



PROGRAM	WATCH & PLAY
<p>Monday, March 8, 2021 WITF TV at 10:00am DANIEL TIGER'S NEIGHBORHOOD</p> 	SOCIAL AND EMOTIONAL LEARNING
	EPISODES - Daniel Takes His Time/Sometimes It's Good to Go Slow
	FOCUS - Slowing down
	<small>PA STANDARD: 16.1.PK.A – DISTINGUISH BETWEEN EMOTIONS AND IDENTIFY SOCIALLY ACCEPTED WAYS TO EXPRESS THEM. 10.4.PK.A – DEMONSTRATE COORDINATION OF BODY MOVEMENTS IN ACTIVE PLAY.</small>
	<p style="text-align: center;">ACTIVITY: TRY THIS</p> <p>Talk with your child about how sometimes it's good to go slow. Think of activities you can do together that encourage slowing down: like reading, cooking, going on a slow "I spy" walk, etc. Then try some "mindfulness" activities like sitting quietly, eyes closed and breathing in and out; blowing bubbles, or pretending to be a bird (flapping your arms) or a snake (slither on ground). You can also try fast/slow games like "Red Light, Green Light"; "Go fast like a cheetah, go slow like a turtle"; or dancing or waving a scarf to fast/slow music. For more ideas, visit https://pennsylvaniapbs.org/learning-at-home/ready-set-music.</p>
<p>Tuesday, March 9, 2021 WITF TV at 11:00am SESAME STREET</p> 	EARLY LITERACY
	EPISODE - You Can Do It, Elmo
	FOCUS - Literacy Focus: Words of Encouragement
	<small>PA STANDARD: 1.4.PK.F AND 1.4.PK.R – EMERGING TO... SPELL SIMPLE WORDS PHONETICALLY. 16.1.PK.B – RECOGNIZE THAT EVERYONE HAS PERSONAL TRAITS WHICH GUIDE BEHAVIOR AND CHOICES.</small>
	<p style="text-align: center;">ACTIVITY: TRY THIS</p> <p>Create an encouragement jar for your child to decorate. Then together, write cards with words of encouragement. Older children can dictate or write out phonetically. For example: "I can do hard things." "I am a team player." "I am kind." "I am going to have a good day." Every morning or whenever your child needs a boost, pull an encouragement card from the jar. Read the affirmation and have your child repeat it back to you.</p>
<p>Wednesday, March 10, 2021 WITF TV at 11:30am PEG + CAT</p> 	MATH THINKING
	EPISODES - The Election Problem/The Littlest Chicken Problem
	FOCUS - Counting using tally marks
	<small>PA STANDARD: 2.3.PK.A.1 – IDENTIFY AND DESCRIBE SHAPES. 2.4.PK.A.4 – CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY.</small>
	<p style="text-align: center;">ACTIVITY: TRY THIS</p> <p>Explain to your child that tally marks are used to keep track of an item you are counting. Ask your child to help count circles, squares and triangles in your home using paper and a pencil to make tally marks on a chart. Now compare your data together—which shape did you see more of? Less? How did you know? Extend by counting the tally marks together using one-to-one correspondence (pointing to each tally mark as you count). Then, write the number next to the tally mark.</p>
<p>Thursday, March 11, 2021 WITF TV at 10:30am ELINOR WONDERS</p> 	SCIENCE THINKING
	EPISODES - Hiding In Plain Sight/Owl Girl
	FOCUS - Camouflage: blending into surroundings
	<small>PA STANDARD: 3.1.PK.A.5 – NAME THE BASIC PARTS OF LIVING THINGS.</small>
	<p style="text-align: center;">ACTIVITY: TRY THIS</p> <p>Talk with your child how animals and creatures use "camouflage" to keep themselves safe, which is a bit like a game of hide and seek—it helps them to hide better. Gather several small objects such as buttons or ribbons that come in different colors. Then with your child, predict and test the objects to see which colors blend in best with the different backgrounds such as grass, dirt, sand or inside on rugs and furniture. Then play a game of hide and seek together!</p>
<p>Friday, March 12, 2021 WITF TV at 11:30am PEG + CAT</p> 	MATH THINKING
	EPISODES - The George Washington Problem/The High Noon Problem
	FOCUS - Introducing "time" vocabulary: noon and midnight
	<small>2.1.PK.A.1 – KNOW NUMBER NAMES AND COUNT SEQUENCE. 10.4.PK.A – DEMONSTRATE COORDINATION OF BODY MOVEMENTS IN ACTIVE PLAY.</small>
	<p style="text-align: center;">ACTIVITY: TRY THIS</p> <p>Introduce the words "noon" to mean the middle of the day (usually when we eat lunch) and "midnight" to mean the middle of the night (usually when we are sleeping). Then play, "What time is it, Mr./Ms. Fox?". One person is the fox and the other person or rest of the group stands twenty feet apart facing the fox. The group asks: "What time is it, Mr./Ms. Fox?" Fox can pick a number between 1 and 12. For example, Fox answers: "Three o'clock". The group then takes three steps toward the fox then asks again. This continues until the fox decides to reply with either "noon!" or "midnight!" at which point the group turns and runs away from the fox back to the starting line without being tagged by the fox.</p>