

MOLLY OF DENALI
WITF TV
M–F 7am
WITFK 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.