READ, Write, ROAR!

MOLLY OF DENALI™

Literacy Activity Book
With bonus activities from your favorite PBS KIDS shows
3rd Grade 2nd Semester
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: Citizenship, Belonging, Prefixes and Suffixes

Episodes 301-314

• How people impact history
• Rights and responsibilities of Michigan citizens

Phonics Skills:

• R-Controlled Vowel Patterns
• Syllable types
• The -le pattern

Writing Skills:

• Biography writing

Season 4

Theme: Plant and Animal Habitats and Informational Writing

Episodes 401-408

• How animals survive in their habitats

Phonics Skills:

• Schwa sound
• Suffixes -ity, -ous

Writing Skills: Informational writing

Episodes 409-416

• How plants and animals grow

Phonics Skills:

• Suffixes -ate, -ture
• Multisyllabic words

Writing Skills: Informational text
Where to Find the Michigan Learning Channel
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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 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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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>T-2</td>
<td>Coding</td>
</tr>
<tr>
<td>Outdoor Family Fun with Plum</td>
<td>T-3</td>
<td>Science and Engineering</td>
</tr>
<tr>
<td>Cyberchase Shape Quest</td>
<td>T-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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We write poems to express our feelings by using sensory images and details.

I am smart and silly
I hear the tweet of the gijigijigaaneshiinh
I see the black capped chickadee
I feel content
I am satisfied

Let's write a poem about ourselves. Use the chart to brainstorm a list of ideas about who you are.

<table>
<thead>
<tr>
<th>I am ...</th>
<th>I feel ...</th>
<th>I see ...</th>
<th>I love ...</th>
<th>I want ...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Use the Venn diagram and the words in the word box to sort out features found in narratives, poetry, and both. Write the words where they belong on the diagram.

- dialogue
- sensory images
- metaphor
- line breaks
- paragraphs
- stanzas
- descriptive writing
- simile
- problem/solution
- sequence
- personal memoir
- poetic language
- shapes

Poem

Narrative

Both
**ACTIVITY GUIDE**

**Episode 303:** Vowel Teams and Biographies

**Book:** The Wonderful Tower of Watts by Patricia Zelver

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**Read It**

Read the following passage out loud. Underline the words with the **ee, ea, and ai** vowel teams.

Lucy is an engineer who builds bridges. In order to make her bridges beautiful she adds colorful lights all along the bridge. Lucy rides on a boat beneath the bridge to see the lights. A worker maintains the lights so they don't burn out and stop working. Lucy loves her sparkling bridges and so do many people!

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**Phonics Skills**

A syllable is a word part that has one, and only one vowel sound. Sometimes a syllable has more than one of these vowels, but they work together to make only one sound.

In a **vowel team**, two vowels work together to make one sound.

- **ee** makes the long vowel sound /E/
- **ea** makes the long vowel sound /E/
- **ai** makes the long vowel sound /A/

Look for vowel pairs when reading your favorite books.

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**Write It**

When reading a narrative informational text such as *The Wonderful Tower of Watts*, by Patricia Zelver, a boxes and bullets organizer can be used to determine the main idea of a story and provide details to support that main idea.

<table>
<thead>
<tr>
<th>Main idea:</th>
<th>Details:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Read the following passage out loud. The bolded words contain vowel teams with the long /E/ sound.

When Lucy builds a bridge, she thinks about it in every season. Will it be slippery in winter weather? Will it be too hot in summer weather? It is a relief when her bridges are safe and beautiful in every type of weather!

A syllable is a word part that has one, and only one vowel sound.

Sometimes a syllable has more than one of these vowels, but they work together to make only one sound. We call these vowel teams.

The following vowel teams make the long vowel sound /E/.

\[\text{ea} \quad \text{ee} \quad \text{ie}\]

Use the directions in the Spell It section to spell the following word.

1. Say the word
2. Write lines for each syllable
3. Write a line for each sound you hear
4. Write the corresponding letters.
   Does the word look right? Does the word need a vowel pair?
5. Rewrite the word
6. Read the word:
Help us climb the word ladder! Start at the bottom, follow the directions and write each word on the rung of the ladder. Read each word you write.

**Clue 1:** Add an r before the a.

**Clue 2:** Change the b to a pe.

**Clue 3:** Take off the gr.

**Clue 4:** Add sh before the a.

**Clue 5:** Change the p to a r.

---

**Words to Know**

- **Literal language:** words and phrases that mean exactly what they say
- **Nonliteral language:** words and phrases that mean one thing but are used to describe something else
- **Context clues:** words and phrases that help you figure out the meaning

---

**Read It**

Authors use literal and nonliteral language to add interest and variety to their stories. Read the following sentences from, *Jazz Poet: A Story about Langston Hughes*, by Veta Boyd Jones. Use the context clues to determine the meaning of the underlined words.

When he talked, he **barked orders**.

He had left the United States and **headed** to Mexico, where he said Blacks were treated fairly.
**Read It**

Use what you know about **consonant -le** words to make sense of this story and read it accurately.

Nathan always sits on his front porch. He listens to his neighbor **dribble** a basketball. He hears the man upstairs playing the **bugle**. It is a **simple** song that feels calm. Nathan loves his neighborhood.

**Phonics Skills**

A **syllable** is a word part that has one, and only one vowel sound. Remember, the letters a, e, i, o, u, and often the letter y usually make vowel sounds. Sometimes a syllable has more than one of these vowels, but they work together to make only one sound.

The **consonant -le** syllable comes at the end of a word and makes the /l/ sound.

**Edit It**

The passage below contains spelling, punctuation, and capitalization errors. Use editing marks to correct these mistakes. See if you can find all 6 of them.

The time went by and suddenly i was helping my last elder. Granny June had me carry the heaviest box. I grunted Oh man Granny June! My arms may not be able to carry it. She giggled and put her hand on my back. “Of course you can. I believe in you. You’ve got this.” Lucky for me she was parked close.
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.
Read the following passage out loud. The bolded words contain consonant -le words.

Nathan is writing a story about the sounds in his neighborhood. He grapples with finding the right words. He mumbles the sounds quietly. Now he knows he is able to write a beautiful poem.

**Phonics Skills**

A syllable is a word part that has one, and only one vowel sound.

The syllable consonant -le pattern always comes at the end of a word.

- turtle
- rattle

**Try It**

Use the directions in the Spell It section to spell the following word.

1. candle

2.

3.

4. ____ ____ - ____ ____ ____
   ________    ________

5.
Read the following passage out loud. Use what you know about r-controlled vowel patterns, vowel teams, and consonant -le patterns to read the words correctly.

“The carpet is so dirty!” I heard my mom exclaim. I didn’t want to clean it. So, I grabbed a peanut snack and my notebook. I started to doodle a carpet cleaning invention. I drew a machine with bubbles and a handle. Perfect! Now I wish my drawing would turn into a real machine.

A TREE organizer is great for organizing your thoughts when writing a persuasive essay.

| Topic - Why is the topic important? |
| Reasons |
| 1. What is needed? |
| 2. Why is it important? |
| 3. What do we need to do? |

Provide Evidence to support your reasons.

Write a strong Ending.

In an r-controlled vowel pattern, there is a vowel and then the letter r. The vowel isn’t short or long. letter

In a vowel team pattern, two vowels work together to make one sound. tiptoe

In a consonant -le pattern, the -le says /l/ and always comes at the end of a word. simple
In order to retell a story, we need to listen for, and keep track of, a few important parts of a story. We can use the five finger rule to remember these important details.

**Try It**

After reading a book, use the five finger rule to retell the story.

1. Characters
2. Setting
3. Problem
4. Events
5. Solution

**Spell It**

Use these instructions to spell the word in the Try It section

1. Say the word:
2. Write lines for each syllable:  
   ____ ____
1. Write a line for each sound you hear:  ____-____  ____
2. Write the corresponding letters  
   Does the word look right? Does the word need a vowel pair?
3. Rewrite the word.
4. Read the word

**Try It**

Use the directions in the Spell It section to spell the following word.

1. hibernate

2.

3.

4. ____ ____ - ____ ____ ____
   _______  _______  

5.
Read It

Use what you know about syllables in the Phonics Skills section to read the bolded words accurately. Circle the vowel teams, r-controlled vowels, and words containing eigh.

The storekeeper was looking to open his bookstore in a new location. He was looking for the perfect neighborhood full of kids and families. He worked hard and found just the right spot! He was so excited to sell a book to his first customer during his grand opening.

Phonics Skills

The bolded words in the Read It section contain different syllable types.

- **vowel teams** - when two vowels are together in a word, the first one makes its long sound
- **r-controlled vowels** at the end of a word, won’t be a long or short E sound. -er -ir -or
- **eigh** works together to say “eigh” - just like in the word “eight”.

Revise and Edit It

Read the passage below. Use the anchor charts below to help you revise and edit where it is necessary.

**ARMS**

What can I Add?
What can I Remove
What can I Move?
What can I Substitute?

**COPS**

C Capitalization
O Overall
P Punctuation
S Spelling

another reason to make donations to the animal shelter is that without our help some animals might not get collars or toys. can you imagine that
Add the prefix -un and -re to make the new word. How does the prefix change the meaning?

<table>
<thead>
<tr>
<th>prefix</th>
<th>Base Word</th>
<th>re-</th>
<th>Base Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>happy</td>
<td>-re</td>
<td>try</td>
</tr>
<tr>
<td>re-</td>
<td>kind</td>
<td></td>
<td>write</td>
</tr>
<tr>
<td></td>
<td>do</td>
<td></td>
<td>examine</td>
</tr>
</tbody>
</table>

What word is missing? Fill in the blank with one of the words from above.

Are you ________ when it snows outside or does it make you smile?

When my neighbor said mean words, he was being ________.

My handwriting was really messy, so I have to ________ my letter to my grandma so she can read it.
Phonics Skills
A prefix is added to the beginning, or the front, of a word to change the word and its meaning.
- **un** means **not**
- **re** means **again**

Words to Know
- **character** – the person in the story
- **action** – something you do

Read It
Read the story below. Circle the words that start with the prefixes -un and -re.

Grace loved rereading stories. She wanted to be Peter Pan, but unfortunately her class didn’t think she could play the part.

Nana reminded Grace that she can be anything she wants to be. Grace restarted her practice for the play.

Write It
Fill in the blank with the missing word.

unfortunate, ungrateful, reread, remind, restart

- __________ - not lucky
- __________ - read again
- __________ - not thankful
- __________ - to begin doing something again
- __________ - to tell someone something again

Think About It
Who are the characters in the story above?

What are the characters’ actions?
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 I got home the other day, my house smelled SO good! I walked into the kitchen and saw that my mom had made a cake. Yum! I looked around... I didn’t see anyone... so I took just a *tiny* bite. And then another, and then another. Oops! Half the cake was gone! And... ooooh... I had a tummy ache. My mom walked in and was so mad! I told her it wasn’t me. Of course she didn’t believe me, so I had to spend my whole afternoon helping my mom make a cake, instead of playing soccer with my friends.

**Transition Words**

Transition means to change or move from one thing to another. **Transition words** help us understand a change. For example, changing from talking about the cause to the effect.

- as a result,
- then,
- so,
- therefore,
Use the story on the previous page to fill in the T-Chart:

<table>
<thead>
<tr>
<th>Character’s actions</th>
<th>What Happens Because of Those Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Phonics Skill

Fill in each bubble by adding the suggested prefix or suffix to the root word.

- add -er to the end of the word
- add -s to the end of the word
- add -en to the end of the word
- add re- to the beginning of the word
- add mis- to the beginning of the word
- drop the e and add -ing to the end

Try It

Using a story from your own life, fill in the T-chart with the character’s actions and what happened because of those actions

<table>
<thead>
<tr>
<th>Character’s actions</th>
<th>What Happened Because of Those Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**ACTIVITY GUIDE**

**Episode 401: What is a Schwa?**  
**Book:** *Every Autumn Comes the Bear* by Jim Arnosky (1st half)

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**Read It**

Read the story out loud. Underline the words with the _schwa_ sound.

One autumn, a panda bear met a polar bear. “You look different,” said Panda. “Where are you from?”
“’I’m from the frozen tundra,” said Polar Bear. “Where are you from?”
“I’m from the green forest,” said Panda.
Polar Bear was afraid of the forest. She thought it was full of a bunch of scary creatures.
“I want to avoid the forest,” said Polar Bear. “It is so scary!”

---

**Phonics**

The Schwa sound usually sounds like “uh”, like you are thinking. It sounds like the u sound, but it can be spelled with any vowel.

Say the following words out loud. Listen for the schwa sound. Circle the letters that make the schwa sound.

- Avoid
- Autumn
- Tundra
- Panda
- Afraid

---

**Write It**

Do you think Polar Bear will ever visit panda?

---

**Think About It**

Pandas live in bamboo forests in China. Polar Bears live on the frozen tundra. Could these bears live in the same habitat?
Read It

Read the story out loud. Underline the words with the **schwa** sound.

The forest was Panda’s habitat, so he knew it wasn’t scary. Panda felt fortunate to live in the forest. So, Panda decided to invite Polar Bear. “It’s not too late. You can visit my forest soon,” he said. Polar Bear was amazed at the invitation. “That is very considerate, Panda,” she said. “As long as you promise there are no pirates!”

Phonics

The Schwa sound usually sounds like “uh”...like you are thinking. It sounds like the u sound, but it can be spelled with any vowel.

Say the following words out loud. Listen for the schwa sound. Circle the letters that make the schwa sound.

Fortunate  
Pirate  
Considerate  
Amazed  
Invitation

Words to Know

**setting** - where the story is happening  
**mood** - the feeling from the story.  
**infer** - take your best guess from the information in the book and in your brain

Write It

1. Make an inference.

2. What is the mood of the story?
ACTIVITY GUIDE

Episode 403: Segmenting the Schwa Sound
Book: *Muskrat Will be Swimming* by Cheryl Savageau

Write It

The Schwa sound usually sounds like “uh”...like you are thinking. It sounds like the u or i sound, but it can be spelled with any vowel.

Say the words in the word box out loud. Listen for the schwa sound. Sort the words by their ending.

<table>
<thead>
<tr>
<th>reluctant</th>
<th>signal</th>
<th>personal</th>
<th>vital</th>
<th>defiant</th>
<th>occupant</th>
<th>general</th>
<th>hospital</th>
<th>hesitant</th>
<th>relevant</th>
</tr>
</thead>
</table>

-al

-ant

Retell It

5 Finger Retell: Use each of your fingers to remember parts of a story.

character - the person in the story
setting - where the story is happening
problem - what is wrong in the story
events - something that happens in a story
solution - how the problem is solved
ACTIVITY GUIDE

Episode 404: More Segmenting the Schwa Sound
Book: Muskrat Will be Swimming by Cheryl Savageau

Write It
Fill in each bubble by adding the suggested prefix and/or suffix to the base word.

- drop the y and add -ied to the end of the word
  unoccupy

- add un- to the beginning of the word

- drop the y and add -ant to the end of the word

- drop the y and add -ies to the end of the word

- add re- to the beginning of the word

- drop the y and add -ied to the end of the word

Phonics Skills

A verb is a word that shows action.
An adjective is a word that describes something.
A noun is a person, place, or thing.
A base word is a word that is complete all by itself.
A prefix is added to the beginning, or the front, of a word to change the word and its meaning.
A suffix is added at the end of a word to change the word and its meaning.
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: _____________________________

Draw here.

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
Phonics

A **suffix** is a meaningful word part used at the end of a word.

When you add the suffix **-ity** to the end of an **adjective** (a word that describes), the word becomes a **noun** (person, place, or thing).

Words to Know

- **infinite** - describes something that never ends.
- **possible** - describes something that can happen.
- **available** - describes something that you are able to get.

---

Write It

Add the suffix **-ity** to the base word. Write the new word in the space provided.

<table>
<thead>
<tr>
<th>word</th>
<th>drop the e and add -ity</th>
<th>new definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>infinite</td>
<td></td>
<td>a place that goes on forever</td>
</tr>
<tr>
<td>possible</td>
<td></td>
<td>a thing that can be done</td>
</tr>
<tr>
<td>available</td>
<td></td>
<td>a thing you can get</td>
</tr>
</tbody>
</table>
When the suffix **-ous** is added to the end of a noun, the word becomes an **adjective**.

An **adjective** describes a word.

- **-ous** means full of

---

**Read It**

Read the passage out loud. Underline the words ending in **-ous**.

Kara loved her mountainous forest. She knew the forest wasn’t dangerous. She sat still and listened to the glorious sounds of the birds.

---

**Words to Know**

**main Idea** - the most important idea in a paragraph or story

What is the main idea of the passage in the Read It box below?

---

**Write It**

Fill in the first blank with words ending in **-ous** from the story. Use the base word to figure out the meaning of the new word.

1. ___________ means full of ___________

2. ___________ means full of ___________

3. ___________ means full of ___________
Text Features

Topic or main idea - what the text is mainly about

Sub topic - a smaller division of the main topic

Details - facts or true things that we will learn about the topic

Write It

Fill in the parts of the graphic organizer with information in the word box.

- Animals like to live in cacti
- Every year animals come and make new homes
- Different animals like rats, birds, and bats live in the cactus
- Cactus

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sub Topic</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Read It
Accurate readers pay attention to every letter in a word. Each word below has been changed by adding or taking away letters. Read each word out loud while paying attention to each letter sound.

den → deem → seem → seam
→ steam → stream → mean
→ meaner → meanest

Revise It
When you revise something, you make it better.

Good writers revise their writing by:
• elaborating or telling more by adding more details. Using the word because helps add details to a sentence.
• combining sentences in order to create a smooth flow of words.

Write It
Read the following sentences. Think about how you could revise each sentence to make it sound better. Use the tips from above. Write the new sentence on the line provided.

Woodpeckers like to hang around in the forest.

They eat grubs. They eat insects.

Many woodpeckers live in Michigan.
### Read It

Read the passage out loud.

What an exciting day! We are going on a field trip to the desert! My teacher said the conditions will be hot and dry. He also said we won't be assisting the animals, only observing them. I really hope we see a jackrabbit!

### Phonics Skills

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

<table>
<thead>
<tr>
<th>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>
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<td>- Remember the vowels are a, e, i, o, u and sometimes y.</td>
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<tr>
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</tr>
<tr>
<td>- Two or more letters, usually vowels, sometimes work together to make 1 vowel sound, like ee.</td>
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</tr>
</tbody>
</table>

### Try It

Use the rules for dividing syllables on the words below.

- **conditions**
  - __________

- **observing**
  - __________

- **jackrabbit**
  - __________
Read It

Read the passage out loud.

My class and I have arrived in the desert! My teacher said to watch out for scorpions. Yikes! I am quietly observing the landscape to see what I can discover. It is so dry here. Scarcity of rain means that there isn't a lot of water. I wonder how a jackrabbit gets water and stays cool?

Write It

Use the rules for dividing syllables on the words below.

scorpions
________ _______ _______

discover
________ _______ _______

carcity
________ _______ _______

Phonics Skill

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

Dividing Syllables

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  - Place a dot under each vowel.
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This is Alma Rivera. She lives in the Bronx, New York, with her family. Like you, she learns about her world every day. During her adventures, she always thinks things through and has lots of questions.

Cut out the characters and prop pieces along the dashed lines. Use the characters and props to play stories from Alma’s Way or create your own!
This page was left blank to cut out the activity on the other side.
Read It

Read the passage out loud.

Wow, the jackrabbit is amazing! Its ears act like an air conditioner to keep it cool. I also discovered some plants are inedible, which means you can’t eat them.

Try It

Use the rules for dividing syllables on the words below.

conditioner

- - - -

discovered

- - - -

inedible

- - - -

Phonics Skills

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

Dividing Syllables

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Read It

Fill in each bubble by adding the suggested prefix and/or suffix to the base word.

Adapt

Phonics Skills

A **verb** is a word that shows action.
An **adjective** is a word that describes something.
A **noun** is a person, place, or thing.
A **base word** is a word that is complete all by itself.
A **prefix** is added to the beginning, or the front, of a word to change the word and its meaning.
A **suffix** is added at the end of a word to change the word and its meaning.
Read, Write, ROAR! ™ Literacy Guide

Episode 413: The -ture Ending and Main Idea
Book: A Seed is Sleepy by Diana Huts Astin

ACTIVITY GUIDE

Read It

When we see **t-u-r-e** at the end of a word with more than one syllable, it sounds like /chur/.

This syllable is usually less strong than the other syllables in the word, so we call this an **unaccented syllable**.

We usually say **unaccented syllables** more quickly and more softly than other syllables in a word.

**Try It**

Listen for the **unaccented syllable** as you read each word. Use the rules for **dividing syllables** on the words below.

**future**

__________  __________

**creature**

__________  __________

**mixture**

__________  __________

Draw It

Draw a picture to go with the sentence.

The creature from the future created a secret mixture.

**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.
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- Consonant blends usually stay together. Consonant blends are two consonants that make one sound, like ch-, or two consonants that slide together, like bl-.
Read the passage out loud. Listen for the **unaccented syllables** at the end of the words that end with -age. Underline the words with the **-age** suffix.

I planted the seeds my grandpa gave me. Some of them were cabbage seeds! When the seeds started to sprout, I drew an image of my garden to share with Grandpa.

### Phonics Skills

Separate the following words into syllables. Then write the word on the line provided.

- **cabbage**
  - __ __ ____________

- **shortage**
  - __ __ ____________

- **image**
  - __ __ ____________

- **voyage**
  - __ __ ____________

When we see **a-g-e** at the end of a word with more than one syllable, it sounds like /ij/.

This syllable is usually less strong than the other syllables in the word, so we call this an **unaccented syllable**.

We usually say **unaccented syllables** more quickly and more softly than other syllables in a word.

- **cabbage** - a green plant that looks like lettuce
- **shortage** - a situation when you don’t have enough of something
- **image** - a picture
- **voyage** - a long journey by water or through space
Read It

Read the passage out loud. Underline the words with the -ate suffix.

When my seeds turned to flowers, I noticed so many butterflies visiting my garden! I watched them fly from flower to flower. I learned butterflies pollinate the flowers. My estimate is that I've seen twenty butterflies!

Try It

Separate the following words into syllables. Then write the word on the line provided.

climate
___ ___ _____________
pollinate
___ ___ _____________
illuminate
___ ___ _____________
estimate
___ ___ _____________

Phonics Skills

When we see a-t-e at the end of a word with more than one syllable, and it is a verb (action word) it sounds like “ate.”.

When we see a-t-e at the end of a word with more than one syllable, and it is a noun (a person, place, or thing) it sounds like /it/.

This syllable is usually less strong than the other syllables in the word, so we call this an unaccented syllable.

We usually say unaccented syllables more quickly and more softly than other syllables in a word.

Words to Know

climate - the usual weather conditions in a certain place
pollinate - move or carry pollen to a plant so that seeds can be made
illuminate - to make something bright with light
estimate - to make a careful guess about the size, amount, or worth of something
Read It

Fill in each bubble by adding the suggested prefix or suffix to the root word.

- Drop the e and add -ing
- Drop the e and add -ion to the end of the word
- Add under- to the beginning of the word

Words to Know

estimate (verb - ate sounds like it) - to use a close number or make a close guess
estimate (noun - ate sounds like ate) - a close guess
estimation - the amount you think there is
underestimate - estimate is too low
reestimate - estimate again
**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>

Find more games and activities at [pbskidsforparents.org](http://pbskidsforparents.org)
**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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