

DANIEL TIGER'S NEIGHBORHOOD

PBS KIDS
M-F 8:00am;
8:30am

WPSU TV
M-F 9:30am



Your child is learning how to interact with other children and adults every day and to manage their feelings. *Daniel Tiger's Neighborhood* helps children understand and practice these social and emotional skills.

This week, explore community helpers and how they help us along with Daniel Tiger and his friends.

ACTIVITY: MONDAY, MAY 2 – SOCIAL and EMOTIONAL LEARNING

Who are our helpers?

Discuss with your child what community means—a place where people live, work, and play. People in a community have different roles and jobs. You can explain that community helpers are people who help or serve others (i.e. police officers, firefighters, teachers, health care, sanitation, and postal workers) or help provide us with “goods” that we need to live such as food, clothing and other supplies (i.e. farmers, grocery, store and delivery workers). Ask your child: “Who are the helpers in our neighborhood? What do they do to help us?” After discussing community helpers, encourage your child to think of ways they can be a helper too—at home, at school and/or in the community.

PA STANDARD: 16.2.PK.E - ASK FOR AND ACCEPT OFFERS OF HELP WHEN NEEDED OR APPROPRIATE. 16.3.PK.C - ACTIVELY ENGAGE IN ASSISTING OTHERS WHEN APPROPRIATE. 5.3.PK.C - IDENTIFY COMMUNITY WORKERS THROUGH THEIR UNIFORMS AND EQUIPMENT. 6.5.PK.C - IDENTIFY LOCAL BUSINESSES.

ACTIVITY: TUESDAY, MAY 3 – MATH THINKING

Where are our helpers?

Create a “Look for the helpers” game by making a simple map of your neighborhood together. On paper, you can draw or use cut-out pictures of places and buildings where you live, or you can use building blocks to build a three-dimensional map of your neighborhood or an imaginary one. Is there a fire station, police station, library, hospital/clinic, post office, school, etc. near where you live? Once you map out these community locations, play games looking for the helpers. Provide clues or story scenarios about different helpers and encourage your child to find them on the map. Try picking a location without saying it aloud and give directions using positional words (i.e. near, under, above, next to, between, etc.) to guide your child to that location. Can they guess where they are going before they arrive at the location? Then let your child have a turn and give you directions.

PA STANDARD: 7.1.PK.A - EXPLAIN HOW A MAP IS A REPRESENTATION OF PLACES. 2.3.PK.A.1 - IDENTIFY AND DESCRIBE POSITIONAL WORDS. 1.5.PK.C - RESPOND TO WHAT A SPEAKER SAYS IN ORDER TO FOLLOW DIRECTIONS, SEEK HELP, OR GATHER INFORMATION. 5.3.PK.C - IDENTIFY COMMUNITY WORKERS THROUGH THEIR UNIFORMS AND EQUIPMENT. 6.5.PK.C - IDENTIFY LOCAL BUSINESSES.

ACTIVITY: WEDNESDAY, MAY 4 – EARLY LITERACY

Why thank our helpers?

Ask your child to think of someone who has helped them or your family recently. It could be a family member, friend, neighbor, or a community helper. What can you do together to show them your appreciation? Maybe it's making a homemade thank-you note from supplies you have at home. Encourage your child to help write or draw pictures to express their gratitude. You could send it by mail, deliver it by hand or leave it for your helper to find. Some examples: “Thank you for helping me!” “Thank you for smiling at me.” “Thank you for bringing me food.” “Thank you for making me feel better.”

PA STANDARD: 1.4.PK.B - WITH PROMPTING AND SUPPORT, DRAW/DICTATE ABOUT ONE SPECIFIC TOPIC. 16.2.PK.A - INTERACT WITH PEERS AND ADULTS IN A SOCIALLY ACCEPTABLE MANNER. 16.2.PK.E - ASK FOR AND ACCEPT OFFERS OF HELP WHEN NEEDED OR APPROPRIATE. 5.3.PK.C - IDENTIFY COMMUNITY WORKERS THROUGH THEIR UNIFORMS AND EQUIPMENT.

ACTIVITY: THURSDAY, MAY 5 – SCIENCE THINKING

How do helpers help us?

Next time you are at a store, library or post office, ask your child to observe what the workers are doing. How are they helping others? What do they do with the grocery items, books and/or mail pieces? Then set up a pretend store, library, or post office. You can use real items such as grocery items and canned goods, books and magazines, and/or letters, envelopes and junk mail. Tell your child that they are ___ (i.e. store worker, librarian, postal worker) and it's their job to sort the items. Encourage them to sort the items by size or color. Then take turns role playing the worker and the customer.

PA STANDARD: 3.2.PK.A.1 SORT AND DESCRIBE OBJECTS ACCORDING TO SIZE, SHAPE, COLOR, AND TEXTURE. 5.3.PK.C - IDENTIFY COMMUNITY WORKERS THROUGH THEIR UNIFORMS AND EQUIPMENT. 16.2.PK.E - ASK FOR AND ACCEPT OFFERS OF HELP WHEN NEEDED OR APPROPRIATE. 16.3.PK.C - ACTIVELY ENGAGE IN ASSISTING OTHERS WHEN APPROPRIATE.

ACTIVITY: FRIDAY, MAY 6 – THE ARTS

'Which helper am I?'

Talk about different community helpers in your neighborhood. What do they do to help you and others? Then play “Which community helper am I?” game by taking turns acting out different community helpers and providing clues about what they do to help people. For example, if you are a firefighter you can say as your first clue, “I help people when they have an emergency”. Followed by other clues such as: “I wear a uniform” and “I drive a fire truck.”

PA STANDARD: 9.1.D.PK.E - USE IMAGINATION AND CREATIVITY TO EXPRESS SELF THROUGH DRAMATIC PLAY. 16.2.PK.E - ASK FOR AND ACCEPT OFFERS OF HELP WHEN NEEDED OR APPROPRIATE. 5.3.PK.C - IDENTIFY COMMUNITY WORKERS THROUGH THEIR UNIFORMS AND EQUIPMENT.

SESAME STREET

PBS KIDS
M-F 9am

WPSU TV
M-F 11am



Sesame Street's characters and friends will inspire your early learner to explore their imagination, build social skills and learn about math, literacy, science and the arts.

This week explore the world of magic and the wonders of how things work with our friends from Sesame Street.

ACTIVITY: MONDAY, MAY 9 – SOCIAL and EMOTIONAL LEARNING

Grover's magic carpet

Build confidence and the power of positive thinking with Super Grover! Next time you hear your child say "I can't...", try encouraging them by replacing "I can't" with "I can't yet..." or "I'm learning to..." Those simple changes will make a big difference in how your child feels about their skills and abilities. Spread out some towels on the floor and have your child pretend they are jumping on magic carpets. Before jumping to each "magic carpet" tell your child to say "I can do it!" To make it more challenging, you can spread out the towels a little farther apart after each round.

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. 16.1.PK.C – RECOGNIZE THAT EVERYONE MAKES MISTAKES AND THAT USING POSITIVE COPING SKILLS CAN RESULT IN LEARNING FROM THE EXPERIENCE.

ACTIVITY: TUESDAY, MAY 10 – MATH THINKING

Count's magic trick

Try this fun magic number trick! Gather three plastic cups (not see-through), line them in a row and turn them upside down. On separate small pieces of paper, write down numbers 1-5 or 1-10 (depending on your child's math knowledge). Pick a number and put under one of the cups with your child watching. Tell them you are going to move the cups around and when finished, they will try to find the one with the secret number. Slide the cups in different positions, start slow and then go faster as your child gets more familiar with game. Then stop and ask your child to guess which cup has the number. When they find the correct cup, ask them to tell you the secret number. Set aside. Keep playing until you get all the numbers. When done, try putting the numbers in the correct number sequence.

PA STANDARD: 2.1.PK.A.1 – KNOW NUMBER NAMES AND COUNT SEQUENCE. AL.2.PK.E RETAIN AND RECALL INFORMATION PRESENTED OVER A SHORT PERIOD OF TIME.

ACTIVITY: WEDNESDAY, MAY 11 – EARLY LITERACY

Abby's magic spells

Talk about magic spells, poems, and songs you may know from popular fairy tales and stories. Perhaps you and your child can recite some together. Then, play a "Repeat, Rhyme and Jump" game with your child using words that rhyme with "spell" (words that end with the -ell sound). You can start out with the word "spell". Have your child repeat the word "spell" and jump. Then say another word that rhymes with spell. For example, you can say "spell, bell" and have your child repeat it and jump. Continue the pattern using the last rhyming word first in the next sequence: "bell, tell"; "tell, smell"; "smell, well"; "well, shell" and so on until you run out of rhymes.

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

ACTIVITY: THURSDAY, MAY 12 – SCIENCE THINKING

Elmo's science magic

Elmo asks "Is it magic or science?" Try these fun experiments with your child that seem magical but are really just science in disguise! You can try mixing simple ingredients to make a "chemical reaction"—making it into something new. What happens when you add a little baking soda to vinegar? Ta da! Hmm...Elmo wonders what will happen if you add salt to an ice cube. Put two ice cubes on separate plates. Sprinkle table salt on one ice cube and ask your child what might happen. Observe which one melts faster. Ta da! Hmm...Elmo wonders what you can do with a piece of paper that your child colored. Try making it into something new—a paper airplane! Ta da!

PA STANDARD: 3.2.PK.A.3 – NOTICE CHANGE IN MATTER. 3.2.PK.A.6 PARTICIPATE IN SIMPLE INVESTIGATIONS OF MATTER TO ANSWER A QUESTION OR TO TEST A PREDICTION.

ACTIVITY: FRIDAY, MAY 13 – THE ARTS

Zoe's magic art

Zoe has two fun "magical" activities for you to try! Have your child draw or write something in white crayon on a piece of white paper. When finished, use water color paints to paint over the writing. The watercolor resists sticking to the waxy crayon, and the drawing or writing magically appears! Zoe's other idea is to make a magic wand using craft sticks, recycled paper towel roll or a plastic cooking spoon. Add decorations, paper star, ribbons, etc. Be creative! Then encourage your child to go on a magical adventure with their special wand.

PA STANDARD: AL.3.PK.C – USE MATERIALS AND OBJECTS TO REPRESENT NEW CONCEPTS. 9.1.V.PK.B – COMBINE A VARIETY OF MATERIALS TO CREATE A WORK OF ART. 9.1.D.PK.E – USE IMAGINATION AND CREATIVITY TO EXPRESS SELF THROUGH DRAMATIC PLAY.

**ELINOR
WONDERS WHY**

PBS KIDS
M–F 9:30am;
3:30pm

WPSU TV
M–F 10:30am



Elinor Wonders Why aims to encourage your early learner to follow their curiosity, ask questions and find answers using science inquiry skills.

This week explore butterflies and their life cycle along with Elinor and her friends.

ACTIVITY: MONDAY, MAY 16 – SOCIAL and EMOTIONAL LEARNING



Elinor is curious about butterflies—how they eat, how they fly, and where they live. Butterflies have antennae to help them smell really well and a special mouth to help them drink nectar from flowers. Discuss with your child about how butterflies fly from flower to flower to “drink” their food and when they do, they help flowers and plants grow. Butterflies are pollinators just like bees and other insects! Since butterflies help plants grow, they, in turn, help other animals and humans who eat plants for food. Can you think of other ways butterflies are helpful to us? What can we do to help butterflies?

PA STANDARD: 16.2.PK.B – IDENTIFY SIMILARITIES AND DIFFERENCES BETWEEN SELF AND OTHERS. 16.3.PK.C – ACTIVELY ENGAGE IN ASSISTING OTHERS WHEN APPROPRIATE. 3.1.PK.A.2 – IDENTIFY BASIC NEEDS OF LIVING THINGS. 3.1.PK.A.5 – NAME THE BASIC PARTS OF LIVING THINGS. 4.3.PK.A – IDENTIFY HOW THE ENVIRONMENT PROVIDES FOR THE NEEDS OF PEOPLE IN THEIR DAILY LIVES.

ACTIVITY: TUESDAY, MAY 17 – MATH THINKING



Elinor wonders why butterflies have different patterns and colors on their wings. She and her friends learn that the color patterns on butterfly wings help them blend into plants, trees, and flowers. This is to keep them safe. You can explain that this blending into surroundings is called camouflage—which is a bit like a game of hide and seek—it helps them hide better. Draw a simple outline of a butterfly and encourage your child to create color and shape patterns on the wings. When finished, take your butterfly and place it on different backgrounds and surroundings where you live (i.e. rugs, furniture, grass, trees, plants) to see where it blends in the best. Talk about why that it is. Then play a game of hide and seek together!

PA STANDARD: AL.2.PK.D RECOGNIZE AND EXTEND SIMPLE PATTERNS. 2.3.PK.A.1 – IDENTIFY AND DESCRIBE SHAPES. 3.1.PK.A.2 – IDENTIFY BASIC NEEDS OF LIVING THINGS. 3.1.PK.A.5 – NAME THE BASIC PARTS OF LIVING THINGS. 3.1.PK.B.6 PARTICIPATE IN SIMPLE INVESTIGATIONS OF PHYSICAL CHARACTERISTICS OF LIVING THINGS FROM SAME SPECIES TO ANSWER A QUESTION OR TO TEST A PREDICTION.

ACTIVITY: WEDNESDAY, MAY 18 – EARLY LITERACY



You can introduce compound words (combining two words to make one word) to your child with the word, “butterfly”. On one piece of paper write the word “butter” and on another slip of paper write “fly”. You can add illustrations or use a picture of butter and a fly to demonstrate. With your child, sound out the word “butter” starting with the letter B (“ba” sound) followed by “u” then “t” then “er” and point to the letters and sound combinations as you read it together. Do the same with the word “fly”—“f” “l” “i”. Then ask your child to put the two words together and see if they can guess what the new word makes.

PA STANDARD: 1.1.PK.B – IDENTIFY BASIC FEATURES OF PRINT. 1.4.PK.F AND 1.4.PK.R – EMERGING TO... SPELL SIMPLE WORDS PHONETICALLY.

ACTIVITY: THURSDAY, MAY 19 – SCIENCE THINKING



Discuss with your child about the life cycle of the butterfly—from egg to caterpillar to chrysalis to butterfly. Can you think of other animals that grow from an egg? Can you think of any other animals that go through a big change—start as one thing and then grow into something else? For fun, try acting out the life cycle of a butterfly. Start out as tiny eggs, rolled up in a ball on the floor. Next, wiggle around the ground like hungry caterpillars looking for leaves to eat. Then, stand with your arms touching above your head as you hide in your chrysalis. Spread your wings and fly away like a butterfly!

PA STANDARD: 3.1.PK.A.3 – RECOGNIZE THAT PLANTS AND ANIMALS GROW AND CHANGE. 3.1.PK.A.5 – NAME THE BASIC PARTS OF LIVING THINGS. 10.4.PK.A – DEMONSTRATE COORDINATION OF BODY MOVEMENTS IN ACTIVE PLAY.

ACTIVITY: FRIDAY, MAY 20 – THE ARTS



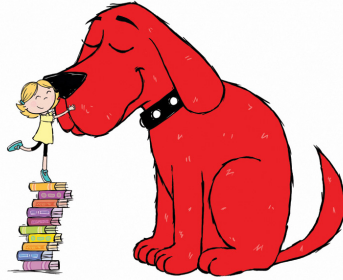
Elinor and her friends are curious how butterflies fly. Talk about the different parts of the butterfly: head, antennae, abdomen (body), wings. Wouldn’t it be fun to fly like a butterfly? Try making your own wearable butterfly wings using simple materials such as recycled cereal boxes or cardboard. Lay the blank side flat, draw wings on each side of a center vertical panel or draw one (this will connect your wings), cut around the wings and decorate them (be creative!). On the center panel (between the wings) make two holes at the top and two at the bottom. Thread yarn or ribbon through the holes, creating two vertical loops. Tie the ends together. Help your child put on the wings and pretend to be a butterfly! <https://www.pbs.org/parents/crafts-and-experiments/make-a-butterfly-costume>

PA STANDARD: 3.1.PK.A.5 – NAME THE BASIC PARTS OF LIVING THINGS. AL.3.PK.C – USE MATERIALS AND OBJECTS TO REPRESENT NEW CONCEPTS. 9.1.V.PK.B – COMBINE A VARIETY OF MATERIALS TO CREATE A WORK OF ART. 9.1.D.PK.E – USE IMAGINATION AND CREATIVITY TO EXPRESS SELF THROUGH DRAMATIC PLAY.

CLIFFORD THE BIG RED DOG

PBS KIDS
M-F 10am

WPSU TV
M-F 12:30pm



Clifford and friends inspire imaginative play, friendship, and an interest in reading and storytelling among early learners. Clifford helps prepare your child for school and develop important life skills.

This week, explore adventure stories and storytelling along with Clifford and his friends.

ACTIVITY: MONDAY, MAY 23 – SOCIAL and EMOTIONAL LEARNING



Adventure stories

Clifford and Emily Elizabeth love to go on pretend and real adventures around Birdwell Island! They get ideas for their adventures from reading books and the conversations they have about them. They also get ideas from hearing stories from friends and neighbors, every day experiences, and visits to familiar and new places. Great adventures start with a story! What books and stories inspire your child’s imagination and interests? Whenever you encourage your child’s imagination, you are stretching their thinking skills both concrete (hands-on) and abstract (creative), which prepares them for school learning, boosts their self-confidence, and develops their abilities to problem-solve. What will be your next adventure?

PA STANDARD: 16.1.PK.B – RECOGNIZE THAT EVERYONE HAS PERSONAL TRAITS WHICH GUIDE BEHAVIOR AND CHOICES. 1.3.PK.H ANSWER QUESTIONS TO COMPARE AND CONTRAST THE ADVENTURES AND EXPERIENCES OF CHARACTERS IN FAMILIAR STORIES. 9.1.D.PK.E – USE IMAGINATION AND CREATIVITY TO EXPRESS SELF THROUGH DRAMATIC PLAY.

ACTIVITY: TUESDAY, MAY 24 – MATH THINKING



Pirate adventure

After reading a book about pirates, Clifford and Emily Elizabeth go on a “pirate” adventure in search of treasure! You and your child can go on a pirate adventure too. Make a simple treasure map based on a space in your home, outside or even a local park. Hide an object and mark it on the map with a red x for your child to hunt. Then tell your child you are going on a treasure hunt together! You can role-play pirates or create a story about finding the treasure. Show your child the map and explain what the map represents. Following a simple map will help your child translate a two-dimensional view into the three-dimensional real world. Help your child with hints and clues along the way, using positional words such as on, under, above, in front of, behind and between. Did you find the treasure?

PA STANDARD: 7.1.PK.A – EXPLAIN HOW A MAP IS A REPRESENTATION OF PLACES. 2.3.PK.A.1 – IDENTIFY AND DESCRIBE POSITIONAL WORDS. 9.1.D.PK.E – USE IMAGINATION AND CREATIVITY TO EXPRESS SELF THROUGH DRAMATIC PLAY.

ACTIVITY: WEDNESDAY, MAY 25 – EARLY LITERACY



Fairy tale adventure

Share with each other your favorite fairy tale or super hero adventure. What did you like about the story? What didn’t you like? Who are your favorite characters? Then pick one of the fairy tales and encourage your child to draw a picture or scene from the fairy tale and dictate to you what is happening in their picture. Older children can dictate or write out phonetically the beginning, middle and end of the story and illustrate pictures to go with it. Once finished, encourage them to share and talk about their story and the details in their illustrations.

PA STANDARD: 1.4.PK.B – WITH PROMPTING AND SUPPORT, DRAW/DICTATE ABOUT ONE SPECIFIC TOPIC. 1.4.PK.F AND 1.4.PK.R – EMERGING TO... SPELL SIMPLE WORDS PHONETICALLY. 1.3.PK.B – ANSWER QUESTIONS ABOUT A PARTICULAR STORY (WHO, WHAT, HOW, WHEN, AND WHERE). 1.3.PK.H ANSWER QUESTIONS TO COMPARE AND CONTRAST THE ADVENTURES AND EXPERIENCES OF CHARACTERS IN FAMILIAR STORIES.

ACTIVITY: THURSDAY, MAY 26 – SCIENCE THINKING



Space adventure

Clifford and Emily Elizabeth read a book about astronauts and want to go on a pretend adventure to space. Ask your child what it would be like to go to outer space and fly a spaceship or rocket. What planets and stars would you see? Try making a star gazer together to observe the stars. Use a paper towel roll (or roll up a piece of paper and tape together) and add a small piece of foil at the end and tape it. Poke small holes in the foil and then look through the tube to check out the “constellations”. For fun, act out a trip to the moon—set up a pretend rocket ship using chairs or a couch and blast off! Don’t forget to bring your star gazer on the trip.

PA STANDARD: 3.3.PK.B.1 IDENTIFY OBJECTS THAT CAN BE FOUND IN THE DAY OR NIGHT SKY. AL.3.PK.C – USE MATERIALS AND OBJECTS TO REPRESENT NEW CONCEPTS. 9.1.D.PK.E – USE IMAGINATION AND CREATIVITY TO EXPRESS SELF THROUGH DRAMATIC PLAY.

ACTIVITY: FRIDAY, MAY 27 – THE ARTS



Ocean adventure

Clifford and Emily Elizabeth hear stories about adventures in the ocean. What would it be like to go on an ocean voyage or an underwater sea adventure? To spark your child’s imagination, look up pictures of the ocean in books at the library or online. What creatures would you see in the ocean? What would it be like to be a fish, whale or another ocean creature? Then create an “underwater” ocean scene using art materials, blue paper, and/or pictures from a magazine or photograph. Encourage your child to draw, add cut-out pictures or stickers of ocean creatures to their “underwater” scene. Then go on a pretend ocean adventure together!

PA STANDARD: 4.2.PK.C – DESCRIBE AN AQUATIC (WATER) AND TERRESTRIAL (LAND) HABITAT. AL.3.PK.C – USE MATERIALS AND OBJECTS TO REPRESENT NEW CONCEPTS. 9.1.V.PK.B – COMBINE A VARIETY OF MATERIALS TO CREATE A WORK OF ART. 9.1.D.PK.E – USE IMAGINATION AND CREATIVITY TO EXPRESS SELF THROUGH DRAMATIC PLAY.