Learning Together as a Family

Read, Write, ROAR! covers the same topics that Michigan students learn in their classrooms. Seasons 3 and 4 of the TV series correspond to the second semester of the school year, with each season matching up with each quarter of the school year. This book has all of the activity sheets from the third and fourth seasons and can be used to follow along with your second semester. Visit MichiganLearning.org/ReadWriteRoar to see the full list of themes.

Season 3

Theme: Government and Citizenship and Word Sounds

Episodes 301-304
- How citizens shape a community

Phonics skills: Inflectional endings

Episodes 305-314
- How citizens work together to solve problems

Phonics skills: R-controlled vowels

Writing Skills: Opinion writing

Season 4

Theme: Animal Changes and Vowel Sounds

Episodes 401-416
- How plants and animals survive and grow
- How parents and their children are similar and different

Phonics skills:
- Long and short vowel patterns
- Vowel digraphs
- Diphthongs

Writing skills:
- Informational text
- Determining a beginning, middle, and end
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Scan the QR code here to visit the website, and scan any of the QR codes in this book to see the accompanying video right on your device.

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Video lessons and activities at MichiganLearning.org
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The Michigan Learning Channel is funded through a grant awarded by the Michigan Department of Education and the U.S. Department of Education.
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### Apps for Social & Emotional Learning

<table>
<thead>
<tr>
<th>App</th>
<th>Grade</th>
<th>Learning Goal</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</th>
<th>Grade</th>
<th>Learning Goal</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</th>
<th>Grade</th>
<th>Learning Area</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](http://pbskids.org/apps)
**Activity Guide**

**Episode 301:** Communities Then and Now  
**Book:** Community Helpers Then and Now by Bobbie Kaulmen

---

**Build It**

Help us climb the word ladder! Start at the bottom, then follow the directions to write a new word on each rung of the ladder. Read each word you write.

- **Clue 1:** Add an **m** to the beginning of the word.
- **Clue 2:** Add an **s** before the **m**.
- **Clue 3:** Change the **all** to **og**.
- **Clue 4:** Change the **sm** to a **fr**.
- **Clue 5:** Change the **g** to a **m**.

---

**High Frequency Words**

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

- **all**  
- **from**

---

**Think About It**

A **community** is a group of people living in the same place.

Communities have **buildings**, provide **services**, and have **laws**.

What types of buildings and services do you have in your community?
**The Wh Words**

*Wh words* are used to ask questions. We use these words to help us when we are writing.

where?  what?  when?
who?  why?

---

**Phonics Skills**

A verb is a word that shows action.

The *-ing* is added to the end of words to show that something is happening right now, in the present.

read + ing reading
brush + ing brushing

---

**Try It**

Write the words on the line that match the action.

- drinking
- shoveling
- skiing

---

**Write It**

Use the *Wh words* from the box above to help finish each sentence.

Winter is ...

Skiing down a (what)
______________________.

Shoveling snow for my (who)
______________________.

Sledding with my (who)
______________________.

Brushing snow off (what)
______________________.
**Words to Know**

**community** - a place where people live, work, and play OR a group of people with common interests.

What are some places that you visit in your community?

What type of jobs do the people in your community do?

**Phonics Skills**

The **-ed** ending can make three different sounds:

- **/id/** as in planted
- **/d/** as in followed
- **/t/** as in worked

The **-ed** ending often indicates that something, usually a verb or a word that shows action, has already happened.

**Sort It**

Read the words in the word box. Decide which ending sound the **-ed** makes in each word. Write the word under the correct ending sound.

<table>
<thead>
<tr>
<th>wanted</th>
<th>opened</th>
<th>cooked</th>
<th>closed</th>
<th>liked</th>
<th>played</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>planted</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>needed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>parked</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/id/</th>
<th>/d/</th>
<th>/t/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
**The Wh Words**

Wh words (and the word how) are used to ask questions. We use these words to help us when we are writing.


**Words to Know**

interview - to ask someone who is an expert on a topic, a series of questions to find out more information about them or their topic.

**Write It**

There are many people who live and work in a community. Look at the pictures below. Circle the community helpers that you find in your community.

Farmer    firefighter    doctor    construction worker    chef

Choose a community helper that you would like to learn more about. Use the WH words and the word how to write interview questions for that person.

1. Where...
2. What...
3. When...
4. Who...
5. Why...
6. How...
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.
**High Frequency Words**

High frequency words are words that show up a lot in our reading and writing.

- *they*  
- *with*

Look for these words when reading your favorite books.

**Phonics Skills**

The letter *a* is a **vowel** and has two different sounds:

- The **short a** sound as in *cat*
- The **long a** sound as in *cake*

---

**Sort It**

Read the words in the word box. Decide if the word has a short a sound like in the word *cat* or a long a sound like in the word *cake*. Write the word under the correct sound.

- *ask*  
- *rake*  
- *last*  
- *made*  
- *same*  
- *snap*  
- *came*  
- *hand*

<table>
<thead>
<tr>
<th>cat</th>
<th>cake</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Text Features

**bold words** - words that are darker because they are important

**heading** - the title of a new section and what it is about: usually bigger lettering

**caption** - a sentence or sentences that describe the illustrations or pictures

Write It

This page comes from the book, *What is Citizenship?* by Jessica Pegis. Use the words from above to label the text features on the page. Write the words on the lines provided.

__________

__________

__________
**Match It**

Community helpers can be found in many places in the community. Draw a line from the community helper to a location where you might find them.

- Police officer
- Firefighter
- EMT
- Ambulance
- Police car
- Fire truck

**Write It**

An opinion is a person’s or group’s thoughts, feelings, or beliefs about something. When we are writing an opinion paper, we can use an opinion sandwich to organize our thoughts.

What is your opinion of picking up trash in a park? Use the Opinion Sandwich below to organize your thoughts.

<table>
<thead>
<tr>
<th>Opinion statement: I think that _______________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason 1: I think that because ________________________________</td>
</tr>
<tr>
<td>Reason 2: Also __________________________________________________________________</td>
</tr>
</tbody>
</table>

Opinion statement again: This is why I think that _______________________________
**Text Features**

- **Amused** - to make someone smile or laugh, to entertain
- **Gaped** - to stare at in surprise

**Write It**

We read the story, *The Recess Queen* by Alexis O’Neil and Illustrated by Laura Huliska-Beith. Scholastic.

Think about a time when you helped someone that was left out.

Who was it?

_____________________________________

How did you help?

______________________________________

______________________________________

______________________________________

How did you feel after you helped?

______________________________________

______________________________________

______________________________________

**Build It**

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

**Try 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. Read the new word.

- **Add an e after n.**
- **Change the f to a sh**
- **Take away the final e**
- **Change the p to an f**
- **Change the a to an i**
- **Add a final e after n**

Start with this word: **pan**
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.
**ACTIVITY GUIDE**

**Episode 309: Who Makes the Rules?**  
**Book:** *I Can Make a Difference* by Jessica Pegis

---

**Match It**

Cut out the letters. Use them to build words with 2 letters, 3 letters, 4 letters, 5 letters, and 10 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 *am*).

<table>
<thead>
<tr>
<th>2 letters</th>
<th>3 letters</th>
<th>4 letters</th>
<th>5 letters</th>
<th>10 letters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>am</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Mystery Word is: ____________________________________________

**Hint:** First responders found on an ambulance crew.

---

<table>
<thead>
<tr>
<th>a</th>
<th>a</th>
<th>e</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>c</td>
<td>m</td>
<td>p</td>
</tr>
</tbody>
</table>
Read It
Read the passage out loud.
Underline the high frequency words.

We read a book about frogs.
Frogs can be many colors. Frogs can do many things! Frogs can jump.
It is fun to read about frogs.

High Frequency Words
High-frequency words are words that we read and write often. If we can understand how these words work, and learn how to spell them, it will help us when we read and write them.

many about

Write It
Consonant vowel consonant words contain short vowel sounds like in the word cat. In consonant vowel consonant e words, the final e helps the vowel say its name, making it a long vowel sound. Sort the words in the word box. Write the words under their spelling pattern. Read each list to make sure each word sounds right and looks right.

kite pig bone dog sun cube

<table>
<thead>
<tr>
<th>CVC</th>
<th>CVCe</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td>cake</td>
</tr>
</tbody>
</table>

Think About It
Read the following statements below. If they are a fact (can be proven) write F on the line. If they are an opinion (how someone feels) write an O on the line.

Medical workers are community helpers. F

Firefighters all like the color red. F

Police officers, firefighters, and paramedics are first responders. F

Hospitals are scary. O

It is fun to ride in a police car. O
**ACTIVITY GUIDE**

**Episode 311: R-Controlled Vowels -ar and –or**

**Book:** *Oscar the Charming Horse* by Shannon Fuller (Original Story)

---

**Read It**

**Oscar the Charming Horse**

Oscar was a charming horse. He used to live in the city. His family moved to a farm up North where the yard was very pretty.

Oscar loved the large new barn. It was full of corn and hay. He pulled a cart to the local store, and went to the park to play.

Continued in lesson 311.

by Shannon Fuller

---

**Phonics Skills**

**R-Controlled Vowels**

When a vowel is followed by an r, it makes a special sound. The r makes the vowel change its name.

- **-ar** in *car, charming*
- **-or** in *fort, horse*

---

**Write It**

- Rhyming words have ending sounds that are the same like *hay* and *play*. These words are in the **-ay** family.
- Underline the rhyming words *hay* and *play* in the nursery rhyme.
- Can you think of some more words that rhyme with *hay* and *play*?

---

**Keep Learning**

- Practice reading the poem out loud using a strong, smooth voice so it sounds like you are talking.
- Circle more rhyming words from the poem.
**Oscar the Charming Horse**  
Continued from lesson 311

Oscar saw a garden full of beautiful flowers to munch. A lady started yelling that her garden was not his lunch! Oscar smiled and tipped his hat.

Oscar ran back to the farm. He was a very charming horse and didn’t mean any harm. Oscar stayed out of the garden, unless it was dark, of course.

by Shannon Fuller

---

**Sort It**

Circle the -ar and -or words in the poem. Write the words under the correct keyword

- **-ar**  
  as in **car**

- **-or**  
  as in **fort**

---

**Write It**

A complete sentence has:

- subject - who or what
- predicate - action
- capital letter at the beginning
- punctuation at the end . ?!

---

**Try It**

Circle the subject and underline the predicate in this sentence.

The horse ate the beautiful flowers.

Write your own complete sentence.
Directions: Interview an adult family member to capture a memorable story about when they were a kid. Think about what you want to learn and write three questions down to help guide you during your interview. Together, draw a picture to go with the story. Talk about what you learned. Have you had a similar experience?

Question 1


Question 2


Question 3


For more activities, visit pbskidsforparents.org
**Read It**

Read the sentences out loud. Circle the R-controlled vowels -ar, -ir and -ur.

Can I be first in line?

I like to dig in the dirt.

The nurse took my temperature.

I should not blurt out the answer.

I am wearing my favorite shirt.

**Words to Know**

glances - to take a quick look
scaling - to climb
scurry - to hurry

**Key Words**

**R-Controlled Vowels**

When a vowel is followed by an r, it makes a special sound. The r makes the vowel change its name.

-ir in bird
-ur in purple

**Write It**

Write the -ir and -ur words that you circled above in the T chart.

<table>
<thead>
<tr>
<th>-ir</th>
<th>-ur</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**R-Controlled Vowels**
When a vowel is followed by an r, it makes a special sound. The r makes the vowel change its name.
- **-ir** in bird
- **-ur** in purse

**Connections**
In the poem above, Burt agrees to teach Clair to surf. That is what friends do. They help each other. Think of a time that you helped one of your friends. What did you do?

**Write It**
A **subject** is “who or what” the story is about.
A **predicate** is “the action or what is happening” in the sentence.

Fill in the blank with words from the box.

<table>
<thead>
<tr>
<th>playing a game</th>
<th>we</th>
<th>children</th>
<th>hiding</th>
</tr>
</thead>
</table>

| ___________ are taking turns on the playground. |

| The ____________ made get well cards for their friend. |

| The boys are ______________. |

| Charlie the mouse is __________. |
R-Controlled Vowels

When a vowel is followed by an r, it makes a special sound. The r makes the vowel change its name.

-er in person

Homophones are words that sound the same but are spelled differently and have different meanings.

There are two words in the poem that are homophones.

whether - is used to compare things

weather - what it looks like outside: sunny, cloudy, windy, raining, snowy
Write It

Fill in the missing tenses (past, present, or future) for the verbs in the chart below. Verbs are action words; they describe things we can do.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>push</td>
<td>will push</td>
</tr>
<tr>
<td>chewed</td>
<td></td>
<td>will chew</td>
</tr>
<tr>
<td>skipped</td>
<td>skip</td>
<td></td>
</tr>
</tbody>
</table>

Phonics Skill

R-Controlled Vowels

When a vowel is followed by an r, it makes a special sound. The r makes the vowel change its name.
-er in person
-er in ever
-ur in turn

Words to Know

adventure – a risky and new experience or activity
vender - a person who sells things
Tense - how you say or write a verb to describe when the action happened
ACTIVITY GUIDE

Episode 403: Noticing Plants and Animal Traits
Book: Do Trees Get Hungry? by Martha Rustad

Match It

Draw a line to match the adult animal to its offspring. The word offspring is a baby born from an adult.

Dog
Cat
Bird
Frog
Bear
Hatchling
Tadpole
Cub
Puppy
Kitten

Text Feature Chart

Non-fiction books teach us about a topic and give us information. They contain text features that help you understand the information in the book. Look for these features when you read a non-fiction text.

<table>
<thead>
<tr>
<th>Title and Subtitle</th>
<th>Table of Contents</th>
<th>Close-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Trees Get Hungry?</td>
<td>Table of Contents</td>
<td>Fact Box</td>
</tr>
<tr>
<td>Martha Rustad</td>
<td>Plants soak up water through roots in the ground.</td>
<td>Close-Up</td>
</tr>
</tbody>
</table>

Fact Box
Read It

Read the poem out loud.

**Look Outside**

by Shannon Fuller

Nature, Nature look outside,
Plants and creatures try to hide.

I see a nest up in the pine,
A flower hanging from a vine.

The turtle sitting by the lake,
Used his shell to hide from a snake.

Nature, Nature come outside,
Follow me, I’ll be your guide.

Phonics Skill

**CVC -CVCe pattern**

CVC          CVCe
rat          rate

Add an e at the end of the word rat and it becomes the word rate. The e at the end of the word tells the vowel to say its name.

Write It

• Rhyming words have ending sounds that are the same.
• Underline the words in the poem that rhyme.
• Write down 2 things you can observe in nature that rhyme.

Words to Know

**Observation** - to look around and notice things

**stanza** - a group of lines put together in a poem
Book Review

Draw a picture based on a storybook that you read. Then, fill in the “My Review” section. Share your book review with a family member or friend.

Book Title: ________________________________

Author: ________________________________

Illustrator: ________________________________

My Review

The part of the book that I liked best was... ________________________________

__________________________________________

After reading this book, I felt... ________________________________

__________________________________________

Would you recommend this book? Why or why not? ________________________________

__________________________________________
Sort It

Fill in the chart with words that have the long a sound. Sort the words by their spelling patterns.

<table>
<thead>
<tr>
<th>tail</th>
<th>game</th>
<th>say</th>
<th>delay</th>
<th>ate</th>
<th>bait</th>
<th>face</th>
<th>play</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ai</th>
<th>a_e</th>
<th>ay</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Long A
The long vowel sound is when the vowel says its name. Long A can be written in the following patterns.

ai  a_e  ay

Draw It
If frogs could talk, what would they say? On the back of this page or on a scrap piece of paper, draw a picture of a frog saying something you think a frog would say.
**ACTIVITY GUIDE**

**Episode 406:** More Fun with Long A and Where do Frogs Live?
**Book:** *The Tale of Frog and Taddy* by Shannon Fuller

### Write It

Create a sentence using the words in the word box. Follow the clues to help you write the words in order.

- A capital letter is used on the first word of a sentence.
- A sentence ends with a punctuation mark. . ? !
- A subject is who or what we are talking about.
- A predicate is the action that is happening.

\[
\text{will} \quad \text{ship} \quad \text{across} \quad \text{The} \quad \text{ocean}. \quad \text{sail} \quad \text{the}
\]

\[
\text{Sale}. \quad \text{a} \quad \text{big} \quad \text{is} \quad \text{The} \quad \text{having} \quad \text{store}
\]

### Label It

Label the body parts of the life cycle of a frog.

- hind legs
- tail
- gills
- egg
- forearm
- nostril
**Phonics Skill**

O is a vowel. It has a **short vowel** sound like in the word hop and a **long vowel** sound like in the word toad. The long vowel sound is when o says its name.

The following spelling patterns produce the long o sound.

- oa
- oe
- ow
- o

**Word Box**

- boat
- most
- doe
- know
- woe
- toast
- show
- sold
- soap
- both
- woe
- snow

**Sort It**

Read the words with the long o sound in the word box. Sort the words by their spelling patterns and write them under the correct heading.

<table>
<thead>
<tr>
<th>oa</th>
<th>oe</th>
<th>ow</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>toad</td>
<td>toe</td>
<td>grow</td>
<td>cold</td>
</tr>
</tbody>
</table>

...
**ACTIVITY GUIDE**

**Episode 408:** More Fun With Frogs, a Pond, and the Long O Sound.
**Book:** Over and Under the Pond by Kate Messner

**Read It**

Read the following page from the story, *Over and Under the Pond*, by Kate Mesner. Circle the words with the long o sound.

“Under the pond is a whole hidden world of minnows and crayfish, turtles and bullfrogs. We’re paddling over them now.”

**Phonics Skill**

O is a vowel. It has a **short vowel** sound like in the word hop and a **long vowel** sound like in the word toad. The long vowel sound is when o says its name.

The following spelling patterns produce the long o sound.

- **oa**
- **oe**
- **ow**
- **o**

boat, toe, snow, cold

**Write It**

Use the words and phrases in the word box to write a sentence about a frog. Draw a picture to go with your sentence.

- frogs
- strong legs
- jump, hop, leap
- webbed feet
Write It

Write the words with the long i sound under the correct spelling pattern.

life  kind  my  bright  pie  idea  light  fly  lie  shine
wild  sky  child  tie  time  bike  right  flies  try  night

<table>
<thead>
<tr>
<th>i</th>
<th>y</th>
<th>igh</th>
<th>ie</th>
<th>i_e</th>
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</table>

Words to Know

**Metamorphosis** - the process where a young, or juvenile, body of an animal goes through a great change to become an adult.

Tadpoles go through metamorphosis to become a frog.
Read It

Frogs can protect themselves by using their physical characteristics. Write a caption under each picture that describes how a frog can protect itself. Use the words in the box.

- communication
- camouflage
- eyesight
- water

Text Feature

**caption** - words that match the picture.

Words to Know

**camouflage** - hide or blend in with the surroundings.
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!

Jet
Propulsion

Sunspot

Sydney

Sean

Mindy

Beep

For more games and activities, visit pbskidsforparents.org
This page was left blank to cut out the activity on the other side.
Write It

Write the words with the long e sound under the correct spelling pattern.

keep  eat  shield  beach  tree  fierce  leaf  
teacher  feet  thief  green  chief

da ea  ee  ie
de

Phonics Skills

The letter Ee is a vowel. The letter Ee makes a short vowel sound like in pet and a long vowel sound like in eat. The long vowel sound is when we hear the vowel say its name.

Reading Strategy

ie can make the long e sound like in fierce. ie can also make the long i sound like in lie.

When you are reading and you get to a word with an ie and you are not sure of what vowel sound to use, read the sentence and see what sounds right.
ACTIVITY GUIDE

Episode 412: Writers as Readers and the Long e Vowel Sound
Book: All About Frogs by Annie Spear.

Read It

Multiple meaning words are words that are spelled the same but depending on how they are used, can be a verb that shows action or an adjective that describes something.

Read the sentences out loud. Decide if the underlined word is a verb or an adjective. Write verb or adjective on the line.

I don’t like to clean my room. _____________________

My mom said to put on a clean shirt. _____________________

We helped free the cat from the tree. _____________________

I got a free pencil from my friend. _____________________

Listening Skills

After a child has written a story and shared it with someone, it is nice for the author to receive feedback. Here are three ways that you can offer feedback to an author.

Something I especially like about your story is __________.

A suggestion I have for your story is ____________. (When we suggest, we give a person an idea that would help their work to be even better to help the reader understand the writing.)

A question I have about your story is ____________?
The letter Uu makes a short vowel sound like in mud /m/ /u/ /d/ and a long vowel sound like in glue /g/ /i/ /u/. Sort the words in the word box by their spelling patterns. Write the words in the spaces.

<table>
<thead>
<tr>
<th>chew</th>
<th>rescue</th>
<th>dune</th>
<th>chew</th>
<th>grew</th>
<th>suit</th>
<th>huge</th>
<th>juice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ue</td>
<td>u_e</td>
<td>ui</td>
<td>ew</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>glue</td>
<td>cube</td>
<td>fruit</td>
<td>new</td>
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</tbody>
</table>

**Homophones** are two words that sound the same but are spelled differently and have a different meaning. Some words with the long u sound are homophones.

<table>
<thead>
<tr>
<th>Homophones</th>
</tr>
</thead>
<tbody>
<tr>
<td>blue</td>
</tr>
<tr>
<td>due</td>
</tr>
<tr>
<td>flu</td>
</tr>
</tbody>
</table>

**Try It**

**Draw It**

Draw a picture to match each sentence.

My favorite color is **blue**.

I **blew** a huge bubble.
Read It

Read the following passage out loud.

The Arctic fox has white fur to blend in with the snow.

He can hide in the snow from polar bears and wolves that are hunting him.

When winter is over, the fox will shed his white fur and use his brown fur to camouflage in the bushes and trees.

Words to Know

camouflage - to blend in with your surroundings

Write It

How many words can you make with the letters in the following word...

camouflage

<p>| | | |</p>
<table>
<thead>
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</tr>
</tbody>
</table>

Scan below to watch lesson
Sort It

Sort the words in the word box by their spelling patterns. Write the words in the spaces.

<table>
<thead>
<tr>
<th>couch</th>
<th>enjoy</th>
<th>oil</th>
<th>count</th>
<th>crowd</th>
<th>noise</th>
<th>town</th>
<th>voyage</th>
</tr>
</thead>
<tbody>
<tr>
<td>oi</td>
<td>oy</td>
<td>ou</td>
<td>ow</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>coin</td>
<td>toy</td>
<td>cloud</td>
<td>brown</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Draw It

A **diphthong** is a sound formed by combining two vowels in a single syllable. Start with the first vowel sound and glide right into the other.

- **oi** in **coin**
- **oy** in **boy**
- **ou** in **count**
- **ow** in **cow**

Words to Know

Draw a picture to match the sentence.

The toy was on the brown couch.
Energy comes from the sun and is used by plants to make food. The sun’s energy is passed along in **food chains**.

A **food chain** is the order in which organisms, or living things, depend on each other for food.

Draw arrows to show how energy is passed along from the sun to the fox.

![Diagram showing the sun, a sunflower, a squirrel, and a fox with arrows indicating the flow of energy]

**Text Feature**

Use the table of contents to answer the following questions.

<table>
<thead>
<tr>
<th>Table of Contents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Carnivores eat meat</td>
<td>10</td>
</tr>
<tr>
<td>Food chains</td>
<td>14</td>
</tr>
<tr>
<td>Looking for food</td>
<td>18</td>
</tr>
<tr>
<td>Insect eaters</td>
<td>21</td>
</tr>
</tbody>
</table>

1. Which page would I turn to to find out about food chains?
2. Which page number would I find information on animals who eat meat?
3. What would I find if I turned to page 18?
**Super Storytelling**

**Instructions:** Engaging characters, unique settings, and crazy problems to overcome are just some of the elements of good storytelling. Get the super story juices flowing as you mix up characters, settings, and objects for your own super story creations. Color each row of images. Then, randomly choose one square from each row. Create your own story and write about it using the Super Storytelling chart.

<table>
<thead>
<tr>
<th>Character</th>
<th>Park</th>
<th>Baseball Field</th>
<th>Beach</th>
<th>Living Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young Child</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grandparent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Older Child</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Setting</th>
<th>Setting</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunny</td>
<td>Rainy</td>
<td>Cloudy</td>
</tr>
<tr>
<td>Cape</td>
<td>Seashells and Bucket</td>
<td>Rainbow Parachute</td>
</tr>
<tr>
<td>Book</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Find more games and activities at [pbskidsforparents.org](http://pbskidsforparents.org)
Instructions: Use this Super Storytelling chart to brainstorm the parts of your story. Identify the characters and the setting and think about the plot. When you finish your basic outline, you are ready to begin writing!

Characters:

Setting:

Plot-First:

Plot-Then:

Plot-Last:
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