

Program Grid WPSU HD • January 18 - January 22, 2021

Grades PreK - 12 • Check your local TV listings to find the channel for your local PBS station.

Working with the [Pennsylvania Department of Education](#), we have created [Learning at Home](#), your connection to thousands of hours of educational and entertaining programs, videos, activities and games to support you.

PBS Kids Learning Goals Color Code






Science, Technology, Engineering, and Math (STEM)	Social and Emotional Learning
Reading and Literacy	Social Studies, The Arts, and More!

Grade Bands	Times	MONDAY January 18, 2021	TUESDAY January 19, 2021	WEDNESDAY January 20, 2021	THURSDAY January 21, 2021	FRIDAY January 22, 2021
PreK to 3rd Grade	6:00 a.m.	READY JET GO!				
	6:30 a.m.	ARTHUR				
	7:00 a.m.	MOLLY OF DENALI				
	7:30 a.m.	WILD KRATTS				
	8:00 a.m.	HERO ELEMENTARY				
	8:30 a.m.	XAVIER RIDDLE AND THE SECRET MUSEUM				
	9:00 a.m.	CURIOUS GEORGE				
	9:30a.m.	DANIEL TIGER'S NEIGHBORHOOD				
	10:00 a.m.	DANIEL TIGER'S NEIGHBORHOOD				
	10:30 a.m.	ELINOR WONDERS WHY				
	11:00 a.m.	SESAME STREET				
	11:30 a.m.	PEG + CAT				
4th to 8th Grade	Noon	SCIGIRLS				
	12:30 p.m.	CURIOUS CREW				
9th to 12th Grade	1:00 p.m.	AMERICAN EXPERIENCE Freedom Summer	AMERICAN MASTERS How It Feels to Be Free	HISTORY DETECTIVES	NATURE The Alps: Winter's Fortress	WORKING CLASS Competition Drives Innovation
	1:30 p.m.			FINDING YOUR ROOTS To The Manor Born	John Lewis: Get in the Way	AMERICAN CREED
	2:00 p.m.					
	2:30 p.m.					
PreK to 3rd Grade	3:00 p.m.	NATURE CAT				
	3:30 p.m.	CYBERCHASE				
	4:00 p.m.	MOLLY OF DENALI				
	4:30 p.m.	XAVIER RIDDLE AND THE SECRET MUSEUM				
	5:00 p.m.	ODD SQUAD				

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PROGRAM	WATCH & PLAY
<p>Monday, January 18, 2021 at 11:30am PEG + CAT</p> 	<p>MATHEMATICS</p> <p>EPISODES - The Pig Problem/The Mariachi Problem</p> <p>FOCUS - Using a calendar</p> <p><small>PA STANDARD: CC.2.1.1.B.1 EXTEND THE COUNTING SEQUENCE TO READ AND WRITE NUMERALS TO REPRESENT OBJECTS</small></p> <p>ACTIVITY: TRY THIS</p> <p>Waiting for big events like birthdays, holidays, or the start of school are great opportunities for children to learn to keep track of days and months. Together, make a one-month calendar from scratch. Create a 5 x 7 grid of blank squares on a piece of paper and write the days of the week along the top. Have your child help number the days of the month and decorate the calendar. Have your child write important items and activities to remember on their calendar.</p>
<p>Tuesday, January 19, 2021 at 10am DANIEL TIGER'S NEIGHBORHOOD</p> 	<p>SOCIAL AND EMOTIONAL LEARNING</p> <p>EPISODES - You are Special/Daniel is Special</p> <p>FOCUS - Literacy activity: "I am special because..."</p> <p><small>PA STANDARD: C.1.4.K.B USE A COMBINATION OF DRAWING, DICTATING, AND WRITING.</small></p> <p>ACTIVITY: TRY THIS</p> <p>Encourage your child to think about ways that they are special and discuss together. Extend the activity further by having older children write about it. For example, "I am special because..." or they can list what makes them special and put together a collage of pictures or drawings to represent their special qualities. Encourage them to add to this as they learn and discover more special qualities about themselves.</p>
<p>Wednesday, January 20, 2021 at 11am SESAME STREET</p> 	<p>SOCIAL AND EMOTIONAL LEARNING/LITERACY</p> <p>EPISODE - Dog Day Engineers</p> <p>FOCUS - Engineer a homemade catapult (STEM); exploring and measuring motion of objects</p> <p><small>PA STANDARD: 3.2.4.D - RECOGNIZE AND USE THE TECHNOLOGICAL DESIGN PROCESS TO SOLVE PROBLEMS 3.4.4.C - OBSERVE AND DESCRIBE DIFFERENT TYPES OF FORCE AND MOTION.</small></p> <p>ACTIVITY: TRY THIS</p> <p>With your child, engineer a homemade catapult to launch a light, soft projectile (i.e. crumpled paper, marshmallow, cotton ball, popcorn). Gather a tube (i.e. toilet tissue roll, paper towel roll or a rolling pin), hair elastic and a wooden spoon or ruler. Loop the elastic on the tube two times. In the place where the elastic gets crossed insert the wooden spoon and fix it so that the middle of the spoon rests on the tube (like a seesaw). Place the soft projectile on the spoon (lower end). Push the opposite end of the spoon. What happens to the projectile? How far does it go? Older children can experiment with different projectiles and measure and chart the distance. What objects fly farther and less far?</p>
<p>Thursday, January 21, 2021 at 10:30am ELINOR WONDERS WHY</p> 	<p>SCIENCE AND NATURE</p> <p>EPISODES - These Sneezes/Ari's Lucky Shirt</p> <p>FOCUS - Science of sneezing and good hygiene</p> <p><small>PA STANDARD: 3.2.4.C - RECOGNIZE AND USE THE ELEMENTS OF SCIENTIFIC INQUIRY TO SOLVE PROBLEMS 3.4.4.C - OBSERVE AND DESCRIBE DIFFERENT TYPES OF FORCE AND MOTION.</small></p> <p>ACTIVITY: TRY THIS</p> <p>Learning why we sneeze (to get rid of irritants in our nose such as dust, pollen and germs) reminds us not to share these with others. Tell your child to cough and sneeze in their elbows instead of their hands, and you will drastically reduce the amount of germs they have on their hands (and then pass on to others). Ask: How far do you think your sneeze travels? Try a simple science experiment using a spray bottle with water and covering the floor of newspaper. Hold the spray bottle above the newspaper. Squeeze the handle a few times. Can you see how far the droplets go? Continue spraying until the newspaper is visibly damp. Does your "sneeze" go as far as you expected it to? What happens if you cover the water bottle with your elbow, cloth, or a tissue?</p>
<p>Friday, January 22, 2021 at 11:30am PEG + CAT</p> 	<p>MATHEMATICS</p> <p>EPISODES - The Big Dig Problem/The Crayon Problem</p> <p>FOCUS - Exploring 2-dimensional shapes and their attributes</p> <p><small>PA STANDARD: CC.2.3.K.A.2 ANALYZE, COMPARE, CREATE, AND COMPOSE TWO- AND THREE-DIMENSIONAL SHAPES</small></p> <p>ACTIVITY: TRY THIS</p> <p>Encourage your child to make a picture using a variety of 2D (two-dimensional) shapes—circles, squares, triangles, rectangles, etc. Talk about the differences between the shapes—lines (straight or curved) and angles (corners and how many). Did they use a combination of shapes to make something? Older children can make a graph on a separate piece of paper to indicate how many 2D shapes they used in their picture (i.e. circle: 3; square: 5). Then ask someone to look at their picture and see if they can find all the 2D shapes. Your child can use the graph to check their answers.</p>