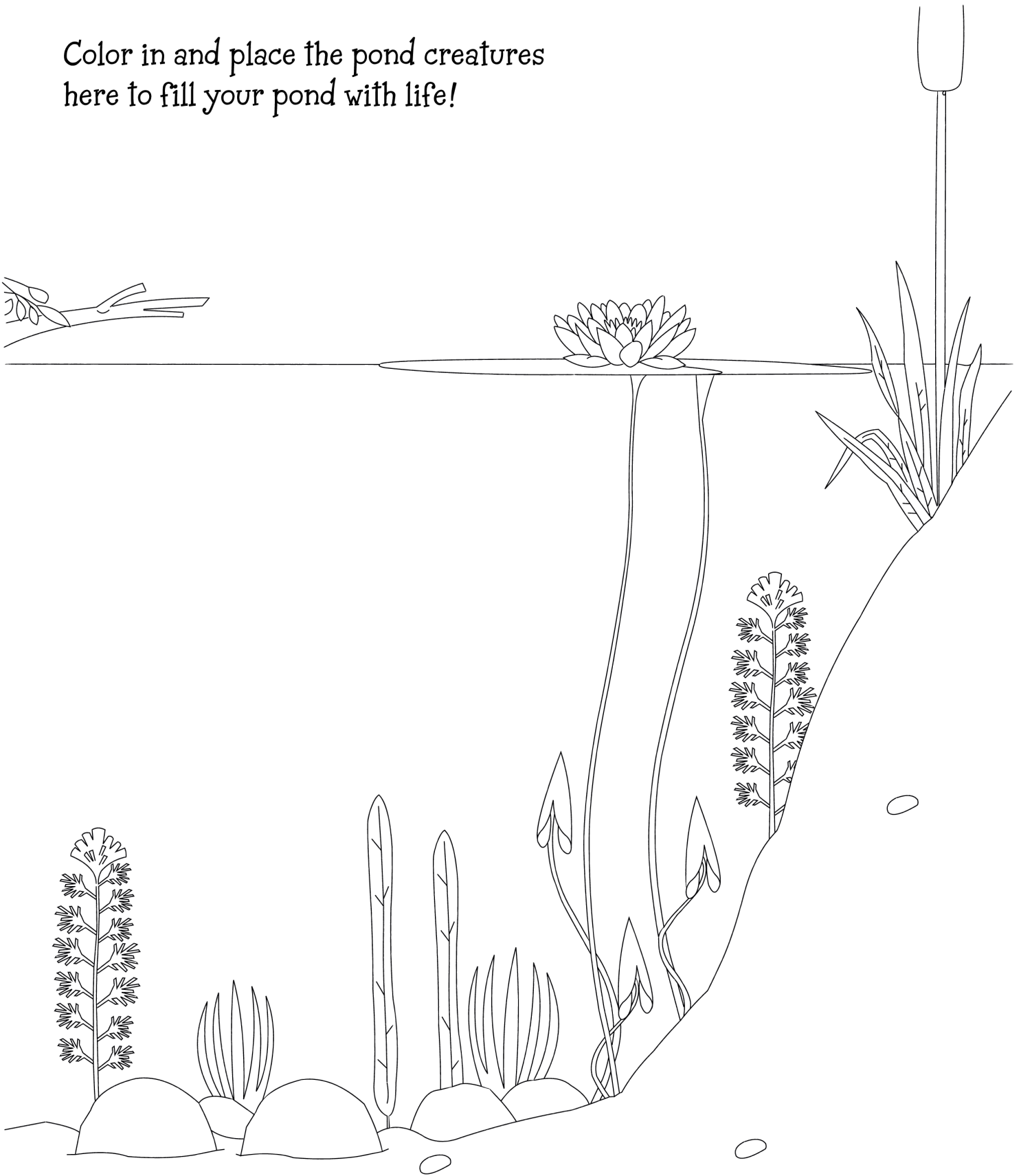


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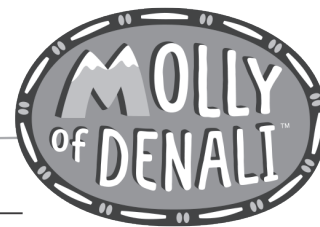
Color in and place the pond creatures  
here to fill your pond with life!



Find more games and activities at [pbskids.org/elinor](https://pbskids.org/elinor)



# What's that Bird?



Molly loves animals, especially birds. One of her favorite things to do is go outside and look and listen for birds. More than 470 species of birds can be found in Alaska — and Molly hopes to see them all! She even created her own Field Guide to Birds.

Use Molly's Field Guide to identify and learn more about birds in your neighborhood. If you find any birds that are not in Molly's Field Guide, create your own pages with information about these birds to add to her field guide. People who look for and identify birds are called *birders*. You can be a birder, too!

## Get Started

Take a look at Molly's Field Guide pages for the American Robin, Great Horned Owl, Rock Pigeon, and Canada Goose. What information or images are helpful? How is the information organized? Could you use the information to identify these birds outside? Give it try!

## Go Outside

You'll find birds in many places, whether you live in a city, the suburbs, or in the country. You just have to look! Go outside as a family, and be sure to bring Molly's Field Guide with you as well as some blank paper and a pencil.

Once you are outdoors, spend time quietly listening and looking at what's around you. When you spot a bird, look closely at its *identifying features*—details such as its colors, beak shape, and size—to help you determine what kind of bird it is. Then, check in Molly's Field Guide to see if you can find the bird and learn more about it. If you can't find it, take notes or draw pictures to help you remember what you saw.

## Read and Research

When you are back home from birding, look at your notes and your drawings of the birds you could not identify. Do some research to learn more about those birds by going to your local library or online. Check out one or more of the field guides listed in the box on this page. Different field guides are organized in different ways, but the identifying features you noted about the birds you saw will help you find them in a field guide.



### Field Guides to Birds

*National Audubon Society First Field Guide: Birds* by Scott Weidensaul

*National Geographic Field Guide to the Birds of North America* by Jon L. Dunn and Jonathan Alderfer

*Peterson Field Guide to Birds of North America* by Roger Tory Peterson

*The Sibley Guide to Birds* by David Sibley

### Digital Guides to Birds

Cornell Lab of Ornithology  
web: [www.allaboutbirds.org](http://www.allaboutbirds.org)  
app: Merlin Bird ID

National Audubon Society  
web: [www.audubon.org/bird-guide](http://www.audubon.org/bird-guide)  
app: Audubon Bird Guide

[pbskids.org/molly](http://pbskids.org/molly)

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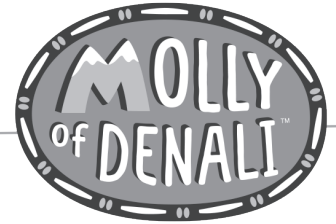
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## Make Your Own Field Guide

Once you've identified your birds, add them to Molly's Field Guide so other people can identify them later! Use the information from your research and your own observations to create a field guide page for each bird. Follow these steps:

1. Get an empty three-ring binder or paper folder with fasteners.
2. Print out Molly's Field Guide and assemble the pages in this order: cover first, then the numbered pages, and the index last.
3. Use a hole punch to punch holes in all pages except the cover.
4. To add birds that you found in your neighborhood to Molly's Field Guide, use the blank page. This page has the same text features that are on Molly's Field Guide pages. Put the name of the bird at the top of the page and then add the information you want to include, using features such as:
  - pictures
  - captions
  - maps
  - diagrams
5. Add page numbers to each page, and then add the names of your birds and the page numbers to the index.
6. Put all of your pages in order according to their page numbers and put them into your binder or folder. The index goes at the end of the field guide.
7. Tape or glue the cover to the front of the binder or folder. Write your name on the line under Molly's name.
8. You can keep adding pages as you discover new birds in your neighborhood.
9. Take a friend or a family member birding and use your guide to introduce them to great birds!
10. Now that you know how to make a field guide, you can make your very own. It doesn't have to be about birds. It can be about trees, or flowers, or even rocks you find in your neighborhood.



### Using Your Eyes and Ears

To identify a bird ask yourself these questions:

- What does it sound like?
- What is its habitat?  
Where does it spend its time?
- What is unusual about the way that it looks? Does it have interesting patterns or colors?
- What are its main colors?

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

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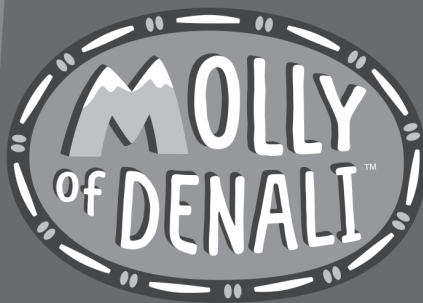


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# A Field Guide to Birds

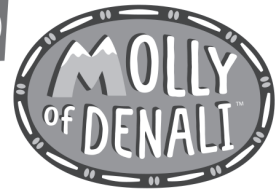
by Molly Shahnyaa Mabray  
and



NAME \_\_\_\_\_



# Great Horned Owl



## WHAT IT LOOKS LIKE

### Identifying Features:

yellow eyes

cinnamon  
or gray  
colored face



large, feathered  
tufts on head that  
look like "horns"

white throat

The Great Horned Owl is a very large owl that can be 25 inches tall. Its scientific name is *Bubo virginianus*.

## WHAT IT SOUNDS LIKE

### Calls and Songs:

- deep hooting voice
- makes four to six hoots in a row
- "hoo-h'HOO-hoo-hoo"
- "hoohooohoo hoohoo"

## INTERESTING FACTS:

The Great Horned Owl is nocturnal, which means it is active at night when most people are sleeping. An owl has special feathers that allow it to fly quietly at night and eyes that are very good at seeing in the dark.

## WHERE IT LIVES

### Habitat:

- woods, wetlands, grasslands
- backyards, orchards, or farmlands
- cities and abandoned buildings
- deserts

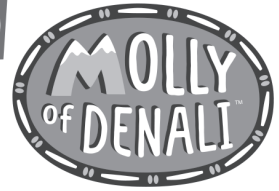


Year-round  
Year-round (scarce)

Map provided by Cornell Lab of Ornithology

1

# American Robin



## WHAT IT LOOKS LIKE

### Identifying Features:

bright yellow beak

gray head

gray back  
and wings

orange-brown or  
red-brown breast

white under tail



The American Robin is a large songbird that is 8 to 11 inches from tip of beak to tip of tail. Its scientific name is *Turdus migratorius*.

## WHAT IT SOUNDS LIKE

### Calls and Songs:

- “tuk,” “pup,” or “chok”
- “yeep” or “teek” as an alarm call
- sings with a clear, lively whistle
- “cheerily, cheer up, cheer up, cheerily, cheer up”

## INTERESTING FACTS:

Earthworms are a favorite food of robins. A robin often finds worms by staring at the ground with its head tipped to one side. Robins sometimes try to grab worms that other robins have caught.

## WHERE IT LIVES

### Habitat:

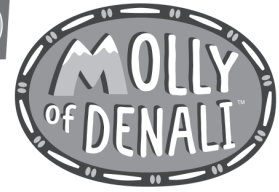
- lawns, fields, and parks
- woodlands, forests, mountains
- farmlands, suburbs, and urban neighborhoods



Map provided by Cornell Lab of Ornithology



# Canada Goose



## WHAT IT LOOKS LIKE

### Identifying Features:

wide, flat beak  
with jagged  
edges

white cheeks  
and chin



black head and  
long black neck

large webbed  
feet

The Canada Goose is a large water bird that is 30 to 43 inches from tip of beak to tip of tail. Its scientific name is *Branta canadensis*.

## WHAT IT SOUNDS LIKE

### Calls and Songs:

- loud honks
- often honks when flying
- female gives a shorter, higher “hrink” call; male gives low “ahonk” call
- defensive “hiss”

## INTERESTING FACTS:

Most Canada Geese migrate. That means they move from one place to another as the seasons change. When Canada Geese fly south for the winter, they fly as a flock. One goose leads the way and the rest follow behind in a distinctive “V” formation. You’ll hear them honking as they fly overhead.

## WHERE IT LIVES

### Habitat:

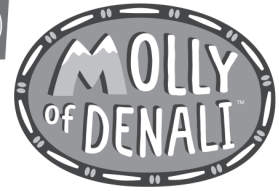
- near lakes, rivers, ponds, or other bodies of water
- lawns, parks, golf courses, and fields
- farmlands, suburbs, urban areas, and airports



Map provided by Cornell Lab of Ornithology



# Rock Pigeon



## WHAT IT LOOKS LIKE

### Identifying Features:

small head

iridescent  
throat  
feathers

short legs



most have  
gray or  
bluish-gray  
bodies

wide,  
rounded tail

The Rock Pigeon is a medium-sized bird that is 12 to 14 inches from tip of beak to tip of tail. Its scientific name is *Columba livia*.

## WHAT IT SOUNDS LIKE

### Calls and Songs:

- soft coo
- short grunt as an alarm call
- song of rolling cooing
- "coo-cuk-cuk-cuk-coo"

## INTERESTING FACTS:

Rock Pigeons like to nest on sheltered cliff ledges. Rock Pigeons that live in cities often build nests on window ledges, because they are a lot like cliff ledges.

## WHERE IT LIVES

### Habitat:

- cities and suburbs
- farmlands, fields, and parks
- rocky cliffs



Map provided by Cornell Lab of Ornithology