



**Michigan  
LEARNING  
CHANNEL**  
A PUBLIC MEDIA PARTNERSHIP

# SUMMER!

**FUN ACTIVITY BOOK**



**LOWER  
ELEMENTARY**



On TV. Online. Statewide. VISIT [MichiganLearning.org](http://MichiganLearning.org)

# 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**.



*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.*

# 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!



## 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.



## 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.



## 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](https://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](https://MichiganLearning.org/SummerSurvey)





# Dates and Themes

**The summer program runs from June 24 to August 18, 2024.**

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

## **Take Flight (June 24-30):**

From planes and kites to butterflies and birds, discover the fables and physics of things that fly.

## **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.

## **Heroes (July 8-14):**

Celebrate our nation's birthday and the people we call heroes, whether they are veterans, everyday helpers, or the kind who wear capes.

## **Creatures (July 15-21):**

From the prehistoric to the present, learn about the fascinating features of creatures near and far.

## **Engineering (July 22-28):**

Meet the people who design bridges, cars, and video games and learn how to think like an engineer.

## **Great Outdoors (July 29 - August 4):**

Explore the world outside your door and the incredible parks and waters that belong to us all.

## **When I Grow Up (August 5-11):**

All summer we'll learn about different careers—this week, think about all the exciting possibilities in your future!

## **Shoot for the Stars (August 12-18):**

Look up at the night sky and into outer space and meet people who risked everything to follow their dreams.



On TV. Online.  
Statewide.

Learn more about the Michigan Learning Channel at  
**Facebook Live at [fb.me/michlearning](https://fb.me/michlearning)**  
**[www.michiganlearning.org/summer](https://www.michiganlearning.org/summer)**

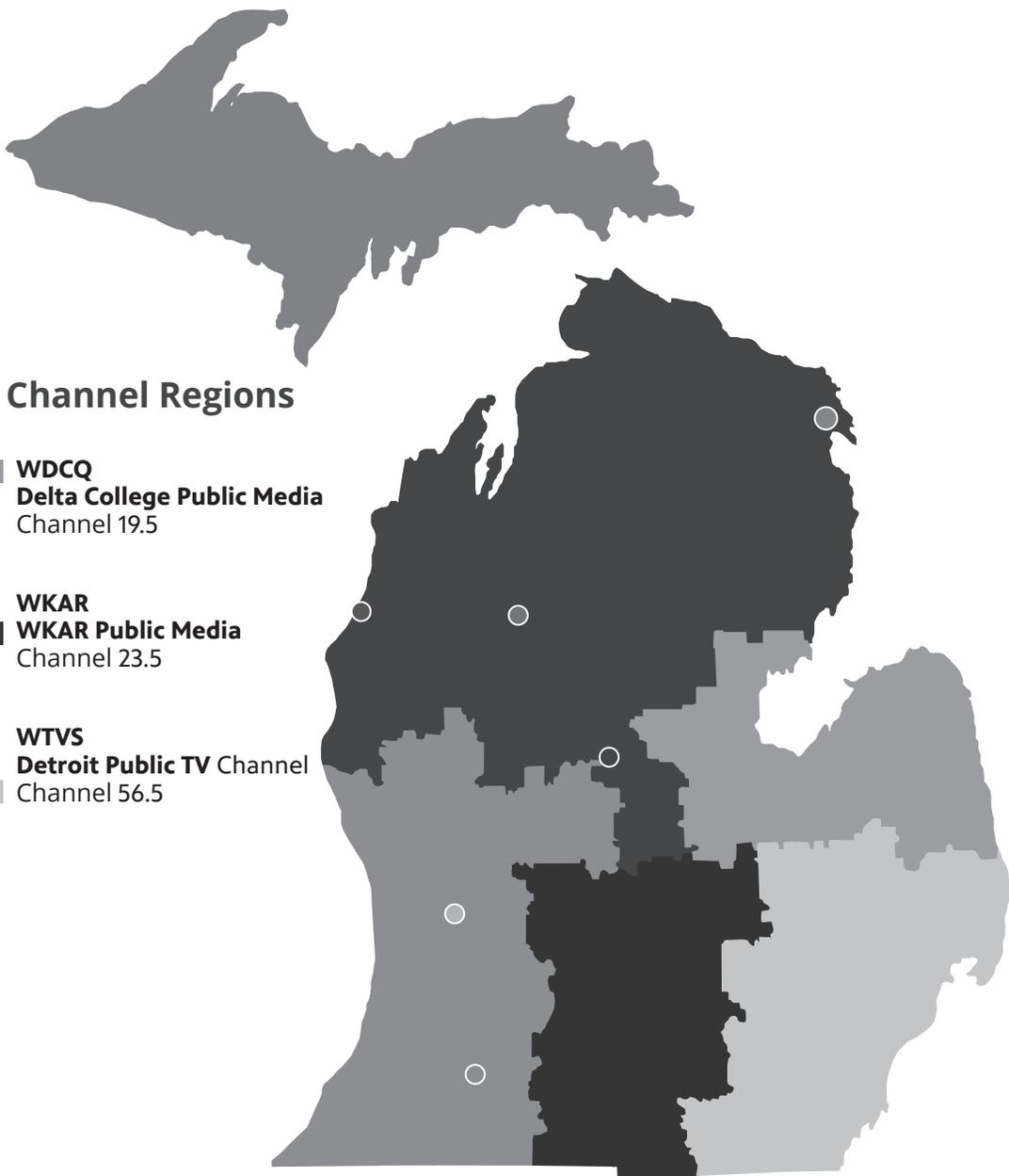
   Follow @MichLearning on social media to find out more.

# Local Events



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](https://MichiganLearning.org/Coordinators) to learn more about our Engagement Coordinators and see their local event schedules by region.**



## Michigan Learning Channel Regions

■ **WNMU**  
**WNMU-TV**  
Channel 13.4

■ **WCMU**  
**Alpena**  
Channel 6.4

■ **WGVU**  
**Grand Rapids**  
Channel 35.6

■ **WDCQ**  
**Delta College Public Media**  
Channel 19.5

■ **WKAR**  
**WKAR Public Media**  
Channel 23.5

■ **WTVS**  
**Detroit Public TV** Channel  
Channel 56.5



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**[www.michiganlearning.org/summer](https://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](https://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](https://MichiganLearning.org/live-tv)

## On TV:

Find us on broadcast television with an antenna



On TV. Online.  
Statewide.

Learn more about the Michigan Learning Channel at  
**Facebook Live at [fb.me/michlearning](https://fb.me/michlearning)**  
**[www.michiganlearning.org/summer](https://www.michiganlearning.org/summer)**

   Follow @MichLearning on social media to find out more.



# WEEKDAY SUMMER SCHEDULE

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

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**WATCH on the Michigan Learning Channel.**  
Episodes are available on-demand or stream the channel at [MichiganLearning.org/summer](https://MichiganLearning.org/summer)

Visit [MichiganLearning.org](https://MichiganLearning.org) and follow [@MichLearning](https://twitter.com/MichLearning) on social media to find out more.





# App Learning Goals

## MULTIPLE LEARNING GOALS GRADES PK-2



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

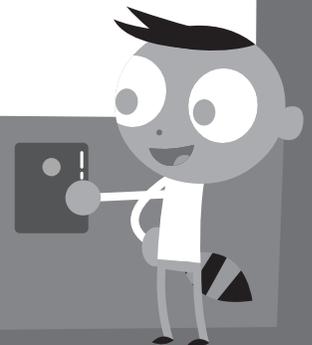


Thousands of free videos from PBS KIDS, the #1 educational media brand for kids.

App	Grade	Learning Goals
Daniel Tiger for Parents (for parents & caregivers)	PK-K	Emotions, Self-Awareness & Relationships
Jet's Bot Builder	K-2	Science & Engineering
Molly of Denali	K-2	Literacy
Nature Cat's Great Outdoors	K-2	Science
PBS KIDS ScratchJr	1-2	Critical Thinking & Coding
PBS Parents Play & Learn	PK-K	Literacy & Math
Photo Stuff with Ruff	K-2	Science
Play and Learn Engineering (for parents & caregivers)	PK-K	Science & Engineering
Play and Learn Science (for parents & caregivers)	PK-K	Science
Ready Jet Go! Space Explorer	K-2	Science
Ready Jet Go! Space Scouts	K-2	Science & Engineering
The Cat in the Hat Builds That!	PK-K	Science & Engineering
The Cat in the Hat Invents	PK-K	Science & Engineering



**FREE APPS**  
at [pbskids.org/apps](https://pbskids.org/apps)



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# Week 1: Take Flight

June 24-30

From planes and kites to butterflies and birds, discover the fables and physics of things that fly.

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/takeflight](http://www.michiganlearning.org/takeflight) to see the playlist of videos for this week.

Be a pollinator with Cyberchase	 Do 60 mins. of activity	 Read for 20 minutes	Make paper airplanes with Ready, Jet, GO!	Watch Read, Write, ROAR!
 Read 20 minutes	 Watch Math Might	 Look for birds	Spot a plane in the sky	 Do 60 mins. of activity
 Do 60 mins. of activity	Write about a place you want to travel to	 HAVE FUN! (Free Space)	 Fly a kite	 Read for 20 minutes
Watch Read, Write, ROAR!	Spot a helicopter in the sky	 Watch Math Might	Watch InPACT at Home	 Find a flower
Watch InPACT at Home	 Read for 20 minutes	Make a list of words you know about flying	 Do 60 mins. of activity	Go for a walk outside

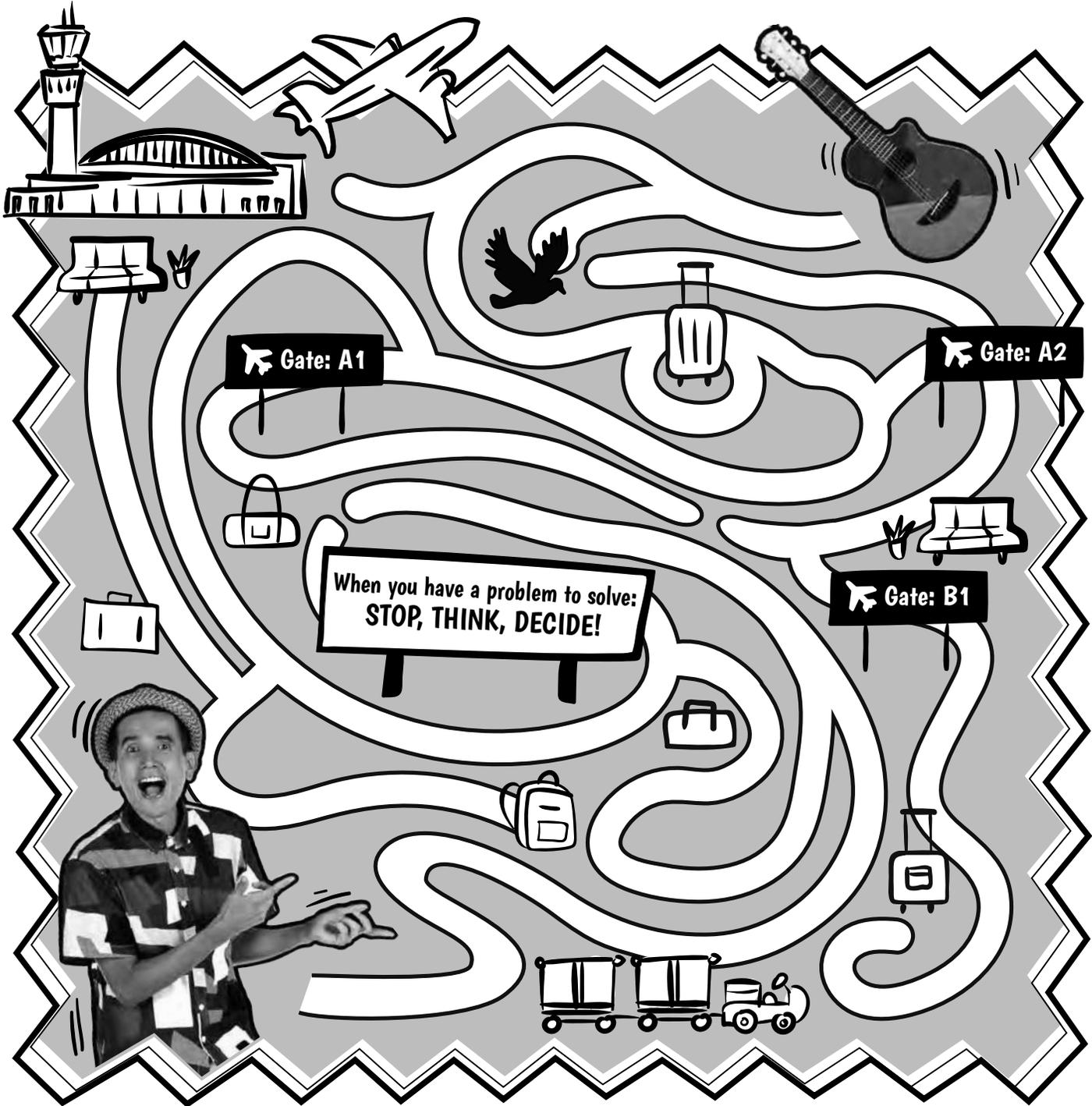


Episode 6, Christina, Andrés, and BoomBox meet an Airport Operations Manager



# Maze

Draw a line to help Andrés find the way to his missing guitar in the airport.



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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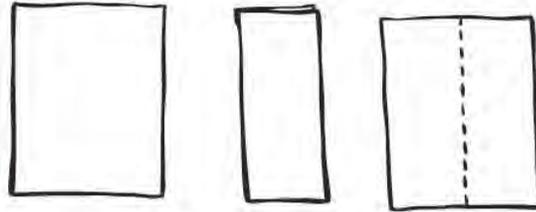
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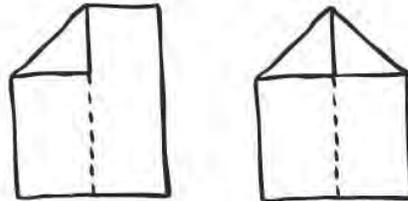


# Paper Airplane

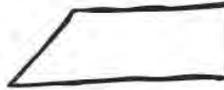
1. Fold paper in half the long way and reopen.



2. Fold the top two corners into the center spine of the paper.



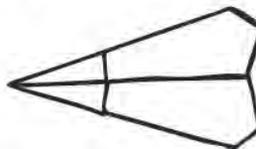
3. Refold lengthwise and rotate the paper to lay on the table like this:



4. Fold the top left corner down to lay parallel to the bottom spine. Repeat this step on the other side.



5. Turn the paper over and repeat the last two steps. Your airplane should look like this!



6. Now, try to fly it to the moon! How far can you make the airplane fly?

For more games and activities, visit [pbskidsforparents.org](http://pbskidsforparents.org)

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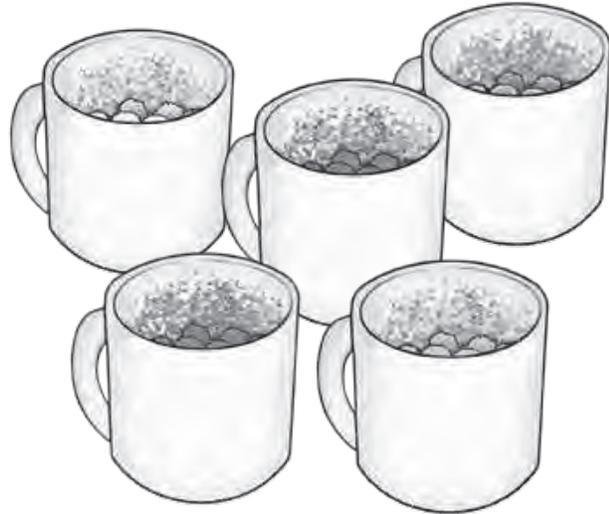
# Pollinators

## EXPLORE: Be a Bat!

Students model how bats and other pollinators help plants by spreading pollen from flower to flower.

### Materials:

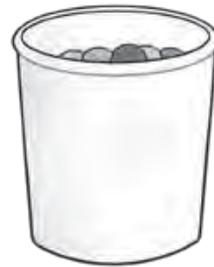
- **Cups**
- **Pompoms or cotton balls**
- **Colored sugar or confetti**  
Add food coloring to sugar or make confetti with a hole punch and tissue paper.
- **Kid-friendly tweezers**
- **60 second timer**



"FLOWERS"

### Instructions:

1. Coat the inside of several cups, each with a different color of sugar. These are your flowers.
2. Fill the cups halfway with small pompoms (nectar) that match the color of the sugar in that cup and place around the room.
3. Give each student a pair of kid-friendly tweezers to be their pollinator "nose" and their own cup where they can collect pompoms.
4. Start a timer for 60 seconds. Students need to collect as many different colored pompoms as they can by visiting all the cups around the room. Have each "pollinator" pick up the pompoms one at a time with their tweezers, lift them out of the flowers, and drop them in their own cups.
5. After 60 seconds, check the flower cups to see if any pollen (sugar) traveled from one flower to another. If the colors got mixed together, that means the flowers were pollinated.



TWEEZER  
"NOSE"





# ACTIVITY GUIDE

**Episode 202:** Up in the sky! and A Narrative Story

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?



# ACTIVITY GUIDE

**Episode 201:** Earth's Landforms and -tch words

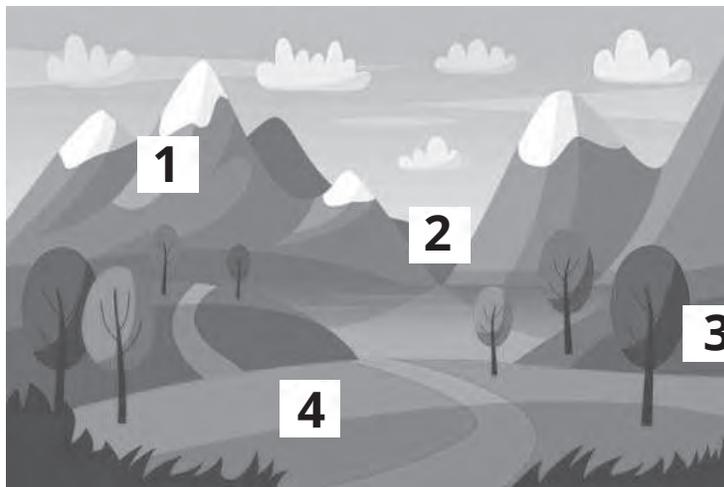
**Book:** *Earth's Landforms and Bodies of Water* by Natalie Hyde

Scan below to watch lesson



## 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.



# ACTIVITY GUIDE

**Episode 202:** More Prefixes and Saving the Trout

**Book:** *Underwater Adventures with Louis and Louise* by Stephen Schram

Scan below to watch lesson



## 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".

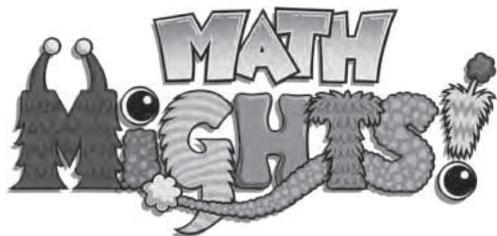
The prefix **fore-** means "before" or "in front of".

 Look for the trans- and fore- prefixes in your own reading.

## Write It

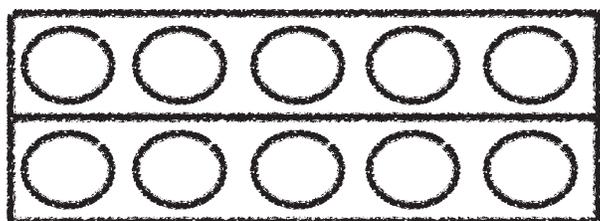
Break each word into syllables and write the word parts in the blanks provided.

word	syllables		meaning
foresee	fore	see	to see before it happens
forewarn			to warn before something happens
foremost			most important
transoceanic			to go across the ocean
transfix			to make something motionless
transplant			to move something from one place to another

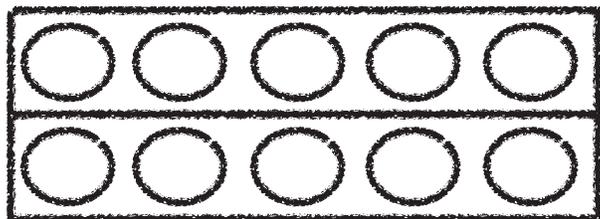
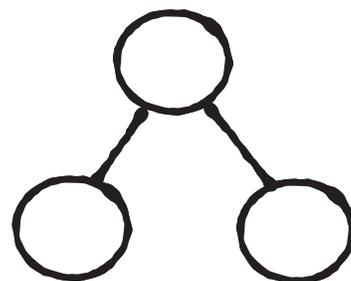


## 10 Frame Shake!

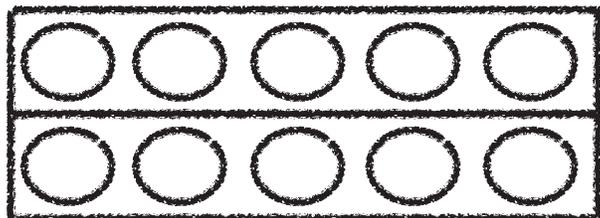
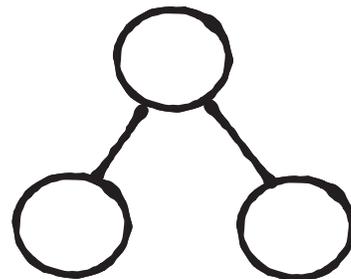
Shake a cup with 10 two-sided counters and dump it out. Count how many of each color you have and record it in the number sentence and number bond. Keep going until you have all 9 combinations for 10.



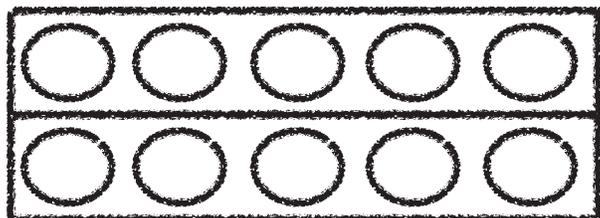
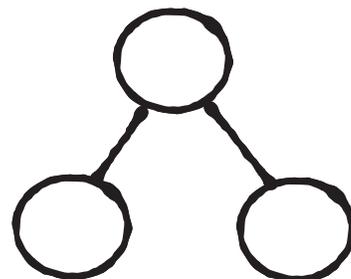
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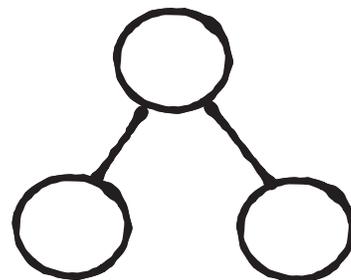
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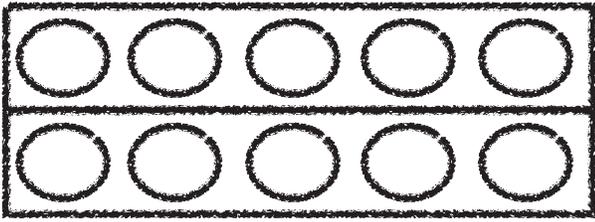


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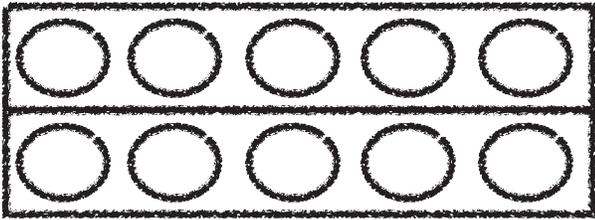
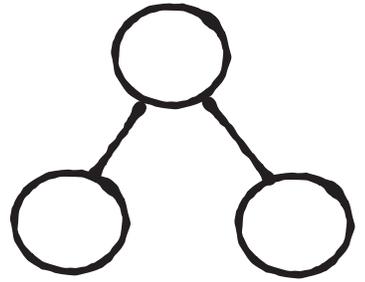


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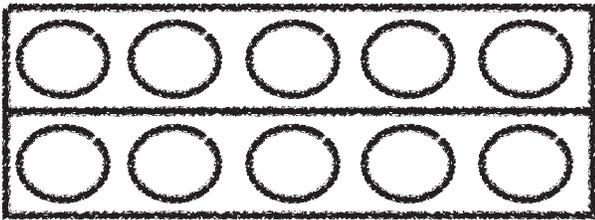
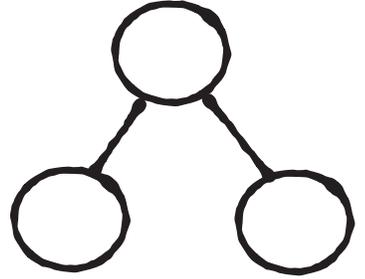




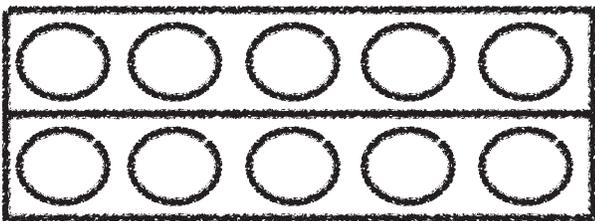
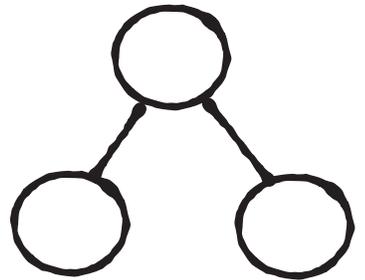
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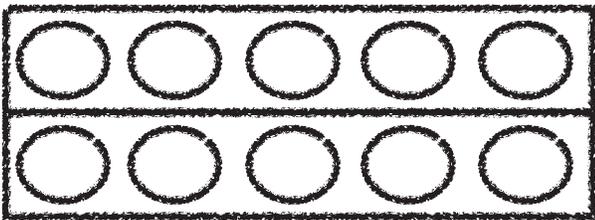
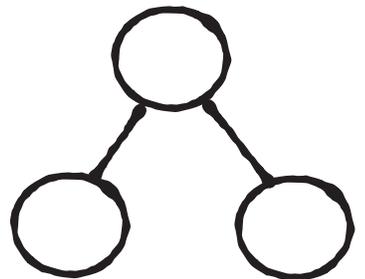
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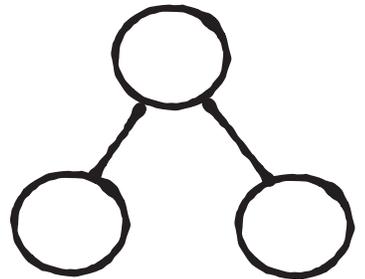
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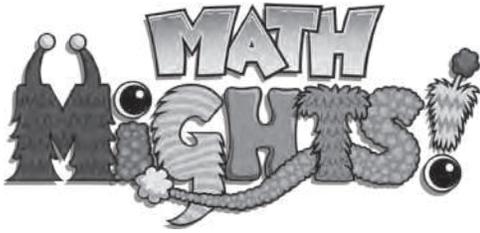


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$$\begin{array}{r} \underline{\hspace{2cm}} \\ + \underline{\hspace{2cm}} = 10 \end{array}$$





# 5 Way Challenge

Write the number 5 ways.

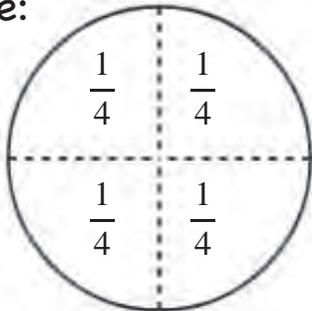
<p>356</p>	<p>Only Tens and Ones</p>
<p>A Base Ten Diagram</p>	<p>Word Form</p>
<p>Compose a Different Way</p>	<p>Expanded Form</p>



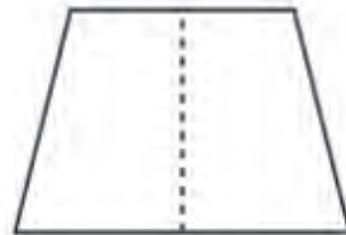
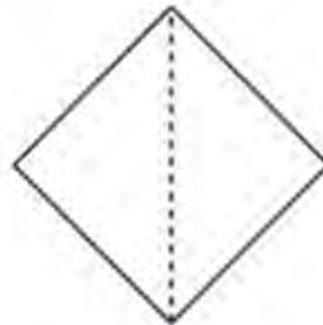
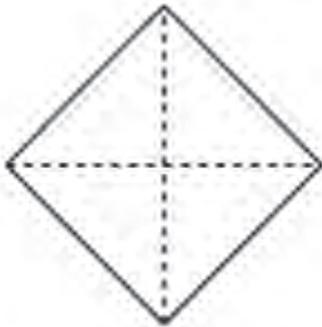
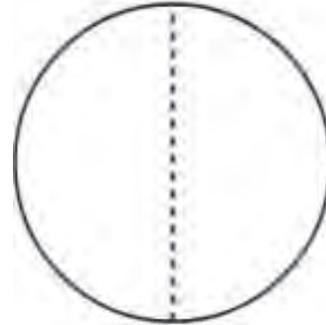
# Reading and Writing Fractions

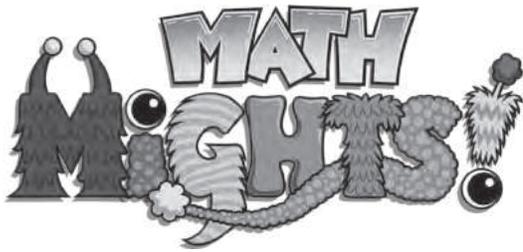
**Directions:** Label each part of the pictures and practice reading the fraction.

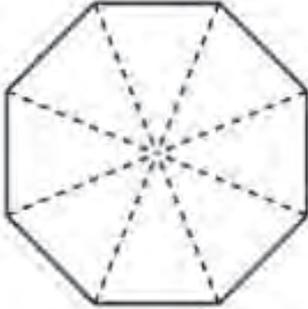
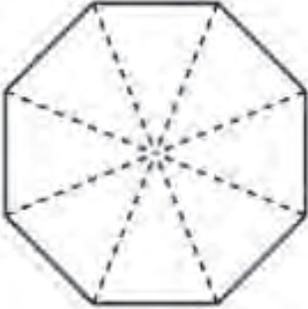
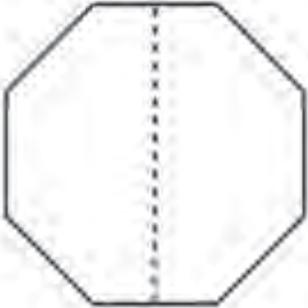
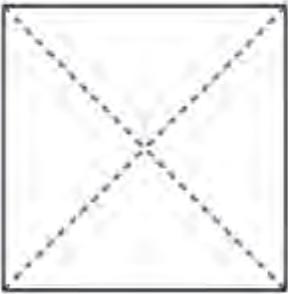
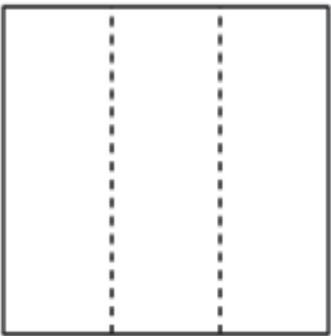
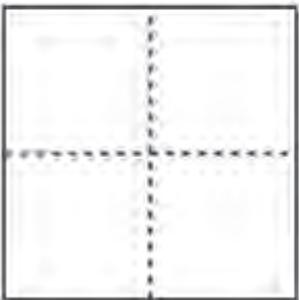
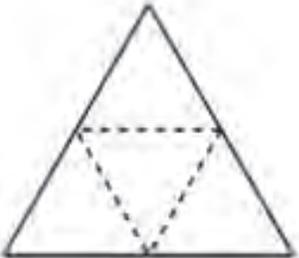
Example:



Practice reading: one fourth





# 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!



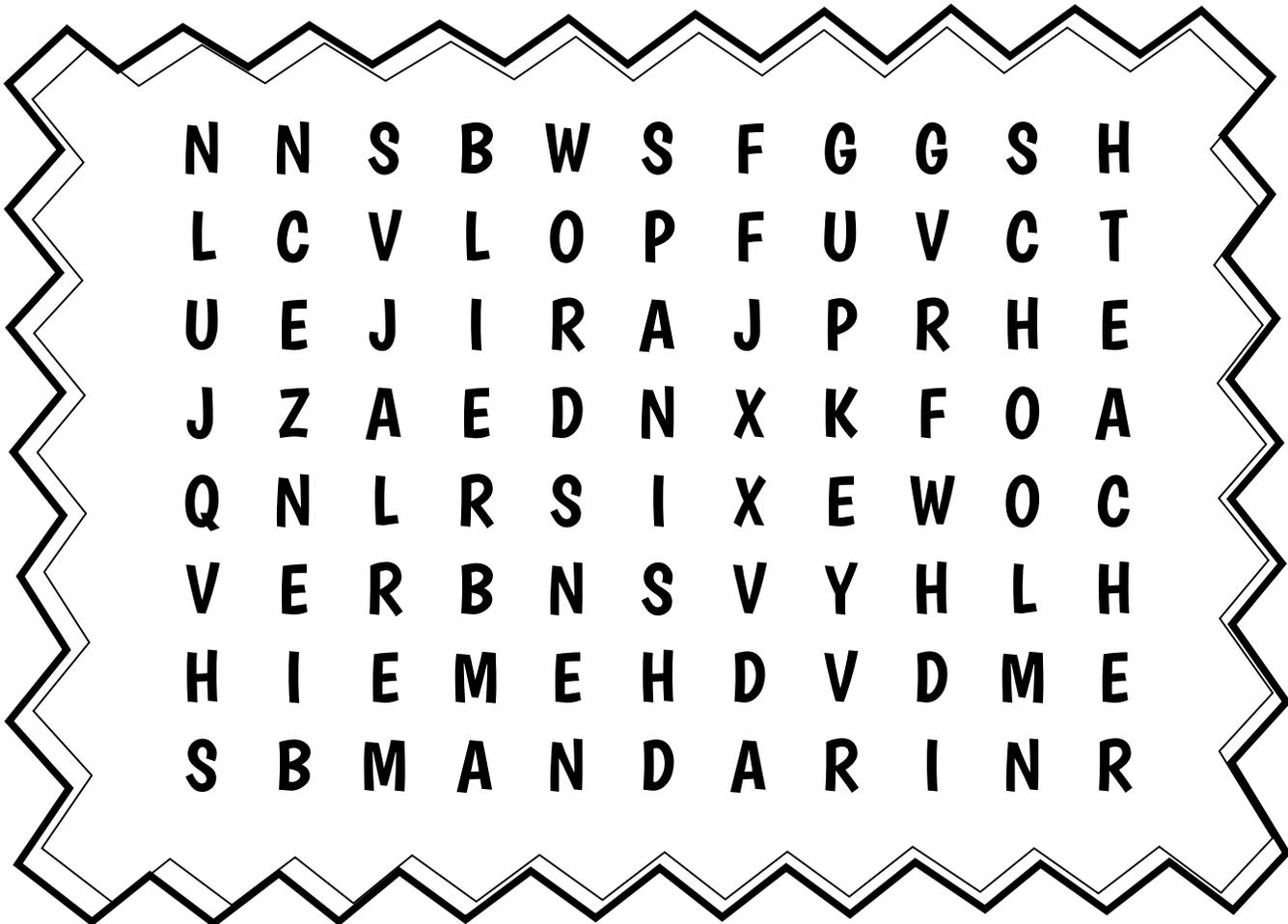
Scan the QR code or visit [www.michiganlearning.org/underwater](http://www.michiganlearning.org/underwater) to see the playlist of videos for this week.

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

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PRODUCED BY:



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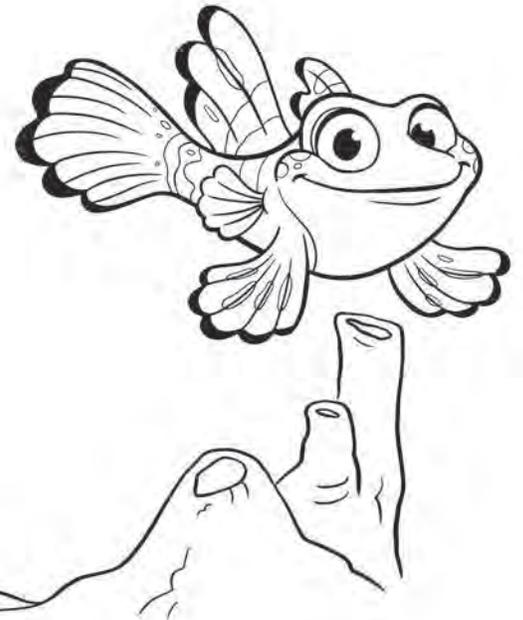
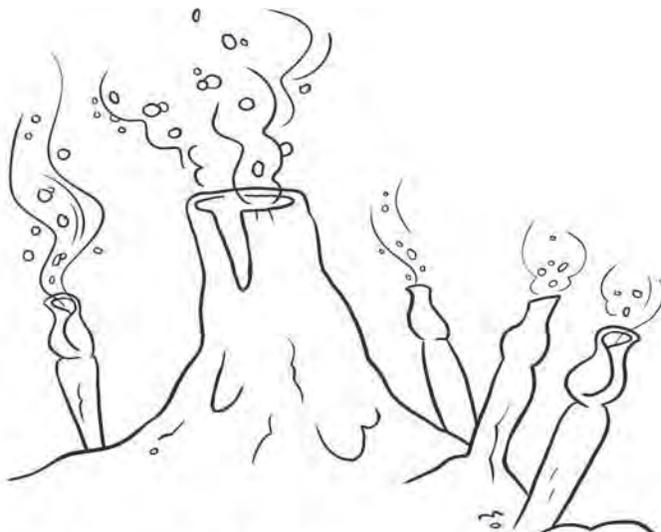
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Can you draw a deep sea fish with **BIG EYES**, a **BIG MOUTH**, and **LONG TEETH**?



### 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.



FUNDING PROVIDED BY:





# 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](https://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 \_\_\_\_\_

---

---

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# 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

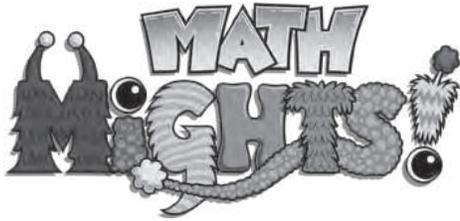
Combine each base word with the given suffix. Write the new word in the space provided and read each definition. Try using the new words in a sentence, and share them with a family member.

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:  $3 < 13$ ).

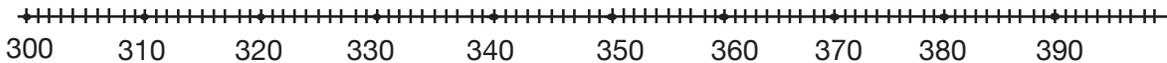
1.



Plot: **681, 618**

Compare (use  $<$ ,  $>$ , or  $=$ ) : \_\_\_\_\_

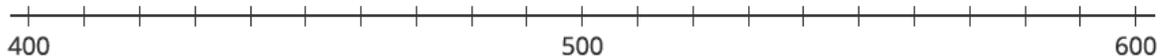
2.



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!

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

# Week 3: Heroes

July 8-14

Celebrate our nation's birthday and the people we call heroes, whether they are veterans, everyday helpers, or the kind who wear capes.

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/heroes](http://www.michiganlearning.org/heroes) to see the playlist of videos for this week.



Design a gadget with Hero Elementary	 Do 60 mins. of activity	 Read for 20 minutes	Make bubble mix	Watch Read, Write, ROAR!
 Read for 20 minutes	 Watch Math Might	Spot a mail truck outside	 Do a good deed	 Do 60 mins. of activity
 Do 60 mins. of activity	Draw a picture of your hero	 HAVE FUN! (Free Space)	Watch Meet the Helpers	 Read for 20 minutes
Watch Read, Write, ROAR!	 Do a good deed	 Watch Math Might	Watch InPACT at Home	Give yourself a superhero name
Watch InPACT at Home	 Read for 20 minutes	Try a new food	 Do 60 mins. of activity	Spot a fire truck outside



Episode 1, Christina and Andrés meet Marco, a Nurse Practitioner



# Coloring

While you listen, meet Christina, Andrés, BoomBox...

I wonder...  
How can Nurse Marco help  
Andrés feel better?



Andrés

BoomBox

Christina

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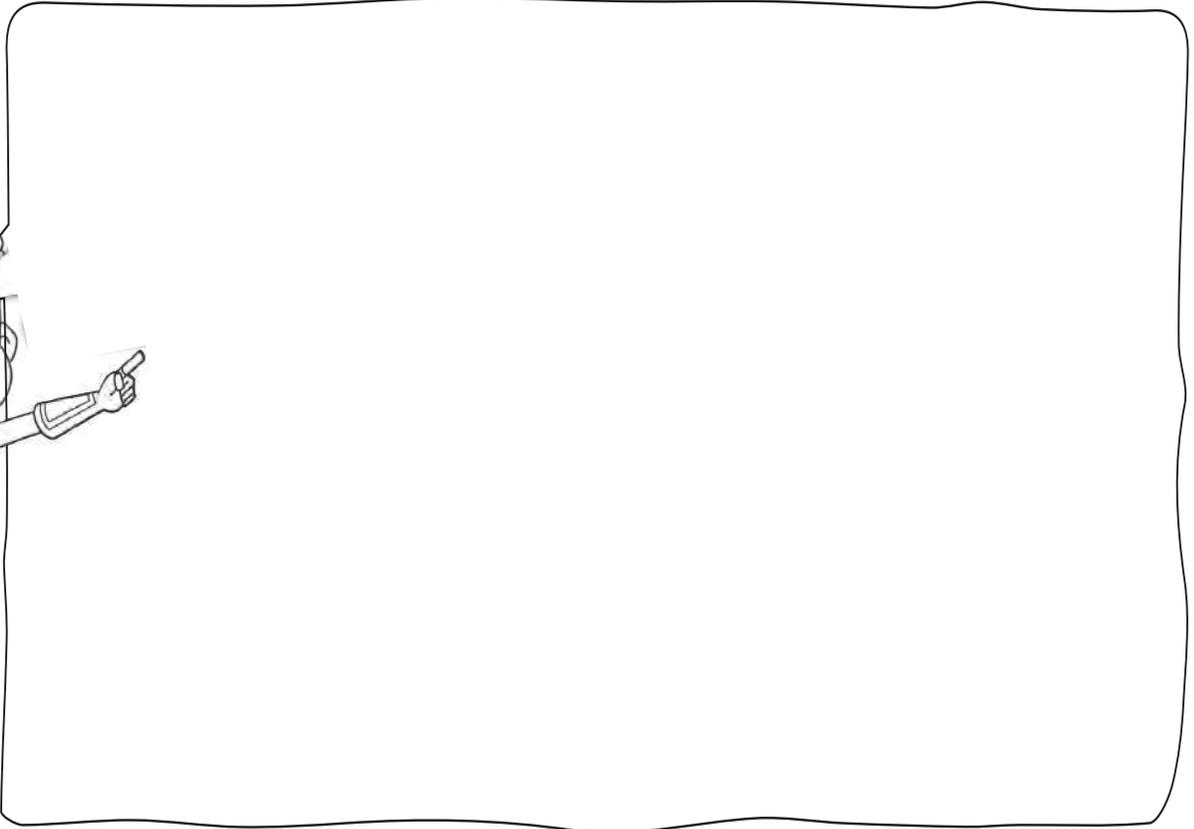


# Gadget Gurus

**Create a gadget!** AJ Gadgets makes super tools from everyday items. You can too! Create a gadget from recyclables. Think about AJ's greatest gadgets: Arm-O-Matic, Rope Launcher, Twigcam, Dragonfly Drone, Launcher, Lacer Racer, Tooth Brushing Gadget, Night Vision Goggles. Next, take some time to think about what you would like to build. Draw your ideas below. Then, gather objects to complete your design! Be sure to ask a grownup for help if you need it.

## What you need:

- **Pencil and eraser Recyclables:** cardboard boxes, plastic bottles, tin cans, newspapers/magazines, old toys, or other old objects (don't use if there are sharp edges)
- **Joiners:** tape, glue, string, wire, pipe cleaners
- **Decorators:** paint, crayons, markers, stickers, and other craft supplies
- **Cutters:** scissors, hole punchers, etc. Be sure to use a grownup helper!



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# Bubble Up!

## Make a bubble mix at home for some outdoor fun!

### What you need:

- 1/2 cup liquid dish soap
- 1/4 cup glycerin (from a pharmacy) or corn syrup (from a grocery)
- 2 cups water
- Bowl (or bucket)
- Spoon or chopstick

### What to do:

Pour water, dish soap, and glycerin (or corn syrup) into the bowl or bucket. Stir slowly to mix the liquids, but to keep bubbles from forming. Dip the wand you created (see below) into the mixture and blow bubbles!

## Create a Wand!

### What you need:

- Pipe cleaners
- Your choice of the following:
  - wire coat hanger
  - cookie cutters
  - old sandbox or beach toys
  - kitchen utensils (ask a parent first!)
  - fly swatter

### What to do:

AJ Gadgets makes tools from everyday things and you can too! Create a bubble wand – small or supersized. The larger the bubble wand, the larger the bubbles!

### A bubble wand has two parts:

1. A shape (circle or square) with a hole in the middle
2. A handle

Use pipe cleaners or wire to attach the two parts of the bubble wand. Dip the wand into the bubble mixture you created (see above) and blow bubbles!

Find more games and activities at [pbskids.org/heroelementary](https://pbskids.org/heroelementary)



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# ACTIVITY GUIDE

Episode 206: Earth's Hemispheres and Character Dialogue

Scan below to watch lesson



## Words to Know

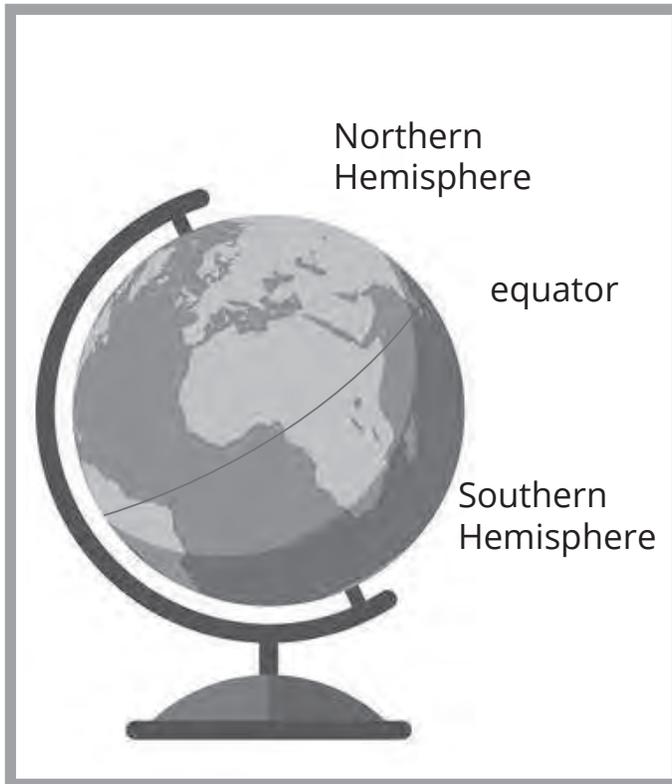
**equator** - The imaginary line around the middle of the Earth

**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.



# ACTIVITY GUIDE

**Episode 205:** Earthquakes, Eruptions and Making Words

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

Scan below to watch lesson



## 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.

earthquake volcano tsunami landslide



wave

\_\_\_\_\_



slide

\_\_\_\_\_



erupt

\_\_\_\_\_



shake

\_\_\_\_\_



# ACTIVITY GUIDE

**Episode 205:** Prefixes and Saving the Salmon Part 1

**Book:** *Come Back, Salmon* by Molly Cone

Scan below to watch lesson



## 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.

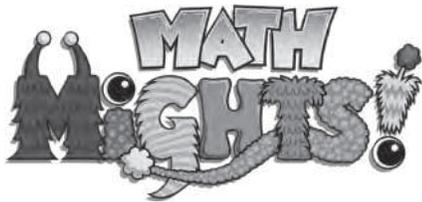
after-  
later or after

under-  
below or less

## Try It

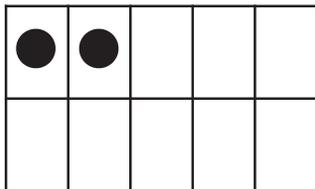
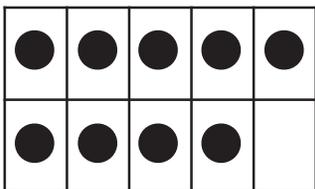
Combine each base word with the given prefix. Write the new word in the space provided and read each definition. Try using the new words in a sentence, and share them with a family member.

base word	prefix	new word	meaning
effect	after-		result that happens after some time has passed
eat	over-		eat less than you should
thought	after-		something you think about later
ground	under-		below ground

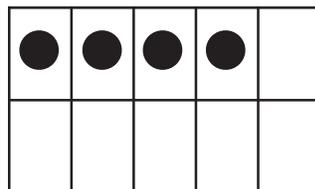
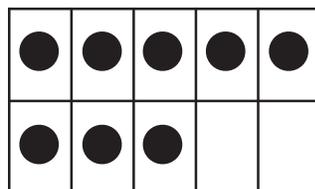


# Make a 10 With D.C.

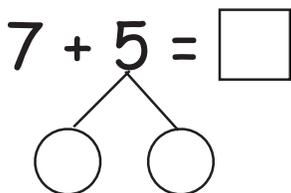
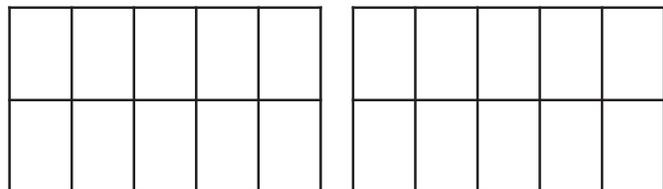
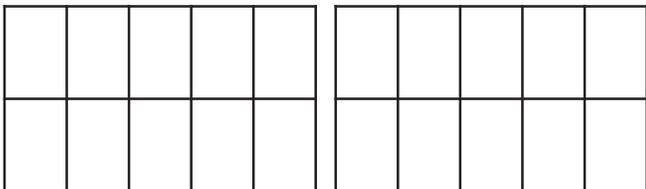
Directions: Use the ten frames to make 10. Solve the addition problem.



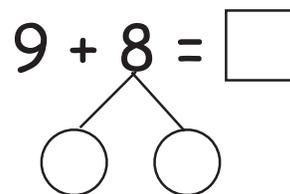
\_\_\_ + \_\_\_ = \_\_\_



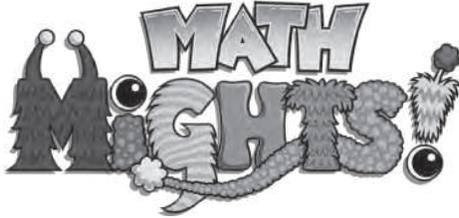
\_\_\_ + \_\_\_ = \_\_\_



\_\_\_ + \_\_\_ = \_\_\_



\_\_\_ + \_\_\_ = \_\_\_



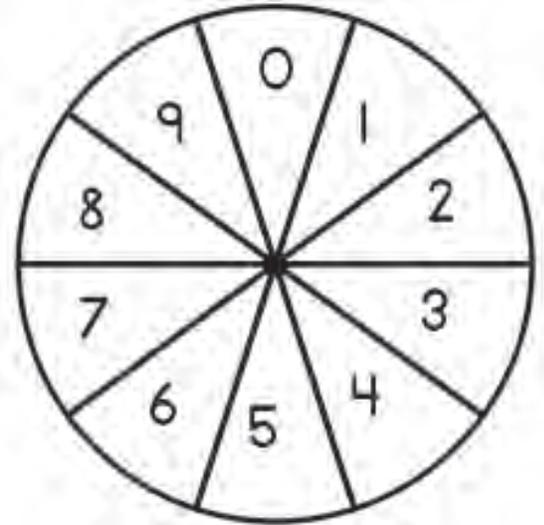
# Which is Greater?

## 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 the place value board 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!

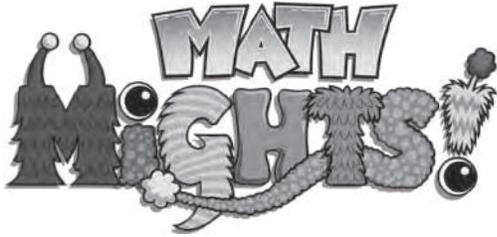


Round	Player 1	Symbol < > =	Player 2	Winner
1				
2				
3				
4				
5				

# Place Value Boards

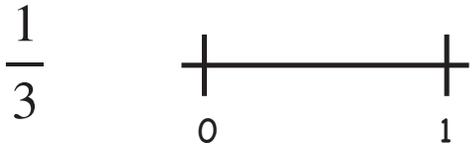
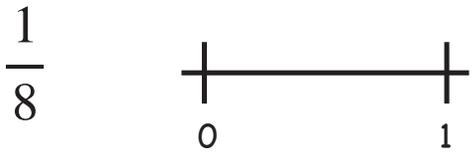
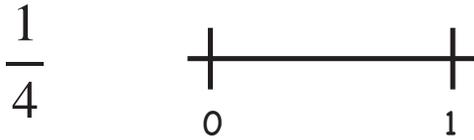
hundreds	tens	ones

hundreds	tens	ones



# Locate the Fraction

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



# Week 4: Creatures

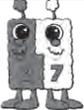
July 15-21

From the prehistoric to the present, learn about the fascinating features of creatures near and far.

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/creatures](http://www.michiganlearning.org/creatures) to see the playlist of videos for this week.



Invent a creepy cool creature	 Do 60 mins. of activity	 Read for 20 minutes	Catch a firefly	Watch Read, Write, ROAR!
 Read 20 minutes	 Watch Math Might	Make tracks with clay	How many creatures can you name?	 Do 60 mins. of activity
 Do 60 mins. of activity	Make a Rube Goldberg Machine	 HAVE FUN! (Free Space)	 Track the weather	 Read for 20 minutes
Watch Read, Write, ROAR!	 Go fishing	 Watch Math Might	Watch InPACT at Home	 Go bird watching
Watch InPACT at Home	 Read for 20 minutes	Write a story about a creature	 Do 60 mins. of activity	Move like a dinosaur



Episode 8, Christina, Andrés, and BoomBox meet a Veterinarian



# Color By Number

1=Brown 2=Green 3=Blue 4=Yellow 5=Red



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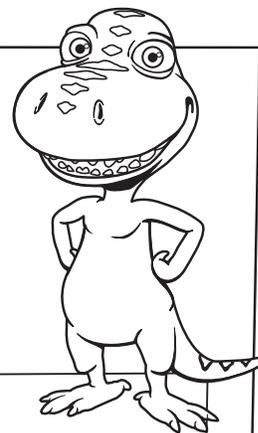


DESIGNED BY:





# 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 **Hesperonis**  
(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)

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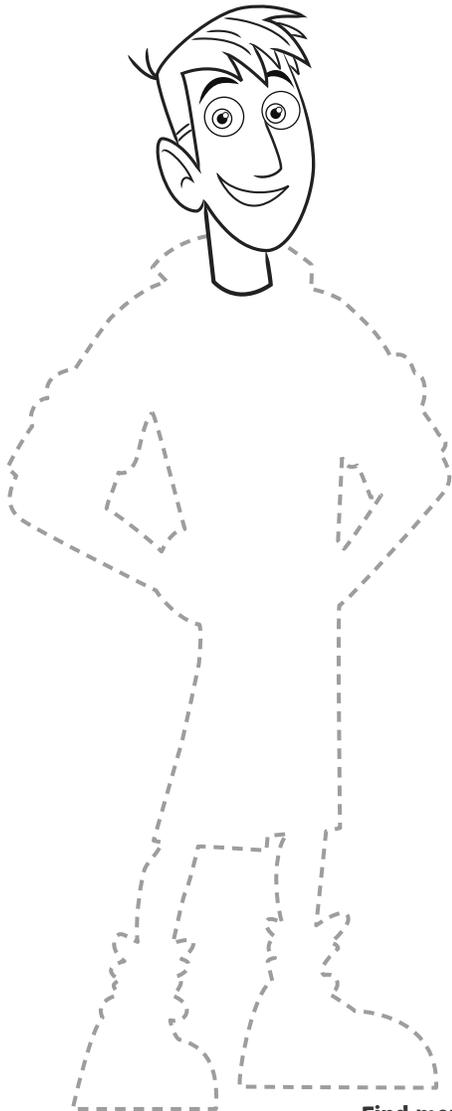


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## Invent A Creepy Cool Creature

Think about what features make a creature creepy. Draw the creepiest creature you can invent, then make a cool Creature Power® suit for Martin to wear.



Find more games and activities at [pbskids.org/wildkratts](https://pbskids.org/wildkratts)

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# MAKIN' TRACKS WITH PLAY DOUGH!

## DIFFICULTY: EASY

When you walk in wet sand, snow or mud, you leave behind a footprint. Animals do, too! We call those prints, "tracks." Next time you're exploring, look for tracks on the ground!

You can also make your own tracks to compare with friends, your pet, or one of the Nature Cat gang! Using play dough, make YOUR nature tracks to create an artistic masterpiece!



## MATERIALS

-  Play dough
-  Rolling pin
-  Washable paint and paintbrush (optional)



## CAPTURE YOUR TRACKS

- 1 Make two balls with your dough.
- 2 Roll out each dough ball on a flat surface until it is a little bit bigger than your foot.
- 3 Ready? Press your hand into one piece of the dough.
- 4 Now repeat with a foot (or a patient pet.)
- 5 Let it dry and add some color with paint!



Find more games and activities at [pbskidsforparents.org](http://pbskidsforparents.org)

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# 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.



# ACTIVITY GUIDE

**Episode 208:** Garbage vs. Recycling and Making Words

**Book:** *Garbage or Recycling?* by Deborah Chancellor and Diane Ewen

Scan below to watch lesson



## Think About It

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

It's impossible to recycle a soda pop can. \_\_\_\_\_

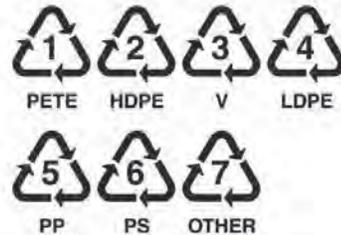
Over half of the garbage we throw out can be recycled. \_\_\_\_\_

Plastic garbage often ends up in the sea. \_\_\_\_\_

## Words to Know

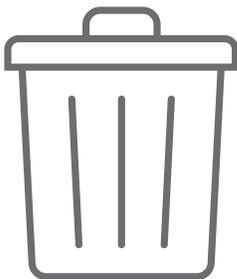
**Recycling** is when we take materials that we were going to throw away and put them through a process so they can be made into something else.

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.





# ACTIVITY GUIDE

**Episode 207:** Closed Syllables and Climate Challenges

**Book:** *Magic School Bus and the Climate Change Challenge* by Bruce Degen

Scan below to watch lesson

## Read It

One strategy readers can use to read a word more accurately is to break it into syllables, or word parts.

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

## Foundational Skills

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.

## Try It

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

plastic

\_\_\_\_\_

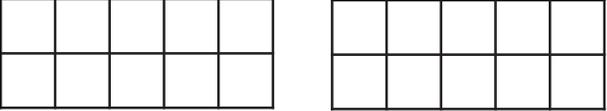
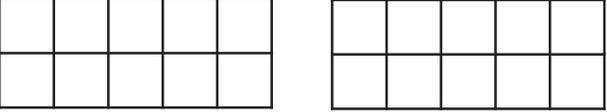
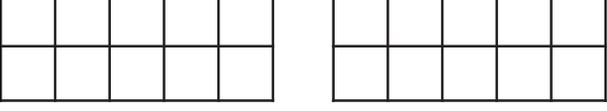
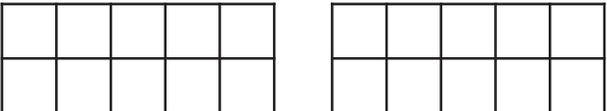
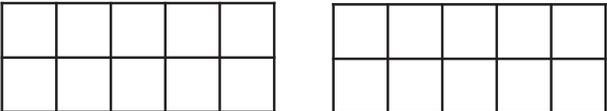
landfill

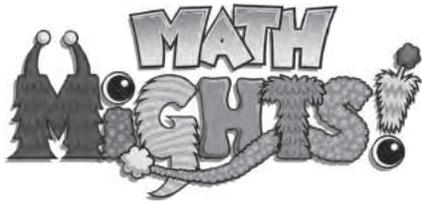
\_\_\_\_\_



# Near Doubles with Abracus

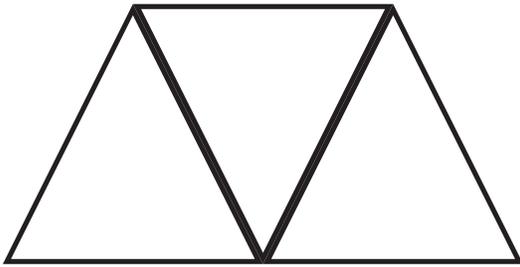
Directions: Use the ten frames to solve the problems.

Ten Frame	Double	Double + 1
	$7 + 7 = \underline{\quad}$	$7 + 8 = \underline{\quad}$
	$4 + 4 = \underline{\quad}$	$4 + 5 = \underline{\quad}$
	$8 + 8 = \underline{\quad}$	$8 + 9 = \underline{\quad}$
	$3 + 3 = \underline{\quad}$	$3 + 4 = \underline{\quad}$
	$6 + 6 = \underline{\quad}$	$6 + 7 = \underline{\quad}$

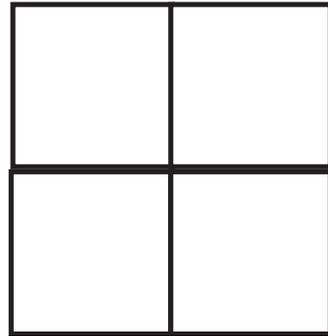


# Describe The Shape

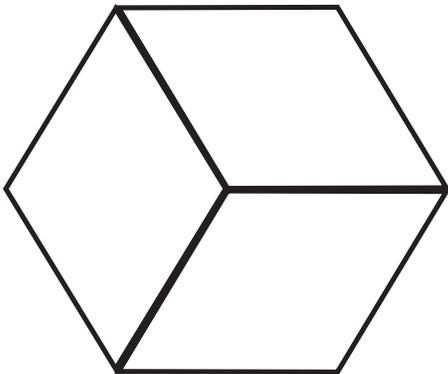
**Directions:** Fill in the blanks. (Example: The rectangle is made up of 3 squares.)



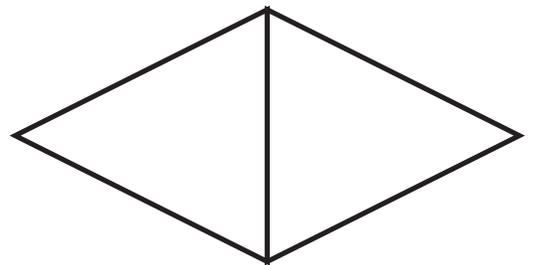
The \_\_\_\_\_ is made up  
of \_\_\_\_\_.



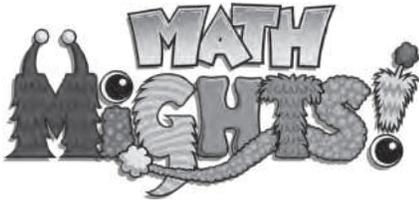
The \_\_\_\_\_ is made up  
of \_\_\_\_\_.



The \_\_\_\_\_ is made up  
of \_\_\_\_\_.

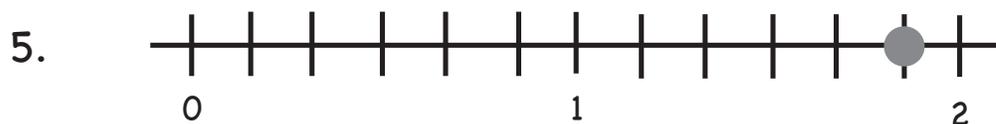
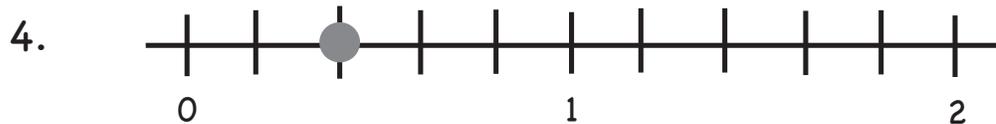
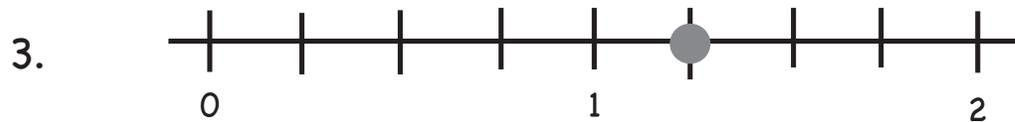
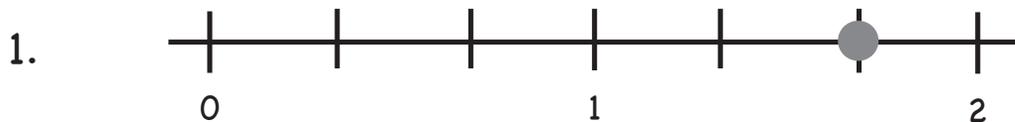


The \_\_\_\_\_ is made up  
of \_\_\_\_\_.



# Guess the Fraction

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



# Week 5: Engineering

July 22-28

Meet the people who design bridges, cars, and video games and learn how to think like an engineer.

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/engineering](http://www.michiganlearning.org/engineering) to see the playlist of videos for this week.

Build a bridge with outdoor materials	 Do 60 mins. of activity	 Read for 20 minutes	Balance on one foot	Watch Read, Write, ROAR!
 Read for 20 minutes	 Watch Math Might's	Try the hexagon challenge	build with household materials	 Do 60 mins. of activity
 Do 60 mins. of activity	Watch Meet the Helpers	 HAVE FUN! (Free Space)	Design a robot to do a job	 Read for 20 minutes
Watch Read, Write, ROAR!	 Ride a bike	 Watch Math Might's	Watch InPACT at Home	Draw a family member's car
Watch InPACT at Home	 Read for 20 minutes	Go for a walk and find animals	 60 mins. of activity	Watch ArchiTreks

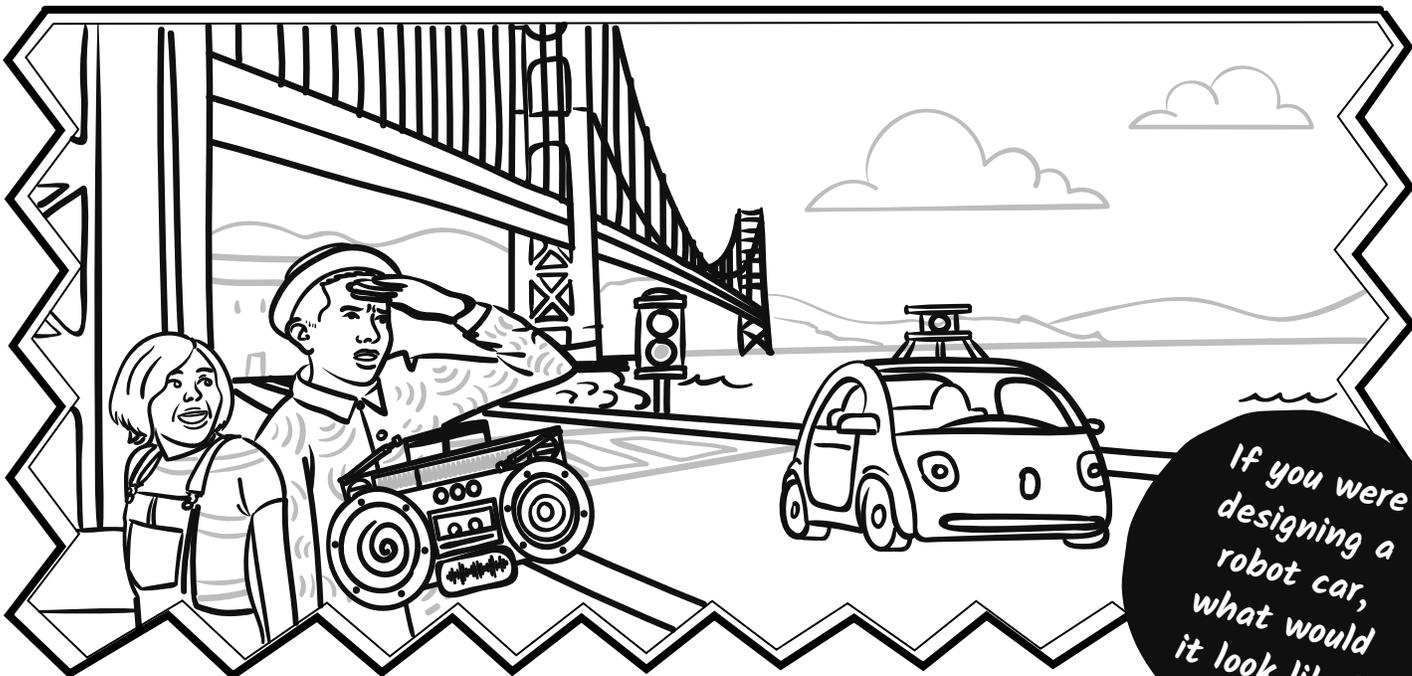


Episode 5, Christina, Andrés, and BoomBox meet a Robotics Engineer



# Spot the Difference

Spot the differences! Can you find and circle the 6 things that are different in the pictures?



If you were designing a robot car, what would it look like?

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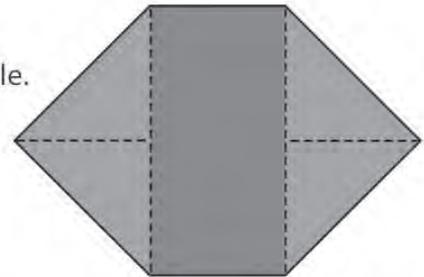


# The Hexagon Challenge

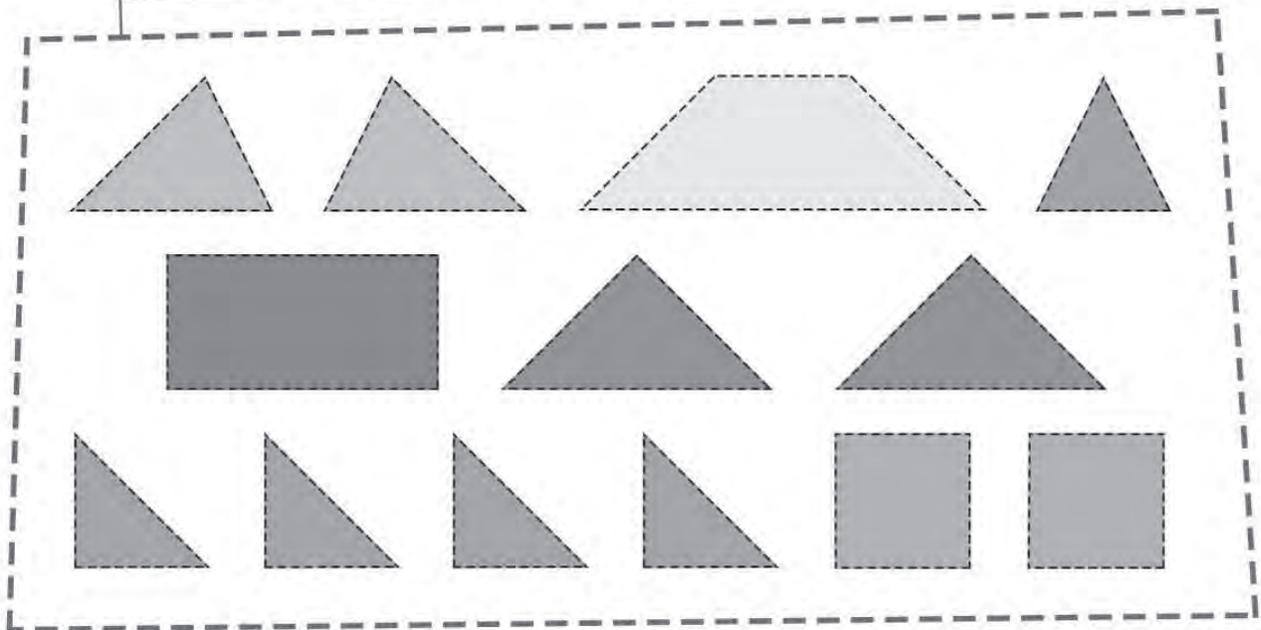
Use your Odd Squad agent skills to solve The Hexagon Challenge. Print out the two pages.

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.



## Shape Box



For more printables, go to [pbskidsforparents.org](http://pbskidsforparents.org)

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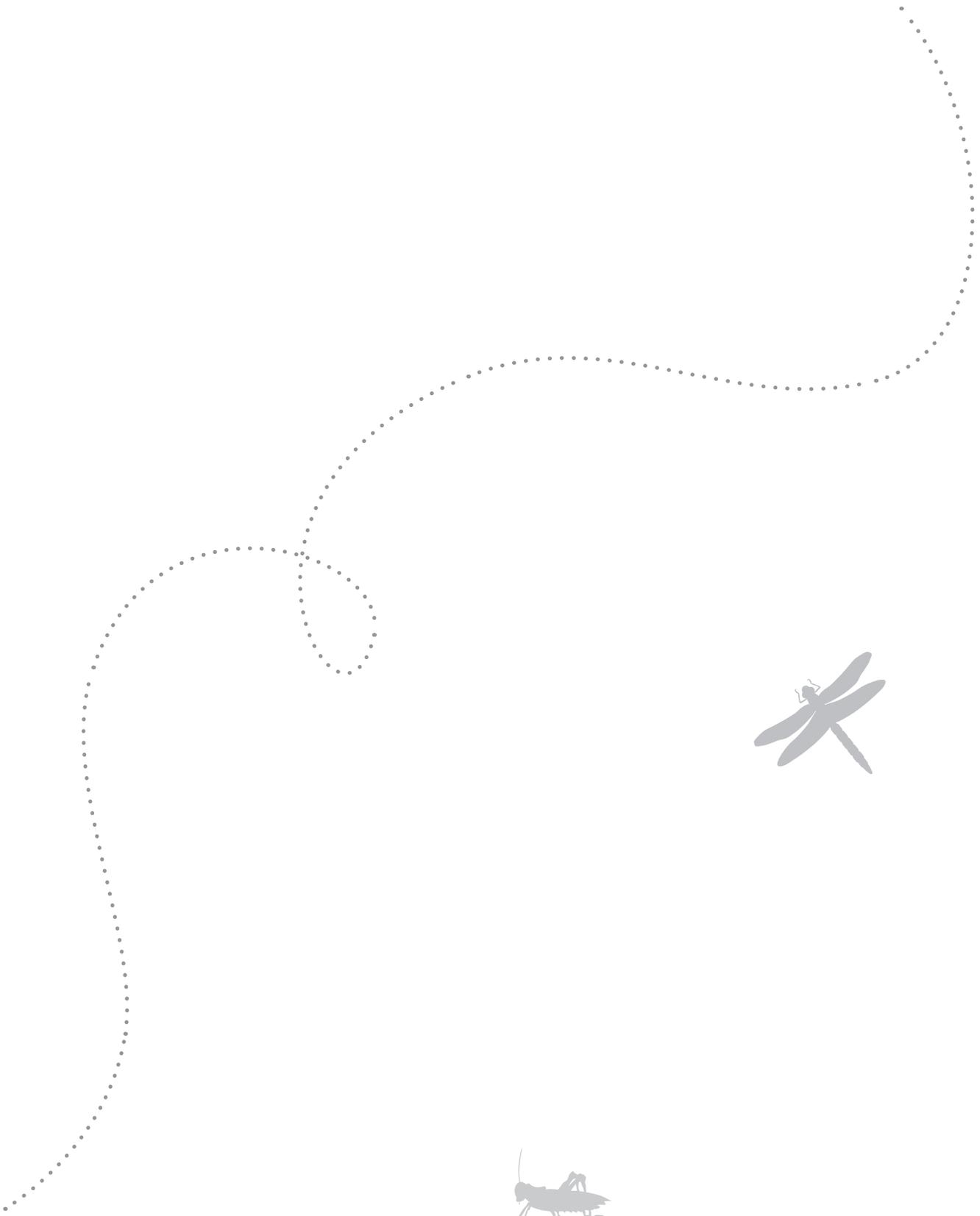


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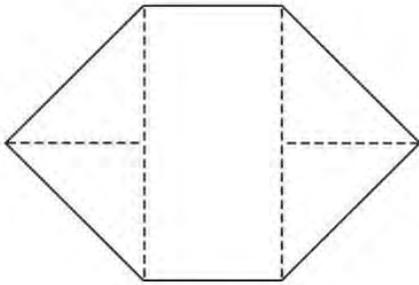


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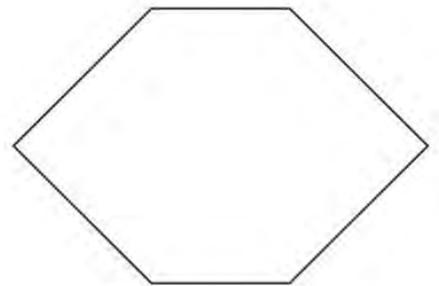
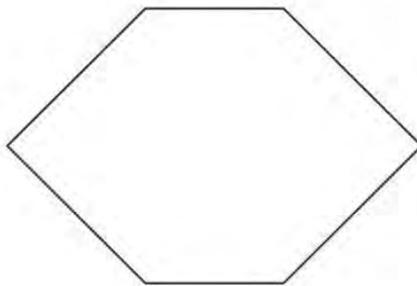
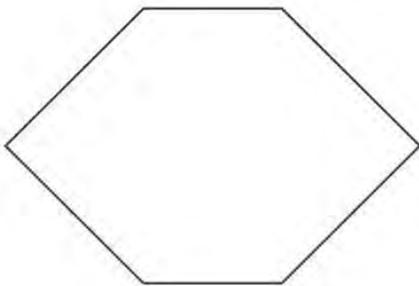
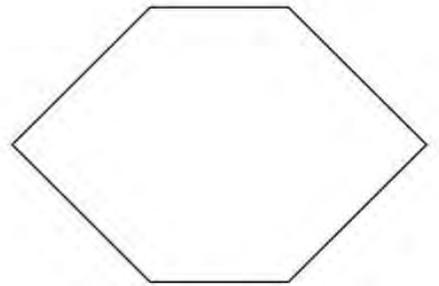
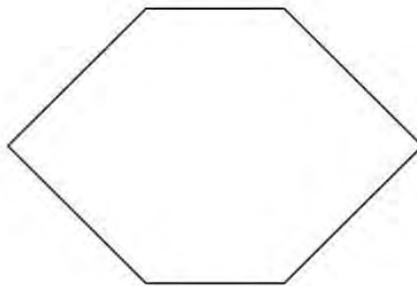
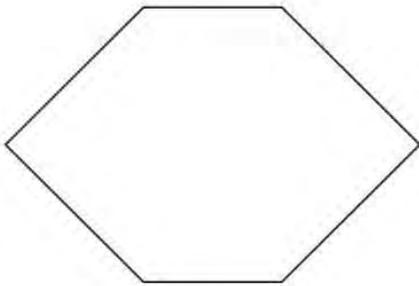
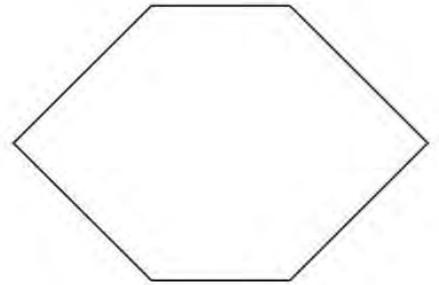
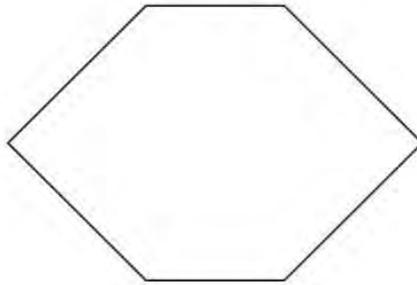




# The Hexagon Challenge



Example



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

For more printables, go to [pbskidsforparents.org](http://pbskidsforparents.org)



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# 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.



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!

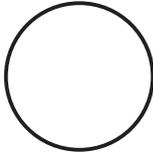
Draw a picture to go along with the poem above.



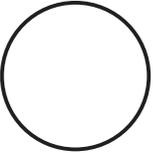
# My Morning Routine



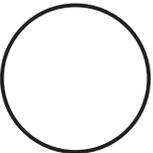
Lyla and her family have a lot to do in the morning — and so do you! Draw or write what you do in your morning routine. You can use the list at the bottom of the page for help. Write numbers in the circles to help you remember the order you do each part of the routine.



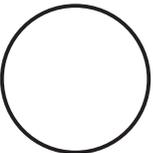
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Cut out the badges. Glue them to the circles in your checklist when you've finished each part of your routine. You can do it!



- Wash your face
- Comb your hair
- Brush your teeth
- Get dressed
- Make your bed
- Eat a healthy breakfast
- Say "Good morning!" to someone

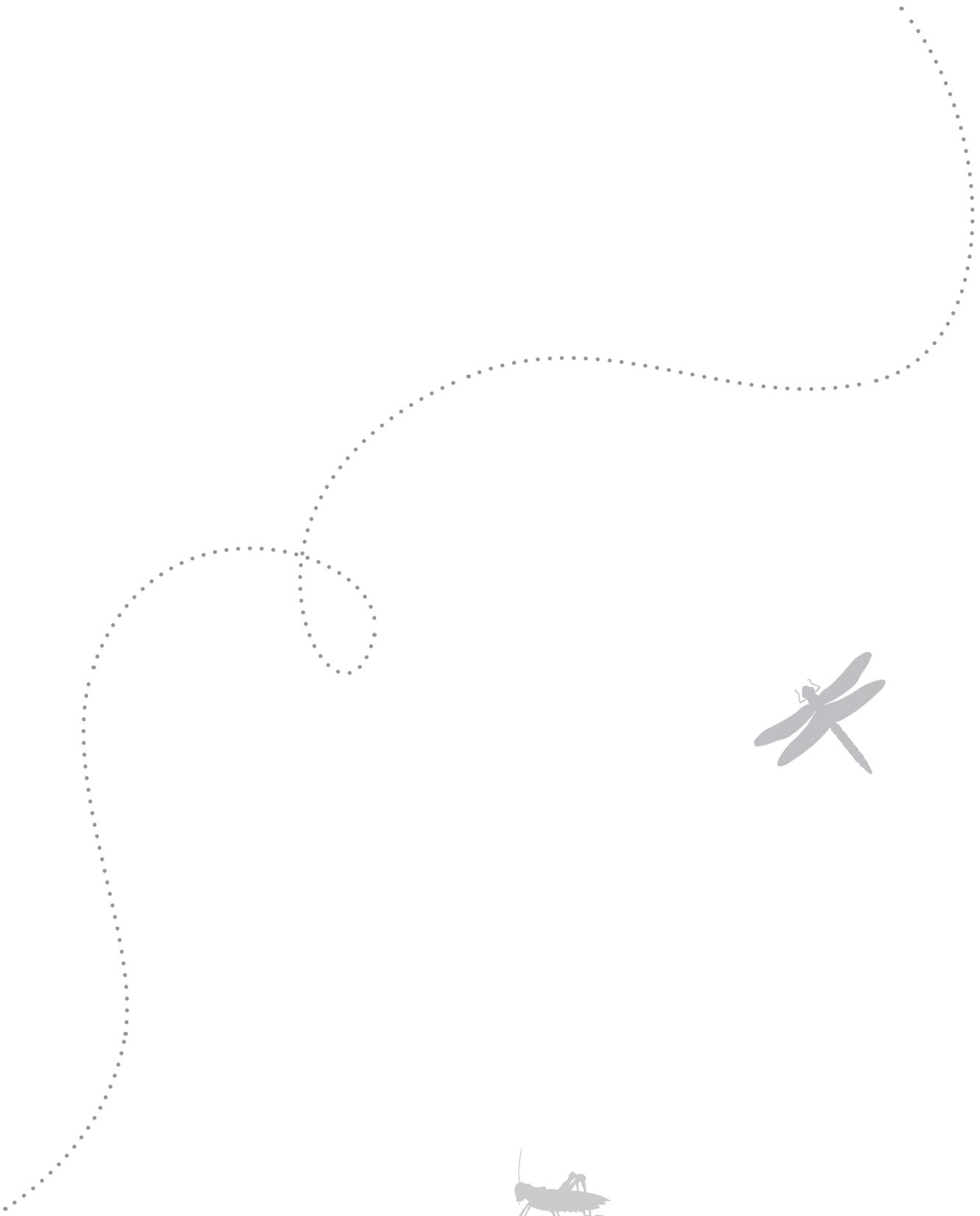


**Find more games and activities at [pbskids.org/lyla](https://pbskids.org/lyla)**

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# ACTIVITY GUIDE

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

Scan below to watch lesson



## Phonics Skills

### Spelling Pattern **o-u-g-h**

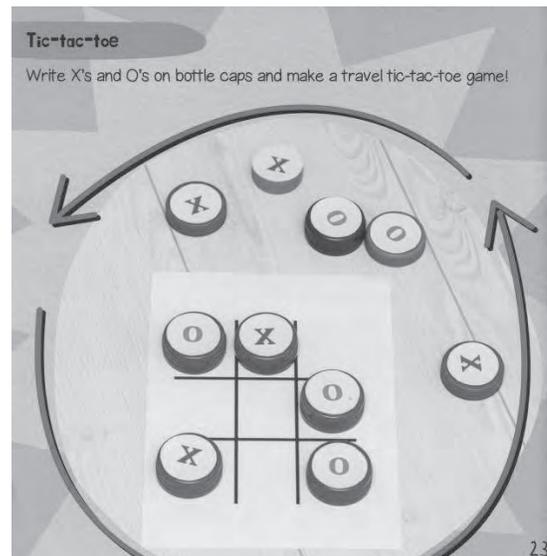
When a word contains the spelling pattern **o-u-g-h**, those letters put together can represent seven different sounds. The chart on the right has words with four of the most common sounds.

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.

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

## Reuse It

The book, *Plastic Eco Activities*, by Louise Nelson, shows us a couple of ideas for making games out of recycled materials.





# ACTIVITY GUIDE

**Episode 210:** Closed and Open Syllables

**Book:** *Coyote's Soundbite: A Poem for our Planet* by John Agard

Scan below to watch lesson



## Read It

A few years ago, lead was found in Flint's drinking water. Many kids got sick because they had been drinking the water for a long time. Some kids had skin issues and even changes to their brains, making it hard for them to learn. Furthermore, it's happening in Benton Harbor and many cities in Michigan right now!

Michigan needs to check its water to make sure kids are not being hurt from their drinking water. One child in one family is too many!

## Foundational Skills

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)

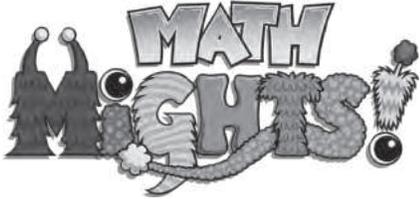
**Blue** = details (thoughts; feelings; description sentences)

## 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?

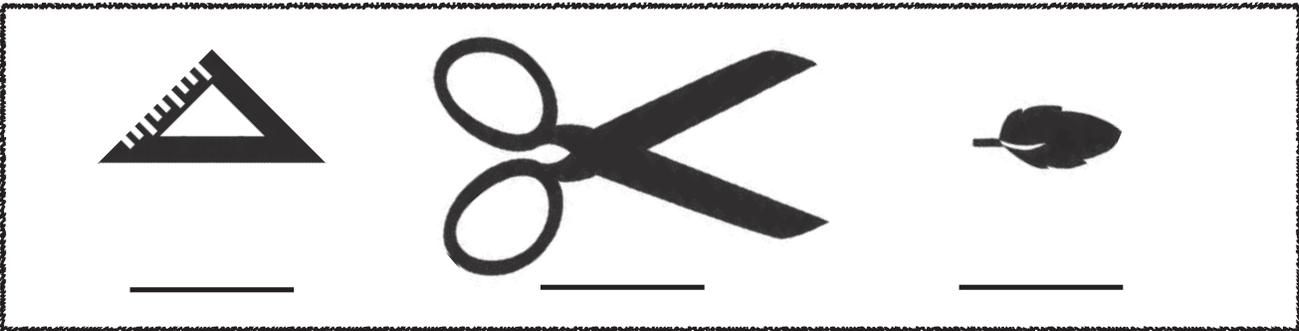
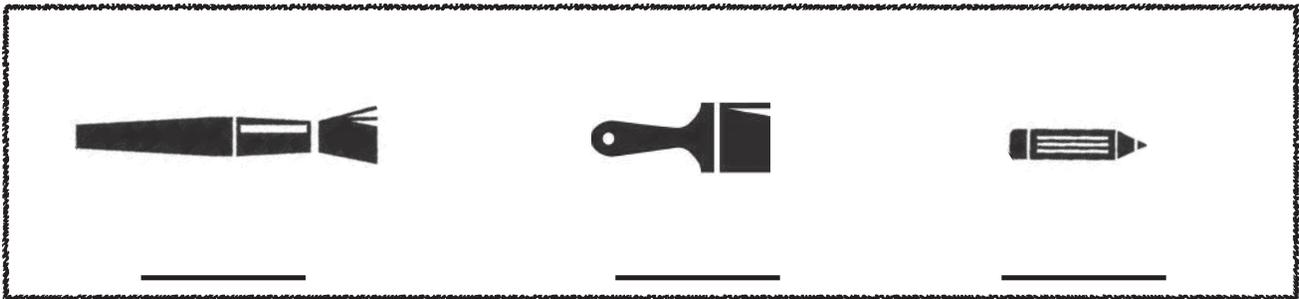
**newspaper**

The second syllable ends with the vowel Aa. It is an open syllable.

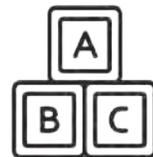
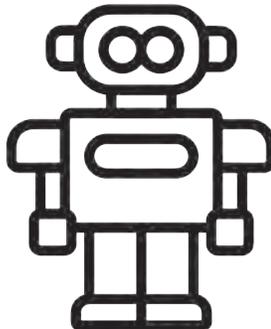
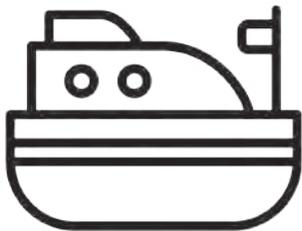


# Compare The Length

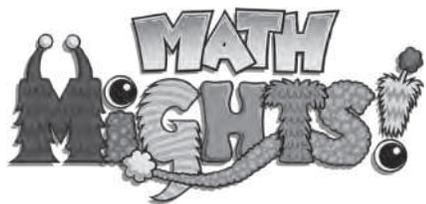
**Directions:** Put the objects in order from shortest to longest. Label the shortest object 1, label the middle object 2, and label the longest object 3.



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



The \_\_\_\_\_ is taller than the \_\_\_\_\_ and \_\_\_\_\_.



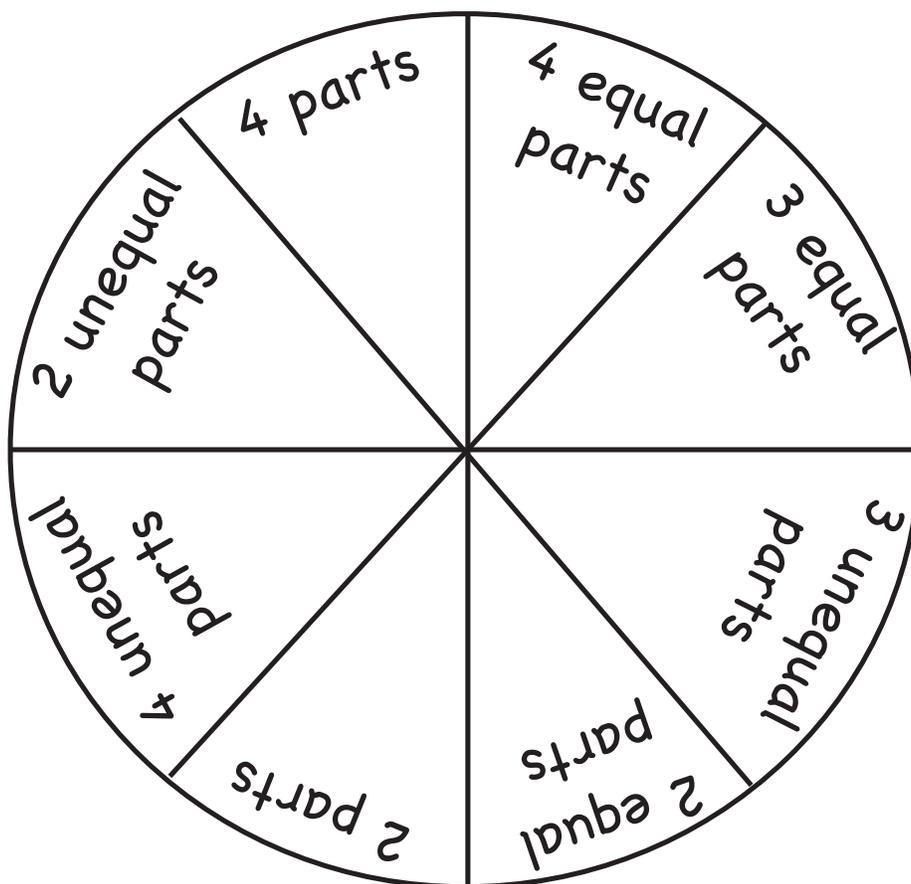
# Split the Shape

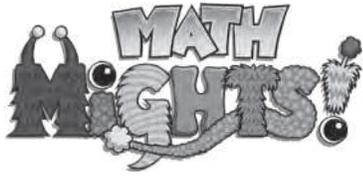
## Materials:

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

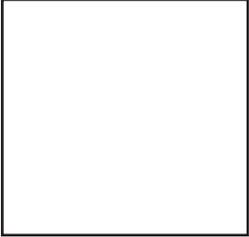
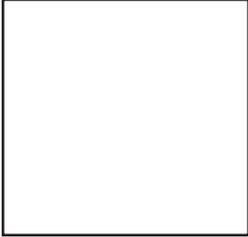
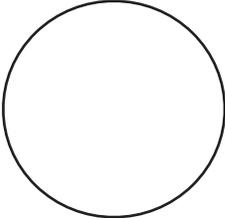
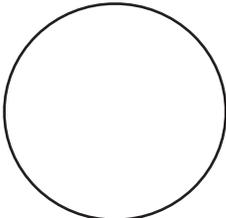
## Directions:

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

Player 1	Player 2
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____



# Equivalent Fraction Roll



**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.

	Equivalent Fractions	If an equivalent fraction was created, circle the player who gets the point.		Equivalent Fractions	If an equivalent fraction was created, circle the player who gets the point.
Round 1	$\frac{\square}{\square} = \frac{\square}{\square}$	Player 1 or Player 2	Round 5	$\frac{\square}{\square} = \frac{\square}{\square}$	Player 1 or Player 2
Round 2	$\frac{\square}{\square} = \frac{\square}{\square}$	Player 1 or Player 2	Round 6	$\frac{\square}{\square} = \frac{\square}{\square}$	Player 1 or Player 2
Round 3	$\frac{\square}{\square} = \frac{\square}{\square}$	Player 1 or Player 2	Round 7	$\frac{\square}{\square} = \frac{\square}{\square}$	Player 1 or Player 2
Round 4	$\frac{\square}{\square} = \frac{\square}{\square}$	Player 1 or Player 2	Round 8	$\frac{\square}{\square} = \frac{\square}{\square}$	Player 1 or Player 2

# Week 6: Great Outdoors

# July 29 – August 4

Explore the world outside your door and the incredible parks and waters that belong to us all.

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/greatoutdoors](http://www.michiganlearning.org/greatoutdoors) to see the playlist of videos for this week.



Make a bird feeder with Nature Cat	 60 mins. of activity	 Read for 20 minutes	 Watch the sunset	Watch Read, Write, ROAR!
 Read for 20 minutes	 Watch Math Might	 Go for a bug hunt	Visit a new place	 60 mins. of activity
 60 mins. of activity	Draw a pollinator	 HAVE FUN! (Free Space)	Try a new food	 Read for 20 minutes
Watch Read, Write, ROAR!	 Go swimming	 Watch Math Might	Watch InPACT at Home	Make leaf rubbings
Watch InPACT at Home	 Read for 20 minutes	 Watch the sunrise	 60 mins. of activity	Learn about a job that works outside



Episode 4, Christina and Andrés meet a Wind Turbine Service Technician



# Complete The Scene

*Draw a picture of a wind turbine. A wind turbine uses wind to make electricity. It looks like a giant fan with at least three blades. Can you find one in this picture? While you listen, color it in and then draw more!*



*What kinds of things do you use every day that need electricity?*

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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# Make a Bird Feeder

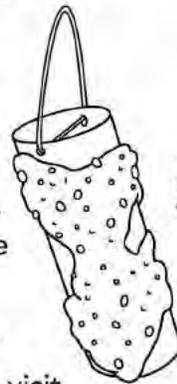


## What You Need:

- Pinecone, paper towel holder or piece of bread
- Peanut butter or honey
- Your choice of the following:
  - Raisins
  - Cranberries
  - Plain popped popcorn
  - Sunflower seeds
  - Shelled plain peanuts
  - Mixed birdseed
- Safety scissors
- Wire, dental floss or cotton string

## What to Do:

- 1. Select a bird feeder base:** Pinecones are a popular foundation for a bird feeder, but you may also use an empty paper towel roll or a stale piece of bread.
- 2. String it up:** Run a wire, dental floss or cotton string through your bird feeder. Secure the two ends together to make a loop.
- 3. Make it sticky:** Coat the base with peanut butter. If you know someone who has peanut allergies, use honey instead.
- 4. Add some goodies:** Roll the feeder in raisins, cranberries, unsalted and unbuttered popcorn, sunflower seeds, shelled plain peanuts or mixed birdseed.
- 5. Hang it up:** Place your bird feeder on a hook or on a tree branch outside your window. Discover which birds are popular in your neighborhood, research what they like to eat, and make a bird feeder for them.
- 6. Keep a wildlife journal:** Record what kind of birds and other animals come to visit your feeder!



Find more games and activities at [pbskidsforparents.org](https://pbskidsforparents.org)

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Name \_\_\_\_\_

# Make Leaf and Bark Rubbings

## Instructions

1. You'll need one or more crayons with the labels removed, some cardboard or a clip board and some masking tape to help hold leaves or bark in place.
2. When you're walking outside, collect a few fallen leaves, some bark or other natural materials. It's best if you find leaves or bark where you can feel bumps or ridges.
3. Once you've found your leaves, bark or other items, use tape to secure the edges of the leaves, bark or other materials to the clipboard or cardboard so that they will stay in place while you make your rubbing.
4. Place this paper over the leaves and bark and lightly rub the side of the crayon over the surface of the paper, just hard enough so that the texture shows.
5. Write a list of words to describe how the leaf or bark feels or looks like.

## What You'll Need:

- Trees
- Plain white paper
- Crayons with label removed
- Masking tape (optional)
- Cardboard or clipboard
- Paper bag for collecting leaves



Find more games and activities at [pbskidsforparents.org](http://pbskidsforparents.org)

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# FRIENDLY NEIGHBORHOOD POLLINATORS



# POLINIZADORES AMISTOSOS DEL VECINDARIO

Pollinators help plants with flowers to grow. Go on a pollinator scavenger hunt! Take a walk around your neighborhood or in a local park. Look for the pollinators below. Draw a circle around each one that you see.

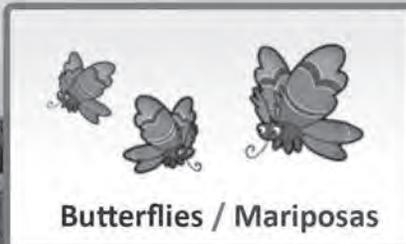
Los polinizadores ayudan a las plantas con flores a crecer. ¡Ve a una búsqueda de polinizadores! Da un paseo por tu vecindario o en un parque local. Busca los polinizadores de abajo. Dibuja un círculo alrededor de cada uno que veas.



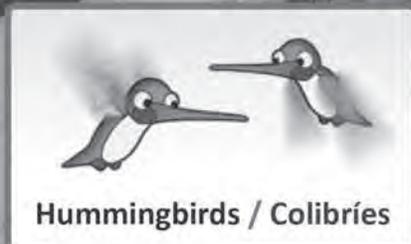
Bats / Murciélagos



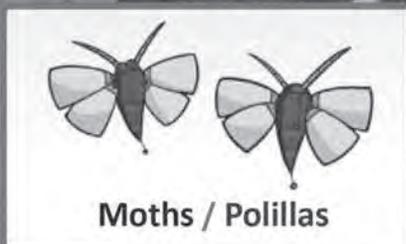
Bees / Abejas



Butterflies / Mariposas



Hummingbirds / Colibríes



Moths / Polillas



Beetles / Escarabajos

In the box below, draw a picture of one of the pollinators you saw. If there were plants nearby, put them in your drawing too! What kinds of plants do pollinators seem to like?

En el recuadro de abajo, dibuja uno de los polinizadores que viste. Si había plantas cerca, ¡dibújalas también! ¿Qué tipo de plantas parecen gustar a los polinizadores?





# ACTIVITY GUIDE

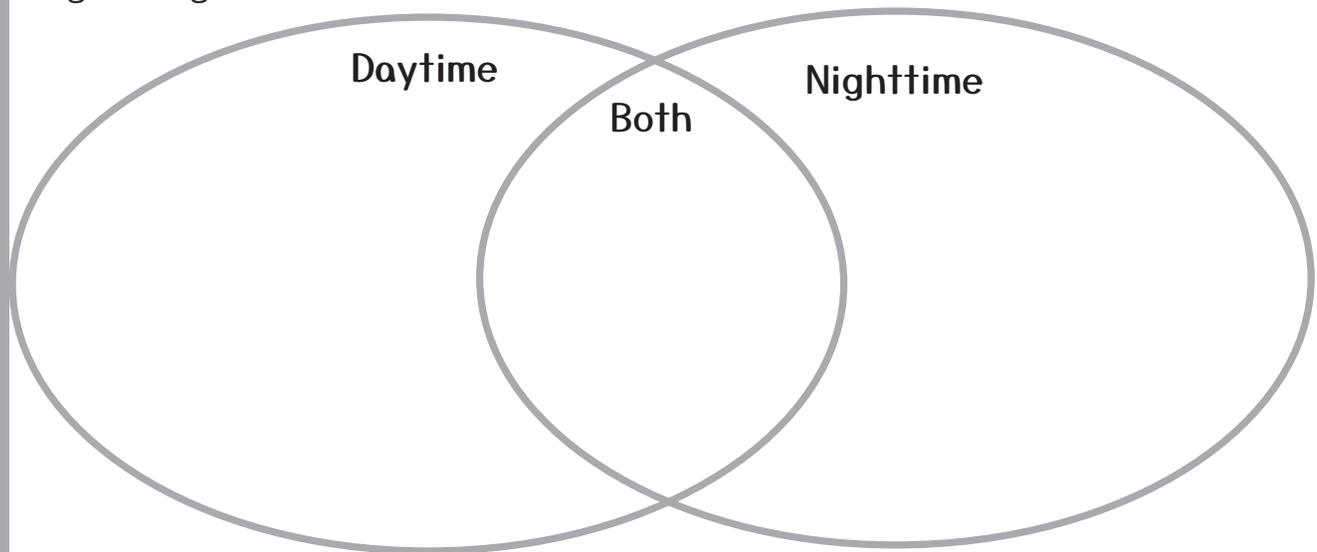
**Episode 211:** Astronaut Training  
**Book:** *Astronaut Training* by Aneta Cruz

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 211:** Repurposing Metal and Simple Compound Words

**Book:** *Metal Eco Activities* by Louise Nelson

Scan below to watch lesson



## Read It

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

**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

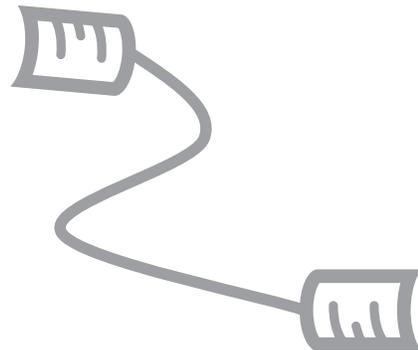
Properties of Metal:

- 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.





# ACTIVITY GUIDE

**Episode 212:** Even More Closed and Open Syllables

**Book:** *Coyote's Soundbite: A Poem for our Planet* by John Agard

Scan below to watch lesson



## Read It

An accurate reader pays close attention to every letter in a word.

Look at each word below. Think about the sounds that the letters make. Read the word out loud.

pan

pant

plant

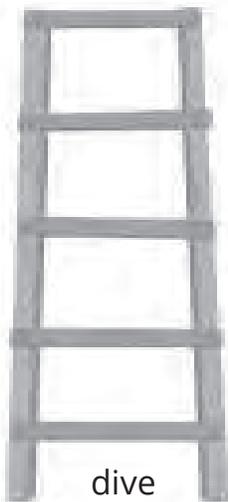
## Think About It

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.

## Try It

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

## Write It

Use the sentence starters below to write about a book that you have read.

This book made me happy because

---

---

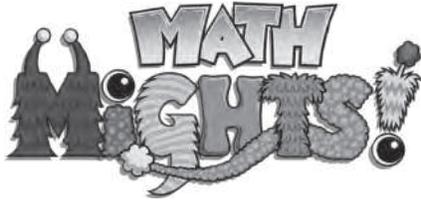
---

This book made me think because

---

---

---

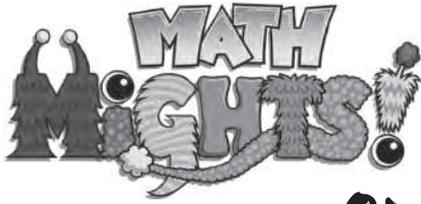


# Measuring with a Tool

**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.

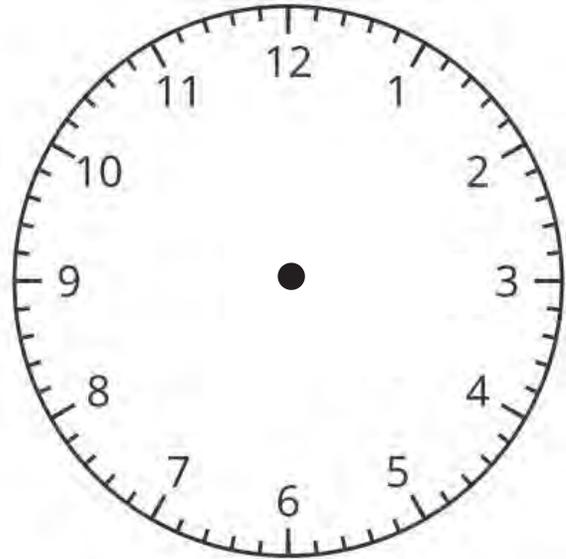
Object	Length
Example: pencil	6 paperclips



# Clocks and Time

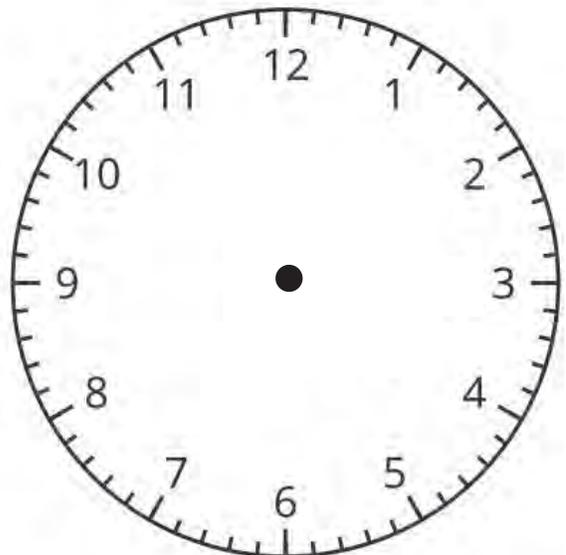
1. Sierra wakes up in the morning at 7:15. Show this time on the clock face below. Circle a.m. or p.m.

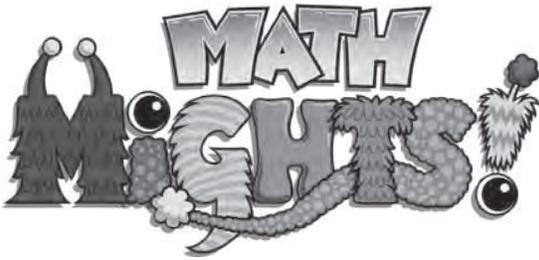
a.m. or p.m.



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

a.m. or p.m.





# Spin to Win!

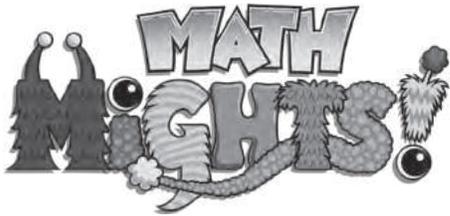


**Materials:** 6-sided die, 2 different color crayons, recording sheet

**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.

	Locate and label your fraction (each player use a different color).	
Round 1		$\frac{\square}{\square} - \frac{\square}{\square}$
Round 2		$\frac{\square}{\square} - \frac{\square}{\square}$
Round 3		$\frac{\square}{\square} - \frac{\square}{\square}$
Round 4		$\frac{\square}{\square} - \frac{\square}{\square}$
Round 5		$\frac{\square}{\square} - \frac{\square}{\square}$



# Recording Sheet

	Locate and label your fraction (each player use a different color).	
Round 1		$\frac{\square}{\square} - \frac{\square}{\square}$
Round 2		$\frac{\square}{\square} - \frac{\square}{\square}$
Round 3		$\frac{\square}{\square} - \frac{\square}{\square}$
Round 4		$\frac{\square}{\square} - \frac{\square}{\square}$
Round 5		$\frac{\square}{\square} - \frac{\square}{\square}$

# Week 7: When I Grow Up

# August 5-11

All summer we'll learn about different careers—this week, think about all the exciting possibilities in your future!

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/whenigrowup](http://www.michiganlearning.org/whenigrowup) to see the playlist of videos for this week.



Learn about a family member's job	 60 mins. of activity	 Read for 20 minutes	Try Bianca's body math	Watch Read, Write, ROAR!
 Read for 20 minutes	 Watch Math Might	Draw a picture of you in 20 years	Practice ballet positions	 60 mins. of activity
 60 mins. of activity	Draw a self portrait	 HAVE FUN! (Free Space)	Invent an instrument	 Read for 20 minutes
Watch Read, Write, ROAR!	Watch Meet the Helpers	 Watch Math Might	Watch InPACT at Home	Learn about a new career
Watch InPACT at Home	 Read for 20 minutes	Write about where you'll live when you grow up	 Do 60 minutes of activity	Draw a picture of your favorite hobby



Episode 7, Christina, Andrés, and BoomBox meet an Online Merchant



# T-Shirt Designer

*What are some of your favorite things or things to do?  
Design your own T-shirt with something you like.*



PRODUCED BY:



Summer Fun Activity Book | Lower Elementary

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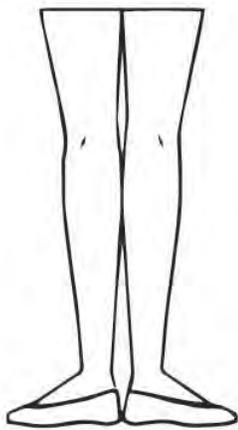


peg + cat

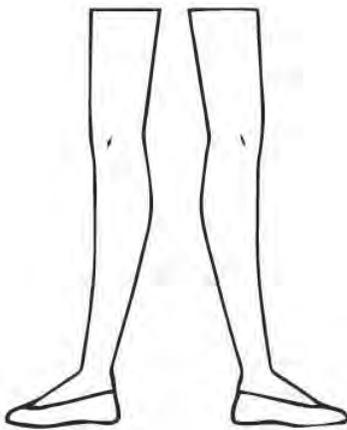
In 2015, Misty Copeland became the first Black principal ballerina with the American Ballet Theater. Learn the five basic foot positions used in ballet. Create a dance using the positions and add leaping and twirling to your moves just like Misty!



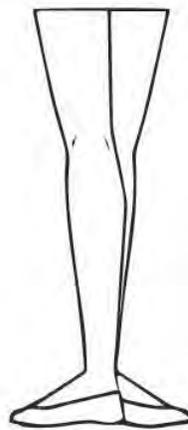
## The Five Ballet Positions



1



2



3



4



5



Find more games and activities at [pbskidsforparents.org](http://pbskidsforparents.org)

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# Bianca's Body Math

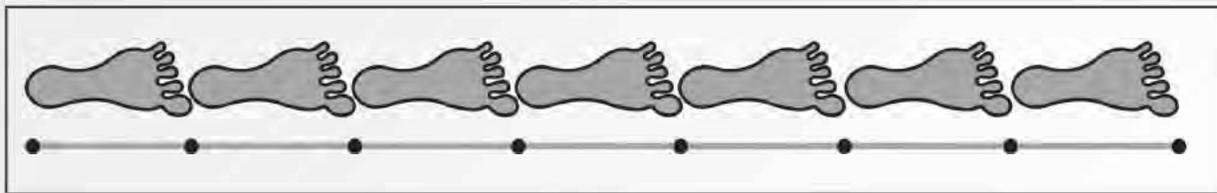
Did you know that for a lot of people, their foot is the same length as their forearm? Find out if it's true for you!

## YOU NEED

piece of string (a little longer than your height)  
black marker

## DIRECTIONS

First, start at the end of your string and mark off seven of your foot-lengths.



Now use the string to measure the body parts listed below. Have a friend help. Be sure to measure from one black mark on the string to the next.



### Measure

From wrist to elbow (forearm)

Around widest part of your fist

Around your forehead

From head to toe

### About how many foot lengths?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Who Knew?

A person's height is often the same as his or her arm span (arms out to side, middle fingertip to middle fingertip). Is yours?



# ACTIVITY GUIDE

Episode 213: The Stars and S-Blends

Scan below to watch lesson



## 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:** Comparing Texts and Making Words

**Book:** *The Water Walker* by Joanne Robinson

Scan below to watch lesson



## Compare It

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

Comparing Literature		
Title of Book 1	Story Elements	Title of Book 2
	Setting	
	Characters	
	Problem	
	Solution	

## 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?



# ACTIVITY GUIDE

**Episode 213:** Closed, Open, and V-C-E Part 1

**Book:** *Ajjaak ("Crane")* by Cecilia Rose LaPointe

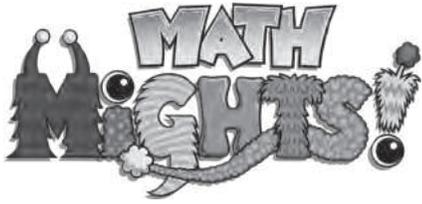
Scan below to watch lesson



## Foundational Skills

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.

Who	
What	
Where	
When	
Why	
How	

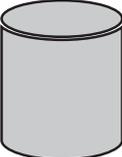
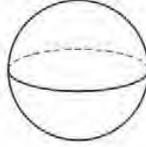
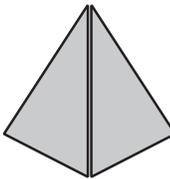


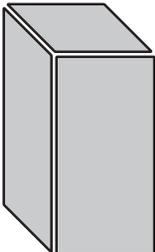
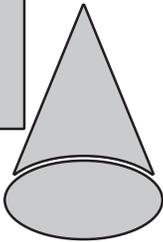
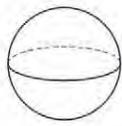
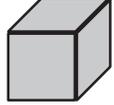
# Sort Solid Shapes



## Directions:

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

drag label here	
 	 

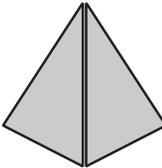
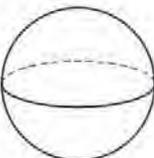
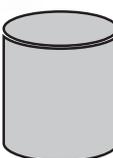
drag label here	
 	  

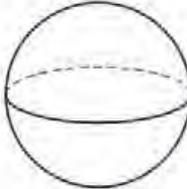
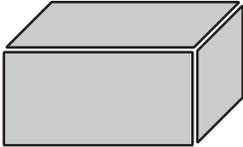
shapes that are tall	shapes that are short
----------------------	-----------------------

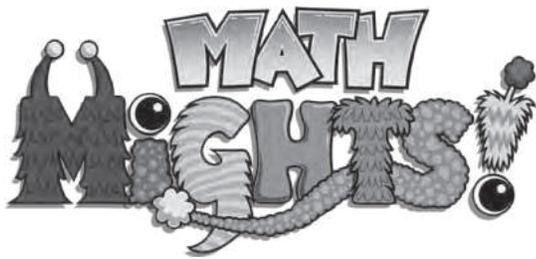
shapes that roll	shapes that don't roll
------------------	------------------------

round	flat
-------	------

shapes with straight sides	shapes with NO straight sides
----------------------------	-------------------------------

drag label here	
 	 

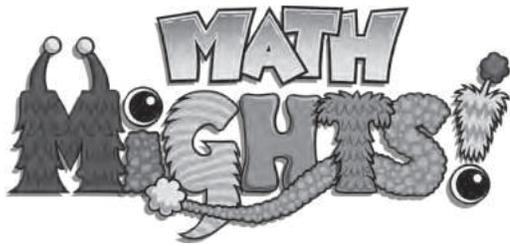
drag label here	
	



# Measure to the Nearest Half or Quarter Inch

## Directions:

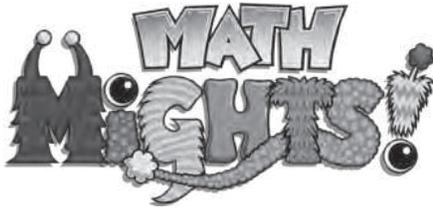
1. Label one ruler with halves and cut it out.
2. Find 5 objects and use this ruler to measure the objects to the nearest half-inch.
3. Record your measurements on the recording sheet.
4. Label the second ruler with fourths (quarters) and cut it out.
5. Find 5 objects and use this ruler to measure the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



# Recording Sheet

Object	Measurement to the nearest half-inch.

Object	Measurement to the quarter half-inch.



# 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!

	Player 1	Player 2	Which player has the greatest value?
1	_____ ¢	_____ ¢	
2	_____ ¢	_____ ¢	
3	_____ ¢	_____ ¢	
4	_____ ¢	_____ ¢	
5	_____ ¢	_____ ¢	
6	_____ ¢	_____ ¢	
7	_____ ¢	_____ ¢	
8	_____ ¢	_____ ¢	
9	_____ ¢	_____ ¢	
10	_____ ¢	_____ ¢	

# Week 8: Shoot for the Stars

# August 12-18

Look up at the night sky and into outer space and meet people who risked everything to follow their dreams.

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/stars](http://www.michiganlearning.org/stars) to see the playlist of videos for this week.



 Stargaze	 60 mins. of activity	 Read for 20 minutes	Try the Cyberchase scavenger hunt	Watch Read, Write, ROAR!
 Read for 20 minutes	 Watch Math Might's	 Watch the sunset	Draw an alien planet	 60 mins. of activity
 60 mins. of activity	Try Jamming on the Job's Match It	 HAVE FUN! (Free Space)	Look at the clouds	 Read for 20 minutes
Watch Read, Write, ROAR!	Draw a space creature	 Watch Math Might's	Watch InPACT at Home	Visit a new place
Watch InPACT at Home	 Read for 20 minutes	 Stargaze	 60 mins. of activity	Make flashlight constellations

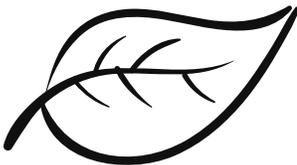
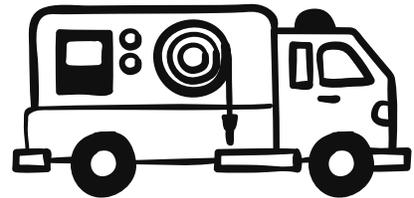
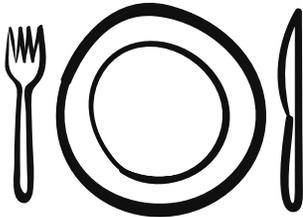
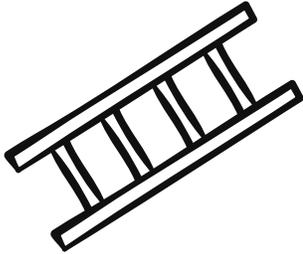


Episode 2, Christina and Andrés meet Leslie, a Prescribed Fire Manager



# Match It!

While you listen, help Christina and Andrés find the items that go together.  
Draw a line from an item on the left side to an item that matches it on the right.



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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84.295A] provided by the Department of Education to the Corporation for Public Broadcasting.

PRODUCED BY:



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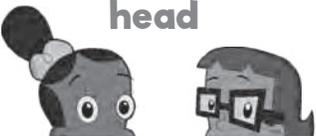
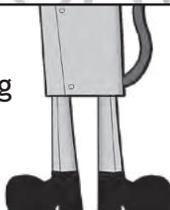
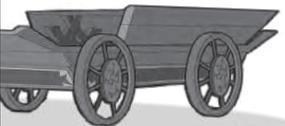


DESIGNED BY:



# SCAVENGER HUNT

In celebration of 20 years of *Cyberchase*, go on a scavenger hunt to find these 20 different things. To keep track of all the items you find, cross out each box as you go.

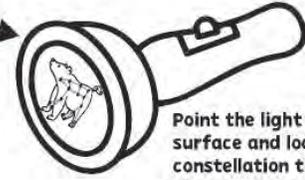
<b>FIND</b>			
<p>1. Something <b>green</b></p> 	<p>2. Something <b>round</b></p> 	<p>3. Something that makes <b>noise</b></p> 	<p>4. Something you <b>love</b></p> 
<p>5. Something you can use to <b>measure</b></p> 	<p>6. Something with a <b>number</b> on it</p> 	<p>7. Something that keeps you <b>warm</b></p> 	<p>8. Something that goes on your <b>head</b></p> 
<p>9. Something that's <b>taller</b> than you</p> 	<p>10. Something <b>SOFT</b></p> 	<p>11. Something that comes in a <b>pair</b></p> 	<p>12. Something with <b>wheels</b></p> 
<p>13. Something that <b>starts with "D"</b></p>  <p><b>Digit</b></p>	<p>14. Something you can use to play <b>sports</b></p> 	<p>15. Something that <b>lights up</b></p> 	<p>16. Something that can <b>open and close</b></p> 
<p>17. Something with <b>buttons</b></p> 	<p>18. Something that can <b>bounce</b></p> 	<p>19. Something shaped like a <b>triangle</b></p> 	<p>20. The number <b>20!</b></p> 
 <div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> <p>Watch <b>CYBERCHASE</b> on <b>PBS KIDS</b>            Check local listings or visit <a href="http://pbskids.org/cyberchase">pbskids.org/cyberchase</a></p> </div>			



# 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.

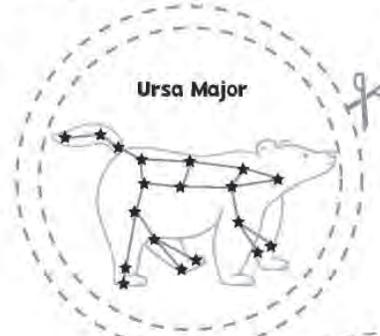
Choose the size circle that fits on your flashlight lens, cutting along the inner or outer dashed circle. Flip the picture so it's facing the flashlight.



Point the light to a dark surface and look at the constellation that shines through. One at a time, identify each constellation and talk about how you identified them.

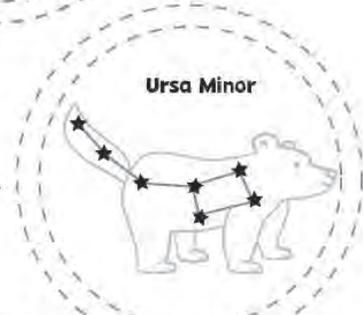
## URSA MAJOR

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.



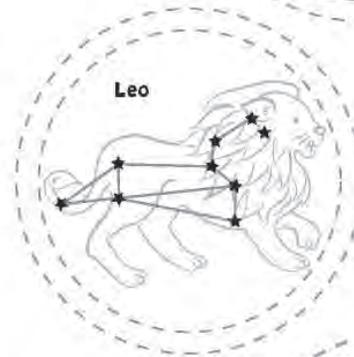
## URSA MINOR

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 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.



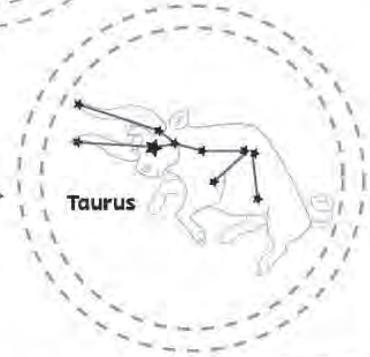
## LEO THE LION

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.



WIND DANCER FILMS

Find more games and activities at [pbskidsforparents.org](http://pbskidsforparents.org)

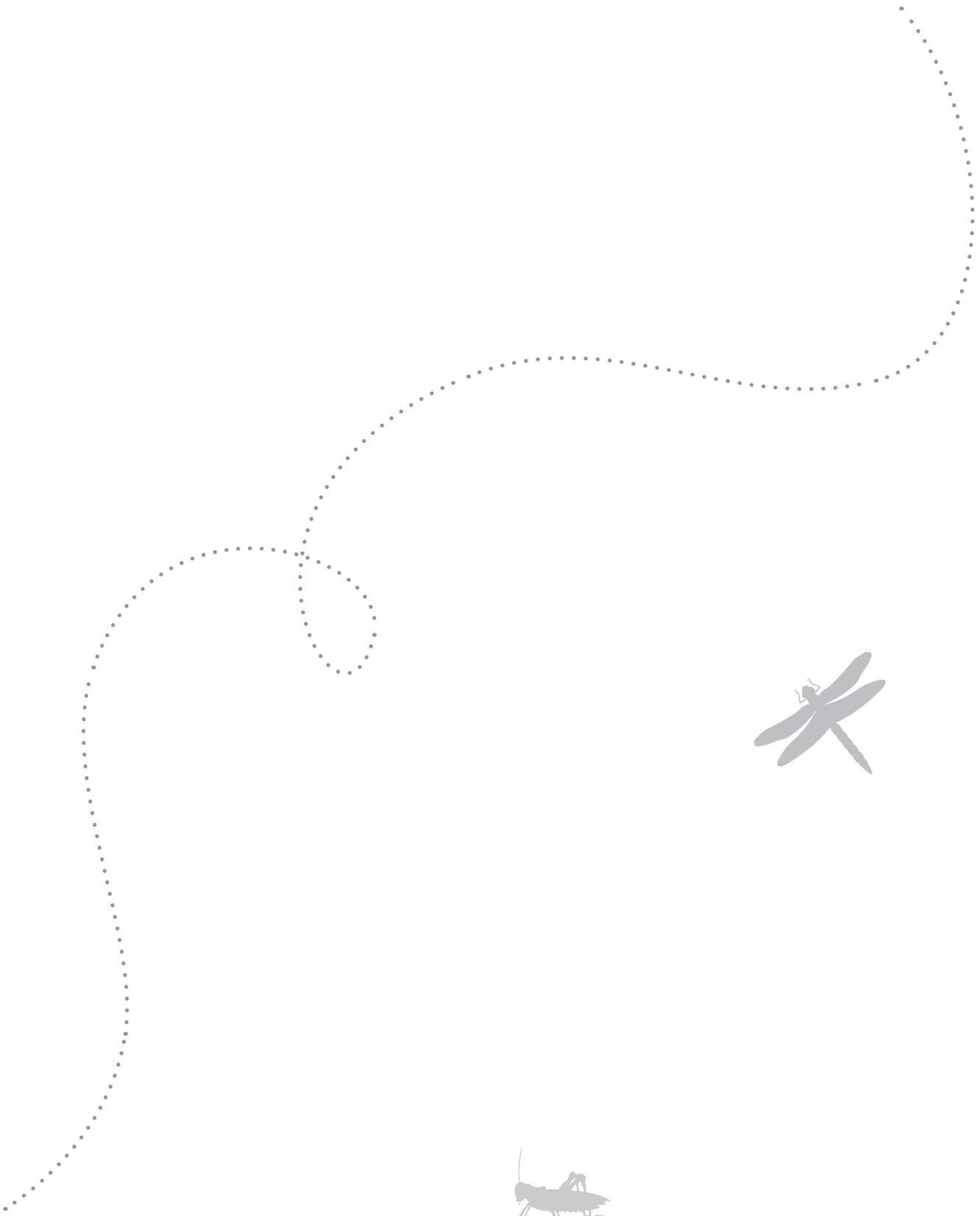
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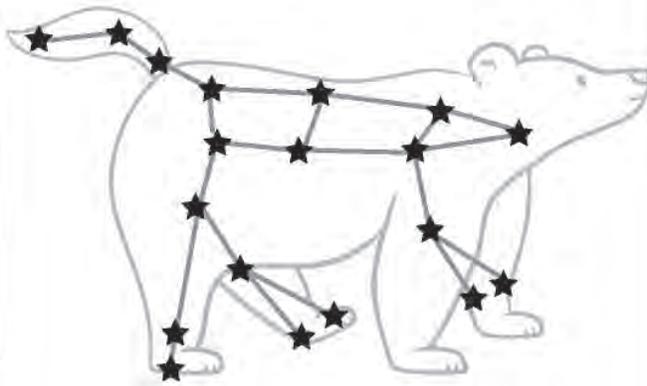


# Flashlight Constellations

## Constellation Key

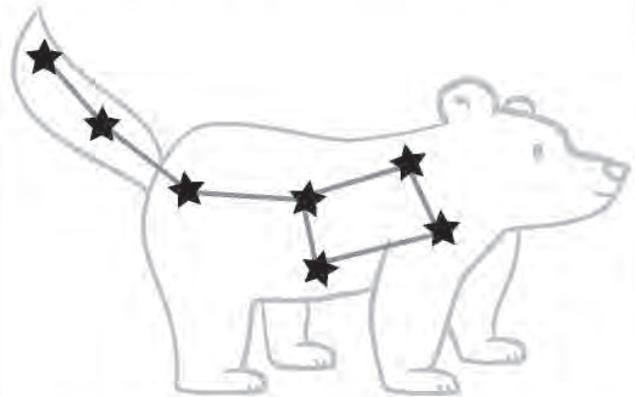
### URSA MAJOR

#### The Great Bear



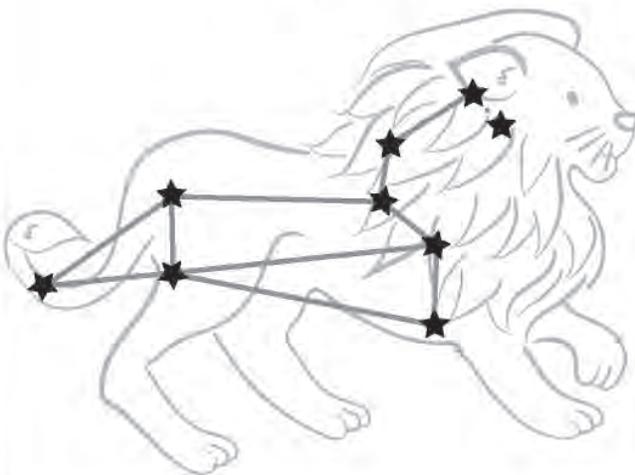
### URSA MINOR

#### The Little Bear



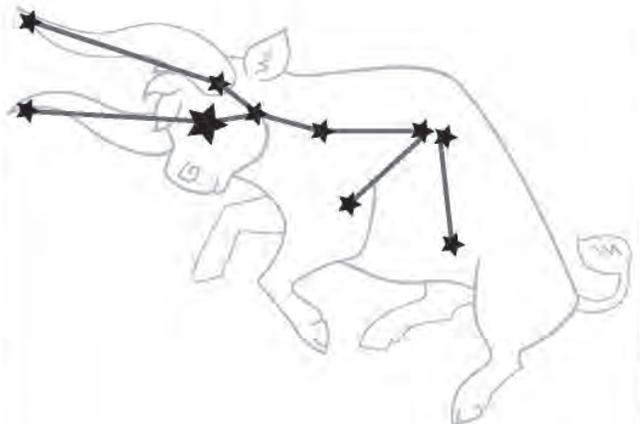
### LEO

#### The Lion



### TAURUS

#### The Bull



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# ACTIVITY GUIDE

**Episode 216:** Our Round, Round World and Plurals

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

Scan below to watch lesson



## 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,

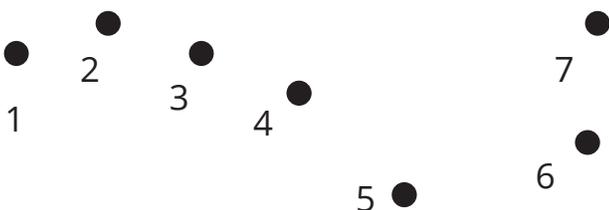
**Singular** (1): glass

**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 🖐️.

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# ACTIVITY GUIDE

Episode 215: Protecting Our Planet

Scan below to watch lesson



## 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**

## Read It

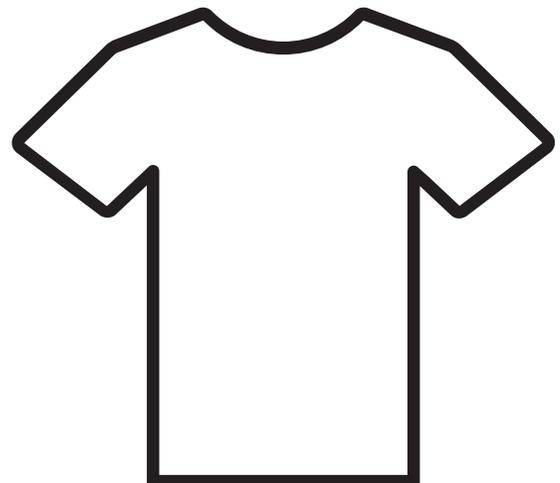
Choose one compound word that you underlined above. Write each word that makes up the compound word on a blank below. Rewrite the word from the paragraph on the next line..

\_\_\_\_\_ + \_\_\_\_\_  
word                      word

\_\_\_\_\_   
Is this word a simple or complex compound word?

## Try It

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





# ACTIVITY GUIDE

**Episode 215:** Closed, Open, and V-C-E Part 3

**Book:** *Greta and the Giants* by Zoe Tucker

Scan below to watch lesson



## 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

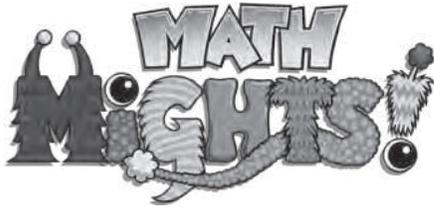
\_\_\_\_\_.

\_\_\_\_\_ is \_\_\_\_\_ because

\_\_\_\_\_.

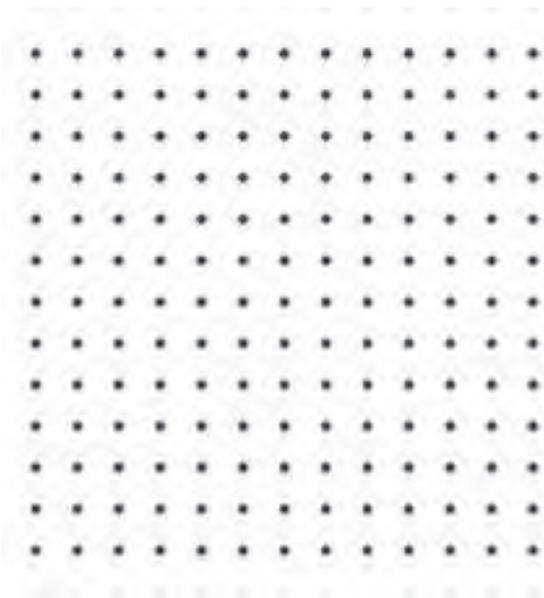
\_\_\_\_\_ is \_\_\_\_\_ because

\_\_\_\_\_.

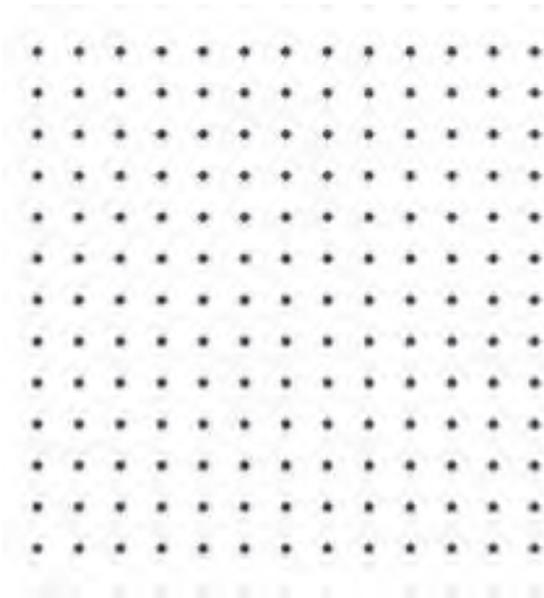


# Draw Triangles, Rectangles, and Squares

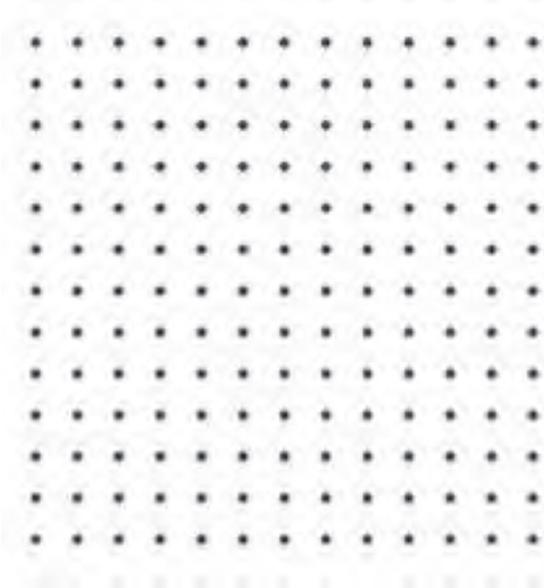
Draw a triangle.



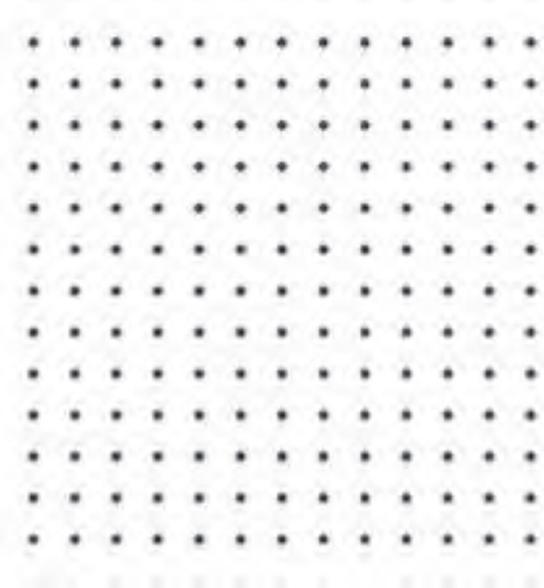
Draw a non-triangle.

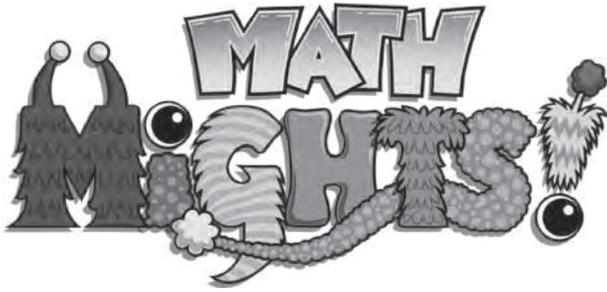


Draw a rectangle.



Draw a non-rectangle.



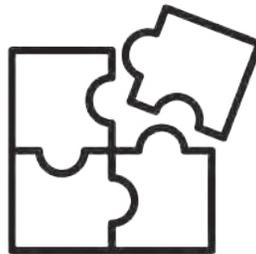


# The Toy Store

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



soccer ball  
\$1.00



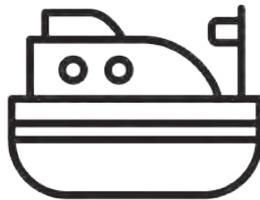
puzzle  
15¢



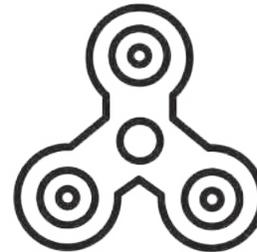
airplane  
25¢



castle  
99¢

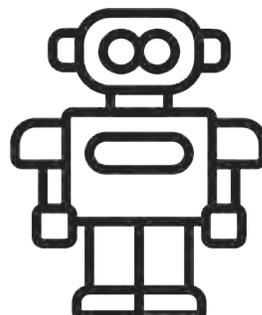


boat  
20¢



fidget spinner  
30¢

bear  
39¢



robot  
75¢

I bought three robots and a soccer ball. How much did I spend?

I bought two toys and spent 40¢. What might I have bought?

I bought a castle and a fidget spinner and gave the shopkeeper 6 quarters. How much change did I receive?

You buy a boat and four airplanes. How much do you spend?

Ben buys 2 robots and a puzzle. How much change will he get from a 5 dollar bill?

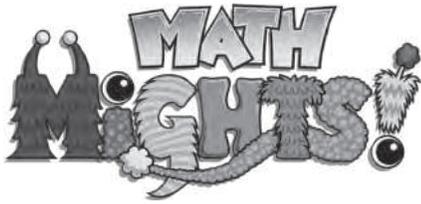
I buy one bear and two castles. How much do I spend?

Choose any one item from the store. Show what coins you could use to pay the exact cost.

Choose any two items from the store. Show what coins you could use to pay the exact cost.

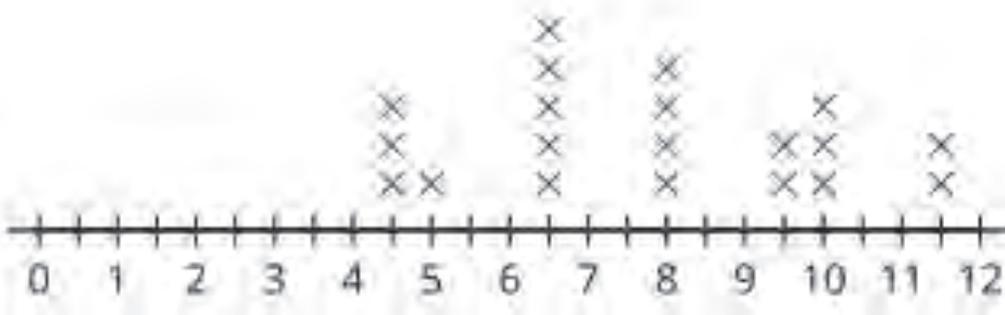
You buy five puzzles. How much change do you get from a one dollar bill?

I spent \$1.19 at The Toy Store. What might I have bought?



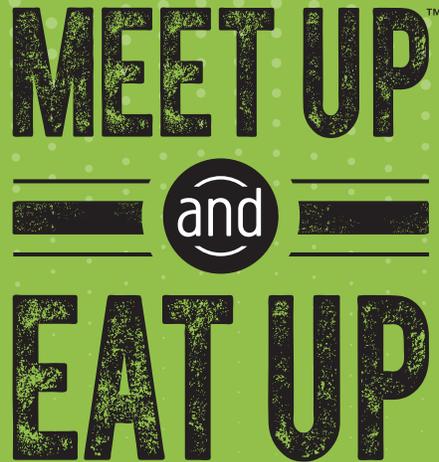
## Interpret Data From a Line Plot

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



length of paper airplanes (inches)

- A. 5 paper airplanes had a length of  $6\frac{1}{2}$  inches.
- B. 6 paper airplanes had a length of  $9\frac{1}{2}$  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?**

To find a location near you

**Visit: [www.michigan.gov/meetupeatup](http://www.michigan.gov/meetupeatup)**

**Call: 211**

**Text: Food to 304-304**

**Mande por texto "Comida" al 304-304**

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