

Welcome to the August 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 August 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! How do you use the RTL Learning Triangle? Send an email to Lisa Albers at [lisa@iptv.org](mailto:lisa@iptv.org) 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.

### \_\_\_\_\_Animals Theme Learning Triangle\_\_\_\_\_

Animals, especially pets, can play important roles in children's early years. They can be trustworthy listeners for a child's secrets and feelings of loneliness, fear, or joy. By helping to take care of animals, children learn responsibility, caring and discipline, and that all living creatures need to be treated with consideration.

#### READ IT

1. Clifford the Big Red Dog by Norman Bridwell—Emily Elizabeth describes the activities she enjoys with her very big, very red dog and how they take care of each other. (This book is also available in Spanish) (Infant-Preschool)
2. From Head to Toe by Eric Carle—Encourages the reader to exercise by following the movements of various animals; presented in a question and answer format. (Ages 4-8)
3. Perro Grande...Perro Pequeno/Big Dog...Little Dog by P.D. Eastman Two dogs are opposite in every way, but are the very best of friends. (This book is bilingual in English and Spanish) (Ages 4-8)

#### VIEW IT

CAILLOU – Puppy Love #110

\* Tuesday, August 16, 2005 at 8:30 a.m.

Gilbert would not like this episode because it is all about puppies! Caillou is a little afraid of dogs. When grandma puppy sits, he realizes that puppies and dogs aren't as scary as he thought. Rexie gets to be the lost puppy while playing with Teddy. Caillou finds his own lost puppy in the park and decides to help his daddy find its owner even though he didn't want to give "Scruffy" up. Real kids talk about all of the important things that you need to do to take care of puppies. While in the park, Caillou meets a real working dog, Maxwell the seeing eye dog.

READING RAINBOW – Gila Monsters Meet You at the Airport #108

\* Tuesday, August 30, 2005 at 12:30 p.m.

LeVar learns more about the West when he joins a biologist who shows him the Arizona desert and tells him about the plant and animal life—and he learns just what Gila monsters are.

ZOBOOMAFOO – This series features the Kratt brothers and lots of animals in every episode.

\* Weekdays at 1:30 p.m.

#### DO IT

1. Reinvent "Follow the Leader" by doing an "Animal Walk" in which the leader imitates animals. Consider using different categories of animals, such as zoo animals, farm animals, or animals in the wild.
2. Cut pictures of animals out of magazines to make a collage. Label the animals or have the child do it. Talk about where the animals live, their likenesses and differences, etc.
3. Draw a pet picture. Have the child draw a picture of a pet that he/she would like to have someday. As the child describes the pet to you, print his/her words on the picture. Ask questions to prompt discussion. "Where would the pet live? What would you feed it?"
4. Ask children to describe their pet or a pet that they would like to have at home. Encourage them to imitate pet sounds and movements.
5. Identify pet characteristics by using picture clues. Example: A cat meows; a dog \_\_\_\_\_. A cat has paws; a fish has \_\_\_\_\_. This is a fun way for children to identify animals while also discovering the world of common and not so common pets!
6. Play Pretend Veterinarian - Help the child gather several stuffed animals. Pretend you are a pet owner with a sick or injured pet. The child can examine and treat your pet. Additional props that make the pretend play more fun include a bathroom scale, a stethoscope, adhesive bandages and a dog leash.

#### \_\_\_\_\_School Theme Learning Triangle\_\_\_\_\_

While children are excited to go to kindergarten or preschool because it shows they are growing up, the change of routines, a new place and strange people can make this new experience a little scary. Sometimes children start acting like they did when they were younger: sucking their thumbs, clinging more to parents, needing more attention. Parents can help children by telling them stories of their first days at school, providing opportunities to talk with children about their excited or scared feelings and reading books about school experiences. Children should know what a day at school will be like and what others felt about their first days at school.

#### READ IT

1. School Bus by Donald Crews—Follows the progress of school buses as they take children to school and bring them home again. (Infant-Preschool)
2. Class Picture Day by Andrea Buckless—The only student to stick her tongue out in the class picture has to figure out how to fix this terrible mistake. (Ages 4-8)

#### VIEW IT

THE BERENSTAIN BEARS – The Homework Hassle #116b

\* Thursday, August 11, 2005 at 10:30 a.m.

Brother complains that he's given too much homework and that's why he has fallen so far behind at school. Papa blames it on his highly distractive study environment and until Brother gets caught up, there'll be no television, video games, loud music or chatting on the phone. When Brother decides to do a little homework every night, he finds it's much easier to stay on top of his workload.

CAILLOU – Best Behavior #111b (2nd Story – Off to School)

\* Wednesday, August 17, 2005 at 8:30 a.m.

Caillou can't wait until he is old enough to go to school. Since Sarah has no brother or sister, she invites Caillou to a little brother or sister day at school. The school is big and Caillou is a little afraid. But with Sarah's help Caillou has a lot of fun, he even draws on the blackboard.

BARNEY & FRIENDS – A Wonderful World of Colors and Shapes #914

\* Wednesday, August 24, 2005 at 10 a.m.

An art show prompts an opportunity for Barney and his friends to learn about colors and shapes.

#### DO IT

1. Line up chairs or boxes in rows and play "school bus." A driver's chair can be set up with a plate serving as the steering wheel. Pretend to wait for the bus, get on the bus, ride to school, be at school (rearrange the chairs!), ride home, meet a parent or caregiver as they come home.

2. Explain to children what will happen the first day of school: "First, we will get up and get dressed. Then, we will have breakfast and I will walk with you to school." Explain to children what they will learn at school by doing activities like these:

\* Sort playing cards by number, color, and shape.

\* Read a book magazine and point out letters and words. Do the same when you see business or street signs ("That word is McDonald's.")

Each time you do these activities, tell children that these are some of the things they will learn about at school.

3. Talk with your children. Every day, ask them questions about school. For example, ask:

\* What did you do today?

\* What did you learn today?

\* What made you feel good today at school?

\* What are you going to do tomorrow at school that will be fun?

Encourage your children to give you more than one word answers!

#### \_\_\_\_\_IPTV Kids Schedule for Summer 2005\_\_\_\_\_

A print version of the IPTV Kids Schedule for Summer 2005 in English and Spanish can be found at the following location:

[www.iptv.org/kids/grownups/resources/documents/Summer2005Schedule.pdf](http://www.iptv.org/kids/grownups/resources/documents/Summer2005Schedule.pdf)

During the summer months, IPTV broadcasts 11 hours of non-violent, non-commercial, educational children's television programming each Monday through Friday. However, IPTV does NOT recommend that children spend their summer watching television. This schedule is provided to assist children and adults as they plan their television 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. Cyberchase

Noon Between the Lions

12:30 p.m. Reading Rainbow

1:00 p.m. Brian Jacques' Redwall

1:30 p.m. Zaboomafoo  
2:00 p.m. Thomas and Friends/Bob the Builder  
2:30 p.m. Sesame Street  
3:30 p.m. Dragon Tales  
4:00 p.m. Clifford the Big Red Dog  
4:30 p.m. Arthur  
5:00 p.m. Clifford the Big Red Dog

### **Sunday**

8:00 a.m. Auto B. Good  
8:30 a.m. Angelina Ballerina  
9:00 a.m. Bob the Builder  
9:30 a.m. Thomas and 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.

## \_\_\_\_\_August Focus on Media Literacy\_\_\_\_\_

TV & Movies: Preschoolers (from the PBS Parents Guide to Children and Media)

Television may be an inevitable part of young children's lives. Though some media researchers and pediatricians recommend that parents minimize their children's exposure to it—no TV for children under two, they suggest—it may be more useful to think about how TV does or does not fit into your child's overall development.

Let your child know that watching TV can be an active experience rather than a passive one. You can do this by repeating words or phrases you hear during a show, encouraging your child to sing and dance along with characters, or talking to him about what he sees and hears.

### 7 Ways to Shape TV Habits

1. Be choosy about the shows you and your child watch.

Read online and print reviews of shows, looking for ones appropriate for your child's age and stage of development. Rather than trusting your luck to find something suitable, keep on hand a supply of prerecorded shows and reliable videos that you know are appealing, educational and inspiring. Turn off the set when a program you have selected is over.

2. Watch TV when your preschooler does.

Young children often imitate what they see and hear on TV. Don't hesitate to ask questions that encourage your child to invent her own dialogue or vary the plot. Here are some TV conversation starters: What happened in the beginning of the movie? Which character would you like to be? If you could make up a new story with the same characters, how would your story end?

3. Prevent TV from replacing family time and active play.

Limit your child's TV time. This will guarantee him uninterrupted time spent with you, playing with his peers or exploring the environment. Use the musical aspects of a show or a character's physical feats to encourage your child to dance, jump and clap rather than just sit still and watch.

4. Use TV shows and videos to enhance listening skills.

Turn TV into a listening game: While watching a familiar show or movie, ask your child to turn her back to the TV set. When a familiar character begins to speak or sing, ask her to identify who it is just by listening.

5. Avoid programs that show characters resolving conflict with violence.

When your child sees a character solve a problem by hitting, kicking or biting, point it out as something not to do. Offer alternative courses of action: "Rather than hitting his sister, that boy could have asked her to stop bothering him."

6. Make it clear that cartoon characters do things people cannot.

If your child imitates something a television character does, you might remind him: Even though cartoon characters walk away from accidents, jumping off a swing can really hurt you.

7. Avoid programs that could frighten your child.

If a show or movie scares your child, calm her with a cuddly toy, a hug or something to drink. Physical comforts are often more soothing than verbal reassurances.

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

ARTHUR airs weekdays at 7 a.m. and 4:30 p.m. on IPTV.

ARTHUR is an animated children's series based on the popular Arthur books by author/illustrator Marc Brown. ARTHUR follows the adventures and misadventures of eight-year-old Arthur Read, his little sister, D.W., his friends and family.

Each of the 115 ARTHUR episodes consists of two independent stories that focus on themes and events central to children's lives. The animated stories are linked by a live-action segment featuring school children who create their own ARTHUR-related activities.

#### What ARTHUR Teaches

The characters on ARTHUR grapple with the same challenges that many children in the audience face: maintaining friendships, working things out with siblings, dealing with fears and anxieties, and doing the right thing.

The show can serve as a springboard into family conversations that invite kids to talk about problem-solve similar situations in their lives.

The goals of the ARTHUR series are to:

- \* Model positive social behavior, emphasizing the importance of communication, empathy, responsibility, and respect for one self and others.
- \* Promotion critical thinking and everyday problem solving.
- \* Motivate reading and writing.

Be sure to visit the ARTHUR Web site at <http://pbskids.org/arthur/> for activities and resources for parents and care givers as well as fun games, stories, music, art and other activities for children.

Ideas for Watching ARTHUR with Your Child

- Ask the child(ren) what they think will happen next.
- Ask the child(ren) to tell you the name of their favorite character from the show and why that character is their favorite.
- Encourage the child(ren) to sing and dance along to the music.
- Try turning off the sound and see what the child(ren) can learn from the show without the audio cues.
- Try covering the TV screen and see what the child(ren) can learn from the show without visual cues.
- After watching, ask the child(ren) to tell you what they saw and heard during the program. How would they have solved a problem the characters encountered?
- Help the child(ren) pick out related books, and/or play a related game.

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

New! FREE Resources for Teachers of Latino ELL Students (from Reading Rockets)

Come see the new "For Educators" section of our bilingual Web site [www.colorincolorado.org](http://www.colorincolorado.org). It's now full of research-based and best-practice information to help educators meet the growing challenges of teaching Latino English language learners (ELLs).

### \_\_\_\_\_Resources for August\_\_\_\_\_

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/](http://www.readingrockets.org/subscribe/)

### 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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