

**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 butterflies and their life cycle along with Elinor and her friends.

ACTIVITY: MONDAY, MAY 16 – SOCIAL and EMOTIONAL LEARNING



Elinor is curious about butterflies—how they eat, how they fly, and where they live. Butterflies have antennae to help them smell really well and a special mouth to help them drink nectar from flowers. Discuss with your child about how butterflies fly from flower to flower to “drink” their food and when they do, they help flowers and plants grow. Butterflies are pollinators just like bees and other insects! Since butterflies help plants grow, they, in turn, help other animals and humans who eat plants for food. Can you think of other ways butterflies are helpful to us? What can we do to help butterflies?

PA STANDARD: 16.2.PK.B – IDENTIFY SIMILARITIES AND DIFFERENCES BETWEEN SELF AND OTHERS. 16.3.PK.C – ACTIVELY ENGAGE IN ASSISTING OTHERS WHEN APPROPRIATE. 3.1.PK.A.2 – IDENTIFY BASIC NEEDS OF LIVING THINGS. 3.1.PK.A.5 – NAME THE BASIC PARTS OF LIVING THINGS. 4.3.PK.A – IDENTIFY HOW THE ENVIRONMENT PROVIDES FOR THE NEEDS OF PEOPLE IN THEIR DAILY LIVES.

ACTIVITY: TUESDAY, MAY 17 – MATH THINKING



Elinor wonders why butterflies have different patterns and colors on their wings. She and her friends learn that the color patterns on butterfly wings help them blend into plants, trees, and flowers. This is to keep them safe. You can explain that this blending into surroundings is called camouflage—which is a bit like a game of hide and seek—it helps them hide better. Draw a simple outline of a butterfly and encourage your child to create color and shape patterns on the wings. When finished, take your butterfly and place it on different backgrounds and surroundings where you live (i.e. rugs, furniture, grass, trees, plants) to see where it blends in the best. Talk about why that it is. Then play a game of hide and seek together!

PA STANDARD: AL.2.PK.D RECOGNIZE AND EXTEND SIMPLE PATTERNS. 2.3.PK.A.1 – IDENTIFY AND DESCRIBE SHAPES. 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.B.6 PARTICIPATE IN SIMPLE INVESTIGATIONS OF PHYSICAL CHARACTERISTICS OF LIVING THINGS FROM SAME SPECIES TO ANSWER A QUESTION OR TO TEST A PREDICTION.

ACTIVITY: WEDNESDAY, MAY 18 – EARLY LITERACY



You can introduce compound words (combining two words to make one word) to your child with the word, “butterfly”. On one piece of paper write the word “butter” and on another slip of paper write “fly”. You can add illustrations or use a picture of butter and a fly to demonstrate. With your child, sound out the word “butter” starting with the letter B (“ba” sound) followed by “u” then “t” then “er” and point to the letters and sound combinations as you read it together. Do the same with the word “fly”—“f” “l” “i”. Then ask your child to put the two words together and see if they can guess what the new word makes.

PA STANDARD: 1.1.PK.B – IDENTIFY BASIC FEATURES OF PRINT. 1.4.PK.F AND 1.4.PK.R – EMERGING TO... SPELL SIMPLE WORDS PHONETICALLY.

ACTIVITY: THURSDAY, MAY 19 – SCIENCE THINKING



Discuss with your child about the life cycle of the butterfly—from egg to caterpillar to chrysalis to butterfly. Can you think of other animals that grow from an egg? Can you think of any other animals that go through a big change—start as one thing and then grow into something else? For fun, try acting out the life cycle of a butterfly. Start out as tiny eggs, rolled up in a ball on the floor. Next, wiggle around the ground like hungry caterpillars looking for leaves to eat. Then, stand with your arms touching above your head as you hide in your chrysalis. Spread your wings and fly away like a butterfly!

PA STANDARD: 3.1.PK.A.3 – RECOGNIZE THAT PLANTS AND ANIMALS GROW AND CHANGE. 3.1.PK.A.5 – NAME THE BASIC PARTS OF LIVING THINGS. 10.4.PK.A – DEMONSTRATE COORDINATION OF BODY MOVEMENTS IN ACTIVE PLAY.

ACTIVITY: FRIDAY, MAY 20 – THE ARTS



Elinor and her friends are curious how butterflies fly. Talk about the different parts of the butterfly: head, antennae, abdomen (body), wings. Wouldn't it be fun to fly like a butterfly? Try making your own wearable butterfly wings using simple materials such as recycled cereal boxes or cardboard. Lay the blank side flat, draw wings on each side of a center vertical panel or draw one (this will connect your wings), cut around the wings and decorate them (be creative!). On the center panel (between the wings) make two holes at the top and two at the bottom. Thread yarn or ribbon through the holes, creating two vertical loops. Tie the ends together. Help your child put on the wings and pretend to be a butterfly! <https://www.pbs.org/parents/crafts-and-experiments/make-a-butterfly-costume>

PA STANDARD: 3.1.PK.A.5 – NAME THE BASIC PARTS OF LIVING THINGS. 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. 9.1.D.PK.E – USE IMAGINATION AND CREATIVITY TO EXPRESS SELF THROUGH DRAMATIC PLAY.