








PROGRAM	WATCH & PLAY
<b>Monday, December 21, 2020 at 11:30am SUPER WHY!</b>  	<b>ENGLISH/LANGUAGE ARTS AND EARLY LITERACY</b>
	<b>EPISODE - The Tortoise and the Hare</b>
	<b>FOCUS - Learning letters in the words "Go" and "Stop"</b>
	<small>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</small> <b>ACTIVITY: TRY THIS</b> Make a journal by folding plain/lined paper in half or use a notebook. Encourage your child to draw or write in their journal over the next two weeks. They can draw something they liked that day or something they are looking forward to. Talk with your child about their drawings. Cut out a red, a yellow and a green circle. On small slips of paper, write out the letters: "G," "O," "S," "T," "O," "P," and "S" "L" "O" "W". Have your child pick the letters "G" and "O" and glue them to the Green circle, "STOP" on the Red circle, and "SLOW" on Yellow circle. Your child can glue the circles onto a piece of black construction paper to make a stop light. Then play the game "Red Light, Green Light" but instead of calling out "Red Light," the leader should call out "S-T-O-P" and instead of calling out "Green Light," the leader should call out "G-O".
<b>Tuesday, December 22, 2020 at 11am SESAME STREET</b>  	<b>SOCIAL AND EMOTIONAL LEARNING / EARLY LITERACY</b>
	<b>EPISODE - Let's Draw</b>
	<b>Focus - Create a picture book; the letter "D"</b>
	<small>PA STANDARD: 1.4.PK.F AND 1.4.PK.R – EMERGING TO...SPELL SIMPLE WORDS PHONETICALLY. 1.4.PK.B – WITH PROMPTING AND SUPPORT, DRAW/DICTATE ABOUT ONE SPECIFIC TOPIC</small> <b>ACTIVITY: TRY THIS</b> Talk about drawing with your child and the different tools we use to draw. Encourage your child to draw and color in their journal or make a picture book by either folding a sheet of paper in half and then in half again or by stapling pieces of paper together. Ask them to tell you about their drawings and write down what they tell you. Once finished you can read the book together. Try practicing writing the letter "D" using different writing tools--such as their finger in soap suds, sticks in dirt, rock on pavement and/or chalk, markers, crayons, etc. Can they think of anything else they can write with?
<b>Wednesday, December 23, 2020 at 10am DANIEL TIGER'S NEIGHBORHOOD</b>  	<b>SOCIAL AND EMOTIONAL LEARNING / EARLY LITERACY</b>
	<b>EPISODES - Daniel's Winter Adventure/Neighborhood Nutcracker</b>
	<b>FOCUS - Letters and sounds in the word "SLED"</b>
	<small>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)</small> <b>ACTIVITY: TRY THIS</b> Talk with your child about winter activities such as sledding and ice skating and then play an "alphabet hopscotch" game using the word "SLED". You can use tape, or just write the letters on pieces of paper and lay them on the floor (or use sidewalk chalk outside). Lay out three letters for each "jump" level. For the first level, include the letter "S" with two other random letters. For the second level, include the letter "L" and two random letters; for the third level, include the letter "E" and two random letters; and for the fourth level, the letter "D" and two random letters. Tell your child to jump to each letter of the word "SLED", only giving them one letter at a time until they complete the jump. If they struggle, help them figure it out and encourage them to keep trying until they get it. Then put the letters in "SLED" together and sound out the word.
<b>Thursday, December 24, 2020 WITF TV at 10:00am PEG+CAT!</b>  	<b>MATH THINKING / EARLY LITERACY</b>
	<b>EPISODES - The Honey Problem/The Penguin Problem</b>
	<b>FOCUS - Exploring positional words: "over", "under" and "in between"</b>
	<small>PA STANDARD: 1.1.PK.D – DEVELOP BEGINNING PHONICS AND WORD SKILLS 1.5.PK.C – RESPOND TO WHAT A SPEAKER SAYS IN ORDER TO FOLLOW DIRECTIONS, SEEK HELP, OR GATHER INFORMATION 2.3.PK.A.1 – IDENTIFY AND DESCRIBE POSITIONAL WORDS</small> <b>ACTIVITY: TRY THIS</b> Explain to your child what the words "over", "under" and "in between" mean. Then, play a game such as "Simon Says", "I'm thinking of..." or invent an indoor obstacle course and try to use those positional words for directions or commands. For example, "Simon Says, jump over the pillow"; "I'm thinking of something that is under the table"; "Go in between the couch and coffee table to get to the chair." Let your child have a turn being the leader to practice using positional words.
<b>Friday, December 25, 2020</b>  	<b>Enjoy your day together!</b>
	<b>Check out the special programming on your own local PBS stations.</b>