READ, Write, ROAR!

Literacy Activity Book

With bonus activities from your favorite PBS KIDS shows

Kindergarten 1st Semester

Proudly Sponsored by W.K. Kellogg Foundation
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: Myself and Others and Learning the Alphabet

Episodes 101 - 107
- Who I am
- My name and why it is special
- People in my community


Episodes 108 - 110
- How children are alike and different
- Learning about the past
- Getting along with others and being responsible

Phonics Skills: Learning the letters O, R, S

Season 2

Theme: Weather and Learning the Alphabet

Episodes 201-207
- Preparing for changing weather
- Describing patterns using weather observations
- The purpose of weather forecasting


Episodes 208-216
- Types of severe weather
- How to prepare for severe weather

Phonics Skills:
- Learning the letters D, F, I, L, T, W, Z
- Sounding & blending with vowels A, I, O
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
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>
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<tr>
<th>Daniel Tiger for Parents</th>
<th>PK-K</th>
<th>Social &amp; Emotional Learning</th>
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<td>PBS KIDS Games app</td>
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<td>PBS KIDS Video app</td>
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### Apps for Literacy Learning

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<th>Dinosaur Train A to Z</th>
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<th>Literacy, Science</th>
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<td>Literacy</td>
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### Apps for STEM Learning (Science, Technology, Engineering & Math)

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<tr>
<th>PBS Parents Play &amp; Learn</th>
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<th>Literacy, Math</th>
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<tr>
<td>Play &amp; Learn Engineering</td>
<td>PK-K</td>
<td>Science and Engineering</td>
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<tr>
<td>Play &amp; Learn Science</td>
<td>PK-K</td>
<td>Science</td>
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<td>Splash and Bubbles for Parents</td>
<td>PK-K</td>
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<td>Splash and Bubbles Ocean Adventure</td>
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<td>The Cat in the Hat Builds That!</td>
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<td>The Cat in the Hat Invents</td>
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<td>Jet's Bot Builder: Robot Games</td>
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<td>Ready Jet Go! Space Explorer</td>
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<td>Ready Jet Go! Space Scouts</td>
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<td>Nature Cat's Great Outdoors</td>
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<td>Coding</td>
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<td>Outdoor Family Fun with Plum</td>
<td>K-3</td>
<td>Science and Engineering</td>
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<td>Cyberchase Shape Quest</td>
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<td>Math, Science</td>
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[pbskids.org/apps](http://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.
**ACTIVITY GUIDE**

**Episode 101: All About the Alphabet and the Letter A**

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**Letter Heroes**

Highlight or lightly color over the uppercase letter **A’s** and lowercase letter **a’s** in the sentence in the **Read It** section.

**Aa**

How many letter **a’s** can you find while reading your favorite book?

---

**Draw It**

Draw two foods you like to eat.

---

**Match It**

Rhyming words are words that sound the same at the end of the word. Draw a line from a word on the left to a word that rhymes found on the right.

- **mouse**
- **man**
- **red**
- **lip**
- **zip**
- **mug**
- **bug**
- **bed**
- **ran**
- **house**
Read It

Read the poem out loud.

The Name Game
Hickety Picky Bumblebee
Won’t you say your name for me?

(Say your name) ___________

Let’s all whisper it!
Let’s all stomp it!
Let’s all clap it!
Let’s all shout it!

How many sound parts do you have in your name?

Write It

When we write our name we start with an uppercase letter. Write your name on the line.

My name is _____________________________.

Draw a picture to go with your sentence.

High Frequency Words

Circle the high-frequency words in the sentences below.

a      and

I like pizza and tacos.

I saw a turtle.

Letter Heroes

Highlight or lightly color over the uppercase letter T’s and lowercase letter t’s in the poem “Hickety Picky.”

T↑

Look for the uppercase letter T and the lowercase letter t on street signs as you are riding in the car.
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.
**High Frequency Word**

Underline the high frequency word *my* in the sentence below.

**my**

I have four people in my family.

**Read It**

Say each picture. Clap out the syllables or word parts.

- **pen**
- **cil**
- **turtle**
- **baby**

**Draw It**

Draw a picture of your family.

**Trace It**

Trace the word *my* with your finger, a pencil, and a marker.
ACTIVITY GUIDE

Episode 104: Sing Along Fun and the Letter I

Letter Heroes

Highlight or lightly color over the uppercase letter I's and lowercase letter i's in the sentence below.

Ii

I like to eat ice cream.

Write It

Use the words below to write a sentence. Draw a picture to match your sentence.

like  cat  I  my

Match It

Listen to the beginning sound of each picture. Draw a line from one picture to another picture with the same beginning sound.

Tt  Ii  Hh  Aa
What Makes My Neighborhood Special?

Think about what makes your neighborhood special. Write or draw about what you like best about your neighborhood.
Letter Heroes

Read the sentence out loud. Highlight or lightly color over the uppercase letter L’s and lowercase letter l’s.

Leo the lion likes to run.

Use your finger to sky write the letters Ll.

High Frequency Words

Read the sentences below. Underline the high frequency words am and it.

am it

I am a writer.

I like to write books.

Match It

Read the words in the box. Use the lines below to write a sentence. Draw a picture to go with your sentence.

family My special is
Letter Heroes

Read the sentence out loud. Highlight or lightly color over the uppercase letter M’s and lowercase letter m’s.

Mm

The monkey is on the motorcycle.

Unscramble It

Read the words below. Unscramble the words to make a sentence. Write the words on the lines to make a sentence.

that sound What was

_____  _____

_____  _____?

Write It

Say each picture out loud, and listen to the beginning sound. Write the beginning letter of each picture on the line.

<table>
<thead>
<tr>
<th>Aa</th>
<th>Tt</th>
<th>Ll</th>
<th>Hh</th>
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_____  _____  _____  _____  10  _____

_____  _____  _____  _____
**Letter Heroes**

What letters do you see on these signs? Look for letters in signs when you are riding in the car.

[Images of signs: STOP, EXIT, SCHOOL BUS]

**High Frequency Words**

Read the sentences below. Underline the high frequency words *be* and *are* and circle the periods at the end of the sentence.

- **be**
- **are**

**Our new pet will be a cat.**

**My eyes are brown.**

Look out for these high frequency words when you are reading your favorite books.

---

**Draw It**

A sentence ends with a ![.](image)
A question asks something and ends with a ![?](image)
An exclamation is read with feeling and ends with an ![!](image)

Read the sentences out loud.

**Sentence**
I have a pet dog.

**Question**
Can we get a new pet?

**Exclamation**
Go to bed!
Read the words below. Unscramble the words to make a sentence.

like friend I my

______  ______

______  ______.

The orange otter was odd.

Say each picture out loud and listen to the beginning sound. Write the beginning letter of each picture on the line.

<table>
<thead>
<tr>
<th>Pp</th>
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**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 109: Talking about our feelings and the letter S

**Letter Heroes**

Read the sentence out loud. Highlight or lightly color over the uppercase letter S’s and lowercase letter s’s. Circle the endmark or period at the end of the sentence.

Ss

She is six years old.

**Retell It**

After reading a story, use these questions to help retell the story.

**Who** was the story mostly about?

**Where** was the setting?

**When** did the story take place?

**What** was the problem?

**Write It**

Look at the picture of Sophie from the story, *When Sophie Gets Angry - Really, Really Angry*, by Molly Bang. Parents, ask your child the following questions:

How do you think Sophie is feeling?

What is she doing that makes you feel this way?

What do you do when you are angry?
Letter Heroes

Read the sentence out loud. Highlight or lightly color over the uppercase letter R’s and lowercase letter r’s.

**Rr**

Riley sees a red rose.

Unscramble It

Draw a picture to match the sentence.

When I am happy, I can smile.

Write It

Say each picture out loud, and listen to the beginning sound. Write the beginning letter of each picture on the line.

<table>
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<th>Pp</th>
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</table>
Read It

Read the nursery rhyme out loud.

**Rain, Rain, Go Away**

Rain, rain, go away, Come again some other day. We want to go outside and play, Come again some other day.

Try It

The letter “Aa” makes 2 sounds.

You hear the **short a** sound in the word apple.

To produce the **short a** sound, your chin goes down. Say apple.

You hear the **long a** sound in the word ape.

To produce the long a sound, make a smile and say ape.

High Frequency Words

Circle the high-frequency words in the nursery rhyme.

we to

Letter Heroes

Highlight or lightly color over the uppercase letter A’s and lowercase letter a’s in the nursery rhyme.

Aa

Look for the uppercase letter A and the lowercase letter a on street signs as you are riding in the car.
ACTIVITY GUIDE

Episode 202: Precipitation starts with P


Letter Heroes

Read the sentence out loud. Highlight or lightly color over the uppercase letter P’s and lowercase letter p’s.

Pp

I like playing in puddles!

The next time it rains, put on your boots and jump in a puddle.

Words to Know

- precipitation - water that falls from the clouds
- temperature - tells us how hot or cold something is
- rain - liquid water that falls from clouds
- snow - solid water that falls from clouds when it is cold
- sleet - small hard ice pellets that fall from clouds
- hail - hard chunks of ice that fall from clouds

Draw It

Draw the different kinds of precipitation falling from the clouds.

Rain  Sleet  Snow  Hail
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
ACTIVITY GUIDE

Episode 203: Measuring Temperature and The Letter N
Book: What is temperature? By Robin Johnson

**Read It**

Have an adult read the poem out loud to you and talk about the weather in each of the four seasons.

*Weather*

By Corinne Alt

The seasons help
Predict the weather!
Fall, Winter, Spring, Summer

We check the temperature
To know how to dress,
So you don’t have to guess!

A thermometer is a tool,
That we use to measure
If it is hot or cool!

**High Frequency Words**

Circle the high-frequency words in the poem.

**Write It**

Highlight or lightly color over the uppercase letter N’s and lowercase letter n’s in the nursery rhyme.

**Words to Know**

- **temperature** - how hot or cold something is
- **thermometer** - a tool to measure temperature

Practice reading the temperature on a thermometer with an adult.

Look for the uppercase letter N and the lowercase letter n on street signs as you are riding in the car.
Words to Know

cloud - tiny drops of water

stratus cloud - flat clouds found low in the sky that can be gray and bring rain

cirrus cloud - wispy clouds found high in the sky where it is cold that can look like feathers

cumulus cloud - big and puffy clouds found in the middle of the sky that can be found on sunny days

Letter Heroes

The word cloud begins with the letter c.

Cc

Highlight or lightly color over the uppercase letter C’s and lowercase letter c’s in the sentence below.

Clouds can look like clumps of cotton candy.

Label It

Have an adult read and discuss the types of clouds above. Label each picture with the correct type of cloud.

Look out for different types of clouds when riding in the car.
Letter Heroes

Read the sentence out loud. Highlight or lightly color over the uppercase letter R’s and lowercase letter r’s.

Rr

Rosie rode her red bike around the rock.

Can you ride your bike around something in your yard?

Words to Know

wind - natural movement of the air, especially in the form of a current of air blowing from a particular direction

gentle - kind, careful, and soft to the touch

scatter - to throw in different directions

Try to use these words with someone in your house.

Write It

Use the words below to make a sentence. Write the words on the lines provided. Draw a picture to go with your sentence.

leaves gentle scatter made The wind the

_____________ _______________ _______________ _______________

_____________ _______________
 ACTIVITY GUIDE

Episode 206: Storms and the Letter S
Book: Thunder and Lightning by Wendy Pfeffer

Draw It

Draw a picture of what you may see during a thunderstorm.

Letter Heroes

The word storm begins with the letter s.

Ss

Highlight or lightly color over the uppercase letter S’s and lowercase letter s’s in the sentence below.

When I stepped outside, it started to storm.

Write It

Have an adult help you read the following words out loud. Unscramble the words to make a sentence. Write the words on the lines below.

when can storms. it

stay safe I inside

Ask an adult to help you create a list of clothing you can wear in the rain.
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.
**Letter Heroes**

Highlight or lightly color over the uppercase letter O’s and lowercase letter o’s in the question.

Oo

How many letter o’s can you find while shopping at the grocery store?

**Words to Know**

Circle the high-frequency words found in the question below. Have an adult help you read this question out loud.

how can

How can we know what the weather will be like today?

**Write It**

Stretch out the sounds in the words below. Draw a line from the picture to the word that describes it.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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</table>

snowy sunny cold cloudy rain


**Letter Heroes**

Read the sentence out loud. Highlight or lightly color over the uppercase letter W's and lowercase letter w's.

Ww

What are hurricanes, and how can we stay safe?

**Words to Know**

- **hurricane** - huge storms with strong, swirling winds
- **severe weather** - dangerous weather that can hurt people and animals
- **evacuate** - to leave a place of danger
- **supply kit** - provides food, water, blankets, and other items you need if you have to evacuate

**Label It**

Label each item you can find in a supply kit. Draw a line from each word to the item it describes. You can even use these items to make your own supply kit.

- water
- blanket
- radio
- canned food

[Images of water, blanket, radio, and canned food]
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 synonym 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.

Word: Unruly
Synonym: Disordered
Antonym: Attractive

Word: Repulsive
Synonym: Sticky
Antonym: Adhesive

Word: Include
Synonym: Exclude
Antonym: Unk

My Synonym or Antonym List
**Letter Heroes**

Read the sentence out loud. Highlight or lightly color over the uppercase letter *F*s and lowercase letter *f*s.

If it rains too hard on Friday, the field might flood.

After it rains, look to see if any land near you is flooded.

**Words to Know**

- **flood** - when water flows onto land that is normally dry
- **overflow** - spill over the edge
- **melt** - to change from a solid to a liquid
- **flash flood** - powerful floods that happen quickly without or with little warning

**Think About It**

Circle the pictures that show flooded land.


**ACTIVITY GUIDE**

**Episode 210:** Tornadoes and the Letter I  
**Book:** *What is a Tornado?* By Robin Johnson

---

**Letter Heroes**

Read the sentence out loud. Highlight or lightly color over the uppercase letter *I*s and lowercase letter *i*s.

A tornado is a huge, spinning tower.

What types of severe storms does Michigan have?

---

**High Frequency Words**

what do

Underline the high frequency words *what* and *do* in the question below.

What can we do to stay safe during a tornado?

---

**Think About It**

Circle the pictures below that are needed to stay safe during a tornado.

- Raincoat and shovel
- Rubber duck
- Radio
- Flashlight
- First aid kit
- Smartphone
- Donut
- Water bottle
**ACTIVITY GUIDE**

**Episode 211:** Changing Weather and the Letter D  
**Book:** *What is Weather?* by Robin Johnson

---

**Letter Heroes**

Read the sentence out loud. Highlight or lightly color over the uppercase letter D’s and lowercase letter d’s.

Dd

Do you see any patterns in the weather from one day to the next?

---

**High Frequency Words**

Circle the high-frequency words in the poem about seasons.

For a

Be on the look-out for these words when someone reads you a book.

---

**Read It**

Have someone read the poem out loud with you. Color each tree to match the season.

- **Summer**
- **Fall**
- **Winter**
- **Spring**

---

**Seasons**

- Green, green, Leaves blow in the breeze.
- Orange, red, A tree gets ready for bed.
- White, brown, The snow falls down.
- Melting snow, The buds are ready to grow!
Draw a picture to match the sentence.

During a blizzard, there is a lot of snow.

During a blizzard, there is a lot of snow.

The breezy blizzard made Zoe zip her jacket.

Try It

Look at the picture. Say the sound that each letter makes, then blend the sounds together. Finally, say the word in a snap!

<table>
<thead>
<tr>
<th></th>
<th>p i n</th>
<th>Pin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>w i n</td>
<td>Win</td>
</tr>
<tr>
<td></td>
<td>s i p</td>
<td>Sip</td>
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<td></td>
<td>z i p</td>
<td>Zip</td>
</tr>
<tr>
<td></td>
<td>d i p</td>
<td>Dip</td>
</tr>
</tbody>
</table>
**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!**
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?

---

**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.
**Read, Write, ROAR!™ Literacy Guide**

**Episode 213:** Winter Weather and the letter L  
**Book:** *I Love Winter* by Lizzie Scott and Stephanie Fizer Coleman

---

**Letter Heroes**

Read the sentence out loud. Highlight or lightly color over the uppercase letter L’s and lowercase letter l’s.

L l

Lilly loves learning a lot of new letters.

Use your finger to sky write the letters Ll.

---

**Find It**

Circle the pictures that begin with the letter L.

---

**Write It**

Read the question in the box. Use the sentence stem to write what you like to do in the snow. Draw a picture to go with your sentence.

**What can you do in the snow?**

In the snow, I can ________________________________
High Frequency Words

High-frequency words are words that you see a lot when you are reading.

no  my

Read It

Read the following page from the book, Red Sled, by Patricia Thomas. Circle the high frequency words no and my.

Go! Go!
No! No!
Whoa! Whoa!

Flip-flop stop.

Oh my! Eye high!
Snowflake shake.
Giggling wiggling.

Look out for the high frequency words no and my when you are reading your favorite book.

Letter Heroes

Read the sentence out loud. Highlight or lightly color over the uppercase letter T’s and lowercase letter t's.

Tt

What do you like to do in the winter?

Use your finger to sky write the letters Tt.

Match It

Look at the pictures. Draw a line from the picture to the words that describe them.

Sad lad
Glad dad
Fat hat
Read the question below. Answer the question using the sentence stem.

What lives under the snow?

A _____________ lives under the snow.

Vera wore a violet vest in the very cold weather.

Use your finger to sky write the letters Vv.

Draw a picture to go with your sentence above.

How many Vv’s can you find on this page?

________________

change the c to a f

change the n to a t

f a
**Letter Heroes**

Read the sentence out loud. Highlight or lightly color over the uppercase letter Y’s and lowercase letter y’s.

“Yay for you, Yoko Yak!” cried Alpha Betty.

Use your finger to sky write the letters Yy.

**Words to Know**

**announced** - to say something out loud to others

**demonstrated** - to show others how to use or do something

**patience** - to calmly wait for something

**Match It**

Circle the pictures that begin with the letter Y.

**Read It**

Read the words and clap out the syllables.

announced

\[\text{clap three times}\]

demonstrated

\[\text{clap five times}\]

patience

\[\text{clap twice}\]

Some icons created by Louis Dawson form the Noun Project
**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)
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
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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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