Learning Together as a Family

Read, Write, ROAR! covers the same topics that Michigan students learn in their classrooms. Seasons 1 and 2 of the TV series correspond to the first 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 first two seasons and can be used to follow along with your first semester. Visit MichiganLearning.org/ReadWriteRoar to see the full list of themes.

Season 1

Theme: Michigan's Community and Building Words

Episodes 101-108
- What makes Michigan special
- How I am a part of Michigan

Phonics Skills:
- Compound words
- Prefixes and suffixes

Writing Skills:
- Informational writing
- Narrative writing

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

Episodes 201-206
- How our actions affect Earth's systems
- How our actions affect fish

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

Episodes 207-216
- How we can care for the Earth
- How human actions affect Earth

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

On Demand:
Video lessons and activities at MichiganLearning.org
Click your grade level for this week’s selected lessons
Or, use “Find a Lesson” to search by grade, subject, and educational standard

On the App:
Find shows on the free PBS app
The PBS App is available for mobile devices, Roku, Apple TV, and on many Smart TVs.
Search for Read Write Roar, Math Mights, Extra Credit, DIY Science Time, Wimpee’s Words, InPACT at Home, Simple Gift Series, and more great programs.

On the Livestream:
Watch the 24/7 livestream at MichiganLearning.org/live-tv

On TV:
Find us on broadcast television with an antenna

Find lessons and virtual events online via
www.MichiganLearning.org/ReadWriteRoar

On TV. Online. Statewide.

Follow @MichLearning on social media to find out more.

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>App</th>
<th>Grade</th>
<th>Description</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>Description</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>Description</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 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-3</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](https://pbskids.org/apps)

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Using and Creating Informational Texts at Home

By Crystal N. Wise and Nell K. Duke

Information is all around us. We read it, see it, hear it—sometimes it feels like we breathe it. Learning how to find, digest, and create information are important skills that you can start helping your child build today. In fact, you’re probably already doing it! Are you reading about places to visit with your child or writing family recipes together? Then you’re showing your child the value of informational texts. It is important for young children to begin to understand that people use and create informational texts to meet their needs and wants.

From a picture book about how rainbows appear in the sky to an in-depth website on car repair, informational texts help us follow our interests and solve our problems. For young children, listening to, reading, writing, and illustrating informational texts is a great way to build knowledge and vocabulary in science, social studies, and the arts—and a great foundation for success in school and life.

What is informational text?

Educators use the term “informational text” broadly, including anything from a podcast to a graphic to a book that's created mainly to provide information. Newspapers, documentaries, nutrition labels, maps, science articles, and many websites are all informational texts. Once you start thinking about it, you’ll see informational texts everywhere. For example, craft and board game instructions are informational texts that teach how to do something. These texts can lead to lots of fun! Others, like bus schedules and grocery lists, support us in completing everyday tasks.

How can you support your child in learning with informational texts?

Here are some suggestions:

1. Find your child’s informational interests. Help your child conduct internet searches for books, articles, images, or videos on topics of interest. Does your child love dinosaurs? Dolphins? Dogs? As you are searching, encourage your child to help you think of good search terms.
2. **Make running errands faster and more interesting.** Make a list of errands with your child and then use a map to plan the route together. Ask your local librarian for child-friendly informational materials related to the errands, such as books about how foods you buy at the grocery store are made.

3. **Create recipes and cook up some learning.** While cooking your child’s favorite meal, talk about the ingredients and steps. Help your child write down the recipe or video record the preparation as your child describes each step (“Cut . . .” “Stir. . .”). Then, share the written or video recipe with friends or other family members, especially for occasions when your little one is their guest!

4. **Watch Molly of Denali on PBS KIDS!** Molly is a resourceful and curious 10-year-old who loves to explore the world around her. She also enjoys using informational texts to solve problems and help others. As you watch Molly of Denali with your child, talk about the different types of texts Molly uses and creates. Discuss how Molly uses these texts to solve real-world problems, satisfy her curiosity, and teach others.

Engaging with informational texts at home and in your community helps your child develop literacy and problem-solving skills, discover new interests, and learn about the world. Most importantly, it is an excellent opportunity to spend time with your child, making the most of your everyday experiences together.

Find more ideas for learning with informational text at https://pbskids.org/molly.
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 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!
Sort It

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

<table>
<thead>
<tr>
<th>underwater</th>
<th>beach</th>
<th>bluebird</th>
<th>robin</th>
<th>snowflake</th>
<th>sand dune</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compound Word</strong></td>
<td><strong>Not a Compound Word</strong></td>
<td></td>
<td></td>
<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?

- **R**estate the question
- **A**nswer the question
- **C**ite evidence
- **E**xplain evidence

Mi**ch**igan 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.
What Do You Hear?

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

| a | n |
| b | o |
| c | p |
| d | q |
| e | r |
| f | s |
| g | t |
| h | u |
| i | v |
| j | w |
| k | x |
| l | y |
| m | z |

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.
What Makes My Neighborhood Special?

Think about what makes your neighborhood special. Write or draw about what you like best about your neighborhood.
**ACTIVITY GUIDE**

**Episode 105:** Being a Michigan Kid and -ful and -less Suffixes  
**Book:** *I’m a Michigan Kid!* By Gary Bower

---

**Read It**

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.

---

**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>
ACTIVITY GUIDE

Episode 106: Being a Michigan Kid and a Word Web
Book: I'm a Michigan Kid! By Gary Bower

Sort It

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

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

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

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.
Read It

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.

Foundational Skills

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>

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

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### 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.
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.

Supplies
- A family member, such as a parent or grandparent
- Pencil and paper for notes
- 3 pieces of white paper
- Crayons or markers
- Recording device (optional)

Book Suggestions
- Family Pictures by Carmen Lomas Garza
- Tell Me a Story, Mama by Angela Johnson

Find more games and activities at pbskidsforparents.org

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.
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

<table>
<thead>
<tr>
<th>-able/-ible</th>
<th>-er/-or</th>
</tr>
</thead>
</table>

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>Problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character’s Actions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effect</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**ACTIVITY GUIDE**

**Episode 110:** More Mis- Prefixes and Your Name  
**Book:** *Teach Us Your Name* by Huda Essa

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**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.
**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><strong>trans-</strong></td>
<td><strong>atlantic</strong></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.

**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>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>
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?

Find more games and activities at pbskidsforparents.org
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

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>danger</td>
<td>full of danger</td>
</tr>
<tr>
<td>fame</td>
<td>-ous</td>
<td>fame</td>
<td>full of fame</td>
</tr>
<tr>
<td>fright</td>
<td>-en</td>
<td>fright</td>
<td>to cause to be afraid</td>
</tr>
<tr>
<td>sharp</td>
<td>-en</td>
<td>sharp</td>
<td>to cause to become sharp</td>
</tr>
</tbody>
</table>
**Phonics Skills**

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

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

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

Add the prefixes *en-* 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.
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.

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. __________________________________________________________
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!

Molly

Tooey

Suki

Puffin

Trini

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

One strategy readers can use to read a word more accurately is to break it into syllables, or word parts.

Foundational Skills

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

Try It

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

plastic

___  ___

landfill

___  ___
ACTIVITY GUIDE

Episode 208: More Closed Syllables and Climate Challenges
Book: *The Magic School Bus and the Climate Challenge* by Joanna Cole and Bruce Degen

**Read It**

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?

**Foundational Skills**

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.

<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>
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 synonyms 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></td>
</tr>
<tr>
<td>Repulsive</td>
<td>Attractive</td>
<td></td>
</tr>
<tr>
<td>Adhesive</td>
<td>Sticky</td>
<td></td>
</tr>
<tr>
<td>Include</td>
<td></td>
<td>Exclude</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>P</th>
<th>O</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick apart the prompt and plan</td>
<td>Organize</td>
<td>Write</td>
</tr>
</tbody>
</table>

### Try It

**Topic: I can care for the Great Lakes**

<table>
<thead>
<tr>
<th>Important evidence</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
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<thead>
<tr>
<th>Important evidence</th>
<th>Details</th>
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</tbody>
</table>

Ending:
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.

Rules for Dividing Syllables

- Place a dot under each vowel
- Underline any vowel teams,
- Divide between two consonants

Think About It

Look at this word. Each syllable is written in a different color. Which syllable in this word is not “closed in” by a consonant or consonants at the end?

newspaper

The second syllable ends with the vowel Aa. It is an open syllable.
**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**

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 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?

**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.

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
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
"Let’s Talk” & “Let’s Do” Cards

**Teacher Tips**

- **Know the goals of the show:** The learning goals for MOLLY OF DENALI are literacy and informational text.
- **Keep cards nearby:** Keep this sheet where you can access it quickly and easily.
- **View with a purpose:** Be deliberate when inviting your student to watch a PBS KIDS show. These cards can help by adding meaningful conversation and easy activities to their experience.
- **Together is better:** Cards are designed for both individual or group work, with a grownup guiding the conversation.

**Let’s Talk!**
What was Molly’s question today? How did she try to find an answer?

**Let’s Do!**
Find an answer to a question you have! Use informational text from a website, a book, the newspaper, or even a recipe to discover your answer.

**Let’s Talk!**
Molly lives in Alaska. What are some special things that Molly can do where she lives?

**Let’s Do!**
How far is the city where you live from Denali, Alaska? Look at a map to find out.

**Let’s Talk!**
Who in MOLLY OF DENALI would you like to meet? Why?

**Let’s Do!**
Draw a picture of your favorite character for the local newspaper. Write a short caption or description below it.

**Let’s Talk!**
What Alaska Native word did you hear? What does it mean?

**Let’s Do!**
Learn a new word from another language. You could even learn a word from your own cultural heritage or another one you love.

**Let’s Talk!**
How did Molly share information in the story? What tools did she use to do this?

**Let’s Do!**
Share something important about your day with a family member, without talking to them directly! You could send a text, make a video/vlog, or write a letter.

**Let’s Talk!**
Molly has special traditions in her family. Did you see any in this story? What traditions do you have?

**Let’s Do!**
Enjoy a tradition from your family—a recipe, a song, a celebration. How does it compare to Molly’s traditions?

Find activities and resources at pbslearningmedia.org
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>What</th>
<th>Where</th>
<th>When</th>
<th>Why</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
**ACTIVITY GUIDE**

**Episode 214**: Closed, open, and V-C-E Syllables Part 2  
**Book**: *Ajijaak (“Crane”)* by Cecilia Rose LaPointe

---

**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**
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 _______________________________.

Try It
ACTIVITY GUIDE

Episode 216: Closed, Open, and V-C-E Syllables Part 4
Book: Greta and the Giants by Zoe Tucker and Zoe Persico

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></th>
<th>Open syllable</th>
<th>Closed syllable</th>
<th>C-V-e syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

- **Character**
  - Young Child
  - Parent
  - Grandparent
  - Older Child

- **Setting**
  - Park
  - Baseball Field
  - Beach
  - Living Room

- **Weather**
  - Sunny
  - Rainy
  - Cloudy
  - Windy

- **Object**
  - Cape
  - Seashells and Bucket
  - Rainbow Parachute
  - Book

Find more games and activities at 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:
SPECIAL THANKS TO OUR
MICHIGAN LEARNING CHANNEL CONTENT PARTNERS:

Alma’s Way
Arthur
Family Math
Hero Elementary
Let’s Go Luna
Martha Speaks
Molly of Denali
PBS KIDS
PBS SoCal
Ready Jet Go
Sid The Science Kid
Super Why
Word Girl

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