

DANIEL TIGER'S NEIGHBORHOOD

LOCAL PBS TV
M-F 9:30am

PBSKIDS 24/7
M-F 8am, 8:30am



An animated program which builds on the pioneering PBS series, *Mister Rogers' Neighborhood*, this series tells its engaging stories using musical strategies grounded in Fred Rogers' landmark social-emotional curriculum. Through imagination, creativity and music, Daniel and his friends learn the key social skills necessary for school and for life.

ACTIVITY: MONDAY, SEPTEMBER 6



Preparing for a new school year or new family routine can stir up lots of emotions for your child. Talk about what to expect and help your child practice first day routines together a week or so before. Help your child make a picture chart of their new morning and bedtime routines. Older children can dictate or write out phonetically captions for their chart. Having the pictures to refer to might make the routines a bit easier once they understand that it will start all over again tomorrow!

PA STANDARD: AL.2.PK.B – INDEPENDENTLY BREAK SIMPLE TASKS INTO STEPS AND COMPLETE THEM ONE AT A TIME.
6.3 PK.B - RECOGNIZE THERE ARE SOCIALLY ACCEPTABLE WAYS TO BEHAVE IN DIFFERENT PLACES. 1.4.PK.F AND 1.4.PK.R – EMERGING TO... SPELL SIMPLE WORDS PHONETICALLY.

ACTIVITY: TUESDAY, SEPTEMBER 7



Play games that encourage sharing and taking turns. Create your own game by making instruction cards using index cards or small pieces of paper and a die. With your child, brainstorm activities to write on the cards such as: clap your hands; whisper “No, thank you.”; turn around; touch your toes; shout “Yes, please!”; Say your name; knock on the door; jump up and down, etc. Mix up the cards. Pick a card, then roll a die to see how many times to do what the card says. You can help your child count the dots on the die. For example, if the die lands on three and the card says “Say your name”, your child will then say their name three times.

PA STANDARD: 16.2 PK.A - INTERACT WITH PEERS AND ADULTS IN A SOCIALLY ACCEPTABLE MANNER. 16.2. PK.C- ENGAGE IN RECIPROCAL COMMUNICATION WITH ADULTS AND PEERS.

ACTIVITY: WEDNESDAY, SEPTEMBER 8



Encourage your child to use words to say how they feel. Grown-ups can “listen” to young children’s behavior and put a name to their emotions. “Are you sad? You had to leave the park. Are you crying because you still wanted play?” Older children can practice statements “I feel __ (insert feeling word) when ___ (share what this feeling). Try using “Daniel Tiger’s Neighborhood” strategy songs to help your child manage and express how they feel. Here’s just a few: “Use your words and say how you feel”; “When you feel so mad that you want to roar, take a deep breath, and count to four”; “Give a squeeze, nice and slow, take a deep breath...let it go.”

PA STANDARD: 16.1.PK.A- DISTINGUISH BETWEEN EMOTIONS AND IDENTIFY SOCIALLY ACCEPTED WAYS TO EXPRESS THEM. 16.1.PK.B – RECOGNIZE THAT EVERYONE HAS PERSONAL TRAITS WHICH GUIDE BEHAVIOR AND CHOICES.

ACTIVITY: THURSDAY, SEPTEMBER 9



Talk to your child about what it’s like to be a friend and have a good friend. Encourage your child to get involved in play by modeling the behavior for them. Show them how to say hello to someone new and ask for their name. Help them draw the connection between their kind, cooperative behavior and friendship. “Can you share your blocks with your friends? It’s nice to share with friends” or “You gave your friend a hug when she was crying. That helped her feel better”. Making friends takes lots of practice and patience but as the “Daniel Tiger’s Neighborhood” song reminds us: “A friend just wants to play with you.”

PA STANDARD: 16.1.PK.B – RECOGNIZE THAT EVERYONE HAS PERSONAL TRAITS WHICH GUIDE BEHAVIOR AND CHOICES. 16.2 PK.A INTERACT WITH PEERS AND ADULTS IN A SOCIALLY ACCEPTABLE MANNER.

ACTIVITY: FRIDAY, SEPTEMBER 10



Childhood is full of new experiences. Talking about and planning for new experiences can help children manage their fears and expectations. Think of some of your child’s “firsts”—learning how to walk, going down the slide for the first time, getting a haircut, sleeping in a big bed, starting preschool, etc. Then together, make a book of “firsts” using illustrations or photos to show all your child’s “first” accomplishments and write captions. Be sure to read it together when done and leave room to add more.

PA STANDARD: 16.1.PK.A- DISTINGUISH BETWEEN EMOTIONS AND IDENTIFY SOCIALLY ACCEPTED WAYS TO EXPRESS THEM.16.1 PK. C- RECOGNIZE THAT EVERYONE MAKES MISTAKES AND THAT USING POSITIVE COPING SKILLS CAN RESULT IN LEARNING FROM THE EXPERIENCE. 1.4.PK.B – WITH PROMPTING AND SUPPORT, DRAW/DICTATE ABOUT ONE SPECIFIC TOPIC.

**MOLLY OF
DENALI**
LOCAL PBS TV
M–F 7am
PBSKIDS 24/7
M–F 1pm, 6pm



Join Molly, an Alaska Native girl, her dog Suki, and friends Tooley and Trini on their adventures in epically beautiful Alaska. Along the way, Molly's life is enhanced, kept on track, and flat-out saved by maps, guide books, websites, weather reports, and more. Your child will learn language arts, science and social studies skills.

ACTIVITY: MONDAY, SEPTEMBER 13



Cut paper or construction paper into small squares. If possible assign each color a letter and write the letters on the squares. Go through each of the cards you created with your child, identifying the letters and making the sound each letter makes. Spread out the cards on the floor. Choose three letters and place them in front of your child. Ask your child to find the letter that different words start with, enunciating the first letter. "What sound does b-b-boat start with? B-b-boat." Your child will then choose the letter among the cards laid out. To help your child, you can repeat the letter sounds on each card. "That's the T. T-t-tee. Truck starts with t. What does b-b-boat start with? B-b-b." Repeat the game with a different set of three letters.

PA STANDARD: 1.1.PK.B – IDENTIFY BASIC FEATURES OF PRINT. 1.1.PK.D – DEVELOP BEGINNING PHONICS AND WORD SKILLS. 1.1.PK.C – DEMONSTRATE UNDERSTANDING OF SPOKEN WORDS, SYLLABLES, AND SOUNDS (PHONEMES).

ACTIVITY: TUESDAY, SEPTEMBER 14



Encourage your child to practice writing and reading their name. They can practice using pencil and crayons or by using their fingers to draw the letters in their name in sand or in the bathtub soap suds. You can also have them create their name with tub letters, alphabet blocks, and letter magnets. After they "write" their name, practice "reading" their name together by pointing to each letter and saying the sounds.

PA STANDARD: 1.1.PK.B – IDENTIFY BASIC FEATURES OF PRINT. 1.1.PK.D – DEVELOP BEGINNING PHONICS AND WORD SKILLS 1.4.PK.F AND 1.4.PK.R – EMERGING TO... SPELL SIMPLE WORDS PHONETICALLY.

ACTIVITY: WEDNESDAY, SEPTEMBER 15



Use a "storytelling sack" to create a story together. Get a fabric drawstring bag or pillowcase. Fill the sack with small, interesting items--toy animals, small toys, action figures, and other random objects. Each person takes a turn removing one object at a time. The first person uses the object to start the story. As each storyteller removes an object, they use it as their prompt to add to the story. The person who pulls the last object from the bag ends the story.

PA STANDARD: 1.5.PK.D – USE SIMPLE SENTENCES; SHARE STORIES, FAMILIAR EXPERIENCES AND INTERESTS, SPEAKING CLEARLY ENOUGH TO BE UNDERSTOOD BY MOST AUDIENCES.

ACTIVITY: THURSDAY, SEPTEMBER 16



Encourage your child to "write" or draw something special for someone. Younger children can illustrate a picture and tell you what they want to say. Older children can dictate and/or write out phonetically—the sounds they hear (for example, "dr" for dear, "fd" for friend). Ask: "How else could we tell someone about something special?"

PA STANDARD: 1.4.PK.O – WITH PROMPTING AND SUPPORT, DESCRIBE EXPERIENCES AND EVENTS. 1.4.PK.F AND 1.4.PK.R – EMERGING TO... SPELL SIMPLE WORDS PHONETICALLY.

ACTIVITY: FRIDAY, SEPTEMBER 17



Make a book of "environmental print" that your child can "read" by saving the front of cereal boxes, labels and tags from foods, drinks and other items that your child can recognize. Glue them to sheets of paper and staple together or fold pages to make a book. Then, listen to your child "read" their book to you. You can extend this activity by asking questions about the items and giving your child time to talk about what they observe and know about the items.

PA STANDARD: 1.1.PK.B – IDENTIFY BASIC FEATURES OF PRINT. 1.2.PK.B – ANSWER QUESTIONS ABOUT A TEXT. 1.2.PK.J – USE NEW VOCABULARY AND PHRASES ACQUIRED IN CONVERSATIONS AND BEING READ TO.

SESAME STREET
LOCAL PBS TV
M–F 11am
PBSKIDS 24/7
M–F 9am



Since 1969, children and adults alike have flocked to the place where multiethnic, multigenerational, and even multispecies residents coexist in harmony. The people on this very special street learn life’s lessons together, provide viewers with strong role models, and teach children that everyone brings a special ability to the community. Here, children learn to use their imaginations, build social skills, and respect people’s differences. Your child will also learn about language arts and math.

ACTIVITY: MONDAY, SEPTEMBER 20


One-to-one correspondence

Take a deck of cards and remove the aces and face cards. Mix them up and provide markers—like cheerios or small buttons. Draw a card and place small item on each shape on card. Count them up and compare to written number on the card. *Supervise to minimize choking hazard with small items.*

PA STANDARD: 2.1.PK.A.1 – KNOW NUMBER NAMES AND COUNT SEQUENCE. 2.1.PK.A.2 – COUNT TO TELL THE NUMBER OF OBJECTS. 2.4.PK.A.4 – CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY.

ACTIVITY: TUESDAY, SEPTEMBER 21


Number recognition

Take a deck of cards and remove the aces and face cards. Use a sandbox or a deeper tray with sand in it. Bury the cards in the sand. Create score cards with numbers 2-10 in a grid pattern. Start with three across and three down and increase as your child shows interest. Dig for a card in the sand and mark of the corresponding number on your score card. Keep digging until someone gets three in a row or fills their card.

PA STANDARD: 2.1.PK.A.1 – KNOW NUMBER NAMES AND COUNT SEQUENCE. 2.1.PK.A.2 – COUNT TO TELL THE NUMBER OF OBJECTS.

ACTIVITY: WEDNESDAY, SEPTEMBER 22


Counting

Take a deck of cards and remove the aces and face cards. Provide children with items that can link or attach to each other such as jumbo paper clips or Lego blocks. Draw a card. The number on the card indicates how many items to attach or link together. Take turns. Whose chain is longer? *Supervise to minimize choking hazard with small items.*

PA STANDARD: 2.1.PK.A.1 – KNOW NUMBER NAMES AND COUNT SEQUENCE. 2.1.PK.A.2 – COUNT TO TELL THE NUMBER OF OBJECTS. 2.4.PK.A.4 – CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY.

ACTIVITY: THURSDAY, SEPTEMBER 23


Comparing

Take a deck of cards and remove the aces and face cards. Turn all the cards face down and place in the middle of the table. Take turns choosing a card. Whose card is the biggest? Whose card is the smallest? Decide if the cards go to the one who gets the smaller number or the bigger number.

PA STANDARD: 2.1.PK.A.1 – 2.1.PK.A.1 – KNOW NUMBER NAMES AND COUNT SEQUENCE.

ACTIVITY: FRIDAY, SEPTEMBER 24


Counting

Take a deck of cards and remove the aces and face cards. Make a pretend pizza. Use a paper circle or paper plate and color in your “sauce”. Now choose a card and the number you draw is the number of an item or shape you add to your “pizza”. Cut them out and glue or place on your “Pizza”. Take turns. Who makes the wackiest pizza?

PA STANDARD: 2.3.PK.A.1 – IDENTIFY AND DESCRIBE SHAPES.

ELINOR WONDERS WHY

LOCAL PBS TV
M–F 10:30am
PBSKIDS 24/7
M–F 9:30am,
3:30pm



Elinor Wonders Why aims to encourage children to follow their curiosity, ask questions when they don't understand and find answers using science inquiry skills. The main character Elinor, the most observant and curious bunny rabbit in Animal Town, introduces children to science, nature and community through adventures with her friends.

ACTIVITY: MONDAY, SEPTEMBER 27



You and your child can investigate how different small balls or cars can move on inclines by making your own ramps at home. Collect materials for ramps like pieces of cardboard, large books or cardboard tubes (cut the tube in half lengthwise). Prop the “ramps” on blocks or a chair and let the balls or cars go at the top. What happens? Experiment with changing the inclines or making balls go down and then up the incline.

PA STANDARD: 3.2.PK.B.1 – EXPLORE AND DESCRIBE THE MOTION OF TOYS AND OBJECTS.

ACTIVITY: TUESDAY, SEPTEMBER 28



Talk with your child about squirrels, birds, worms, spiders, insects or other animals you find in your area. Introduce vocabulary to describe how these animals look and move. “Look at the furry grey squirrel climbing the tree! The bird soaring in the sky! The grasshopper jumping!” Invite your child to use their own body to run like a squirrel, soar like a bird and jump like a grasshopper. Ask: “What other ways can you move your body?”

PA STANDARD: 3.1.PK.A.1 – RECOGNIZE THE DIFFERENCE BETWEEN LIVING AND NON-LIVING THINGS. 3.1.PK.A.5 – NAME THE BASIC PARTS OF LIVING THINGS.

ACTIVITY: WEDNESDAY, SEPTEMBER 29



On a clear night, spend a few minutes looking at the night sky together. What do you see? What can we now see that we couldn't see or couldn't see well during the day? What's missing? Talk about the moon. What does it look like? What shape and size is it? What else do you notice about it? Talk about the stars. How bright or dim are the stars? Do the stars make any patterns or shapes?

PA STANDARD: 3.3.PK.B.1 – IDENTIFY OBJECTS THAT CAN BE FOUND IN THE DAY OR NIGHT SKY.

ACTIVITY: THURSDAY, SEPTEMBER 30



Discuss with your child what happens in different seasons such as weather changes and how trees, plants and animals change during spring, summer, fall and winter. Then, have your child draw a picture representing their favorite season.

PA STANDARD: 4.1.PK.E – IDENTIFY THE CHANGE OF SEASONS IN THE ENVIRONMENT. 4.4.PK.A – IDENTIFY WHAT PLANTS AND ANIMALS NEED TO GROW.

ACTIVITY: FRIDAY, OCTOBER 1



You can help your child explore melting with some ice cubes, a few large bowls and two spoons. Dump a tray of ice cubes into a bowl and invite your child to investigate how they look, feel, and taste. Encourage your child to pick them up, squeeze them and stir them with the spoon. As the ice cubes begin to melt, talk about the changes you observe. Remember to supervise young children around water.

PA STANDARD: 3.2.PK.A.1 – SORT AND DESCRIBE OBJECTS ACCORDING TO SIZE, SHAPE, COLOR, AND TEXTURE. 3.3.PK.A.4 – IDENTIFY A VARIETY OF USES FOR WATER.