



BE MY NEIGHBOR DAY

Teacher Guide

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Grow Up Great





Dear Teachers,

Daniel Tiger's Neighborhood highlights the importance of being a kind and caring neighbor and we know that you also nurture these concepts in your own learning communities.

GPB is pleased to partner with PNC Grow Up Great and the YMCA of Metro Atlanta for a special **Be My Neighbor Day** initiative this year. We are happy to share with you some ideas and activities that you can implement in your classrooms to reinforce age-appropriate social-emotional strategies and life skills for your young learners.

For more Be My Neighbor Day resources, please visit gpb.org/neighbor. GPB offers a wide variety of *free* digital media and content for educators and students on our website in both Spanish and English including video lessons, K-5 "Getting Ready" guides, activity calendars, and more. Visit gpb.org/education to learn more.

Using This Toolkit

The sampling of resources in this toolkit including videos, lesson plans, games and articles are drawn from PBS LearningMedia content and are aligned to state and national standards. The full Daniel Tiger's Neighborhood PBS Learning Media collection is available online [here](#).

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Teacher Tips:

Mad Feelings



Managing our feelings takes self-control. Children are not born with self-control. They learn it gradually from infancy and through every stage of development. Learning to manage anger is a process learned by having strategies to use in the moment and using them time after time. There are no magic answers or tricks for helping children to get their anger under control.

Use the following suggestions to help the children in your classroom develop strategies for managing their mad feelings.

- When a child seems angry, here are some words you could use:
 - "I can see you're angry. I want to help you feel better. Can I hold you while you calm down?"
 - "I can see that you're mad. I can't let you hurt others or yourself. It might help to tell ____, 'I didn't like it when ____.'"
 - For an older child, you might say: "I've been trying to help you with your mad feelings, but it doesn't seem to be working. I'm going to let you sit here where I can see you. When you're ready, let me know. You can come to me or let me know that I can come to you."
- For preschoolers, use positive statements, rather than using the word "No!"
Example: When you say "No hitting," children hear "hitting."
" Instead say something like "Use your words" or "Keep your hands to yourself."
- For a toddler, say a quick "No" followed by what they should do.
- When a child is showing self-control, congratulate him/her.
- Plan activities throughout your curriculum that require children to practice physical control, like stopping and starting, or add stop signs in the block area or outside on the playground.
- Give children a chance to express their feelings through Daniel's online game Feel the Music - <http://pbskids.org/daniel/games/feel-the-music/>.
- Show video clip #2 of children practicing the strategy and have the children in your care practice it, too.
- Remind children to sing Daniel Tiger's strategy song whenever they feel mad.



♪♪ **When you feel so mad that you want to roar...** ♪♪
Take a deep breath and count to four... 1, 2, 3, 4.



Watch more videos and play games with Daniel Tiger by visiting pbskids.org/daniel



Angry Feelings



Fred Rogers often said that one of his most important messages was helping children find constructive ways to deal with their angry feelings. He wanted to help children and their parents understand that anger is natural and normal, but that there are healthy things we can do when we're angry – things that don't hurt others.

Almost everyone gets angry sometimes. That's just part of being human, whether you're a grownup or child. But we have to learn what to do with the mad that we feel, and that's a long, hard process. It happens little by little. In fact, it's something we work on all through our lives.

When do we get mad? Usually when we feel helpless or left out or frustrated. So it's no wonder children get angry a lot...and angry with the people who are closest to them, like parents and friends. It's the people we like the most who can make us feel gladdest...and maddest! In fact, love and anger are often intertwined in our closest relationships.

When young children get angry, they sometimes hit or bite or kick. That doesn't mean they're "bad." That's just how they show they're mad. They don't yet have words to tell us how they feel.



Helping Children Learn Self-Control

There's such a good feeling in being able to control "the mad that you feel." But children aren't born with self-control. They learn it gradually as they grow from infants to toddlers to preschoolers — and beyond. And they learn it best with the help of the people they love.

Children want and need controls, and they need to know that adults will do all we can to keep them safe while they're developing their own inner controls.

When children know their parents care deeply about them and care about whatever they're feeling, they are more likely to be able to talk about their feelings rather than act them out. When your child seems to be angry, you could say something like, "I know you're mad about that, but you can't

hurt!" When a child is getting angry with a friend, you could say, "Tell him (or her) that you're angry! It helps when you use words." At a quiet time, talk about other things children can do when they're angry so they won't hurt anyone or break things.

It takes thought and emotional energy to work through our own angry moments. If that's what we'd like our children to learn, we're going to have to make it clear to them that we value being able to

“stop” from doing something that may hurt: stop and then do something else instead that doesn't hurt anyone. Children will “catch” that message from us if we believe it's important. And they'll want to make it their own, in order to become more like those they love.

Helpful Hints

Talking about angry feelings:

- Children learn from your example. When you use words to talk about your angry feelings, your child sees that there are things people can do when they're mad that don't hurt.
- Talk about different constructive ways people can handle their mad feelings at school, at home or with friends.
- Help your child know that listening and compromising are powerful tools for working out conflicts.



Encouraging self-control:

- Give your child ways to practice self-control by playing games like “red light, green light,” or stringing beads, or moving toy cars along a “road” made from a piece of masking tape.
 - When your child is about to hit but holds back, that's an important time to say something like, “I'm proud of you! You wanted to hit, but you stopped yourself! Look how well you're growing!”
 - Praise your child for small moments of control, like for trying something hard, taking turns, or waiting.
- Try to help your child calm down. You may have to try different things to find out what works for your child. And that will change as your child grows.
 - When children get angry, sometimes parents get angry, too, and that makes the children more upset than ever. If you can stay calm but firm, your child may be more able to get back into control.



Classroom Activity:

Mad Feelings & Fast, Slow, Then Stop



Before children can think clearly enough to deal constructively with their angry feelings, they need to develop self-control in order to slow down and calm down. Just as Daniel Tiger uses music to help him calm down, you can use music and movement to help children practice slowing down and controlling their actions.

Children Are Working On

- Developing self-control
- Listening carefully

Materials

- 11 ½ minute episode: "Katerina Gets Mad"

Set Up the Topic

- Today we're going to talk about what makes us mad and what we do when we're mad.
- Let's watch a video of DANIEL TIGER'S NEIGHBORHOOD when his friend, Katerina, gets mad.





Watch

Watch the episode "Katerina Gets Mad."

Talk About It

After watching the video, you could ask the children the following questions:

- Do you ever get mad?
- What makes you get mad?
- What do you do with the mad that you feel?
- Does it help you to feel better? What happens?
- What did Katerina do?
- Let's see if it helps us too.

Sing the Strategy Song:  **When you feel so mad that you want to roar,** 
take a deep breath and count to four... 1, 2, 3, 4.

(continued)



Watch more videos and play games with Daniel Tiger by visiting pbskids.org/daniel

Classroom Activity:

Mad Feelings & Fast, Slow, Then Stop



Play & Explore

- Each day acknowledge when children have been able to control themselves. You could say, "K, you did a great job stopping yourself before you hit."
- For a gross motor activity, play music with varying rhythm. Have children move their bodies to the music.
 - Start by playing slow music and giving children verbal cues that the music is going to stop. Explain that they should "freeze" when the music stops.
 - After the children understand the game, continue with the slow music, but don't give the verbal reminders.
 - Once the children have mastered slow music, switch the game to fast music and let the children see how hard it can be to stop when they are doing something fast.
 - After playing several rounds of the game, end with some slow music so the children can calm down and get ready to transition to a new activity.
- If there is no music available, you can practice self-control with a simple clapping game, asking the children to clap or roll their hands slowly, then even more slowly, then quickly, then even more quickly.



Watch more videos and play games with Daniel Tiger by visiting pbskids.org/daniel



Fred Rogers Timeless Wisdom



Disappointment: Birthdays & Holidays



Fred Rogers was best known for helping children and families talk about and deal with all kinds of feelings and concerns. One way he addressed “disappointment” was in the context of birthday parties and holiday celebrations that often end in upsetting times because of unmet expectations.

Some adults create so much excitement about birthdays and holidays that children come to think of them as the most special days of the year. With a focus on family gatherings, presents, and parties, there’s a lot for children to look forward to and to fantasize about.

It’s only natural that such heightened anticipation of birthdays and holidays might lead to expectations that can never be met. Unfortunately, when children find that the anticipation is so much greater than the actuality, they can be disappointed, angry, and upset.

Creating Family Traditions

Almost every family has some traditions for holidays or birthdays – being together at a certain place, making some special holiday food, singing certain songs, lighting candles. Most people say it’s those traditions that make the days special for them. Tradition can be like anchors that help us feel more secure and stable. They can be especially important when families feel the frenzy that sometimes comes with the holidays.

Parents Want a “Perfect” Day

Birthdays and other holidays sometimes make parents feel like they’re being swept up in a whirlwind. They’re naturally concerned about their over-worrying, over-working, and over-spending! And in the desire to try to make the holiday a perfect day for their children, they can easily be led to enormous disappointment.

In the case of the winter holidays, that desire to create the perfect day is fanned to a great blaze by media. The loudest message of the season, shouted from millions of television sets, newspapers, and magazines, seems to be: “To spend more is to love more and to be more dearly loved.”

What a seductive message, especially for parents! When a baby is born, parents feel that they would like to give their baby a perfect life. But of course that’s not realistic, especially if “perfection” means a life that is always happy. Our children will sometimes hurt, have stomachaches and growing pains, feel jealousy, and disappointment. Very early in our children’s lives we will be forced to realize that the “perfect” (untroubled) life we’d like for them is just a fantasy. Nevertheless, there’s a persistent fantasy that, “Even if I can’t give my child a perfect life, maybe I can at least make a perfect day once or twice each year – on his or her birthday, and at Christmas or Hanukah or....”

Coping with Disappointment

Often the anticipated day brings tears, fights, and disappointments, with parents feeling at the end of the day that their children never appreciated any of it. “We did all this for you, and why aren’t you happy?” There’s a letdown that turns that “perfect” day into a big disappointment. Of course, no one wants to disappoint a child; however, an important part of being parents is helping our children cope with disappointment.

Children sometimes ask for gifts their parents can’t afford or don’t feel are appropriate. We can help children learn early on that there are limits to what people can have. Some parents have told their children, “We can’t buy everything you want. We don’t have enough money for all that. We need money for our home, food, clothes, and taking care of the other things that you need and we need.” If parents are willingly supportive, they can help a child face disappointment and grow from it. And coping with disappointment is a “gift” that they’ll be able to use all their lives.

Celebrate the Small Things

While we generally think of celebrating big occasions, some of the best things to celebrate are the small moments that happen in every day life, like seeing someone help another person, learning something new, or noticing a beautiful sunset, a pretty flower, or a flight of birds. When we can take the time in the midst of our busy world to celebrate things like that, we’re nourishing our children and ourselves.

Helpful Hints

For Birthday Parties:

- For a birthday party, it can help to limit the number of guests to the age of your child – three friends for a three-year-old party; four friends for a four-year old party. With these limitations, you can probably keep the size of the party down to a number that is comfortable for both you and your child.
- Figure out some simple ways to celebrate. What matters most is that it be something that your child chooses, which is agreeable to you, and something that the family can do together – like selecting the menu for dinner, going on a picnic or to the playground.
- Find other times besides birthdays to celebrate your child’s growing, like when your child has helped someone, learned something new, or handled a difficult situation well.
- Remember that “Inside” growing is as important to celebrate as the “outside” growing. Some families light a candle or give a special cup or plate to the child who is being honored on those special occasions to create their own family traditions.

For the Winter Holidays:

- Find some quiet time before the holidays to ask your child what traditions he or she has enjoyed over the years. They may be the ones you want to make sure to preserve.
- Involve your child in the preholiday activities by working together to make name cards for the family meal, making cookies, creating holiday cards, or setting up the candles. Participating gives children an important sense of belonging.
- Before going to another home for a family gathering for the holidays, let your child know what to expect. Talk about what you know about the house, your memories of being there (if you’ve been there as a child), and the guests who might be there.
- Try to be aware of when your child *begins* to be stressed and go to a quiet place with your child to lie down for a while, to look at a book, or to take a walk. Once children become over-stimulated, exhausted, fretful, or just plain out of control, it’s harder for them to settle down. They need to feel confident that their parents will help them get back into control.



That's Disappointing!



Disappointments are part of everyone's life. Through this activity, children can learn to recognize this feeling, give a name to it and rehearse some ways to handle the disappointments in their lives.

Children Are Working on:

- Naming feelings
- Recognizing feelings
- Expressing strong feelings in appropriate ways

Materials:

- None

Directions:

Encourage the children to tell you about a time when they hoped something would happen and then felt disappointed when it didn't. You could ask questions like:

- What were you disappointed about?
- How did you feel? Angry? Sad? Mad?
- What did you or someone else do to help you feel better?

Tell the children that it can be fun to imagine and hope for something as long as they remember that imagining and hoping don't make things happen. Explain that there will be disappointments in life because we can't always have what we hope for, but that there are some ways to manage disappointed feelings, like:

- Call someone on the telephone when we can't visit in person.
- Reschedule a canceled field trip.
- Tell people how we feel in a way that doesn't hurt others' feelings.

Have the children make up a story or puppet play about a disappointing time and how they might handle it by finding something good in it. Making up stories gives them a way to rehearse experiences when they're not emotionally involved. That can help them think more clearly about how to manage real-life disappointments.

Books:

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

On Monday When It Rained by Cheryl Kachenmeister

Pete the Cat by Eric Litwin

Related to Episode 101/ Strategy Song:

When something seems bad, turn it around, and find something good.





Winning and Losing

Young children need to practice making choices and learning from the outcomes of their choices.

Learning Goals Children are working on:

- Reflection followed by making choices
- Verbal communication skills
- Pre-math skills
- Accepting consequences of their choices.

Materials:

- None

Directions:

- Plan a time during the school day when you will be asking the children to vote on something. Explain what voting means.
- Here are some examples:
 - apple or orange juice for snack
 - play dough or paints for table activity
 - playing outside at the center or going for a walk
- Using paper, tally the responses so that the children can see and count them, and see how the decision will be made. (You can address “more” and “less” as quantities.) (For younger children, you might remind them that their preference will happen on another day.)
- Once the decision is made, now, comes time for the discussion about the fact that not all the children get their preference.
- Talk with the group about winning and losing.
 - How did it feel if their choice got the most votes?
 - Is it hard to go along with the group decision when it’s different from your own choice?
 - Ask if anyone remembers a time when they lost in a game like running a race, catching a ball, or playing a board game. How did they feel?
- You can point out that winning games can seem like more fun than losing, but the playing of the game is what’s meant to be the most fun.

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Teacher Tips:

Friendship

The first way young children make social connections is usually side by side. They may just watch each other or imitate each other. That's how friendship begins. It is important to remember that children have different temperaments. Some seem naturally sociable, while others seem to prefer spending more time alone or with family members.

Use the following suggestions to help children practice playing together and resolving conflicts that arise during play.

- A good time for teachers to facilitate social skills is when children are playing together and a conflict occurs.
- Teachers can use playtime as a way to help children who have less effective social skills to try out new ways of interacting.
- It is important to remember that social competence is defined differently in different cultures. It's key to be supportive and sensitive to the cultural backgrounds of the children and families served. Talk with families about how they handle social interactions and conflicts at home.
- During the preschool years, it is common to hear a child proclaim "You're not my friend anymore!" That's often just a way of saying, "I'm really angry that you won't do what I want you to do."
- Give children a chance to practice sharing and taking turns by playing Daniel's Tea Party game - <http://pbskids.org/daniel/games/tea-party/>.
- Show the video clip of Daniel Tiger's strategy song as a discussion starter. Let the children share examples of times they might sing the song.

🎵 A friend just wants to play with you. 🎵



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Fred Rogers Timeless Wisdom



Making Friends



Fred understood that helping children learn to get along with others takes time and support from the caring adults around them. He wanted children to know that even good friends can sometimes disagree and have conflicts, and that finding a way to compromise can help them continue to enjoy playing together.

One of life's greatest joys is the comfortable give and take of a good friendship. It's a wonderful feeling not only to have a friend, but to know how to be a friend yourself.

Early Friendships

Some children are naturally sociable, and from early on seem to love to have playmates. Other children are more private and seem content to do things by themselves. Not wanting to play with others or clinging to a parent may be their way of saying, "Instead of getting to know those other people right now, what I need is more time to get to know me!" Many young children aren't ready yet for certain kinds of sociability.

When children do make their first social connection, it's usually *side by side*. They might play next to each other in the same area or with similar playthings. They may just watch each other or imitate each other. That's how friendship begins — with the understanding that "you're someone else and I'm someone else."



"My Best Friend"

The ability to play *with* another child comes later, along with the growing delight (and frustration) of sharing ideas. Friendships become "give and take," filled with ups and downs, as children learn to compromise, cooperate, and work through differences in feelings and styles.

Those early friendships tend to be temporary — "of the moment." When a child refers to someone as "my friend," that usually means "we're playing together right now." Being named "my friend" — or better still, "my *best* friend" — is so important to children that when things aren't going well, the most powerful threat they can think of is, "You are not my friend any more."

That's usually just their way of saying, "I'm really angry that you won't go along with my ideas." The conflict is often forgotten after a short time, and the two friends are back together again.

The Work of Friendships

Young children have much to learn about sharing toys and sharing ideas, and that kind of learning happens over a long period of time. It takes years for young children to begin to see things from someone else's point of view, and to learn about managing all those complicated feelings, like anger, love, disappointment, frustration, and jealousy.

When young friends have a chance to deal with those feelings, they can often learn that an important part of friendship is working things out after a disagreement and finding that their relationship is even stronger than before.

Helpful Hints

- The first playdate between two children could be a short get-together, like a picnic or snack. The two children might make something simple together for the meal. It can take a while for some children to feel comfortable at an unfamiliar home, and so you may want to invite the child's parent, too.
- When a friend comes to play, suggest activities that are less likely to create conflict, like making a long paper chain or playing with things that are easily shared, like play clay, blocks, craft materials, construction paper, crayons, and paints.
- You might want to stay nearby or at least within ear range when new friends are playing together. Children's conflicts can erupt suddenly, and it helps if you can step in early. Just your being nearby will probably keep the players' "comfort level" high.
- When there are disagreements, let the children know that you understand that sometimes friends just don't agree on certain things. Even people who like each other a lot can agree to disagree. Encourage the children to think of ways to work things out so that neither one loses. Learning to come to a mutual "win-win" resolution will serve them all their lives.
- If you can remember a time when you and a childhood (or adult) friend disagreed or had a dispute, tell your child how you worked things out. It helps children to hear that their parents have had to work hard at resolving conflicts, too. That shows them what value you give to maintaining good friendships.



Friends Work Together



Help children play together with toys and activities that are more fun with more than one person, so they can experience the benefits of cooperative play.

Children are working on:

- Practicing cooperation
- Gross and fine motor skills

Materials:

- Toys that can be used by two people: for example a seesaw, wagon, or ball
- Strips of construction paper and tape for paper chains
- A long piece of shelving paper, crayons or markers for making a mural

Directions:

Playing with two-people toys: Show the children toys that can be more fun with two people like a see-saw, wagon or ball. Encourage the children to talk about how two friends can share each toy. Pair each child with a partner and give each pair a toy to share. Encourage the pairs to play together. (If a child wants to play alone, help him or her choose another activity. Perhaps that child will choose to play with a friend another day.)

Creating long streams of paper chains: Show the children how to make a chain. Start by taping two ends of a strip of paper together to make a circle. Put another strip through the circle and tape its two ends together. Continue looping each new strip through the last circle until you've made a paper chain. Can the children make a chain long enough to stretch across the whole room? Connecting all the chains can show children how much bigger the chain is when they all work together.

Making a mural: Unroll a long piece of paper the length of your work area. You may need to use tape to hold the ends down. You can help the children decide how to work together by asking questions like:

- How can we decide where each person should draw?
- Should we each draw a part of one picture or should each of us draw his or her own pictures?
- Do we need a theme, like the zoo, a farm, a home or child care?

Once the children have come to an agreement, set out the crayons or markers, encouraging them to talk about any disagreements that might arise. It can also help if you comment when you notice times when they're cooperating or when you see how interesting the picture is because it has all their ideas.

Books:

Gossie by Olivier Dunrea

Friends by Elaine Scott

George and Martha by James Marshall

A Rainbow of Friends by P.K. Hallinan

Related to Episode 105-106-107/ Strategy songs:

Find a way to play together!

A friend just wants to play with you.

Friends help each other, yes they do!



Teacher Tips:

Sharing



Young children are naturally egocentric. They largely see the world from their own perspective. For example, when you bring a full bag into a room, the young child asks, "What's in the bag for me?" Typically, when solving a problem, young children tend to focus on one aspect of the situation to the exclusion of all others. So, when you ask them to share, they think mostly about themselves and what they want.

This way of thinking shows up in other ways as well. That's how we know children aren't just being selfish. For example, let's say you have two balls of play dough that are exactly the same size and shape. You show both pieces of the play dough to the children, and then, as the children watch, you roll out one piece into a snake shape. Once you have the two different shapes, you ask the children to tell you which one is bigger; some will say "the ball" and others will say "the snake." That's because they see the problem from one perspective...theirs.

Use the following suggestions to help the children in your classroom learn to share:

- When facilitating sharing, have each child express his/her needs, desires, and emotions. By doing this, each child will be exposed to how the other feels. Neither is faced with having to figure out the other child's perspective. By using this on a regular basis, you'll be teaching children how to read each other's cues, so they will be better able to solve interpersonal conflict as they mature.
- Have multiples of the children's favorite toys so that children don't have to share as much. (Examples: tricycles, school buses, dump trucks, baby dolls)
- Let children have certain things that they don't have to share and that others can't touch or take without first asking them for permission. (Example: a blanket or favorite stuffed toy)
- Set a timer for taking turns. This helps children trust that when they give up a toy, they will get it back after a certain time.
- Teach by example. Talk with children about things that you share, like the iPad, markers, and ideas.
- Plan some one-on-one time each day with each child. How children feel about sharing things may be related to how they feel about sharing adult attention.
- Teach children to use the words that Daniel Tiger and his friends use:



♪♪ You can take a turn, and then I'll get it back. ♪♪



Watch more videos and play games with Daniel Tiger by visiting pbskids.org/daniel

Classroom Activity:

Friends Work Out Problems



Sometimes friends want to play together but have different ideas and minor conflicts arise. If there is a conflict, ask the children to think about what they wanted to play and point out that maybe they just want to play together.

Children Are Working On

- Expressing feelings and ideas
- Listening to each other
- Problem-solving skills

Materials

- 11 ½ minute episode: "Daniel and Miss Elaina Play Rocketship"



Set Up the Topic

- You might start off by telling the children that today they will be watching a video about Daniel Tiger and his friend, Miss Elaina. They are playing at Miss Elaina's house. They are excited about playing out space and rocketship. While they're playing, they have a problem. Let's watch and see what happens.

Watch

Watch episode: "Daniel and Miss Elaina Play Rocketship."

Talk About It

- What were Daniel and Miss Elaina playing?
- What problem came up?
- Did someone help? Did they solve it on their own?
- Does anyone want to tell us about a time when you were playing with a friend and you had a problem?
- How did you feel?
- What made you feel better?

Sing the Strategy Song: 🎵 🎵 **A friend just wants to play with you.** 🎵 🎵

Play & Explore

- Sometimes friends don't agree. Throughout the year, when the situation seems right, remind children who might be disagreeing to sing the strategy song again. Follow up by saying, "Let's talk about how you can play together."
- At snack time or at the end of the day while waiting for families to arrive, you can begin conversations about friends who were disagreeing and how they were able to work things out. What did they say? What did they do?



Watch more videos and play games with Daniel Tiger by visiting pbskids.org/daniel



Take a Turn and Get It Back



Learning to share isn't easy for children. Part of being able to share is knowing that you'll get the toy back, that you'll get another turn.

Learning Goals Children are working on:


- Turn Taking
- Recognizing and responding to needs of others
- Cooperation
- Practicing waiting

Teachers and children are constantly faced with the issue of 'taking turns.' This activity focuses on one intellectual concept that will make turn taking easier for young children to understand.

Directions:

This could be a good group activity to do prior to gross motor time-indoor or outdoor.

- Introduce the activity by telling the children, "We're going to tell each other everything we know about taking turns." You could start with these:
 - Tell what you know about taking turns.
 - Why is it important to take turns?
 - Who wants to talk about how sometimes it's hard to take turn? Explain that taking turns is one way we can show we care about other people and their feelings.
- Bring out a few of the group's favorite gross motor wheeled toys: tricycle, scooter, dump truck.
- Invite the children to think of ways they can take turns and show they care about the feelings of others. For example,
 - How might they decide the order in which turns will be taken?
 - How do they know when a person's turn is over?
 - What could they do while they wait to get their turn back?
- Tell the children that when they go for gross motor time, they can practice by using the plans they just talked about.
- Afterwards, encourage children to talk about how they felt when they had to stop, give the toy to someone else, and wait to get it back.

 *Strategy Song: You can take a turn, and then I'll get it back.*



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Teacher Tips:

Persistence: Keep on Trying



Some children seem to be highly persistent, while others seem to give up easily. As teachers, we want to help children love to take on challenges and not shy away from them or become overly frustrated.

An important part of being persistent is learning from mistakes. When trying is not enough and things don't turn out in the way they'd hoped, we can encourage children to look more closely to see what they could do better. Who can help? Where might they find some answers? With that help, they can try again.

Daniel Tiger's friend, O the Owl, wants to build a tall block tower, but needs encouragement to persist at what he wants to achieve. Just as Teacher Harriet supported O, you can use the following suggestions to support your interactions with children who seem to give up too easily.

- Help children accomplish small tasks that you know they can master so that they can experience the pleasure and gratification that comes with effort and achievement.
- For less persistent children, help them break tasks into smaller parts so that they can reach goals more easily.
- When you see a child struggling and wanting to give up, you might say "I know you can do this. Maybe take a break for a minute and try again."
- It's not always best to take over and do tasks for children when they look or act frustrated. Sometimes, it's okay to let children make mistakes or not quite reach the goal they're aiming for. Point out how hard they've been working. Talk about what they might learn from what went wrong.
- When children succeed, rather than telling them how smart they are, you might ask them to tell you what they've been working on. You can also describe what you've observed: "I can see how much time you've spent building this tall building. Tell me about what you did."
- Remind children that it's natural to feel frustrated and discouraged when learning or trying to do something new. Give children suggestions that just boost their skills to the next higher level ... just like you might give a gentle nudge to help a child who's struggling to get to the next step on the climbing ladder of the slide.
- Be a role model. Demonstrate how much effort you're willing to put into accomplishing tasks, especially ones that you find challenging.



(continued)



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Here are examples of things you might say:

- "I see how hard you've been trying; I bet you'll get it soon."
- "You figured it out!"
- "Give it a good try and see what happens. Keep trying."
- "Tell me what you want to do next, and I'm sure we can figure out a plan together. I know if we do some thinking, we can figure this out."
- "What's another way we might solve this problem?"
- "It can be fun to practice getting better at something."
- "Let's think about what we could learn from this mistake."



♪♪ **Keep on trying, you'll get better.** ♪♪



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Classroom Activity: It Takes Practice



Self-confidence comes with success – by trying and practicing and getting better. When it comes to helping children feel good about themselves and what they can do, cheering their efforts is part of celebrating their triumphs.

By using this activity and strategy song from Daniel Tiger, you can help children think about trying harder when they're ready to give up.

Children Are Working On

- Persistence
- Building self-confidence
- Building self-competence

Materials

- 11 ½ minute episode: "O Builds a Tower."

Set Up the Topic

- Show a picture of O the Owl and remind the children that he's one of Daniel Tiger's friends.
- Today, we're going to see what happens when O tries to build the tallest tower in the world while he's in the block area at school.
- Watch for what he and his friends do.
- This video also shows Daniel learning how to button his jacket, and how he teaches his friend, Katerina, to button hers, too.
- Let's see what happens.



Watch

Watch the episode: "O Builds a Tower."

Talk About It

After watching the video, you could ask the children the following questions:

- Did you ever try to button your coat or build a tall, tall tower? Was it difficult at first? How did you feel?
- What was the song Daniel and Katerina sang to help them button? "Peek-a-boo, pull it through."
- O was trying to build a strong, tall tower. How did he feel? What did he do?
- Who wants to tell us about a time when you tried and tried to do something you wanted to do?

Sing the Strategy Song: 🎵 **Keep on trying, you'll get better!** 🎵



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Play & Explore

- Prior to group time, select something new that you want to teach the children. It can be a song, a poem, or a new game.
- Explain that part of growing up is practicing and remembering new things.
- Explain that one way to remember something new, like a new song, is to go over each line a lot of times.
- Go over the words (or new instructions) a few times, and encourage the children to repeat them after you.
- Repeat the song (or new routine) several times a day for a few days until the children seem to have mastered it. This can be done while waiting on line or waiting for parent pick-up.
- As you all practice, talk about how hard it can be to learn something new and how much practice it takes.
- Remind the children that their hard work and practice show that they are growing inside, too.
- Once children have learned the new song or routine, invite them to choose other things they might want to practice and memorize, such as their telephone numbers, addresses, or letters in their names.
- For an individual child, offer a piece of bubble wrap and see if the child can put in enough effort to smash all the bubbles.



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Fred Rogers Timeless Wisdom



Valuing Little and Big



Children may sometimes feel overwhelmed by the size of everyday things: A table can seem huge to a child who can walk under it, and silverware and plates must seem twice the size they do to us. I like to reassure small children that small things are very important in life. A small paintbrush can handle corners that a large one can't. A small pan or spoon is just as important in the kitchen as a big one. Children need to be reminded that even though they are small, there are lots of things they can do particularly well .- Fred Rogers

All through the year in child care, the children will share with you their big talents and accomplishments, like being excited about catching a ball or reading a book themselves. But they also benefit when they know you care about their little talents -- when they want to share with you a song they've just learned or a delight in a simple pleasure.

"Little" and "big" are such emotionally-charged words for young children. As children become more and more aware of themselves and their world, they become aware of how small they are, compared to the people who look after them. It may also seem to them that grownups get to do all the big and exciting things and make all the decisions, too.

Wanting to be Powerful

Our society today places great importance on the big, the fast, and the loud. Not long ago, a race car driver was being interviewed on television because he had just won some important race. As he began to talk, it was obvious that he wanted to show and tell the world that he was a human being with a family and friends and a love for all kinds of things. He wanted people to know that he was not just the driver of a fast-moving car. But the interviewer had only two questions: "How fast did you go?" and "How much money did you win?" With all those messages coming at them, from inside and outside, it's no wonder children long to be big and powerful. But what a challenge it is for all of us to find healthy ways to satisfy that longing, while helping children value being little.

Playing about Being Grown-Up

One healthy way we can respond to children's longing to be big is by encouraging their play. When we offer them simple "props" from the adult world, like a discarded briefcase or a worn purse, an old hat or oversize shoes, children usually gravitate to those symbols of the adult world and pretend they're "grown-up."


That kind of dress up play can help children feel big and powerful and in charge of things. Even little children need to feel in control of their world from time to time without the scary responsibility of actually being in control.

Besides providing "grownup" props and encouraging that kind of pretend play, we can also help children feel bigger and more powerful by offering them choices when it's appropriate or by asking them to make suggestions for solutions to conflicts over toys or friends.

Cherishing the Little Things

At the same time, we also need to remember there are unique things about childhood and about being a small child which are to be cherished. We adults can help young children feel good about who they are when we put value on the many things children *can* do. It's a way for us to let them know that we don't want or expect them to be more grownup than they're ready to be -- that we really do like them just the way they are.



 **Strategy Song:** *Everyone is big enough to do something.*

Daniel Tiger's Neighborhood closely parallels the gentle tone and emphasis on social and emotional strategies that made *Mister Rogers' Neighborhood* and Fred Rogers a TV icon. Fred's creativity and innovation continue to thrive in 21st century TV. Teachers and parents will enjoy revisiting his messages with a new generation of characters.



Everyone is Big Enough



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Learning Goals Children are working on:

- Self acceptance
- Self Competence
- Thinking skills
- Listening & speaking

Materials:

none

Directions:

You can introduce this activity to the children by telling them that “Today, we’re going to think and talk about some things that children can do more easily that bigger people can do.”

“You are smaller than grown-ups. What do you think you can do that grown-up might have a harder time doing?” Here are some examples:

- Turn a somersault
- Sit under a table or chair
- Ride a tricycle
- Go from standing to sitting on the floor
- Make the things they play with something different every single day.

Encourage the children to brainstorm ideas. Have them think about the grownups in their lives. What can't they do because they are big? What can children do because they are smaller in size?

Next, ask the children what they wish they could do when they grow bigger. Here are some examples:

- Use a real lawnmower
- Drive a real car, a motorcycle, or a dump truck
- Stand on a tall ladder and paint a ceiling

Closing comments: Everyone can help in someway, no matter how big or small they are.



Strategy Song: Everyone is big enough to do something.





Fred Rogers Timeless Wisdom



Cleaning Up



Chores have to be done before play; patient persistence is often the only road to mastery; anger can be expressed through words and non-destructive activities; promises are intended to be kept; cleanliness and good eating habits are aspects of self-esteem; - all these lessons are ones children can learn far more readily through the living example of the adults around them than they ever can through instruction. - Fred Rogers

For most of us, young and old, cleaning isn't much fun. It's routine work to be done. But put some playfulness into it, and you might find children becoming more welcome partners.

Turning a Chore into Play

Fred Rogers once told a story about a time when he visited friends for dinner. At the end of the meal, the hostess asked her five-year-old son if he'd like to help with the cleanup. Seeing him hold back, she bowed to him and in a royal voice offered him a "throne" of a high stool to sit on, a robe of a towel draped around him and proclaimed him "King of the Silverware." The little boy giggled as he stepped up on the stool to start washing the silverware. As the adults cleaned up the counter around him, they saw him laugh with delight at the soap bubbles that floated off in the water to pop and vanish. It probably took longer that day for the silverware to be washed and dried, but everyone was involved in the clean-up and enjoyed it more because they were doing it together.

Good Feelings of Being a Helper

Not only was the boy having some fun, he was feeling helpful. What a good feeling that is! Most of the time young children hear from us what they can't do. It's especially important that they also know we value what they can do. When children know that their help is valuable, they feel valued, and naturally they're likely to do helpful things for us and others in the future.

Sometimes when we make doing chores more fun for children, we find the "child within us" and carry over that playfulness to other chores or other parts of our lives, as well. That's a good feeling too!



Strategy Song: Clean up, pick up, put away, clean up every day!

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Teacher Tips:

Alike & Different



Young children are naturally curious. They ask a lot of questions. A child who looks or acts in a way that differs from the majority will be noticed by other children, even if those other children don't make open comments. However, curiosity about someone new or different can disappear over time as the children build relationships with one another. Children do have the capacity to learn and understand that a child that has adaptive equipment (like leg braces or eye glasses) is able to do much of what most other children can do, even if it's done differently.

Here are some reminders about how you can help children recognize both similarities and differences, and assign positive attitudes of respect and neighborliness when they do.

- The most important thing to do is to model comfort and acceptance. Children pay close attention to adult emotions, like nervousness and/or fear.
- Anticipate children's questions.
- Gather information from family members.
- Find out what each child can do and emphasize that with other children.
- Respect family privacy if they are not open to offering information about their child.
- Keep your explanations simple.
- Assist children with disabilities if they need help navigating or joining activities.
- Assign buddies or partners when needed.

Things to Remember:

- It is healthy and natural to notice differences.
- It's okay to be curious, but not okay to be mean.
- Being different doesn't mean being bad or wrong.
- Children can learn to be "neighborly" to everyone.



🎵 **In some ways we are different, but in so many ways we are the same.** 🎵



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Classroom Activity:

Alike & Different



It's important for all children to feel comfortable about their uniqueness and begin to realize that they are, in some ways, both alike and different from everyone else. With those feelings at the core, they begin to feel inner strength and confidence. From that core, they find it easier to accept others.

Children learn from example. They learn more from the way they see us interacting with others than they learn through the things we say. You can help children respect others by the way you greet people, talk with them, and talk about them afterwards.

By watching the video of Daniel Tiger's experience of getting to know Prince Wednesday's cousin, Chrissie, you can open a discussion and talk with children about appreciating likenesses and differences among people.

Children Are Working On

- Thinking and verbal skills
- Sorting and classification skills
- Appreciating similarities and differences

Materials

- 11 ½ minute episode: "Daniel's New Friend."

Set Up the Topic

- Today we're going to watch a video of when Daniel Tiger meets Chrissie, Prince Wednesday's cousin.
- They decide to pretend play 'knights' in Prince Wednesday's castle, really his bedroom. Daniel learns that Chrissie has leg braces to help her walk and that he really has fun playing with her.
- Let's see what happens.

Watch

Watch the episode: "Daniel's New Friend."

Talk About It

After watching the video, you could ask the children the following questions:

- What were the children playing?
- Who is Chrissie?
- How do you think Daniel and the other children feel about Chrissie?
- What does Chrissie need to help her walk? Do any of the other children in the show need something to help them? (Prince Wednesday has eye glasses that help him see.)
- Do any of us need help doing things? (Using a wheelbarrow or wagon to move things that are heavy.)



(continued)



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- Let's talk about how all of us are the same. (We all like to pretend play; We all like to have fun; We are all in the same classroom.) How are we different? (height, hair color, clothes)
- It might be interesting to ask the children how the characters in the show are alike and different. (Do they notice who's an animal? Who isn't? Or do the children see all the characters as children?)

Sing the Strategy Song: 🎵 **In some ways we are different, but in so many ways we are the same.** 🎵

Play & Explore

Part 1

- Later that day or on another day that week, you might have children, in a small group, talk about ways that they are alike and ways they are different. You might ask:
 - What does each of you like to play?
 - Who walks to school? Who rides to school?
 - Who's wearing tie shoes? Velcro shoes?
 - Who has a sister? A brother? No sister or brother?
 - Who has a grandma? Grandpa?



Part 2

- Materials: Blank drawing paper, crayons/markers
 - Suggest that the children draw pictures of themselves, maybe with their families.
 - When they are done, ask the children to tell you about their drawings. Talk about ways their drawings are the same and ways they are different.
 - Remind the children that people can accomplish the same things but in different ways. For example, everyone talks, but some people talk in different languages or talk in sign language using their hands and fingers. We all wear clothes, but our clothes may be different colors or styles. We all like to eat, sometimes the same food, sometimes different food.



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Teacher Tips:

Supporting Pretend Play



Today, there is a lot of emphasis on school readiness. School readiness is much more than recognizing letters, numbers and colors. To be successful learners, children need to develop skills in self-control, symbolic thinking, self-expression, and problem solving. Pretend play offers a fun and natural way for children to develop in all those areas.

Through pretend play children learn to:

- Identify and manage emotions
- Use social skills
- Develop language skills
- Problem solve
- Explore ideas that they find scary, confusing, or brand new

Here are some suggestions to refresh your skills so that you can show children that you value their creative play:

- Provide adult-sized dress-up clothes that inspire new pretend play ideas, or that might help children who are coping with changes at home (an ill parent, new baby, or grandparent moving in).
- Help children develop their ideas into stories that have a beginning, middle, and end. Here are some questions that you might use to help children develop and share their story ideas. If more than one child is contributing to the story, make sure each child has a chance to answer the questions.
 - What is the idea of your story? Help me understand.
 - Who or what are you pretending to be?
 - What other dress-up clothes do you need?
Do you need any other toys or things to help everyone understand what's going on?
 - What will happen first in your story?
 - What will happen next?
 - What happens at the end of your story?
 - Is there anything else I can do or get for you to help you tell your story?
- Stand close by and watch as the children carry out their ideas. If conflict arises, ask them to think about ways they might work together to solve the problem.
- If the pretend play idea starts to waver or fall apart, offer verbal reminders about what they'd planned, or move a prop into their vision that prompts the play to get back on track.



(continued)



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- Help them think about how the play will end: "So, what will happen at the end your story? Keep playing so your story has an end."
- At snack, you might start a conversation to help children recall and share their play ideas with the other children at their table.
- During free play, you might suggest that the children draw pictures about their pretend play. Display the drawings to share with family members.
- You might also ask children to tell you the story, and you could write it down for them.



♪ ♪ **When you pretend, you can be anything.** ♪



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Classroom Activity: Pretend Play



When preschoolers play, they show that they have symbolic thinking when they use one thing to stand for something else. This experience with symbolic thinking can actually help when children learn to read because part of learning to read is coming to understand that words on a page are 'symbols' that stand for something else. For example, the alphabet letters D-O-G stand for the animal that we all know as a dog. Children who can play symbolically are more likely to make connections between the words on a page and the ideas that those words represent.

By watching the video and talking about Pretend Play, children can be encouraged to use their imaginations and develop symbolic thinking just as Daniel and his friends do at their school.

Children Are Working On

- Imagination
- Language skills
- Symbolic thinking (creativity)

Materials

- 11 ½ minute episode: "Pretend Play."



Set Up the Topic

- We pretend play at school all the time. So do Daniel Tiger and his friends.
- Today we going to watch a video of how Daniel and his friends play make-believe with a big box their teacher put out in their dress-up corner.
- Any ideas about how you think they'll use that big box? Did you ever pretend play with a big cardboard box?
- Let's see what happens.

Watch

Watch the episode: "Pretend Play."

Talk About It

After watching the video, you could ask the children the following questions:

- Teacher Harriet brought in a big cardboard box for the children to use. How did they use it?
- What were their pretend ideas?
- What play idea did they decide to play all together? How did they decide that?
- What did O the Owl think the box was? Did he play too? Why?
- What did the other children say to O's idea?
- How did O finally play with the other children?

Sing the Strategy Song: 🎵 **When you pretend, you can do anything!** 🎵



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Play & Explore

- You might bring in a big cardboard box and put it in your dress-up corner and help the children to think about and act out pretend play ideas.
- Review the props and dress-up clothes you have out. Do they call out “Play with me!”



Activity: Keys to an Imaginary Land

Materials: An old key on a keyring that’s large enough to catch the children’s attention.

Directions:

- Place the key somewhere in the dress-up corner so that it is quickly visible to the children who select that area during free play.
- Let the children examine the key on their own for a few minutes. Watch and see if they think of an idea for using it in pretend play.
- If you need to facilitate the play, you could say something like: “You could pretend that the key opens doors to an imaginary land. I wonder where it could be in our room? What would the door look like?”
- Let the children pretend to open the door.
- Ask questions like: “What do you see in this land? What does it look like? Who lives here? What are they doing? What would you do if you were there? What is this place called?”
- If the children start to turn this into a “scary place”, you could re-direct them by saying something like: “Oh, this is what I see.” Point out pretend things that shift their focus.
- Once they have established who lives there, suggest that they take on roles of those characters. Continue to help the children imagine and build out their ideas until they can take over the play on their own.
- The more they do, the more child-directed the play becomes. All you may need to do is occasionally offer guiding suggestions or questions.

Later, you might extend the play by suggesting that children draw what the imaginary land looks like. You could record their remarks and attach them to their artwork. Now, you’ve moved pretend play into a literacy activity as well.

You can use this strategy anytime, in any area of your classroom. You may even want to encourage the children to sing the strategy song when they are thinking of ideas for pretend play.



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Fred Rogers Timeless Wisdom



Encouraging Curiosity



Fred Rogers reminded us that when children see their parents and caregivers wonder about the things in the world, ask questions, notice things, look carefully and try to figure things out, then they'll want to be curious about the world around them, too.

A mother once told us what she discovered on a walk with her young child. “We were just going to the end of the street to the mailbox and back, but my daughter could have made it an all-day trip! First, she squatted down for a closer look at ants coming out of a crack in the sidewalk. Then she heard some birds above her, so we had to stop while she tried to find where those birds were, high above her in the tree. She kicked a stone into a puddle and watched the ripples...and then another stone...and another one! I never knew there was so much to see and do in that one little block between our house and the mailbox!”

Young Scientists at Work

Call it dawdling. Call it distraction. Preschoolers are naturally curious creatures. They're engaged in a love affair with the world — as if they've suddenly opened the front door of their home and discovered there's a whole world around them. Even little things become fascinating to them. At this age, they're scientists, observing and experimenting. They're hungry to know about the world.

Excitement of Discovery

Curiosity is one of the most important tools a child can develop for school — and for life. Even before children are capable of actually learning how the body works, how animals behave, how machines work, how the different parts of the environment fit together, or what the stars and planets are about, they can begin to find excitement in discovery. They can gain a sense that they and their world are wondrous creations, and see that there's much to learn about in this wonderful world.

Exploring Together

Just as our children can open our eyes to the marvels in the world around us, we can play an important role in encouraging their curiosity. Some of my deep appreciation for nature also came from growing up in a small town, where there were many adults around us who had a sense of wonder and respect for the woods, the streams, the birds, the bugs, and the wildflowers. When children see that you wonder about and care for living things, when you marvel at a flower or a sunset or the moon on a particular night, that gives them a respect for nature, too. It's contagious!



I Wonder

Today's group time might be a special time to encourage the children to ask questions about things they would like to know.

Learning Goals Children are working on:

- Develop healthy curiosity
- Develop confidence to ask questions about things

Materials:

- Paper
- Markers

Directions:

- Tell the group that you will be giving them a sentence to finish.
- Try to give each child a chance to finish the sentence, "I wonder....."
- You will likely need to start the activity yourself by wondering about something.
For instance:
 - I wonder how straw are made.
 - I wonder what happens when snow melts.
 - I wonder where milk comes from.
 - I wonder how letters are delivered.
- Encourage the children to give their own explanations. (Remember to keep your explanations simple.)
- As you ask children to volunteer to finish the sentence, "I wonder..", list the remarks on large sheet of easel paper.
- Once you have a list, go back and see if anyone can offer an answer. Some things that children wonder about may be hard to answer. It's ok to say we can find out and plan to do that later that day (on the computer, from book, field trip) or use this as a lesson plan throughout the week to come. Post the list so you and parents and see it. Maybe parents can share answers at school or at home.

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Let's Take a Walk

Children can find all kinds of treasures in the world around them. This activity gives children an opportunity for building friendships as they explore their environment together.



Learning Goals Children are working on:

- Cooperation
- Curiosity
- Appreciating other people's ideas
- Appreciating nature
- Imagination

Materials:

- A place to walk (sidewalk, yard, or trail)
- Small bag or box (optional)
- Magnifying glass (optional)

Directions:

- Plan a walk with your child and a friend. You may not get very far, or move very quickly, but the children can have a chance to look for things like:
 - Leaves, flowers, or plants
 - Tiny bugs or stones
 - Squirrels, dogs or cats
- Bring along a small bag for each child to gather things that you find along the way. When you're back home, get creative together and help the children use what they've found to make a collage or a simple mobile using a branch and string. Leaves can be used in rubbings. Put a leaf under a piece of paper and show your child how to rub across it with the side of a crayon. Hold the leaf and paper still while rubbing and the outline appears, as if by magic. Stones can be painted and used as paperweights. The children might want to keep the collection in a "treasure box" like a shoe box.
- Children who are interested in trees might enjoy a "tree walk." Get to know the trees on your walk. Look carefully at their shapes and sizes. Touch the bark. Look at the shapes of the different leaves.
- You can even take along magnifying glasses for close examinations.

Remember, when adults go for a walk, we're usually on our way somewhere, and we walk at a steady pace. When children go for a walk, they stop and look at things around them. In fact, for them, looking is far more important than walking.

As you help your child see the similarities and differences in leaves and trees, you can also talk about how people are alike and different. Appreciating people is part of appreciating the world

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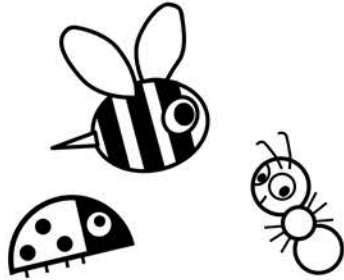


Nature Scavenger Hunt



**DANIEL TIGER'S
NEIGHBORHOOD**

There's so much to explore when you're outside! You and your family can enjoy going on a nature walk and talking about the things you see. Look at the pictures below. **How many of these things can you find?**



Bugs



Trees



Flowers



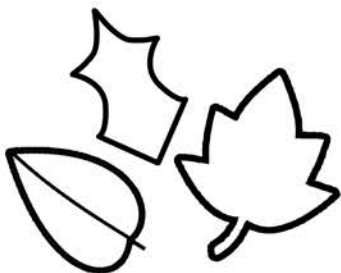
Pinecones



Birds



Squirrels



Leaves



Sun or Clouds

Draw something special you found.

For more ideas and tips visit

pbskids.org





“Let’s Talk” & “Let’s Do” Cards

Instructions: Cut out these learning cards for quick, teacher-led conversation and activity starters!

Teacher Tips

- **Know the goals of the show:** The learning goal for DANIEL TIGER’S NEIGHBORHOOD is social-emotional.
- **Keep cards nearby:** Print, cut, and keep the cards where you can access them quickly and easily.
- **View with a purpose:** Be deliberate when inviting your student to watch a PBS KIDS show. These cards can help by adding meaningful conversation and easy activities to their experience.
- **Together is better:** Cards are designed for both individual or group work, with a grownup guiding the conversation.



Let’s Talk!

What did Daniel do today? How did he feel? Can you tell me about a time when you felt that way?

Let’s Do!

What different emotions can Daniel or you have? Draw pictures and label the emotions or use your bodies and faces to do the same. What can you do when you have these feelings?

Let’s Talk!

What song did Daniel sing? What did Daniel sing about? How does singing a song help Daniel? How does music help you?

Let’s Do!

Make a song that your classmates can sing together.

Let’s Talk!

What did Daniel make believe? What do you like to make believe?

Let’s Do!

You can make believe with Daniel! Imagine you are visiting his neighborhood or he is coming to yours.

Let’s Talk!

How is your family like Daniel’s family? How is it different?

Let’s Do!

Draw a picture of your family. For extra fun, choose an animal—like a tiger, a rabbit, or a dog—for your family to be. Why did you choose this animal?

Let’s Talk!

What places did Daniel visit in his neighborhood? Do you have places in your neighborhood like this? Are there people that remind you of Daniel’s friends and neighbors?

Let’s Do!

Make a map of your neighborhood. Choose some of your favorite places—such as your school, grocery store, library—and draw them on your map.

Let’s Talk!

What are some of Daniel’s routines for morning, school, or nighttime? Are any similar to what you do? How do they help Daniel? How do they help you?

Let’s Do!

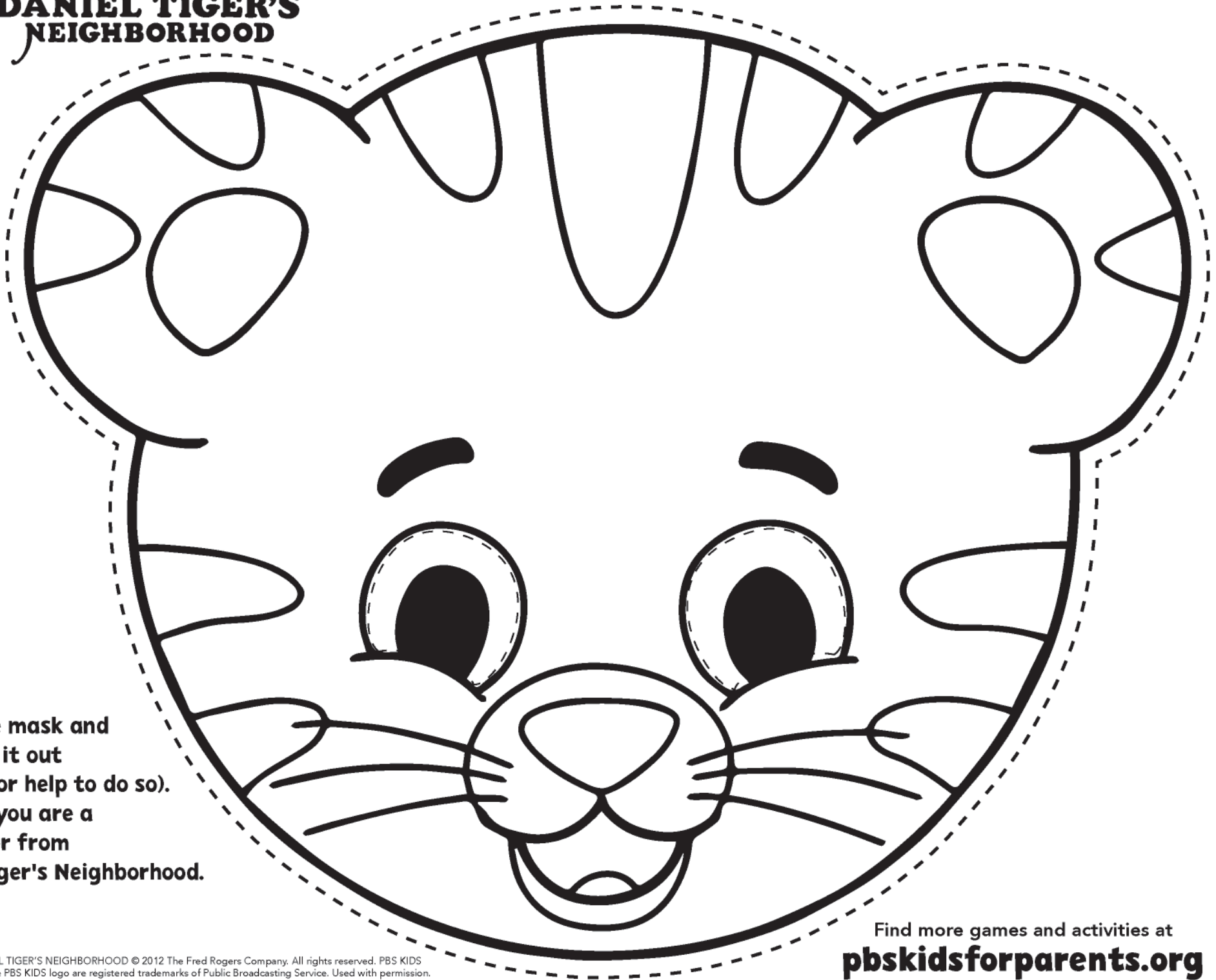
Think of a routine you have in your home—such as going to bed or getting ready for school. Make a picture chart to show each step. Make up a song to sing as you practice your routine.

Find more activities and resources at pbslearningmedia.org





DANIEL TIGER'S NEIGHBORHOOD



Color the mask and
then cut it out
(or ask for help to do so).
Pretend you are a
character from
Daniel Tiger's Neighborhood.

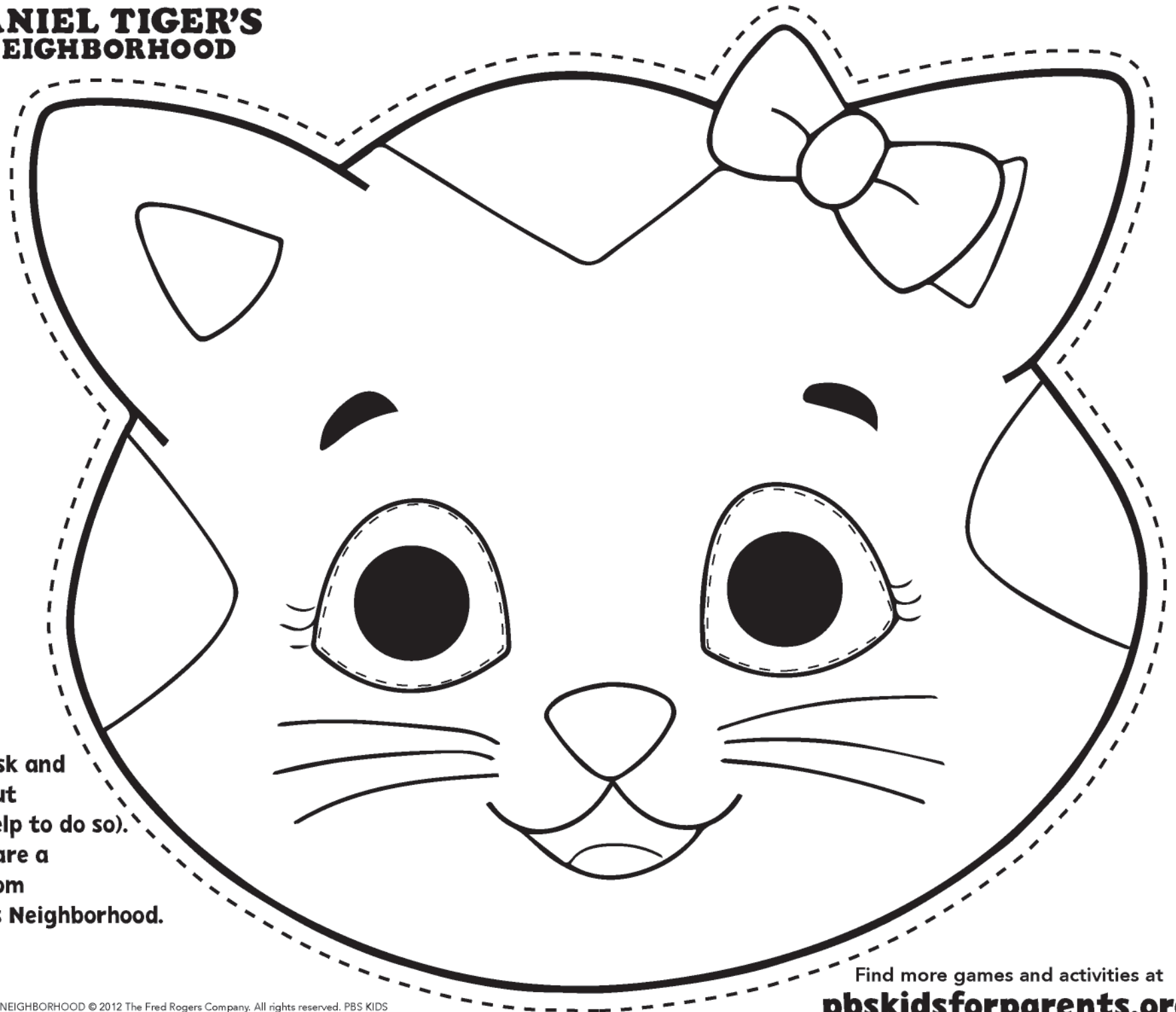


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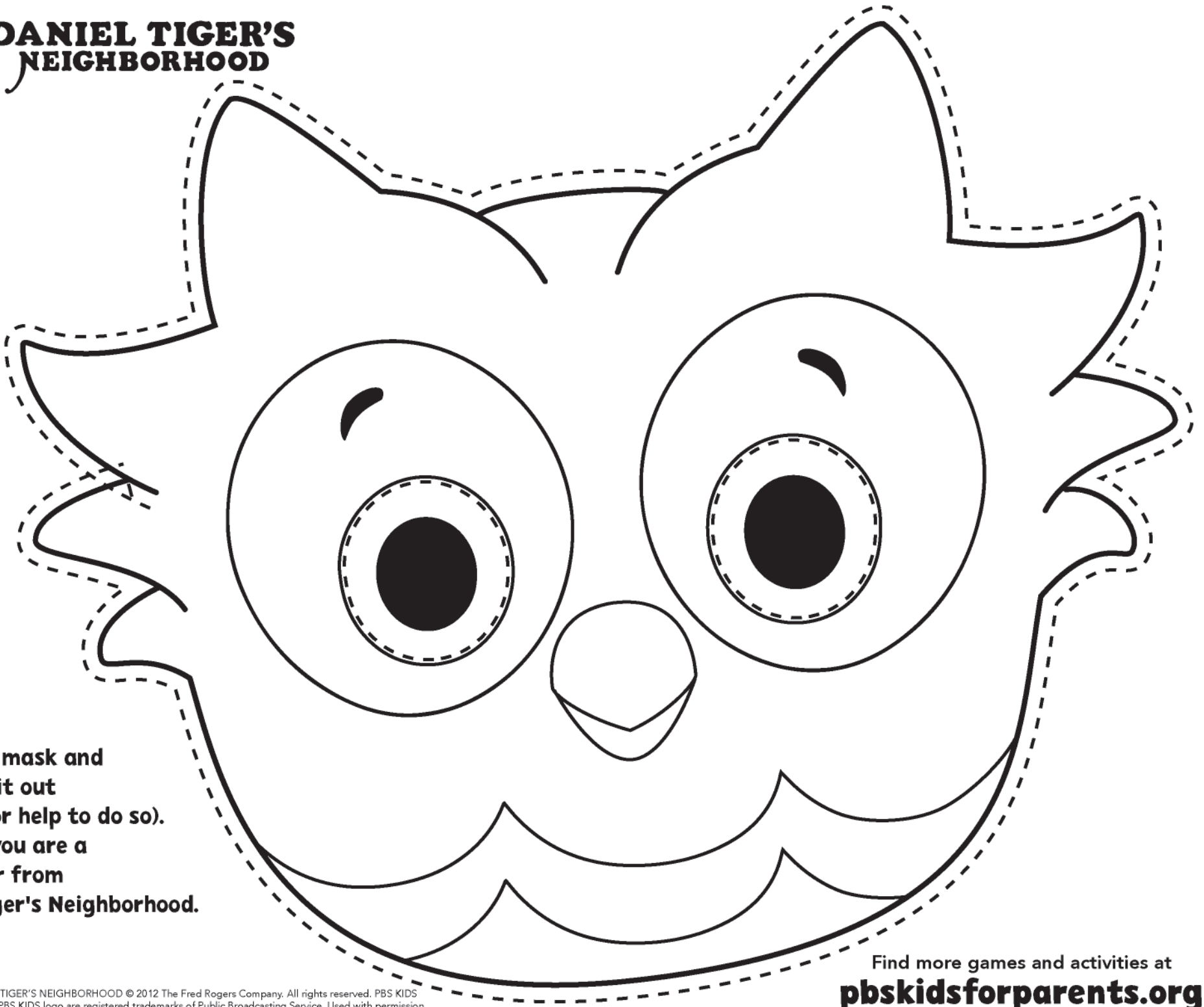


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Make a Trolley Note

Missing someone can be hard, and children can have lots of different feelings about being apart from family members and friends. Daniel Tiger and Prince Wednesday talk with King Friday about how they will miss Prince Tuesday when he moves away for college. King Friday helps them write a note for Prince Tuesday so he knows they are thinking of him.

Print the template on the next page to create a **TROLLEY NOTE** for someone special. Younger children may need your help to write their message. The empty space on the page can be used to draw a picture.



Find Daniel Tiger's Neighborhood games and activities at pbskids.org/daniel



TROLLEY NOTE

WHEN I MISS YOU, THERE ARE THINGS I CAN DO.





Trolley Path

In the Neighborhood of Make-Believe, **TROLLEY** follows the dotted path to each destination. Encourage an interest in transportation, and have **FUN** creating a unique path for Trolley. **DING, DING!**

Draw and color or paint small dots on a paper plate.
Or, print and use the template on the next page.
Some children might prefer to make an orderly line of dots with limited colors—and that's **grr-ific**, too!



Use a pencil to draw the parallel lines of a path, which will be used to create train tracks. For added fun, try creating both curves and straight lines for the course!



Let children practice independently with kid-friendly scissors or assist in cutting the path. For children with sensory considerations, an adult may consider cutting the paper for the child.



Encourage children to glue or tape the pieces independently or work together to create a path with bends, curves, and straights.

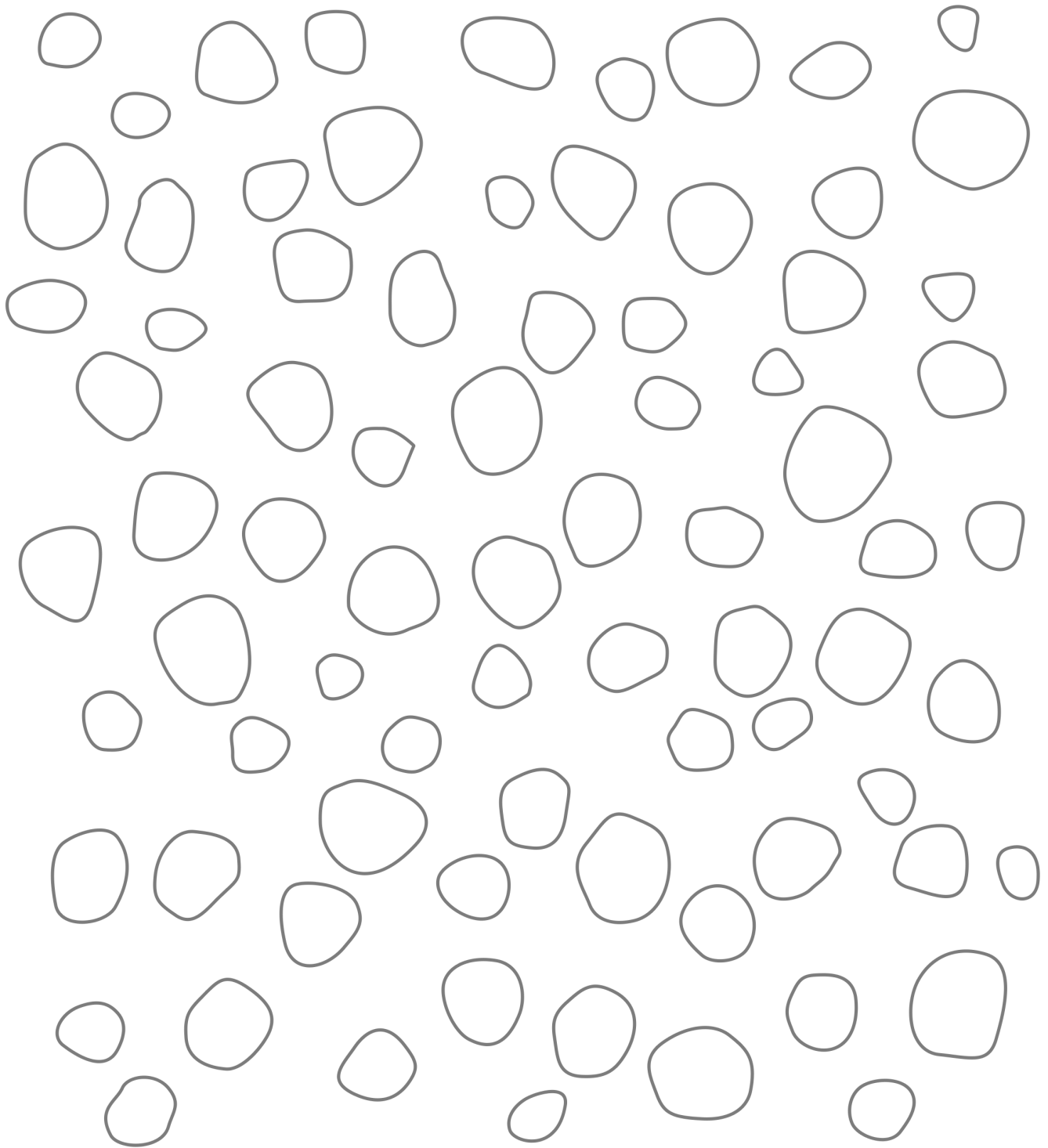


Use your favorite small vehicle or toy, the **Daniel Tiger Foldable Trolley Template**, or the **Daniel Tiger Trolley Favor Box** craft activity from PBS KIDS on the path.



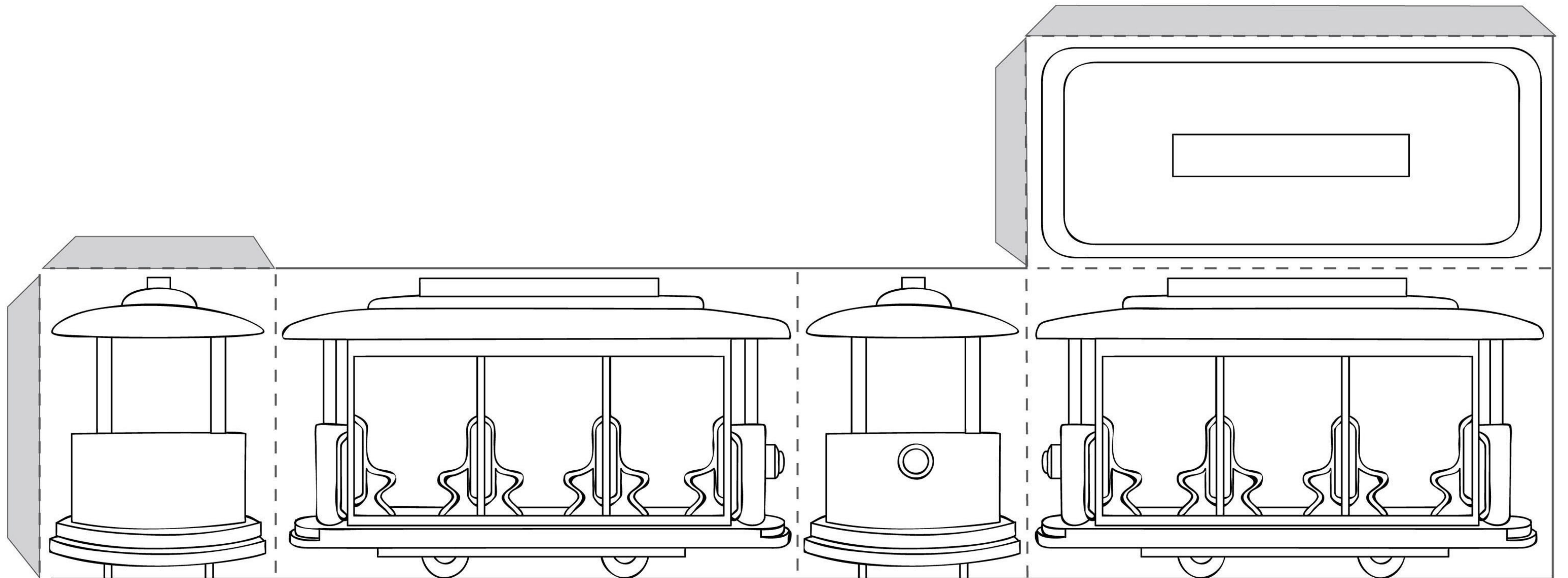
Trolley Path

Printable Dotted Path Template





Foldable Trolley





Puppet Theater



Build your own puppet theater and invite your PBS KIDS friends to take center stage!

Materials Needed:

- PBS KIDS Puppet Theater printable sheets
- PBS KIDS puppets (found on PBS LearningMedia)
- Glue sticks (or bottled glue)
- Masking tape, packaging tape, or double-sided tape
- Blunt tip scissors
- Shoebox or other recycled box
- Tissue paper or construction paper
- Crayons or markers

Steps:

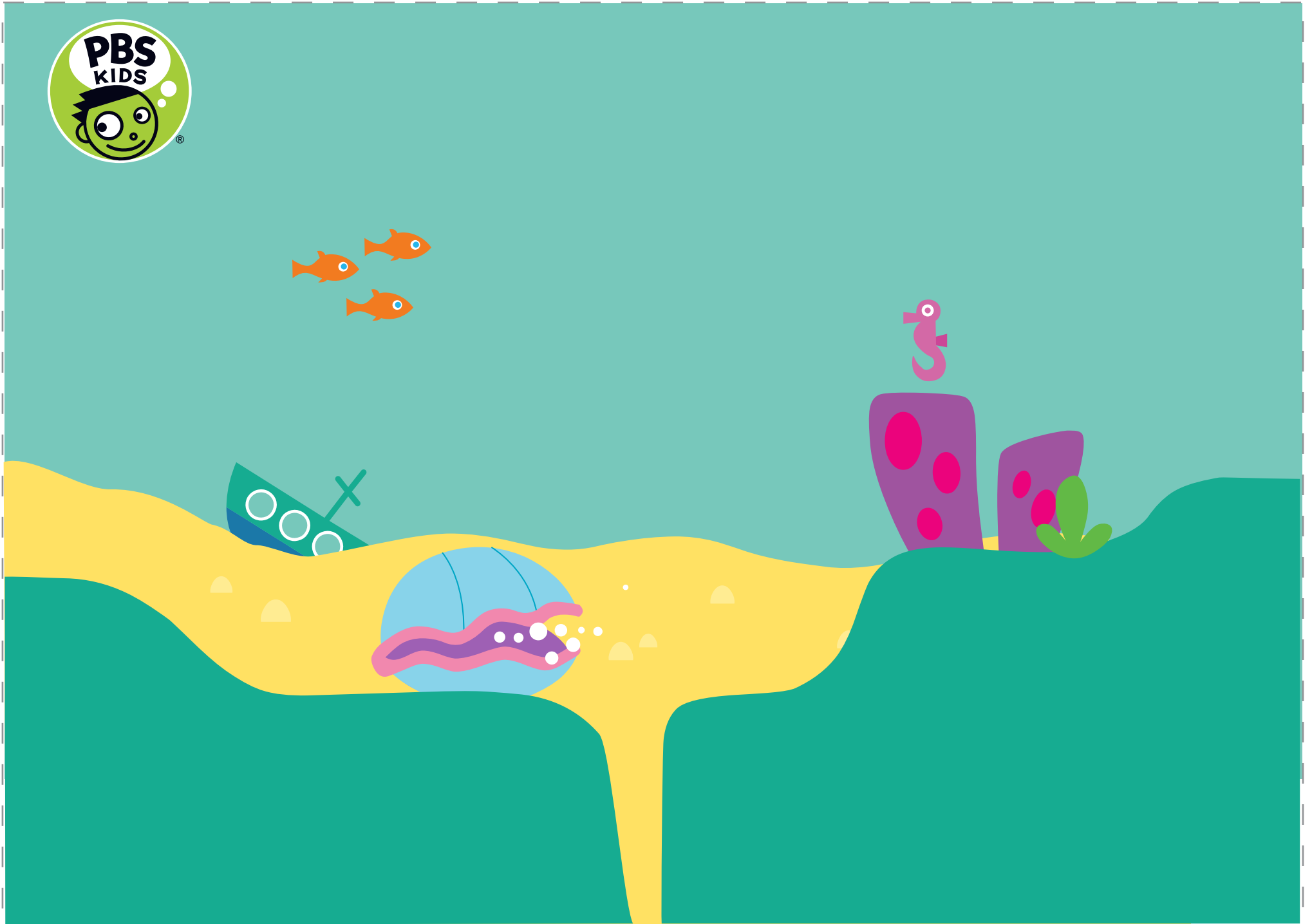
1. Gather all materials.
2. Cut out the curtain printable along the dotted line. Ask a grown-up for help, if needed.
3. Choose a stage background and use the tape to attach it to the inside of your box. This is the stage! (You might need to cut the background so that it can fit.)
4. Decorate the floor of the stage with crayons or markers too.
5. Attach the curtains to the open end of your box. This is the front of the stage.
6. Decorate the outside of the box with the tissue paper, construction paper, and glue.

For more resources, visit pbslearningmedia.org

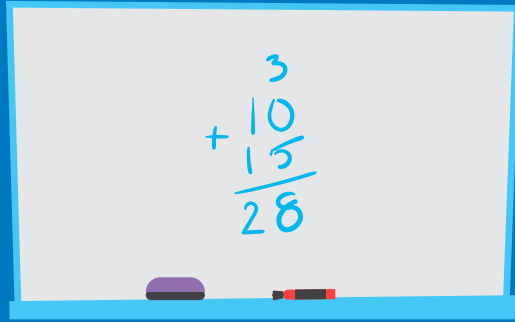
✂ Stage Background: Neighborhood



✂ Stage Background: Ocean



✂ Stage Background: School



✂ Stage Background: Space

