



# Educator Guide

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PITTSBURGH

# Daniel Tiger's Neighborhood: A Grr-ific Exhibit

## Educator Guide

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## Introduction

This guide was developed to provide additional information and ideas for teachers and educators about the **Daniel Tiger’s Neighborhood: A Grr-ific Exhibit**. Museum staff might also find the information helpful. If you are not familiar with *Daniel Tiger’s Neighborhood*, it can be seen daily on PBS stations across the country. The exhibit is based on some of the core messages of this award-winning television series produced by The Fred Rogers Company. For children who are familiar with the program, this exhibit gives them a chance to play in the real world with many of the materials and characters they have seen on the *Daniel Tiger’s Neighborhood* show or in the Daniel Tiger books. If children are new to Daniel Tiger, a pre-visit activity might include watching an episode on television or online or looking at some of the Daniel Tiger books to become more familiar with the characters and strategy songs.

This exhibit was created by the Children’s Museum of Pittsburgh in partnership with The Fred Rogers Company.

## The Show: Daniel Tiger's Neighborhood



*Daniel Tiger's Neighborhood* is an animated program for preschoolers ages 2 to 4 that builds on the pioneering PBS KIDS series, "Mister Rogers' Neighborhood." This series, for a new generation of children, tells its engaging stories about the life of a preschooler using musical strategies grounded in Fred Rogers' landmark social-emotional curriculum. Through imagination, creativity and music, Daniel and his friends learn the key social skills necessary for school and for life.

The star of the series is 4-year-old Daniel Tiger, son of the original program's beloved puppet Daniel Striped Tiger, who invites young viewers into his world, giving them a kid's eye view of his life. Daniel talks directly to viewers, warmly drawing them in and making them feel like one of his neighbors. As they closely follow and share Daniel's everyday adventures, preschoolers and their families learn fun and practical strategies and skills necessary for growing and learning.

Each episode of *Daniel Tiger's Neighborhood* consists of two engaging stories that center on a common early learning theme such as dealing with disappointment, feeling angry, doing something new, or calming down. One of the key ingredients that sets the series apart is its groundbreaking use of catchy, musical strategies that reinforce each theme and that preschoolers and parents will both sing – and use – together in their daily lives.

The series' stories were written based on extensive input from a wide range of early learning specialists, formative research with children, and the benefit of more than 40 years of the work of Fred Rogers. It all adds up to a powerful tool for parents: an entertaining and thoughtful guide for today's families that integrates music, interactivity, and a research-based curriculum.

See more for adults at PBS Parents

<http://www.pbs.org/parents/daniel/about/from-the-expert/>

## The Inspiration: Fred Rogers

Known as “America’s favorite neighbor,” Fred Rogers dedicated his life to serving children. His relentless commitment to all that is best in people led to an astonishing array of honors, from induction into the Television Hall of Fame to The Presidential Medal of Freedom.



As the creator and producer of *Mister Rogers’ Neighborhood*, Fred Rogers was a TV pioneer and a PBS icon. But his impact has gone far beyond the television screen. His legacy is still felt today in the hearts and minds of children, families, and professionals who continue to be nurtured and inspired by his timeless wisdom. On any given week, some reference to “Mister Rogers” or his “Neighborhood” appears in the media.

What has made Fred Rogers’ impact so deep and enduring? For one thing, he developed strong backgrounds in several fields -- Music Composition, TV Production, Ministry, and lifelong studies in Child Development. As a gifted communicator, Fred Rogers was able to tie all those elements together. Perhaps his greatest contribution is that he was able to translate complicated child development theories into easy-to-understand and affirming messages—life lessons that resonate with all of us, young and old.

In 1971, Fred Rogers founded Family Communications, Inc., a non-profit company for the production of *Mister Rogers’ Neighborhood* and other materials. Today Family Communications is called The Fred Rogers Company in honor of its founder. Fred’s legacy lives on through the company’s work in creating *Daniel Tiger’s Neighborhood* and a variety of other quality children’s media that models an enthusiasm for learning and earns the trust of parents and caregivers.

*Please think of the children first. If you ever have anything to do with their entertainment, their food, their toys, their custody, their day or night care, their health care, their education - listen to the children, learn about them, learn from them. Think of the children first.*

- Fred Rogers

See more at The Fred Rogers Company Website:

<http://www.fredrogers.org/fred-rogers>

## The Exhibit

A growing body of research is confirming what Fred Rogers knew all along: social and emotional competencies are the very foundation of academic achievement and a full life. Two and three-year-olds are only just beginning to explore a world outside of their home and learning to become increasingly independent, but they still need a great deal of guidance from adults to help them navigate new social situations and new places. Although children of this age might be learning pre-academic skills, such as the alphabet and counting, they also need to learn pro-social skills, such as sharing, taking turns, self-control, listening, and developing positive self-esteem. Only with these skills are they truly ready to learn.

There are four thematic areas within **Daniel Tiger’s Neighborhood: A Grr-ific Exhibit**:

- Imaginative Play
- Communication and Emotion
- Making
- Neighborhood and Community

## Visit Tips: Families

A pre-visit activity might include viewing the *Daniel Tiger's Neighborhood* award-winning PBS KIDS television program or reading one of the Daniel Tiger books so that children are familiar with the characters and materials they will see in the exhibit. Please remember there is no right or wrong way to experience the exhibit. When possible you might want to follow your child's/children's lead with what they find most engaging as they move through the four thematic areas.

### Family Tips

*Play is often talked about as if it were a relief from serious learning.  
But for children, play is serious learning. Play is really the work of childhood.*  
- Fred Rogers

Here are some tips that you might want to make available to families who will be visiting the exhibit.

**Daniel Tiger's Neighborhood: A Grr-ific Exhibit** is a place for families to spend time together exploring Daniel Tiger's world, playing make-believe, and having conversations about the experiences and ideas offered in the exhibit. The following are tips to consider to make the most of a visit:

- **Slow down** and enjoy the exhibit. Don't feel the need to rush through and see everything; instead, take the time to talk together and experience the components as a family.
- **Revisit** and backtrack to a favorite element. There is no "right" way to move through the space.
- **Ask questions** to understand how your children are interacting with the space and what they are feeling. Ask questions of the Museum staff and co-play with other families to find new meanings and ways to interact with exhibit components.
- **Share** how you are feeling. What strategies can you apply at home?
- **Notice** the questions and suggestions around the exhibit. Question prompts are posted higher in the exhibit to help adults talk with children about the exhibit and its social emotional themes.
- **Focus** on the now. Turn off your phone, leave any stress and baggage at the door, and have some fun together! As Fred Rogers said, "Parents don't come full bloom at the birth of a child. In fact, parenting is about growing. It's about our own growing as much as it is about our children's growing and that kind of growing happens little by little."

## Visit Tips: Teachers

**Daniel Tiger’s Neighborhood: A Grr-ific Exhibit** provides a place for early childhood educators to help children focus on core social and emotional skills like cooperation, sharing, perseverance, and compassion. **Daniel Tiger’s Neighborhood: A Grr-ific Exhibit** is a place for you and your group to spend time together exploring Daniel Tiger’s world, playing make-believe, and having conversations about the experiences and strategies offered in the exhibit. You and your chaperones may find the following techniques helpful during your visit in the exhibit.

### Teacher Tips

- **Plan ahead** by talking with Museum staff or exploring the website to learn more about the **Daniel Tiger’s Neighborhood: A Grr-ific Exhibit** before you arrive.
- **Watch an episode** of *Daniel Tiger’s Neighborhood* or read a Daniel Tiger book to the group. Talk about the characters they might see at the exhibit.
- **Agree on how much time** you have to enjoy the exhibit experience within your larger group. Then, if possible, divide into smaller groups of students, each accompanied by a teacher or chaperone to move through the exhibit.
- **Slow down** and really enjoy an area before moving to the next. If you can, sit or kneel on the ground with your children in the area - this will help them know that it is okay to go slowly and linger. Once you feel that the majority are ready to visit the next area, let them know that you will move together to the next area within the exhibit. “Let’s see what else is in Daniel Tiger’s Neighborhood!”
- **Ask questions** to find out what interests your group and how they are reacting to the exhibit. Question prompts are posted higher in the exhibit to help parents and teachers. They can help you direct conversations among your children. Try them out.
- **Ask questions of Museum staff.** They are there to help to you better understand how something works or the meaning/intent behind the different components.
- **Help children make choices.** The exhibit can be a natural place to talk about sharing, taking turns, and playing together. For instance, if all the push trolleys are in use, encourage children to help deliver mail or play a musical instrument until it’s their turn. You might even find it helpful to use some of the Daniel Tiger strategy songs like: “You can take a turn and then I’ll get it back .”






## Exhibit Components

The exhibit is open-ended, and the components can be experienced in many different ways, but for the purposes of this guide we have divided the exhibit into four thematic areas.



### Imaginative Play

For some children imaginary play comes easily. Others may need more encouragement. Costumes, character masks, props, and playthings can help children find many ways to express themselves as they make choices and share their ideas with others. Children sometimes use their imagination to learn about social roles like being a mommy, a mail deliverer, or a nurse. Younger toddlers may enjoy being a dog or a lion. And many children will enjoy pretending to be one of their favorite characters from *Daniel Tiger's Neighborhood*.

Component	Activity	Daniel Tiger's Strategy Songs
<p><b>Imagination Mirror</b></p> 	<p>Try on a costume of your favorite Neighborhood helper and step in front of the mirror for a moment of sparkle.</p>	<p><i>When you pretend, you can do anything!</i></p> <p><i>You can change your hair, or what you wear, but no matter what you do, you're still you.</i></p>
<p><b>Push Trolleys &amp; Wearable Vehicles</b></p> 	<p>Children love to be in charge of making things go. Choose a vehicle to wear for a drive all around the Neighborhood. Younger children might enjoy pushing the Trolley and ringing the bell.</p>	<p><i>When you pretend, you can do anything!</i></p> <p><i>Stop and listen to stay safe.</i></p>
<p><b>Music Shop</b></p> 	<p>Children like to experiment with different kinds of sounds. Use the instruments here to explore and create music.</p>	<p><i>You can take a turn, and then I'll get it back.</i></p> <p><i>Look closely to find out.</i></p>

## Communication & Emotions

These components pay special attention to how we communicate with one another and share our feelings. Expressing and managing feelings is important for children of all ages in school and in life. Sometimes children have trouble expressing their feelings. When you talk about feelings you show that it's okay to talk about what we feel.

Component	Activity	Daniel Tiger's Strategy Songs
<p><b>Movable Character Mural</b></p> 	<p>See Daniel Tiger and all of his friends close up at the Neighborhood school.</p>	<p><i>In some ways we are different, but in so many ways we are the same.</i></p>
<p><b>Strategy Block Radio</b></p> 	<p>Select a block and place it in the radio to hear Daniel Tiger sing one of 8 strategy songs from the series. Look at the pictures on the blocks and talk about what's happening in each picture.</p>	<p>See page 15 for a list of the Strategy Song titles that play on the Strategy Block Radio.</p>
<p><b>Take a Strategy, Leave a Strategy</b></p> 	<p>Sing and talk about the Daniel Tiger songs that you use at home or school. Share a favorite strategy that you use in your family and take a new strategy home.</p>	<p>(A variety of strategies are available for this response wall area provided in the consumables kit.)</p>
<p><b>Thank You Tree</b></p> 	<p>Help children develop an attitude of gratitude by thanking someone who has done something special for you. Write or draw a thank-you note to hang on the "Thank You" Tree.</p>	<p><i>Thank you for everything you do.</i></p>




## Making

Being able to work together and keep on trying can sometimes be frustrating for young children. They may need the help of an adult to give them some direction. These components are designed to give children the opportunity to tinker and discover while figuring out how things work.





Component	Activity	Daniel Tiger's Strategy Songs
<p><b>Clock Factory</b></p> 	<p>Work alone or together and discover what makes the clock begin to tick.</p>	<p><i>Work together! If you can't do it alone, work together!</i></p> <p><i>Friends help each other, yes they do.</i></p>
<p><b>Clock Factory Workbench</b></p> 	<p>Make your own clock using numbers, gears, and clock hands.</p>	<p><i>When something is hard to do, try it a little at a time.</i></p> <p><i>Keep trying, you'll get better.</i></p>
<p><b>Red Sweater Knitting Machine</b></p> 	<p>Use a simple knitting machine to create a piece of a red sweater. Look at the way it moves.</p>	<p><i>Look closely to find out!</i></p> <p><i>Making something is one way to say "I love you."</i></p>

## Neighborhood & Community



Young children are just beginning to explore a world outside of their home and learning they are part of a neighborhood and community. Pretending and role-playing can help children learn to see things from another’s point of view---an important skill in learning to get along with others and be neighborly.

Component	Activity	Daniel Tiger’s Strategy Songs
<p><b>Neighborhood Blocks</b></p> 	<p>Use the familiar landmark Neighborhood blocks to recreate Daniel Tiger’s Neighborhood.</p>	<p><i>When you pretend, you can do anything!</i></p> <p><i>You can take a turn, and then I’ll get it back.</i></p>
<p><b>Post Office</b></p> 	<p>It’s fun for children to be able to give and receive. Here children can sort and deliver letters and packages throughout the Neighborhood.</p>	<p><i>Do something nice for your neighbor.</i></p>
<p><b>Library Reading Area</b></p> 	<p>Step into the Library and find a book to read. Sit in a comfy nest chair like the one in Daniel Tiger’s Neighborhood.</p>	<p><i>When you wonder, you can try to find out more.</i></p>

## The Characters Featured in the Exhibit

Character	Description	Family/Home
<p><b>Daniel Tiger</b></p> 	<p>Four-year-old <b>Daniel Tiger</b> is the main character of the series. With the help of the adults in his neighborhood, he is learning so many new things every day about getting along with others, managing his feelings, and trying new things.</p>	<p>Daniel Tiger lives with his parents and baby sister, Margaret, at Jungle Beach. His father is the original puppet Daniel from <i>Mister Rogers' Neighborhood</i>. His grandfather, Grandpère Tiger, does not live with them, but often comes to visit.</p>
<p><b>Miss Elaina</b></p> 	<p><b>Miss Elaina</b> does things backwards (including how she dresses) and makes things out of recycled materials (rocket ship, robot costume). She has a big heart and even bigger ideas!</p>	<p>Miss Elaina lives in the Museum-Go-Round with her parents, Lady Elaine Fairchilde and Music Man Stan. Music Man Stan runs the Music Shop on Main Street.</p>
<p><b>Prince Wednesday</b></p> 	<p><b>Prince Wednesday</b> is a jokester and likes to make his friends laugh with jokes, songs, and sometimes magic tricks.</p>	<p>Prince Wednesday lives in the Castle with his parents, King Friday and Queen Sarah Saturday, and his older brother, Prince Tuesday, all familiar characters from <i>Mister Rogers' Neighborhood</i>.</p>
<p><b>O the Owl</b></p> 	<p><b>O the Owl</b> enjoys reading and likes books (his room is full of them). O is curious and shy and likes things to be orderly.</p>	<p>O lives in a tree with his Uncle X the Owl. They live in the same tree as Katerina Kittycat and her mother.</p>

## The Characters Featured in the Exhibit

Charcter	Description	Family/Home
<p><b>Katerina Kittycat</b></p> 	<p><b>Katerina Kittycat</b> loves playing dress up and dancing ballet. When she likes something or is excited about something, she twirls.</p>	<p>Katerina lives with her mother, Henrietta Pussycat. They live in a tree next to their neighbors, O the Owl and his Uncle X.</p>
<p><b>Chrissie</b></p> 	<p><b>Chrissie</b> uses crutches and leg braces to help her walk. As Daniel gets to know her, he discovers that although Chrissie needs some help walking, they are the same in many ways.</p>	<p>Chrissie is the cousin of Prince Wednesday. She is a little older than Daniel and his friends, and doesn't live in the Neighborhood, but is sometimes a visitor.</p>

# The Characters' Family Tree



## Strategy Songs in the Exhibit

Every *Daniel Tiger's Neighborhood* program uses a simple, catchy song to focus on a core social emotional skill. They may be very familiar to your children. These songs can be found at various sites online such as YouTube (<https://www.youtube.com/watch?v=olCZVpmtL4c>), iTunes (<https://itunes.apple.com/us/album/big-feelings/id821078915>), Google Play, Amazon Cloud, etc., and can serve to reinforce the ideas and memories children have of their time at the exhibit.

### Strategy Block Radio:

Eight strategy songs are playable within the exhibit at the Strategy Block Radio. The strategy songs highlighted there are:

- *Friends help each other, yes they do!*
- *Grownups come back.*
- *It's okay to feel sad sometimes. Little by little you'll feel better again.*
- *Keep trying, you'll get better.*
- *Saying "I'm sorry" is the first step. Then how can I help?*
- *When something seems bad, turn it around, and find something good.*
- *When you feel so mad that you want to roar, take a deep breath and count to four. 1,2,3,4.*
- *You can be a big helper in your family.*



## Daniel Tiger’s Neighborhood Strategy Songs

This is a list in alphabetical order of all of the strategy songs for the first 65 *Daniel Tiger’s Neighborhood* episodes. You will find some of these are either included in the exhibit or are especially appropriate, (those are highlighted in the table below). Of course you might find others that resonate with you or the children.

1	A friend just wants to play with you!
2	A neighbor is here to help.
3	Bedtime! Bath, brush teeth, pjs, story, and a song!
4	Clean up, pick up, put away, clean up every day!
5	Clothes on, eat breakfast, brush teeth, put on shoes, and off to school!
6	Do something nice for your neighbor.
7	Dress up any way you choose, find a way that’s right for you!
8	Everyone is big enough, big enough to do something.
9	Everyone’s job is important, we all help in different ways.
10	Find a way to play together!
11	Find your own way to say “I love you.”
12	Friends help each other, yes they do!
13	Give a squeeze, nice and slow... Take a deep breath, let it go.
14	Grownups come back.
15	I can’t wait to meet the baby!
16	I like to be with my family.
17	I like you just the way you are.
18	If something seems hard to do, try it a little bit at a time.
19	In some ways we are different, in so many ways we are the same.
20	It helps to say what you’re feeling.
21	It’s almost time to stop, so choose one more thing to do.
22	It’s okay to make mistakes, try to fix them, and learn from them, too.
23	It’s okay to feel sad sometimes. Little by little you’ll feel better again.
24	Keep trying, you’ll get better!
25	Let’s find out what’s special at night.
26	Look closely to find out!
27	Mad, mad, mad, it helps to say I’m mad!
28	Making something is one way to say “I Love You.”
29	Saying “I’m sorry” is the first step, Then, how can I help?
30	See what it is, you might feel better.

## Daniel Tiger’s Neighborhood Strategy Songs

31	Sharing with you is fun for me, too.
32	Sometimes you feel two feelings at the same time and that’s okay.
33	Stop and listen to stay safe.
34	Stop, think, and choose!
35	Take a grown-up’s hand, follow the plan, and you’ll be safe.
36	Taking care of you makes me happy too.
37	Thank you for everything you do.
38	There’s so much to explore when you’re outside.
39	There’s time for you and baby too!
40	Think about how someone else is feeling.
41	Think about what you’re going to do, then pick the clothes that are right for you.
42	This is my happy song, and I could sing it all day long.
43	Try a new food, it might taste good!
44	Try to solve the problem yourself and you’ll feel proud.
45	Use your words.
46	Whatever you do, think about what other people need, too.
47	When a baby makes things different, find a way to make things fun.
48	When a friend doesn’t want to play with you, you can find something else to do.
49	When something is new, holding a hand can help you.
50	When something seems bad, turn it around and find something good!
51	When we do something new, let’s talk about what we’ll do!
52	When you can’t get what you want, stomp three times to help yourself feel better.
53	When you feel jealous, talk about it.
54	When you feel so mad that you want to ROAR, take a deep breath and count to four.
55	When you get hurt, find a grownup to help you feel better.
56	When you have to go potty, STOP and go right away. Flush, wash, and be on your way.
57	When you pretend, you can do anything!
58	When you wait, you can play, sing, or imagine anything!
59	When you’re frustrated, take a step back, and ask for help.
60	When you’re scared, close your eyes and think of something happy.
61	When you’re sick, rest is best.
62	Work together. If you can’t do it alone, work together!
63	You can be a big helper in your family.
64	You can change your hair, or what you wear, but no matter what you do, you’re still you.
65	You can take a turn, and then I’ll get it back.

## Story Time at the Museum

Story Time at the Museum can connect the exhibit experience to the *Daniel Tiger's Neighborhood* program. The following books are a sample of the titles included in the *Daniel Tiger's Neighborhood* book series. They include board books with very few words to picture books with longer narratives that more closely resemble the show. These books are readily available at bookstores and at libraries.

The following are tips for Museum staff leading a successful Story Time:

- **Share and gather:** Make a clear announcement stating where in the exhibit Story Time will take place, and give visitors at least a few minutes' notice to stop what they're doing.
- **Set the tone:** Let families know that it's okay for children to wander throughout the exhibit, and that they don't have to sit or listen to the whole story.
- **Know your audience and meet them where they are:** Don't be afraid to skip a few pages if a book ends up being too long for most of the visitors' attention span. Singing and acting out portions of the stories especially when strategy songs are included can be a way to capture a distracted audience. Counting aloud, looking closely at illustrations, and expressing sounds together (e.g., "roar") are some ways to animate the story.
- **Be prepared for interruptions:** Many children like to stand up to see pictures better, or want to hold the book on their own. You may have to remind visitors to sit so that others can see the book, and move the book around the room at the end of every other page so that visitors can look closely at the pictures without getting up. Keep spare copies of *Daniel Tiger's Neighborhood* books on hand to give to children who feel more comfortable holding something in their hands during the story.
- **But don't be afraid to engage:** Ask children how they relate to the characters and narratives. Some visitors may interject comments that are not relevant to the story, which can create an opportunity to acknowledge their enthusiasm and willingness to share before returning to the reading.

## Daniel Tiger's Neighborhood Book Series

The *Daniel Tiger's Neighborhood* book series includes several formats, some of which are:

**Board books:** These books are made from thick paperboard, and are able to withstand more wear and tear than a book with standard paper pages. Stories tend to be short and aimed at readers younger than five years, and are often under 20 pages long.

1. *Daniel's Day at the Beach* (Becky Friedman, 2015)
  - Strategy: Stop and listen to stay safe.
2. *I'm Feeling Sad* (Natalie Shaw, 2016)
  - Strategy: It's okay to feel sad sometimes. Little by little you'll feel better.
3. *I'm Feeling Happy* (Natalie Shaw, 2016)
  - Strategy: This is my happy song, and I could sing it all day long!
4. *I'm Feeling Mad* (Natalie Shaw, 2016)
  - Strategy: When you feel so mad that you want to roar, take a deep breath and count to four.
5. *Meet the Neighbors!* (Natalie Shaw, 2014)
  - Exhibit feature: Introduction to main characters and places
6. *A Ride Through the Neighborhood* (Maggie Testa, 2014)
  - Exhibit feature: Introduction to main characters and places
7. *Friends Are the Best!* (Maggie Testa, 2014)

**Picture books:** Available in both hardback and paperback, these books typically contain more text on the pages than board books do and are aimed at readers in preschool through second grade who have longer attention spans.

1. *No Red Sweater for Daniel* (Becky Friedman, 2016)
  - Strategy: You can change your hair, or what you wear, but no matter what you do, you're still you.
2. *Daniel's New Friend* (Becky Friedman, 2015)
  - Exhibit feature: Introduction to Chrissie
3. *The Baby Is Here!* (Angela C. Santomero, 2015)
  - Strategy: You can be a big helper in your family.

## Daniel Tiger’s Neighborhood Book Series

**Ready-to-Read books:** These books have illustrations accompanied by short and simple sentences to accommodate a new reader’s comfort level, whether reading aloud with a more experienced reader or reading independently. Because of the concise nature of the text, these books can also hold the interest of younger readers.

1. *Daniel Learns to Share* (Becky Friedman, 2016)
2. *Thank You Day* (Farrah McDoogie, 2014)
  - Exhibit feature: Thank You Tree
3. *Daniel Plays at School* (Daphne Pendergrass, 2016)
  - Strategy: Grownups come back.
4. *Daniel Visits the Library* (Maggie Testa, 2015)
  - Strategy: Give a squeeze, nice and slow. Take a deep breath and let it go.
  - Exhibit feature: Library Reading Area
5. *Daniel Plays Ball* (Maggie Testa, 2014)
  - Strategy: Keep trying, you’ll get better.

## Additional Resources

### 1. Website for Children

[www.pbskids.org/daniel](http://www.pbskids.org/daniel)

Play games, read interactive storybooks, and watch videos anytime

### 2. Website for Parents

<http://www.pbs.org/parents/daniel/>

Articles, activities, episode descriptions, and more for parents and caregivers

### 3. Website for Teachers and Educators

<https://www.pbslearningmedia.org/collection/daniel-tigers-neighborhood/>

Classroom resources for early childhood educators

### 4. The Fred Rogers Company website

[www.fredrogers.org](http://www.fredrogers.org)

### 5. A Free App for Parents

Daniel Tiger for Parents

A free app, available in English and Spanish, that empowers parents and caregivers with songs and videos from *Daniel Tiger's Neighborhood*.

iOS

<https://itunes.apple.com/us/app/daniel-tiger-for-parents/id1185651115?mt=8>

Google Play

<https://play.google.com/store/apps/details?id=org.pbskids.danieltigerforparents&hl=en>

### 6. ***Daniel Tiger's Neighborhood*** can be seen daily on:

- Local PBS stations
- PBS KIDS Video app <http://pbskids.org/apps/pbs-kids-video.html>
- Online at PBS KIDS <http://pbskids.org/video/>

## **Pre- and Post- Visit Activities**

The following handouts provide activities that connect to the exhibit experience and can be modified for home or the classroom. These have been adapted from materials on the PBS Learning Media website where you can find additional activities and resources.

[http://www.pbslearningmedia.org/collection/daniel-tigers-neighborhood/?topic\\_id=1230](http://www.pbslearningmedia.org/collection/daniel-tigers-neighborhood/?topic_id=1230)

You may share these materials courtesy of:

The Fred Rogers Company and The Children’s Museum of Pittsburgh.

# Pre- and Post- Visit Activity 1



## **Different and the Same**

*Daniel Tiger's strategy song says, "In some ways we are different, but in so many ways we are the same." It's natural for children to have questions about the differences they see between themselves and others. So it helps them to know that it's normal, natural, and safe to talk about those differences. It's also good to remind the children of the many ways we are the same, too.*

### **Children are working on:**

- Self-identity
- Understanding differences and sameness
- Positive self-image

### **Materials:**

- Nylon stockings cut into 6-inch lengths of various shades of tan, brown, white, pink etc.
- Photographs of people with different hairstyles and types of hair in various colors.

### **Directions:**

Here are two ways to help encourage the children to talk about likeness and difference. You could extend the conversation that these activities begin with by talking about other ways the classmates are alike and different.

- Encourage children to try the nylons on their hands and arms. Ask questions to help children talk about the color of their skin. Ask: "Can you find a stocking that is the same color as your skin?" Let them try other colors and ask, "Is this lighter or darker than your own skin color?" If you have skin-colored crayons, children can explore the colors and select some shades they would like to use for drawing themselves.
- Show the children photos of different types of hair, and ask them to talk about the differences in hair color, texture, and curl. Some people have fine, thin hair while others have thick, coarse hair. Some people have very little hair! Some people have straight hair, and some people have curly hair. Let the children tell you things that they like about their hair. Take photos of each child's hair, and make a collage of different hairstyles.

### **Related to Episode 113/ Strategy Song:**

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

### **Related to Grr-ific Exhibit:**

Character Wall in School

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## Pre- and Post- Visit Activity 2



### **Fast and Slow, Then Stop**

Here's a way to use music and movement to help children practice slowing down and controlling their actions. There is a lot of self-control needed to be able to go on a field trip, to be able to take turns, and stop playing when it is time to move on. Practicing this activity ahead of time can help children improve their self-control.

#### **Children are working on:**

- Developing self-control
- Listening carefully

#### **Materials:**

- CD player, radio, or speaker
- Music – some fast, some slow

#### **Directions:**

Talk with the children about self-control. Ask the children to talk about times when they have to use self-control, such as when they have to:

- Stop playing when it's clean up time
- Share even when they don't want to
- Walk quietly in the halls
- Wait in line

Then give the children a chance to practice self-control. Play samples of several fast and slow songs, and let the children move to the music. Once the children have felt the difference between "fast" and "slow," play this "freeze" game.

Have the children stop and "freeze" whenever the music stops. First play the slow music, and ask the children to stop. Then play fast music, and let the children see how hard it can be to stop when you're 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's 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.

#### **Related to Episode 127/ Strategy Song:**

*Give a squeeze, nice and slow. Take a deep breath and let it go.*

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## Pre- and Post- Visit Activity 3



### **Friends Work Together**

Sharing is hard for young children—even sharing ideas about how to play together. They often need a grownup to help them find ways to play together. Children can work and play together throughout the exhibit. Sometimes it's hard to share materials, but with adult help, children can find a way to play together.

#### **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.

#### **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!*

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## Pre- and Post- Visit Activity 4



### Thank You Notes

It's easy to forget to say "thank-you" for what we have and all the ways that others help us. When young children hear you say "thank-you," those words become part of their lives, too. Making "thank-you" notes together is one way to help children develop an attitude of gratitude. You can hang these on your own "Thank You Tree" or help children deliver them to someone who has been kind to them.

### Children are working on:

- Self-expression (expressing appreciation to others)
- Creativity
- Language and Literacy skills

### Materials:

- Papers or index cards (or paper cut into the shape of a leaf)
- Pencils, markers, or crayons
- Stickers (optional)
- Envelope

### Directions:

First talk with the children about some of the things **you** are thankful for, like spending time with your family, playing with pets, trees, or gardens around you, or things that others have done for you. Then ask the children to think about something that they are thankful for. Help them see that there are many people in the community who help them. Ask if anyone would like to share what they feel thankful for. Then give them some paper and markers to make a thank-you note. You could cut the paper into the shape of a leaf to make your own "Thank You Tree," or fold the paper in half to make a thank-you card for someone special:

- Parent, brother, or sister
- Grandparent, neighbor, or friend
- Babysitter, child-care provider, or preschool teacher
- Mail carrier
- Crossing guard

Ask each child what kind of thank-you message he or she would like to write on the card. A younger child might dictate the words to you or draw a thank-you picture. Older children may be able to write a message or sign their own names.

### Related to Episode 113/ Strategy Song:

*Thank you for everything you do.*

### Related to Grr-ific Exhibit:

Thank You Tree

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## Pre- and Post- Visit Activity 5



### ***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 may have lots of feelings about a break in the regular school routine and their visit to the Museum, and there might be a few disappointments along the way. Helping them "turn it around" is a valuable skill.*

#### **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. (Maybe someone felt disappointed when the museum visit was over.) 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.

#### **Related to Episode 101/ Strategy songs:**

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

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## Questions and Comments

If you have questions or comments please contact the Children's Museum of Pittsburgh:

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