

Week 2: Under Water




July 1-7

Dive deep into oceans, rivers, and our own Great Lakes to discover what it takes to live beneath the waves.

Use the sheet below to mark off this week's activities as you complete them. See if you can get a BINGO!



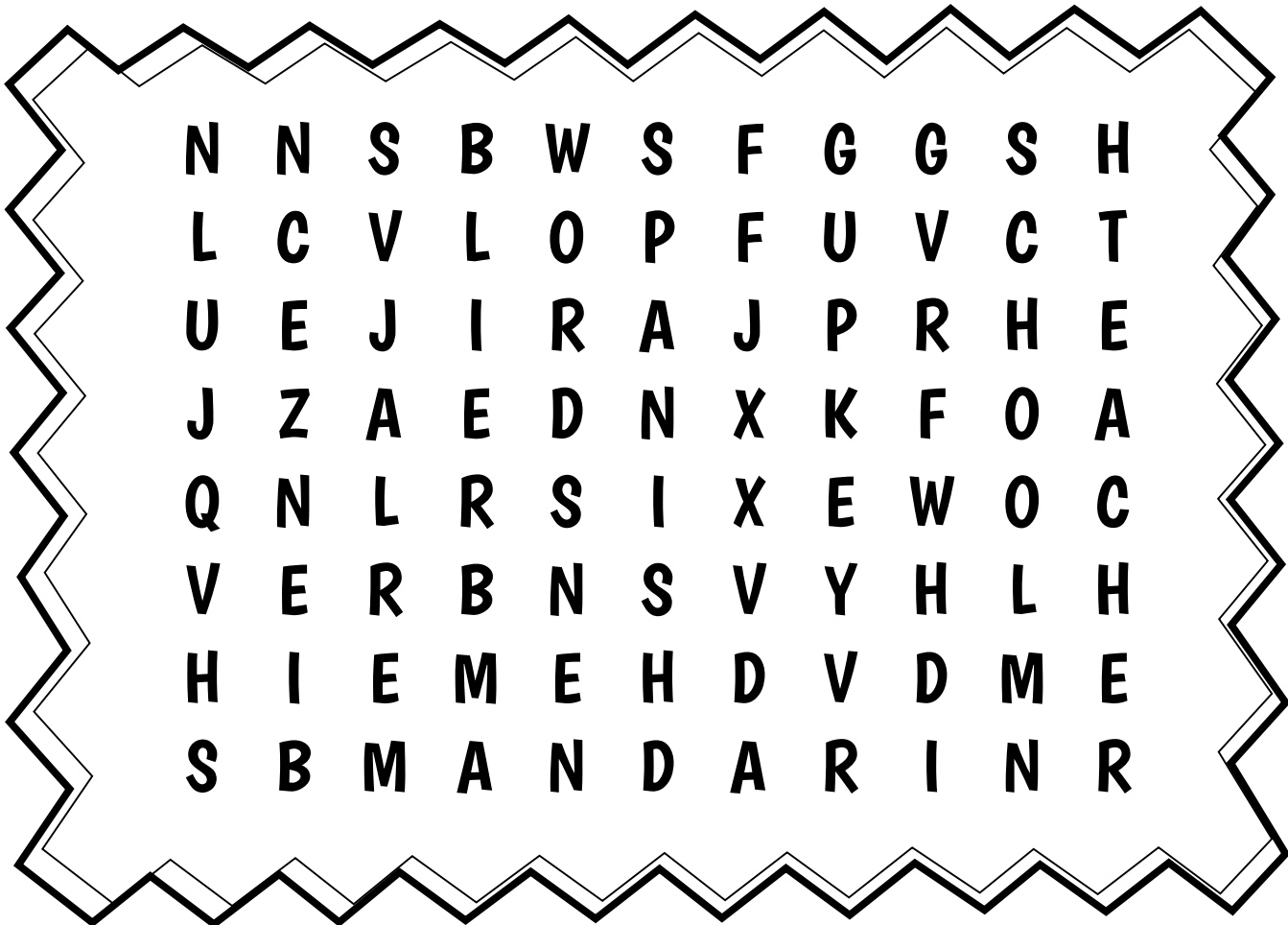
Scan the QR code or visit www.michiganlearning.org/underwater to see the playlist of videos for this week.

| | | | | |
|---|--|--|--|--|
| Find objects that float in your sink |  Do 60 mins. of activity |  Read 20 minutes | Draw a deep-sea fish | Watch Read, Write, ROAR! |
|  Read for 20 minutes |  Watch Math Mights |  Go fishing | Track the weather for a week |  Do 60 mins. of activity |
|  60 mins. of activity | Visit a new place |  HAVE FUN! (Free Space) |  Go swimming |  Read for 20 minutes |
| Watch Read, Write, ROAR! | Watch an ice cube change over time |  Watch Math Mights | Watch InPACT at Home | Find objects that sink in your sink |
| Watch InPACT at Home |  Read for 20 minutes | Try the Jamming on the Job Word Find |  Do 60 mins. of activity | Throw stones into a pond |



Word Find

When Christina and Andrés meet a Mandarin language teacher in California, they learn many new words. Try to find them all while you listen!



KEY LEARN
MANDARIN TEACHER
SCHOOL WORD
SPANISH



Original Production Funding for Jamming on the Job is provided by a Ready To Learn Grant from the U.S. Department of Education through the Corporation for Public Broadcasting.

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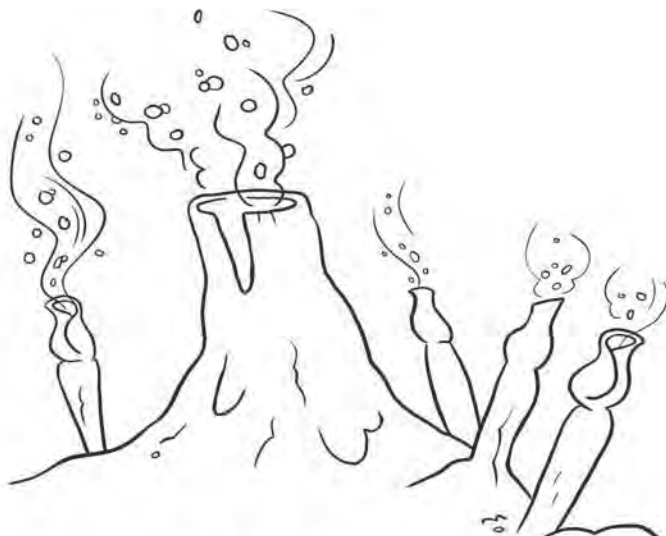
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Can you draw a deep sea fish with **BIG EYES**, a **BIG MOUTH**, and **LONG TEETH**?



Fin Fact!

Creatures that live in the deep typically have large mouths, long teeth and hinged jaws to eat large quantities of scarce food. Many deep sea creatures also have very large eyes to capture scarce light.



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Ice Cubes and Water: Now and Later

Name _____

Instructions:

1. Fill one plastic, clear cup with water and a second plastic, clear cup with ice.
2. Find a piece of chalk, a pencil, and take the two cups and this paper and go outside.
3. Pour a small amount of water on the ground. Outline the water puddle with chalk. In the first column, draw what you notice about the water.
4. Next, place one of your ice cubes on the ground and outline it with chalk. Leave one ice cube in a clear cup. After 30-minutes, in the second column, draw what you observe about the ice.
5. When another 30-minutes pass, write or draw a question you are interested in.

During my investigation I noticed this about the water...

When I first poured the water on the ground, the water looked like this...

After 30-minutes, the water I poured looked like this...

I observed this about the ice...

When I first placed the ice on the ground, the ice looked like this...

After 30-minutes, the ice looked like this..

What do you notice about how liquid water changed? _____

What do you notice about how solid water (ice) changed? _____

A question I still wonder about is... _____

I made the connection in my mind when I observed the water and ice that... _____

WIND DANCER FILMS

Find more games and activities at pbskidsforparents.org

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ACTIVITY GUIDE

Episode 204: Day and Night and Fun with -sh-, -th-, and -ch-

Scan below to watch lesson



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

Read It

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.

s c a n **scan**

s k i p **skip**

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 _____



ACTIVITY GUIDE

Episode 204: Earthquakes, Eruptions and “thr” words

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

Scan below to watch lesson



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

Scan below to watch lesson



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.

-ous
full of, having

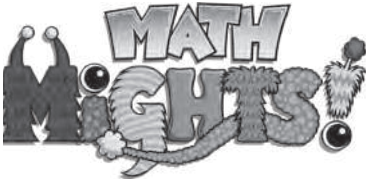
-en
to cause to be or have

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

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.

| base word | suffix | new word | meaning |
|-----------|--------|----------|--------------------------|
| danger | ous | | full of danger |
| fame | ous | | full of fame |
| fright | en | | to cause to be afraid |
| sharp | en | | to cause to become sharp |



Add & Subtract with Teen Numbers with Value Pak

| Equation | Solve by drawing base ten blocks or model in a double ten frame |
|---------------------|---|
| $13 = 10 + \square$ | |
| $10 + 6 = \square$ | |
| $17 = \square + 7$ | |
| $10 + \square = 15$ | |
| $2 = 10 - \square$ | |
| $14 - 10 = \square$ | |
| $\square = 18 - 10$ | |



Plot and Compare

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

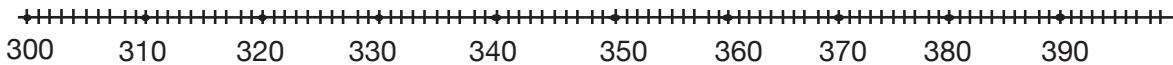
1.



Plot: **681, 618**

Compare (use $<$, $>$, or $=$) : _____

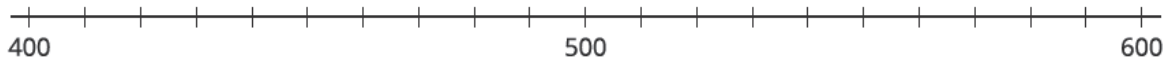
2.



Plot: **315, 366**

Compare (use $<$, $>$, or $=$) : _____

3.



Plot: **560, 460**

Compare (use $<$, $>$, or $=$) : _____



Fraction Match Up

Directions: Cut out all the cards. Scatter the cards face down in two piles, one with the fraction cards and one with the shape cards. 2 players take turns flipping over one card from each pile, trying to make a match. If you make a match, keep the pair next to you. If you don't make a match, flip both cards over and it's the other player's turn. The player with the most matching pairs wins!

| | | |
|---------------|---------------|---------------|
| $\frac{5}{6}$ | $\frac{1}{4}$ | $\frac{7}{8}$ |
| | | |
| $\frac{3}{8}$ | $\frac{2}{6}$ | $\frac{1}{2}$ |
| | | |