READ, Write, ROAR!

Literacy Activity Book
With bonus activities from your favorite PBS Kids shows

3rd 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: Michigan's Community and Putting Words Together

Unit 1: Episodes 101-108
- What makes Michigan special?
- How am I a part of Michigan?

Phonics Skills:
- Compound words
- Prefixes and suffixes

Writing Skills:
- Informational writing
- Narrative writing

Unit 2: Episodes 109-110
- What is special about me?
- What makes my community unique?

Phonics Skills: Prefixes & suffixes
Writing Skills: Narrative writing

Season 2

Theme: Human Impacts on Earth and Types of Syllables

Unit 1: Episodes 201-206
- How do our actions affect Earth’s systems?
- How do our actions affect fish?

Phonics Skills: Multisyllabic decoding with suffixes
Writing Skills: Narrative writing

Unit 2: Episodes 207-216
- How can we care for the Earth?
- How do human actions affect Earth?

Phonics Skills: Open and closed syllables
Writing Skills:
- Opinion writing
- Poetry
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

The Michigan Learning Channel is funded through a grant awarded by the Michigan Department of Education and the U.S. Department of Education.
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.
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**

<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 Scratch Jr</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
A compound word - two smaller words that are joined together to make a new word.

out + side = outside

play + ground = playground

home + work = homework

Read It

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

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

Foundational Skills

Spell It

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

1. 

2. 

3. 

4. 

5.
Sort It

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

underwater  beach  bluebird  robin  snowflake  sand dune

<table>
<thead>
<tr>
<th>Compound Word</th>
<th>Not a Compound Word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write It

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

Why is Michigan a special place?

Michigan is VERY special!

Michigan is the birthplace of Motown.

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

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

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

**Episode 103:** Prefixes re- and un- and Adventures in Michigan  
**Book:** Benson’s Adventures in Michigan by Tracy Foster and Shannon Cooper-Toma

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**Read It**

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

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

Love,
Carlos

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**Foundational Skills**

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

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

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

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

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**Spell It**

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

**Who?**

**What?**

**When?**

**Where?**

**Why?**

**How?**
**The Alphabet Race**

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

<table>
<thead>
<tr>
<th>a</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>o</td>
</tr>
<tr>
<td>c</td>
<td>p</td>
</tr>
<tr>
<td>d</td>
<td>q</td>
</tr>
<tr>
<td>e</td>
<td>r</td>
</tr>
<tr>
<td>f</td>
<td>s</td>
</tr>
<tr>
<td>g</td>
<td>t</td>
</tr>
<tr>
<td>h</td>
<td>u</td>
</tr>
<tr>
<td>i</td>
<td>v</td>
</tr>
<tr>
<td>j</td>
<td>w</td>
</tr>
<tr>
<td>k</td>
<td>x</td>
</tr>
<tr>
<td>l</td>
<td>y</td>
</tr>
<tr>
<td>m</td>
<td>z</td>
</tr>
</tbody>
</table>

**Read It**

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

- The prefix **re**- means “again”.
- The prefix **un**- means “not”.

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

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

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

If you could travel anywhere with Luna, Carmen, Andy and Leo, where would you choose to go and why?
A **suffix** is a word part added to the end of a word and changes the meaning of the word.

The suffix **-ful** means “full of”.

The suffix **-less** means “not”.

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

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

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

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**Reading Strategy**

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

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

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

<table>
<thead>
<tr>
<th>Identity (character)</th>
<th>Action</th>
<th>Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sort It

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

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

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

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

Parts of Speech

verb - a type of word that describes an action

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

adjective – a type of word that describes nouns and pronouns

Foundational Skills

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

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

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

<table>
<thead>
<tr>
<th>over-</th>
<th>mis-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Reading Strategy

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

<table>
<thead>
<tr>
<th>Parts of a Narrative</th>
<th>Academic Words</th>
<th>From the Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td>characters</td>
<td></td>
</tr>
<tr>
<td>Where/When?</td>
<td>setting</td>
<td></td>
</tr>
<tr>
<td>What happened?</td>
<td>events</td>
<td></td>
</tr>
<tr>
<td>How does the story end?</td>
<td>conclusion</td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY GUIDE

Episode 108: Word Webs and A Powwow
Book: Bowwow Powwow by Brenda J Child

Sort It

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

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

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

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

Parts of Speech

**verb** - a type of word that describes an action

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

**adjective** – a type of word that describes nouns and pronouns

Foundational Skills

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

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

Keeping a wildlife journal is a great way to build both observation and writing skills. You don’t have to go far – you’d be surprised what is going on just outside your front door!

**Directions**

**Creating the Journal:**
(You may want to ask an adult for some help.)

1. Fold several sheets of paper in half so that you create a booklet.
2. Look outside your window, walk in your yard, or along your street and take notice of what you see.
3. Customize the journal by creating an illustration on the cover.

**Using the Journal:**

1. Write the day’s date.
2. Go outside and walk in your yard, along your street, or in a nearby park and take notice of what you see.
   - Did you see any animals? Birds? Insects?
   - Where are they living?
   - What are they doing?
   - How many did you see?
   - Could you hear them?
   - What time of day is it?
3. Write down notes or sketch a picture in your journal, so that you have a record of the thing you observed.
4. After a few entries, take a look back at the things you saw. How were things different each time? What was the same?

**Materials**
- Several sheets of unlined paper
- Hole punch or stapler for binding
- Ribbon or string to bind
- Markers, pencils or crayons

Find more games and activities at pbskidsforparents.org
A suffix is a word part added to the end of a word and changes the meaning of the word.

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

**Foundational Skills**

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

**Read It**

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

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Character's Actions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effect</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sort It

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

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

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

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

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

Parts of Speech

verb - a type of word that describes an action

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

adjective – a type of word that describes nouns and pronouns

Foundational Skills

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

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

Match the word to the picture!

- drum
- trumpet
- lute
- piano
**Phonics Skills**

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

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

**Try It**

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

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

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

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

**Write It**

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

<table>
<thead>
<tr>
<th>word</th>
<th>prefix</th>
<th>base word</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>transatlantic</td>
<td>trans-</td>
<td>atlantic</td>
<td>across the Atlantic ocean</td>
</tr>
</tbody>
</table>
A prefix is a word part added to the beginning of a word that changes the meaning of the word.

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

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

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

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

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

Words to Know

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

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

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Words to Know

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

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

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

Write It

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

<table>
<thead>
<tr>
<th>word</th>
<th>syllables</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>foresee</td>
<td>fore</td>
<td>see to see before it happens</td>
</tr>
<tr>
<td>forewarn</td>
<td></td>
<td>to warn before something happens</td>
</tr>
<tr>
<td>foremost</td>
<td></td>
<td>most important</td>
</tr>
<tr>
<td>transoceanic</td>
<td></td>
<td>to go across the ocean</td>
</tr>
<tr>
<td>transfix</td>
<td></td>
<td>to make something motionless</td>
</tr>
<tr>
<td>transplant</td>
<td></td>
<td>to move something from one place to another</td>
</tr>
</tbody>
</table>
Michigander Fish

The State Park Explorer Program offers free fishing programs at many state parks throughout the summer months. Are you ready to go fishing? How well can you recognize different species of fish? Complete the word search below of fish common to Michigan. For a bonus point, circle the names of the fish you see during your stay here at the park!

Bluegill
Lake Sturgeon
Largemouth Bass
Muskellunge
Northern Pike
Salmon
Smallmouth Bass
Smelt
Steelhead
Trout
Walleye
Whitefish
Yellow Perch
A suffix is a word part added to the end of a word to change a word and its meaning.

- **-ous**
  - full of, having
- **-en**
  - to cause to be or have

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

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

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

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

- **-ous**
  - full of, having
- **-en**
  - to cause to be or have

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

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

<table>
<thead>
<tr>
<th>base word</th>
<th>suffix</th>
<th>new word</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>danger</td>
<td>-ous</td>
<td>full of danger</td>
<td></td>
</tr>
<tr>
<td>fame</td>
<td>-ous</td>
<td>full of fame</td>
<td></td>
</tr>
<tr>
<td>fright</td>
<td>-en</td>
<td>to cause to be afraid</td>
<td></td>
</tr>
<tr>
<td>sharp</td>
<td>-en</td>
<td>to cause to become sharp</td>
<td></td>
</tr>
</tbody>
</table>
A suffix is a word part added to the end of a word to change a word and its meaning.

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

**Phonics Skills**

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

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

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

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

**Parts of Speech**

**verb** - a type of word that describes an action

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

**adjective** - describe nouns and pronouns

**adverb** - describe verbs, adjectives, and even other adverbs

**Foundational Skills**

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

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

How do I do it?

Interview a Family Member

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

Build and Share a Story

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

Take It Further

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

This activity will help your child:

• Build vocabulary
• Develop story sequencing skills
• Improve writing

What's the point?

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

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

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

Foundational Skills

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

- **after-** later or after
- **under-** below or less

Try It

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

<table>
<thead>
<tr>
<th>base word</th>
<th>prefix</th>
<th>new word</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>effect</td>
<td>after-</td>
<td></td>
<td>result that happens after some time has passed</td>
</tr>
<tr>
<td>eat</td>
<td>over-</td>
<td></td>
<td>eat less than you should</td>
</tr>
<tr>
<td>thought</td>
<td>after-</td>
<td></td>
<td>something you think about later</td>
</tr>
<tr>
<td>ground</td>
<td>under-</td>
<td></td>
<td>below ground</td>
</tr>
</tbody>
</table>
A prefix is a word part added to the beginning of a word to change a word and its meaning.

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

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

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

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

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

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

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

1. ___________________________________________________________
2. ___________________________________________________________
3. ___________________________________________________________
It’s Way, Way Yummy!

Alma loves lots of different kinds of foods like Mami’s mofongo, blueberry muffins from Huda’s store, and *anything* made with corn! What do you like to cook with your family? Try to write the recipe or draw the steps below. Like Alma, remember to stop and think about each step, one at a time.
A syllable is a word part that has one, and only one vowel sound. Sometimes a syllable will have more than one of these vowels, but they work together to make only one sound.

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

Rules for Dividing Syllables

- Every syllable has one vowel or vowel team.
- Place a dot under each vowel
- Underline any vowel teams,
- Divide between two consonants

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

plastic

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

**Rules for Dividing Syllables**

- Every syllable has one vowel or vowel team.
- Place a dot under each vowel
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- Divide between two consonants

---

**Foundational Skills**

**Read**

Read the following passage out loud. The underlined words contain closed syllables.

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

**Try It**

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

1. ___________________________________________________________

2. ___________________________________________________________

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

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

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

Foundational Skills

P

Pick apart the prompt and plan

O

Organize

W

Write

Try It

Topic: I can care for the Great Lakes

<table>
<thead>
<tr>
<th>Important evidence</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Important evidence</td>
<td></td>
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<tr>
<td>Important evidence</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Ending:</td>
<td></td>
</tr>
</tbody>
</table>
An open syllable is a special kind of syllable. Open syllables have one written vowel that is not followed by one or more consonants. Open syllables usually have vowels that make their long vowel sound.

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

An open syllable is a special kind of syllable. Open syllables have one written vowel that is not followed by one or more consonants. Open syllables usually have vowels that make their long vowel sound.

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

Rules for Dividing Syllables

Every syllable has one vowel or vowel team.
- Place a dot under each vowel
- Underline any vowel teams,
- Divide between two consonants

The second syllable ends with the vowel Aa. It is an open syllable.
Synonym or Antonym?

A Card Game

Becky’s friend Violet loves to play cards. You can play a card game using synonyms and antonyms. You’ll just need to create a set of cards and then spread them out upside down to play. Here’s how!

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

1. Take a piece of paper and fold it in half four times. When you open it, you’ll see there are 16 rectangles on the paper.
2. Then, make up a list of 8 sets of words with a synonym or antonym pair (we started a list for you below)
   a. A synonym is a word that means the same thing as another word.
      For example, fast and rapid mean the same thing.
   b. An antonym is a word that means the opposite of another word.
      For example, hazy and clear mean the opposite of one another.
3. Using just one side of the paper, write one word from your word pairs in each blank rectangle.
4. Cut out the rectangles. Now you have cards with words on one side and nothing on the other side.
5. Mix up the cards and place them face down in front of you.
6. Turn over pairs of cards to find pairs of synonyms or antonyms.
7. When you find a pair, put it to the side.
8. Keep going until you’ve found all the synonym or antonym pairs.

My Synonym or Antonym List

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unruly</td>
<td>Disordered</td>
<td>Attractive</td>
</tr>
<tr>
<td>Repulsive</td>
<td>Sticky</td>
<td>Exclude</td>
</tr>
<tr>
<td>Adhesive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For more games and activities visit pbskidsforparents.org
## Foundational Skills

### Understanding Syllables

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

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

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

### Rules for Dividing Syllables

<table>
<thead>
<tr>
<th>Rules for Dividing Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every syllable has one vowel or vowel team.</td>
</tr>
<tr>
<td>- Place a dot under each vowel</td>
</tr>
<tr>
<td>- Underline any vowel teams,</td>
</tr>
<tr>
<td>- Divide between two consonants</td>
</tr>
</tbody>
</table>

## Try It

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

### Words

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

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

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

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

- pan
- pant
- plant

Think About It

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

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

Try It

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

- Add a d at the end
- Change the f to a t
- Change the v to a r
- Change the d to a f

Write It

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

- This book made me happy because
  - 
  - 
  - 

- This book made me think because
  - 
  - 
  - 

Scan below to watch lesson

Michigan Learning Channel

Read, Write, ROAR!™ 3rd Grade Episode 212
Asking questions while reading a book can deepen your understanding of the story. Use the chart below to write questions as you are reading. Go back and reread parts of your book to answer your questions. Write your answers below your question. Be sure to include the page number where you found your answer.

<table>
<thead>
<tr>
<th>Who</th>
<th></th>
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<tbody>
<tr>
<td>What</td>
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<tr>
<td>Where</td>
<td></td>
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<tr>
<td>When</td>
<td></td>
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<tr>
<td>Why</td>
<td></td>
</tr>
<tr>
<td>How</td>
<td></td>
</tr>
</tbody>
</table>
Foundational Skills

Understanding Syllables

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

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

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

**Vowel-Consonant-e Syllable**: One vowel followed by consonant and a final e
  • Vowel usually makes the long vowel sound

Think About It

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

Rules for Dividing Syllables

- Every syllable has one vowel or vowel team.
- Place a dot under each vowel
- Underline any vowel teams,
- Divide between two consonants

Try It

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

lakeside
What Makes My Neighborhood Special?

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

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

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

Foundational Skills

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

Try It

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

Who is the character?

How does the character act? (patterns and behaviors)

_____________ is ____________ because

______________________________.

_____________ is ____________ because

______________________________.

_____________ is ____________ because

______________________________.

_____________ is ____________ because

______________________________.
**Foundational Skills**

**Understanding Syllables**

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

**Open Syllable:** One vowel that is not followed by one or more consonants.
- Vowel usually makes long vowel sound such as in the word:
  
  **No**

**Closed Syllable:** One vowel followed by one or more consonants.
- Vowel usually makes short vowel sound such as in the word:
  
  **Not**

**Vowel-Consonant-e Syllable:** One vowel followed by consonant and a final e.
- Vowel usually makes the long vowel sound such as in the word:
  
  **Note**

---

**Sort It**

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

- consume
- sidewalk
- solar
- unsafe
- fiber
- lakeside
- donate
- limit
- reuse
- human

<table>
<thead>
<tr>
<th>Open syllable</th>
<th>Closed syllable</th>
<th>C-V-e syllable</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
This is Alma Rivera. She lives in the Bronx, New York, with her family. Like you, she learns about her world every day. During her adventures, she always thinks things through and has lots of questions.

Cut out the characters and prop pieces along the dashed lines. Use the characters and props to play stories from Alma’s Way or create your own!
This page was left blank to cut out the activity on the other side.
Special Thanks to our Michigan Learning Channel Content Partners:

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BACK
COVER 3rd grade 1st semester