

Welcome to the November edition of Iowa Public Television's (IPTV) Ready To Learn 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 November 2004

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_____November Feature_____

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NOTE TO EDUCATORS AND CHILD CARE PROVIDERS: The following article is written in a perspective for parents. However knowing the important role that you play in the lives of the children in your care, the information shared in the article is relevant to the child and caregiver relationship as well. Emotional health is such an important part of a child's growth and development, and we invite you to also share this information with your children's families.

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The following article has been edited due to space limitations, the full-text version of the article from The Whole Child Web site is found at the following location:

<http://www.pbs.org/wholechild/providers/dealing.html>

Dealing with Feelings: Emotional Health

It takes a lot of patience combined with good judgment and warm, nurturing relationships to raise emotionally healthy, comfortable and cheerful children. But no matter what you do, your children are still going to feel sad, afraid, anxious, and angry from time to time. Your challenge, as a parent, is to learn how to help your children cope with their feelings and express them in socially acceptable ways that don't harm others and that are appropriate to their age and abilities.

Importance of Trust

The most important factor in fostering mental health in your child is the quality of the relationship you have with her. Without the presence of trust in this relationship, it's impossible for your child to feel safe, close, or comfortable. Trust has its roots in infancy, when babies gain confidence that they can depend on adults

around them to meet their basic needs. From your baby's perspective, reasonably prompt and consistent care is an essential ingredient in developing trust. When her needs are responded to, your baby develops trust and confidence, and feels valued and important.

It's also important to maintain that trustful feeling as your child continues to grow. One of the easiest ways to build trust is by maintaining an orderly routine throughout the day so your child can predict what's going to happen next. Consistent rules that your child understands also add to his sense of trust. Adults who maintain their self-control encourage children to trust them. Then children can predict what their responses will be and this breeds confidence in the relationship. It's also important for rules and tasks to be appropriate for the child's age and abilities.

Choices and Limits

The toddler's drive toward independence and self-assertion is an important stage of emotional development. Maintain limits when necessary and independence when it's possible. Avoid confrontations when you can, insist on doing things your way when necessary, and provide as many choices for your child as possible. There are many choices that you can offer, but they are limited choices: not "do you want to put on a sweatshirt?" but "which sweatshirt?" not "do you want any vegetables on your plate?" but "do you want carrots or beans?" You can also give your children choices about their play and activities. When children are expected to choose for themselves what they want to do, they have endless opportunities for making decisions.

Older children of 4 or 5 years need to reach out to the world around them, to be a part of and connected to the group. Try to encourage children of this age to think things up and try things out. It's important for them to feel the emotional satisfaction that comes from experiences of exploring, acting and doing new things together with friends.

When children don't have opportunities to make choices, endless struggles result with a spirited child and a loss of self-confidence in less spirited children. But not everything is a choice and sometimes the answer is "no." Learning how to cope with disappointments, delays, and setbacks is also a critical part of developing a healthy, balanced mental attitude. Try to reduce the level and frequency of disappointments and frustrations in order to avoid unnecessary battles.

Feel What You Want, Control What You Do

One of the most valuable skills you can teach your children is how to express strong emotions without hurting themselves, others, or damaging property. Help your children learn to feel what they want, but control what they do. Begin by communicating to your child in a non-judgmental way, showing him you understand how he feels. Encourage your child to say his feelings out loud and to tell the other person how he feels. If the child's too young or inexperienced to know what to say, model a simple sentence for him to copy. The important thing to remember is that the same rule applies to you: feel what you want, but control what you do.

For more in-depth information on children ages 0-5, visit PBS's The Whole Child Web site at www.pbs.org/wholechild/.

_____Mad Feelings and Challenging Behavior Workshop Opportunities_____

In a cooperative effort, IPTV and Iowa Child Care Resource & Referral (CCR&R) are offering two three-hour professional development workshops for child care professionals. They are:

What Do You Do with the MAD That You Feel?

This workshop focuses on strategies to help young children learn to manage their anger and tips on how to intervene when anger or frustration overwhelms them.

AND

Challenging Behavior: Where Do We Begin?

This workshop provides increased awareness of factors that impact challenging behaviors, recognizing the feelings caregivers may have when dealing with challenging behaviors, and some strategies for addressing those behaviors in collaboration with parents, co-workers, and support staff.

Interested in participating in these workshops? Contact the CCR&R Training Coordinator in your region.

Northwest Iowa
Donna Proeschel
712-786-3486 or 800-859-2025
dproeschel@mid-siouxopportunity.org

Northeast Iowa
Nancy Dunn
319-274-8209 or 800-475-0804
nancy.dunn@episervice.org

Central Iowa
Carol Rainforth
515-244-2267 or 800-722-7619
crainforth@orchardplace.org

South Central Iowa
Carol Jensen
712-755-7381 or 800-945-9778
cjensen@swiowachildcare.org

Southeast Iowa
Anna Morrison
563-324-1302 or 800-369-3778
amorrison@iowatrains.org

_____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.

Ready To Learn 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.

_____ABC's Theme Learning Triangle_____

Learning the names of the alphabet letters is an important skill for children to learn. When you are teaching children to name letters, make it fun! You can teach letters everyday and everywhere. When you are shopping, driving, looking at books or magazines, and preparing meals, point out the letters that you see and name them. Then, ask your child to say the letter name with you. You will need to practice naming letters with your child many times before he/she is able to look at a letter and say, on his/her own, "That is a ____." It is a good idea to first introduce capital letters and then lowercase or small letters.

READ IT

Chicka Chicka Boom Boom by Bill Martin, Jr.—In a rhythmic alphabet chant, all the letters race one another up the coconut tree. (Ages 4-8)

Alternate Titles:

1. *Eating the Alphabet* by Lois Ehlert—An alphabetical tour of the world of fruits and vegetables, from apricot and artichoke to yam and zucchini. (Ages 4-8)

2. *Farm Alphabet Book* by Jane Miller—An alphabet book with color photos of the farm environment, accompanied by explanatory text, illustrating each letter. (Infant - Preschool)
3. *Gathering the Sun: An Alphabet in Spanish and English* by Alma Flor Ada (This book is bilingual in English and Spanish)—A book of poems about working in the fields and nature's bounty, one for each letter of the Spanish alphabet. (Ages 4-8)

VIEW IT

BETWEEN THE LIONS – Every episode features letters, letter families, and letter sounds.

Monday-Friday at noon.

Alternate Title:

SESAME STREET – Every episode features a "Letter of the Day" (Notice how often the show shows the letter on the screen while you hear its spoken sound. Then it relates the letter to a word that begins with that letter sound, and the word is also presented on the screen.)

Monday-Friday at 9 a.m.

DO IT

1. **March Around the Alphabet** – Write each letter of the alphabet on a large index card. Put the capital letter on one side and lowercase on the other. Spread the alphabet out on the floor. Have the children create a circle around the alphabet. As upbeat tempo music is played, the children "March Around the Alphabet." Instruct the children to freeze, bend down, and pick up a letter near their toes when the music stops. Have the children hold their letter cards way up high and wait to be called upon to tell what letter they have in their hands.
2. Use this gross motor activity to help teach letter identification. Each time a new letter is introduced, use colorful masking tape or plastic tape to create a giant version of that letter on your floor. Then instruct youngsters to "walk, hop, crawl, or otherwise move" along the lines of the letter.
3. **Erasing with Water** – This activity is a fun way to practice the alphabet, numbers, or specific words such as the child's name. Materials: Chalkboard space or chalkboard slate for each child, paint brushes and containers of water. With chalk, the adult will write the letters, numbers, or words for the children to practice. Have the children dip their brush in the water and "erase" what you have written by painting over it with the water. Ask the child to say the letter or number name as he/she is erasing it. After children have mastered this activity, children can work in teams of two, with one child with the chalk and the other with the brush and water. Then they can switch roles.

_____Food Theme Learning Triangle_____

Children's first experiences with food are part of their connections with being cared for and loved by another person. Often those feelings continue, and the giving and receiving of food is associated with giving and receiving love. As children grow they also learn they like some foods and not others. Parents can expand their children's experiences with food by offering them choices, particularly healthy alternatives to junk food.

READ IT

Pizza Party by Grace Maccarone (This book is also available in Spanish.)—A group of children have fun making a pizza. (Ages 4-8)

Alternate Titles:

1. *D.W., the Picky Eater* by Mark Brown—Because her eating habits cause some problems, Arthur the aardvark's younger sister has to stay home when her family eats out. (Ages 4-8)
2. *The Very Hungry Caterpillar* by Eric Carle (This book is also available in Spanish.)—Follows the progress of a hungry little caterpillar as he eats his way through a varied and very large quantity of food until, full at last, he forms a cocoon around himself and goes to sleep. Die-cut pages illustrate what the caterpillar ate on successive days. (Infant - Preschool)
3. *I Will Never Not Ever Eat a Tomato* by Lauren Child—A fussy eater decides to sample the carrots after her brother convinces her that they are really orange twiglets from Jupiter. (Ages 4-8)
4. *Pancakes for Breakfast* by Tomie dePaola (This is a wordless book.)—A little old lady's attempts to have pancakes for breakfast are hindered by a scarcity of supplies and the participation of her pets. (Infant - Preschool)

VIEW IT

CAILLOU – Caillou Cooks #107

Monday, November 1, 2004 at 8:30 a.m.

This episode features three segments where Caillou explores cooking.

Alternate Titles:

MISTER ROGERS' NEIGHBORHOOD – Food

Monday-Friday, November 22-25, 2004 at 2:30 p.m.

The week's theme is about how the giving and receiving food is often a way to show love. Mister Rogers visits an applesauce factory on Monday and a vegetable soup factory on Thursday.

BERENSTAIN BEARS – Papa's Pizza #138

Tuesday, November 16, 2004 at 10:30 a.m.

Brother and Sister are having all of their friends over for a party, and want to serve something that all of them will like to eat. When they poll their pals for everyone's dietary likes and dislikes, they're shocked to discover their friends all like and dislike different things. It's Papa to the rescue when he suggests they celebrate everyone's individuality by providing their party guests with the ingredients to make everyone a personal pizza of their own.

DO IT

1. Distinguish healthy foods from junk. Materials: glue, marker, pictures of food (from magazines, grocery fliers, etc.), poster board (two large pieces)

* Prepare: Collect pictures of healthy foods and junk foods from magazines, fliers, newspapers, etc. On one piece of poster board, write the title "Healthy Food" and draw a green traffic light. On the other piece of poster board, write the title "Junk Food" and draw a yellow traffic light.

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

* Sort junk: Point to the yellow traffic light and ask: What does a yellow light mean? (Slow down, and prepare to stop.) Explain that we should only eat junk food once in a while, if at all. Help children choose and glue down two or three pictures of junk food onto this poster (e.g., candy, chips, soda).

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

2. Children enjoy helping in the kitchen and often are more willing to eat foods they help prepare. Involve children in planning and preparing some meals and snacks for the family. It is important that you give kitchen tasks appropriate for your child's age. Be patient as your child gains new skills at different ages. Expect a few spills. It's a small price to pay for helping your child become comfortable around food. This is also a great time to take the opportunity to talk with your child.

_____Program Schedule, Episode Descriptions and Record Rights for PBS

Kids Programs_____

Finding Program Schedule and Episode Descriptions:

* Go to Web site: iptv.org

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

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

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

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

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

What does that mean?

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

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

_____Resources for November_____

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

* English: <http://www.iptv.org/kids/grownups/resources/documents/ViewNov04Engfinal.pdf>

* Spanish: <http://www.iptv.org/kids/grownups/resources/documents/ViewNov04Spafinal.pdf>

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

<http://www.readingrockets.org/subscribe/newsletter.php>

This month's Reading Rockets Newsletter highlights:

Hail to the Chief: October's Recommended Books

An Exclusive Interview With "Arthur's" Marc Brown

In Our Store - "Between the Lions: The Vowels Pair Up"

New Children's Literature Fun Quiz

A Sneak Peek at What's Coming Up

NEWS ABOUT READING

* RAND Study Finds Mother's Education and Neighborhood Are Key

* Carnegie Study on How to Help Older Students Who Struggle to Read

ESPECIALLY FOR PARENTS

* Surviving the Difficult Parent-Teacher Conference

ESPECIALLY FOR EDUCATORS

* Improving Comprehension for All Students

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

<http://www.fci.org/newsletter/>

Themes for November:

November 1-5 – Be Yourself

November 8-12 – Making an Opera

November 15-19 – Divorce

November 22-26 – Food

November 29-December – Celebrating the Arts

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>

PBS Parents Electronic Newsletter

Each week the PBS Parents electronic newsletter brings you activities from your child's favorite programs, events in your local community, and headlines from the PBS Parents 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.)

_____Web site of the Month_____

In the October 2004 edition of the RTL eNews we featured SESAME STREET in the Series Spotlight section. This month, we would like to feature a section of IPTV's Web site that makes it really easy to find what is going to be on SESAME STREET (and DRAGON TALES) each day of the month. From the following location: <http://www.iptv.org/kids/grownups/resources/downloads.cfm> scroll down to the link that is called "Sesame Workshop's Monthly View & Do." From there you can select to whether you would like the file in English or Spanish and if you would like the file as a .doc or a .pdf format. These files are especially helpful in planning your month by giving you an idea of what is going to be on and when. The information gives a brief explanation of each show and a tip that will help you extend a child's learning after the show. The SESAME STREET page also lists the "Letter and Number of the Day" for each day in the month. Check it out; you will be glad you did!

_____IPTV Children's Fall 2004 Schedule_____

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

Monday—Friday

6:30 a.m. Postcards From Buster (beginning Tuesday, October 12)

7:00 a.m. Arthur

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

8:00 a.m. Dragon Tales

8:30 a.m. Caillou

9:00 a.m. Sesame Street

10:00 a.m. Barney & Friends

10:30 a.m. The Berenstain Bears

11:00 a.m. The Big Comfy Couch

11:30 a.m. Boohbah

Noon Between the Lions

12:30 p.m. Reading Rainbow

1:00 p.m. Classroom TV

2:30 p.m. Mister Rogers' Neighborhood

3:00 p.m. ZOOM

3:30 p.m. Maya & Miguel

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

4:30 p.m. Arthur

5:00 p.m. Dragon Tales

Sunday

8:30 a.m. Angelina Ballerina

9:00 a.m. Clifford's Puppy Days

9:30 a.m. Thomas & Friends

_____Series Spotlight_____

MAYA & MIGUEL airs weekdays at 3:30 p.m.

Program Summary

Ten-year-old twins, Maya and Miguel Santos, their loving family and their bilingual pet parrot Paco, unveil a lively and colorful world to viewers weekdays at 3:30 p.m. on IPTV.

The series shows the adventures, and sometimes misadventures, of Maya and Miguel, and features their family, relatives and a richly diverse neighborhood of friends. This never-a-dull-moment comedy revolves around Maya's well-intended meddling in her family and friends' lives, leading her to create new problems to fix. While every episode will take humorous twists and turns, the underlying message is the importance of doing good for the family and community, and the philosophy that shared happiness is greater than personal gain.

Educational Philosophy

Targeted at children aged 6-11, the overall goals of MAYA & MIGUEL are:

1. To encourage children to value, respect and better understand a variety of cultures, perspectives, traditions, languages and experiences.

MAYA & MIGUEL achieves this by featuring role models from diverse backgrounds and promoting their different cultural traditions, holidays, foods, languages and customs. The program shows that even though the characters of Maya and Miguel's world may be different from one another, they still view one another in a positive way.

2. To support children in building their understanding of the English language, with a special emphasis on vocabulary.

The show models how people communicate in English in a variety of social settings. Each episode also focuses on a particular set of vocabulary words, which are repeated throughout the show. In addition, MAYA & MIGUEL fosters a positive attitude toward knowing and learning more than one language

To learn more about MAYA & MIGUEL series, visit the "Parents & Teachers" section of the Maya & Miguel Web site:

<http://pbskids.org/mayaandmiguel/english/parentsteachers/index.html>

_____Subscribe/Unsubscribe_____

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