Elinor Wonders Why

PBS KIDS
M–F 9:30am; 3:30pm

WHYY TV
M–F 10:30am

Elinor Wonders Why aims to encourage your early learner to follow their curiosity, ask questions and find answers using science inquiry skills.

This week explore the season of spring, plants and how they grow along with Elinor and her friends.

**ACTIVITY: MONDAY, MARCH 28 – SOCIAL and EMOTIONAL LEARNING**

**Spring changes**
Every new season brings change. Change can be exciting for young children, but it doesn’t always feel good. When we can help prepare them for changes that are coming—like helping them think about questions they have or practicing a new situation—they often feel more prepared and calm about the change. Talk about spring and the changes you see. Go for a walk to search for signs of plant life in nature. Observe how the trees in your neighborhood have changed from winter to spring. See if you can spot buds on tree branches or plants pushing up through the ground. Ask: “Why do you think many plants wait until springtime to start growing?”

**PA STANDARD:** 16.1.PK.A – DISTINGUISH BETWEEN EMOTIONS AND IDENTIFY SOCIALLY ACCEPTED WAYS TO EXPRESS THEM. 16.3.PK.B – RECOGNIZE THERE ARE SOCIALLY ACCEPTABLE WAYS TO BEHAVE IN DIFFERENT PLACES. 3.1.PK.A.5 – NAME THE BASIC PARTS OF LIVING THINGS. 4.1.PK.E – IDENTIFY THE CHANGE OF SEASONS IN THE ENVIRONMENT.

**ACTIVITY: TUESDAY, MARCH 29 – MATH THINKING**

**Growing plants**
Elinor and her friends learn that plants grow from seeds and need soil, water, air and sun to grow. Spring is a perfect time to try growing a plant from a seed. Try planting a seed garden using a half of a cardboard egg carton (add potting soil, seeds, water and place in a sunny spot). Or, try sprouting a lima bean. Start with a dry lima bean. Create a tube by wrapping it in a wet paper towel and then place in a piece of foil. Keep the top and bottom of your tube open and place in small cup of water (about an inch high). Place in a sunny spot. Observe changes and try measuring your sprout each day.

**PA STANDARD:** 3.1.PK.A.2 - IDENTIFY BASIC NEEDS OF LIVING THINGS. 3.1.PK.A.5 – NAME THE BASIC PARTS OF LIVING THINGS. 2.4.PK.A.1 – DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES OF LENGTH AND WEIGHTS OF EVERYDAY OBJECTS.

**ACTIVITY: WEDNESDAY, MARCH 30 – EARLY LITERACY**

**Name flower garden**
April showers bring May flowers. Elinor wonders why that is. If April showers mean rain, what does that tell us about what living things like plants and flowers need to grow? Discuss and then make a “name flower garden”. With your child, draw and color large flowers on paper or construction paper. As you create your flowers together, talk about the different parts of the flower—roots, stem, leaves, and petals. When finished, cut them out. On each flower, help your child write a letter of their name. Then mix the flowers up and ask your child to put them in the correct order to spell their name.

**PA STANDARD:** 1.1.PK.B – IDENTIFY BASIC FEATURES OF PRINT. 1.4.PK.F AND 1.4.PK.R – EMERGING TO...

**ACTIVITY: THURSDAY, MARCH 31 – SCIENCE THINKING**

**Plant drinking**
Elinor and her friends wonder how do plants “drink” water? Discuss with your child what part of plants (like trees and flowers) helps them get the water and food that they need. Ask: “What else do plants need to survive and grow?” Then try this fun science experiment to observe how plant stems work. Put a leafy celery stalk or white carnation flower in a jar or container with some water (cut bottom of stem off a little). Add a small amount of food coloring to the container. Observe daily what happens to the leaves or flowers. Why do you think the petals changed color?

**PA STANDARD:** 3.1.PK.A.2 - IDENTIFY BASIC NEEDS OF LIVING THINGS. 3.1.PK.A.5 – NAME THE BASIC PARTS OF LIVING THINGS. 3.1.PK.A.9 - PARTICIPATE IN SIMPLE INVESTIGATIONS ABOUT LIVING AND/ OR NON-LIVING THINGS TO ANSWER A QUESTION OR TO TEST A PREDICTION.

**ACTIVITY: FRIDAY, APRIL 1– THE ARTS**

**Design a plant**
Think about different types of plants. What do they look like? Do they have thorns, spines or flowers? Do they produce fruit or vegetables? Talk with your child about the different ways plants are helpful to animals and humans. Then together, design your own plant either using craft or homemade materials, playdough/clay or drawing a picture. Encourage your child to describe their plant and point out its parts. Does it produce a fruit or vegetable? Be sure to invent a name for your plant and display it.


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