



# ACTIVITY GUIDE

Episode 201: Stories and the Sky

Scan below to  
watch lesson



## 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.

## Try It

Use what you learned about the dr, tr, gr blends to read these words aloud. Stretch the sounds and then blend them together quickly (e.g., dr-i-p---drip). If you know the word, just say it!

drip	d r i p	<b>drip</b>
green	g r e e n	<b>green</b>
tree	t r e e	<b>tree</b>

## 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.



# ACTIVITY GUIDE

**Episode 202:** Up in the sky! and A Narrative Story

Scan below to  
watch lesson



## Read It

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. \_\_\_\_\_

## Write It

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?



# ACTIVITY GUIDE

**Episode 203:** Day and Night and the "ch" Sound

**Book:** *Day and Night* by Patricia Armentrout

Scan below to  
watch lesson



## Read It

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.

who

**Title:**

**Characters:**

where/when

**Setting:**

**Goal:**

**Problem:**

what/how

**Plot:**

**First,**

**Then,**

**Next,**

**And then,**

**Finally,**

**Resolution:**

**Theme**



# ACTIVITY GUIDE

**Episode 204:** Day and Night and Fun with -sh-, -th-, and -ch-

Scan below to watch lesson



## 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.

**s c a n**      **scan**

**s k i p**      **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 \_\_\_\_\_

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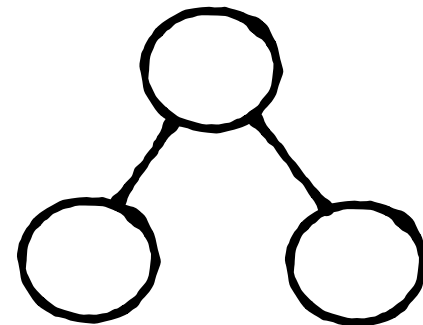


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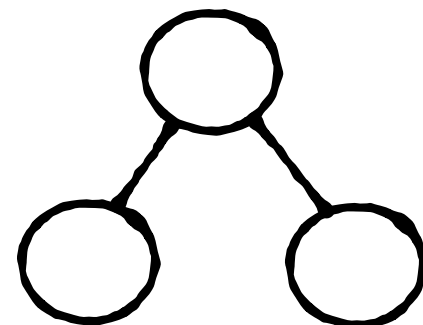
## 10 Frame Shake!

Shake a cup with 10 two-sided counters and dump it out. Record how many of each color you have and record it in the number sentence and number bond. Keep going until you have all 9 combinations for 10.

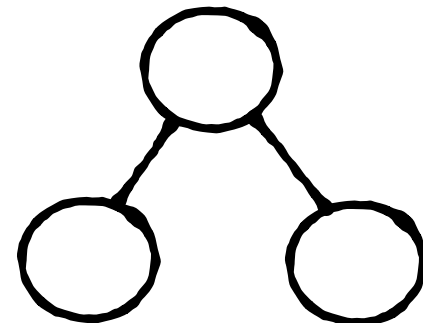

$$\underline{\quad\quad} + \underline{\quad\quad} = 10$$



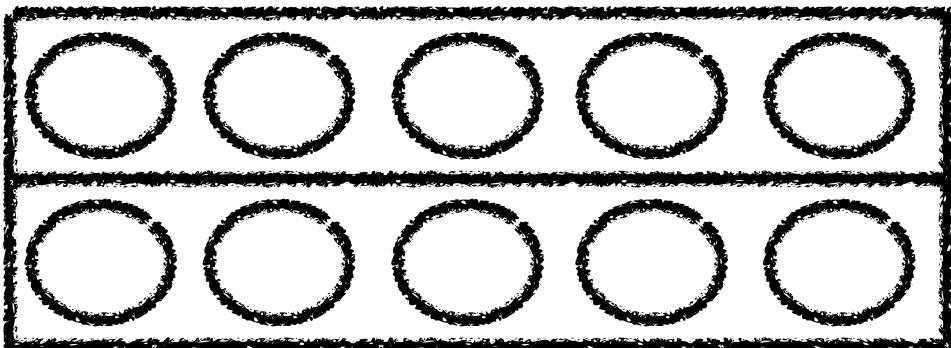

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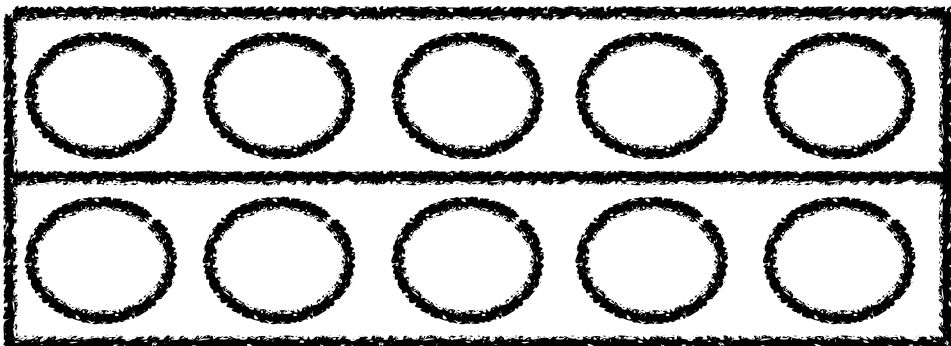
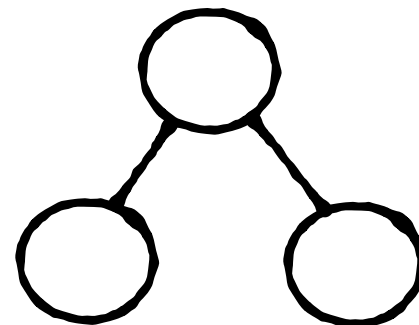

$$\underline{\quad\quad} + \underline{\quad\quad} = 10$$



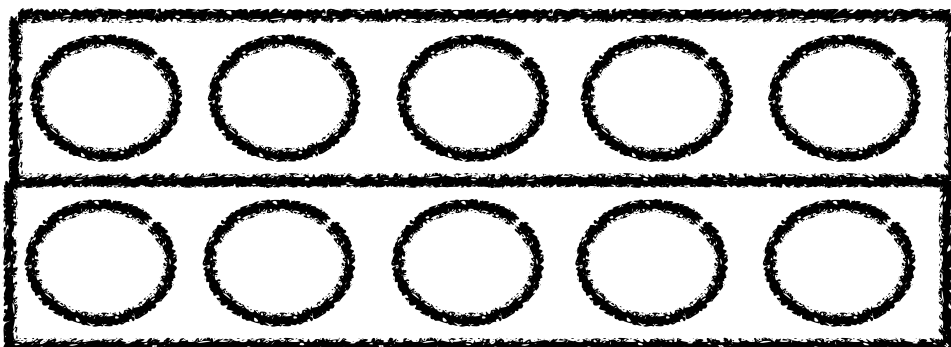
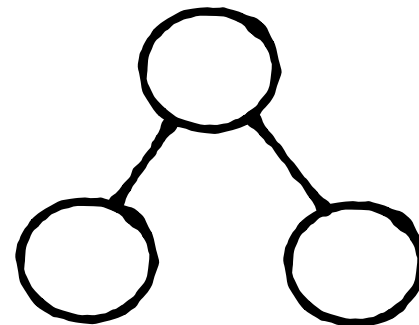
Name: \_\_\_\_\_



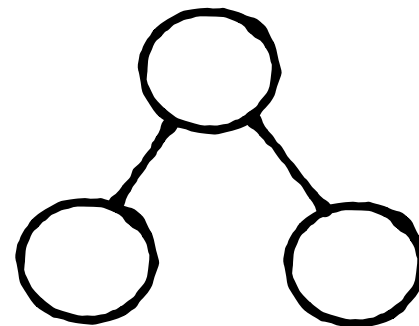
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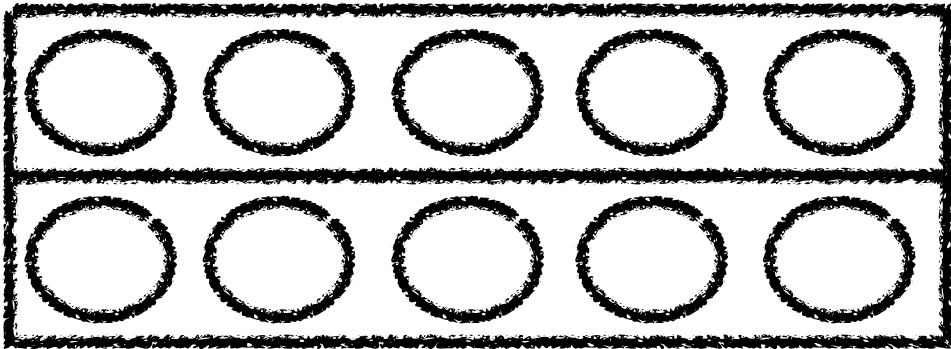
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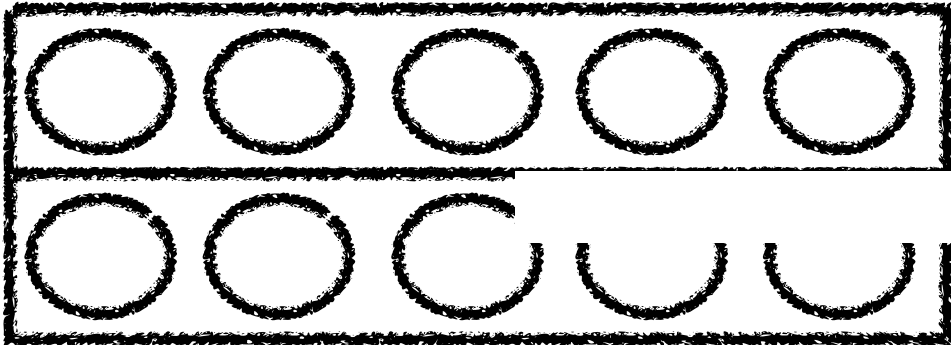
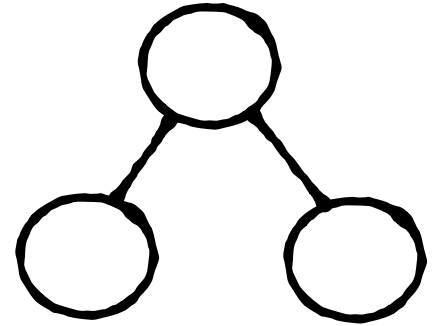
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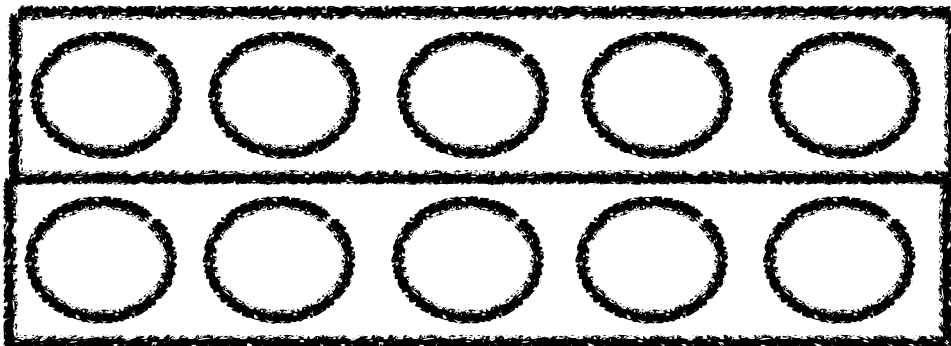
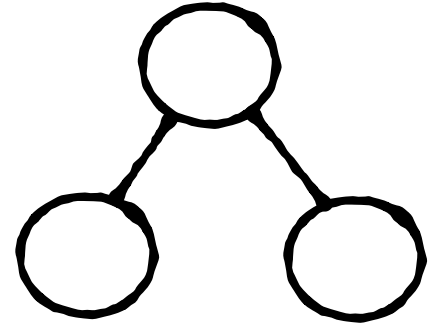
Name: \_\_\_\_\_



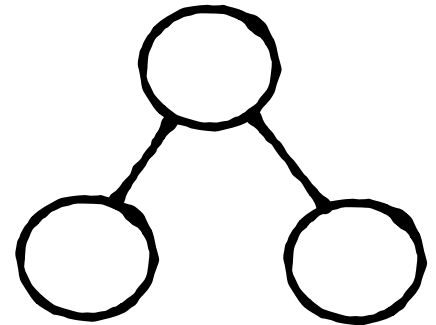
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 10$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 10$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 10$$



# Equal Sum Duel

**Materials:** equal sum cards (cut out)

**Directions:**

1. Mix up the cards and scatter them facedown on the table.
2. Player 1 flips over 2 cards. If the sum of both the cards shown is equal you may keep the cards. If the sums are not equal you must turn the cards facedown again.
3. Player 1 must explain his/her thinking with the following statements:

"The sum of \_\_\_\_ + \_\_\_\_ is equal to the sum of \_\_\_\_ + \_\_\_\_ because ...."

Or

"The sum of \_\_\_\_ + \_\_\_\_ is not equal to the sum of \_\_\_\_ + \_\_\_\_ because ...."

4. Continue taking turns until all the pairs with equal sums have been found.  
The player with the most pairs wins!

Example:

$$3 + 5$$

$$7 + 2$$

"The sum of  $3 + 5$  is not equal to the sum of  $7 + 2$  because  $3 + 5 = 8$  and  $7 + 2 = 9$ . I know that 8 and 9 are not equal."



$$4 + 2$$

$$4 + 2$$

$$3 + 2$$

$$4 + 1$$

$$5 + 2$$

$$4 + 3$$

$$4 + 4$$

$$8 + 2$$

$$2 + 6$$

$$4 + 5$$

$$6 + 3$$

$$4 + 6$$



$1 + 2$

$0 + 3$

$5 + 0$

$1 + 4$

$2 + 5$

$1 + 6$

$3 + 5$

$7 + 1$

$2 + 7$

$4 + 5$

$3 + 7$

$6 + 4$

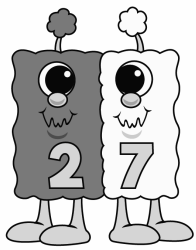


"The sum of  
\_\_\_\_ + \_\_\_\_ is  
equal to the sum  
of \_\_\_\_ + \_\_\_\_  
because..."

"The sum of  
\_\_\_\_ + \_\_\_\_ is  
not equal to the  
sum of \_\_\_\_ +  
\_\_\_\_ because ..."

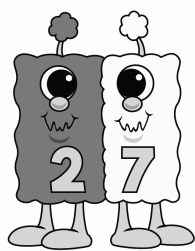
"The sum of  
\_\_\_\_ + \_\_\_\_ is  
equal to the sum  
of \_\_\_\_ + \_\_\_\_  
because ..."

"The sum of  
\_\_\_\_ + \_\_\_\_ is  
not equal to the  
sum of \_\_\_\_ +  
\_\_\_\_ because ..."



# Add & Subtract with Teen Numbers with Value Pak

Equation	Solve by drawing base ten blocks or model in a double ten frame
$13 = 10 + \square$	
$10 + 6 = \square$	
$17 = \square + 7$	
$10 + \square = 15$	
$2 = 10 - \square$	
$14 - 10 = \square$	
$\square = 18 - 10$	
$11 - \square = 1$	



# My Double 10 Frame Mat



# Add 7, 8, or 9 Bingo

**Materials:** numeral cards (cut out), 2 different colored counters (or you could use a coin and Player 1 is heads and Player 2 is tails)

**Directions:**

1. Cut out the numeral cards and mix them up. Place them facedown in a pile.
2. Player 1 turns over the top card and decides if they want to add 7, 8, or 9 to the number shown on the card. Player 1 places a counter on the sum created.
3. Player 2 repeats step 2.
4. The first player to have 5 counters in a row wins!

12	14	12	8	11
15	17	16	10	19
18	13	FREE!	15	14
9	17	10	13	7
19	16	11	9	18

0

1

2

3

4

5

6

7

8

9

10

0

1

2

3

4

5

6

7

8

9

10