SUMMER!

FUN ACTIVITY BOOK

Lower Elementary

On TV. Online. Statewide. VISIT MichiganLearning.org
SPECIAL THANKS TO OUR
MICHIGAN LEARNING CHANNEL
CONTENT PARTNERS:

Career Girls  PBS Kids
Cartoon Academy  SchoolKit
Corporation for Public Broadcasting  SIS4Teachers
The Jim Henson Company  The State of Michigan
LearningScienceIsFun  Story Pirates
MAISA  Traverse City Area Public Schools
Math Park  Traverse City Opera House
Michigan Architectural Foundation  University of Michigan
PBS  Wimee’s Words

Thank You Sponsors!

The Donald and Mary Kosch Foundation

WATCH on the Michigan Learning Channel
or stream the channel at MichiganLearning.org
Visit MichiganLearning.org and follow @MichLearning on social media to find out more.
How to Use This Book

We've curated activities that inspire learning all summer long. Fight the summer slide with math and writing refreshers, then explore your world with scavenger hunts and science experiments the whole family can try. Use the guides below to make the most of this summer!

1. Use Grade Levels

This book spans multiple grade levels. Choose a few lessons each week and try new ones as needed. Try tougher lessons later in the summer or next year.

2. Follow Weekly Themes

This book is designed to use for 8 weeks of summer. We suggest spreading it out over a few days each week and finding a time that works for your family.

3. Extend the Learning

Scan the QR codes in this book to watch videos with extra instructions and examples. Find all of our summer videos at MichiganLearning.org/summer

And Don't Forget! Share Your Thoughts

Scan this QR code to take a short survey about our Summer of Fun program to let us know what you like about our books and what you'd like to see in the future.

Or VISIT MichiganLearning.org/SummerSurvey
Teamwork makes the dream work.

It takes teamwork to help your student make progress in school—especially when it involves special education. **Michigan Alliance for Families and Special Education Mediation Services** are here to help.

ALL SERVICES ARE FREE.
For help strengthening communication, call **Special Education Mediation Services** at 833-KIDS-1ST or visit mikids1st.org.

For free resources and support, call **800-552-4821** or visit michiganallianceforfamilies.org.

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Michigan Alliance for Families and Special Education Mediation Services are Individuals with Disabilities Education Act (IDEA) Grant Funded Initiatives through the Michigan Department of Education, Office of Special Education.
The summer program runs from June 19 to August 13, 2023

Each week has a set of lessons, additional programs, activities, and field trips based on the weekly theme.

**Animals (June 19-25)**
Explore the animal kingdom for ferocious fun!

**Across America (June 26 - July 2)**
From coast to coast, explore what it means to be American

**Sports and Games (July 3-9)**
Get serious about fun pastimes, from soccer to Sodoku.

**Engineering (July 10-16)**
Tinker, design, build, rebuild, and find engineering everywhere.

**Our Stories (July 17-23)**
From legends to our everyday lives, stories shape who we are.

**Great Lakes (July 24-30)**
Dive in and explore the lakes that make Michigan special.

**Around the World (July 31 - August 6)**
Experience food, art, music, and cultures from around the globe.

**Space (August 7-13)**
Meet astronauts and virtually visit the planets and stars.

Learn more about the Michigan Learning Channel at Facebook Live at fb.me/michlearning
www.michiganlearning.org/summer

On TV. Online. Statewide.

Follow @MichLearning on social media to find out more.
The Michigan Learning Channel has Engagement Coordinators across the state that serve as your local connection to everything happening at our channel and at your local PBS station. Scan the QR code or visit MichiganLearning.org/Coordinators to learn more about our Engagement Coordinators and see their local event schedules by region, or contact them directly using their information below.

**Local Events**

Michigan Learning Channel Engagement Coordinators by Region

- **WMU**
  WNMU-TV
  Channel 13.4
  Emily Roussin
  eroussin@nmu.edu

- **WCMU**
  Alpena
  Channel 6.4
  Renee Mahon
  mahon2rm@cmich.edu

- **WGVU**
  Grand Rapids
  Channel 35.6
  Rachel Cain
  cainra@gvsu.edu

- **WDCQ**
  Delta College Public Media
  Channel 19.5
  Lauren Saj
  lauren@delta.edu

- **WKAR**
  WKAR Public Media
  Channel 23.5
  Robin Pizzo
  robyn@wkar.org

- **WTVS**
  Detroit Public TV
  Channel 56.5
  Shernita Rodgers
  srogers@dptv.org

Learn more about the Michigan Learning Channel at Facebook Live at fb.me/michlearning
www.michiganlearning.org/summer

Follow @MichLearning on social media to find out more.
Where to Find the Michigan Learning Channel

Find your favorite shows anywhere you go!

From the QR Codes:
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, Wimee'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

Follow @MichLearning on social media to find out more.
Learn Anywhere!
On Air. Online. On Demand.

Serving students statewide through your local PBS station, the Michigan Learning Channel has everything kids need to build their brains and engage in learning key concepts to succeed in school!

**Preschool**
Read, sing, and play with your little one.
- **Wimee’s Words**
  Join Wimee, the fun, lovable robot that inspires kids to learn through creativity.
- **Simple Gift Series**
  Make music, find something new, and read with Betty the Bookworm.
- **POP Check**
  Mindful practice tools to Pause, Own what we are feeling, and Practice relaxing.

**Kindergarten to 3rd Grade**
Keep kids learning with fun lessons taught by Michigan teachers.
- **Read, Write, Roar**
  Kids build literacy skills with engaging ELA lessons.
- **Math Mights**
  Build number sense and learn strategies for solving math problems.
- **InPACT**
  Get moving with this home-based physical activity program.

**4th to 6th Grade**
Short, engaging videos and hands-on lessons keep tweens engaged.
- **Extra Credit**
  Creative writing, math, fitness, career exploration, and more!
- **Curious Crew**
  Dr. Rob Stephensen and inquisitive kids take a hands-on approach to scientific exploration.
- **Story Pirates**
  Bite-sized literary lessons with comedians, authors, and teachers.

VISIT us online to view all shows, learn about events, and download activities!
[www.michiganlearning.org](http://www.michiganlearning.org)
Follow @michlearning to find out more.
# WEEKDAY SUMMER SCHEDULE

<table>
<thead>
<tr>
<th>TIME</th>
<th>GRADE</th>
<th>WHAT'S ON</th>
</tr>
</thead>
<tbody>
<tr>
<td>6AM</td>
<td>Pre-K</td>
<td>Wimpee’s Words, Simple Gifts Series, Signing Time, PBS Kids Shows</td>
</tr>
<tr>
<td>7AM</td>
<td></td>
<td>Let’s Learn</td>
</tr>
<tr>
<td>8AM</td>
<td>Kindergarten</td>
<td></td>
</tr>
<tr>
<td>9AM</td>
<td>1st Grade</td>
<td>Read, Write, ROAR!, Math Mights and more</td>
</tr>
<tr>
<td>10AM</td>
<td>2nd Grade</td>
<td></td>
</tr>
<tr>
<td>11AM</td>
<td>3rd Grade</td>
<td></td>
</tr>
<tr>
<td>12:30PM - 1:30PM</td>
<td>4th - 5th Grade</td>
<td>Lunch Time Block: Live From the Opera House, Camp TV, Story Pirates TV, Math &amp; Movement</td>
</tr>
<tr>
<td>1:30PM - 3PM</td>
<td>Pre-K</td>
<td>Wimpee’s Words, Simple Gifts Series, Signing Time, PBS Kids Shows</td>
</tr>
<tr>
<td>3PM - 6PM</td>
<td>4th - 8th Grade</td>
<td>Afternoon Block: Make48, Make it Artsy, Extra Credit, Into the Outdoors DIY Science Time, Curious Crew, Story Pirates TV, SciGirls</td>
</tr>
<tr>
<td>6PM - 7PM</td>
<td>Kindergarten</td>
<td>Read, Write, ROAR!, Math Mights and more</td>
</tr>
<tr>
<td>7PM - 8PM</td>
<td>- 3rd Grade</td>
<td>Local Shows and Quiet Time Block: Live From the Opera House, Camp TV, AADL Storytime</td>
</tr>
<tr>
<td>8PM - 9PM</td>
<td>7th - 12th Grade</td>
<td>Road Trip Nation, Great Lakes Now, Destination Michigan, Startup, Native Report, National and Local PBS Specials</td>
</tr>
<tr>
<td>9PM - 6AM</td>
<td></td>
<td>PBS programs related to educational standards</td>
</tr>
</tbody>
</table>

Details at MichiganLearning.org/schedule

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**WATCH on the Michigan Learning Channel.**

Episodes are available on-demand or stream the channel at MichiganLearning.org/summer

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Visit MichiganLearning.org and follow @MichLearning on social media to find out more.
Explore reading, math, science, life lessons, and more on the PBS KIDS 24/7 channel and live stream!
The TV schedule below offers you and your child a chance to learn anytime alongside your friends from PBS KIDS.

<table>
<thead>
<tr>
<th>TIME (M-F)</th>
<th>SHOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/5c am</td>
<td>Clifford the Big Red Dog</td>
</tr>
<tr>
<td>6:30/5:30c am</td>
<td>Elinor Wonders Why</td>
</tr>
<tr>
<td>7/6c am</td>
<td>Dinosaur Train</td>
</tr>
<tr>
<td>7:30/6:30c am</td>
<td>Pinkalicious &amp; Peterrific</td>
</tr>
<tr>
<td>8/7c am</td>
<td>Pinkalicious &amp; Peterrific</td>
</tr>
<tr>
<td>8:30/7:30c am</td>
<td>Sesame Street</td>
</tr>
<tr>
<td>9/8c am</td>
<td>Sesame Street</td>
</tr>
<tr>
<td>9:30/8:30c am</td>
<td>Work It Out Wombats!</td>
</tr>
<tr>
<td>10/9c am</td>
<td>Rosie’s Rules</td>
</tr>
<tr>
<td>10:30/9:30c am</td>
<td>Daniel Tiger’s Neighborhood</td>
</tr>
<tr>
<td>11/10c am</td>
<td>Daniel Tiger’s Neighborhood</td>
</tr>
<tr>
<td>11:30/10:30c am</td>
<td>Curious George</td>
</tr>
<tr>
<td>12 pm/11c am</td>
<td>Curious George</td>
</tr>
<tr>
<td>12:30 pm/11:30c am</td>
<td>Donkey Hodie</td>
</tr>
<tr>
<td>1/12c pm</td>
<td>Donkey Hodie</td>
</tr>
<tr>
<td>1:30/12:30c pm</td>
<td>Work It Out Wombats!</td>
</tr>
<tr>
<td>2/1c pm</td>
<td>Rosie’s Rules</td>
</tr>
<tr>
<td>2:30/1:30c pm</td>
<td>Alma’s Way</td>
</tr>
<tr>
<td>3/2c pm</td>
<td>Alma’s Way</td>
</tr>
<tr>
<td>3:30/2:30c pm</td>
<td>Nature Cat</td>
</tr>
<tr>
<td>4/3c pm</td>
<td>Nature Cat</td>
</tr>
<tr>
<td>4:30/3:30c pm</td>
<td>Arthur</td>
</tr>
<tr>
<td>5/4c pm</td>
<td>Arthur</td>
</tr>
<tr>
<td>5:30/4:30c pm</td>
<td>Odd Squad</td>
</tr>
<tr>
<td>6/5c pm</td>
<td>Wild Kratts</td>
</tr>
<tr>
<td>6:30/5:30c pm</td>
<td>Wild Kratts</td>
</tr>
</tbody>
</table>
### App Learning Goals

**MULTIPLE LEARNING GOALS**

Free learning games with your favorite PBS KIDS characters anytime, anywhere!

Thousands of free videos from PBS KIDS, the #1 educational media brand for kids.

<table>
<thead>
<tr>
<th>App</th>
<th>Grade</th>
<th>Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel Tiger for Parents</td>
<td>PK-K</td>
<td>Emotions, Self-Awareness &amp; Relationships</td>
</tr>
<tr>
<td>Jet's Bot Builder</td>
<td>K-2</td>
<td>Science &amp; Engineering</td>
</tr>
<tr>
<td>Molly of Denali</td>
<td>K-2</td>
<td>Literacy</td>
</tr>
<tr>
<td>Nature Cat's Great Outdoors</td>
<td>K-2</td>
<td>Science</td>
</tr>
<tr>
<td>PBS KIDS ScratchJr</td>
<td>4-2</td>
<td>Critical Thinking &amp; Coding</td>
</tr>
<tr>
<td>PBS Parents Play &amp; Learn</td>
<td>PK-K</td>
<td>Literacy &amp; Math</td>
</tr>
<tr>
<td>Photo Stuff with Ruff</td>
<td>K-2</td>
<td>Science</td>
</tr>
<tr>
<td>Play and Learn Engineering</td>
<td>PK-K</td>
<td>Science &amp; Engineering</td>
</tr>
<tr>
<td>Play and Learn Science</td>
<td>PK-K</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 &amp; Engineering</td>
</tr>
<tr>
<td>The Cat in the Hat Builds That!</td>
<td>PK-K</td>
<td>Science &amp; Engineering</td>
</tr>
<tr>
<td>The Cat in the Hat Invents</td>
<td>PK-K</td>
<td>Science &amp; Engineering</td>
</tr>
</tbody>
</table>

**FREE APPS**

at pbskids.org/apps

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**Week 1: Animals**

June 19-25

Explore the animal kingdom for ferocious fun! Our featured careers this week are biologist, zookeeper, and veterinarian. Scan the QR code or visit MichiganLearning.org/Summer/Animals to explore all of our videos this week.

Use the sheet below to mark off this week's activities as you complete them. See if you can get a BINGO! Some of them are in this book, and some ask you to use your imagination or go outside.

<table>
<thead>
<tr>
<th>Talk to someone who works with animals</th>
<th>Read for 20 minutes</th>
<th>Make a Wild Kratts Wildlife Journal</th>
<th>Watch Read, Write, ROAR!</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 mins. of activity</td>
<td>Read for 20 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read for 20 minutes</td>
<td>Watch Math Mights</td>
<td>Name 3 animals you can find at a zoo</td>
<td></td>
</tr>
<tr>
<td>60 mins. of activity</td>
<td>Go on a nature treasure hunt</td>
<td>Have Fun! (Free Space)</td>
<td>Read for 20 minutes</td>
</tr>
<tr>
<td>Watch Read, Write, ROAR!</td>
<td>Spot a squirrel</td>
<td>Watch Math Mights</td>
<td>Draw a bird with Cat in the Hat</td>
</tr>
<tr>
<td>Watch InPACT at Home</td>
<td>Read for 20 minutes</td>
<td>Name 3 kinds of dinosaurs</td>
<td>Write a story about an animal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60 mins. of activity</td>
<td></td>
</tr>
</tbody>
</table>
Wild Kratts Wildlife Journal

Keeping a wildlife journal is a great way to build both observation and writing skills. You don’t have to go far – you’d be surprised what is going on just outside your front door!

Directions

Creating the Journal:
(You may want to ask an adult for some help.)

1. Fold several sheets of paper in half so that you create a booklet.
2. Look outside your window, walk in your yard, or along your street and take notice of what you see.
3. Customize the journal by creating an illustration on the cover.

Using the Journal:

1. Write the day’s date.
2. Go outside and walk in your yard, along your street, or in a nearby park and take notice of what you see.
   - Did you see any animals? Birds? Insects?
   - Where are they living?
   - What are they doing?
   - How many did you see?
   - Could you hear them?
   - What time of day is it?
3. Write down notes or sketch a picture in your journal, so that you have a record of the thing you observed.
4. After a few entries, take a look back at the things you saw. How were things different each time? What was the same?

Materials

- Several sheets of unlined paper
- Hole punch or stapler for binding
- Ribbon or string to bind
- Markers, pencils or crayons

Find more games and activities at pbskidsforparents.org
Wild Kratts Wildlife Journal

What I Observed

Nature Notes

Date

Location

Find more games and activities at pbskidsforparents.org

Funded by:
Nature Treasure Hunt

Find 2 different kinds of plants. Draw a picture of each one below. Pay attention to the shapes of leaves and colors of any flowers. How are they alike? How are they different?

Plants I Found

Find 2 different kinds of animals. Draw a picture of each one below. Show as many details as you can. How are they alike? How are they different?

Animals I Found

Tell someone else about something NEW you learned about a plant or an animal you observed.

Find more games and activities at pbskidsforparents.org
My Bird Observations

Look out a window and draw a bird that you see.
Tell someone else about the bird. Share what you notice — for example, the colors of the feathers or the shape of its beak. What was it doing?
Think of ideas for a narrative story about a time when the daytime or nighttime sky was an important part of the story. Write your ideas on the lines below.

1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
4. ______________________________________________________________
5. ______________________________________________________________

Reread the list of topics that you made above. Before choosing a topic to write about, use the questions below to help you decide which topic is the best fit for your story. Cross out the topics that don't meet your needs.

1. Which topics have important parts that are related to the daytime or nighttime sky?
2. Which topics have something to do with the sky and why it was that way during that time of year?
3. Which topics do I remember well enough to write a story about? Do I remember who was there, how I felt, what it looked like? Will the sky be an important part of the story?
4. Which story am I excited to write about that will help me think about the importance of the daytime or nighttime sky? Who will I share it with?
**ACTIVITY GUIDE**

**Episode 201: Earth’s Landforms and -tch words**  
**Book: Earth’s Landforms and Bodies of Water** by Natalie Hyde

**Phonics Skills**

Landforms are natural features on the Earth’s surface. Look at the numbers on the picture below. Write a word from the *Words to Know* box to label each number with the correct landform.

1. __________________  2. __________________
3. _________________  4. __________________

What types of landforms do you have where you live?

**Words to Know**

- **mountain** - a high raised landform that has sloping sides that form a peak.
- **hill** - a high raised landform that is smaller than a mountain with a rounded top.
- **valley** - an area found between raised landforms such as mountains or hills.
- **plains** - large, flat areas of land usually covered in grasses.
Phonics Skills

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.

Words to Know

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

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>see</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to see before it happens</td>
</tr>
<tr>
<td>forewarn</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>to warn before something happens</td>
</tr>
<tr>
<td>foremost</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>most important</td>
</tr>
<tr>
<td>transoceanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>to go across the ocean</td>
</tr>
<tr>
<td>transfix</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>to make something motionless</td>
</tr>
<tr>
<td>transplant</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>to move something from one place to another</td>
</tr>
</tbody>
</table>
10 Frame Shake!

Shake a cup with 10 two-sided counters and dump it out. Count how many of each color you have and record it in the number sentence and number bond. Keep going until you have all 9 combinations for 10.

\[
\begin{align*}
\text{\hspace{1cm} + \hspace{1cm}} &= 10 \\
\text{\hspace{1cm} + \hspace{1cm}} &= 10 \\
\text{\hspace{1cm} + \hspace{1cm}} &= 10 \\
\text{\hspace{1cm} + \hspace{1cm}} &= 10 \\
\end{align*}
\]
# 5 Way Challenge

Write the number 5 ways.

<table>
<thead>
<tr>
<th>356</th>
<th>Only Tens and Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A Base Ten Diagram</td>
</tr>
<tr>
<td></td>
<td>Word Form</td>
</tr>
<tr>
<td></td>
<td>Compose a Different Way</td>
</tr>
<tr>
<td></td>
<td>Expanded Form</td>
</tr>
</tbody>
</table>
Reading and Writing Fractions

Directions: Label each part of the pictures and practice reading the fraction.

Example:

Practice reading: one fourth
**Week 2: Across America**  
**June 26 – July 2**

From coast to coast, explore what it means to be American. Our featured careers this week are reporter, architect, and paramedic. Scan the QR code or visit MichiganLearning.org/Summer/America to explore all of our videos this week.

Use the sheet below to mark off this week’s activities as you complete them. See if you can get a BINGO! Some of them are in this book, and some ask you to use your imagination or go outside.

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
<th>Activity 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name 3 states that start with the letter M</td>
<td>60 mins. of activity</td>
<td>Read for 20 minutes</td>
<td>Do a good deed</td>
</tr>
<tr>
<td>Read for 20 minutes</td>
<td>Watch Math Mights</td>
<td>Learn about a family member’s job</td>
<td>Try Amelia Earhart’s word find</td>
</tr>
<tr>
<td>60 mins. of activity</td>
<td>Write or draw in “My Summer Adventure”</td>
<td>HAVE FUN! (Free Space)</td>
<td>Go swimming</td>
</tr>
<tr>
<td>Watch Read, Write, ROAR!</td>
<td>Do a good deed</td>
<td>Watch Math Mights</td>
<td>Find the states that border Michigan</td>
</tr>
<tr>
<td>Watch InPACT at Home</td>
<td>Read for 20 minutes</td>
<td>Go for a walk or hike</td>
<td>Spot a fire truck</td>
</tr>
</tbody>
</table>
### Amelia Earhart's Travelling Word Find

<table>
<thead>
<tr>
<th>F</th>
<th>T</th>
<th>P</th>
<th>L</th>
<th>A</th>
<th>N</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>T</td>
<td>N</td>
<td>S</td>
<td>N</td>
<td>R</td>
<td>M</td>
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<tr>
<td>N</td>
<td>X</td>
<td>K</td>
<td>K</td>
<td>A</td>
<td>A</td>
<td>T</td>
</tr>
<tr>
<td>D</td>
<td>F</td>
<td>L</td>
<td>Y</td>
<td>I</td>
<td>N</td>
<td>G</td>
</tr>
<tr>
<td>M</td>
<td>L</td>
<td>B</td>
<td>S</td>
<td>Z</td>
<td>I</td>
<td>M</td>
</tr>
<tr>
<td>H</td>
<td>P</td>
<td>I</td>
<td>L</td>
<td>O</td>
<td>T</td>
<td>W</td>
</tr>
<tr>
<td>P</td>
<td>A</td>
<td>C</td>
<td>K</td>
<td>V</td>
<td>N</td>
<td>E</td>
</tr>
</tbody>
</table>

Help Amelia find all the words related to her travels!

- PLANE
- SKY
- FLYING
- PACK
- PILOT
- FUN

Find more games and activities at pbskids.org/xavier
United States Map

Maps help us learn about the world around us.

1. Find the title of the map and the compass.
2. Draw a circle around the state you live in. How many states border it? Name them.
3. Draw a square around a state you would like to visit. Why do you want to visit this state?

Tell someone.
Dot, Dee and Dell love to explore and learn together. Write down or draw the places or things you’d like to explore this summer.

Find more games and activities at pbskids.org
Read It

Read the following poem out loud with someone you live with. Underline the words with the sc and sk blends.

Look up at the sky,
Do you see the clouds skip?
Sketch the night sky,
Do the stars seem to flip?
I have my book in hand to sketch all that I see,
Scoop up your markers or crayons and try to join me!

By Shernita Rodgers

Write It

Think about the story that you have been writing. What might be a good lead sentence to hook your readers? Remember to include the four w’s.

Who __________________ Where __________________ What __________________

When __________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

__________________________________________________

Some words have two consonants that blend together at the beginning of words but still produce their own sounds. You will find this in the s blends sc and sk.

The s and c blend together to say /sc/.

The s and k blend together to say /sk/.

Sound out the words below. Then blend the sc and sk sounds together.

sc an scan

sk ip skip

Michigan Learning Channel

Read, Write, ROAR!™ 1st Grade Episode 204

Summer Fun Activity Book | Lower Elementary | Michigan Learning Channel | 25
**ACTIVITY GUIDE**

Episode 204: Earthquakes, Eruptions and “thr” words

Book: *Earthquakes, Eruptions, and Other Events that Change Earth* by Natalie Hyde

---

**Write It**

Thr- is a blend that usually comes at the beginning of a word. It makes the /thr/ sound like in *throb*. Use a thr- word from the word box to complete each sentence.

**through**  **throw**  **throat**  **thrill**  **three**  **thread**  **throne**

1. To pitch a ball, you ______________ it.
2. This is the number that comes next in this sequence. one, two , __________.
3. A king has a special chair that he sits in. It’s called a ________________.
4. An airplane can fly ____________ a cloud.
5. Someone who is sewing is most likely going to use a needle and ____________ to stitch the sweater up.
6. It was such a ____________ to ride on that big roller coaster.
7. I was nervous and had to clear my ____________, before I began my speech.

---

**Draw It**

**Alliteration** is when two or more words close together in a group of words all start with the same letter or sound. Read the following sentence out loud. Draw a picture to go with the sentence.

Shelly shows sheep how to shine shoes.
Activity Guide

Episode 203: Suffixes and Saving the Salmon
Book: Swimming Salmon by Kathleen Martin-James

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

A suffix is a word part added to the end of a word to change a word and its meaning.

<table>
<thead>
<tr>
<th>suffix</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ous</td>
<td>full of, having</td>
</tr>
<tr>
<td>-en</td>
<td>to cause to be or have</td>
</tr>
</tbody>
</table>

We often drop the -e on base words when we add suffixes that start with vowels.

Write 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></td>
<td>full of danger</td>
</tr>
<tr>
<td>fame</td>
<td>ous</td>
<td></td>
<td>full of fame</td>
</tr>
<tr>
<td>fright</td>
<td>en</td>
<td></td>
<td>to cause to be afraid</td>
</tr>
<tr>
<td>sharp</td>
<td>en</td>
<td></td>
<td>to cause to become sharp</td>
</tr>
</tbody>
</table>
Add & Subtract with Teen Numbers with Value Pak

<table>
<thead>
<tr>
<th>Equation</th>
<th>Solve by drawing base ten blocks or model in a double ten frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 = 10 + □</td>
<td></td>
</tr>
<tr>
<td>10 + 6 = □</td>
<td></td>
</tr>
<tr>
<td>17 = □ + 7</td>
<td></td>
</tr>
<tr>
<td>10 + □ = 15</td>
<td></td>
</tr>
<tr>
<td>2 = 10 − □</td>
<td></td>
</tr>
<tr>
<td>14 − 10 = □</td>
<td></td>
</tr>
<tr>
<td>□ = 18 − 10</td>
<td></td>
</tr>
</tbody>
</table>
Plot and Compare

Directions: Plot the numbers given on the number line and use <, >, or = to compare the two numbers (example: 3 < 13).

1. 

Plot: 681, 618

Compare (use <, >, or =) : _______ ___ _______

2. 

Plot: 315, 366

Compare (use <, >, or =) : _______ ___ _______

3. 

Plot: 560, 460

Compare (use <, >, or =) : _______ ___ _______
**Fraction Match Up**

**Directions:** Using scrap paper, cut squares to cover the cards below. 2 players take turns revealing 2 cards to try and make a match. If you make a match, keep the cards revealed and keep the paper covers to keep score. If you don't make a match, cover the cards back up. Once all the cards are revealed, whoever has the most matching pairs wins!

<table>
<thead>
<tr>
<th>Fraction</th>
<th>Diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\frac{5}{6}$</td>
<td>![Fraction Diagram]</td>
</tr>
<tr>
<td>$\frac{1}{4}$</td>
<td>![Fraction Diagram]</td>
</tr>
<tr>
<td>$\frac{7}{8}$</td>
<td>![Fraction Diagram]</td>
</tr>
<tr>
<td>$\frac{3}{8}$</td>
<td>![Fraction Diagram]</td>
</tr>
<tr>
<td>$\frac{2}{6}$</td>
<td>![Fraction Diagram]</td>
</tr>
<tr>
<td>$\frac{1}{2}$</td>
<td>![Fraction Diagram]</td>
</tr>
</tbody>
</table>
Week 3: Sports and Games

July 3-9

Get serious about fun pastimes from soccer to Sudoku. Our featured careers this week are dancer, athletic trainer, and musician. Scan the QR code or visit MichiganLearning.org/Summer/Sports to explore all of our videos this week.

Use the sheet below to mark off this week’s activities as you complete them. See if you can get a BINGO! Some of them are in this book, and some ask you to use your imagination or go outside.

<table>
<thead>
<tr>
<th>Practice ballet positions</th>
<th>Read for 20 minutes</th>
<th>Try something from the InPACT activity deck</th>
<th>Watch Read, Write, ROAR!</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 mins. of activity</td>
<td>Move like a dinosaur</td>
<td>Design a new board game</td>
<td>60 mins. of activity</td>
</tr>
<tr>
<td>Read for 20 minutes</td>
<td>Name 2 famous athletes</td>
<td>Make up a new sport or game</td>
<td>Read for 20 minutes</td>
</tr>
<tr>
<td>Watch Math Mights</td>
<td>HAVE FUN! (Free Space)</td>
<td>Watch InPACT at Home</td>
<td>Try something from the InPACT activity deck</td>
</tr>
<tr>
<td>60 mins. of activity</td>
<td>Watch Read, Write, ROAR!</td>
<td>Watch Math Mights</td>
<td>Watch InPACT at Home</td>
</tr>
<tr>
<td>Watch InPACT at Home</td>
<td>Make an obstacle course</td>
<td>60 mins. of activity</td>
<td>Try a new food</td>
</tr>
<tr>
<td>Read for 20 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In 2015, Misty Copeland became the first Black principal ballerina with the American Ballet Theater. Learn the five basic foot positions used in ballet. Create a dance using the positions and add leaping and twirling to your moves just like Misty!

The Five Ballet Positions

1  2  3  4  5

Find more games and activities at pbskidsforparents.org

The contents of PBS activity were developed under grant from the Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. (PRC award no. 2015-CA-03565, cert no. HR 14, 2015). PBS KIDS and the PBS KIDS logos are registered trademarks of PBS Broadcasting Service, used with permission. © 2015, Nelvana Limited. All rights reserved.
Activity Cards
Cut out the cards. When you're feeling antsy, try following the directions for one of the exercises!

Blast-Off Lunges
INSTRUCTIONS
1. Get into a lunge position with left leg forward, hips underneath you, and right leg behind your right hip.
2. Slowly sink into a lunge, trying to get your knee to touch the ground.
3. Immediately "blast off" by hopping upwards and into next lunge position with right leg forward and left leg behind.
4. If needed, instead of jumping into the next lunge position, jump with feet together and then bounce into lunge position.
5. Repeat as many rounds as possible.

Side Leg Lifts
INSTRUCTIONS
1. Start by laying on your side with your legs stacked on top of each other.
2. Slowly raise your top leg up towards the sky and then back down.
3. Complete 10 repetitions and then switch legs.
4. Complete 3 sets per leg.
5. For added challenge, tape a bag of water to the top leg for some added weight!

Tap Backs
INSTRUCTIONS
1. Stand up tall and proud with your feet together and hands on your hips.
2. Take your right foot and tap it right behind you, then place back to starting position.
3. Take your left foot and tap it right behind you, then place back to starting position.
4. Repeat as fast as you can to get 100 tapbacks (50 on each leg).

Ski Jumps
INSTRUCTIONS
1. Start by standing tall with your feet shoulder width apart.
2. Use only your right foot. Jump to the left about 2-3 feet and land on your left foot.
3. Gather yourself and then use only your left foot. Jump to the right 2-3 feet and land on your right foot.
4. Repeat this as many times as you can for 30 seconds.

Cereal Bowl
INSTRUCTIONS
1. Lay flat on your back with feet together.
2. Bring your knees together and raise both legs up so that your feet are facing the ceiling.
3. In slow motion, spin the imaginary bowl of cereal with foot and keep hands under your bottom.
4. Repeat 30 times.

Lay Down Hip Stretch
INSTRUCTIONS
1. Start by sitting at the edge of a bed in a relaxed position with your feet hanging off the bed.
2. Lay back and pull your right knee towards your chest while keeping your left leg hung off the bed.
3. Pull your knee until you feel a stretch in your left hip and hold for 10-15 seconds.
4. Relax, switch legs, and then repeat 2-3 times per leg.

Aligator Breath
INSTRUCTIONS
1. Stand with legs hip-width apart.
2. Spread arms out wide and inhale as you reach outward.
3. When you exhale, clap your hands together as many times as possible like baby alligator jaws.

Cloud Watching
INSTRUCTIONS
1. Find a day where there are a lot of clouds in the sky.
2. Lay down on your back on the ground or in the grass and look up into the sky.
3. Watch and admire all the different clouds. Look at all the different shapes they make. How fast are they moving? And where are they going?
This page was left blank to cut out the activity on the other side.
Move Like a Dinosaur

**Instructions:** Can you move like a dinosaur? Here’s a list of movements to get you and your child started! To play, have your child stand at one end of the room and move towards you using one of the prompts below.

- **WALK** like a Theropod
  (a bipedal dinosaur that walked on two legs)
- **MOVE** like a Brachiosaurus
  (a quadrupedal dinosaur that walked on all fours)
- **SPRINT** like an Ornithomimus
  (a dinosaur with long thin legs for sprinting or running really fast)
- **GLIDE** like a Microraptor
  (a small bird-like dinosaur that could move smoothly through the air)
- **SLITHER** like a Sanajeh
  (a prehistoric snake that slithered or slid around on its belly)
- **STOMP** like a T. rex!
  (a powerful dinosaur who walked around with loud, heavy steps)
- **DIVE** like a Hesperornis
  (a dinosaur that was good at diving deep underwater for fish)
- **FLY** like a Pteranodon
  (like Tiny, Shiny, and Don, Pteranodons could fly through the air very easily)
- **SWIM backwards** like a Michelinoceras
  (a squid-like creature who lived in the ocean and swam backwards)
- **HOOT** like a Corythosaurus
  (a dinosaur with a large crest on top of its head that made a hooting sound like a horn)
Use the words from above to fill in the blanks.

The ___________________________ separates the northern and southern ___________________________. We have day and night because the Earth ___________________________ on its axis. We have the seasons because the Earth is ___________________________(ed). If it is summer in the northern hemisphere then it is winter in the southern hemisphere. That is because the northern and southern hemispheres have ___________________________ seasons.
Foundational Skills

Read the words in the Word Bank. These are all processes that change the Earth’s surface. Write a word from the Word Bank on the line that matches each picture and key word in the same row.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>earth</td>
<td>quake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>volcano</td>
<td></td>
<td>tsunami</td>
<td>landslide</td>
</tr>
</tbody>
</table>

wave

slide

erupt

shake
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 more 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>
Make a 10 With D.C.

Directions: Use the ten frames to make 10. Solve the addition problem.

\[
\begin{align*}
\_\_ + \_\_ &= \_\_ \\
\_\_ + \_\_ &= \_\_
\end{align*}
\]

\[
\begin{align*}
7 + 5 &= \_\_ \\
\_\_ + \_\_ &= \_\_
\end{align*}
\]

\[
\begin{align*}
9 + 8 &= \_\_ \\
\_\_ + \_\_ &= \_\_
\end{align*}
\]
Which is Greater?

Materials:
• spinner (poke a paperclip through the template to the right)
• place value board (one for each partner)

Directions:
1. Work with a partner to try to make the greatest 3-digit number you can.
2. Player 1 spins. Player 1 decides if the number should go in the ones, tens, or hundreds place to make the largest 3-digit number. (ex: I rolled a 2 and I think it should go in the ones place because it is a low number. In the hundreds place, it would only be 200.) Use scrap paper to build your number.
3. Player 2 repeats step 2. Continue taking turns spinning until both players have built their 3-digit number. Record your numbers on the chart below.
4. Work with your partner to compare the 2 numbers and fill in <, >, =. The player with the greater number wins! Play 5 rounds and the best out of 5 wins!

<table>
<thead>
<tr>
<th>Round</th>
<th>Player 1</th>
<th>Symbol &lt; &gt; =</th>
<th>Player 2</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Locate the Fraction**

**Directions:** Partition each number line. Locate and label each fraction.

1. \(\frac{1}{4}\)
   - 0
   - 1

2. \(\frac{1}{8}\)
   - 0
   - 1

3. \(\frac{1}{3}\)
   - 0
   - 1

4. \(\frac{1}{4}\)
   - 0
   - 1
   - 2

5. \(\frac{1}{6}\)
   - 0
   - 1
   - 2

6. \(\frac{1}{8}\)
   - 0
   - 1
   - 2
   - 3
   - 4
# Week 4: Engineering

July 10-16

Tinker, design, build, rebuild, and find engineering everywhere. Our featured careers this week are engineers from all kinds of specializations, auto design director, and software developer. Scan the QR code or visit MichiganLearning.org/Summer/Engineering to explore all of our videos this week.

Use the sheet below to mark off this week’s activities as you complete them. See if you can get a BINGO! Some of them are in this book, and some ask you to use your imagination or go outside.

<table>
<thead>
<tr>
<th>Draw a family member’s car</th>
<th>60 mins. of activity</th>
<th>Read for 20 minutes</th>
<th>Watch ArchiTREKS</th>
<th>Watch Read, Write, ROAR!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read for 20 minutes</strong></td>
<td><strong>Watch Math Mights</strong></td>
<td>Name 3 things that use electricity</td>
<td>Ask a family member about their job</td>
<td>60 mins. of activity</td>
</tr>
<tr>
<td><strong>60 mins. of activity</strong></td>
<td>Try the hexagon challenge</td>
<td><strong>HAVE FUN! (Free Space)</strong></td>
<td>Design a robot</td>
<td><strong>Read for 20 minutes</strong></td>
</tr>
<tr>
<td><strong>Watch Read, Write, ROAR!</strong></td>
<td>Find a blue house</td>
<td><strong>Watch Math Mights</strong></td>
<td><strong>Watch InPACT at Home</strong></td>
<td>Design an Invention</td>
</tr>
<tr>
<td><strong>Watch InPACT at Home</strong></td>
<td>Read for 20 minutes</td>
<td>Try a new food</td>
<td><strong>60 mins. of activity</strong></td>
<td>Find a tall building in your neighborhood</td>
</tr>
</tbody>
</table>
Acting Out Structures

COLUMN

ARCH

COLUMN AND BEAM

DOME

TENSION

CANTILEVER

LOAD AND SUPPORT

VAULT / TUNNEL

COMPRESSION

FLYING BUTTRESSES

How does your house stay standing? Architects use structures like columns, beams, and arches to make buildings strong and be sure they last for many years. Grab a grown-up or a friend and try to make columns, beams, and arches with your body!
Sort It

Blends are created when two consonant letters blend together at the beginning of words, but we can still hear each of their sounds.

Read the words in the word box below. Write each word under their correct S-blend.

<table>
<thead>
<tr>
<th>star</th>
<th>spend</th>
<th>swam</th>
<th>spin</th>
<th>sweater</th>
<th>storm</th>
<th>swim</th>
<th>spot</th>
<th>stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>sp</td>
<td>sw</td>
<td>st</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Read It

Read the following sentences out loud. Underline the words with the sp, sw, and st blends.

1. We looked for a spot on the crowded beach.
2. “A storm is coming!” said Matt.
3. Other people continued to swim.

Draw It

Draw a picture to match the sentence.

I wore a sweater during the winter storm.

Look out for words with the sp, sw, and st blends when reading your favorite books.
The Hexagon Challenge

Use your Odd Squad agent skills to solve
The Hexagon Challenge. Print out the two pages.

1. Cut out all the shapes from the Shape Box.
2. On the next page, mix and match your shapes to make a hexagon.
3. Record how you did it by drawing the lines of each shape you used like in the example at the top.
4. Reuse your shapes again and again to make more hexagon patterns.
   Try to find 8 different ways to make a hexagon.

Here’s a hexagon made with 4 triangles and a rectangle.
This page was left blank to cut out the activity on the other side.
The Hexagon Challenge

Example

When you are finished with the challenge, check out some possible solutions at www.fredrogers.org/odd-squad-hexagon-solution/

For more printables, go to pbskidsforparents.org
ACTIVITY GUIDE

Think About It

Read the following statements, Which are true and which are false?

It’s impossible to recycle a soda pop can. ______________

Over half of the garbage we throw out can be recycled. __________

Plastic garbage often ends up in the sea. ______________

Words to Know

Recycling is when we take materials that we were going to throw away and put them through a process so they can be made into something else.

These symbols are found on plastic items that can be recycled.

Draw It

Look at each object. Decide if it can be recycled or if it should be thrown in the garbage. Draw a line from each object to where it belongs.
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.

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

plastic

landfill
Near Doubles with Abracus

**Directions:** Use the ten frames to solve the problems.

<table>
<thead>
<tr>
<th>Ten Frame</th>
<th>Double</th>
<th>Double + 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Ten Frame 1" /></td>
<td>7 + 7 = ___</td>
<td>7 + 8 = ___</td>
</tr>
<tr>
<td><img src="image2.png" alt="Ten Frame 2" /></td>
<td>4 + 4 = ___</td>
<td>4 + 5 = ___</td>
</tr>
<tr>
<td><img src="image3.png" alt="Ten Frame 3" /></td>
<td>8 + 8 = ___</td>
<td>8 + 9 = ___</td>
</tr>
<tr>
<td><img src="image4.png" alt="Ten Frame 4" /></td>
<td>3 + 3 = ___</td>
<td>3 + 4 = ___</td>
</tr>
<tr>
<td><img src="image5.png" alt="Ten Frame 5" /></td>
<td>6 + 6 = ___</td>
<td>6 + 7 = ___</td>
</tr>
</tbody>
</table>
Describe the Shape

Directions: Fill in the blanks. (Example: The rectangle is made up of 3 squares.)

The ________ is made up of ___   ____________.

The ________ is made up of ___   ____________.

The ________ is made up of ___   ____________.

The ________ is made up of ___   ____________.
**Guess the Fraction**

**Directions:** Guess which fraction is displayed with a dot on the number line. Label the fraction.

1.  
   ![Number Line 1]

2.  
   ![Number Line 2]

3.  
   ![Number Line 3]

4.  
   ![Number Line 4]

5.  
   ![Number Line 5]
## Week 5: Our Stories

From legends to our everyday lives, stories shape who we are. Our featured careers this week are writer, archaeologist, and teacher. Scan the QR code or visit MichiganLearning.org/Summer/Stories to explore all of our videos this week.

Use the sheet below to mark off this week’s activities as you complete them. See if you can get a BINGO! Some of them are in this book, and some ask you to use your imagination or go outside.

<table>
<thead>
<tr>
<th>Learn about a family member’s job</th>
<th>Read for 20 minutes</th>
<th>Read a story from a different country</th>
<th>Watch Read, Write, ROAR!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read for 20 minutes</td>
<td>Watch Math Mights</td>
<td>Watch Cartoon Academy</td>
<td>Draw a family portrait</td>
</tr>
<tr>
<td>60 mins. of activity</td>
<td></td>
<td></td>
<td>60 mins. of activity</td>
</tr>
<tr>
<td>Make a family memory book</td>
<td>HAVE FUN! (Free Space)</td>
<td>Try a new food</td>
<td>Read for 20 minutes</td>
</tr>
<tr>
<td>Watch Read, Write, ROAR!</td>
<td>Write an original story</td>
<td>Watch Math Mights</td>
<td>Make a family recipe</td>
</tr>
<tr>
<td>Watch InPACT at Home</td>
<td>Read for 20 minutes</td>
<td>Draw a comic strip</td>
<td>Name facial expressions with Cartoon Academy</td>
</tr>
</tbody>
</table>
Directions:

Families are all unique. Make your own memory book to celebrate you and your family. Think about your family members, your family traditions, and how you spend time together.

1. Recollect: Think about your family members, how you help each other, and what special qualities you have.

2. Create: Use art materials and paper to illustrate your My Family and Me book.

3. Write: Write captions to explain your illustrations.


5. Talk About It: Share your My Family and Me book with others. You might encourage them to make their own so that you can build a collective volume of your family’s stories.
Our Family Recipe: _______________________

Use this card to record a family recipe, it might be one that has been passed down from generation to generation. You can write or draw your favorite recipe here to share with a family member or friend.

**INGREDIENTS**

Draw pictures of the ingredients.

__________________________

__________________________

__________________________

**DIRECTIONS**

Draw pictures of the steps to follow to make the recipe.
Label the steps with numbers.

__________________________

__________________________

__________________________

I LOVE THE SPECIAL THINGS I DO WITH YOU.

Find more games and activities at pbskidsforparents.org
Emotion: How a character feels.
Expression: How the characters face conveys emotion.

How do these characters feel?
High Frequency Words

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

Or When What

Words to Know

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

Label It

Start at the bottom of the ladder. Say the word. Follow the instructions to change each word. Write the new word in the space provided.

Change the nd to a mp
Add a t after the s
Change the h to a s
Add an n before the d

Had

Read It

Read the poem out loud. Underline the high frequency words.

The Noise by Amy Posey

Clang! Clap! Bump!
What is it?
Stomp! Ding! Thump!
Is it the cat or the dog?
Yes! That is when I saw the cat jump on the lamp!
What a bang!

Draw a picture to go along with the poem above.
ACTIVITY GUIDE

Episode 210: Repurposing Plastic and -ough- Words
Book: Plastic Eco Activities by Louise Nelson

Phonics Skills

Spelling Pattern o-u-g-h

When a word contains the spelling pattern o-u-g-h, those letters put together can represent seven different sounds. The chart below has words with four of the most common sounds.

Read the word on the left side of the chart. Listen to the ending sound. Read the word on the right side of the chart using the same ending sound from the first column for the o-u-g-h spelling pattern in the word.

<table>
<thead>
<tr>
<th>Matching sounds</th>
<th>Words with o-u-g-h</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>although</td>
</tr>
<tr>
<td></td>
<td>dough</td>
</tr>
<tr>
<td></td>
<td>though</td>
</tr>
<tr>
<td>you</td>
<td>through</td>
</tr>
<tr>
<td>off</td>
<td>cough</td>
</tr>
<tr>
<td></td>
<td>trough</td>
</tr>
<tr>
<td>stuff</td>
<td>enough</td>
</tr>
<tr>
<td></td>
<td>rough</td>
</tr>
<tr>
<td></td>
<td>tough</td>
</tr>
</tbody>
</table>

Reuse It


Matching sounds

no although dough though

you through

off cough trough

stuff enoughough tough

Michigan Learning Channel

Read, Write, ROAR!™ 2nd Grade Episode 210
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**

- Every syllable has one vowel or vowel team.
- Place a dot under each vowel
- Underline any vowel teams,
- Divide between two consonants

Try It

Go through and underline each sentence in the text above according to the color code below:

- **Green** = topic sentence
- **Yellow** = important information (story telling parts)
- **Blue** = details (thoughts; feelings; description sentences)

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.
Compare the Length

Directions: Put the objects in order from shortest to longest. Label the shortest object 1, label the middle object 2, and label the longest object 3.

Directions: Compare the 3 objects below. Fill in the blanks to complete the sentence.

The __________ is taller than the ________ and __________.

Directions: Compare the 3 objects below. Fill in the blanks to complete the sentence.
Split the Shape

Materials:
1. spinner (you will need a pencil and paperclip to create the spinner)
2. recording sheet
3. 2 players

Directions:
1. Player 1 spins and splits their shape.
2. Compare the shapes.
3. If you made equal parts, name the parts using halves, thirds, or fourths on the recording sheet.
4. Player 2 repeats steps 1-3. Continue taking turns until the recording sheet is filled in.
## Recording Sheet

<table>
<thead>
<tr>
<th>Player 1</th>
<th>Player 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Rectangle" /></td>
<td><img src="image" alt="Rectangle" /></td>
</tr>
<tr>
<td><img src="image" alt="Rectangle" /></td>
<td><img src="image" alt="Rectangle" /></td>
</tr>
<tr>
<td><img src="image" alt="Circle" /></td>
<td><img src="image" alt="Circle" /></td>
</tr>
<tr>
<td><img src="image" alt="Rectangle" /></td>
<td><img src="image" alt="Rectangle" /></td>
</tr>
</tbody>
</table>
### Materials:
6 dice

### Directions:
1. Player 1 rolls 2 die and makes a fraction with the 2 amounts shown on the dice. If you roll any fives, they count as a wild card and can be any number you’d like.
2. Player 2 rolls 6 dice and tries to create a fraction that is equivalent to Player 1’s fraction. (remember fives are wild)
3. If you cannot, re-roll as many number dice as you’d like. You can re-roll twice.
4. If you can make equivalent fractions, record your statement and show or explain how you know the fractions are equivalent.
5. You get 1 point for each pair of equivalent fractions you write.
6. Repeat steps 1-5 starting with Player 2. Play 8 rounds.

<table>
<thead>
<tr>
<th>Round</th>
<th>Equivalent Fractions</th>
<th>If an equivalent fraction was created, circle the player who gets the point.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 1</td>
<td></td>
<td>Player 1 or Player 2</td>
</tr>
<tr>
<td>Round 2</td>
<td></td>
<td>Player 1 or Player 2</td>
</tr>
<tr>
<td>Round 3</td>
<td></td>
<td>Player 1 or Player 2</td>
</tr>
<tr>
<td>Round 4</td>
<td></td>
<td>Player 1 or Player 2</td>
</tr>
<tr>
<td>Round 5</td>
<td></td>
<td>Player 1 or Player 2</td>
</tr>
<tr>
<td>Round 6</td>
<td></td>
<td>Player 1 or Player 2</td>
</tr>
<tr>
<td>Round 7</td>
<td></td>
<td>Player 1 or Player 2</td>
</tr>
<tr>
<td>Round 8</td>
<td></td>
<td>Player 1 or Player 2</td>
</tr>
</tbody>
</table>
Week 6: Great Lakes

Dive in and explore the lakes that make Michigan special. Our featured careers this week are meteorologist, oceanographer, and water chemist. Scan the QR code or visit MichiganLearning.org/Summer/Lakes to explore all of our videos this week.

Use the sheet below to mark off this week’s activities as you complete them. See if you can get a BINGO! Some of them are in this book, and some ask you to use your imagination or go outside.

<table>
<thead>
<tr>
<th>Go fishing</th>
<th>60 mins. of activity</th>
<th>Read for 20 minutes</th>
<th>Watch the sunset</th>
<th>Watch Read, Write, ROAR!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read for 20 minutes</td>
<td>Watch Math Mights</td>
<td>Name all 5 Great Lakes</td>
<td>Design a boat or ship</td>
<td>60 mins. of activity</td>
</tr>
<tr>
<td>60 mins. of activity</td>
<td>Make a pond viewer</td>
<td>HAVE FUN! (Free Space)</td>
<td>Watch BeLEAF It or Not</td>
<td>Read for 20 minutes</td>
</tr>
<tr>
<td>Watch Read, Write, ROAR!</td>
<td>Go swimming</td>
<td>Watch Math Mights</td>
<td>Watch InPACT at Home</td>
<td>Play in the rain</td>
</tr>
<tr>
<td>Watch InPACT at Home</td>
<td>Read for 20 minutes</td>
<td>Make bubble art</td>
<td>60 mins. of activity</td>
<td>Talk to someone who works outside</td>
</tr>
</tbody>
</table>
A POND WITH A VIEW

DIFFICULTY: EASY

While there is action all around a pond, what do you think is happening in the water? Ponds are filled with animal and plant life that have special qualities that help them spend all or most of their lives underwater. Make this pond viewer to bring on your next pond exploration!

MATERIALS

- One-half gallon milk carton
- Scissors
- Waterproof, strong tape (e.g. duct tape) or a sturdy rubber band
- Heavy, clear plastic wrap

LET’S MAKE A POND VIEWER!

1. Have an adult cut off the very top of the milk carton and the very bottom to create a rectangular tube.

2. Tear off a sheet of plastic wrap and place it over one of the open ends. Fold down the plastic wrap... make sure wrap is smooth and tight for clear viewing.

3. Using the tape or the rubber band, secure the plastic wrap in place. Keep the plastic wrap as tight as possible so you have a flat viewing surface.

pbskids.org/naturecat

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**POND VIEWING TIPS**

1. Splashing and stirring up mud will make it difficult to see into the pond. Be as still as possible when using your viewer.

2. Despite what NatureCat says, it is noble and fun to get wet! If the shoreline is murky, slowly wade out to your knees before using your viewer where it may be less murky.

3. Other ways to view: on a dock, over the side of a canoe, or in a stream, lake or tide pool!

**LET’S TAKE A CLOSER LOOK**

Describe a plant or animal that you see. Draw a picture of it, and ask an adult to help you identify and label your picture.

pbskids.org/naturecat

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**BUBBLE ART**

Blowing Bubbles

1. Put bubble liquid (store bought or homemade*) in a few cups.
2. Add 8-10 drops of food coloring in each cup and mix.
3. Put a bubble wand into the cup.
4. Remove the wand and blow bubbles on a piece of paper.
5. Look at the beautiful art you made! (Let the paper dry before you touch it or the bubbles will slip off the paper.)

**Materials**

- Bubble liquid (homemade or store bought)
- Bubble wand
- Small cups
- Food coloring
- Paper

*Recipe for homemade bubble liquid: Mix ½ cup dish soap and 1 cup water. (If you have corn syrup, add 3 tbsp to the bubble liquid.)

Here’s one way to make bubble art.
Try It

Write or draw things in the diagram that you see in the Daytime on the left, and things you see in the Nighttime on the right. Things that you see in both day and night can go in the middle.

Daytime

Both

Nighttime

Draw It

In the story *Astronaut Training* by Aneta Cruz, Astrid dreams of becoming an astronaut.

Draw something that you dream of being when you grow up.

High Frequency Words

- do
- find

Be on the lookout for these words out and about and when reading or listening to a story. When you are writing, try to remember how you learned to spell them.
Read It

A compound word is two smaller words that are joined together to make a new word.

**outside**

out + side = outside

Pick two of the words from this word bank in order to create the compound word that matches the picture.

- butter
- bath
- rain
- coat
- tub
- fly

Think About It

Properties of Metal:
- Can be thick or thin
- Made by people from a natural material
- Hard and strong
- Waterproof
- Opaque / NOT see-through
- Can be made into many shapes and colors

Take a look around you to see what materials made of metal you can find. Collect these materials and share them with someone in your home.

Try It

Create your own tin can telephone.
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.

This book made me happy because

This book made me think because

Start at the bottom of the ladder. Follow the instructions to change each word. Write the word in the space provided.

Add a d at the end

Change the f to a t

Change the v to a r

Change the d to a f

dive

This book made me happy because

This book made me think because
# Measuring with a Tool

**Directions:**
1. Choose an object to measure. Record the object on the chart below.
2. Choose a length measuring tool. You can use paperclips, cubes, etc.
3. Measure the length of the object with your tool and record the length on the chart below.
4. Repeat steps 1-3 five more times.

<table>
<thead>
<tr>
<th>Object</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: pencil</td>
<td>6 paperclips</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Sierra wakes up in the morning at 7:15. Show this time on the clock face below. Circle a.m. or p.m.

2. Sierra goes to bed at 8:45. Show this time on the clock face below. Circle a.m. or p.m.
### Spin to Win!

**Materials:** 6-sided die, 2 different color crayons, recording sheet

**Directions:**

1. Player 1 chooses a denominator for the first round: 2, 3, 4, 6, or 8.
2. Each player rolls a die for the numerator of their fraction.
3. Use the recording sheet. Each player, locate and label your fractions on the same number line.
4. The greatest fraction wins and picks the denominator for the next round.
5. Repeat for 5 rounds. The player who wins the most rounds, wins the game.

<table>
<thead>
<tr>
<th>Round</th>
<th>Locate and label your fraction (each player use a different color).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 1</td>
<td><img src="image" alt="Number Line with Fraction 1" /></td>
</tr>
<tr>
<td>Round 2</td>
<td><img src="image" alt="Number Line with Fraction 1" /></td>
</tr>
<tr>
<td>Round 3</td>
<td><img src="image" alt="Number Line with Fraction 1" /></td>
</tr>
<tr>
<td>Round 4</td>
<td><img src="image" alt="Number Line with Fraction 1" /></td>
</tr>
<tr>
<td>Round 5</td>
<td><img src="image" alt="Number Line with Fraction 1" /></td>
</tr>
</tbody>
</table>
Week 7: Around the World

July 31 – August 6

Experience food, art, music, and cultures from around the globe. Our featured careers this week are chef, airplane pilot, and cybersecurity expert. Scan the QR code or visit MichiganLearning.org/Summer/World to explore all of our videos this week.

Use the sheet below to mark off this week’s activities as you complete them. See if you can get a BINGO! Some of them are in this book, and some ask you to use your imagination or go outside.

<table>
<thead>
<tr>
<th>Say hello in a different language</th>
<th>Read for 20 minutes</th>
<th>Write a story about traveling</th>
<th>Watch Read, Write, ROAR!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read for 20 minutes</td>
<td>Watch Math Mights</td>
<td>Try a new food</td>
<td>Learn about a family member’s job</td>
</tr>
<tr>
<td>60 mins. of activity</td>
<td></td>
<td></td>
<td>60 mins. of activity</td>
</tr>
<tr>
<td>Watch Let's Go Luna</td>
<td>HAVE FUN! (Free Space)</td>
<td>Write or draw in “A Visit from Luna”</td>
<td></td>
</tr>
<tr>
<td>60 mins. of activity</td>
<td></td>
<td></td>
<td>Read for 20 minutes</td>
</tr>
<tr>
<td>Watch Read, Write, ROAR!</td>
<td>Name 5 countries</td>
<td>Watch Math Mights</td>
<td>Watch InPACT at Home</td>
</tr>
<tr>
<td>Watch InPACT at Home</td>
<td>Read for 20 minutes</td>
<td>Try the architecture scavenger hunt</td>
<td>Create a musical instrument</td>
</tr>
</tbody>
</table>
Find more games and activities at pskidsforparents.org

family, what would you want to share with Luna, Carmen, Andy, and Leo?

Circus Fabuloso. If Circus Fabuloso visited your neighborhood and spent time with your
itself to learn about culture, customs, and

A Visit from Luna!
Architecture Scavenger Hunt

Can you find these shapes around your school or in the buildings in your neighborhood? Draw a picture of the shape and where you found it.
Help us climb the word ladder! Follow the directions and write each word on the rungs of the ladder. Read each word you write.

Step 1: Change the **w** to an **m**

Step 2: Change the **d** to an **e**

Step 3: Change the **m** to a **p**

Step 4: Add an **s** before the **p**

Step 5: Take away the final **e**

Step 6: Change the **i** to a **u**

Step 6: Take away the **p**

Start here

```
Step 1: Change the w to an m

Step 2: Change the d to an e

Step 3: Change the m to a p

Step 4: Add an s before the p

Step 5: Take away the final e

Step 6: Change the i to a u

Step 6: Take away the p

wind
```
Choose two fiction books to read and then fill in the chart below.

### Comparing Literature

<table>
<thead>
<tr>
<th>Title of Book 1</th>
<th>Title of Book 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Story Elements</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Characters</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Problem</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Solution</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Phonics Skills

Let's make and read words as we move up the word ladder. Start at the bottom. Read the word *sister*. Remember that we can split words with more than one syllable between consonants (*sis*/*ter*) to make them easier to read. Follow the directions to see how to change the first syllable in each word as you move up the ladder. Each time you make a new word, practice reading and writing it before moving further up the ladder.

- Change *crit* to *chap*
- Change *af* to *crit*
- Change *win* to *af*
- Change *sis* to *win*

#### Think About It

Using the information you filled out in the chart above, answer the following questions.

How are the two books alike? How are the two books different?
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></th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td></td>
</tr>
<tr>
<td>How</td>
<td></td>
</tr>
</tbody>
</table>
**Directions:**

1. Look at labels below. Figure out which box represents each label and draw a line to match them up.

<table>
<thead>
<tr>
<th>drag label here</th>
<th>drag label here</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="shapes.png" alt="Shapes" /></td>
<td><img src="shapes.png" alt="Shapes" /></td>
</tr>
</tbody>
</table>

**Sort Solid Shapes**

- **shapes that are tall**
- **shapes that are short**
- **shapes that roll**
- **shapes that don’t roll**
- **round**
- **flat**
- **shapes with straight sides**
- **shapes with NO straight sides**

**Math Mights 1st Grade #401 | © Strategic Intervention Solutions, LLC | mathmights.org**
Measure to the Nearest Half or Quarter Inch

Directions:

1. Label one ruler with halves and cut it out.
2. Find 5 objects and use this ruler to measure the objects to the nearest half-inch.
3. Record your measurements on the recording sheet.
4. Label the second ruler with fourths (quarters) and cut it out.
5. Find 5 objects and use this ruler to measure the objects to the nearest quarter-inch.
6. Record your measurements on the recording sheet.
## Recording Sheet

<table>
<thead>
<tr>
<th>Object</th>
<th>Measurement to the nearest half-inch.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Object</th>
<th>Measurement to the nearest quarter-inch.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Coin Compare**

**Materials:** Spare coins from around the house

**Directions:**
1. Put all the coins in a pile.
2. Player 1 and Player 2 each grab a small handful of coins from the pile.
3. Each player finds the value of the collection of coins in their handful.
4. Both players compare their coin values. The player with the greatest coin value takes both handfuls.
5. Continue to play until all the coins have been taken from the pile.
6. The player with the most coins at the end wins!

<table>
<thead>
<tr>
<th></th>
<th>Player 1</th>
<th>Player 2</th>
<th>Which player has the greatest value?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>_______¢</td>
<td>_______¢</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>_______¢</td>
<td>_______¢</td>
<td></td>
</tr>
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Week 8: Space  
August 7-13

Meet astronauts and virtually visit the planets and stars. Our featured careers this week are astronaut, astronomer, and computer scientist. Scan the QR code or visit MichiganLearning.org/Summer/Space to explore all of our videos this week.

Use the sheet below to mark off this week’s activities as you complete them. See if you can get a BINGO! Some of them are in this book, and some ask you to use your imagination or go outside.

<table>
<thead>
<tr>
<th>Stargaze</th>
<th>60 mins. of activity</th>
<th>Read for 20 minutes</th>
<th>Draw a space creature</th>
<th>Watch Read, Write, ROAR!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read for 20 minutes</td>
<td>Watch Math Mights</td>
<td>Create your own constellation</td>
<td>Name 3 planets in our solar system</td>
<td>60 mins. of activity</td>
</tr>
<tr>
<td>60 mins. of activity</td>
<td>Watch Ready Jet Go</td>
<td>HAVE FUN! (Free Space)</td>
<td>Look at the clouds</td>
<td>Read for 20 minutes</td>
</tr>
<tr>
<td>Watch Read, Write, ROAR!</td>
<td>Make flashlight constellations</td>
<td>Watch Math Mights</td>
<td>Watch InPACT at Home</td>
<td>Visit a new place</td>
</tr>
<tr>
<td>Watch InPACT at Home</td>
<td>Read for 20 minutes</td>
<td>Design a rocket ship</td>
<td>60 mins. of activity</td>
<td>Stargaze</td>
</tr>
</tbody>
</table>
SPACE CREATURE

Have a friend draw its body here.

Then you draw its legs and feet here.

Draw a space creature's head here!
Flashlight Constellations

A constellation is a series of stars that form a picture in the sky. Astronomers use it today to help pinpoint the locations of other stars. Ask an adult to help cut out the four constellations and punch small holes on each star. These points are the locations of the stars in each constellation.

**URSA MAJOR**

Ursa Major is also known as The Great Bear. Ancient Greeks tell the story about a beautiful girl named Callisto who was turned into a bear by a mean goddess. A tracker tried to catch the bear, but the Greek God Zeus saved Callisto by placing her up in the night sky where she was safe.

**URSA MINOR**

The story of Ursa Minor, or The Little Bear, comes from the Ancient Greeks. Arcas was a great hunter. One day while hunting in the woods, he came across a great bear. Little did he know that it was actually his mother, Callisto, who was under a spell. Arcas was about to catch the great bear, but the Greek god Zeus, stopped him just in time and turned Arcas into a little bear so he could be with his mom. Zeus placed the two bears into the sky to keep them safe and protected.

**LEO THE LION**

In Greek myths, Leo the Lion lived outside an ancient city called Nemea. For many years, Leo would scoop up people from Nemea and no one would stop him. One day, Hercules went to stop the lion and won. Everyone who the lion had caught was set free. Zeus made Leo a constellation in the night sky to remind people of the story of Hercules and Leo.

**TAURUS THE BULL**

The Ancient Greeks tell the story of a wild bull named Taurus who had a bad temper. One day he trampled a field of wild flowers and Persephone, the Goddess of Spring, got very sad. Taurus apologized and they soon became good friends. From then on, every spring, Persephone would ride on Taurus’ back and the two of them would make the flowers bloom as they walked by.

Find more games and activities at pbskidsforparents.org

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This page was left blank to cut out the activity on the other side.
Flashlight Constellations

Constellation Key

URSA MAJOR
The Great Bear

URSA MINOR
The Little Bear

LEO
The Lion

TAURUS
The Bull

Find more games and activities at pbskidsforparents.org
Mystery Word

A **noun** identifies a person, place, thing or idea.

A **singular** noun names one person, place, thing or idea, while a **plural** noun names more than one person, place, thing or idea.

Most singular nouns need an 's' at the end to become plural. For example,

**Singular (1):** dog

**Plural (more than 1):** dogs

Regular singular nouns ending in 's', 'ss', 'sh', 'ch', 'x', or 'z' need an 'es' at the end to become plural. For example,

**Singular (1):** glass

**Plural (more than 1):** glasses

Try It

- **s or -es?**
  
  Practice making the following nouns plural by adding -s or -es. Remember to look at the ending to decide.

  *Words ending with 's', 'ss', 'sh', 'ch', 'x', or 'z' need an 'es'*

  - brush___
  - can__
  - tent___
  - bus__
  - hand___
  - mess__
  - pen__
  - lunch___
  - box___
  - pin__

Try It

**Observation** means to notice or see, or watch or listen carefully. Find somewhere where you can use your senses to make some observations. Write what you hear, see, smell, or feel.

______________________________________

______________________________________

______________________________________

______________________________________

______________________________________

A **constellation** is a group of stars that forms a shape or picture. Connect the dots to see the Big Dipper Constellation shape.

1 2 3 4 5 6 7

---

Michigan Learning Channel | Read, Write, ROAR!™ 1st Grade Episode 216
Read It

Read the following passage out loud. Underline the compound words.

Yesterday, in art class, we were making posters out of cardboard. We used markers, magazines, and watercolor paints. Our posters were all about reducing, reusing, and recycling. We brainstormed ideas on the whiteboard and on notebook paper. When we finished, we posted our classwork in the hallways, the lunchroom, and on the playground.

Words to Know

Compound Word - a word that is made up of two or more smaller words

Types of Compound Words:

A simple compound word has two syllables
sun + shine = sunshine

A complex compound word has more than two syllables.

after + noon = afternoon

Try It

Choose one compound word that you underlined above. Write each word that makes up the compound word on a blank below. Rewrite the word from the paragraph on the next line.

_________ + _________

word                     word

Is this word a simple or complex compound word?

Design your own tee shirt to promote reducing, reusing, and recycling.
Think About It

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
Draw Triangles, Rectangles, and Squares

Draw a triangle.

Draw a non-triangle.

Draw a rectangle.

Draw a non-rectangle.
The Toy Store

Look at the prices of the toys, then answer the questions on the following page.

- **soccer ball** $1.00
- **puzzle** 15¢
- **airplane** 25¢
- **castle** 99¢
- **boat** 20¢
- **fidget spinner** 30¢
- **bear** 39¢
- **robot** 75¢
<table>
<thead>
<tr>
<th>I bought three robots and a soccer ball. How much did I spend?</th>
<th>I bought two toys and spent 40¢. What might I have bought?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I bought a castle and a fidget spinner and gave the shopkeeper 6 quarters. How much change did I receive?</td>
<td>You buy a boat and four airplanes. How much do you spend?</td>
</tr>
<tr>
<td>Ben buys 2 robots and a puzzle. How much change will he get from a 5 dollar bill?</td>
<td>I buy one bear and two castles. How much do I spend?</td>
</tr>
<tr>
<td>Choose any one item from the store. Show what coins you could use to pay the exact cost.</td>
<td>Choose any two items from the store. Show what coins you could use to pay the exact cost.</td>
</tr>
<tr>
<td>You buy five puzzles. How much change do you get from a one dollar bill?</td>
<td>I spent $1.19 at The Toy Store. What might I have bought?</td>
</tr>
</tbody>
</table>
Interpret Data From a Line Plot

Directions: Select ALL of the statements that are true about the measurements in the line plot below.

![Line plot with data points]

length of paper airplanes (inches)

A. 5 paper airplanes had a length of \( \frac{1}{2} \) inches.

B. 6 paper airplanes had a length of \( \frac{1}{2} \) inches.

C. There were 12 paper airplanes measured.

D. There were 20 paper airplanes measured.

E. The shortest paper airplane was 5 inches.

F. The shortest paper airplane was \( 4 \frac{1}{2} \) inches.
WHAT IS MEET UP AND EAT UP?
Meet Up and Eat Up provides FREE nutritious meals for children and teens 18 years and younger.

HOW DO I SIGN UP?
No application or sign-up needed, just come and join us!

WHERE IS IT?
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Visit: www.michigan.gov/meetupeatup
Call: 211
Text: Food to 304-304
Mande por texto “Comida” al 304-304
Michigan LEARNING CHANNEL
A PUBLIC MEDIA PARTNERSHIP

SUMMER!

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