

Welcome to the June 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 June 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 Summer 2006

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

#### June Focus on Media Literacy: How do you know if a TV show is good for your child? Part 2

#### Series Spotlight: THE ZULA PATROL

#### June Feature: Planning Ahead for a Successful Start to Kindergarten

#### Tip of the Month: Online Books

#### Resources for June

#### Child Development Tip of the Month: Growing Minds: Developing Thinking and Reasoning Skills

#### 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: <http://www.iptv.org/kids/grownups/resources/documents/trianglefeelings606.pdf>

In Spanish: <http://www.iptv.org/kids/grownups/resources/documents/trianglefeelings606spanish.pdf>

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

##### CLIFFORD'S PUPPY DAYS – Jokes on You

- Friday, June 23 at 4:00 p.m.

It's Wacky Wednesday at school. Emily Elizabeth and her friends are excited to spend the day telling jokes and having fun. Nina, however, goes too far with the day. In the end she realizes that her behavior wasn't respectful of her friends and that there is an appropriate time and place for certain behaviors.

##### DRAGON TALES – Teasing is Not Pleasing #314a

- Friday, June 23 at 8 a.m. and 3:30 p.m.

The big Dragonbasketball game is about to start. Quetzal reminds the gang that the most important thing is to have fun. Buster and Mookie, players on the other team, pass the ball and score. Emmy takes a shot but misses. She's disappointed but still upbeat-until Buster and Mookie tease her about the miss. Although she tells them that what they said hurt her feelings, they continue to tease her throughout the entire game. With Quetzal's advice, Emmy decides to show those guys that their teasing doesn't bother her anymore.

##### DRAGON TALES – The Sorrow and the Party - #319b

- Friday, June 30 at 8 a.m. and 3:30 p.m.

Max's feelings are hurt when he is not invited to his school pal's birthday party. Emmy tries to cheer him up by taking him on a trip to Dragon Land. But once there, he can't seem to get his mind off all the fun he must be missing. Quetzal tells him that he understands why Max feels sad and it's important to remember that being sad doesn't last forever.

#### 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: <http://www.iptv.org/kids/grownups/resources/documents/trianglephysicalactivity606.pdf>

In Spanish: <http://www.iptv.org/kids/grownups/resources/documents/trianglephysicalactivity606spanish.pdf>

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)

#### VEIW IT

BERENSTAIN BEARS – The Jump Rope Contest #104a

- Thursday, June 22 at noon.

When Sister is picked to represent her school in the upcoming Jump Rope Contest, it goes to her head. All the adulation from her friends has Sister convinced she can't lose...that is until Lizzy helps her discover that her competition is just as skilled at rope jumping as she is, if not more so. Although all her boasting has set her up for a big fall Sister learns that anyone who tries their best is a winner.

DRAGON TALES – Teasing is Not Pleasing #314a

- Friday June 23 at 8 a.m. and 3:30 p.m.

The big Dragonbasketball game is about to start. Quetzal reminds the gang that the most important thing is to have fun. Buster and Mookie, players on the other team, pass the ball and score. Emmy takes a shot but misses. She's disappointed but still upbeat-until Buster and Mookie tease her about the miss. Although she tells them that what they said hurt her feelings, they continue to tease her throughout the entire game. With Quetzal's advice, Emmy decides to show those guys that their teasing doesn't bother her anymore.

THOMAS AND FRIENDS – Helping #112b

- Tuesday, June 27 at 11 a.m.

When Thomas takes the children to their Annual Sports Day, he really wishes he could win a medal—just like the children. When Thomas saves the day by rescuing the medals, the children make Thomas' wish come true!

#### DO IT

1. Organized sports may be too challenging for younger children, but consider these favorite games:
  - Hopscotch – 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 Summer 2006\_\_\_\_\_

A print version of the IPTV Kids Schedule for Summer 2006 in English and Spanish can be found at the following location: <http://www.iptv.org/kids/grownups/resources/documents/Summer06KidsSchedule.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.  | Zoboomafoo                         |
| 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.  | FETCH! with Ruff Ruffman ***NEW*** |
| 1:30 p.m.  | Cyberchase                         |
| 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's Puppy Days              |
| 4:30 p.m.  | Arthur                             |
| 5:00 p.m.  | Clifford the Big Red Dog           |

#### **Saturday**

|           |   |
|-----------|---|
| 6:30 a.m. | The Zula Patrol (begins on June 10) ***NEW*** |
| 7:00 a.m. | It's a Big Big World                          |
| 7:30 a.m. | Clifford the Big Red Dog                      |

#### **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.

## \_\_\_\_\_June Focus on Media Literacy\_\_\_\_\_

Continued from May's Focus on Media Literacy

How do you know if a TV show is good for your child? Part 2 - Adapted from PBS Parents.

Television for preschoolers is like chocolate — it's a delicious pleasure in small portions. But consuming too much can lead to a lifetime of bad habits. How can you make healthy viewing choices for your child?

Consider what experts aim for when making a first-rate TV show for preschoolers. Despite simple appearances, researchers, educators and producers rely on a great deal of expertise when figuring out how to teach preschoolers while they entertain them. Although there's no single recipe for producing a successful program, here's a quick list of what those in the know put into a high-quality television series — and why you might want to look for these elements, too.

### Characters from around the world

Preschoolers' imaginations can take them anywhere. Introduce them to shows that include traditions different from your own to widen your children's views of the world. *SAGWA THE CHINESE CAT* will transport them to China's past and remind them of the importance of timeless values like respecting elders and telling the truth. Likewise, characters who share your family's background can validate what is familiar. Shows like *SESAME STREET*, which features an urban setting rather than a suburban one, remind children that families thrive in many different environments.

### Lessons that foster a love of learning

In addition to focusing on skills that are easy to identify as academic, like math and reading, some shows also help children get ready for school by shaping their attitudes toward learning in general. For example, the *BOOHBAHS* use images and patterns from the natural world to foster an early understanding of basic mathematical and scientific concepts, *Arthur* and *DW* engage in everyday problem-solving and model reading, *Theo* and *Cleo* from *BETWEEN THE LIONS* demonstrate how to decode words and the *TELETUBBIES* recognize letters and shapes.

### Humor that appeals to parents AND children

Whenever possible, watch TV with your child so you can discuss aspects of the program. While overextended parents know this isn't always feasible, you'll be more likely to watch with your child if the show features humor that appeals to the whole family. Alistair Cookie's "Monsterpiece Theater" on *SESAME STREET* or "Gawain's World" on *BETWEEN THE LIONS* will keep you and your preschooler smiling.

Characters from different age groups

A show that features a cast filled with grandparents, aunts, uncles, teenagers and preschoolers can help children see how people of different ages are important to one another. For example, Grandpa Piggley Winks from JAKERS! tells family stories and encourages interaction between generations and THE BERENSTAIN BEARS illustrate how members of a family can work together.

Few or no commercial messages

Shows that are free from commercial messages and interruptions allow the focus to be entirely on the learning and enjoyment. Preschool viewers are not overcome with a desire to have a toy or product but can give their full attention to other interests, such as imaginative play, the value of sharing or something else they take away from their viewing. All of PBS's programs are examples of where and how this is possible.

\*\*\*Look for more characteristics of quality children's programs in the May Focus on Media Literacy section of the May 2006 RTL eNews: <http://www.iptv.org/kids/grownups/resources/documents/rtlenewsMay06.pdf>\*\*\*

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

THE ZULA PATROL will air on IPTV at 6:30 a.m. on Saturdays beginning June 10, 2006.

In THE ZULA PATROL, a group of animated aliens travel the galaxies to learn new and exciting things about science and space exploration. The series, targeted to pre-kindergarteners through third-graders, delivers both astronomy-based science education (orbits, eclipses, moon phases, asteroids, comets, gravity), as well as character-building lessons. The Zula Patrol, stationed in the far reaches of outer space on the bright orange planet Zula. The group, always on the lookout for the villain Dark Truder & his toupee-wearing sidekick Traxie, includes: Bula, the fearless captain and intrepid explorer; his co-pilot Zeeter, a wild space jockey in her own right; Multo, an intergalactic absent-minded professor; Gorga, a loyal puppy-sized pet with amazing transformative abilities, and Wizzy & Wigg, a cosmic pair of flying dictionaries. THE ZULA PATROL provides a dynamic, focused and fun learning experience for children, while encouraging them to think innovatively and approach problems evenhandedly.

\_\_\_\_\_June Feature\_\_\_\_\_

The following article is reprinted from the May edition of the Get Ready to Read! News <http://www.getreadytoread.org/content/view/223/483/>.

Planning Ahead for a Successful Start to Kindergarten

Research shows that children entering kindergarten experience a smoother transition if their parents give them two things over the summer months - confidence and practice. Parents, and preschool providers working with parents, can give their children confidence on the first day of school by becoming actively involved in the process of entering school. The Harvard Family Research Project (HFRP) just released a research brief, "[Family Involvement Makes a Difference in School Success](#)" linking family involvement with success in school.

Throughout the year before kindergarten, parents and educators should initiate regular talks with their children about entering kindergarten in the fall. These talks will give children multiple opportunities to think about the upcoming school year and prepare themselves for what to expect. Starting in the spring, topics for discussion should connect to specific experiences the child will have the first day of school, like the route the school bus will take to and from home and familiarizing the child with the name of their new teacher. Another strategy that helps ease the transition to school is to introduce your child to another child in their new class. Scheduling a few summertime play dates will pay off when your child has a friendly face to greet him or her on the first day of school. For more tips on helping your child start school, The National Association for the Education of Young Children (NAEYC) has a one-pager, called "[Helping Young Children Start School](#)," on their Web site that offers additional ways to help ease the transition to school over the summer months.

Children learn a lot of new information in preschool and pre-kindergarten. A great way to ensure they retain as much of that information as they can is to practice their new skills over the summer months. With a little bit of

planning in the spring, parents and children can build a summer full of fun learning experiences. Reading Is Fundamental has designed a 10-week [Summertime Reading Adventure Guide](#). Each week has six or seven fun and easy ideas for practicing skills that fit right into your own summer adventures. Parents can also use the month of May to speak with their child's preschool teacher about activities to do at home that will help keep learning alive over the summer.

If you would like to learn more about summer learning activities, the Michigan Department of Education has developed a guide called, "[Family Fundamentals for Summer Learning](#)." This guide stresses the importance of summer learning and provides free activities and other resources. Currently, the pilot version of the summer guide is available online. In the next few months an updated version of the guide will be posted to the site featuring additional activities to be used throughout the year. Parents interested in increasing their child's skills over the spring and summer should also visit the *Get Ready to Read!* Web site ([www.getreadytoread.org](http://www.getreadytoread.org)) to download free skill-building activities and play fun, interactive skill-building games.

Start the spring and summer off on the right foot. Start early to build your child's confidence and practice the skills they learned in preschool. If you do, you'll have a spring and summer filled with fun activities and a smooth transition to kindergarten in the fall.

The Harvard Family Research Project Research Brief was printed with permission. Please visit the HFRP Web site at <http://www.hfrp.org/>.

The National Association of Young Children one-pager was printed with permission. Please visit the NAEYC Web site at <http://www.naeyc.org/>.

The Reading Is Fundamental "Summertime Reading Adventures Guide" was printed with permission. Please visit the RIF Web site at <http://www.rif.org/>.

The Michigan Department of Education "Family Fundamentals for Summer Learning" was printed with permission. Please visit their Web site at <http://www.michigan.gov/>.

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

##### Online Books

Many sites on the Internet offer free children's books by unknown authors and of uncertain quality. The following sites, however, have some good online choices for kids. Note that the experience of reading a book online is very different from holding and reading a printed book.

E-Books for Young Readers: <http://etext.lib.virginia.edu/ebooks/subjects/subjects-young.html>

Developed by the University of Virginia, this site offers text that is pre-formatted for viewing on the Web, a Palm Pilot, or as an e-book. Among the titles are Aesop's Fables, A Christmas Carol, Oliver Twist, and the Beatrix Potter books. Note: These ebooks are intended for a variety of ages. Not all books may be appropriate for very young children.

International Children's Digital Library: <http://www.icdlbooks.org/>

This site is being continually added to and refined, and currently has more than 500 titles in 28 languages. It is the only online source of children's books that tries to approximate the experience of reading a book. Click and see a two-page spread with color illustrations and text as you would see them in a bound book.

#### \_\_\_\_\_Resources for June\_\_\_\_\_

Sesame Workshop's View and Do Newsletter – This monthly publication gives episode descriptions, air dates, and activity tips for SESAME STREET & DRAGON TALES.

\* In English: <http://www.iptv.org/kids/grownups/resources/documents/ViewDo-June06-english.pdf>

\* In Spanish: <http://www.iptv.org/kids/grownups/resources/documents/ViewDo-June06-spanish.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/](http://www.readingrockets.org/subscribe/)

#### MONTHLY HIGHLIGHTS:

- \* Summer Reading
- \* Free Webcast for Teachers — "Comprehension: Helping ELLs Grasp the Full Picture"
- \* Books of the Month: Books About Art
- \* Eric Carle: A Video Interview

#### RESEARCH AND NEWS

- \* Beating the Odds with Latino Students
- \* Report: NCLB Lets States Exclude Racial Groups' Test Scores
- \* Laura Bush Announces Global Literacy Conference

#### IDEAS FOR PARENTS

- \* What Parents Can Do: Reading Tips From Kids
- \* Fun with Fables
- \* Literacy Center Education Network
- \* Vocabulary Fun

#### IDEAS FOR EDUCATORS

- \* Tips for Summer Reading
- \* Using Brochures to Teach Informational Writing
- \* "Books from the Heart" Book Drives

#### 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:

<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.

<http://www.fci.org/madfeelings/default.asp>

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

Growing Minds: Developing Thinking and Reasoning Skills from PBS's "The Whole Child."

<http://www.pbs.org/wholechild/parents/minds.html>

Children are eager learners from the very start. And from the start, they learn in the context of important relationships. Parents are in a unique position to help their children develop learning and thinking skills. Other caring adults, including grandparents, caregivers, and teachers, can help as well.

#### Learning at Home

Children's thinking and reasoning skills emerge when adults and children seek out answers to questions and problems together. The emphasis should be on process rather than product. Listen carefully to children's questions and think of ways that they can discover their own answers. ("Why does Sparky stay warm even when it's cold out? That's a good question. Let's think about how you and Sparky are different.")

Children's solutions unfold gradually and often spontaneously in response to your questions. Instead of just telling you their ideas, kids may want to show them to you—perhaps by making a drawing or making a model out of clay. Of course, you can also use more traditional approaches, such as offering facts or describing how something works.

The most important thing you can teach children, no matter what their age, is that they are valued. Unless children have a basic sense of self-worth, it is unrealistic to expect them to approach the challenges of learning and problem-solving with confidence. When children feel that they are valued, they are more likely to feel capable, competent, and in control.

### Solving Problems Creatively

You can help children become able, creative problem-solvers by encouraging them to come up with their own ideas and try a variety of solutions until they find one that works for them. Ask questions in ways that provoke children to think for themselves and to come up with an original idea or solution. For example, ask questions that begin, "How do you think we could...?" or "What do you suppose would happen if...?"

Once you ask thought-provoking questions, it is important to wait and listen to children's answers with genuine respect for their ideas. This approach requires time, patience, and ingenuity, but is well worth the effort.

### Outside the Home

Trips to new places—a farm, a library, or the local fire station—offer excellent opportunities for learning because they stimulate children's sense of wonder and curiosity. Even a place that seems boring to you, such as a fruit stand, can hold kids' interest. Hands-on experiences are especially exciting because they let children use their senses to explore a new setting. Allow plenty of time for children to make their own observations and ask their own questions. You may want to write these observations and questions down and explore them when you return home.

### Learning Differences

Some children will not learn at the same rate as others or at the rate expected by you or teachers. This may be due to a simple learning difference, hearing or vision problem, emotional issue, or developmental delay. If your child is struggling with learning, talk to your health-care professional as well as to your child's teacher (or childcare center director) about the possibility of getting an evaluation and additional services. Help is available and the sooner children obtain it, the sooner they can begin to overcome their difficulties.

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

If you received this message from a friend, you can sign up for IPTV's RTL eNews by going to [www.iptv.org/enews.cfm](http://www.iptv.org/enews.cfm). From there you will be able to select from a variety of lists from IPTV to help you be more connected.

If you would like to unsubscribe from the IPTV's RTL eNews please go to [www.iptv.org/enews.cfm](http://www.iptv.org/enews.cfm) or respond to this email with "Remove" as the subject line.

Feel free to forward this message to a friend.