



READ, Write, **ROAR!**



Literacy Activity Book

With bonus activities from your favorite PBS KIDS shows

1st Grade 1st Semester

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Learning Together as a Family

Read, Write, ROAR! covers the same topics that Michigan students learn in their classrooms. Seasons 1 and 2 of the TV series correspond to the first semester of the school year, with each season matching up with each quarter of the school year. This book has all of the activity sheets from the first two seasons and can be used to follow along with your first semester. Visit MichiganLearning.org/ReadWriteRoar to see the full list of themes.

Season 1

Theme: School Days and Consonant Blends

Episodes 101-110

- Use historical thinking to understand the past
- Compare life today with life in the past using family, school, jobs, and communication
- **Phonics skills:** Consonant blends as initial sounds

Season 2

Theme: Earth's Place in Space and Consonant Blends

Episodes 201-208

- How the daytime and nighttime sky changes
- The moon, the sun, and shadows

Phonics skills: Consonant blends as initial sounds

Writing skills: Narrative text

Episodes 209-216

- How the daytime and nighttime sky changes
- Space and the night sky

Phonics skills:

- Consonant blends as ending sounds

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, 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:

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Find lessons and virtual events online via
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On TV. Online.
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The Michigan Learning Channel is funded through a grant awarded by the Michigan Department of Education and the U.S. Department of Education.



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

Daniel Tiger for Parents	PK-K	Social & Emotional Learning
PBS KIDS Games app	K-2	Multiple Learning Goals
PBS KIDS Video app	K-2	Multiple Learning Goals



Apps for Literacy Learning

Dinosaur Train A to Z	PK-K	Literacy, Science
Molly of Denali	K-2	Literacy
PBS KIDS Games app	K-2	Multiple Learning Goals
PBS KIDS Video app	K-2	Multiple Learning Goals



Apps for STEM Learning (Science, Technology, Engineering & Math)

PBS Parents Play & Learn	PK-K	Literacy, Math	Ready Jet Go! Space Explorer	K-2	Science
Play & Learn Engineering	PK-K	Science and Engineering	Ready Jet Go! Space Scouts	K-2	Science and Engineering
Play & Learn Science	PK-K	Science	Nature Cat's Great Outdoors	K-3	Science
Splash and Bubbles for Parents	PK-K	Science	PBS KIDS ScratchJr	1-2	Coding
Splash and Bubbles Ocean Adventure	PK-K	Science	Outdoor Family Fun with Plum	1-3	Science and Engineering
The Cat in the Hat Builds That!	PK-K	Science and Engineering	Cyberchase Shape Quest	1-5	Math, Science
The Cat in the Hat Invents	PK-K	Science and Engineering	PBS KIDS Games app	K-2	Multiple Learning Goals
Jet's Bot Builder: Robot Games	K-2	Science and Engineering	PBS KIDS Video app	K-2	Multiple Learning Goals
Photo Stuff with Ruff	K-2	Science			



pbskids.org/apps



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Using and Creating Informational Texts at Home

By Crystal N. Wise and Nell K. Duke

Information is all around us. We read it, see it, hear it—sometimes it feels like we breathe it. Learning how to find, digest, and create information are important skills that you can start helping your child build today. In fact, you’re probably already doing it! Are you reading about places to visit with your child or writing family recipes together? Then you’re showing your child the value of informational texts. It is important for young children to begin to understand that people use and create informational texts to meet their needs and wants.

From a picture book about how rainbows appear in the sky to an in-depth website on car repair, informational texts help us follow our interests and solve our problems. For young children, listening to, reading, writing, and illustrating informational texts is a great way to build knowledge and vocabulary in science, social studies, and the arts—and a great foundation for success in school and life.



Molly of Denali ©2019 WGBH Educational Foundation

What is informational text?

Educators use the term “informational text” broadly, including anything from a podcast to a graphic to a book that’s created mainly to provide information. Newspapers, documentaries, nutrition labels, maps, science articles, and many websites are all informational texts. Once you start thinking about it, you’ll see informational texts everywhere. For example, craft and board game instructions are informational texts that teach how to do something. These texts can lead to lots of fun! Others, like bus schedules and grocery lists, support us in completing everyday tasks.

How can you support your child in learning with informational texts?

Here are some suggestions:

- 1. Find your child’s informational interests.** Help your child conduct internet searches for books, articles, images, or videos on topics of interest. Does your child love dinosaurs? Dolphins? Dogs? As you are searching, encourage your child to help you think of good search terms.

2. **Make running errands faster and more interesting.** Make a list of errands with your child and then use a map to plan the route together. Ask your local librarian for child-friendly informational materials related to the errands, such as books about how foods you buy at the grocery store are made.
3. **Create recipes and cook up some learning.** While cooking your child’s favorite meal, talk about the ingredients and steps. Help your child write down the recipe or video record the preparation as your child describes each step (“Cut . . .” “Stir. . .”). Then, share the written or video recipe with friends or other family members, especially for occasions when your little one is their guest!
4. **Watch Molly of Denali on PBS KIDS!** Molly is a resourceful and curious 10-year-old who loves to explore the world around her. She also enjoys using informational texts to solve problems and help others. As you watch Molly of Denali with your child, talk about the different types of texts Molly uses and creates. Discuss how Molly uses these texts to solve real-world problems, satisfy her curiosity, and teach others.

Engaging with informational texts at home and in your community helps your child develop literacy and problem-solving skills, discover new interests, and learn about the world. Most importantly, it is an excellent opportunity to spend time with your child, making the most of your everyday experiences together.

Find more ideas for learning with informational text at <https://pbskids.org/molly>.

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ACTIVITY GUIDE

Episode 101: Shh...It's time for School!

Book: *School Days Then and Now* by Bobbie Kalman

Scan below to watch lesson



Read It

Here We go Round the Mulberry Bush

(Read or sing this small part of the traditional nursery rhyme).

Here we go 'round the mulberry **bush**,
The mulberry **bush**,
The mulberry **bush**,
Here we go 'round the mulberry **bush**,
On a cold and frosty morning

This is the way we **brush our teeth**,
Brush our teeth,
Brush our teeth,
This is the way we **brush our teeth**,
On a cold and frosty morning

The /sh/ sound is a special type of sound because it is made by two letters that each have their own sound, but when we put them together they make an entirely new sound.



s and h together say /sh/.

Sort It

You can hear /sh/ and see **sh** at the beginning and end of words.

1. Use the anchor words **ship** and **fish** to help you sort the words in the word box.
2. Read each word.
3. Write the words under the anchor word and picture (**ship** or **fish**) that match.
4. Check to make sure it looks right and sounds right.

shed hush shut shack
rash cash

ship 	fish 



ACTIVITY GUIDE

Episode 102: School Days Then and Now

Book: *School Days Then and Now* by Bobbie Kalman

Scan below to watch lesson



Build It

Help us climb the word ladder! Start at the bottom to follow the directions and write a new word on each rung of the ladder. Read each word you write.

Clue 6: Change the **ut** to an **sh**



Clue 5: Change the **op** to a **ut**



Clue 4: Change the **i** to an **o**.



Clue 3: Take away the **ma** and add an **ip** to the end of the word.



Clue 2: change the **u** to an **a**



Clue 1: change the **r** to an **m**



What Do You Hear?

Alma hears music and the subway rumbling in her neighborhood. Sometimes she and her friends hear the sounds of animals. Step outside in your neighborhood and listen. What sounds do you hear? What might make those sounds? Use this page to draw and write about the sounds in your neighborhood.



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ACTIVITY GUIDE

Episode 103: CHop, CHip, CHin - Learning -ch-

Scan below to watch lesson



Read It

A Sailor Went to Sea, Sea, Sea
A traditional hand clapping song

A sailor went to sea, sea, sea,
To see what she could see, see, see.
But all that she could see, see, see,
Was the bottom of the deep blue sea, sea, sea.

A sailor went to **chop, chop, chop**.
To see what she could **chop, chop, chop**.
But all that she could **chop, chop, chop**,
Was the bottom of the deep blue **chop, chop, chop**.

A sailor went to **shin, shin, shin**,
To see what she could **shin, shin, shin**.
But all that she could **shin, shin, shin**,
Was the bottom of the deep blue **shin, shin, shin**.

The /ch/ sound is a special type of sound because it is made by two letters that each have their own sound, but when we put them together they make an entirely new sound.



c and h together say /ch/.

Sort It

You can hear /ch/ and see **ch** at the beginning and end of words.

1. Use the anchor words **chip** and **inch** to help you sort the words in the word box.
2. Read each word.
3. Write the words under the anchor word and picture (**chip** or **inch**) that match.
4. Check to make sure it looks right and sounds right.

rich such chat chin
bench chop

chip 	inch 



ACTIVITY GUIDE

Episode 104: School: A Place to Learn and Grow

Book: *School Then and Now* by Robin Nelson

Scan below to watch lesson



Build It

Help us climb the word ladder! Start at the bottom to follow the directions and write a new word on each rung of the ladder. Read each word you write.

Clue 5: Change the m to an l.



Clue 4: Remove the at and add mun before the ch.



Clue 3: Change the in to at.



Clue 2: Change the p to an n.



Clue 1: Change the o to an i.



Start here

chop

Read It

Read the poem. Underline the words that have the ch sound.

School
by Amy Posey

A place to learn and play.
I love to go every day!

Pencils, paper and books I need,
So I can write, draw and read!

Reading, writing, learning so much,
We even get to eat our lunch!

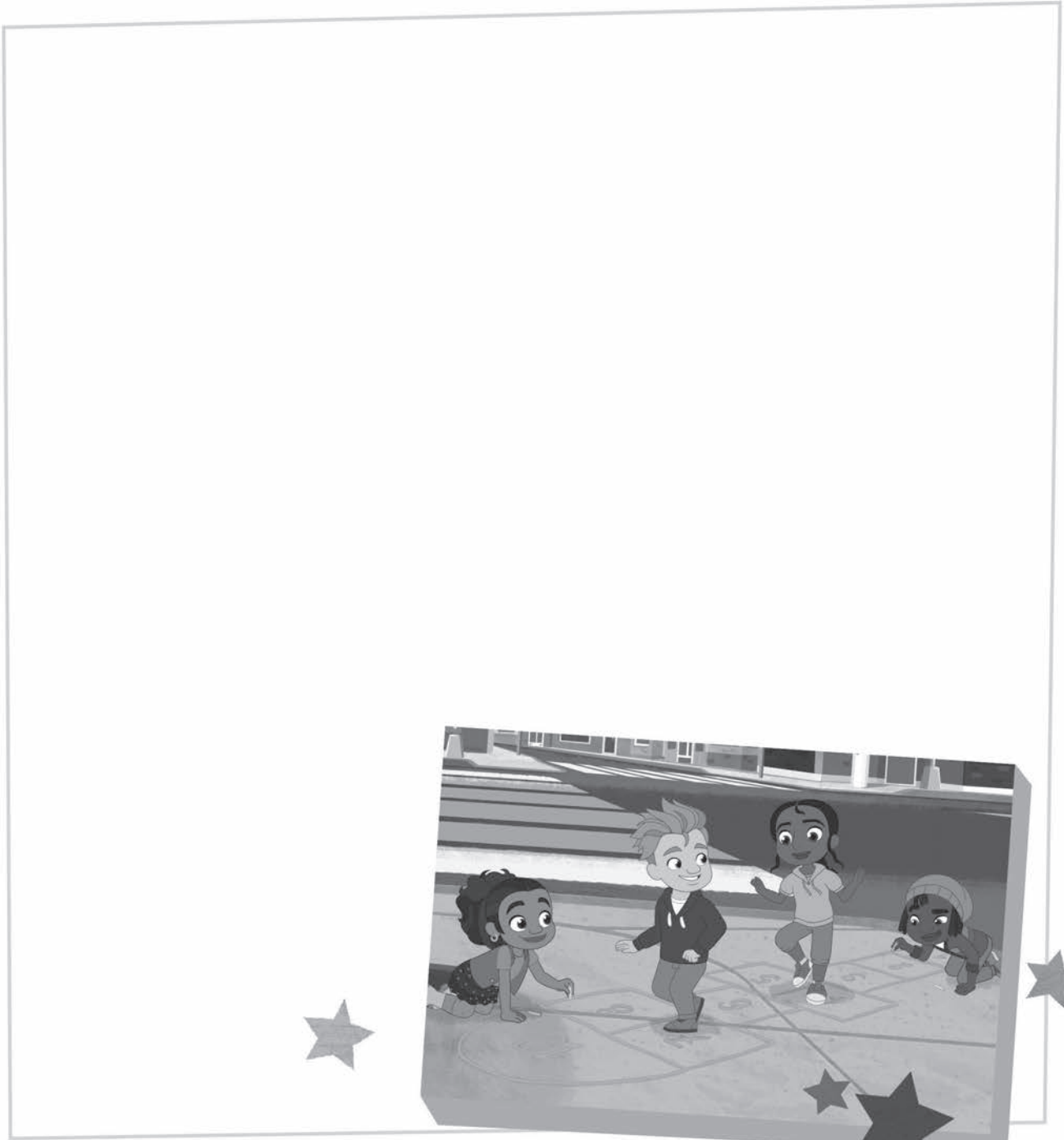
Each day I get to show all the things I know.
Because school is such a great place to learn and grow!

The /ch/ sound is a special type of sound because it is made by two letters that each have their own sound, but when we put them together they make an entirely new sound.

C and h together say /ch/.

What Makes My Neighborhood Special?

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



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ACTIVITY GUIDE

Episode 105: Teach Us Your Name and -th-'s Two Sounds

Book: *Teach Us Your Name* by Huda Essa



Sort It

Read each word in the word bank, listening for the *th* sound. Write the words under the correct *th* sound in the chart.

Word Bank:
thud they this
thank Thursday that
thick thin than
there think those

thumb	then

Read It

Read the passage aloud. Circle the high frequency words *them* and *think* in the passage.

Max and Annie were friends with all of the kids in their neighborhood. When their new neighbors moved in they didn't know them. "I think I'd like to meet our new neighbors," Max said. "I think we should meet them together," said Max's sister Annie. So, Max and Annie went outside to meet them together.



ACTIVITY GUIDE

Episode 106: Sorting -th- and
Mystery Word Building

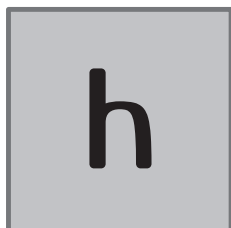
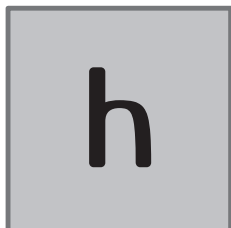
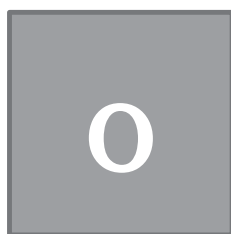
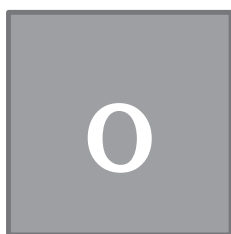
Scan below to watch lesson

Build It

Cut out the letters. Use them to build words with 2 letters, 3 letters, 4 letters, and 5 letters. Write the words in the column that matches the number of letters in the word. (An example is done for you with the word to.)

2 letters	3 letters	4 letters	5 letters
to			

The mystery word is: _____
HINT: You use it to clean your teeth





ACTIVITY GUIDE

Episode 107: How Do you Shine?
and L Blends

Scan below to
watch lesson



Read It

Read the following passage out loud. Highlight the th, sh, and ch blends in each word with a yellow or orange crayon.

Math in the Bath by Amy Posey

Beth can do math in the bath.
She had three toy ships in the bath.
Then she put in three shells she got at
the beach. She counted the ships and
shells. She had six! Beth thinks math in
the bath is fun.




The letters s-h- represent the **/sh/** sound like in the word share, and, c-h represents the **/ch/** sound like in the word cheese. The -t-h represents two sounds - **hard** and **soft**: hard "th" sounds like **/th/** in they and soft "th" sounds like **/th/** like in thumb.

Sort It

You can hear /bl/, /cl/, and /fl/ and see **bl**, **cl**, **fl** at the beginning of words.

1. Use the anchor words **black**, **clap**, and **flash** to help you sort the words in the word box.
2. Read each word.
3. Write the words under the anchor word and picture (**black**, **clap**, or **flash**) that match.
4. Check to make sure it looks right and sounds right.

blush clam flap
clip block flat

black 	clap 	flash 



ACTIVITY GUIDE

Episode 108: More L Blends and a Name Poem

Scan below to watch lesson



Write It

An **acrostic poem** is a poem of words or phrases that describes a topic word. The topic word is written down the left side, and each line of the poem starts with a letter in the topic word.

Write a descriptive word for each letter in the word FRIEND. If you get stuck, think about what you like about your good friends or talk to someone about it.

F _____

R _____

I _____

E _____

N _____




D _____

Sort It

You can hear /gl/, /pl/, and /sl/ and see **gl, pl, sl** at the beginning of words.

1. Use the anchor words **glad, plus,** and **sling** to help you sort the words in the word box.
2. Read each word.
3. Write the words under the anchor word and picture (**glad, plus,** or **sling**) that match.
4. Check to make sure it looks right and sounds right.

plop glop slop slip plum glum


glad 	plus 	sling 



Sharing Stories

Name _____


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



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ACTIVITY GUIDE

Episode 109: My School Community
Book: *My School Community* by Bobbie Kalman

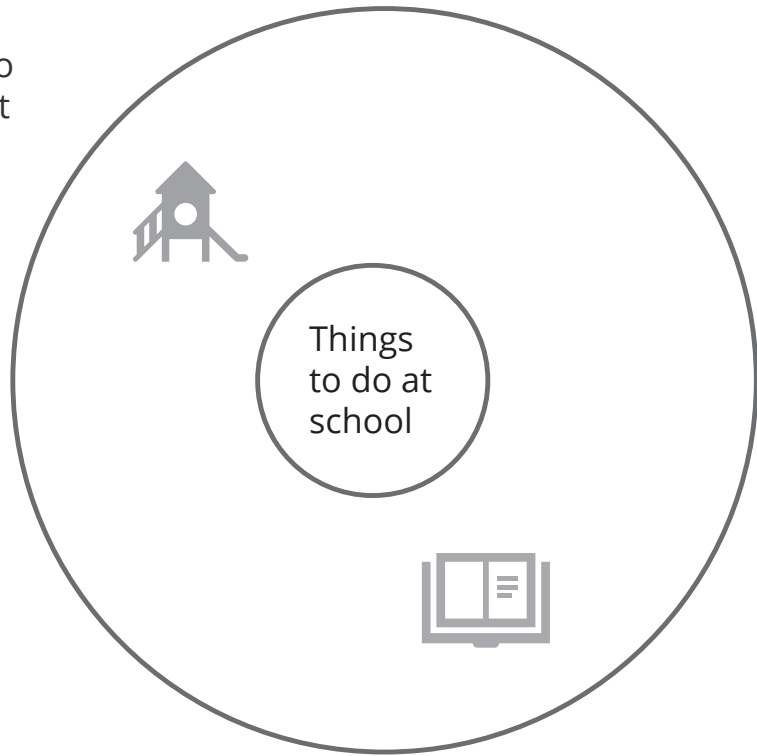
Scan below to watch lesson

Sort It

Draw and label a circle map to review things you know about school communities.

What types of activities do you do at school everyday for:

- Learning
- Fun






Read It

You can hear /br/, /cr/, and /pr/ and see **br**, **cr**, **pr** at the beginning of words.

1. Use the anchor words **brim**, **crib**, and **print** to help you sort the words in the word box.
2. Read each word.
3. Write the words under the anchor word and picture (**brim**, **crib**, or **print**) that match.
4. C heck to make sure it looks right and sounds right.

prep brick crop
crab prom brat

brim 	crib 	print 



ACTIVITY GUIDE

Episode 110: People and Places in my School

Book: *My School Community* by Bobbie Kalman

Scan below to watch lesson



Build It

Cut out the letters. Use them to build words with 2 letters, 3 letters, 4 letters, and 5 letters. Write the words in the column that matches the number of letters in the word. (An example is done for you with the word on.)

2 letters	3 letters	4 letters	5 letters
on			

The mystery word is: _____

HINT: You might find one of these next to a school

u

o

a

l

r

d

n

g

y

p



ACTIVITY GUIDE

Episode 201: Stories and the Sky

Scan below to watch lesson



Read It

Read the rhyme out loud.

Look up at the sky.
What do you see?
Is it wet, or is it dry?
Is it black, blue, gray or pink?
Give it a try, and tell me what you think.

Try It

Use what you learned about the dr, tr, gr blends to read these words aloud. Stretch the sounds and then blend them together quickly (e.g., dr-i-p---drip). If you know the word, just say it!

drip	d r i p	drip
green	g r e e n	green
tree	t r e e	tree

Foundational Skills

R Blends - dr gr tr

A blend is when two letters can be sounded out separately but can also be said together to make a sound.

Circle the words in the rhyme with the R blend.

High Frequency Words

These high frequency words contain R blends.

try great

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.



ACTIVITY GUIDE

Episode 202: Up in the sky!
Writing a Narrative Story
Book: *Genius Gia and the Solar Fountain* by Julia Lindsey

Scan below to watch lesson



Read It

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. _____

Write It

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?



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



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ACTIVITY GUIDE

Episode 203: Day and Night Sky
Book: *Day and Night* by Patricia Armentrout



Read It

Look back at your ideas for a narrative story about a time when the daytime or nighttime sky was an important part of the story (activity guide 202). Use the story map to organize your ideas.

	Title:
who	Characters:
where/when	Setting:
	Goal:
	Problem:
what/how	Plot: First, Then, Next, And then, Finally,
	Resolution:
	Theme



ACTIVITY GUIDE

Episode 204: S Blends Under the Sun

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 205: The Reason for the Seasons

Book: *The Reason for the Seasons* by Ellie Peterson

Scan below to watch lesson



Writing Process

Revising: When writers make changes so their writing is: more clear, better organized, or more interesting.

Revising can be:

- adding words, sentences, and details

OR

- Taking out words, sentences, and details

When revising your story, draw a *caret* (▼) where you want to add words or sentences.

Revise It

Look back at the story you have been writing about the daytime or nighttime sky. Practice revising your work by adding or taking out words, sentences and details.

Draw It

Illustrations or pictures are a very important part to your story. Draw a picture that goes along with your story.



ACTIVITY GUIDE

Episode 206: S'More S Blends and Writers ans Revisers

Book: *The Reason for the Seasons*
by Ellie Peterson

Scan below to
watch lesson



Words to Know

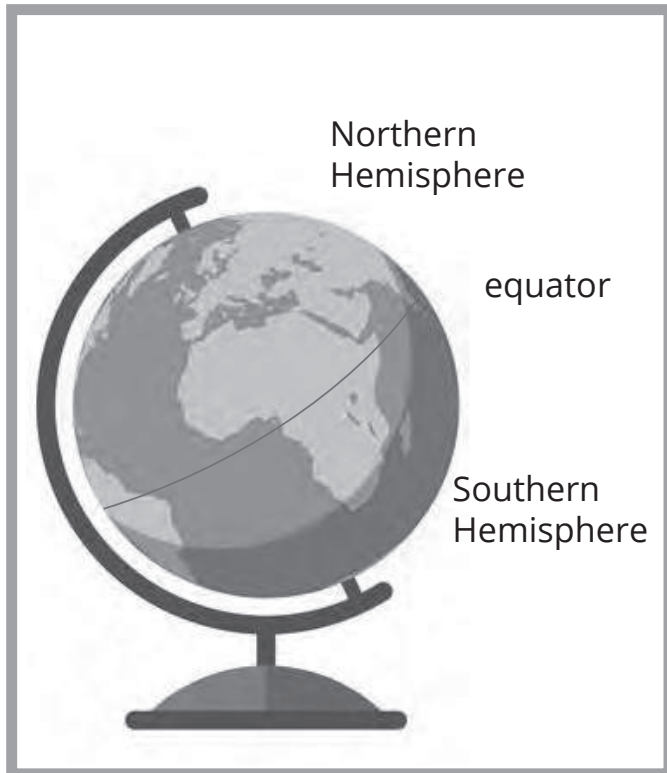
equator - The imaginary line around the middle of the Earth

hemisphere - a half of a sphere or ball

opposite - completely different or located at another side or end

rotate - to move or spin from the center or axis in a circular motion

tilt - when an object is a little bit higher on one side than it is on the other side



Write It

Use the words from above to fill in the blanks.

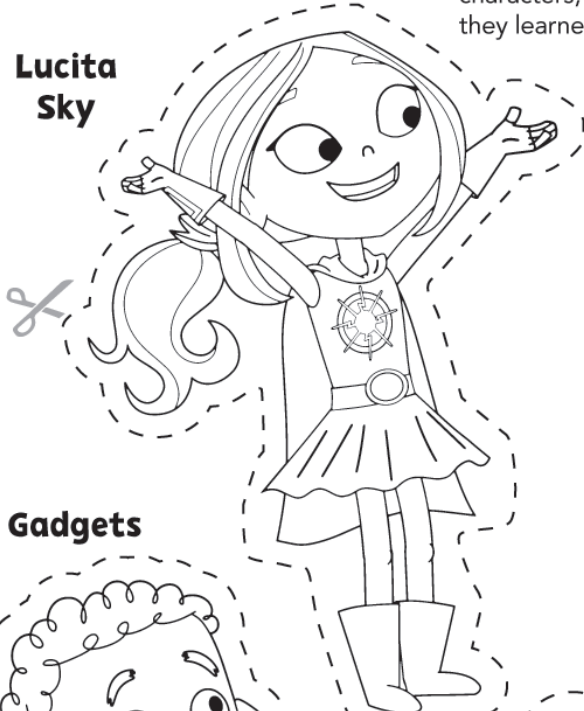
The _____ separates the northern and southern _____(s). We have day and night because the Earth _____(s) on its axis. We have the seasons because the Earth is _____(ed). If it is summer in the northern hemisphere then it is winter in the southern hemisphere. That is because the northern and southern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



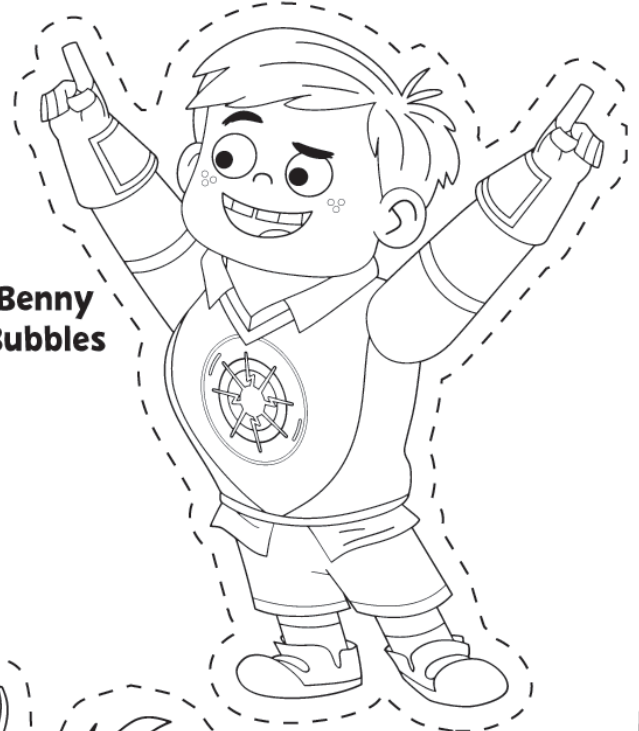
Storytelling Puppets

Directions: Color and then cut out the character puppets. Glue each puppet onto a popcicle 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!

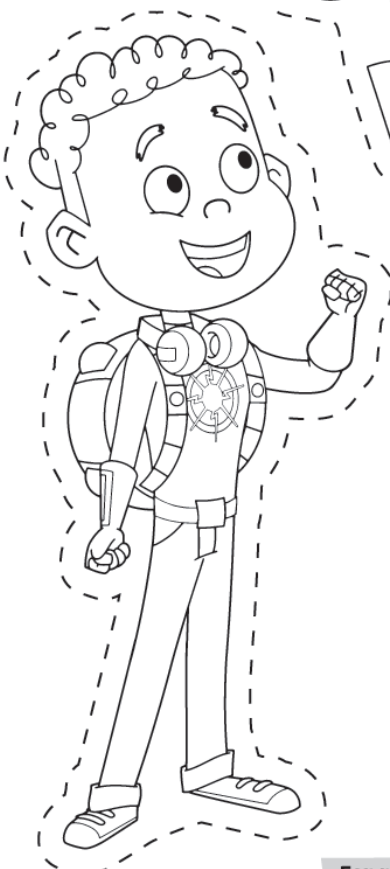
Lucita Sky



Benny Bubbles



AJ Gadgets



Sara Snap



Fur Blur

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Funding for Hero Elementary is provided by a Ready To Learn grant from the U. S. Department of Education. Additional funding made possible by ABCmouse.com and Target.



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ACTIVITY GUIDE

Episode 207: Giving Feedback on Our Stories

Scan below to watch lesson

Write It

After hearing or reading a text, it is helpful to give feedback to the author. You can help by telling something you like, giving a suggestion, and asking a question.

Try using these to help give a friend feedback:

Something I especially like

A suggestion I have

A question I have

Revise It

After receiving feedback on a story that you wrote, go through each feedback sentence and locate the part that is described in your writing. Use the suggestions and questions to add details and clear up questions.

Edit It

After you have made changes to your writing, reread your story and use a checklist to check for spelling, capitalization, and punctuation.

Editing Checklist

Spelling	
<input type="checkbox"/>	spelled correctly words I have been taught
<input type="checkbox"/>	used letter sounds to spell words I have not been taught
Capitalization	
<input type="checkbox"/>	capitalized the first word of each sentence
<input type="checkbox"/>	capitalized dates and names of people
Punctuation	
<input type="checkbox"/>	used a period (.), question mark (?), or exclamation point (!) at the end of each sentence
<input type="checkbox"/>	used commas (,) in dates and after words in a list

This checklist is based on CCSS expectations for end of grade 1.

Image from *Inside Information: Developing Powerful Readers and Writers of Informational Text Through Project-Based Instruction*. Used with permission from Dr. Nell K. Duke and Scholastic.



ACTIVITY GUIDE

Episode 208: Authors Share Writing

Scan below to watch lesson

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.

star spend swam spin sweater storm swim spot stop

sp	sw	st

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.



Synonym or Antonym?

Name _____

A Card Game

Becky's friend Violet loves to play cards. You can play a card game using synonyms and antonyms. You'll just need to create a set of cards and then spread them out upside down to play. Here's how!

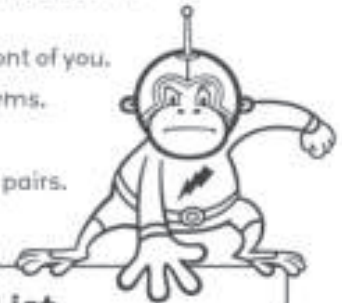
Remember, ask someone to lend a hand if you need help to come up with words, write the words, or cut out your cards. You can even make this a two person game by working together to find the synonym or antonym word pairs.

1. Take a piece of paper and fold it in half four times. When you open it, you'll see there are 16 rectangles on the paper.
2. Then, make up a list of 8 sets of words with a synonyms or antonym pair (we started a list for you below)



- a. A synonym is a word that means the same thing as another word.
For example, fast and rapid mean the same thing.
- b. An antonym is a word that means the opposite of another word.
For example, hazy and clear mean the opposite of one another.

3. Using just one side of the paper, write one word from your word pairs in each blank rectangle.
4. Cut out the rectangles. Now you have cards with words on one side and nothing on the other side.
5. Mix up the cards and place them face down in front of you.
6. Turn over pairs of cards to find pairs of synonyms or antonyms.
7. When you find a pair, put it to the side.
8. Keep going until you've found all the synonym or antonym pairs.



My Synonym or Antonym List

Word	Synonym	Antonym
Unruly	Disordered	
Repulsive		Attractive
Adhesive	Sticky	
Include		Exclude



ACTIVITY GUIDE

Episode 209: It Came From Outer Space

Book: *It Came From Outer Space* by Henry Barker

Scan below to watch lesson

Words to Know

galaxy - a collection of gas, dust, billions of stars, and their solar systems

constellation - a group of stars that looks like a particular object or shape up in the sky

atmosphere - the layer of air that protects the earth like a jacket

meteor - is a rock or piece of metal that enters the earth's atmosphere and burns up creating a flash of light

meteorite - a meteor that survives the trip through the earth's atmosphere and lands on earth.

Think About It

What type of things do you see in the sky during the daytime?

What type of things do you see in the nighttime sky?

Are they the same or different?

Write It

Write your answers to the questions above. If it makes sense, use a word from the **Words to Know** section in your answer.

Draw It

Draw a picture of something you see in the day or night time sky.



ACTIVITY GUIDE

Episode 210: Traveling Through Space

Scan below to watch lesson



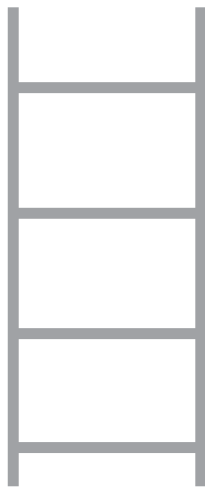
High Frequency Words

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

Or When What

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.



Had

Change the **nd** to a **mp**

Add a **t** after the **s**

Change the **h** to a **s**

Add an **n** before the **d**

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.

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

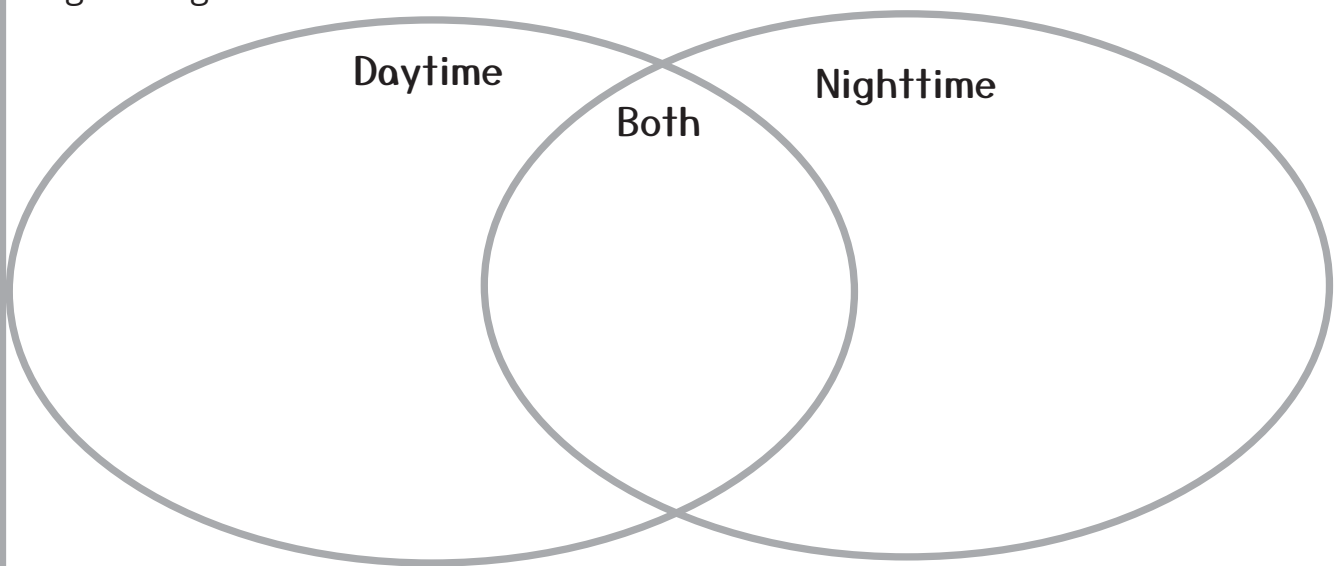
Episode 211: Astronaut Training
Book: *Astronaut Training* by Aneta Cruz

Scan below to watch lesson



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.



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.



ACTIVITY GUIDE

Episode 212: Sky Writing

Scan below to watch lesson



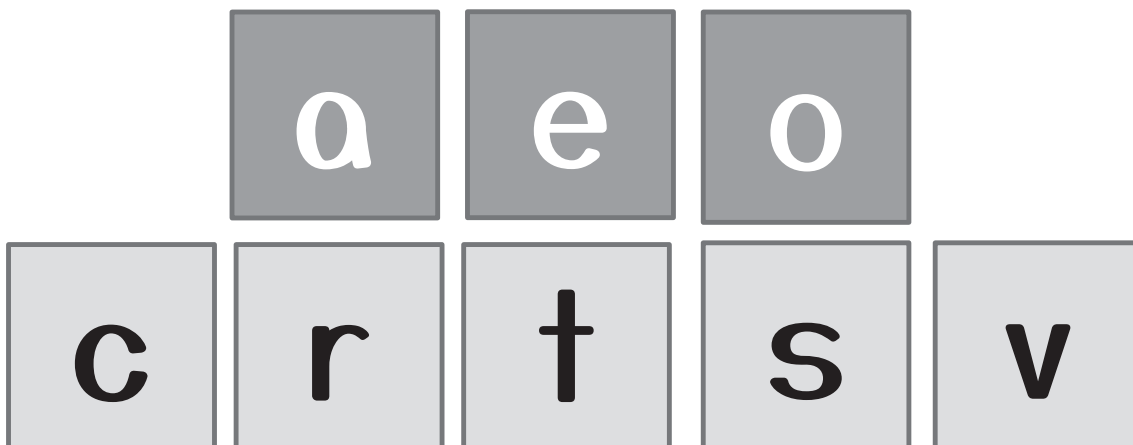
Mystery Word

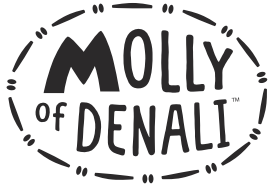
Cut out the letters or write them on scrap pieces of paper. Use them to build words with 2 letters, 3 letters, 4 letters, and 5 letters. Write the words in the column that matches the number of letters in the word. (An example is done for you with the word *at*.)

2 letters	3 letters	4 letters	5 letters
at			

The mystery word is: _____

Hint: it is a word that describes the sky and clouds





“Let’s Talk” & “Let’s Do” Cards

Instructions: Use these learning cards for quick, adult-led conversation and activity starters!

Teacher Tips

- **Know the goals of the show:** The learning goals for MOLLY OF DENALI are literacy and informational text.
- **Keep cards nearby:** Keep this sheet where you can access it quickly and easily.
- **View with a purpose:** Be deliberate when inviting your student to watch a PBS KIDS show. These cards can help by adding meaningful conversation and easy activities to their experience.
- **Together is better:** Cards are designed for both individual or group work, with a grownup guiding the conversation.



Let’s Talk!

What was Molly's question today?
How did she try to find an answer?

Let’s Do!

Find an answer to a question you have! Use informational text from a website, a book, the newspaper, or even a recipe to discover your answer.

Let’s Talk!

Molly lives in Alaska. What are some special things that Molly can do where she lives?

Let’s Do!

How far is the city where you live from Denali, Alaska? Look at a map to find out.

Let’s Talk!

Molly has special traditions in her family. Did you see any in this story? What traditions do you have?

Let’s Do!

Enjoy a tradition from your family—a recipe, a song, a celebration. How does it compare to Molly’s traditions?

Let’s Talk!

Who in MOLLY OF DENALI would you like to meet? Why?

Let’s Do!

Draw a picture of your favorite character for the local newspaper. Write a short caption or description below it.

Let’s Talk!

What Alaska Native word did you hear? What does it mean?

Let’s Do!

Learn a new word from another language. You could even learn a word from your own cultural heritage or another one you love.

Let’s Talk!

How did Molly share information in the story? What tools did she use to do this?

Let’s Do!

Share something important about your day with a family member, without talking to them directly! You could send a text, make a video/vlog, or write a letter.

Find activities and resources at pbslearningmedia.org



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ACTIVITY GUIDE

Episode 213: The Night Sky and Ending Blends



Word Ladder

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 6: Take away the **p** →

Step 6: Change the **i** to a **u** →

Step 5: Take away the final **e** →

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

Step 3: Change the **m** to a **p** →

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

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

Start here →



wind



ACTIVITY GUIDE

Episode 214: St- for Star and More S-Blends

Scan below to watch lesson



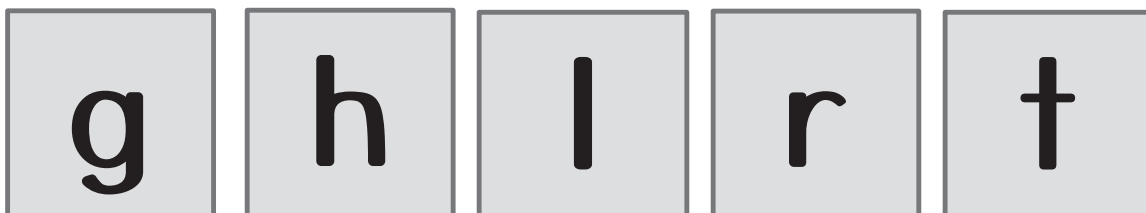
Mystery Word

Cut out the letters or write them on scrap pieces of paper. Use them to build words with 2 letters, 3 letters, 4 letters, and 5 letters. Write the words in the column that matches the number of letters in the word. (An example is done for you with the word *at*.)

2 letters	3 letters	4 letters	5 letters	9 letters
at				

The mystery word is: _____

Hint: it is a word connected to the night sky.





ACTIVITY GUIDE

Episode 215: Ending Blends and Facts About Space

Book: *Stars* by Adrienne Edwards and Ron Edwards

Scan below to watch lesson



High Frequency Words

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

all from

Phonics Skills

adjective: words that describe things.

Adjectives make our writing more interesting and helps the reader make a picture in their minds.

Read It

Use the table of contents from the book, Smart Words Beginning Reader: Stars, by Adrianna Edwards & Ron Edwards, to answer the following question.

Table of Contents	
Chapter 1: What Is a Star?	2
Use Your Smart Words	10
Chapter 2: A Star Is Born	12
Use Your Smart Words	20
Chapter 3: Stargazing	22
Use Your Smart Words	30
Smart Words Glossary	31
Use Your Smart Words Answers	32

What page would you look at if you wanted to know how a star begins?

Write It

Use an adjective from the word box to add to the sentences about things found in the sky.

cold honking bright white

I see stars.

I see _____ stars.

I see snow

I see _____ snow

I hear geese.

I hear _____ geese.

I feel rain.

I feel _____ rain.



ACTIVITY GUIDE

Episode 216: Our Round, Round World and Plurals

Book: *It's a Round, Round World* by Ellie Peterson



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,

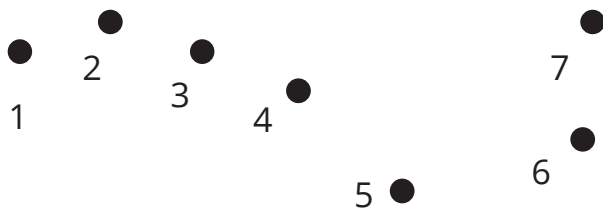
Singular (1): glass

Plural (more than 1): glasses

Try It

A **constellation** is a group of stars that forms a shape or picture.

Connect the dots to see the Big Dipper Constellation shape.



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



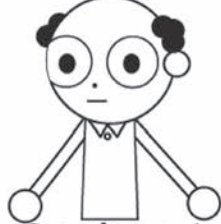
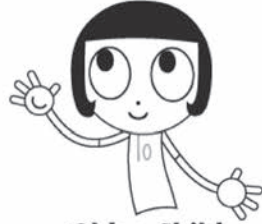
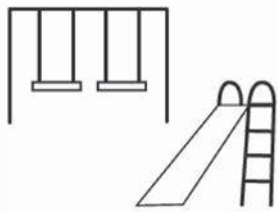


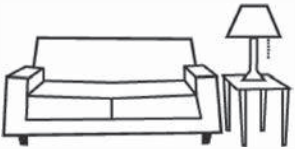
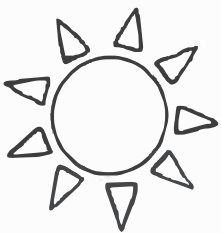







Observation means to notice or see, or watch or listen carefully.

Find somewhere where you can use your senses to make some observations. Write what you hear 🗣️, see 👁️, smell 🤧, or feel 🖐️.



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



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Super Storytelling

Name

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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Alma's Way

Arthur

Family Math

Hero Elementary

Let's Go Luna

Martha Speaks

Molly of Denali

PBS KIDS

PBS SoCal

Ready Jet Go

Sid The Science Kid

Super Why

Word Girl

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