

Welcome to the February 2006 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 February 2006

### \_\_\_\_\_Table of Contents\_\_\_\_\_

#### The Learning Triangle

- \* How do you use the RTL Learning Triangle? Monthly Contest
- \* Feelings Theme Learning Triangle
- \* Physical Activity Theme Learning Triangle

#### IPTV Kids' Schedule for Spring 2006

Program Schedule, Episode Descriptions and Record Rights for PBS Kids Programs

February Focus on Media Literacy: Children and Video Games

Series Spotlight: READING RAINBOW

February Feature: Teaching Children New Words Through Conversations

Tip of the Month: IPTV Kids Clubhouse Healthy Minutes

Resources for February

Child Development Tip of the Month: PBS Parents Guide to Understanding and Raising Boys

Subscribe/Unsubscribe

### \_\_\_\_\_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.

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

A print version of this Feelings Theme Learning Triangle can be found at the following location:

In English:

In Spanish:

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 snuffle, 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

BARNEY & FRIENDS – Everybody's Got Feelings

Monday, February 13 at 10:30 a.m.

With Barney's help, the children learn all about feelings, especially feeling happy, sad and angry.

CLIFFORD'S VALENTINE'S DAY SPECIAL: Love at First Bark

Tuesday, February 14 at 7:30 a.m. and 4 p.m.

This one-hour special is comprised of two Valentine's Day-themed Clifford the Big Red Dog stories (T-Bone, Dog About Town/Mimi's Back in Town) and two new Clifford's Puppy Days stories (Valentine Schmalentine/Sweethearts Dance).

DRAGON TALES – Art of Patience #217b

Thursday, February 23 at 8 a.m. and 3:30 p.m.

Max and Emmy go to Dragon Land for Quetzal's birthday party. Max accidentally ruins everyone's clay sculptures because he doesn't want to wait for them to dry. The group takes a trip to get some more clay and Max keeps trying to hurry everyone along. Max and the others talk about how important it is to be patient and wait, even when it is very difficult.

Clifford the Big Red Dog – Forgive and Forget #139a

Tuesday, February 28 at 7:30 a.m. and 5 p.m.

When Clifford forgets a play date, Cleo gets really upset and won't accept Clifford's apologies. But T-bone points out that maybe Cleo is the one who isn't being a good friend. After all, Clifford did apologize and a good friend would never hold a grudge. Cleo learns that good friends forgive (and forget!)

#### 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)

### \_\_\_\_\_Physical Activity Theme Learning Triangle\_\_\_\_\_

A print version of this Physical Activity Theme Learning Triangle can be found at the following location:

In English:

In Spanish:

It is recommended that children have at least 30 minutes of physical activity each day. Often, they don't get this much. The good news is that most children like to exercise. They think of it as playing and not a chore—as some adults do! It is easy to fit opportunities to be active into your children's day. Ask them what they like to do outside and inside and include walking, hopping, jumping jacks, etc. into those activities. When children are watching a TV program or video encourage them to dance or move along with the characters in the show. Don't let them just sit in front of the screen. Encourage them to "Get up and go!"

#### READ IT

1. Taking a Walk/Caminando: A Book in Two Languages/Un Libro en Dos Lenguas by Rebecca Emberley—Labeled illustrations and Spanish and English text introduce the things a child sees while on a walk. (This book is bilingual in English and Spanish) (Ages 4-8)
2. Jump, Frog, Jump! by Robert Kalan—A cumulative tale in which a frog tries to catch a fly without getting caught itself. (Infant - Preschool)
3. Balls (An Elmo's World Book)—Boing! Boing! Elmo is having a ball! Peek underneath the big flaps to find bouncy balls of different sizes and shapes. Then watch Elmo dunk a basketball—and himself! (Infant - Preschool)

#### VIEW IT

ARTHUR – Francine Frensky, Olympic Rider #205b

Tuesday, February 21, 2006 at 7 a.m. & 4:30 p.m.

Francine wants to be an Olympic equestrian, but it turns out her prissy sister Catherine is a much better rider! Can Francine stand the humiliation of being second-best?

BERENSTAIN BEARS – The Female Fullback #138b

Wednesday, February 22, 2006 at 12 p.m.

Instead of practicing, Brother, Cousin Fred and Too Tall discover an easier way of winning the big football game - in the form of Betsy Broom. Betsy can run faster than Brother, she can jump higher than Too Tall and dodge quicker than Cousin Fred. In exchange for her promise to help them win the game, the boys gladly agree to help Betsy practice her track and basketball and ballet. The boys soon find it's not easy keeping up with Betsy but by striving to do so, they discover they've improved on certain skills they needed to be better football players. So much so in fact, that they go out and win the big game - without Betsy. As it turns out, this was her plan all along.

BARNEY & FRIENDS – Let's Play Games! # 912

Tuesday, February 28, 2006 at 10:30 a.m.

BJ leads the group in a day of fun and games with a variety of different balls and activities.

#### DO IT

1. Organized sports may be too challenging for younger children, but consider these favorite games:

- Hopsotch – Using chalk, draw a simple pattern of numbered squares on a sidewalk. Encourage children to hop from square to square in a variety of patterns. Let them make their own rules!

- Simon Says - Tell the children to listen carefully and follow the directions you give. If you say "Simon says" first, they should do it. If you do not say "Simon says" first, they should not do it. Start the game with "Simon says, put your finger on your chin." Help any children who are having difficulty by pointing to your chin and putting your finger on it. Continue with commands that include up, down, and out. Once children are comfortable following one-step directions, give them two-step directions to follow. For example, ask them to stand on their right foot and hop in place. Tip for the grownup: Experienced players of "Simon Says" are often "out," or excluded from the game,

when they make a mistake. Young children and English Language Learners should keep playing even when they make mistakes, so that they can improve through play.

2. Look at pictures of animals or insects and try to figure out ways to make your body look like theirs. Some ideas:  
- Butterfly Wings – Sit with your feet together. Now move your knees up and down, flapping them like butterfly wings.

- Elephant Trunk – From a standing position, bend at the waist and drop your arms down in front of you. Now clasp them together to form an elephant's trunk. Swing slowly from side to side, as an elephant swings its trunk as it walks.

3. Have children cut pictures from magazines that show people and animals exercising. Paste the pictures on paper and make an "exercise" book. Talk about why it is important to exercise.

### \_\_\_\_\_IPTV Kids Schedule for Spring 2006\_\_\_\_\_

A print version of the IPTV Kids Schedule for Spring 2006 in English and Spanish can be found at the following location:

<http://www.iptv.org/kids/grownups/resources/documents/06SpringKidSchedule.pdf>

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 all of their free time in front of the television. In fact, we encourage adults to place strict limits on the amount of time the children in their lives spend with the television or other screen media, such as computers and video games. 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.	It's a Big Big World
10:30 a.m.	Barney & Friends
11:00 a.m.	Thomas & Friends
11:30 a.m.	Caillou
Noon	The Berenstain Bears
12:30 p.m.	The Big Comfy Couch
1:00 p.m.	Jakers! The Adventures of Piggley Winks
1:30 p.m.	ZOOM (Jan. 2 – Feb. 24) Cyberchase (begins Feb. 27)
2:00 p.m.	Reading Rainbow
2:30 p.m.	Between the Lions
3:00 p.m.	Bob the Builder
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 (from the previous day)

#### **Saturday**

7:00 a.m.	Auto B. Good It's a Big Big World (begins Jan 28)
7:30 a.m.	Auto B. Good Clifford the Big Red Dog (begins Jan. 21)

#### **Sunday**

8:00 a.m.	Sesame Street
9:00 a.m.	Angelina Ballerina
9:30 a.m.	Bob the Builder
10:00 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: [iptv.org](http://iptv.org)
- \* Click on "TV Schedule" button at the top left side of the page.
- \* Click on the program 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 15<sup>th</sup> 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.

## \_\_\_\_\_February Focus on Media Literacy\_\_\_\_\_

### Children and Video Games

Though it's tempting to tend to something else while your child is absorbed by the images and sounds of an electronic game, the greatest learning will take place when he's interacting with you as well as the game. Asking him questions, giving him a chance to show you what he's mastered and letting him describe a game as he sees it are all ways to help him get the most out of his computer or video-game playtime. (Don't be surprised, by the way, if he sees a game quite differently than you do.)

#### 4 Ways to Make the Most of Electronic Games

1. Ask your child questions about the video or computer games he likes.

Your questions will get your child thinking about what comes next: What are you trying to do? What happens if you push that button? If you feel unsure of a game, join in and get to know what's involved.

2. Ask your child what he discovered about a new game or level.

Find out what your child understands about his computer play. Because what he has accomplished is not the same as what he has discovered, you may need to ask guiding questions: What did you do that was new? Have you ever done that before?

3. Limit how much time your child plays electronic games.

Physical games outdoors, interacting with friends and family, making arts and crafts, and exploring other kinds of play are all key to his development.

4. Familiarize yourself with game ratings and reviews beforehand.

The Entertainment Ratings Software Board at [www.ersb.org](http://www.ersb.org) rates both video games and computer games. Web sites such as VideoGameREVIEW at [www.videogamereview.com](http://www.videogamereview.com) offer editorial and consumer reviews. After reading a few reviews, rent or borrow a game and try it out before you consider buying it

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

READING RAINBOW airs Monday-Friday at 12:30 p.m.

READING RAINBOW, hosted by LeVar Burton, is a critically-acclaimed award-winning half-hour PBS series that turns children on to books and reading. The series targets 4-8 year olds, and is based on research that identifies these early years as the optimum time for children to learn to read, and to adopt positive reading habits, skills, and attitudes.

READING RAINBOW's dynamic, fast-paced, magazine-style format features on location adventures, colorful animation and hip music videos. Popular personalities, including Bill Cosby, Tyne Daly and Whoopi Goldberg, narrate the program's feature book, while captivating illustrations appear on-screen. "Kid-on-the-street" interviews allow real kids to sound off about issues, and in every episode kids the age of viewers recommend three additional books to read.

In July 1983 READING RAINBOW premiered as a summer television series with the intent to promote reading during non-school months. By 1990 the series moved to year around broadcast and, presently, each of the 139 episodes air about twice a year.

Over the years READING RAINBOW has expanded its scope of topics and issues while keeping the joy of reading at the center of its message. Some of these episodes explore science and math themes while others include social issues such as homelessness, the Vietnam Memorial, music of slavery, and youngsters talking about gangs and their community of Watts.

Professionally the series has been recognized with over 150 awards READING RAINBOW has garnered are 20 Emmys (seven for "Outstanding Children's Series"), a prestigious Peabody, eight CINE Golden Eagles, seven Parent's Choice Awards and three international Prix Jeunesse Awards. In a more personal way the series impact is acknowledged by the actions of children - as librarians and booksellers report that books featured on episodes receive enormous requests and quickly become "classics" in kids' personal libraries, and when young children often ask for books seen on READING RAINBOW by title and sometimes even by author.

READING RAINBOW and host LeVar Burton continue to link books to enjoyment and a wide range of exciting, on-location real-life settings, people and places. The series promotes reading as a way children can sample the world around them.

Visit READING RAINBOW online at <http://gpn.unl.edu/rainbow/default.asp> for activities and resources for parents and teachers, as well as fun games and kid-created stories for youngsters.

## \_\_\_\_\_February Feature\_\_\_\_\_

### Teaching Children New Words Through Conversations

The larger a child's listening and speaking vocabulary, the greater advantage he or she will have in learning to read. This is because reading comprehension depends mostly on children's ability to understand the meaning of individual words in a story. When the time comes to actually start learning to read, it is more difficult for children to read words they have never heard before or do not know how to say.

Children learn new words when:

- \* they talk with family members, early care and education providers and peers,
- \* books are read to them, and
- \* watching television, DVDs and videos.

This article addresses how to use conversation to teach children new words. For information on using books to teach vocabulary, see the RTL eNews feature article for April 2005 at the following Internet address: <http://www.iptv.org/kids/grownups/resources/documents/rtlenewsApril05.pdf>. A future newsletter feature article will focus on using media to teach vocabulary.

Adults can teach children new words by talk, talk, talking with them often. Each day, try to have one or more one-on-one conversations with the children you care for and educate. Remember, children can recognize and understand many more words than they can say. Don't be afraid to use a rich vocabulary when you talk with them.

### 1. When do I find time to talk with children?

Make use of every opportunity to talk with children—snack, transition, clean-up, and play times are a few examples. A key phrase is talk with children, not to them. Be spontaneous—you don't have to plan these conversations. Just do it! Look for “teachable moments” when you can introduce a new word or words into your conversations with children.

Many toddlers and preschool aged children will start conversations with you. Make yourself available so they can do so.

It is also important to talk with infants. Even though they can't respond with words, their facial expressions and the sounds they make will let you know they are listening.

### 2. What do I talk about?

Always try to follow the children's lead. Observe what interests them or what they are doing and talk with them about it. Name and describe things they point to. Answer their questions. Each day, try to provide interesting experiences that children will want to talk about. Hands-on activities often inspire children's curiosity and conversation. Each day, try to bring something new into the environment that children will want to ask questions about. This can be a new poster, a book or an object. All of these conversations will give you opportunities to introduce new words to children.

Sometimes, simply commenting on what children are doing will encourage them to talk and give you the chance to introduce a new word. For example, you might say, “Oh, you made a big house!” Then, pause and see what happens.

With younger children, point and name things. With older children, add other details such as what the “thing” can do, is used for, and so on.

Another strategy to encourage conversation is to expand on, or add to, what a child says. If the child says, “ball,” you could say, “Yes, that is a red ball. It bounces.” In this case, you may have introduced two new words to the child: red and bounces.

Asking questions also can provide you with opportunities to introduce new words. As children grow older, ask them who, what, where and how kinds of questions rather than only questions that can be answered with a “yes” or “no.” Remember to pause at least 5 seconds to wait for the children to answer your question. Often, adults aren't patient enough and jump in with the answer or ask another question. It takes children longer to come up with a response than it does an adult. Give them time to do so.

Telling children personal stories about something that happened to you or when you were a child are good conversation starters. For example, you might tell about a time you went on a picnic with your family and give a short description of what you ate or a game you played. Then you could say, “Tell me about a time you went on a picnic.” Or, “Have you ever done anything like that? What happened?”

Describing what you are doing is a good way to teach children new words. Describe your everyday routines. “I am going to wash my hands. This is a faucet. (Point to it.) I am turning on the faucet. Water is coming out of the faucet. I will put my hands under the faucet so the water gets on them. Then, ....”

Rereading familiar books and then talking about them may give you a chance to reinforce or introduce a new word. “Tell me your favorite part of the story,” or “Has anything like that ever happened to you? Tell me about it” are good questions to ask to encourage conversation.

### 3. What else should I remember when teaching children new words through conversation?

When you are teaching children a new word, try to use it often. For example, if you want children to learn the word, “dinosaur,” point to a toy dinosaur and name it. Then, use the word often in your conversations. “I am going to put the dinosaur on the table.” “Please bring the dinosaur to me.” “Can you find the dinosaur?”

Try to incorporate experiences during the day that will prompt the use of the new word by you and the children.

Children may not say the word quite “right” the first time they try to say it. Don’t feel like you need to correct them. Help them by repeating the word after they say it, so that they can hear it pronounced correctly again.

Look at their faces when you talk.

Listen to the children when they are talking. Try not to be doing something else. A good rule of thumb is to listen more than you talk.

Enjoy your conversations with children! We can learn so much from them.

Resources:

Iowa Department of Education (2005). Every Child Reads Literacy Training Curriculum: Three-5 (Language Module). Des Moines, IA: Iowa Department of Education.

Talaris Research Institute (2005). Talking to Baby. Seattle, WA: Talaris Research Institute.

Talaris Research Institute (2005). What a Chatterbox! Seattle, WA: Talaris Research Institute.

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

IPTV Kids Clubhouse Healthy Minutes – <http://www.iptv.org/kids/healthyminutes>

Encourage positive health choices, good nutritional practices, personal safety, good decision making, and many other important skills that promote health and wellness with IPTV Kids Clubhouse Healthy Minutes!

Healthy Minutes videos and companion resources help build Learning Triangles with video, activities, and books.

The Learning Triangle is a model of three components:

1. VIEW. Healthy Minutes videos are streamed online.
2. READ. Related children’s books are recommended.
3. DO. Children are encouraged to explore the content through online resources.

Parent & Teacher Resources: Online resources for kids, educators, childcare providers, and parents connect to the Healthy Minute messages.

Check out a sampling of Healthy Minutes online today, including:

- \* Supermarket Safari: Join the hunt for fruits and vegetables!
- \* Indoor Adventures: Stay healthy! Play longer! Grow stronger!
- \* Be a Breakfast Artist: Start your day with edible art!
- \* Healthy Snack Game: Candy or carrots? Apples or worms? Take the snack challenge.
- \* ABCs of Handwashing: Wash those germs down the drain!

\_\_\_\_\_Resources for February\_\_\_\_\_

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/)

MONTHLY HIGHLIGHTS:

- \* Reading Resolutions for the New Year
- \* Especially for Principals – Focus on Reading Achievement
- \* Books of the Month: World Folktales
- \* Mark Teague: An Exclusive Video Interview

RESEARCH AND NEWS

- \* "Early Reading First" Grant Applications
- \* What's Hot, What's Not in Reading: 2006

- \* Kansas Universities to Train Special Ed Teachers in Reading
- \* FCRR Receives \$2.3 Million Award to Promote Reading
- \* Radical Changes in Teacher Education Needed to Improve Student Reading

#### IDEAS FOR PARENTS

- \* "Reading is Dumb"
- \* Recording for the Blind & Dyslexic
- \* Questions Parents Ask: Sounding It Out
- \* A Musical Word Odyssey

#### IDEAS FOR EDUCATORS

- \* Curriculum and Instruction: Check Point for Teachers
- \* Universal Design for Learning
- \* Starfall.com Online Reading Activities

#### 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.)

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)

#### \_\_\_\_\_Child Development Tip of the Month\_\_\_\_\_

PBS Parents Guide to Understanding and Raising Boys: <http://www.pbs.org/parents/raisingboys/>

It's tough being a boy in America today. The "PBS Parents Guide to Understanding and Raising Boys" will help you understand what it's like. Learn the rules of boyhood and how you can show your boy that there are many ways to be a man. Plus, find out how to help your son adjust to school. And discover how to help your son grow up to be caring and responsive.

#### \_\_\_\_\_Subscribe/Unsubscribe\_\_\_\_\_

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