READ, Write, ROAR!

MOLLY of DENALI

Literacy Activity Book
2nd Grade
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.
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

The Michigan Learning Channel is funded through a grant awarded by the Michigan Department of Education and the U.S. Department of Education.
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.
### 2021-2022 School Year Schedule

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

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

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

#### WEEKEND LISTINGS PBS KIDS  
6:00 a.m. - 9:30 p.m.

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

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*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 or your mobile or tablet device to play online, offline, or anytime.

### Apps for Social & Emotional Learning

<table>
<thead>
<tr>
<th>App Name</th>
<th>Grade</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel Tiger for Parents</td>
<td>PK-K</td>
<td>Social &amp; Emotional Learning</td>
</tr>
<tr>
<td>PBS KIDS Games app</td>
<td>K-2</td>
<td>Multiple Learning Goals</td>
</tr>
<tr>
<td>PBS KIDS Video app</td>
<td>K-2</td>
<td>Multiple Learning Goals</td>
</tr>
</tbody>
</table>

### Apps for Literacy Learning

<table>
<thead>
<tr>
<th>App Name</th>
<th>Grade</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dinosaur Train A to Z</td>
<td>PK-K</td>
<td>Literacy, Science</td>
</tr>
<tr>
<td>Molly of Denali</td>
<td>K-2</td>
<td>Literacy</td>
</tr>
<tr>
<td>PBS KIDS Games app</td>
<td>K-2</td>
<td>Multiple Learning Goals</td>
</tr>
<tr>
<td>PBS KIDS Video app</td>
<td>K-2</td>
<td>Multiple Learning Goals</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>App Name</th>
<th>Grade</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBS Parents Play &amp; Learn</td>
<td>PK-K</td>
<td>Literacy, Math</td>
</tr>
<tr>
<td>Play &amp; Learn Engineering</td>
<td>PK-K</td>
<td>Science and Engineering</td>
</tr>
<tr>
<td>Play &amp; Learn Science</td>
<td>PK-K</td>
<td>Science</td>
</tr>
<tr>
<td>Splash and Bubbles for Parents</td>
<td>PK-K</td>
<td>Science</td>
</tr>
<tr>
<td>Splash and Bubbles Ocean Adventure</td>
<td>PK-K</td>
<td>Science</td>
</tr>
<tr>
<td>The Cat in the Hat Builds That!</td>
<td>PK-K</td>
<td>Science and Engineering</td>
</tr>
<tr>
<td>The Cat in the Hat Invents</td>
<td>PK-K</td>
<td>Science and Engineering</td>
</tr>
<tr>
<td>Jet’s Bot Builder: Robot Games</td>
<td>K-2</td>
<td>Science and Engineering</td>
</tr>
<tr>
<td>Photo Stuff with Ruff</td>
<td>K-2</td>
<td>Science</td>
</tr>
<tr>
<td>Ready Jet Go! Space Explorer</td>
<td>K-2</td>
<td>Science</td>
</tr>
<tr>
<td>Ready Jet Go! Space Scouts</td>
<td>K-2</td>
<td>Science and Engineering</td>
</tr>
<tr>
<td>Nature Cat’s Great Outdoors</td>
<td>K-3</td>
<td>Science</td>
</tr>
<tr>
<td>PBS KIDS ScratchJr</td>
<td>K-2</td>
<td>Coding</td>
</tr>
<tr>
<td>Outdoor Family Fun with Plum</td>
<td>K-3</td>
<td>Science and Engineering</td>
</tr>
<tr>
<td>Cyberchase Shape Quest</td>
<td>K-5</td>
<td>Math, Science</td>
</tr>
<tr>
<td>PBS KIDS Games app</td>
<td>K-2</td>
<td>Multiple Learning Goals</td>
</tr>
<tr>
<td>PBS KIDS Video app</td>
<td>K-2</td>
<td>Multiple Learning Goals</td>
</tr>
</tbody>
</table>

pbskids.org/apps

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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

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 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.
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.

<table>
<thead>
<tr>
<th>base word</th>
<th>-er</th>
<th>-est</th>
</tr>
</thead>
<tbody>
<tr>
<td>tiny</td>
<td>tinier</td>
<td>tiniest</td>
</tr>
<tr>
<td>noisy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>silly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>angry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hairy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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
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
```
**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.
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
**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

**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.

<table>
<thead>
<tr>
<th>Prepaid</th>
<th>Overbake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preheating</td>
<td>Precleaned</td>
</tr>
</tbody>
</table>

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.

**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.
ACTIVITY GUIDE

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

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

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**

- A Journey to a Rainforest   4
- Animals in the Rainforest  11
- Plants in the Rainforest    18

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

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

Find more games and activities at pbskidsforparents.org
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

---

**Phonics**

**Words to Know**

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

**Text Feature**

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.

---

**Read It**

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

---

**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?
**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.

<table>
<thead>
<tr>
<th>Add the prefix -re</th>
<th>Base word</th>
<th>Add the suffix -ing</th>
<th>New word</th>
</tr>
</thead>
<tbody>
<tr>
<td>re</td>
<td>turn</td>
<td>ing</td>
<td>returning</td>
</tr>
<tr>
<td></td>
<td>paint</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>build</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>start</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 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
Phonics

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

<table>
<thead>
<tr>
<th>Base word</th>
<th>Add the suffix -ful</th>
<th>Add the suffix -ly</th>
<th>Add the suffix -ness</th>
</tr>
</thead>
<tbody>
<tr>
<td>joy</td>
<td>joyful</td>
<td>joyfully</td>
<td>joyfulness</td>
</tr>
<tr>
<td>hope</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>thought</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>care</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

An adverb describes how something is done.

Phonics Skill

Write It

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

<table>
<thead>
<tr>
<th>animals</th>
<th>sensory words</th>
</tr>
</thead>
<tbody>
<tr>
<td>fawn</td>
<td></td>
</tr>
<tr>
<td>chipmunk</td>
<td></td>
</tr>
<tr>
<td>cardinal</td>
<td></td>
</tr>
</tbody>
</table>

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.

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.
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.

Find more games and activities at pbskidsforparents.org
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.
   
   **did** + **not** = **didn’t**

3. They **could not** go in the store because she forgot her mask.
   
   **could** + **not** = **couldn’t**

4. You **should not** talk with your mouth full.
   
   **should** + **not** = **shouldn’t**

5. **Do not** go to bed without brushing your teeth.
   
   **do** + **not** = **don’t**
**ACTIVITY GUIDE**

**Episode 408:** Types of Deserts and Contractions  
**Book:** Biome Beasts Desert Animals by Lisa Colozza Cocca

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**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

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**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.

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**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.)

For more games and activities, visit pbskidsforparents.org

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

**Phonics Skill**

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

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

In the diagraph **wr**, the **w** sound in words like **wrap** is silent.

**Draw It**

Draw a picture to match the sentence.

The knight knocked on the door.
**Phonics Skill**

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

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

In the diagraph **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
ACTIVITY GUIDE

Episode 411: Segmenting Closed Syllables
Book: Where Should Turtle Be?

Match It

Draw a line from the animal to its habitat.

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.
**Write It**

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

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>I forgot to turn off the faucet in the kitchen.</td>
<td></td>
</tr>
<tr>
<td>The gate to the fence was open.</td>
<td></td>
</tr>
<tr>
<td>My ice cream was on the picnic table in the sun.</td>
<td></td>
</tr>
<tr>
<td>I forgot to put on sunscreen.</td>
<td></td>
</tr>
</tbody>
</table>

**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
Color in and place the pond creatures here to fill your pond with life!
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 app: Merlin Bird ID


pbskids.org/molly
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 own. It doesn’t have to be about birds. It can be about trees, or flowers, or even rocks you find in your neighborhood.
A Field Guide
to Birds
by Molly Shahnyaa Mabraiy
and
NAME
Great Horned Owl

WHAT IT LOOKS LIKE
Identifying Features:
- yellow eyes
- large, feathered tufts on head that look like “horns”
- white throat
- cinnamon or gray colored face

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”
- “hoohoo hoohoo hoohoo”

WHERE IT LIVES
Habitat:
- woods, wetlands, grasslands
- backyards, orchards, or farmlands
- cities and abandoned buildings
- deserts

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.
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”
- “yeeep” or “teek” as an alarm call
- sings with a clear, lively whistle
- “cheerily, cheer up, cheer up, cheerily, cheer up”

WHERE IT LIVES
Habitat:
- lawns, fields, and parks
- woodlands, forests, mountains
- farmlands, suburbs, and urban neighborhoods

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.

Map provided by Cornell Lab of Ornithology
Canada Goose

WHAT IT LOOKS LIKE
Identifying Features:
- wide, flat beak with jagged edges
- black head and long black neck
- white cheeks and chin
- 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”

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

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.
Rock Pigeon

WHAT IT LOOKS LIKE
Identifying Features:

- small head
- iridescent throat feathers
- short legs
- wide, rounded tail
- most have gray or bluish-gray bodies

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-cooo”

WHERE IT LIVES
Habitat:

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

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.