READ, Write, ROAR!

MOLLY of DENALI

Literacy Activity Book
With bonus activities from your favorite PBS KIDS shows
Kindergarten 2nd Semester
Learning Together as a Family

Read, Write, ROAR! covers the same topics that Michigan students learn in their classrooms. Seasons 3 and 4 of the TV series correspond to the second semester of the school year, with each season matching up with each quarter of the school year. This book has all of the activity sheets from the third and fourth seasons and can be used to follow along with your second semester.

Visit MichiganLearning.org/ReadWriteRoar to see the full list of themes.

Season 3

Theme: Community and Citizenship and Learning the Alphabet

Episodes 301 - 306
- Goods and services
- Wants and needs
- People in our community who provide a service
- How to be an active citizen

Phonics Skills: Learning the letters B, E, G, H, J, K

Episodes 307 - 314
- What makes a good leader
- How I can make a difference

Phonics Skills:
- Learning the letters M, U, Q, X
- Rhyming patterns

Season 4

Theme: Nature, Nursery Rhymes, and Rhyming Patterns

Episodes 401 - 416
- Nursery Rhymes
- Living Things

Phonics Skills:
- Rhyming words with different patterns
- Digraphs sh, th, sh, ch
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, Wimée’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>
<thead>
<tr>
<th>App</th>
<th>Grade</th>
<th>Category</th>
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<tbody>
<tr>
<td>Daniel Tiger for Parents</td>
<td>PK-K</td>
<td>Social &amp; Emotional Learning</td>
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<tr>
<td>PBS KIDS Games app</td>
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<tr>
<td>PBS KIDS Video app</td>
<td>K-2</td>
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### Apps for Literacy Learning

<table>
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<td>Molly of Denali</td>
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### Apps for STEM Learning (Science, Technology, Engineering & Math)

<table>
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<tbody>
<tr>
<td>PBS Parents Play &amp; Learn</td>
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<tr>
<td>Jet's Bot Builder: Robot Games</td>
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<td>Photo Stuff with Ruff</td>
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<td>Ready Jet Go! Space Scouts</td>
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<tr>
<td>Nature Cat's Great Outdoors</td>
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<td>PBS KIDS ScratchJr</td>
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<td>Outdoor Family Fun with Plum</td>
<td>T-3</td>
<td>Science and Engineering</td>
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<td>Cyberchase Shape Quest</td>
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</tbody>
</table>

pbskids.org/apps

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**Letter Heroes**

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

Gg

Gianna got grape gum at the grocery store.

Use your finger to sky write the letters Gg.

**Words to Know**

goods - things that you want or need

service - something you do for someone

**Sort It**

Decide if each object is a good or service. Draw a □ around the goods and a ○ around the services.

**Write It**

Practice writing the uppercase G and the lowercase g on the lines below.

_________________________

_________________________

_________________________

_________________________

_________________________

_________________________
Read, Write, ROAR! ™ Literacy Guide

Episode 302: The Job Site and the Letter J
Book: Job Site by Nathan Clement

ACTIVITY GUIDE

Read It

Read the poem out loud.

The Park

I like to go to the park.
I will go on the swings.
I like to go to the park.
I will go on the slide.
I like to go to the park.
I will go down the monkey bars.
I like to go to the park.

High Frequency Words

Circle the high-frequency words in the poem.

like  will

Be on the lookout for these words when someone reads you a book.

Try It

Practice writing the uppercase J and the lowercase j on the lines below.

__________________________

__________________________

__________________________

__________________________

Letter Heroes

Highlight or lightly color over the uppercase letter J's and lowercase letter j's in the poem.

Jj

Look for the uppercase letter J and the lowercase letter j on street signs as you are riding in the car.
**Letter Heroes**

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

**Ee**

Edward’s elegant eagle sits on the egg.

**Words to Know**

Decide if each object is a want or need. Draw a line from each object to the bag it belongs in.

**Read 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>m e n</th>
<th>men</th>
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<th>10</th>
<th>t e n</th>
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Scan below to watch lesson

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**Episode 303:** Wants, Needs, and the Letter E

**Book:** *Extra Cheese, Please* by Cris Peterson

---
ACTIVITY GUIDE

Episode 304: Community and the Letter B
Book: “Kip in the Sun” by By Heather Ferguson

Read It

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

Bb

Kip can see a big rig and big bus.

High Frequency Words

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

have look

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

Try It

Use the words below to create a sentence. Write the words on the lines provided.

wag I his at dog a tail look

_______ _______ _______ _______

_______ _______ _______ _______
Spending Time Outside

Alma and her friends like to spend time at the park in their neighborhood. It has a playground, open green spaces, an ice rink, and more. Draw or write about the ways you like to enjoy being outside in your neighborhood.
**ACTIVITY GUIDE**

**Episode 305:** Goods that Help Us and the Letter H  
**Book:** *Houses and Homes* by Ann Morris

---

**Letter Heroes**  
Read the sentence out loud. Highlight or lightly color over the uppercase letter H’s and lowercase letter h’s.

```
Hh
```

Hank the hippo had hay for his lunch.

---

**Draw It**  
Draw a picture to match the sentence.

```
I see a blue house with a red door.
```

---

**Read 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>Image</th>
<th>Word</th>
<th>Sound</th>
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</thead>
<tbody>
<tr>
<td>🐼</td>
<td>hop</td>
<td>h o p</td>
</tr>
<tr>
<td>🎤</td>
<td>hot</td>
<td>h o t</td>
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<tr>
<td>🧣</td>
<td>hat</td>
<td>h a t</td>
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<tr>
<td>🏆</td>
<td>hit</td>
<td>h i t</td>
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<tr>
<td>🌞</td>
<td>hill</td>
<td>h i l l</td>
</tr>
</tbody>
</table>
**Letter Heroes**

Read the sentence out loud. Highlight or lightly color over the uppercase letter *K’s* and lowercase letter *k’s*.

**Kk**

The king has a pet kitten named Karen.

**Words to Know**

- **non-fiction** - stories that give information and true facts about a topic
- **citizen** - to be a part of your neighborhood community, your school community, or your city community
- **active citizen** - doing something helpful in the community to make it a better place to live

**Think About It**

Illustrations or pictures in a nonfiction text can help you understand the people, places, things, or ideas in informational text. Look at the illustrations from the story, *Be an Active Citizen in Your Community*, by Helen Mason. What do the pictures tell you about the story?
ACTIVITY GUIDE

Episode 307: Making Friends and the Letter M
Book: Making Friends is an Art by Julia Cook

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

Mm

Marco and his mom made yummy muffins.

Words to Know
Circle the pictures that begin with the letter M.

Read 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>m a p</th>
<th>map</th>
<th>🙌</th>
</tr>
</thead>
<tbody>
<tr>
<td>m a n</td>
<td>man</td>
<td>🙌</td>
</tr>
<tr>
<td>m e n</td>
<td>men</td>
<td>🙌</td>
</tr>
<tr>
<td>t r i m</td>
<td>trim</td>
<td>🙌</td>
</tr>
</tbody>
</table>
High-frequency words are words that you see a lot when you read.

**by**  
**get**

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

**Think About It**

Read the following passage from the book, *Wolf Pups and Mom*, by Dwayne Nuñez and Meghan Shea. Circle the high frequency words **by** and **get**.

The den is lit by the sun. The pups get up, but not mom. “Get up, mom!” The pups nip and tug at mom.
It's Way, Way Yummy!

Alma loves lots of different kinds of foods like Mami’s mofongo, blueberry muffins from Huda’s store, and anything made with corn! What do you like to cook with your family? Try to write the recipe or draw the steps below. Like Alma, remember to stop and think about each step, one at a time.
Look at the words that you highlighted in the Letter Heroes section. What do all the words have in common?

Q and U often go together in words such as …

- quilt
- quack
- question mark

---

The quiet queen quickly gave Quinn a quarter.

---

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>nut</th>
<th>nut</th>
<th>🎤</th>
</tr>
</thead>
<tbody>
<tr>
<td>⚽️</td>
<td>run</td>
<td>run</td>
<td>🎤</td>
</tr>
<tr>
<td>🐛</td>
<td>bug</td>
<td>bug</td>
<td>🎤</td>
</tr>
<tr>
<td>🌏</td>
<td>cut</td>
<td>cut</td>
<td>🎤</td>
</tr>
</tbody>
</table>
**ACTIVITY GUIDE**

**Episode 310:** Making a Difference and the Letter X

**Letter Heroes**

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

Uu

Alex put his extra toy fox in the box.

**Words to Know**

- **difference** - making a change for the better
- **respect** - a feeling of caring for someone's well-being and can be shown by using good manners and demonstrating kindness

**Write It**

Read the following sentence. Then, use the sentence stem below to write your own sentence. Draw a picture to go with your sentence.

I can make a difference by showing respect to my teachers.

I can make a difference by

____________________________________

____________________________________

____________________________________

**Match It**

Read each word. Draw a line from the word to its matching picture.

- Fox
- Box
- Sax
- Six
Read It

Read the nursery rhyme out loud.

**Pat-A-Cake**

Pat-a-cake, pat-a-cake
baker's man.
Bake me a cake
as fast as you can. Pat it and
prick it and mark it with "B."
Put it in the oven
for baby and me.

High Frequency Words

Circle the high-frequency words in the nursery rhyme.

**it**  **in**

Write It

- Rhyming words have ending sounds that are the same like man and can. These words are in the -an family.
- Underline the rhyming words man and can in the nursery rhyme.
- Can you think of some more words that rhyme with man and can?

Connections

A bakery is a place where bread, cakes, cookies, and other baked foods are made and sold. A baker is the person who makes and sells bread, cakes, and cookies.

Scan this QR Code for a virtual field trip to a bakery.
ACTIVITY GUIDE

Read It

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

Clap out the number of syllables in our Words To Know. Then read the word in a sentence.

\[ \text{cow} - \text{to move back or look down because you are afraid} \]

\[ \text{abandoned} - \text{to leave something or someone alone} \]

\[ \text{discarded} - \text{to throw something away because it is unwanted} \]

Words to Know

Write It

- When we write a sentence we need to plan out our writing.
- We think about what we want to write and then say it out loud.
- On a scrap piece of paper, write “I can be kind.”

Try It

Draw a picture of how you can show kindness
**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
Read It

**Jack and Jill**

Jack and Jill
Went up the hill
To fetch a pail of water.

Jack fell down,
And broke his crown,
And Jill came tumbling after.

High Frequency Words

Circle the high-frequency words in the nursery rhyme.

*and*  *up*

Words to Know

Underline the words to know in the nursery rhyme.

- **fetch** - get a pail of water
- **crown** - his head

Connections

Ask an adult to scan the QR code to learn how to make your own water well.

- Rhyming words have ending sounds that are the same, like *jill* and *hill*. These words are in the *-ill* family.
- Underline the rhyming words *jill* and *hill* in the nursery rhyme.
- Can you think of some more words that rhyme with *jill* and *hill*?
**Read It**

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

Clap out the number of syllables in our **Words To Know**. Then read the word in a sentence.

**Mirroring**

When I looked down into the pond, the water was **mirroring** the image of my face.

**Babble**

The **babble** of the stream was so relaxing.

**Defeated**

I felt really **defeated** when I couldn’t ride my bike without the training wheels.

**Words to Know**

**mirroring** - to show the image of something

**babble** - a quiet sound made by flowing water

**defeated** - feeling unsuccessful at something you are trying to do

**Key Words**

• When we write a sentence, we need to plan out our writing.
• We think about what we want to write and then say it out loud.
• Today we are going to write “I can do hard things.”

________ _______ _______

___________ _____________

• Draw a picture of something that you did that was hard.

Try It

Scan the QR code learn more about the benefits of reading out loud.
**Read It**

**Humpty Dumpty**

Humpty Dumpty
Sat on a wall.
Humpty Dumpty
Had a great fall.

All the king’s horses
And all the king’s men,
Couldn’t put Humpty
Together again.

**Write It**

- Rhyming words have ending sounds that are the same like **wall** and **fall**. These words are in the **-all** family.
- Underline the rhyming words **wall** and **fall** in the nursery rhyme.
- Can you think of some more words that rhyme with **wall** and **fall**?

**High Frequency Words**

Circle the high-frequency words in the nursery rhyme.

**all**  **the**

**Words to Know**

Underline the words to know in the nursery rhyme.

**character** - who the story is about
**problem** - part that goes wrong

**Draw It**

Draw a picture of the problem in the nursery rhyme.
Read It

Read the sentences out loud. Underline the **Words to Know** from the word box in each sentence.

My grandma’s head was nodding when she was sleeping in her rocking chair.

I saw a snake slither through the grass.

Plants can tumble on a breeze.

Phonics Skill

**verb** - action words that tell something is happening.

Some verbs end in **-ing** like in the words **swaying**, **drifting** and **floating**.

Words to Know

**slither** - to move by sliding your entire body back and forth like a snake

**nodding** - to bend downward or forward like when you nod your head

**tumble** - to fall forward while turning over

Draw It

On the back of this sheet or on a scrap piece of paper, draw a picture to match the sentence:

Plants need sun, water, and room to grow
ACTIVITY GUIDE

Episode 403: Mary Had a Little Lamb
Book: Mary Had a Little Lamb
Nursery Rhyme

Read It

Mary Had A Little Lamb

Mary had a little lamb, whose fleece was white as snow. And everywhere that Mary went, the lamb was sure to go.

It followed her to school one day which was against the rules. It made the children laugh and play to see a lamb at school.

High Frequency Words

Circle the high-frequency words in the nursery rhyme.

Was         Her

Words to Know

Underline the words to know in the nursery rhyme.

fleece - the hair or wool covering a sheep or lamb

Try It

Use the rhyming clues to solve the riddle. Then pretend to be that animal!

What animal rhymes with funny and has two long ears? bunny

What animal rhymes with herd and has two wings? bird

What animal rhymes with make, has scales, and no legs? snake

Write It

Rhyming words have ending sounds that are the same. Some words can sound the same at the end but they aren't spelled the same.

Underline the rhyming words snow and go in the nursery rhyme.

Can you think of some more words that rhyme with snow and go?
Episode 404: Worms, Worms, Worms!
Book: Wonderful Worms by Linda Glaser

Read It

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

Clap out the number of syllables in our Words To Know. Then read the word in a sentence.

- **damp**
  
  This sponge is damp.

- **rotting**
  
  This banana is not fresh, it is rotting.

- **burrow**
  
  The baby rabbits live in an underground burrow.

High Frequency Words

- **damp** - a little wet
- **rotting** - getting old and breaking down
- **burrow** - a hole or a tunnel dug by a small animal

Words to Know

When we write a sentence we need to plan out our writing.

We think about what we want to write and then say it out loud.

On a scrap piece of paper, write “Worms can help plants grow.”

Try It

Draw a picture of a worm in a garden.
Book Review

Draw a picture based on a storybook that you read. Then, fill in the "My Review" section. Share your book review with a family member or friend.

Book Title: ____________________________

Author: _______________________________

Illustrator: ____________________________

Draw here.

My Review

The part of the book that I liked best was... ____________________________________________

__________________________________________________________________________________

After reading this book, I felt... _______________________________________________________

__________________________________________________________________________________

Would you recommend this book? Why or why not? ______________________________________

Find more games and activities at pbskidsforparents.org
**ACTIVITY GUIDE**

**Episode 405: This Little Piggy**  
**Book: This Little Piggy Nursery Rhyme**

### Read It

**This Little Piggy**

This little piggy went to market.  
This little piggy stayed home.  
This little piggy had roast beef.  
This little piggy had none.  
And this little piggy cried  
Wee wee wee  
All the way home.

### High Frequency Words

Circle the high-frequency words in the nursery rhyme.  
**this** **had**

### Write It

Rhyming words have ending sounds that are the same. Some words can sound the same at the end but they aren’t spelled the same.  
Write a rhyming word that follows the pattern.

<table>
<thead>
<tr>
<th>None</th>
<th>Fun</th>
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</thead>
</table>

| Bread | Red |

### Phonics Skills

**diagraph** - 2 letters that are put together to make a new sound  
soft **th** sound - like thin  
hard **th** sound - like this

### Draw It

On the back of this sheet or on a scrap piece of paper, draw a picture to go with the sentence: The pig was sad.
**Sort It**

Read the words in the text box. Write the words under which habitat they are found.

- dry
- cactus
- wet
- iguana
- tree

<table>
<thead>
<tr>
<th>Forest</th>
<th>Desert</th>
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**Words to Know**

- **habitat** - a place in nature where animals live
- **forest** - an area with many trees.
- **desert** - a dry area that does not get much rain

**Write It**

What animals live in your community?

What things do they need?

**Draw It**

On the back of this page or on a scrap piece of paper, draw a picture for each sentence.

- A squirrel lives in a tree in the forest.
- A cactus is a plant that grows in the desert.
ACTIVITY GUIDE

**Episode 407: The Bear Went Over the Mountain**

**Book:** The Bear Went Over the Mountain Nursery Rhyme

---

**Read It**

**The Bear Went Over the Mountain**

The bear went over the mountain,
To see what she could see.
And all that she could see,
Was the other side of the mountain.
The other side of the mountain,
Was all that she could see.

---

**High Frequency Words**

Circle the high-frequency words in the nursery rhyme.

over  see

---

**Write It**

Rhyming words have ending sounds that are the same. Some words can sound the same at the end but they aren't spelled the same.

Write a rhyming word that follows the pattern.

---

**Phonics Skills**

diagraph - 2 letters that are put together to make a new sound
The wh sound in when, whale, whiz, whine, whip

---

**Draw It**

On the back of this sheet or on a scrap piece of paper, draw a picture to go with the sentence: What did the bear see?

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<th>Sea</th>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Read It

Clap out the number of syllables in our **Words To Know**. Then read the word in a sentence.

- **hoof**
  
  The horse has mud on his hoof.

- **meadow**
  
  The baby fox lives in a den in the meadow.

- **wading**
  
  I love to wear my rain boots and go wading in the puddles.

Words to Know

- **hoof** - hard covering over an animal's toes
- **meadow** - a flat grassy area
- **wading** - to walk through water
- **habitat** - a place in nature where an animal lives

Write It

On the back of this page or on a scrap piece of paper, draw a picture for each sentence.

A squirrel lives in a tree in the forest.

A cactus is a plant that grows in the desert.

Draw It

Draw a line from the animal to its habitat:

- Snowflake to mountain
- Squirrel to tree
- Cactus to desert
Little Boy Blue

Little boy blue,
Come blow your horn,
The sheep's in the meadow,
The cow's in the corn.
But where is the boy
Who looks after the sheep?
He's under a haystack,
Fast asleep

Rhyming words have ending sounds that are the same. Some words can sound the same at the end but they aren't spelled the same. Underline the rhyming words in the nursery rhyme.

High Frequency Words
Circle the high-frequency words in the nursery rhyme.

- come
- who

Answer the following questions about the nursery rhyme.

Who is the main character?

Where are the sheep?

What is the boy doing?
Sort It

Draw a line from the animal to where it lives at a pond.

over

under

Phonics Skills

**Compound words** are two small words put together to form a new word. The new word has its own meaning.

<table>
<thead>
<tr>
<th>first word</th>
<th>second word</th>
<th>compound word</th>
</tr>
</thead>
<tbody>
<tr>
<td>bull</td>
<td>+</td>
<td>bullfrog</td>
</tr>
<tr>
<td>black</td>
<td>+</td>
<td>blackbird</td>
</tr>
<tr>
<td>gold</td>
<td>+</td>
<td>goldfinch</td>
</tr>
<tr>
<td>tad</td>
<td>+</td>
<td>tadpole</td>
</tr>
</tbody>
</table>
Storytelling Puppets

Directions: Color and then cut out the character puppets. Glue each puppet onto a popsicle stick. Use the puppets to retell the sequence of events from the PBS KIDS episode you watched. Talk about the characters, the problem, what the characters did, the solution and what they learned. You can even create an original storyline!

Buddy

Mr. Conductor

Tiny

For more games and activities, visit pbskidsforparents.org
This page was left blank to cut out the activity on the other side.
**High Frequency Words**

Circle the high-frequency words in the nursery rhyme (The word go is part of a new word).

- **you**
- **go**

**Phonics Skills**

**Rhyming words** have ending sounds that are the same. Some words can sound the same at the end but they aren’t spelled the same. Underline the rhyming words in the nursery rhyme.

**Draw It**

Draw a picture to go with the sentence.

The bird is looking for worms.

---

**Read It**

**Once I Saw a Little Bird**

Once I saw a little bird  
Come hop, hop, hop;  
So I cried, “Little bird,  
Will you stop, stop, stop?”  
And was going to the window  
To say, “How do you do?”  
But he shook his little tail,  
And far away he flew.

**Write It**

The words hop and stop are part of the -op word family. What other words rhyme with hop and stop?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The words go and **you** are part of the -op word family.
**ACTIVITY GUIDE**

**Episode 412:** Living Things in my Backyard  
**Book:** *Living Things in my Backyard* by Bobbie Kalman

---

### Sort It

A **living thing** needs air, food, and water to grow. **Non-living things** do not need air, food, and water.

Sort the words into living and non-living things. Write the words under the correct heading.

<table>
<thead>
<tr>
<th>bird</th>
<th>car</th>
<th>rock</th>
<th>frog</th>
<th>tree</th>
<th>house</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Living Things</th>
<th>Non-living Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Needs air, food, and water to grow)</td>
<td></td>
</tr>
</tbody>
</table>

---

### Draw It

Read the sentence. Fill in the blank with something that you see in your backyard. Draw a picture to match the sentence.

*I see a ________________ in my backyard.*
Read It

**Little Wind**
By Kate Greenaway

Little wind blow on the hill top;
Little wind, blow down the plain;
Little wind, blow up the sunshine;
Little wind, blow off the rain.

High Frequency Words

Circle the high-frequency words in the nursery rhyme
(The word go is part of a new word).

on  down

Words to Know

plain - a flat area of land with very few trees

Phonics Skills

**Rhyming words** have ending sounds that are the same. Some words can sound the same at the end but they aren’t spelled the same.

Underline the rhyming words in the nursery rhyme.

Words to Know

Draw a picture to go with one of the sentences above.

Little wind, blow ____
Write It
Label the parts of the plant.

fruit  stem  flower  roots  leaf

Parts of a Plant

Words to Know

life cycle - The life cycle of a plant is how it changes from a seed to a grown plant

roots - the part of the plant that attaches to the ground and brings water and nourishment to the plant

leaves - grow on the stem and produce food for the plant

stem - supports the plant

flowers - the brightly colored part of the plant that produces seeds

fruit - the sweet tasty part of the plant

Number It
Number the order of events.

___ stem starts to grow above the ground
___ the seed is planted
___ a flower blooms
___ roots grow into the soil
___ leaves grow on the stem
**Read It**

**Here is the Beehive**

Here is the beehive,  
Where are the bees?  
Hidden away where nobody sees.  
Watch and you'll see them  
Come out of the hive.  
One...two...three...four...five!  
Buzz...buzz...buzz...buzz...buzz.

**Draw It**

A beehive is where bees live. Draw a picture to go with the sentence.  
The bees flew around the beehive.

**High Frequency Words**

Circle the high-frequency words in the nursery rhyme

out are

**Words to Know**

**Rhyming words** have ending sounds that are the same. Some words can sound the same at the end but they aren't spelled the same.

Underline the rhyming words in the nursery rhyme.

**Homophones** - words that sound the same but have different meanings

- bee 🐝 vs. see 🌊
- be 🕒 vs. sea 🌊

"Please be on time."
Label It

Read the words in the box, and decide if the object is found “up in the garden” or “down in the dirt.” Write a word on the appropriate line.

```
ladybug    Honeybee    worm    groundhog    ants    toad
```

```
Up in the garden

_______    ______    ______    ______
```

```
Down in the dirt

_______    ______    ______    ______
```

Read It

Words are made up of syllables. A **syllable** is a part of a word with a vowel sound. Clap out the number of syllables in the following words. Then read the definition of the word.

- **brittle**
  dry or easy to break

- **drenched**
  wet, soaked

- **harvest**
  to pick or gather crops
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.

Character
- Young Child
- Parent
- Grandparent
- Older Child

Setting
- Park
- Baseball Field
- Beach
- Living Room

Weather
- Sunny
- Rainy
- Cloudy
- Windy

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

Find more games and activities at pbskidsforparents.org
**Super Storytelling**

**Instructions:** Use this Super Storytelling chart to brainstorm the parts of your story. Identify the characters and the setting and think about the plot. When you finish your basic outline, you are ready to begin writing!

- **Characters:**
- **Setting:**
- **Plot-First:**
- **Plot-Then:**
- **Plot-Last:**
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PBS SoCal
Ready Jet Go
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Word Girl

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