

\_\_\_\_\_Your Input is NEEDED!\_\_\_\_\_

Iowa Public Television's Ready To Learn Service began sending out the monthly eNews, an electronic newsletter, in May of 2004. IPTV is currently evaluating the value of the RTL eNews and as a current subscriber to the RTL eNews, we are interested in your feedback. Please use the following link to complete a short survey (five questions): [http://www.iptv.org/kids/grownups/rtl/eNews\\_Survey.cfm](http://www.iptv.org/kids/grownups/rtl/eNews_Survey.cfm)

Your input is greatly appreciated and by completing the survey by April 30, 2005 , your name will be included in a drawing for one of three tote bags full of IPTV/public television items like children's books, stickers, posters, and other fun surprises.

\_\_\_\_\_Thank You!\_\_\_\_\_

Welcome to the April 2005 edition of Iowa Public Television's (IPTV) Ready To Learn (RTL) eNews. The purpose of this free monthly electronic newsletter is to keep families, educators, and child care providers informed of the great resources IPTV and our partners have to offer those who care for children ages birth to eight years of age. RTL is public television's response to a critical national education goal: All children will enter school Ready To Learn.

## RTL eNews for April 2005

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\_\_\_\_\_The Learning Triangle\_\_\_\_\_

Young children learn by doing—by interacting with people and objects around them. To learn, they need to experience things again and again. RTL uses the learning triangle to teach children skills and concepts by using PBS KIDS programs, books, and activities. Engage children in these theme-related activities in any order and at any time. Point out the connections between the segment they VIEW, the book they READ, and the activity they DO. The repetition and variety of media used reinforces the skills and concepts you teach.

\_\_\_\_\_How do you use the RTL Learning Triangle? Monthly Contest\_\_\_\_\_

IPTV's RTL service wants to hear from you! If you have an example of how you have used the RTL Learning Triangle please send an email to Lisa Albers at [lisa@iptv.org](mailto:lisa@iptv.org) along with a couple of paragraphs describing your triangle and how it worked for you and the children in your care. All emails received by the end of each month will be included in a drawing for 10 FREE children's books.

### \_\_\_\_\_Environment Theme Learning Triangle\_\_\_\_\_

Fred Rogers said, "Taking good care of the earth is one way children can learn to take good care of themselves." Simple activities like reusing old things in new ways, recycling newspapers, aluminum cans and glass containers, and picking up trash are all things children can do to take care of the earth.

#### READ IT

1. I'm a Seed by Jean Marzollo—A pumpkin seed and a marigold seed grow into plants side by side. (This book is also available in Spanish.) (Ages 4-8)
2. The Earth and I by Frank Asch—A child explains how he and the Earth dance and sing together and take turns listening to each other (Ages 4-8)
3. Rain Forest by Helen Cowcher—From the tapirs roaming its cool floor to the Blue Morpho butterflies fluttering in its canopy, the rain forest is a peaceful place until man's machines endanger its existence and threaten its lush beauty. (This book is also available in Spanish.) (Ages 4-8)

#### VIEW IT

MISTER ROGERS' NEIGHBORHOOD – Environment

Monday-Friday, April 18-22 at 2:30 p.m.

This week explores some ways children can join with adults to help care for the earth—including reusing and recycling.

BARNEY & FRIENDS – Spring Into Fun! #713

Thursday, April 7 at 10 a.m.

When we first meet the gang, it's raining outside so they have to play inside. But when Barney appears, he teaches the kids to sing a song to make the rain go away. Once it stops raining, they learn about some of their favorite Spring activities. The kids and Barney blow bubbles, have a picnic, and meet some baby ducklings.

CAILLOU – Outdoor Adventures #214

Wednesday, April 13 at 8:30 a.m.

In this episode Caillou explores nature.

CAILLOU – Nature #123

Monday, April 25 at 8:30 a.m.

All of Caillou's furry friends are getting back to nature. Gilbert is a flower detective, Rexie is a famed jungle hunter and Teddy is helping Caillou's mommy harvest her bean plants. Grandma takes Caillou bird-watching. Caillou's class goes on a treasure hunt in the forest and Caillou finds a turtle

#### DO IT

1. Armed with plastic garbage bags, help clean up a park or the neighborhood with your children. Be sure to use extra care when working near traffic.
2. Create a sculpture out of things we might normally throw away such as milk caps, string, ribbon, used wrapping paper, spools, empty boxes, toilet or paper towel tubes, plastic lids and containers, tin cans, etc. Talk about other ways you might use each of these things. For added effect, spray paint the completed sculpture with a single color.
3. Sing with your children. Try this one:

Pick It Up!! (Tune: London Bridge)

Keep our water safe and clean,  
safe and clean,  
safe and clean.

Don't pollute your local stream,  
pick the trash up!

See the litter, pick it up,  
pick it up,  
pick it up.

See the litter, pick it up,  
don't be a litter bug!

4. Teach children discrimination as well as counting and sorting by making a few "recycling bins" complete with a few paper, plastic, and aluminum items that can be sorted into each bin.
5. Go on a nature walk. Have the child pick up objects from nature such as rocks, bark, grass, leaves, flowers, nuts, etc., and put them into a bag. As you walk along encourage your child to talk about what they see and hear in nature. Allow them to observe and ask questions. When you return home, work together using art supplies and the gathered items the child picked up on the nature walk to create a collage.

### \_\_\_\_\_Feelings Theme Learning Triangle\_\_\_\_\_

It is important for children to identify their feelings (being happy, mad, sad, shy, etc.) and learn to express them in appropriate ways. This will help them succeed in school, in their family life, and in the future at work. Children are not born able to do this—they need to be taught to identify and express their feelings in appropriate ways by their family and caregivers. Beginning at an early age, adults can begin teaching children to identify feelings and appropriate ways to express them. Once children begin to understand their feelings, it will be easier to offer them comfort and advice. They will also be able to better care about the feelings of others.

#### READ IT

1. *David Gets in Trouble* by David Shannon—When David gets in trouble, he has excuses right up until bedtime, when he realizes he really is sorry. (This book is also available in Spanish.) (Infant-Preschool)
2. *It's Not Easy Being Big* by Stephanie St. Pierre—Big Bird discovers that some things are easy to do if you are small and others are easy to do if you are big.) (Ages 4-8)
3. *The Way I Feel* by Janan Cain—The zany characters who sniffle, soar and shriek through this book will help kids understand the concept of such emotions as joy, disappointment, boredom and anger. "The Way I Feel" will also show kids how to express their feelings with words. (Ages 4-8)

#### VIEW IT

**MISTER ROGERS' NEIGHBORHOOD** – Going Away and Coming Back

Monday-Friday, April 25-29 at 2:30 p.m.

This week's theme explores feelings children have when they are separated from an adult that they love or trust.

**DRAGON TALES** – Flip Flop #306a

Monday, April 11 at 7:30 a.m. and 5 p.m.

While rummaging through a Cave Swap (Dragon Land's version of a garage sale), Wheezie is fascinated by a golden two-headed statue. Zak argues with Wheezie about adding more junk to their collection. While holding onto the statue, they both wish that the other could understand how they feel. The golden statue begins to glow. Suddenly, Zak starts acting like Wheezie, and Wheezie starts acting like Zak! They've been flip-flopped, and only the statue can switch them back.

**CLIFFORD THE BIG RED DOG** – Cyber Puppy Problems #214b

Monday, April 25 at 8:30 a.m.

When Mac worries that Jetta loves her mechanical toy dog more than she loves him, his friends rally around to help him get through his crisis of confidence.

#### DO IT

1. Show the child pictures of children who are happy, sad, sick, excited, angry, etc. Encourage them to tell you how they think the child feels. Ask questions such as "How do you think this child feels?" "How can you tell?" "Have you ever felt that way?" What happened to make you feel that way?" "What did you do to make yourself feel better?"
2. Give the child a mirror and ask them to make faces showing different feelings. You might want to remind them that we can't always tell how someone is feeling by their facial expressions. Words are important too!
3. Ask the child if they feel happy, sad, or angry when the following happens: I am yelled at; I make a mistake; Someone teases me; I help a friend; My friends do not ask me to play. Talk about how people react differently and how it is OK to feel whatever you feel. Ask them what they do to make themselves feel better when they experience each of the emotions.
4. Ask the child to paint or color happy, sad, angry, etc. pictures. They can also paint a face, expressing a feeling on a paper plate. Ask them to show their picture/face to others to see if they can guess the feelings.

5. Ask the child to move or dance (without music) in a way that expresses how they feel. Have them try to move around the room using different feelings—happy, sad, mad, etc.

6. Song: If You're Happy and You Know it

If You're Happy and You Know it, Clap your hands (clap, clap)

If You're Happy and You Know it, Clap your hands (clap, clap)

If You're Happy and You Know it, then your face will surely show it

If You're Happy and You Know it, Clap your hands (clap, clap)

More feelings to try with this song:

Angry: Stomp your feet (stomp, stomp)

Sad: Say boo hoo (boo, hoo)

Tired: Go to sleep (snore, snore)

## \_\_\_\_\_Spring 2005 IPTV Kids Schedule\_\_\_\_\_

This schedule is provided to assist children, their families, and child care providers as they plan their TV viewing.

### **Monday—Friday**

6:30 a.m. Postcards from Buster

7:00 a.m. Arthur

7:30 a.m. Clifford the Big Red Dog

8:00 a.m. Dragon Tales

8:30 a.m. Caillou

9:00 a.m. Sesame Street

10:00 a.m. Barney & Friends

10:30 a.m. The Berenstain Bears

11:00 a.m. The Big Comfy Couch

11:30 a.m. Boohbah

Noon Between the Lions

12:30 p.m. Reading Rainbow

1:00 p.m. Classroom TV

2:30 p.m. Mister Rogers' Neighborhood

3:00 p.m. Cyberchase

3:30 p.m. Maya & Miguel

4:00 p.m. Clifford the Big Red Dog

4:30 p.m. Arthur

5:00 p.m. Dragon Tales

### **Sunday**

8:00 a.m. Bob the Builder

8:30 a.m. Angelina Ballerina

9:00 a.m. Dragon Tales

9:30 a.m. Thomas & Friends

## \_\_\_\_\_Program Schedule, Episode Descriptions and Record Rights for PBS Kids Programs\_\_\_\_\_

Finding Program Schedule and Episode Descriptions:

\* Go to Web site: [www.iptv.org](http://www.iptv.org)

\* Click on Educational Resources button at the top center of the page.

\* Click on the Today link under the Educational TV Schedule heading on the left side of the page toward the middle.

\* Click on the program you are interested in to find a description for today's episode of the program.

\* To find future episode descriptions, click on a date in the left column to find the description of the episode that will be shown on that specific date. Reading them will help you identify episodes that correspond to your curricular themes. The listed dates are the next 28 air dates of the program you've selected. Upcoming TV schedules on [www.iptv.org](http://www.iptv.org) are updated by the 15th of each month for the following month.

Record only, one year tape and erase. No duplication allowed.

What does that mean?

Educators may record a program from the broadcast. The recording may then be used in an educational setting and retained as long as that program airs on IPTV. No copies may be made from the original recording.

If available, educators also may borrow a recording from a lending library, such as the media centers in Iowa's Area Education Agencies.

## \_\_\_\_\_2 FREE Training Opportunities on the ICN\_\_\_\_\_

### 1. K-12 (Includes PK too!) Connections Information Session

Did you know that Iowa Public Television (IPTV) and The Iowa Communications Network (ICN) collaborate to offer distance learning programs for Iowa's PK-12 students at no cost? Learn more about these events by joining Trista Peitzman for an informative session via the ICN on April 15th from 1:00-2:30. During this session you will:

See what distance learning opportunities over the ICN really look like. We will watch video clips from several previous sessions.

- \* Learn about distance learning opportunities for students and educators.
- \* Learn how to navigate the IPTV and ICN Web sites to find opportunities that meet your needs.
- \* Learn how to find an available ICN room near you.
- \* Learn how to register for events and confirm your participation.
- \* Learn how to receive the K-12 Connections eNewsletter to be more informed.

This session will allow time for questions. Please remember to bring a notebook and pen so you can take notes about your favorite opportunities.

Did you know...

- \* IPTV K-12 Connections provides unique educational opportunities to Iowa teachers and students via the video classrooms of the Iowa Communications Network (ICN).
- \* During the 2003-2004 school year, over 75,000 students participated in IPTV K-12 Connections events.
- \* This year, students are taking 'virtual fieldtrips' to The United States Holocaust Memorial Museum, Vanderbilt University and more.
- \* Complimentary books and classroom resources are provided for many of the sessions.
- \* IPTV K-12 Connections events are provided to Iowa schools at NO COST!

Who Should Attend?

- \* Educators of students grades PK-12
- \* School administrators
- \* Homeschool families
- \* Librarians
- \* Child care providers
- \* Other school personnel
- \* Community members who wish to be informed

There is no need to register. Sites have been pre-selected for your convenience. Simply come to one of the following locations for this informational session. If you would like an additional site added in your area, please contact Trista or Marcia at (800) 532-1290.

The following ICN sites have been selected:

- \* Ames - High School
- \* Buffalo Center - North Iowa High School
- \* Cedar Rapids - Public Library
- \* Cherokee - High School
- \* Council Bluffs - Jefferson High School
- \* Davenport - North High School

- \* Denison - High School
- \* Des Moines - Saydel High School
- \* Donnellson - Central Lee High School
- \* Dows - High School
- \* Fairfield - High School
- \* Fontanelle - Nodaway Valley Middle School
- \* Fort Dodge - Area Educational Agency
- \* Harlan - High School
- \* Hiawatha - Public Library
- \* Humboldt - Public Library
- \* Independence - High School
- \* LeMars - High School
- \* Letts - Louisa-Muscatine High School
- \* LuVerne - Elementary School
- \* Marshalltown - Community College 2
- \* Milford - Okoboji High School
- \* Newton - High School
- \* Ottumwa - Area Education Agency
- \* Postville - Middle School
- \* Red Oak - Community College 1
- \* Rock Valley - High School
- \* Rockwell - Swaledale High School
- \* Sioux City - Western Hills Area Education Agency
- \* Storm Lake – Buena Vista University 2
- \* Waterloo - Central Middle School
- \* Webster City - High School
- \* West Des Moines - Dowling High School
- \* West Union - North Fayette High School
- \* Winfield - Mount Union High School

## 2. KinderNature

Register to participate in one of the FREE ICN sessions about KinderNature, a new tool providing environmental education activities to early childhood educators and naturalists. KinderNature is offered through a Web site, CD, and ICN training sessions offering hands-on fun nature activities for groups, parent/child programs, preschools, and day camps.

The ICN session dates are Tuesday, April 19 OR Tuesday, May 12 from 3:45-4:45.

To register or find out more information about the FREE ICN training opportunities visit the following Internet address:

[www3.iptv.org/iowa\\_database/event-detail.cfm?ID=5527](http://www3.iptv.org/iowa_database/event-detail.cfm?ID=5527)

1. Read the event details - description, time and audience for the session. If interested in participating in the session, scroll to the bottom of the page and click on the "Register here" link. Follow the directions. Registration will be closed one-week prior the session date.

2. Click on your Community College REGION #.

3. Click on your School (where you are located, not ICN location).

- AS A CHILD CARE PROVIDER/PARENT YOU WOULD SELECT THE "\_Child Care Provider/Parent REGION ??" selection for the school.

4. Fill out ALL the information requested (check twice to make sure all information is accurate) and click the Register now button.

- AS A CHILD CARE PROVIDER/PARENT YOU WOULD INPUT THE NECESSARY INFORMATION WHICH WILL INCLUDE YOUR MAILING ADDRESS, AS SOME (but not all) SESSIONS HAVE MATERIALS THAT ARE MAILED OUT TO PARTICIPANTS.

- YOU CAN SELECT THE ICN CLASSROOM WHERE YOU WOULD LIKE TO ATTEND. ON THE FORM THERE IS A LINK TO A CLICKABLE MAP OF THE ICN CLASSROOM LOCATIONS, IF YOU ARE NOT SURE WHERE THEY ARE LOCATED. IF YOU WOULD LIKE A RECOMMENDATION AS TO ONE THAT

WOULD BE CONVENIENT FOR YOU AND CONVENIENT FOR SCHEDULING, GIVE LISA ALBERS A CALL AT (515) 242-6479 AND SHE CAN DISCUSS THE POSSIBILITIES WITH YOU.

5. Your registration has been sent. Print the following sheet.

6. Click on the K-12 Calendar link to schedule another session. Repeat the process.

7. You will receive an email in a couple of days with the status of your request to participate.

\_\_\_\_\_April Focus on Media Literacy\_\_\_\_\_

Tips to Tame the Tube

TRAIN

TRAIN children to be choosy viewers.

\* Show them how to use program guides and schedules.

\* Encourage them to make conscience choices about what to view and ask them why they made the selection..

\* Be clear in advance if there are programs you deem off-limits.

\_\_\_\_\_Series Spotlight\_\_\_\_\_

BETWEEN THE LIONS airs Monday-Friday at noon.

What is BETWEEN THE LIONS?

BETWEEN THE LIONS is an award-winning PBS television series named for a family of lions—Theo, Cleo, Lionel, and Leona—who run a library like no other. The doors "between the lions" swing open to reveal a magical place where book characters come to life, vowels sing, and knights joust to create words. Each episode is designed to sharpen the literacy skills of its viewers while playfully presenting the many joys of reading. Approximately 5 million viewers enjoy BETWEEN THE LIONS each week.

What's in BETWEEN THE LIONS?

The series is based on evidence-based practices and the recommendations of a team of literacy experts. Each child-friendly, half-hour is loaded with stories, songs, rhymes, dynamic print on screen, and many types of wordplay. The series includes segments that foster:

- phonological awareness
- book knowledge and appreciation
- print concepts
- early writing
- alphabet knowledge
- language development (listening and understanding, speaking and communicating)

Ongoing research confirms that when young children view the series on a regular basis, they show significant gains in reading skills and motivation.

Pounce on the BETWEEN THE LIONS Web site at [www.pbskids.org/lions](http://www.pbskids.org/lions)

An extensive BETWEEN THE LIONS Web site offers songs to sing along with, stories to print out and read, interactive games, and lots more. Adults can find information on the show's curriculum along with helpful literacy tips and printable activities.

\_\_\_\_\_April Feature\_\_\_\_\_

It is important for children to start school knowing the meaning of many different words. Research shows that children who begin school with large vocabularies are more likely to be successful readers.

Children learn the meaning of words through conversations with family members, early care and education providers and peers. They also learn new words when listening to someone read a book to them. However, the number of words children may hear from conversations and being read to differs depending on how often family members and early care and education providers talk with and read to children.

A research study conducted by Doctors Hart and Risley (1999) found that children heard 2100 words per hour in the average professional family, 1200 words per hour in the average working class family, and 600 words per hour in the average welfare family. (Hart and Risley used the same terms that the U.S. census does to describe the economic status of the families.) When the daily number of words for each group of children was projected across 4 years, the four-year-old from the professional family heard 45 million words, the working-class child 26 million, and the welfare child only 13 million. As Jim Trelease writes in his book, *The Read-Aloud Handbook*, this means that “all three children will show up for kindergarten on the same day, but one will have heard 32 million fewer words—which is a gigantic difference.” (1, p.14)

Conversations alone do not teach children all the words they need to know. In most conversations, whether they are between two adults or with children, we use the same 5,000 words all the time. In fact, in normal conversations with children, 83% of the words we use come from the most commonly used 1,000 words, and it doesn't change much as the children grow older. There are then another 5,000 words used in conversation less often. (1, p. 17) “Beyond that 10,000 mark are the ‘rare words,’ and these play a critical role in reading. The eventual strength of our vocabulary is determined not by the common 10,000 words but by how many “rare words” we understand.... Printed text contains the most rare words and this is one of the reasons why it is so important to read to children.... Regular conversations will take care of the basic vocabulary, but when you read to the child you leap into the rare words that help most when it's time for school and formal learning.” (1, pp. 17-18)

We can't assume children will understand the meaning of words they hear in books and conversations. Direct teaching of these words is necessary. How do you teach children new words? First, you need to decide what words to teach them. To make this decision:

- \* Read the book before reading it to children and identify all the words the children might not know.
- \* Select 1 to 3 words to teach the children. How many words you select depends on the age of the children. You can teach additional words each time you read the book to them.
- \* When selecting the words to teach, chose those that:
  - a. are important for the child to know to understand the story
  - b. are used often in the story
  - c. represent a concept they can identify with and use in everyday conversation (2)

The following steps for teaching new words are adapted from the Iowa Department of Education's Every Child Reads training curriculum: (3)

When you are teaching a new word:

1. Define the new word and explain how it is used in the story.

“In the story, the children play with Patrick and Sam who are tortoises. Another word for “tortoise” is “turtle.” A “tortoise,” or “turtle,” has four legs and a brown or green shell. The shell is very hard.”

“In the story, Lisa is reluctant to leave the Laundromat without Corduroy. “Reluctant” means you are not sure you want to do something.”

“In the story, Mrs. Mallard will find a place she likes and Mr. Mallard will be delighted. “Delighted” means happy.

Depending on the age of the children, their background knowledge and the word you are teaching, you may want to do more:

After defining the word and explaining how it fits in the story context, you could say, “What makes you delighted?”

If that is too difficult, you could say, “What makes you delighted? Ice cream or a thunderstorm?” Or, “Would Corduroy feel delighted or reluctant if he were lost?”

2. Demonstrate what the word means.

With people, places or things:

Show them the object or a picture of the object.

\* Balloon: Show them a balloon and say, “This is a balloon.”

\* Smooth: Show them a smooth rock and say, “This rock is smooth. Feel this smooth rock.”

With action words:

Act the word out for the children and then have them act it out.

\* Delighted: “This is what I look like when I am ‘delighted.’ Show me what you look like when you are ‘delighted.’”

\* Under: Say, “I am putting my hand under my chair. Put your hand under your chair.”

\* Guess: Hold a coin in one of your hands and ask the child to guess which hand it is in. Say, “You don’t know which hand has the coin but can you guess?”

You can also show a video clip where the word is illustrated: Clifford running.

3. Repeat the new word often.

The first few times you repeat it, you may want to do so slowly and dramatically to call attention to it.

Make this into a game: “Every time you hear me use the word, “reluctant,” raise your hand.

4. Encourage the children to say the new word often.

“Say the word ‘delighted’ with me.”

“Someone might be ‘reluctant’ to eat a food they never had before, or might be reluctant to ride a roller coaster because it looks scary. Think about something you would be ‘reluctant’ to do. Start your sentence with, “I would be reluctant to\_\_\_\_\_.”

After each child responds, call on another child to explain the response. For example, if a child says, “I would be reluctant to eat\_\_\_,” ask another child, “What does it mean that Brett is reluctant to eat\_\_\_?”

Ask questions that prompt children to use the new word: “Would you be balloon or reluctant to ride on an alligator’s back?” “Would you be reluctant or smooth to eat dirt?”

After you have read the book:

5. Use the new word often throughout the day during activities, play time, transitions, etc.

\* Balloon: Blow one up and bat it around.

\* Delighted: Make a picture of someone looking delighted or cut pictures of people from magazines who look delighted.

\* Smooth: Let the children pick up smooth rocks as they go on a walk. You might also demonstrate smooth by cutting up a piece of fruit that has a smooth surface (apple) and sharing it as a snack.

Say the word often during activities, play times and transitions and encourage children to say it.

A one-time exposure to a new word is usually not enough for children to learn what it means. Continue to say the word and read books in which the word is used throughout the year. Use the word in different contexts. For example, the table is under the light; wiggle under your blanket; ants live under the dirt.

Don’t forget that television programs are also a source of new words. When you are using the learning triangle, it is important to think about what new words children may be hearing when they are watching the television program—the “view” part of the triangle. Use the same steps listed above to teach the meaning of words children hear when watching a television program or a part of a program. If you have taped the program, you can stop the tape and explain the word. Taping the program also allows you to preview it and decide what new words you want to teach. As with new words in books, you can teach the word before, during or after the children watch the program.

Footnotes:

(1) Trelease, Jim, (2001). *The Read-Aloud Handbook*. New York: Penguin Books.

(2) Beck, Isabel; McKeown, M.; Kucan, L.(2002) *Bringing Words to Life: Robust Vocabulary Instruction*. New York: The Guilford Press.

(3) Every Child Reads: Birth to Kindergarten Training Curriculum, Parent Follow-up Module (Reading). Des Moines: Iowa Department of Education, April, 2001.

Resources:

Every Child Reads: 3 to 5 Training Curriculum, Language and Reading Modules. Des Moines: Iowa Department of Education, 2005.

Lehr, F., Osborn, J., Hiebert, E. "A Focus on Vocabulary." (no date) Honolulu: Pacific Resources for Education and Learning. available from: [http://www.prel.org/products/re\\_ESO419.htm](http://www.prel.org/products/re_ESO419.htm)

\_\_\_\_\_Tip of the Month\_\_\_\_\_

A couple of vocabulary activity ideas from the BETWEEN THE LIONS Web site:

1. Game: Word Play – [pbskids.org/lions/games/wordplay.html](http://pbskids.org/lions/games/wordplay.html)

This game has children select an action word like 'melt,' the computer will then pronounce 'melt' and, through an animated process, show the selected word's action. An example for 'melt' would have the word melt down as the computer says the word. This game is probably easy enough for a preschool child. Encourage children to say the word along with the computer to "get their mouth moving"—a key skill from the Between the Lions early childhood curriculum. The child is able to select the same word as many times as he or she wants. There are 25 action words total in this game.

2. Glossary of words: Word Helper - [pbskids.org/lions/words/](http://pbskids.org/lions/words/)

This series of Web pages is a glossary of more than 100 words. When a word is selected from the list, the computer pronounces the word and displays a picture of the word. Below the picture is a definition, and other information such as a word that rhymes with the selected word, an opposite, and/or the Spanish word for the selected word. In using the Word Helper with pre-reading children, educators should partner the prereaders with an older child that can read the words on the page, thus increasing the skills of both children.

\_\_\_\_\_Resources for April\_\_\_\_\_

Sesame Workshop's View & Do Newsletter—This monthly publication gives episode descriptions and activity tips for SESAME STREET and DRAGON TALES. Use it to select episodes from these programs, or parts of episodes, that you want to use during the VIEW section of the RTL Learning Triangle or when you need ideas for activities.

\* English: [www.iptv.org/kids/grownups/resources/documents/ViewApril05Engfinal.pdf](http://www.iptv.org/kids/grownups/resources/documents/ViewApril05Engfinal.pdf)

\* Spanish: [www.iptv.org/kids/grownups/resources/documents/ViewApril05Spafinal.pdf](http://www.iptv.org/kids/grownups/resources/documents/ViewApril05Spafinal.pdf)

Reading Rockets Current Newsletter—This monthly newsletter provides information for families and educators about teaching kids to read and helping those who struggle.

[www.readingrockets.org/subscribe/newsletter.php](http://www.readingrockets.org/subscribe/newsletter.php) (This Web site is updated on the first of every month.)

MONTHLY HIGHLIGHTS:

\* "Empowering Parents" – A New PBS Show from Reading Rockets! (IOWANS CAN WATCH THIS PROGRAM ON IPTV ON FRIDAY, APRIL 8 AT 1:30 p.m.)

\* Books About Kids Who Find Reading Hard

\* An Exclusive Interview With Illustrator Betsy Lewin

NEWS ABOUT READING

\* "Striving Readers" Grant Application Available This Summer

\* Can Brain-Based Software Help Kids Read Better?

\* What Teachers Hate About Parents

IDEAS FOR PARENTS

\* How Can Something as Simple as Reading to a Child Be So Effective?

\* The D-Word and Trouble Finding Help

\* Compare/Contrast Online Activities for Students

\* What to Do for Your Reluctant Reader

\* Kratt's Create Your Own Adventure

## IDEAS FOR EDUCATORS

- \* Who Are the Children Who Have Reading Difficulties?
- \* Using Poetry to Teach Reading
- \* The Comic Book Project

Mister Rogers' Neighborhood—Spring 2005 Edition (March-April) of the Neighborhood News Newsletter—This quarterly newsletter helps families and care providers plan their viewing of MISTER ROGERS' NEIGHBORHOOD by providing schedules, descriptions, activities, book suggestions, and timely articles of interest to adults who work with children.

[www.fci.org/newsletter/](http://www.fci.org/newsletter/)

Themes for April:

March 28-April 4 – You & I Together (Strengths and Limitations; Abilities and Disabilities)

April 4-5 – Transformations (Some Things Change...Some Things Stay the Same)

April 11-15 – No & Yes (Children Grow by Testing Limits)

April 18-22 – Environment (Recycling and Other Ways to Care for Our Planet)

April 25-29 – Going Away & Coming Back (Helping Children with Times of Separation)

Mister Rogers' Neighborhood *Mad Feelings* Newsletter—A monthly newsletter dealing with anger management and challenging behaviors in young children, including articles, activities and tips.

[www.fci.org/madfeelings/default.asp](http://www.fci.org/madfeelings/default.asp)

### PBS Parents Electronic Newsletter

Each week this electronic newsletter targets providers, caregivers, and parents bringing activities from favorite children's programs, events in your local community, and headlines from the PBS Parents Web site. To receive this FREE electronic newsletter, subscribe at the following Web site:

[www.pbs.org/parents/](http://www.pbs.org/parents/) (The link is towards the bottom of the page.)

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