



PROGRAM	WATCH & PLAY
<p><b>Monday, May 10, 2021</b> WITF TV at 11:00am <b>SESAME STREET</b></p> 	<b>ENGLISH AND LANGUAGE ARTS/LITERACY</b>
	<b>EPISODE - A Dog and a Song</b>
	<b>FOCUS - Literacy activity: Dream list</b>
	<small>PA STANDARD: 1.4.K.B USE A COMBINATION OF DRAWING, DICTATING, AND WRITING.</small>
	<p style="text-align: center;"><b>ACTIVITY: TRY THIS</b></p> <p>Discuss with your child things you both have always wanted to do—from silly to serious ideas such as singing in a band, having a picnic in the rain, flying in an airplane, etc. Encourage your child to make a list. Is there anything on the list that you can realistically do? If so, how would you go about doing those things? Older children can take this “dream list” and make a homemade book—illustrating or using pictures of their “dream items”. Encourage them to leave some room open to include a check box and an area to write about their experience when they are able to accomplish that “dream item”.</p>
<p><b>Tuesday, May 11, 2021</b> WITF TV at 10:00am <b>DONKEY HODIE</b></p> 	<b>SOCIAL AND EMOTIONAL LEARNING</b>
	<b>EPISODES - The Yodel Birds Are Coming/A Lot of Hot!</b>
	<b>FOCUS - Mistakes happen, keep trying to reach goal</b>
	<small>PA STANDARD: 16.1.K.A – DISTINGUISH BETWEEN EMOTIONS AND IDENTIFY SOCIALLY ACCEPTED WAYS TO EXPRESS THEM.16.1.K.B.4.4 – DEMONSTRATE CONFIDENCE IN OWN ABILITIES.</small>
	<p style="text-align: center;"><b>ACTIVITY: TRY THIS</b></p> <p>Discuss with your child that often times when we are working, doing or making something we make mistakes. This can be very frustrating and that’s ok! You can build your child’s frustration tolerance by modeling how to work through a problem, slow down, take breaks, breathe and hopefully figure out a solution. Gently remind your child that when we make mistakes, we don’t give up but keep trying to reach our goal or finish what we are doing. Try playing cooperative, skill-building games geared for your child’s level such as Chutes and Ladders, Checkers, Chess, Clue, Monopoly, etc. Encourage them to build a simple structure using a kit, blocks and/or homemade materials or put together puzzles.</p>
<p><b>Wednesday, May 12, 2021</b> WITF TV at 10:30am <b>ELINOR WONDERS WHY</b></p> 	<b>SCIENCE AND NATURE</b>
	<b>EPISODES - Butterfly Babies/Elinor’s Circus</b>
	<b>FOCUS - Exploring balance and center of gravity</b>
	<small>PA STANDARD: 3.4.4.C - OBSERVE AND DESCRIBE DIFFERENT TYPES OF FORCE AND MOTION.2.4.D - RECOGNIZE AND USE THE TECHNOLOGICAL DESIGN PROCESS TO SOLVE PROBLEMS.</small>
	<p style="text-align: center;"><b>ACTIVITY: TRY THIS</b></p> <p>Have your child try to balance a ruler or a pencil on their index or pointer finger. Ask them where and how they had to place the object on their finger to keep it from falling. The middle of the object is the center of the gravity. You can also experiment using counterweights by making your own balance using a shoe box cover and a paper towel roll (attached to the bottom of the cover using tape or glue). Place objects on each side of the box cover and experiment with different weights and sizes to find balance.</p>
<p><b>Thursday, May 13, 2021</b> WITF TV at 11:30am <b>PEG + CAT</b></p> 	<b>MATHEMATICS</b>
	<b>EPISODES - The Arch Villain Problem/The Straight and Narrow Problem</b>
	<b>FOCUS - Understanding straight, narrow, curved lines</b>
	<small>PA STANDARD: 2.3.K.A.2 ANALYZE, COMPARE, CREATE, AND COMPOSE TWO- AND THREE-DIMENSIONAL SHAPES.</small>
	<p style="text-align: center;"><b>ACTIVITY: TRY THIS</b></p> <p>To get your child familiar with different types of lines and attributes of shapes, try playing a “Simon Says” game by taking turns giving prompts and drawing responses. For example, “Simon Says, draw a straight line. Simon Says, draw a curved line. Simon says draw a narrow rectangle.” You can also intermix other “line” vocabulary for older children such as horizontal, vertical, diagonal, parallel, perpendicular as well as other “attribute” vocabulary words such as wide, short, long, etc. For younger children, try giving simple 2-dimensional shapes such as “Simon Says, draw a square.” You can extend with “Simon Says, draw a 3-sided shape. Simon Says, draw a 4-sided shape.”</p>
<p><b>Friday, May 14, 2021</b> WITF TV at 10:00am <b>DONKEY HODIE</b></p> 	<b>SOCIAL AND EMOTIONAL LEARNING</b>
	<b>EPISODES - Chili Jamboree/Hoof Dancing is Hard</b>
	<b>FOCUS - Learning something new takes lots of tries</b>
	<small>PA STANDARD: 16.1.K.A – DISTINGUISH BETWEEN EMOTIONS AND IDENTIFY SOCIALLY ACCEPTED WAYS TO EXPRESS THEM.16.1.K.B.4.4 – DEMONSTRATE CONFIDENCE IN OWN ABILITIES.</small>
	<p style="text-align: center;"><b>ACTIVITY: TRY THIS</b></p> <p>Learning something new takes lots of tries! Share with your child things you have practiced and how you have gotten better. It could be things from your childhood or as a grownup. Ask your child to share about something they recently learned. Was it hard to keep trying? Did they want to give up? What persuaded them to keep trying? How did they feel when they finally learned how to do it? Then think of an activity or skill you both would like to try to learn and try it—playing an instrument, singing a song, playing a sport or learning a skill of a sport, cooking or baking something new, riding a bike, drawing or painting a picture, building a structure or making something, etc.</p>