### Activity: Monday, March 7 – Social and Emotional Learning

**Wind sounds**

The sound of wind, especially when it is howling, can be a bit scary for children. When this happens, try to offer both emotional support and information that can help work through their fear. For example, you might say, “That wind sounds scary. It's loud because the air is moving fast and moving a lot of things. Let's listen and try to guess what the wind is saying and what it is moving.” Then, invite your child to move like they are being blown by the wind. Play the game “Special Rock.” Your child rolls up in a ball like a rock. Call out an animal name, which is your child's cue to get up and move like that animal in the wind. Then call out “Special Rock!” at which time your child stops and curls into a ball again (turns into a rock). Keep playing by alternating animal names and “Special Rock”.

**PA Standard:** 16.1.PK.A – Distinguish between emotions and identify socially accepted ways to express them. 3.2.PK.B.1 – Explore and describe the motion of toys and objects. 3.2 PK.B.5 - Create and describe variations of sound. 16.4 PK.A – Demonstrate coordination of body movements in active play.

### Activity: Tuesday, March 8 – Math Thinking

**George creates wind**

George is curious. If the wind is made out of air, what kind of tools can help us move air? Try creating wind by blowing, waving your hands, and fanning the air with objects. Play a cloud blowing race by using a straw (your tool to blow air) and cotton balls (clouds). Measure and compare how far the cotton balls move. What happens when you blow harder? Softer? You can also try a similar experiment using your breath as a tool to blow a tin foil ball, plastic cup and other light objects. Which objects move farther? Shorter? Make sure you supervise children with small objects that could be a choking hazard.

**PA Standard:** 2.4 PK.A.1 Describe and compare measurable attributes of length and weights of everyday objects. 3.2 PK.B.1 – Explore and describe the motion of toys and objects. 3.2 PK.B.7 Participate in simple investigations of energy and motion to answer a question or to test a prediction.

### Activity: Wednesday, March 9 – Early Literacy

**W is for wind**

Talk about the letter W, its sound “wa” and words that start with W such as wind. Ask: “Can you think of any other words that start with the “wa” sound?” Practice writing the letter W. On a separate piece of paper, ask your child to draw a picture of what they think the wind looks like or what something looks like when the wind moves it. On the bottom of the paper, write “__ is for __ind.” Ask your child to write the letter W in the blanks.

**PA Standard:** 1.1.PK.B – Identify basic features of print. 1.1.PK.D – Develop beginning phonics and word skills. 1.4.PK.B – With prompting and support, draw/dictate about one specific topic.

### Activity: Thursday, March 10 – Science Thinking

**George plays ‘Wind I Spy’**

On windy days, George likes to investigate wind and how it moves things like tree branches, leaves, flags, and signs. When it's windy, take a walk around the neighborhood and play “Wind I Spy”. Can you see any examples of the wind moving things around? You and your child can make a simple tool for observing wind by tying or taping a 3-4 foot length of crepe paper or ribbon to the end of a cardboard tube or long stick. Take it outside on a windy day and invite your child to hold it up high. What happens to the ribbon? What can the ribbon tell us about how hard the wind is blowing? Which way is the wind blowing?

**PA Standard:** 3.2 PK.B.1 – Explore and describe the motion of toys and objects. 3.2 PK.B.7 Participate in simple investigations of energy and motion to answer a question or to test a prediction.

### Activity: Friday, March 11 – The Arts

**George flies a kite**

Make a kite together. On a large piece of paper or construction paper, draw a rhombus (diamond) shape kite. Encourage your child to decorate the kite by coloring, drawing pictures, adding stickers or other decorations. Once finished, you can help your child cut out the kite. Add a string or ribbon to the bottom of your kite. Have your child run with their kite to pretend they are flying it. You can also hang it in a window to display!

**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. 3.2 PK.B.1 – Explore and describe the motion of toys and objects. 2.3 PK.A.2 – Analyze, compare, create, and compose shapes.

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