### PROGRAM 
**Monday, October 5, 2020 at 11am**  
**SESAME STREET**

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<tr>
<th>SOCIAL/EMOTIONAL LEARNING AND LITERACY</th>
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<tr>
<td><strong>EPISODE</strong> - Grouch University</td>
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<tr>
<td><strong>FOCUS</strong> - Science experiments: exploring cause and effect</td>
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<tr>
<td>PA STANDARD: 3.2.4.C - RECOGNIZE AND USE THE ELEMENTS OF SCIENTIFIC INQUIRY TO SOLVE PROBLEMS</td>
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**ACTIVITY: TRY THIS**

As your child is playing ask the question “What will happen if...?” For example: What will happen if we change the angle of the car ramp? What will happen if we add more eggs to the pancake batter? What will happen if we plant one seed in the sun and one in the shade? Take a moment to make a prediction about what might happen. Then try it out and record the results.

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### PROGRAM 
**Tuesday, October 6, 2020 at 11:30am**  
**PEG+CAT!**

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<th>MATHEMATICS</th>
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<tr>
<td><strong>EPISODES</strong> - The T-Ball Problem/The Bus Problem</td>
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<td><strong>FOCUS</strong> - Predictions: making a good guess about what's going to happen</td>
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<tr>
<td>PA STANDARD: CC.2.1.K.A.1 KNOW NUMBER NAMES AND WRITE AND RECITE THE COUNT SEQUENCE CC.2.1.K.A.2 APPLY ONE-TO-ONE CORRESPONDENCE TO COUNT THE NUMBER OF OBJECTS</td>
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**ACTIVITY: TRY THIS**

Encourage your child to make a prediction about how many seeds are in an apple, pumpkin or any fruit or vegetable that has seeds. Then test their results by having them count how many seeds they find. Were they surprised by the results?

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### PROGRAM 
**Wednesday, October 7, 2020 at NOON**  
**SCI GIRLS**

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<tbody>
<tr>
<td><strong>EPISODE</strong> - Frog Whisperers</td>
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<tr>
<td><strong>FOCUS</strong> - Frogs and toads (amphibians)</td>
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<tr>
<td>PA STANDARD: 3.3.4.B - KNOW THAT LIVING THINGS ARE MADE UP OF PARTS THAT HAVE SPECIFIC FUNCTIONS</td>
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**ACTIVITY: TRY THIS**

Encourage your child to think and write about differences between frogs and toads. Do toads need to live by water like frogs? Do frogs and toads have the same type of skin, legs, body? Frogs and toads also make their own special sounds—chirp, whistle, croak, ribbit, peep, cluck, bark and grunt. Try playing a “croaking contest” and see who has the best frog or toad sound!

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### PROGRAM 
**Thursday, October 8, 2020 at 12:30pm**  
**WILD KRATTS**

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<td><strong>EPISODE</strong> - Tardigrade Xtreme</td>
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<tr>
<td><strong>FOCUS</strong> - Basic needs required for life</td>
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<tr>
<td>PA STANDARD: 3.3.4.A - KNOW THE SIMILARITIES AND DIFFERENCES OF LIVING THINGS. 3.3.4.B - KNOW THAT LIVING THINGS ARE MADE UP OF PARTS THAT HAVE SPECIFIC FUNCTIONS</td>
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**ACTIVITY: TRY THIS**

Encourage your child to brainstorm answers to these questions: What do living things need to stay alive? What do you need? What do your pets need? What do plants need? Then, have your child create a pretend creature that has three adaptations that allow it to survive in a habitat they choose.

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### PROGRAM 
**Friday, October 9, 2020 at NOON**  
**SCI GIRLS**

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<tr>
<td><strong>EPISODE</strong> - Skygirls</td>
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<tr>
<td><strong>FOCUS</strong> - Clouds</td>
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<tr>
<td>PA STANDARD: 3.5.4.C - KNOW BASIC WEATHER ELEMENTS</td>
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**ACTIVITY: TRY THIS**

Try cloud-watching with your child on sunny and rainy days. Observe and describe the colors, sizes and shapes of different clouds and where they are in the sky. How much of the sky do they cover? How high or low are they? Make weather predictions based on the characteristics of the clouds you see. Invite your child to take some photos or make drawings of the clouds on different weather days and make their own cloud book.

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<td><strong>Monday, October 12, 2020 at 11am</strong>&lt;br&gt;Sesame Street</td>
<td><strong>LITERACY</strong>&lt;br&gt;<strong>EPISODE</strong> - Humpty Dumpty's Football Dream&lt;br&gt;<strong>FOCUS</strong> - Phonemic awareness and poetry&lt;br&gt;PA STANDARD: CC.1.1.K.C DEMONSTRATE UNDERSTANDING OF SPOKEN WORDS, SYLLABLES, AND SOUNDS (PHONEMES). CC.1.4.K.B USE A COMBINATION OF DRAWING, DICTATING, AND WRITING&lt;br&gt;<strong>ACTIVITY: TRY THIS</strong>&lt;br&gt;Have a Rhyme off. Choose a word like CAT and take turns thinking of words that rhyme with cat. Also, you can ask your child to think of their favorite nursery rhyme and create a mini book to include the words of the nursery rhyme along with illustrations.</td>
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<td><strong>Tuesday, October 13, 2020 at 11:30am</strong>&lt;br&gt;Peg+Cat!</td>
<td><strong>MATHEMATICS</strong>&lt;br&gt;<strong>EPISODES</strong> - The Compost Problem/Raiders of the Lost Arch&lt;br&gt;<strong>FOCUS</strong> - Using a map&lt;br&gt;PA STANDARD: CC.2.1.K.A - EXPLAIN HOW A MAP IS A REPRESENTATION OF PLACE CC.2.3.K.A.2 ANALYZE, COMPARE, CREATE, AND COMPOSE TWO- AND THREE-DIMENSIONAL SHAPES&lt;br&gt;<strong>ACTIVITY: TRY THIS</strong>&lt;br&gt;Making and following a treasure map based on your living room or backyard will help your child translate a two-dimensional view into the three-dimensional real world. Hide an object and mark it on the map with a red X for your child to hunt. Then have your child draw a map and hide an object for you to find.</td>
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<td><strong>Wednesday, October 14, 2020 at NOON</strong>&lt;br&gt;Sci Girls</td>
<td><strong>SCIENCE &amp; NATURE</strong>&lt;br&gt;<strong>EPISODE</strong> - Terrific Pacific&lt;br&gt;<strong>FOCUS</strong> - Ocean science and conservation&lt;br&gt;PA STANDARD: 3.3.4.A - KNOW THE SIMILARITIES AND DIFFERENCES OF LIVING THINGS. 3.3.4.B - KNOW THAT LIVING THINGS ARE MADE UP OF PARTS THAT HAVE SPECIFIC FUNCTIONS&lt;br&gt;<strong>ACTIVITY: TRY THIS</strong>&lt;br&gt;Encourage your child to describe or draw a picture about plants and animals that live in the ocean. What do these animals and plants need to stay healthy? Ask them to write down one thing they think humans can do to help keep ocean animals and plants healthy.</td>
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<td><strong>Thursday, October 15, 2020 at 12:30pm</strong>&lt;br&gt;Wild Kratts</td>
<td><strong>SCIENCE &amp; NATURE</strong>&lt;br&gt;<strong>EPISODE</strong> - Mystery of the North Pole Penguins?&lt;br&gt;<strong>FOCUS</strong> - Penguins and their habitats; geographical distribution of species&lt;br&gt;PA STANDARD: 3.3.4.A - KNOW THE SIMILARITIES AND DIFFERENCES OF LIVING THINGS. 3.3.4.B - KNOW THAT LIVING THINGS ARE MADE UP OF PARTS THAT HAVE SPECIFIC FUNCTIONS&lt;br&gt;<strong>ACTIVITY: TRY THIS</strong>&lt;br&gt;Encourage your child to write three things they learned about penguins. Ask: What kind of habitat does a penguin need in order to live? Older children can brainstorm why they think penguins only live near the South Pole. Then, pretend to waddle like penguins!</td>
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<tr>
<td><strong>Friday, October 16, 2020 at 12:30pm</strong>&lt;br&gt;Wild Kratts</td>
<td><strong>SCIENCE &amp; NATURE</strong>&lt;br&gt;<strong>EPISODE</strong> - Aye Aye&lt;br&gt;<strong>FOCUS</strong> - Role playing: pirates&lt;br&gt;PA STANDARD: 10.4.K.B.2 ENGAGE IN LARGE MOTOR ACTIVITIES THAT REQUIRE STRENGTH AND BALANCE&lt;br&gt;<strong>ACTIVITY: TRY THIS</strong>&lt;br&gt;Challenge your child to imagine he/she is different characters and act the part: Walk and talk like pirates. Act confident like a superhero! Be a butterfly! Hop like a grasshopper. Talk about how they use their body and voice to become that character.</td>
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| Monday, October 19, 2020| 11am                  | SESAME STREET | SOCIAL/EMOTIONAL LEARNING AND LITERACY | **EPISODE** - The Great Fruit Strike  
**FOCUS** - Kindness  
**PA STANDARDS:**  
CC.1.2.K.J / CC.1.3.K.J USE WORDS AND PHRASES ACQUIRED THROUGH CONVERSATIONS, READING, BEING READ TO.  
CC.3.4.1.E / CC.3.4.1.R / CC.3.4.1.Q CHOOSE WORDS AND PHRASES FOR EFFECT / USE A VARIETY OF WORDS  
**ACTIVITY:** TRY THIS  
Encourage your child to think of one small act of kindness they can do to let a friend or family member know how much they like and care about them. Maybe it’s making up a song and singing it for them, writing a card or making a homemade gift, waving a hello to a neighbor, saying a simple “thank you”, opening a door for someone, or doing a household chore without being asked. |
| Tuesday, October 20, 2020| 11:30am               | PEG+CAT!    | MATHEMATICS          | **EPISODES** - The Groovy Sixties Problem/Bad Jack Is Back  
**FOCUS** - Number recognition and two-digit numbers  
**PA STANDARDS:**  
CC.2.1.K.A.1 KNOW NUMBER NAMES AND WRITE AND RECITE THE COUNT SEQUENCE.  
CC.2.1.1.B.2 USE PLACE-VALUE CONCEPTS TO REPRESENT AMOUNTS OF TENS AND ONES AND TO COMPARE TWO-DIGIT NUMBERS  
**ACTIVITY:** TRY THIS  
Play the game “I’m thinking of a number between...” Start with a number between 1 and 10, then between 10 and 20 and so on. Encourage your child to keep track of the numbers played by writing them down. |
| Wednesday, October 21, 2020| NOON                  | SCI GIRLS   | SCIENCE & NATURE     | **EPISODES** - Mejorando Procesos | Process Power  
**FOCUS** - How to improve processes to be more efficient  
**PA STANDARDS:**  
3.2.4.C - RECOGNIZE AND USE THE ELEMENTS OF SCIENTIFIC INQUIRY TO SOLVE PROBLEMS.  
3.2.4.D - RECOGNIZE AND USE THE TECHNOLOGICAL DESIGN PROCESS TO SOLVE PROBLEMS  
**ACTIVITY:** TRY THIS  
Because every process consists of a series of steps, your child can start thinking about “processes” by following simple assembly instructions or a recipe. Encourage your child to write out steps on how to make a sandwich or how to play a simple game. |
| Thursday, October 22, 2020| 12:30pm               | WILD KRATTS | SCIENCE & NATURE     | **EPISODE** - Lemur Legs  
**FOCUS** - How lemurs use their legs to leap  
**PA STANDARDS:**  
3.3.4.B - KNOW THAT LIVING THINGS ARE MADE UP OF PARTS THAT HAVE SPECIFIC FUNCTIONS.  
10.4.K.B.2 ENGAGE IN LARGE MOTOR ACTIVITIES THAT REQUIRE STRENGTH AND BALANCE  
**ACTIVITY:** TRY THIS  
Play “What time is it, Mr./Ms. Lemur?”. One person is the big lemur and the other person or rest of the group are little lemurs and stand twenty feet apart facing one another. The little lemurs ask: “What time is it, Mr./Ms. Lemur?” The big lemur answers “One o’clock”. The little lemurs make one step toward the big lemur then ask again. The big lemur can pick any number between 1 and 12. This continues until the big lemur decides to reply “Leaping time!” at which point the little lemurs turn and “leap” away from the big lemur back to starting line without being tagged. Have fun taking turns being the big lemur. |
| Friday, October 23, 2020  | 11:30am               | PEG+CAT!    | MATHEMATICS          | **EPISODES** - The Blockette Problem/The Tulip Problem  
**FOCUS** - Symmetry  
**PA STANDARDS:**  
CC.2.3.1.A.2 USE THE UNDERSTANDING OF FRACTIONS TO PARTITION SHAPES INTO HALVES AND QUARTERS.  
CC.2.3.K.A.2 ANALYZE, COMPARE, CREATE, AND COMPOSE TWO- AND THREE-DIMENSIONAL SHAPES  
**ACTIVITY:** TRY THIS  
Use a long straight stick or a ruler and lay it down vertically. This is the central line of symmetry. Encourage your child to create something on one side of the stick using various loose parts (for example, corks, feathers, pompoms, small toys, Legos, rocks, leaves, etc.). Then, have your child recreate the same pattern or half-picture on the other side of the stick. |
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| **Monday, October 26, 2020 at 11am** | **SESAME STREET** | **SOCIAL/EMOTIONAL LEARNING AND LITERACY** | **EPISODE - A New Friend on Sesame Street**  
**FOCUS - Friendship**  
**PA STANDARD: CC.1.2.1.J / CC.1.3.1.J USE WORDS AND PHRASES ACQUIRED THROUGH CONVERSATIONS, READING, AND BEING READ TO, AND RESPONDING TO TEXTS, INCLUDING WORDS THAT SIGNAL CONNECTIONS AND RELATIONSHIPS**  
**ACTIVITY: TRY THIS**  
Help children draw the connection between their kind, cooperative behavior and friendship. This might sound like, “I noticed that you sat by your sister when she was feeling upset. You are a good friend,” or “Let’s help clean up before we have dinner. Cleaning up is a great way to be a friend.” Encourage your child to connect with a friend by writing a short letter, card or drawing a picture. Deliver or mail it and see if they write back. |
| **Tuesday, October 27, 2020 at 11:30am** | **PEG+CAT!** | **MATHEMATICS** | **EPISODES - The Parade Problem/The Halloween Problem**  
**FOCUS - Attributes and sorting**  
**PA STANDARD: CC.2.4.K.A.1 DESCRIBE AND COMPARE ATTRIBUTES OF LENGTH, AREA, WEIGHT, AND CAPACITY OF EVERYDAY OBJECTS.  
CC.2.4.B - DESCRIBE OBJECTS IN THE WORLD USING THE FIVE SENSES**  
**ACTIVITY: TRY THIS**  
Gather 5 different objects (for example, plastic toys, balls, crayons, stickers). Ask your child to draw and write words describing each object. Once you have completed a good list of words, introduce the word attribute—a characteristic used to describe an object. Choose one word from the list. Decide together what attribute each word describes—for example, size, shape, color, texture, etc. Then, together sort the words on a simple chart. |
| **Wednesday, October 28, 2020 at NOON** | **SCI GIRLS** | **SCIENCE & NATURE** | **EPISODE - Cartoon Coders**  
**FOCUS - Creating a storyboard to tell a story or convey a message**  
**PA STANDARD: CC.1.4.K.E / CC.1.4.K.P WITH PROMPTING AND SUPPORT, ILLUSTRATE USING DETAILS AND DICTATE/WRITE USING DESCRIPTIVE WORDS / RECOUNT A SINGLE EVENT...  
TELL ABOUT EVENTS IN ORDER...PROVIDE A REACTION**  
**ACTIVITY: TRY THIS**  
Encourage your child to create a “storyboard”—a series of pictures to tell a story from beginning to end. What kind of story do they want to tell or message they want to convey? What will their characters look like? Cartoon characters or characters based on real life? |
| **Thursday, October 29, 2020 at 12:30pm** | **WILD KRATTS** | **SCIENCE & NATURE** | **EPISODE - Secrets of the Spider’s Web**  
**FOCUS - Spider silk and webs**  
**PA STANDARD: 3.3.4.B - KNOW THAT LIVING THINGS ARE MADE UP OF PARTS THAT HAVE SPECIFIC FUNCTIONS.  
3.2.4.D - RECOGNIZE AND USE THE TECHNOLOGICAL DESIGN PROCESS TO SOLVE PROBLEMS**  
**ACTIVITY: TRY THIS**  
You and your child can make a simple lacing spider web with just a paper plate and yarn or string. Cut several notches around the edge of the paper plate. Tape the yarn to the back of the plate. Start weaving it over and across the plate, fitting it into the notches. When you’re satisfied with your web, tape the end of the yarn on the back. Then you can add a pretend spider to your web (you can use plastic toys, cut-out drawings, pom poms, etc.). |
| **Friday, October 30, 2020 at 12:00pm** | **WILD KRATTS** | **SCIENCE & NATURE** | **EPISODE - Creepy Creatures (hour episode)**  
**FOCUS - Survival characteristics: bats and spiders**  
**PA STANDARD: 3.3.4.B - KNOW THAT LIVING THINGS ARE MADE UP OF PARTS THAT HAVE SPECIFIC FUNCTIONS**  
**ACTIVITY: TRY THIS**  
Pick a creature featured in the show such as a Vampire Bat or Goliath Tarantula and write three things you learned about that creature. What characteristics do they have that help them protect themselves from predators? Then try pretending to be a bat by using a bath towel to simulate a bat’s wings. Drape the towel around your shoulders. In order to fly, a bat moves its wings in the same way a person would move his or her arms to swim the butterfly stroke. Try this by “flying” around the room. |

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