READ, WRITE, ROAR!

Literacy Activity Book
With bonus activities from your favorite PBS Kids shows
1st Grade 1st Semester
Learning Together as a Family

Read, Write ROAR! covers the same topics that Michigan students learn in their classrooms. Use this book to follow along with the first semester of the school year. Each season of the series corresponds to a quarter of the school year.

Season 1  
Theme: School Days and Consonant Blends  
Episodes 101-110  
- Use historical thinking to understand the past.  
- Compare life today with life in the past using family, school, jobs, and communication.  
- **Phonics skills:** Consonant blends as initial sounds

Season 2  
Theme: Earth's Place in Space and Consonant Blends  
**Unit 1:** Episodes 201-208  
- How does the daytime and nighttime sky change?  
- Learn about the moon, the sun, and shadows  
**Phonics skills:** Consonant blends as initial sounds  
**Writing skills:** Narrative text  

**Unit 2:** Episodes 209-216  
- How does the daytime and nighttime sky change?  
- Learn about space and the night sky  
**Phonics skills:** Consonant blends as ending sounds
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

Help Your Reader Grow!

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.

These materials were developed under a grant awarded by the Michigan Department of Education and the U.S. Department of Education.
Learn at Home with PBS KIDS

Play and learn anytime and anywhere with free apps from PBS KIDS! Use the chart below to find the app that aligns to your child’s grade, learning goal, and favorite PBS KIDS show - then download it on your 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>Learning Area</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>
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</table>

### Apps for Literacy Learning

<table>
<thead>
<tr>
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<th>Grade</th>
<th>Learning Area</th>
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</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>
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<td>Multiple Learning Goals</td>
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<tr>
<td>PBS KIDS Video app</td>
<td>K-2</td>
<td>Multiple Learning Goals</td>
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</table>

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

<table>
<thead>
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<th>App Name</th>
<th>Grade</th>
<th>Subject Area</th>
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</thead>
<tbody>
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<td>PK-K</td>
<td>Literacy, Math</td>
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<tr>
<td>Play &amp; Learn Engineering</td>
<td>PK-K</td>
<td>Science and Engineering</td>
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<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>
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</tr>
<tr>
<td>Splash and Bubbles Ocean Adventure</td>
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<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>
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<td>PBS KIDS Scratch Jr</td>
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<td>Coding</td>
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<tr>
<td>Outdoor Family Fun with Plum</td>
<td>K-3</td>
<td>Science and Engineering</td>
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<tr>
<td>Cyberchase Shape Quest</td>
<td>K-5</td>
<td>Math, Science</td>
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<td>PBS KIDS Games app</td>
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</tr>
<tr>
<td>PBS KIDS Video app</td>
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<td>Multiple Learning Goals</td>
</tr>
</tbody>
</table>

pbskids.org/apps

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Here We go Round the Mulberry Bush
(Read or sing this small part of the traditional nursery rhyme).

Here we go 'round the mulberry bush,
The mulberry bush,
The mulberry bush,
Here we go 'round the mulberry bush,
On a cold and frosty morning

This is the way we brush our teeth,
Brush our teeth,
Brush our teeth,
This is the way we brush our teeth,
On a cold and frosty morning

The /sh/ sound is a special type of sound because it is made by two letters that each have their own sound, but when we put them together they make an entirely new sound.

s and h together say /sh/.

Sort It

You can hear /sh/ and see sh at the beginning and end of words.

1. Use the anchor words ship and fish to help you sort the words in the word box.
2. Read each word.
3. Write the words under the anchor word and picture (ship or fish) that match.
4. Check to make sure it looks right and sounds right.
Help us climb the word ladder! Start at the bottom to follow the directions and write a new word on each rung of the ladder. Read each word you write.

Clue 1: change the r to an m

Clue 2: change the u to an a

Clue 3: Take away the ma and add an ip to the end of the word.

Clue 4: Change the i to an o.

Clue 5: Change the op to a ut

Clue 6: Change the ut to an sh

Start here

rush
Wonder Red...to the rescue! Draw a line between the -ALL family word and the picture that matches the word.

MALL

WALL

HALL

FALL

BALL

TALL

SMALL

CALL
Read It

A Sailor Went to Sea, Sea, Sea
A traditional hand clapping song

A sailor went to sea, sea, sea,
To see what she could see, see, see.
But all that she could see, see, see,
Was the bottom of the deep blue sea, sea, sea.

A sailor went to chop, chop, chop.
To see what she could chop, chop, chop.
But all that she could chop, chop, chop,
Was the bottom of the deep blue chop, chop, chop.

A sailor went to shin, shin, shin,
To see what she could shin, shin, shin.
But all that she could shin, shin, shin,
Was the bottom of the deep blue shin, shin, shin.

Sort It

You can hear /ch/ and see ch at the beginning and end of words.
1. Use the anchor words chip and inch to help you sort the words in the word box.
2. Read each word.
3. Write the words under the anchor word and picture (chip or inch) that match.
4. Check to make sure it looks right and sounds right.

The /ch/ sound is a special type of sound because it is made by two letters that each have their own sound, but when we put them together they make an entirely new sound. c and h together say /ch/.
ACTIVITY GUIDE

**Episode 104: School: A Place to Learn and Grow**
**Book: School Then and Now by Robin Nelson**

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

1. **Clue 1:** Change the o to an i.
2. **Clue 2:** Change the p to an n.
3. **Clue 3:** Change the in to at.
4. **Clue 4:** Remove the at and add mun before the ch.
5. **Clue 5:** Change the m to an l.

Start here: **chop**

**Read It**
Read the poem. Underline the words that have the ch sound.

*School*
by Amy Posey

A place to learn and play. I love to go every day!

Pencils, paper and books I need, So I can write, draw and read!

Reading, writing, learning so much, We even get to eat our lunch!

Each day I get to show all the things I know. Because school is such a great place to learn and grow!

The /ch/ sound is a special type of sound because it is made by two letters that each have their own sound, but when we put them together they make an entirely new sound.

C and h together say /ch/.
What Do You Hear?

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

Read each word in the word bank, listening for the *th* sound. Write the words under the correct *th* sound in the chart.

**Word Bank:**
- thud
- they
- this
- thank
- Thursday
- thick
- thin
- than
- there
- think
- those

<table>
<thead>
<tr>
<th>thud</th>
<th>they</th>
<th>this</th>
</tr>
</thead>
<tbody>
<tr>
<td>thank</td>
<td>Thursday</td>
<td>than</td>
</tr>
<tr>
<td>thick</td>
<td>thin</td>
<td>than</td>
</tr>
<tr>
<td>there</td>
<td>think</td>
<td>those</td>
</tr>
</tbody>
</table>

Read It

Read the passage aloud. Circle the high frequency words *them* and *think* in the passage.

Max and Annie were friends with all of the kids in their neighborhood. When their new neighbors moved in they didn’t know them. “I think I’d like to meet our new neighbors,” Max said. “I think we should meet them together,” said Max’s sister Annie. So, Max and Annie went outside to meet them together.
**ACTIVITY GUIDE**

**Episode 106:** Sorting -th- and Mystery Word Building

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**Build It**

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

<table>
<thead>
<tr>
<th>2 letters</th>
<th>3 letters</th>
<th>4 letters</th>
<th>5 letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>to</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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The mystery word is: ____________________________________________

HINT: You use it to clean your teeth

---

**u o o t t**

**h h r b s**
ACTIVITY GUIDE
Episode 107: How Do you Shine?
and L Blends

Read It
Read the following passage out loud.
Highlight the th, sh, and ch blends in each word with a yellow or orange crayon.

Math in the Bath
by Amy Posey

Beth can do math in the bath.
She had three toy ships in the bath.
Then she put in three shells she got at the beach.
She counted the ships and shells.
She had six! Beth thinks math in the bath is fun.

Sort It
You can hear /bl/, /cl/, and /fl/ and see bl, cl, fl at the beginning of words.

1. Use the anchor words black, clap, and flash to help you sort the words in the word box.
2. Read each word.
3. Write the words under the anchor word and picture (black, clap, or flash) that match.
4. Check to make sure it looks right and sounds right.

The letters s-h- represent the /sh/ sound like in the word share, and, c-h represents the /ch/ sound like in the word cheese. The -t-h represents two sounds -hard and soft: hard “th” sounds like /th/ in they and soft “th” sounds like /th/ like in thumb.
**Write It**

An **acrostic poem** is a poem of words or phrases that describes a topic word. The topic word is written down the left side, and each line of the poem starts with a letter in the topic word.

Write a descriptive word for each letter in the word FRIEND. If you get stuck, think about what you like about your good friends or talk to someone about it.

<table>
<thead>
<tr>
<th>F</th>
<th>R</th>
<th>I</th>
<th>E</th>
<th>N</th>
<th>D</th>
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</tbody>
</table>

**Sort It**

You can hear /gl/, /pl/, and /sl/ and see **gl, pl, sl** at the beginning of words.

1. Use the anchor words **glad, plus, and sling** to help you sort the words in the word box.
2. Read each word.
3. Write the words under the anchor word and picture (**glad, plus, or sling**) that match.
4. Check to make sure it looks right and sounds right.
Wonder Red’s Fun -un

Pick the letter or letters that will make each word match the picture in its box. Write the letter or letters in the blanks to complete the word. Cross out each letter in the box once you have used it.
**Sort It**

Draw and label a circle map to review things you know about school communities.

What types of activities do you do at school everyday for:
- Learning
- Fun

**Read It**

You can hear /br/, /cr/, and /pr/ and see *br, cr, pr* at the beginning of words.

1. Use the anchor words *brim, crib,* and *print* to help you sort the words in the word box.
2. Read each word.
3. Write the words under the anchor word and picture (*brim, crib,* or *print*) that match.
4. Check to make sure it looks right and sounds right.

<table>
<thead>
<tr>
<th>prep</th>
<th>brick</th>
<th>crop</th>
</tr>
</thead>
<tbody>
<tr>
<td>crab</td>
<td>prom</td>
<td>brat</td>
</tr>
</tbody>
</table>
**Build It**

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

<table>
<thead>
<tr>
<th>2 letters</th>
<th>3 letters</th>
<th>4 letters</th>
<th>5 letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>on</td>
<td></td>
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</tbody>
</table>

The mystery word is: _________________________________________

HINT: You might find one of these next to a school
Read It

Read the rhyme out loud.

Look up at the sky. What do you see? Is it wet, or is it dry? Is it black, blue, gray or pink? Give it a try, and tell me what you think.

Foundational Skills

R Blends - dr gr tr

A blend is when two letters can be sounded out separately but can also be said together to make a sound.

Circle the words in the rhyme with the R blend.

High Frequency Words

These high frequency words contain R blends.

try great

Be on the lookout for these words out and about and when reading or listening to a story. When you are writing, try to remember how you learned to spell them.

<table>
<thead>
<tr>
<th>word</th>
<th>read</th>
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</tr>
</thead>
<tbody>
<tr>
<td>drip</td>
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<td></td>
</tr>
<tr>
<td>green</td>
<td>green</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tree</td>
<td>tree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Think of ideas for a narrative story about a time when the daytime or nighttime sky was an important part of the story. Write your ideas on the lines below.

1. _______________________________________________________

2. _______________________________________________________

3. _______________________________________________________

4. _______________________________________________________

5. _______________________________________________________

Reread the list of topics that you made above. Before choosing a topic to write about, use the questions below to help you decide which topic is the best fit for your story. Cross out the topics that don’t meet your needs.

1. Which topics have important parts that are related to the daytime or nighttime sky?
2. Which topics have something to do with the sky and why it was that way during that time of year?
3. Which topics do I remember well enough to write a story about? Do I remember who was there, how I felt, what it looked like? Will the sky be an important part of the story?
4. Which story am I excited to write about that will help me think about the importance of the daytime or nighttime sky? Who will I share it with?
Did you know that you can move your body to form the shape of alphabet letters? Sometimes you will need to tag in a friend or family member to join the fun because you might need help to create the lines or curves of the letter. After you recreate the letter, cross it off on your chart.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>E</td>
<td>F</td>
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<tr>
<td>G</td>
<td>H</td>
<td>I</td>
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<td>J</td>
<td>K</td>
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<td>X</td>
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<tr>
<td>Y</td>
<td>Z</td>
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</tbody>
</table>

Find more games and activities at pbskidsforparents.org
Look back at your ideas for a narrative story about a time when the daytime or nighttime sky was an important part of the story (activity guide 202). Use the story map to organize your ideas.

<table>
<thead>
<tr>
<th>Title:</th>
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<tbody>
<tr>
<td>Characters:</td>
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<tr>
<td>Setting:</td>
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<tr>
<td>Goal:</td>
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<td>Problem:</td>
</tr>
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<td>First,</td>
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<tr>
<td>Then,</td>
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<tr>
<td>Next,</td>
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<tr>
<td>And then,</td>
</tr>
<tr>
<td>Finally,</td>
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<tr>
<td>Resolution:</td>
</tr>
<tr>
<td>Theme</td>
</tr>
</tbody>
</table>
**Read It**

Read the following poem out loud with someone you live with. Underline the words with the sc and sk blends.

Look up at the sky,  
Do you see the clouds skip?  
Sketch the night sky,  
Do the stars seem to flip?  
I have my book in hand to sketch all that I see,  
Scoop up your markers or crayons and try to join me!

*By Shernita Rodgers*

**Read It**

Some words have two consonants that blend together at the beginning of words but still produce their own sounds. You will find this in the s blends sc and sk.

The s and c blend together to say /sc/.  
The s and k blend together to say /sk/.

Sound out the words below. Then blend the sc and sk sounds together.

```
sc  an        scan  
sk  ip        skip
```

**Write It**

Think about the story that you have been writing. What might be a good **lead sentence** to hook your readers? Remember to include the four w’s.

Who __________________ Where ______________________ What ______________________

When ___________________

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Michigan Learning Channel
Art in Your Neighborhood

What art can you find in your neighborhood?
Use this page to write or draw about the art that you find.
**Writing Process**

**Revising:** When writers make changes so their writing is: more clear, better organized, or more interesting.

Revising can be:
- adding words, sentences, and details
- Taking out words, sentences, and details

When revising your story, draw a caret (✓) where you want to add words or sentences.

**Revise It**

Look back at the story you have been writing about the daytime or nighttime sky. Practice revising your work by adding or taking out words, sentences and details.

**Draw It**

Illustrations or pictures are a very important part to your story. Draw a picture that goes along with your story.
ACTIVITY GUIDE

Episode 206: S'More S Blends and Writers ans Revisers
Book: The Reason for the Seasons by Ellie Peterson

Words to Know

**equator** - The imaginary line around the middle of the Earth

**hemisphere** - a half of a sphere or ball

**opposite** - completely different or located at another side or end

**rotate** - to move or spin from the center or axis in a circular motion

**tilt** - when an object is a little bit higher on one side than it is on the other side

Write It

Use the words from above to fill in the blanks.

The ____________ separates the northern and southern ____________(s). We have day and night because the Earth ____________(s) on its axis. We have the seasons because the Earth is ____________(ed). If it is summer in the northern hemisphere then it is winter in the southern hemisphere. That is because the northern and southern hemispheres have ____________ seasons.
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!
This page was left blank to cut out the activity on the other side.
After receiving feedback on a story that you wrote, go through each feedback sentence and locate the part that is described in your writing. Use the suggestions and questions to add details and clear up questions.

**Something I especially like**  
________________________________________  
________________________________________  
________________________________________  

**A suggestion I have**  
________________________________________  
________________________________________  
________________________________________  

**A question I have**  
________________________________________  
________________________________________  
________________________________________

After you have made changes to your writing, reread your story and use a checklist to check for spelling, capitalization, and punctuation.

Image from *Inside Information: Developing Powerful Readers and Writers of Informational Text Through Project-Based Instruction*. Used with permission from Dr. Nell K. Duke and Scholastic.
ACTIVITY GUIDE
Episode 208: Authors Share Writing
Book: Over and Under the Snow by Kate Messner

Sort It

Blends are created when two consonant letters blend together at the beginning of words, but we can still hear each of their sounds.

Read the words in the word box below. Write each word under their correct S-blend.

<table>
<thead>
<tr>
<th>star</th>
<th>spend</th>
<th>swam</th>
<th>spin</th>
<th>sweater</th>
<th>storm</th>
<th>swim</th>
<th>spot</th>
<th>stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>sp</td>
<td></td>
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</tbody>
</table>

Read It

Read the following sentences out loud. Underline the words with the sp, sw, and st blends.

1. We looked for a spot on the crowded beach.
2. “A storm is coming!” said Matt.
3. Other people continued to swim.

Draw It

Draw a picture to match the sentence.

I wore a sweater during the winter storm.

Look out for words with the sp, sw, and st blends when reading your favorite books.
Words to Know

galaxy - a collection of gas, dust, billions of stars, and their solar systems

constellation - a group of stars that looks like a particular object or shape up in the sky

atmosphere - the layer of air that protects the earth like a jacket

meteor - is a rock or piece of metal that enters the earth’s atmosphere and burns up creating a flash of light

meteorite - a meteor that survives the trip through the earth’s atmosphere and lands on earth.

Think About It

What type of things do you see in the sky during the daytime?

What type of things do you see in the nighttime sky?

Are they the same or different?

Write It

Write your answers to the questions above. If it makes sense, use a word from the Words to Know section in your answer.

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

Draw It

Draw a picture of something you see in the day or night time sky.
High Frequency Words

High frequency words are words that show up a lot when we are reading and writing.

Or When What

Words to Know

We build a word ladder by starting with a word and using what we know about letters and sounds to make a new word by changing one or two letters at a time. We start at the bottom and build up, just like when you climb up a ladder.

Label It

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

Had

Change the nd to a mp

Add a t after the s

Change the h to a s

Add an n before the d

Read It

Read the poem out loud. Underline the high frequency words.

The Noise by Amy Posey

Clang! Clap! Bump!
What is it?
Stomp! Ding! Thump!
Is it the cat or the dog?
Yes! That is when I saw the cat jump on the lamp!
What a bang!

Draw a picture to go along with the poem above.
What Makes My Neighborhood Special?

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

Write or draw things in the diagram that you see in the Daytime on the left, and things you see in the Nighttime on the right. Things that you see in both day and night can go in the middle.

Draw It

In the story *Astronaut Training* by Aneta Cruz, Astrid dreams of becoming an astronaut.

Draw something that you dream of being when you grow up.

High Frequency Words

- *do*
- *find*

Be on the lookout for these words out and about and when reading or listening to a story. When you are writing, try to remember how you learned to spell them.
Mystery Word

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

<table>
<thead>
<tr>
<th>2 letters</th>
<th>3 letters</th>
<th>4 letters</th>
<th>5 letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>at</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mystery word is: ______________________________________

Hint: it is a word that describes the sky and clouds
Wonder Red’s
Circle the -ake Family Word

Instructions: Circle the words in the -ake family, then draw a picture of each -ake word in the boxes on the right.

mat  sing  bed  cake
ring  snake  lake  sun
rake  stick  bat  flake
bun  cat  run

_bake  _ake
_ake  _ake
_ake  _ake

Find more games and activities at pbskidsforparents.org
Help us climb the word ladder! Follow the directions and write each word on the rungs of the ladder. Read each word you write.

Step 6: Take away the **p**

Step 5: Take away the final **e**

Step 4: Add an **s** before the **p**

Step 3: Change the **m** to a **p**

Step 2: Change the **d** to an **e**

Step 1: Change the **w** to an **m**

**wind**
**Mystery Word**

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

<table>
<thead>
<tr>
<th>2 letters</th>
<th>3 letters</th>
<th>4 letters</th>
<th>5 letters</th>
<th>9 letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>hi</td>
<td></td>
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</tbody>
</table>

The mystery word is: ____________________________

Hint: it is a word connected to the night sky.
Wimee enjoys traveling around the world. Find all the vehicles and match them with the word that rhymes.

<table>
<thead>
<tr>
<th>Train</th>
<th>Sheep</th>
<th>Duck</th>
<th>Car</th>
</tr>
</thead>
<tbody>
<tr>
<td>Star</td>
<td>Rocket</td>
<td>Jeep</td>
<td>Can</td>
</tr>
<tr>
<td>Jet</td>
<td>Goat</td>
<td>Rain</td>
<td>Truck</td>
</tr>
<tr>
<td>Pocket</td>
<td>Van</td>
<td>Boat</td>
<td>Net</td>
</tr>
</tbody>
</table>

Join our live interactive shows weekdays @ 4:00p.m. EST at Wimee.tv
High Frequency Words

High-frequency words are words that show up a lot when we are reading and writing.

all from

Phonics Skills

adjective: words that describe things.

Adjectives make our writing more interesting and helps the reader make a picture in their minds.

Read It

Use the table of contents from the book, Smart Words Beginning Reader: Stars, by Adrianna Edwards & Ron Edwards, to answer the following question.

Table of Contents

Chapter 1: What Is a Star?  Use Your Smart Words 2 10
Chapter 2: A Star Is Born Use Your Smart Words 18 80
Chapter 3: Stargazing Use Your Smart Words 22 89
Smart Words Glossary Use Your Smart Words Answers 31 34

What page would you look at if you wanted to know how a star begins? ______

Write It

Use an adjective from the word box to add to the sentences about things found in the sky.

cold honking bright white

I see stars.
I see ____________ stars.
I see snow
I see ____________ snow
I hear geese.
I hear ____________ geese.
I feel rain.
I feel ____________ rain.
ACTIVITY GUIDE

Episode 216: Our Round, Round World and Plurals
Book: *It's a Round, Round World* by Ellie Peterson

**Mystery Word**

A **noun** identifies a person, place, thing or idea.
A **singular** noun names one person place, thing or idea, while a **plural** noun names more than one person, place, thing or idea.

Most singular nouns need an 's' at the end to become plural.
For example,
Singular (1): dog
Plural (more than 1): dogs

Regular singular nouns ending in 's', 'ss', 'sh', 'ch', 'x', or 'z' need an 'es' at the end to become plural.
For example,
Singular (1): glass
Plural (more than 1): glasses

**Try It**

- **s or -es?**
  Practice making the following nouns plural by adding -s or -es. Remember to look at the ending to decide.
  Words ending with 's', 'ss', 'sh', 'ch', 'x', or 'z' need an 'es'

  - brush__ can__
  - tent__ bus__
  - hand__ mess__
  - pen__ lunch__
  - box__ pin__

**Try It**

A **constellation** is a group of stars that forms a shape or picture.
Connect the dots to see the Big Dipper Constellation shape.

**Try It**

Observation means to notice or see, or watch or listen carefully.
Find somewhere where you can use your senses to make some observations. Write what you hear 🎧, see 🎥, smell 🤤, or feel 🙋.

____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
My Favorite

Do you have a favorite place to visit in your neighborhood? Write or draw about it on this page. You might like to share stories about your favorite places with your friends and learn about theirs, too.
Special Thanks to our Michigan Learning Channel Content Partners:

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- WIME
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