## PROGRAM | WATCH & PLAY
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### Monday, February 15, 2021 at 11:00am
**SESAME STREET**

**EARLY LITERACY**

**EPISODE** - Searching for Letter Y

**FOCUS** - Literacy activity: Story of Y

**PA STANDARD:** 1.1.PK.B – IDENTIFY BASIC FEATURES OF PRINT 1.1.PK.D – DEVELOP BEGINNING PHONICS AND WORD SKILLS

**ACTIVITY: TRY THIS**

Encourage your child to practice saying the sound the letter Y makes, “ya” and share words that start with Y such as yarn, yellow, yak, yogurt, yo-yo, yawn, yoga, you, yell, etc. Print Y and y on index cards and print other letters on several more cards. Sit in front of your child and hold up the cards one at a time. Whenever your child sees a Y or y, have them say, “Yes!”. Then, have some fun by collecting a variety of foods that your child may or may not like. Let them taste them and mark on a chart if they think it is “yummy” or “yucky”.

### Tuesday, February 16, 2021 at 10:00am
**DANIEL TIGER’S NEIGHBORHOOD**

**SOCIAL AND EMOTIONAL LEARNING**

**EPISODES** - Daniel Finds Something to Do/Daniel’s Royal Good Time

**FOCUS** - Learning to play independently; using imagination

**PA STANDARD:** AL.2.PK.B – INDEPENDENTLY BREAK SIMPLE TASKS INTO STEPS AND COMPLETE THEM ONE AT A TIME AL.4.PK.C – ATTEMPT PROBLEM SOLVING ACTIVITIES TO ACHIEVE A POSITIVE OUTCOME.

**ACTIVITY: TRY THIS**

When family members are busy working or taking care of something, teaching younger kids to play independently can be very challenging. Try creating a “busy box” with and for your child to use only when you and other family members are busy. You can put activities that are age-appropriate and things that your child can use and play with independently—special building toys, cars, coloring pages and crayons, etc. Make it unique and special apart from what they normally play with and do—just like opening a gift for the first time. That way, the “busy box” will keep them busy while you are busy.

### Wednesday, February 17, 2021 at 11:30am
**PEG + CAT**

**MATH THINKING**

**EPISODES** - The Polka Dot Planet Problem/The Mardi Gras Problem

**FOCUS** - Representing numbers using polka dots

**PA STANDARD:** 2.1.PK.A.1 – KNOW NUMBER NAMES AND COUNT SEQUENCE 2.1.PK.A.2 – COUNT TO TELL THE NUMBER OF OBJECTS

**ACTIVITY: TRY THIS**

Make homemade polka dot cards to practice numbers and counting. You can use dot stickers, paint dotters, cotton balls and paint or draw and color polka dots using crayons or markers. On a set of index cards or pieces of paper, write out numerals 1-10. On separate pieces of paper, make dots to represent each numeral (1 dots, 2 dots, 3 dots). Your child can help you make the dot cards. When finished, lay out the numeral cards in order. Then ask your child to find the card that has the same amount of dots as the number. Start small (1-5) with younger children and then work up.

### Thursday, February 18, 2021 at 10:30am
**ELINOR WONDERS WHY**

**SCIENCE THINKING**

**EPISODES** - Wind in the Web/The Pokey Plan

**FOCUS** - Wind and how wind moves things

**PA STANDARD:** 3.2.PK.B.1 – EXPLORE AND DESCRIBE THE MOTION OF TOYS AND OBJECTS

**ACTIVITY: TRY THIS**

When you and your child are out and about on a windy day, you can investigate wind and how it moves things. How does the wind feel and sound? What is the wind doing to your hair and your jacket? Encourage your child to look and listen for other signs of wind. What are the leaves on the trees doing? The leaves on the ground? What about flags? Suspended signs or traffic signals? Invite your child to move like he or she is being blown around by the wind.

### Friday, February 19, 2021 at 11:30am
**PEG + CAT**

**MATH THINKING**

**EPISODES** - The Big Dog Problem/The Three Friends Problem

**FOCUS** - Exploring direction using mazes (STEM)

**PA STANDARD:** 2.3.PK.A.1 – IDENTIFY AND DESCRIBE POSITIONAL WORDS  AL.4.PK.C – ATTEMPT PROBLEM SOLVING ACTIVITIES TO ACHIEVE A POSITIVE OUTCOME.

**ACTIVITY: TRY THIS**

With your child, build a simple maze with toys or materials around your home such as blocks, Legos, cardboard boxes, pillows, etc. Then take turns going through the maze you made together. Your child can use small toys such as cars and figures to guide through the maze. Discuss what happened when you encountered a dead end or a roadblock. Try helping each other go through the maze by providing directions using right, left, up, down, over, etc.