

Welcome to the May 2007 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 8 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 May 2007

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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 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

Print versions in English and Spanish of this Learning Triangle can be found at the following location:

<http://www.iptv.org/kids/grownups/resources/downloads.cfm>

Children are usually interested in all kinds of animals. Point out dogs, birds, insects and worms that they see everyday. Talk about what the animals eat and how they move. Read books that teach children real things about animals. Pets can play an important role in children's lives. They can teach children responsibility if you let children help take care of the animals. Pets can be good listeners. Children can talk to them about what is going on in their lives. They can also be someone to play with.

### **READ IT**

1. Bugs! Bugs! Bugs! by Bob Barner
2. Bugs for Lunch by Margery Facklam
3. Butterfly/Mariposa by Susan Canizares (Bilingual in English and Spanish)
4. Chickens Aren't the Only Ones by Ruth Heller
5. Franklin's Pet Problem by Paulette Boiurgeois

### **VIEW IT**

**CURIOUS GEORGE** – Curious George, Dog Counter #109a

\* Tuesday, May 29, 2007 at 7 a.m. and 5 p.m.

\* Wednesday, May 30, 2007 at 11:30 a.m.

It's Dog Show Day! George and Professor Wiseman spend the day with all kinds of different dogs: big, small, hairy...and hungry. With the help of his sandwich, George tempts the winning dogs to follow him home to show The Man with the Yellow Hat. Once there, George can't keep track of all the dogs, so he and a worried Hundley come up with creative ways to sort and count the dogs in the apartment.

**BARNEY & FRIENDS** – Puppy Love #704

\* Thursday, May 31, 2007 at 10:30 a.m.

In this episode, the gang learns about different kinds of dogs. The show begins with Mr. Boyd asking Barney and the kids to help him find his lost dog, Bingo. Once they do, they sing the song, "Bingo." They also learn about going to the doctor's office and what a vet does with BJ. They meet Miss Duffy and her guide dog, learning that they shouldn't pet her without asking since she's working when she's leading Miss Duffy. Finally, the gang ends up in the caboose, looking at different kinds of dogs on the Internet.

### **DO IT**

\* "Follow the Leader" is a fun game for the whole family. Try the "Animal Walk" game. The leader walks like an animal and the rest follow. Play the game again and again walking like a different kind of animal each time. The leader could be an animal from the zoo, farm, or a wild animal.

\* Find pictures of animals in magazines or have your child draw them and make a collage. Write the animal's name on the paper. Talk about where the animals live, how many legs they have and what color they are. Help your child look at the pictures and talk about how the animals are different. Example: A cat has paws; a bird has \_\_\_\_\_ (wings).

\* Have your child draw a picture of a pet that they would like to have someday. Ask her to talk about the pet with you. Ask questions: "Where would the pet live? What would you feed it?" Help your child write what she says on the picture.

\* Play "Guess the Animals." Give your child animal cookies or pictures of animals. Ask him to choose a cookie or a picture out of a bag. Tell him to make the noise the animal makes or move like the animal does. See if the other family members can guess what animal the child is.

\* Go to a zoo, veterinarian's office, farm or visit a friend who has animals. Check out the different animals and learn more about them!

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

Print versions in English and Spanish of this Learning Triangle can be found at the following location:

<http://www.iptv.org/kids/grownups/resources/downloads.cfm>

Last month we celebrated Earth Day. Preschool and Kindergarten years are an important time to teach children how to take good care of the earth. Simple activities like picking up trash, nursing old things in new ways, and recycling cans are things they can do to take care of the earth. Another way children can help the earth is to plant a garden with you. Plants are very important to us. They make lots of oxygen for us to breathe. They make our earth a beautiful place.

### **READ IT**

1. From Seed to Pumpkin by Jan Kottke
2. Dandelions: Stars in the Grass by Mia Posada
3. This is the Sunflower by Lola M. Schaefer
4. Grow Flower Grow! by Lisa Bruce
5. The Surprise Garden by Zoe Hall
6. The Earth and I by Frank Asch
7. The Great Kapok Tree by Lynne Cherry

### **VIEW IT**

CURIOUS GEORGE – Squirrel For a Day #109b

\* Tuesday, May 29, 2007 at 7 a.m. and 5 p.m.

\* Wednesday, May 30, 2007 at 11:30 a.m.

When Bill shows George how Jumpy Squirrel stores his food in the ground, George decides this is a pretty good idea and tries to store all the food in the country house in the ground too. The Man with the Yellow Hat rescues their supplies and tries to explain that they should only put things in the ground if they want them to grow. That sounds like another great plan. George tries to see what else might grow-will car keys grow into a car? Will a rubber band grow into an inner tube?

IT'S A BIG, BIG WORLD – Down in the Dumps #117a

\* Thursday, May 24, 2007 at 8:30 a.m.

\* Wednesday, May 30, 2007 at 8:30 a.m.

It's spring cleaning time in the World Tree, but when Snook goes to help Madge, he finds that garbage is falling from the sky, right into Madge's front yard! He investigates and learns that Bob, Burdette, Smooch, and Winslow are also cleaning up – by dumping their trash out of their houses and down onto Madge's garden below. Once Snook explains to his little friends that they aren't really "cleaning up" after all, everyone heads to Madge's to help her clean up the mess and they come up with a better solution for throwing away the garbage – recycling!

### **DO IT**

\* Help clean up a park, school grounds or yard.

\* Sing environment songs. 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!

\* Teach children counting by asking them to sort paper, plastic, and aluminum items that can be sorted into bins.

Count how many are in each bin and put these items in order from big to little.

\* Go on a nature walk. Have children pick up objects from nature such as rocks, bark, grass, leaves, flowers, nuts, etc., and put them into a bag. As you walk, encourage children to talk about what they see and hear in nature. Allow them to observe and ask questions. When you finish, work together to create a poster of items picked up on the nature walk.

\* Talk with children about saving water when washing hands, and brushing teeth. Teach children to sing their ABC's or "Happy Birthday" while washing their hands, and turn the water off as soon as they are done. Talk about what you can re-use or recycle.

\* For more information and activities on Kids and Gardening go to [www.extension.iastate.edu/GrowingintheGarden/kids.html](http://www.extension.iastate.edu/GrowingintheGarden/kids.html)

\* Plant an inside garden. Give children a small cup full of dirt. Have children plant seeds in the cup. Water the seeds daily. Keep a journal. Children can draw pictures of what they see and predict what they might see tomorrow.

### \_\_\_\_\_Food Theme Learning Triangle\_\_\_\_\_

Print versions in English and Spanish of this Learning Triangle can be found at the following location:

<http://www.iptv.org/kids/grownups/resources/downloads.cfm>

Good nutrition and a balanced diet will help children grow up healthy. You can help by making it easy for children to choose healthy snacks. Keep fruits, vegetables and other healthy snacks available and ready to eat. Have a special basket full of healthy snacks they can choose from. Other good snacks include yogurt, peanut butter, celery, milk or whole-grain crackers and cheese. Help children learn to make healthy food choices by limiting fast food, sugary drinks, chips and candy. As a child care provider you are a very important role model for children. If children see you enjoying healthy foods and physical activity, they are more likely to do the same now and for the rest of their life.

#### **READ IT**

1. Bread, Bread, Bread by Ann Morris
2. Eat! by Roberta Grobel Intrater (Available in Spanish.)
3. The Very Hungry Caterpillar by Eric Carle (Available in Spanish.)
4. If You Give a Mouse a Cookie by Laura Joffe Numeroff (Available in Spanish.)
5. Pancakes for Breakfast by Tomie dePaola (Wordless book.)
6. Pizza Party by Grace Maccarone (Available in Spanish.)

#### **VIEW IT**

BERENSTAIN BEARS – Too Much Junk Food #106b

\* Monday, May 28, 2007 at noon.

Papa and the cubs decide to train together for the Annual Bear Country Run, but find their performance level isn't increasing the way that it should. Dr. Grizzly informs them that exercise is important, but so is a healthy diet. When Papa and the cubs put away the junk food and eat more nutritious foods, their energy level is given the boost it needs to run the big race.

ARTHUR – Binky Goes Nuts #910a

\* Tuesday, May 29, 2007 at 6:30 a.m. & 4:30 p.m.

When Binky discovers that he's allergic to peanuts, he has so many questions: Will he be forced to live without Chinese food? Will he ever again be able to eat with his friends? And most importantly, will his Mom ever calm down? Binky learns that the best way not to go nuts is to be well informed, and to understand his allergy. After the story, Kellie and Kristen, who are both allergic to nuts, give a tour of their home candy factory and prove that nut-free chocolates can be delicious.

#### **DO IT**

\* Healthy food verses junk food? Find pictures of healthy foods and junk foods in magazines, fliers, newspapers, etc. On one piece of paper, write "Healthy Food" and draw a green traffic light. On the other piece, write "Junk Food" and draw a yellow traffic light.

\* Healthy: Point to the green traffic light and ask: What does a green light mean? (Go.) Kids should feel free to "Go" ahead and eat lots of healthy foods. Help children choose and glue two or three pictures of healthy foods onto the paper.

\* Junk: Point to the yellow traffic light and ask: What does a yellow light mean? (Slow down, and get ready to stop.) Explain that we should only eat junk food once in a while. Help children choose and glue two or three pictures of junk food (e.g., candy, chips, soda) on the paper.

\* Keep sorting food pictures while you discuss healthy eating habits. Ask questions such as: What sorts of food should we eat? How can we keep our bodies strong?

\* Set up a grocery store and talk about the different foods you are selling and buying. "This is bread. I am putting it in our basket. Who eats bread? What can you make with bread?" "These are carrots. Who likes to eat carrots?" Are carrots a fruit or a vegetable?"

\* Make a Healthy Foods Alphabet Book. Encourage children to think of healthy foods that begin with different letters. Feature one letter and food on each page. For example, A is for apple. B is for broccoli. C is for carrots. When your alphabet book is finished, have fun reading it together.

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

Print versions in English and Spanish of this Learning Triangle can be found at the following location:

<http://www.iptv.org/kids/grownups/resources/downloads.cfm>

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. during 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. Balls (An Elmo's World Book)
2. Barn Dance by Bill Martin Jr. and John Archambault
3. Curious George Rides a Bike by H.A. Rey
4. Jump, Frog, Jump! by Robert Kalan
5. Play Ball by JoAnn Vandine
6. Rosie's Walk by Pat Hutchins
7. Taking A Walk/Caminando by Rebecca Emberley (Bilingual in English and Spanish)
8. The Ball Game by David Packard
9. The Soccer Game by Grace Maccarone (Available in Spanish.)

#### **VIEW IT**

TELETUBBIES – Go! Exercise with the Teletubbies

\* Wednesday, May 16, 2007 at noon.

Get active and celebrate the Sixth Annual Get Up and Go! Day of Exercise with Go! Exercise with the Teletubbies. IPTV airs this special half-hour program created to encourage active fun in a playful and safe way, helping children to gain self-confidence and self-awareness, while developing their physical capabilities.

Visit the following Web sites for more fun with the Teletubbies:

\* <http://pbskids.org/teletubbies>

\* <http://www.getupandgo.tv>

#### **DO IT**

1. Set your video recorder (DVD-R, PVR or VCR) to capture IPTV's broadcast of Go! Exercise with the Teletubbies on Wednesday, May 16th 2007 at noon. Once the program is recorded, you can exercise with the Teletubbies anytime it works into your schedule. It is a fun way to get active together!

2. Try these activities to get more active with your child everyday:

\* Hop to the car or bus.

\* Play different types of music at home and make dance time a family routine! Create new dance steps to favorite music.

\* Ask your child to move like different animals: "Jump like a kangaroo," "Slither like a snake," or their favorite sports stars, "move like a basketball player," or "balance like your favorite gymnast."

3. Play a game of "Turtle and Rabbit." Explain that turtles move slowly and rabbits move very fast. To play the game you will call out either "turtle" or "rabbit." When you say "turtle" the children move slowly and cautiously until you say "rabbit." When you say "rabbit" the children move fast until you say "turtle." Repeat alternating between "turtle" and "rabbit." Focus the children on listening and following directions. The point of the game is for children to move all the time (either fast or slow).

## \_\_\_\_\_Read to Your Child Theme Learning Triangle\_\_\_\_\_

Print versions in English and Spanish of this Learning Triangle can be found at the following location:

<http://www.iptv.org/kids/grownups/resources/downloads.cfm>

Read to your child everyday. Doing so will help your child become a good reader. Children learn to love to read by hearing books read to them. Stories we read to children help them learn about their world and new words. Read as much as you can and don't forget to ask other family members to read to your child as well. The more you read, the more you know, and the more you know, the smarter you grow.

### **READ IT**

1. Goodnight Moon by Margaret Wise Brown (This book is also available in Spanish.)
2. Read To Your Bunny by Rosemary Wells (This book is also available in Spanish.)
3. Book! Book! Book! by Deborah Bruss
4. Freight Train by Donald Crews

### **VIEW IT**

#### **READING RAINBOW**

\* Monday-Friday at 2 p.m.

This series is designed to spark young children's interest in books and reading. A different story is featured each day.

#### **BETWEEN THE LIONS**

\* Monday-Friday at 2:30 p.m.

This show is named for a family of lions who run a library whose doors swing open to reveal a magical place where characters pop off the pages of books, vowels sing, and words take on a life of their own. The series combines innovative puppetry, animation, live action, and music to achieve its goal of helping young children learn to read.

### **DO IT**

1. Let your child choose the books to read. He may like to have the same book read over and over, because he will know what comes next. Imagine how good your child will feel when he tells you the word that finishes the sentence or describes what is going to happen next.
2. Children develop a love for reading by hearing and handling books at a young age. Spend time talking about the parts of a book (cover, spine, title, author, and illustrator). Show your child:
  - \* How to read books from left to right and from top to bottom.
  - \* How to turn pages without bending or tearing them.
3. Your child will learn from watching you. Make sure she sees you reading and writing.
4. Join the library. It's free. Your child will have fun selecting the books and they will have lots to choose from. You may also be able to go to story time or "read aloud" sessions at the library. Ask for a summer calendar of events at the front desk.
5. Make a list of things you and your child want to do this summer. Don't forget to include reading!
6. Make a list of all the books your child reads this summer.

## \_\_\_\_\_IPTV Kids Schedule for Spring 2007\*\*ENDS SUNDAY, MAY 27, 2007\*\*\_\_\_\_\_

A print version of the IPTV Kids Schedule for Spring 2007 in English and Spanish can be found at the following location: <http://www.iptv.org/kids/grownups/resources/documents/Fall06KidsSchedule.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.	Arthur
7:00 a.m.	Curious George
7:30 a.m.	Clifford the Big Red Dog
8:00 a.m.	Dragon Tales
8:30 a.m.	It's a Big Big World
9:00 a.m.	Sesame Street
10:00 a.m.	Caillou
10:30 a.m.	Barney & Friends
11:00 a.m.	Thomas & Friends
11:30 a.m.	Curious George
Noon	The Berenstain Bears
12:30 p.m.	The Big Comfy Couch
1:00 p.m.	Bob the Builder
1:30 p.m.	Cyberchase
2:00 p.m.	Reading Rainbow
2:30 p.m.	Between the Lions
3:00 p.m.	Postcards from Buster (Monday-Thursday) / Fetch! with Ruff Ruffman (Friday)
3:30 p.m.	Dragon Tales
4:00 p.m.	Clifford the Big Red Dog
4:30 p.m.	Arthur
5:00 p.m.	Curious George

**Saturday**

6:30 a.m.	The Zula Patrol
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.	Bob the Builder
9:30 a.m.	Thomas & Friends
10:00 a.m.	Design Squad (ends June 17, 2007)

\_\_\_\_\_NEW IPTV Kids Schedule for Summer 2007 \*\*BEGINS MONDAY, MAY 28, 2007\*\* \_\_\_\_\_

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.	Arthur
7:00 a.m.	Curious George
7:30 a.m.	Clifford the Big Red Dog
8:00 a.m.	Dragon Tales
8:30 a.m.	It's a Big Big World
9:00 a.m.	Sesame Street
10:00 a.m.	Caillou
10:30 a.m.	Barney & Friends
11:00 a.m.	Thomas & Friends
11:30 a.m.	Curious George
Noon	The Berenstain Bears
12:30 p.m.	The Big Comfy Couch
1:00 p.m.	Bob the Builder

1:30 p.m.	Cyberchase
2:00 p.m.	Reading Rainbow
2:30 p.m.	Between the Lions
3:00 p.m.	Fetch! with Ruff Ruffman
3:30 p.m.	Dragon Tales
4:00 p.m.	Clifford the Big Red Dog
4:30 p.m.	Arthur
5:00 p.m.	Curious George
<b>Saturday</b>	
6:30 a.m.	The Zula Patrol
7:00 a.m.	It's a Big Big World
7:30 a.m.	Clifford the Big Red Dog
<b>Sunday</b>	
8:00 a.m.	Sesame Street
9:00 a.m.	Bob the Builder
9:30 a.m.	Thomas & Friends
10:00 a.m.	Dragonfly TV (begins June 24, 2007)

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

\_\_\_\_\_Get Up and Go: Exercise with the TELETUBBIES\_\_\_\_\_

Wednesday, May 16, 2007 at noon

On Wednesday, May 16, 2007 at noon, Iowa Public Television will broadcast GO! – EXERCISE WITH THE TELETUBBIES. This program offers age appropriate, fun and challenging activities for 2-4 year old children. No special equipment is required, and even the youngest child can easily follow the directions. Children get the most benefit from these activities when adults join in. There is no right or wrong way to move – just have fun together and be safe!

Learning through physical activities is critical to a child's overall development. The GO! – EXERCISE WITH THE TELETUBBIES program encourages active fun in a playful and safe way, helping children to gain self-confidence and self-awareness, while developing their physical capabilities. Teletubbies has always been about movement, physical development and exploration for preschool children. Children explore actions and tasks they can repeat again and again, either alone or with others.

You may want to set a video recorder (DVD-R, PVR, or VCR) to capture the program so you can exercise with the TELETUBBIES again and again!

\_\_\_\_\_May Focus on Media Literacy\_\_\_\_\_

## Helping Children with Tragic Events in the News

With the recent tragedy at Virginia Tech, it seems like a good time to review some important information about children's reactions to news. Remember that children are always learning from TV, even if you think they are not watching. A child may be playing in or near a room where the TV is on and although the child may not appear to be watching what is on television, he is still hearing what is being said.

The following information is excerpted from an article written by Fred Rogers some years ago to help young children at these times. You can view the complete article online at <http://www.fci.org/viewproject.asp?ID={9DB13982-7CDA-4B30-9640-A845D4D0985F}>.

### Tragic Events In The News

"When I was a boy and would see scary things on the news, my mother would say to me, 'Look for the helpers. You will always find people who are helping.'" – Fred Rogers

In times of community or world-wide crisis, it's easy to assume that young children don't know what's going on. But one thing's for sure, children are very sensitive to how their parents feel. Children sense when their parents are really worried, whether they're watching the news or talking about it with others. No matter what children know about a crisis, it's especially scary for them to realize that their parents are scared.

### Scary, confusing images

The way that news is presented on television can be quite confusing for a young child. The same video segment may be shown over and over again through the day, as if each showing was a different event. Someone who has died turns up alive and then dies again and again. Children often become very anxious since they don't understand much about videotaped replays, close-ups, and camera angles. Any televised danger seems close to home to them because the tragic scenes are taking place on the television set right in their own living room. Children can't tell the difference between what's close and what's far away... what's real and what's pretend... or what's new and what's re-run.

The younger the children are, the more likely they are to be interested in the typical news scenes of close-up faces, particularly if the people are expressing strong feelings. When there's tragic news, the images on TV are most often much too graphic and too disturbing for young children.

### Turn off the TV

When there's something tragic in the news, many parents get concerned about what and how to tell their children. It's even harder than usual if we're struggling with our own powerful feelings about what has happened. Adults may be somewhat surprised that their own reactions to a televised crisis are so strong, but great loss and devastation in the news often reawaken our own earlier losses and fears...even some we thought we have "forgotten."

It's easy to allow ourselves to get drawn into watching televised news of a crisis for hours and hours; however, exposing ourselves to so many tragedies can make us feel hopeless, insecure, and even depressed. We help our children—and ourselves—if we're able to limit our own television viewing. Our children need us to spend time with them—away from the frightening images on the screen.

### Talking and listening

Even if we wanted to, it would be impossible to give our children all the reasons for such things as war, terrorists, abuse, murders, fires, hurricanes, and earthquakes. If they ask questions, our best answer may be to ask them, "What do you think happened?" If the answer is, "I don't know," then the simplest reply might be something like, "I'm sad about the news, and I'm worried. But I love you, and I'm here to care for you."

If we don't let children know it's okay to feel sad and scared, they may try to hide those feelings or think something is wrong with them whenever they do feel that way. They certainly don't need details of what's making

us sad or scared, but if we can help them accept their own feelings as natural and normal, their feelings will be much more manageable for them.

Angry feelings are also part of being human, especially when we feel powerless. One of the most important messages we can give our children is, "It's okay to be angry, but it's not okay to hurt ourselves or others." Besides giving children the right to their anger, we can encourage them to find constructive things to do with their feelings. This way, we'll be giving them useful tools that will serve them all their life and help them to become the world's future peacemakers...the world's future "helpers."

#### Helpful hints

- \* Do your best to keep the television off, or at least limit how much your child sees of any news event.
- \* Try to keep yourself calm. Your presence can help your child feel more secure.
- \* Give your child extra comfort and physical affection, like hugs or snuggling up together with a favorite book. Physical comfort goes a long way towards providing security. That closeness can nourish you, too.
- \* Try to keep regular routines as normal as possible. Children and adults count on familiar patterns of everyday life.
- \* Plan something that you and your child can enjoy together, like taking a walk or going on a picnic, having some quiet time together or doing something silly. It can help to know there are simple things in life that can help us feel better, both in good times and in bad.
- \* Even if children don't mention what they've seen or heard in the news, it can help to ask what they think has happened. If parents don't bring up the subject, children can be left with their misinterpretations. You may be surprised at how much your child has heard from others.
- \* Focus attention on the helpers, like the police, firemen, doctors, nurses, paramedics and volunteers. It's reassuring to know there are many caring people who are doing all they can to help in this world.
- \* Let your child know if you're making a donation or going to a meeting, writing a letter or e-mail of support, or taking some other action. It can help children to know that adults take many different active roles...and that we don't give in to helplessness in time of crisis.

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

READING RAINBOW airs Monday – Friday at 2:00 p.m.

#### What is READING RAINBOW?

Reading Rainbow, hosted by LeVar Burton, is a critically-acclaimed award-winning half-hour PBS series that turns children on to books and reading. For over two decades the series has used television to spark young children's interest in reading by combining an exciting mix of dramatic narrative and book illustrations with field trips that show how books are a gateway to adventure and knowledge. A different story is featured every day. The series targets 4-8 year olds; however, many older children watch the series. It 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.

The series elements inspire children to love books and learning by:

- \* Reading to them—a wonderful book is narrated as the camera pans the story's illustrations.
- \* Taking them places—viewers explore exciting, on-location, real-life settings and meet interesting people.
- \* Introducing books—kids the age of viewers urge viewers to consider three additional reading selections.

#### Who are the main characters in READING RAINBOW?

LeVar Burton, host and role model, is a dynamic African-American male who convincingly communicates his genuine interest in reading, love of books, and learning. He engages viewers with his excitement as he introduces the feature books.

#### What's in READING RAINBOW?

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.

How does READING RAINBOW help prepare children for school?

Having an interest in books, reading, learning, and the world is key to success in school. Design elements that form the basis for each READING RAINBOW episode include:

- \* Literature: the primary objective of each book adaptation is to motivate children to seek out and read good literature.
- \* Experiential: field segments introduce children to places and experiences new to them (or remind them of something they have experienced) that enrich their understanding of the book.
- \* Positive self-concept: host LeVar Burton and other adults featured in the series are respectful and never patronizing of children, leaving viewers with a better feeling about themselves, and, therefore, more ready to learn.
- \* Literacy skills: among the literacy elements embedded throughout the episodes are comprehension, grasping the main idea, predicting the outcome or response, comparing and contrasting, extending the story to other experiences, summarizing, sequencing, organizing information, and using descriptive language.
- \* Math and science skills: a number of READING RAINBOW episodes feature literacy-based math or science themes that support learning standards in those curricular areas.

Explore READING RAINBOW online at <http://pbskids.org/readingrainbow/>

The READING RAINBOW web site offers lists of books to read, activities to print, interactive games, and lots more.

On the GPN Educational Media web site ([http://shopgpn.com/stores/1/RR\\_Index.cfm](http://shopgpn.com/stores/1/RR_Index.cfm)) you will find resources to use the different Reading Rainbow episodes and understand the themes behind them. You'll also find discussion ideas, a curriculum index, study guides and activities for children in the classroom and at home.

### \_\_\_\_\_May Feature\_\_\_\_\_

Keeping Children Reading During the Summer

Research shows children lose one to three months of learning every summer. You can help prevent this summer learning loss if you offer children opportunities to learn all summer long.

Take a trip to the library. With a little imagination and a library card, kids can explore new places, meet new people, and discover new things. All they need to do is to look at the books and magazines in the library. Kids can also participate in the story hours, puppet shows and other fun activities most libraries offer during the summer. Contact your local library to learn more.

Help the children make a reading corner, club house or tent where they can read by themselves or with others.

Cooking and making crafts are great ways to model reading and following directions.

Plan a "booknic" at your favorite outdoor spot or in your yard. Pack a lunch and plenty to read. Encourage kids to read cereal boxes and food labels as they munch on their favorite summer treats.

Send letters to friends who have left for the summer.

Ask each child to find something small enough to put in his/her pocket. Write or tell stories about the objects.

Read a picture book without words. Ask the children to use their own words to tell the story.

Start a round-robin story. Tell the beginning of the story, and then ask each child to add to it until it has an ending.

Take a walk. Write about or draw the things you see that show that it is summer. Or write or draw about the sounds you hear on the walk.

An animal escaped from the zoo! Make up a story about it. Tell it to a friend or family member—or write it down. Draw pictures.

If the children are going to the swimming pool, soccer or baseball games, find books about those topics to read to them.

Make a story pack out of an old backpack. Fill it with books to read aloud. Take the story pack wherever you go to provide entertainment when children are tired or bored.

Make up a song together.

Plant a garden. Make a graph showing how tall each kind of plant grows, how much water is in the rain gauge, and how many seeds you plant. Count how many flowers are on each plant or how many tomatoes you grow.

Read books about worms, ants, bees and other animals and insects you see during the summer. Count how many you find in your yard or playground.

Make a chart of how many books you and the children read during the summer. Try to reach a goal: 100 books!

Help children make their own books about their summer vacation or a special event such as July 4th.

Adapted from:

Colker, Laura J. "What Can Families Do To Keep Children Reading During the Summer?" RIF Exchange Show #407. <http://www.rif.org>

"RIF's Guide to Summertime Reading for Children of All Ages: A Guide for Parents." <http://www.rif.org>

#### \_\_\_\_\_2007-08 Ready To Learn Family & Provider Book Clubs\_\_\_\_\_

Applications are being accepted until May 7 for 2007-08 Family & Provider Book Clubs. New this year will be two different types of Family Book Clubs: one type will focus on birth to age two and the other on ages three to six (including Kindergarteners). Provider Book Clubs are for early care and education providers. For additional information and/or an application, contact Dena Goplerud, RTL Coordinator at [dena@iptv.org](mailto:dena@iptv.org) or 515-242.6268.

#### \_\_\_\_\_New at IPTV\_\_\_\_\_

Iowa Public Television is excited to introduce Tammy Lorch as the newest member of IPTV's Ready To Learn team.

Tammy moved to Iowa from Brainerd, Minnesota where she most recently worked for the University of Minnesota with the 4-H program. Tammy earned her BA from Wartburg College with a major in elementary education and a M.Ed. from the University of Minnesota with a major in family education. She holds a Minnesota Teaching Licensure for grades K-8 and Parent Education. Tammy is excited to take the information she learned through student teaching in Minnesota's Early Childhood Family Education programs and use it in the continued development of IPTV's Ready To Learn program.

#### \_\_\_\_\_Resources for May\_\_\_\_\_

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:

\* NEW Webcast! Assessment: On Track for Reading Success

\* Books of the Month: Animal Babies

\* Beverly Cleary: An Exclusive New Video Interview

##### RESEARCH AND NEWS

\* Reading Recovery Report

\* Child Care: Good for Vocabulary, Bad for Behavior

\* Literacy Coaching Clearinghouse

#### IDEAS FOR PARENTS

\* Between the Lions Resources from PBS Kids

\* Slime, Glop, and Curdled Milk

\* Target the Problem!

#### IDEAS FOR EDUCATORS

\* Comprehension Help for Teaching K-3 Students

\* Early Reading Assessment: A Guiding Tool for Instruction

\* Discounts for Teachers

#### 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>

Sesame Workshop: To help parents and other care givers talk with preschool children about some of the difficult situations they face, You Can Ask, is presented as a potential resource. It is available online in three languages.

[www.sesameworkshop.org/youcanask](http://www.sesameworkshop.org/youcanask)

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

Child Development: Read to Your Child

#### How to Help Your Child Get Ready for Reading: Five Everyday Ideas for Parents of Young Children

Parents are their children's first and best teachers. The ideas below can help parents help their children learn literacy skills.

1. Point to the words as you read aloud. When you point to the words as you read or talk about the title and author, you help your child learn about the different parts of the book. You also show him that reading involves connecting spoken words to printed ones.
2. Repeat your child's words the right way. Most young children make grammatical errors while they are learning to talk. Instead of correcting, try repeating your child's words the correct way. (Example: Child says, "We swimmied in the pool." Parent responds, "Yes, we swam in the pool. Was it fun?") This way, you teach her proper grammar and demonstrate that making mistakes is how we learn.
3. Join your child in pretend play. Pretending actually helps children develop language and literacy skills. They use new words and ways of speaking when they play different roles. They also practice making up stories, a skill that helps them understand books read aloud to them.
4. Make up rhymes as you go about your day. Rhyming and other kinds of word play help your child to hear differences between sounds and to understand that words are made up of sounds. (Example: dog, fog, bog, log) Being able to rhyme will actually help your child learn to read and write.
5. Draw and write alongside your child. One way to encourage your child to write is to show him how YOU write. When you write, talk to him about what you are doing. (Example: Parent says, "I am writing 'orange juice'".) That way, you teach your child how we use writing in everything from grocery lists to phone messages.

Source: <http://www.pbs.org/parents/readinglanguage/preschooler/story/story1.html>

\_\_\_\_\_Family Involvement Tip of the Month\_\_\_\_\_

Questions to Ask Your Kids After "How was your day?" (Ages 3 to 5) from <http://www.iowaparents.org/>

Language development is one the most important life-long skills. Talking with young children about their day promotes language development as well as social-emotional development.

The following questions are intended to start conversations with children ages 3 to 5 years that will strengthen family connections and support school success. Parents do not need to ask all the questions every day. Select questions that are most appropriate for the age of the child and the time available to engage in conversation. One or two effective questions may be enough to draw your child into an engaging conversation.

1. What would you like to tell me about pre-school/child care today?
2. What was the funniest thing that happened?
3. What was the most interesting thing you played?
4. What stories can you tell me about your friends?
5. What could you show me that you learned today?
6. What did you like about school/child care today?
7. What was the worst thing about school/child care today?
8. What can you tell me about your snack/lunch?
9. What did you have the most fun doing today?
10. When you need help with doing something, what do you do?
11. What was the nicest thing you did for someone today?
12. What did you not do today that you wish you had done?
13. What are some of your favorite books at school/child care?
14. What do you like most about being at school/child care?
15. What are the names of your friends that you played with today?
16. If you get tired at school/child care, what do you do?
17. What are you looking forward to tomorrow?
18. Would you rather play inside or outside? Why?
19. What will you remember most about your day today?
20. What helps you have a good day?
21. What is the first thing you do when you get to school?
22. When you have trouble with something, what do you do?
23. What is your favorite song you sing at school/child care?
24. If you drew a picture of how your day went today, what would it be?
25. What do you do best at school/child care?
26. What do you do when you are upset/unhappy at school/child care?
27. What makes a good friend?
28. What is your favorite thing to do at school/child care?

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