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: Studying the Past and Prefixes and Suffixes

Episodes 301-310
- How people study the past
- Studying artifacts and events from the past

Phonics Skills:
- Long vowels
- Consonant -le
- Inflected endings

Episodes 311-314
- Showing empathy and kindness

Phonics Skills:
- Suffixes -er, -est
- Prefixes dis-, un-, in-

Writing Skills:
- Poetry writing
- Opinion writing

Season 4 - - - - - - - - - -

Theme: Animal Habitats and Parts of a Word

Episodes 401-416
- Plants and animals and their habitats

Phonics Skills:
- Prefixes/suffixes
- Contractions
- Digraphs kn, mb, gn
- Syllable types

Writing Skills:
Narrative Writing and Poetry
Where to Find the Michigan Learning Channel
Find your favorite shows anywhere you go!

Scan the QR Code:
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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Click your grade level for this week's selected lessons
Or, use “Find a Lesson” to search by grade, subject, and educational standard

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The PBS App is available for mobile devices, Roku, Apple TV, and on many Smart TVs.
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On TV:
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www.MichiganLearning.org/ReadWriteRoar

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

pbskids.org/apps

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**Read It**

Read the following passage out loud. Listen for the long vowel sounds in the underlined words.

Last **weekend**, I was in the **southeast** part of the U.S. I was searching for **artifacts** and **remains** from the past. I spent hours just looking at the landscape of where I was going to **explore**. Then, I was **able** to dig **beneath** concrete, **sandstone**, and even break bricks made from **mudstone**.

The person who wrote this passage may be an

_______________________________.

**Write It**

What would you study if you were an archaeologist?

_______________________________.

_______________________________.

_______________________________.

_______________________________.

_______________________________

**Words to Know**

**archaeology** - the science that studies our human past through what people have left behind

**archaeologist** - scientist who studies the past

**artifact** - object found from the past

**Phonics Skills**

2 syllable words with long vowel patterns might have the following types of syllables:

- Open: **a-ble**
- vowel consonant e: **con-crete**
- vowel team: **week-end**
Sort It

Some words with more than one syllable contain the **consonant le** pattern. This means that a syllable in the word has a consonant letter followed by the letters le. Read the words in the word box. Then sort each word into the column that matches its ending. Finally, read each column from top to bottom. What do you notice about all of the words in a column after you read them out loud?

<table>
<thead>
<tr>
<th>battle</th>
<th>jiggle</th>
<th>sprinkle</th>
<th>cattle</th>
<th>sizzle</th>
<th>crumble</th>
<th>twinkle</th>
<th>stumble</th>
</tr>
</thead>
<tbody>
<tr>
<td>_tle</td>
<td>_kle</td>
<td>_gle</td>
<td>_ble</td>
<td>_zle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>giggle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write It

Rotary phones are **artifacts** that help us learn how people communicated in the past. Use the chart below to compare the rotary phone of the past to the Touchscreen Smart Phone we use today.

<table>
<thead>
<tr>
<th>Rotary Phone</th>
<th>Touchscreen Smart Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>📞</td>
<td>📱</td>
</tr>
</tbody>
</table>
**Read It**

As an archaeologist plans an excavation, they map it out in a grid pattern. As they dig in each of the grids, they map out their results on a paper grid.

**Try It**

If an archaeologist were to excavate your bedroom, what would they learn?

Think about the layout of your bedroom.

- Where are the doors and windows?
- Where is your bed?
- What other items are in your bedroom?

**Draw It**

Use the grid system to draw a map of your bedroom. What would be found in each grid square? Share your findings to someone in your home.
A cinquain is a five-line poem. Read the cinquain below about an archaeologist.

Archaeologist
curious, careful
digging, collecting, discovering
studies relics from past
Scientist

Use the description from the Try It section to write your own cinquain poem.

noun

adjective  adjective

-ing verb  -ing verb  -ing verb

phrase

synonym
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.
**Talk About It**

Talk to someone about the similarities and differences you see between the one room schoolhouse of the past and the school you attend.

**Phonics Skills**

When a base word ends with the letters *s, ss, z, zz, ch, sh* or *x*, we add an *-es* ending to change the word from singular to plural.

**Singular** – one thing: branch

**Plural** – more than one thing: branches

**Draw It**

Read the base words in the box below. Look at the ending to each word and decide in which column you will write it. Don’t forget to add the ending -es to each base word to make it plural.

<table>
<thead>
<tr>
<th>ostrich</th>
<th>address</th>
<th>lynx</th>
<th>glass</th>
<th>leash</th>
<th>coach</th>
<th>fox</th>
<th>klutz</th>
<th>jellyfish</th>
<th>bus</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ends with -s or -ss</th>
<th>Ends with -z</th>
<th>Ends with -ch</th>
<th>Ends with -sh</th>
<th>Ends with -x</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scan below to watch lesson
Read It

Use the graphics in the chart below to help you complete the sentence frames in the Write It section.

<table>
<thead>
<tr>
<th>School then</th>
<th>School now</th>
</tr>
</thead>
<tbody>
<tr>
<td>A school day</td>
<td>A school day</td>
</tr>
<tr>
<td>Learning tools</td>
<td>Learning tools</td>
</tr>
</tbody>
</table>

Try It

Use the compare and contrast sentence frames below to write sentences about schools in the past and schools now.

_____________ and _____________ are alike because ___________________________________.

_____________ and _____________ are different because ___________________________________.

Ask a parent, grandparent or another adult about their favorite subject in school, and what tools they had for learning.
**Verb** - a word that shows action

**-ing** is a suffix that can be added to different types of words. If **-ing** is added to a **verb**, it means that the action is happening now.

**Clean + ing = cleaning**

### Anagrams

**Anagrams** is a game that school children played in the past. To play, look at the word below. Use the letters in the word to make a new word.

**Example:** pest -> step

**Owl**

(hint: opposite of high)

**Sink**

(hint: something that covers your body)

**Tale**

(hint: opposite of early)

### Try It

Add the **-ing** suffix to the verbs below to show that the action is happening right now.

<table>
<thead>
<tr>
<th><strong>verb</strong></th>
<th><strong>add -ing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>talk</td>
<td></td>
</tr>
<tr>
<td>cook</td>
<td></td>
</tr>
<tr>
<td>paint</td>
<td></td>
</tr>
<tr>
<td>fly</td>
<td></td>
</tr>
</tbody>
</table>

### Write It

Use the **-ing** verbs from the **Try It** section to fill in the blanks below.

1. The birds are ___________ in the sky.
2. We are ___________ the bathroom blue.
3. I am ___________ dinner for my family.
4. My sister and I are ___________ on the phone.

Write a sentence using the word **playing**.

__________________________
**Phonics Skills**

3 rules for adding -ing to the end of a word:
1. If there is one short vowel followed by one consonant in a base word you will double the consonant and then you can add -ing.

2. If the word ends with an “e,” take away the “e” and then add “ing.”

3. If the word ends with “ie,” change “ie” to “y,” and then add “ing.”

**Try It**

Use the rules for adding -ing in the Phonics Section to modify the base words below.

<table>
<thead>
<tr>
<th>Base word</th>
<th>Add -ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cut</td>
<td></td>
</tr>
<tr>
<td>Organize</td>
<td></td>
</tr>
<tr>
<td>learn</td>
<td></td>
</tr>
</tbody>
</table>

**Order It**

Draw a line from each event to the matching date below.

<table>
<thead>
<tr>
<th>1900</th>
<th>1903</th>
<th>1939</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper clip is invented</td>
<td>Crayola crayon is invented</td>
<td>School busses are painted yellow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1943</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer is invented</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1900</th>
<th>1939</th>
<th>1939</th>
<th>1943</th>
</tr>
</thead>
</table>
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.
When we add -ed to a word, sometimes it represents the /d/ sound as in colored. The suffix -ed can also represent the /t/ sound as in sketched. Lastly, as in the word painted, -ed can be an added syllable representing the sound /id/. Read the words in the word box below. Listen to the sound that the -ed ending makes. Write each word under the correct ending sound.

<table>
<thead>
<tr>
<th>looked</th>
<th>walked</th>
<th>cooked</th>
<th>painted</th>
<th>counted</th>
<th>explored</th>
<th>rubbed</th>
<th>created</th>
<th>nicknamed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>/d/</th>
<th>/t/</th>
<th>/id/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Phonics Skills**

-ed is a suffix that can be added to different types of words. If -ed is added to a verb (an action word), it means that the action already has happened. Here are three rules for adding the -ed suffix.

<table>
<thead>
<tr>
<th>One-One-One Rule</th>
<th>Dropping Rule</th>
<th>Changing Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the base word is 1 syllable and</td>
<td>If the base word ends with</td>
<td>If the base word ends with</td>
</tr>
<tr>
<td>ends with • 1 vowel • 1 consonant</td>
<td>a silent “e,” drop the “e”</td>
<td>“y,” change the “y” to “i” and</td>
</tr>
<tr>
<td>DOUBLE the final consonant and then</td>
<td>and then add -ed.</td>
<td>then add -ed.</td>
</tr>
<tr>
<td>add -ed.</td>
<td>bake + ed = baked</td>
<td>carried + i +ed = carried</td>
</tr>
<tr>
<td>hug + g+ ed = hugged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Try It**

Use the rules above to add the -ed suffix to the verbs below to show that the action has already happened.

<table>
<thead>
<tr>
<th>verb</th>
<th>add -ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>fly</td>
<td></td>
</tr>
<tr>
<td>snap</td>
<td></td>
</tr>
<tr>
<td>grade</td>
<td></td>
</tr>
<tr>
<td>hop</td>
<td></td>
</tr>
</tbody>
</table>

**Think About It**

Authors, such as Ellie Peterson in her book *It’s a Round, Round World*, use tricks in their writing to make books fun to read. They use...

- illustrations
- print
- punctuation
- humor

Try using these tricks in your own writing.
Phonics Skills
A suffix is a meaningful word part used at the end of a word. When we compare two things, we add the suffix “-er” and when we compare three or more things we add the suffix -est.
-er means more
-est means most

Write It
What word is missing? Fill in the blank with one of the words from your list.
In the winter, the _______ days are usually in February.
That skyscraper is much _______ than my house!
On the swings, I always go _______ than my best friend.
All of the second graders ran to see who could be the _______ to the lunch line.

Try It
Read the base words. Add the suffix -er and -est to make the new word. How does the meaning of the new word change?
Base -er -est
word
cold
tall
quick
high

Read It
Read or listen to Each Kindness by Jacqueline Woodson.
How can small acts show kindness? Make a list or draw a picture of ways to show kindness to others.
Read It

If a word ends in the letter y, you must change the y into an i before adding the suffixes -er or -est to the end. These suffixes change the meaning of the word.

-er means more  
-est means most

Turn these words into comparison words by adding -er or -est.

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

Write It

An acrostic is a poem of words or phrases that describes a topic word. Write an acrostic poem by choosing a word or phrase about kindness that starts with the letters of the word kind.

K- 
I- 
N- 
D-

Try It

Choose one set of words above and draw three pictures to compare.

For example, draw three creatures that are hairy, hairier, and hairiest!

Use a separate sheet of paper if needed.
**Sharing Stories**

**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
ACTIVITY GUIDE

Episode 313: Story Elements and Prefixes dis-, un-, in-
Book: Lubna and Pebble by Wendy Meddour

Phonics Skills

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

**-dis, -un, and -in** mean not or opposite of

Words to Know

**characters** - the people or animals in the story
**setting** - where the story takes place
**plot** - the sequence of events that make up the story
**refugee** - someone who is forced to leave their country to escape war or other danger
**empathy** - the ability to understand and share the feelings of another

Read It

Read the passage out loud. Then answer the questions.


When Lubna opened her eyes, it was morning. They had landed in a World of Tents. Lubna clutched Daddy’s hand and gripped her pebble. Somehow, she knew they’d keep her safe.

Who are the characters?

What is the setting?

What is the plot of this passage?

Key Words

Fill in the blank with the missing word. Use the Word bank to help you.

**unfinished, unhappy, unusual, inactive, disappear**

__________ not happy
__________ not able to be seen
__________ not moving around
__________ not finished
__________ not normal
ACTIVITY GUIDE

Episode 314: Empathy and Prefixes -dis-, -un-, -in-
Book: Excerpts from Lubna and Pebble by Wendy Meddour

Phonics Skill
A prefix is added to the beginning, or the front, of a word to change the word and its meaning.

-dis, -un, and -in mean not or opposite of

Words to Know

Opinion - a personal belief that isn’t necessarily based on fact.

Empathy means the ability to understand and share the feelings of another.

Read It

Words are made up of syllables. A syllable is a part of a word with a vowel sound.

Clap out the number of syllables in the following words with the prefixes -dis, -un, and -in. Then read the definition of the word.

Inaccurate

The word inaccurate means not correct.

Disadvantage

A disadvantage is something that causes difficulty.

undone

When something is undone it is unfinished.
**Phonics**

A **prefix** is added to the beginning, or the front, of a word to change the word and its meaning.
- **over** means too much
- **pre** means before or in front of

**Words to Know**

**characters** - the people or animals in the story

**habitat** - the natural home or environment of animals and plants

**Key Words**

Fill in the blank with the missing word. Use the Word Bank to help you.

Prepaid      Overbake  Preheating   Precleaned

1. Make sure to check the cookies in the oven so that they do not ________________.

2. I had to pay when I ordered the cake because the baker said that special orders must be ____________________.

3. It was almost time for dinner, so I used a stove when I was _________________ the spaghetti sauce.

4. My mother told me that the dishes must be _____________ before putting them in the dishwasher.

**Read It**

Read the passage out loud.

Pangolins live in Africa and Asia and are the only mammals that have scales on their skin. They only eat ants and termites which they catch with their long tongues.

Pangolins can roll themselves into a ball when danger is near. The word pangolin means “roller.”

**Try It**

Pretend to be a pangolin. Roll up into a tight ball.
**Activity Guide**

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

**Book:** *Let's Visit the Rain Forest* by Buffy Silverman

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**Phonics**

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

*Over-* means too much

*pre-* means before or in front of

---

**Read It**

Words are made up of syllables. A **syllable** is a part of a word with a vowel sound.

Clap out the number of syllables in the following words with the prefixes over- and pre-. Then read the definition of the word.

**Overflow**

Overflow happens when something fills a space and spreads beyond its limits.

**Overestimate**

To overestimate is to guess an amount that is too high or a size that is too big.

**Preview**

When you **preview** something, you view, or look at, it before.

---

**Words to Know**

**Table of contents:** a list of the chapters in a book given at the front of the book.

---

**Try It**

Use the table of contents below to answer the following questions.

<table>
<thead>
<tr>
<th>Table of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Journey to a Rainforest</td>
</tr>
<tr>
<td>Animals in the Rainforest</td>
</tr>
<tr>
<td>Plants in the Rainforest</td>
</tr>
</tbody>
</table>

1. Which chapter would I look in to find out if eagles live in the rain forest?

2. Which page number would I turn to to find out if plants need soil to grow?

3. What would I find if I turned to page 4?
Phonics

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

**re-** means back or again

Words to Know

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

Read It

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

- reuse
- rewrite
- rereading
- remake

1. When I don't understand what I just read, I try ________________ it.

2. I decided to ___________ the letter to my friend so it would be neater.

3. The birthday cake came out of the oven burnt so I had to __________ it.

4. I like to __________ plastic bags from the store as garbage bags so I don’t have to buy them.

5. My blanket and pillow fell on the floor so I had to __________ my bed.

Text Feature

Baby leatherback turtles crawl to the sea after they hatch. They must move quickly or risk being eaten by predators.

Use the caption above to answer the following questions.

1. What do baby leatherback turtles do after they hatch?

2. Why do baby leatherback turtles have to move quickly after they hatch?
**ACTIVITY GUIDE**

**Episode 404:** Everglades Animals and The Prefix Re-
**Book:** Everglades Research Journal by Robin Johnson (excerpts)

---

**Write It**

Add the prefix re- and the suffix -ing to the base word to create a new word. Write the new word in the space provided.

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

---

**Read It**

Read the sentences out loud. Underline the new words from above.

I will be returning my books after I am finished reading them.

Mother is repainting the fence.

We started rebuilding the tree house after the storm.

Father had a hard time restarting the car.
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? ____________________________________

________________________________________________________________________________

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Phonics

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

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

Read It

Read the sentences out loud. Underline the new words from above.

1. The birds were singing joyfully in the trees.
2. I appreciate your thoughtfulness in baking me cookies.
3. You must be very careful when crossing the street.
4. Jane looked hopefully at the donuts on the plate.
When the suffix -ly is added to the end of a word, the word becomes an **adverb**.

An **adverb** describes how something is done.

**Words to Know**

**narrative writing:** a type of writing that tells a factual or fictional story.

**sensory words:** descriptive words that tell how something looks, smells, tastes, sounds, or feels.

**Write It**

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

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

**Read It**

Read the passage out loud. Underline the words ending in **-ly**. Circle the **sensory words**.

The northern goshawk is a large gray predator bird. It mainly eats rodents, rabbits, and other birds. Its broad, rounded wings help it fly, glide, and swoop down quickly and quietly upon its prey.
### Phonics Skill

A **contraction** is a word made by shortening and combining two words.

- **did + not** didn’t
- **could + not** couldn’t
- **should + not** shouldn’t

### Write It

Read the sentences out loud. Take the bolded words and combine them to create a contraction. Write the new word on the line.

1. My mom said that I **can not** go outside until I finish my homework.
   
   ```
   can + not
   can’t
   ```

2. She **did not** want to go to sleep.
   
   ```
   did + not
   didn’t
   ```

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

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

5. **Do not** go to bed without brushing your teeth.
   
   ```
   do + not
   don’t
   ```
**Phonics Skill**

**contractions** - short words made by putting two words together. Letters taken out of the second word are replaced by an apostrophe.

An **apostrophe** will take the place of one or more letters to make a contraction.

could have could’ve

**Read It**

Today we are going to learn about 3 types of deserts. The **hot desert** is always warm or hot. Foxes, kangaroo rats, snakes, lizards, and roadrunners live there. The **coastal desert** has cool winters and warm summers. You can find eagles, snakes, penguins, and lizards living there. The **cold desert** has long freezing winters. Arctic foxes and 46 types of birds, including the penguin, live there.

**Write It**

A Triple Venn diagram is a diagram that shows how the elements of three sets are related using three overlapping circles.

Use the information Above to fill in the Triple Venn diagram.

**Types of Deserts**

- **Hot**
  - What hot and coastal share
  - What they all share

- **Coastal**
  - What cold and coastal share
  - What they all share

- **Cold**
  - What hot and cold share
Sort the words in the word box by their **silent consonant** sounds. Write the words under the correct digraph. **kn-** or **wr-**

<table>
<thead>
<tr>
<th>wrist</th>
<th>knock</th>
<th>knight</th>
<th>wrong</th>
<th>knife</th>
<th>wreck</th>
<th>knee</th>
<th>wrinkle</th>
</tr>
</thead>
</table>

**kn-**

**wr-**

**Phonics Skill**

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

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

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

**Draw It**

Draw a picture to match the sentence.

The knight knocked on the door.
Silent consonants do not make any sound in saying a word.

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

In the diagraph **mb**, the **b** sound in words like **crumb** is silent.

---

**Write It**

Use words from the word box to fill in the blanks in the sentences below.

climb sign comb gnaw crumb

1. The brownies were so good, I didn’t even leave a ________ behind.

2. My neighbor’s dog ran to go ________on his bone.

3. I was looking for the ________ so I could fix my hair.

4. The tree was very tall, but all the kids could still ________ it.

5. My neighbors put a ________ on the corner to advertise their garage sale.

---

**Draw It**

Draw a picture to go with the silly sentence.

The cat combed crumbs off the curtains.
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.
Match It

Draw a line from the animal to its habitat.

- **ocean**
- **forest**
- **pond**
- **salt marsh**

**Words to Know**

**habitat** - place where plants and animals live

**Draw It**

Draw a picture to match the sentence.

The frog jumped into the pond.
**Write It**

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

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

**Draw It**

Read the sentence (the cause). Draw a picture of what you think happened after (the effect).

I hit a rock with my bike.
**Phonics Skills**

**VCe**

In a **vowel–consonant–e** syllable, the pattern you see is vowel–consonant–e. Vowel–consonant–e usually comes at the end of a word.

Divide the syllables, decode them, and blend them. If your word doesn't sound right, divide it in a different way.

**Words to Know**

Use the rules for **dividing syllables** on the words below.

- **athlete**
  
  _____  _____

- **mistake**
  
  _____  _____

- **ignite**
  
  _____  _____

---

**Dividing Syllables**

- Every syllable has one vowel or vowel team.
- Place a dot under each vowel.
- Underline any vowel teams.
- Divide syllables between a consonant and a vowel, between two consonants, or between two vowels.
- Keep digraphs or consonant blends together.
- Remember the vowels are a, e, i, o, u and sometimes y.

---

**Draw It**

Draw a picture to go with the sentence.

The **athlete** made a **mistake** when he missed the hurdle.
Words to Know

- **burrow** - a hole or tunnel dug by a small animal
- **harvest** - the process of gathering crops
- **burlap** - a heavy fabric used for bags
- **winter** - the season between fall and spring

Try It

Use the rules for dividing syllables on the words below.

- **burrow**  
  ___  ___

- **harvest**  
  ___  ___

- **burlap**  
  ___  ___

- **winter**  
  ___  ___

Bossy R

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*
- **-er** in *person*
- **-or** in *fort*
- **-ar** in *car*

Phonics Skills

Dividing Syllables

Every syllable has one vowel sound

• Put a dot under each vowel
  - *a e i o u* and sometimes *y*

• Underline any vowel teams: *ei*  *oo*  *aw*

• Divide between
  - 2 consonants
  - 2 vowels
  - a consonant and a vowel
ACTIVITY GUIDE

Episode 415: Who Plants Trees and Segmenting Consonant-le Syllables

Book: Who Will Plant a Tree by Jerry Pallotta

Phonics Skills

Many animals help plant trees and flowers and don’t even know they are doing it. Draw a line from the animal to the tree or flower that it helped plant.

apple tree  maple tree  sunflower  oak tree
squirrel  ant  black bear  cardinal

Phonics Skills

The **consonant-le** syllable is a syllable with a consonant followed by *le*. The **consonant-le** syllable type is at the end of words.

When you see an *le* pattern at the end of a word, divide this syllable starting at the consonant before the *le*.

Divide It

Use the rules for dividing **syllables** on the words below.

- **turtle**
  - __  __
- **candle**
  - __  __
- **riddle**
  - __  __
**Words to Know**

**termites** - small insects that feed on wood

**clawing** - scratching or tearing something with claws

**jungle** - land overgrown with thick forest and twisted plants

**anteater** - a mammal that feeds on termites and ants

**Dividing Syllables**

Every syllable has one vowel sound

- Put a dot under each vowel **a e i o u** and sometimes **y**
- Underline any vowel teams: **ei oo aw**
- Divide between
  - 2 consonants
  - 2 vowels
  - a consonant and a vowel

**Write It**

Fill in the blanks with words from the word box.

**termites**  **clawing**  
**jungle**  **anteater**

In the ____________, the _____________ feeds on ____________ by _____________ into rotting wood.

**Divide It**

Use the rules for dividing syllables on the words below.

- jungle
  - ______  ______
- anteater
  - ______  ______  ______
- termites
  - ______  ______
- clawing
  - ______  ______

**Phonics Skills**

**Episode 416:** Spring Hope and Segmenting Vowel Team Syllables
**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>Setting</th>
<th>Weather</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young Child</td>
<td>Park</td>
<td>Sunny</td>
<td>Cape</td>
</tr>
<tr>
<td>Parent</td>
<td>Baseball Field</td>
<td>Rainy</td>
<td>Seashells and Bucket</td>
</tr>
<tr>
<td>Grandparent</td>
<td>Beach</td>
<td>Cloudy</td>
<td>Rainbow Parachute</td>
</tr>
<tr>
<td>Older Child</td>
<td>Living Room</td>
<td>Windy</td>
<td>Book</td>
</tr>
</tbody>
</table>

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**Super Storytelling**

**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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Martha Speaks
Molly of Denali
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PBS SoCaL
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Super Why
Word Girl

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