

Welcome to the October 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.

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_____Special Broadcast Highlight_____

A Hurricane Hits SESAME STREET Airing the Week of October 4

In a continuing effort to address recent news events and concerns of today's families, IPTV will broadcast a special five-part installment of SESAME STREET the week of October 4. Through this encore presentation of Sesame Street's first hurricane, parents will be provided with the tools necessary to help their children cope with tough emotions like loss and fear. This special broadcast features a special appearance by Today's Al Roker, as Big Bird and friends must pull together to face the arrival of this weather phenomenon.

This series, which first aired in February 2001, addresses the emotions that children feel when they are faced with any kind of natural disaster, whether it's a flood, a fire or a storm. The shows depict the events leading up to, during, and after the hurricane blows through, modeling behavior and providing emotional and practical guidance for coping with such a traumatic event. Other key take-home messages include the importance of validating children's feelings, and reasoning and communicating with one another, especially in times of need.

Although some of the residents are panicked, others take charge and decide what steps need to be taken to prepare for the storm. With some guidance and a little reassurance, the group manages to help each other through this trying time.

To prepare for the turbulence that lies ahead, the adults, kids and Muppets work together to tape up the windows and gather provisions. After surviving the storm, Big Bird approaches his nest, only to find twigs

and remnants of his home scattered about Sesame Street. Gordon tries to comfort him, and Maria and Luis chime in to assure Big Bird that everyone will help fix his home. Regardless, Big Bird feels sad and confused. Validating the emotional difficulty of the situation, Gordon tells him “it’s all right to cry,” and lets Big Bird know that even though the situation will be fixed, he still has a right to be upset.

At first, it doesn’t seem believable to Big Bird that his home could be repaired, but the crew pulls together to help rebuild the nest, trying their best to make it as cozy as it was before. Everyone contributes because as Snuffleupagus puts it, “...even though the hurricane blew away your nest, it didn’t blow away your friends.”

_____October Feature_____

The following article has been edited due to space limitations, the full-text version of the article can be found at the following location:

http://www.naeyc.org/resources/position_statements/psmath.htm

Early Childhood Mathematics: Promoting Good Beginnings

A joint position statement of the National Association for the Education of Young Children (NAEYC) and the National Council of Teachers of Mathematics (NCTM)

Position

The National Council of Teachers of Mathematics (NCTM) and the National Association for the Education of Young Children (NAEYC) affirm that high-quality, challenging, and accessible mathematics education for 3- to 6-year-old children is a vital foundation for future mathematics learning. In every early childhood setting, children should experience effective, research-based curriculum and teaching practices. Such high-quality classroom practice requires policies, organizational supports, and adequate resources that enable teachers to do this challenging and important work.

Since the 1970s a series of assessments of U.S. students' performance has revealed an overall level of mathematical proficiency well below what is desired and needed [5, 8, 9]. In recent years NCTM and others have addressed these challenges with new standards and other resources to improve mathematics education, and progress has been made at the elementary and middle school levels--especially in schools that have instituted reforms [e.g., 10-12]. Yet achievement in mathematics and other areas varies widely from state to state [13] and from school district to school district. There are many encouraging indicators of success but also areas of continuing concern. In mathematics as in literacy, children who live in poverty and who are members of linguistic and ethnic minority groups demonstrate significantly lower levels of achievement [14-17].

If progress in improving the mathematics proficiency of Americans is to continue, much greater attention must be given to early mathematics experiences. Such increased awareness and effort recently have occurred with respect to early foundations of literacy. Similarly, increased energy, time, and wide-scale commitment to the early years will generate significant progress in mathematics learning.

The opportunity is clear: Millions of young children are in child care or other early education settings where they can have significant early mathematical experiences. Accumulating research on children's capacities and learning in the first six years of life confirms that early experiences have long-lasting outcomes [14, 18]. Although our knowledge is still far from complete, we now have a fuller picture of the mathematics young children are able to acquire and the practices to promote their understanding. This knowledge, however, is not yet in the hands of most early childhood teachers in a form to effectively guide their teaching. It is not surprising then that a great many early childhood programs have a considerable distance to go to achieve high-quality mathematics education for children age 3-6.

The recommendations

In high-quality mathematics education for 3- to 6-year-old children, teachers and other key professionals should:

1. enhance children's natural interest in mathematics and their disposition to use it to make sense of their physical and social worlds.
2. build on children's experience and knowledge, including their family, linguistic, cultural, and community backgrounds; their individual approaches to learning; and their informal knowledge.
3. base mathematics curriculum and teaching practices on knowledge of young children's cognitive, linguistic, physical, and social-emotional development.
4. use curriculum and teaching practices that strengthen children's problem-solving and reasoning processes as well as representing, communicating, and connecting mathematical ideas.
5. ensure that the curriculum is coherent and compatible with known relationships and sequences of important mathematical ideas.
6. provide for children's deep and sustained interaction with key mathematical ideas.
7. integrate mathematics with other activities and other activities with mathematics.
8. provide ample time, materials, and teacher support for children to engage in play, a context in which they explore and manipulate mathematical ideas with keen interest.
9. actively introduce mathematical concepts, methods, and language through a range of appropriate experiences and teaching strategies.
10. support children's learning by thoughtfully and continually assessing all children's mathematical knowledge, skills, and strategies.

To support high-quality mathematics education, institutions, program developers, and policymakers should:

1. create more effective early childhood teacher preparation and continuing professional development.
2. use collaborative processes to develop well-aligned systems of appropriate high-quality standards, curriculum, and assessment.
3. design institutional structures and policies that support teachers' ongoing learning, teamwork, and planning.
4. provide resources necessary to overcome the barriers to young children's mathematical proficiency at the classroom, community, institutional, and system-wide levels.

More information on each of these recommendations can be found at the following location:

http://www.naeyc.org/resources/position_statements/psmath.htm

_____FREE ICN Opportunity_____

JANE'S PRESENTATIONS ARE RICH IN PHONOLOGICAL AWARENESS ACTIVITIES.

Title:

Jane Kitson: Linking Language to Early Literacy

Available at no cost to Iowa Preschool/Primary Grade Teachers, Child Care Providers, Parents

Offering Date & Times:

Wednesday, October 27, 2004, 3:30 PM - 4:45 PM

OR

Wednesday, October 27, 2004, 6:30 PM - 7:45 PM

Session Summary:

We know you love her so we brought her back to Iowa. Jane Kitson (a.k.a. Mother Goose) is a national childhood educational consultant and published author from Atlanta, Georgia who has trained over 60,000 librarians, teachers, and speech/language pathologists in 33 states and Canada.

This one (1) hour and fifteen (15) minute ICN session is geared for parents, teachers, and child care providers and promises to be fun, fun, and more fun. Jane shares activities designed to strengthen the language to literacy link in young child. This lively and energizing interactive session gives participants hand-on ideas that work with children. Don't miss this fantastic opportunity.

This event is brought to you for the second year by Iowa Public Television, the State Library of Iowa and the Iowa Communications Network.

Contact Person:

Lisa Albers, IPTV Ready to Learn, (800) 532-1290 or (515) 242-6279, lisa@iptv.org

Registration Deadline:

Friday, October 22, 2004

Register online at http://www3.iptv.org/iowa_database/event-detail.cfm?ID=5174

_____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.

_____Counting Theme Learning Triangle_____

READ IT

Mouse Count by Ellen Stall Walsh (This book is also available in Spanish.)—Ten mice outsmart a hungry snake. (Infant - Preschool)

Alternate Titles:

1. *Ten Black Dots* by Donald Crews (This book is also available in Spanish.)—A counting book of simple rhymes and everyday objects. (Infant - Preschool)

2. *Fish Eyes: A Book You Can Count On* by Lois Ehlert—A counting book depicting the colorful fish a child might see if he turned into a fish himself. (Ages 4-8)

3. *26 Letters and 99 Cents* by Tana Hoban (This is a wordless book.)—Color photographs of letters, numbers, coins, and common objects introduce the alphabet, coinage, and the counting system. (Infant - Preschool)

VIEW IT

SESAME STREET – Every episode features a "Number of the Day."

Monday – Friday at 9 a.m.

Alternate Titles:

READING RAINBOW – Math Cure #1301

Monday, October 4, 2004 at 12:30 p.m.

The topic of this episode is MATH and how it's used to find solutions to problems. In the story "Math Curse", a little girl feels cursed when everything she sees or thinks about becomes a math problem. An artist demonstrates how she uses math to create art.

BARNEY & FRIENDS – Numbers, Numbers, Numbers #711

Friday, October 22, 2004 at 10 a.m.

In this episode of Barney and Friends, the gang learns about numbers. Tony and his father made a box full

of numbers for the school bulletin board, but when Tony was showing everyone, they blew away. The remainder of the show has the gang on a number hunt, searching for Tony's lost numbers.

DO IT

1. Lay out five spoons, buttons, or coins. Ask the child, "How many spoons are there?" Put down three and ask, "Now how many spoons are there?" Keep adding and taking away spoons and asking the same question. It is also important to count with the child each time to check his or her answer.
2. Counting Fingerplay – Two little pigs lived in a pen (show thumbs). Each had four babies, and that made ten (show fingers and thumbs). These four babies were black as night (hold one hand up, thumb in palm). These four babies were black and white (hold other hand up, thumb in palm). But all eight babies loved to play, and they rolled and rolled in the mud all day (roll hands over each other). At night, with their mother, they curled in a heap (make fists, palms up). And squealed and squealed till they went to sleep.
3. In a large space outdoors, draw a hopscotch board on the ground. Name and show each number as you write it. Demonstrate how to hop to the numbers counting along the way. This is a good activity to practice counting, number recognition and physical exercise!
4. Cut up celery sticks. Count the sticks. Fill each stick with peanut butter or spreadable cheese. Add raisins, counting as you go, by pushing them into the peanut butter or cheese. Eat.
5. Talk with your children and count everything in the conversations you have with them.

_____Animals Theme Learning Triangle_____

READ IT

The Baby Zoo by Bruce McMillan—Text and photos present baby zoo animals, with maps showing where each animal comes from. (Ages 4-8)

Alternate Titles:

1. *Chickens Aren't the Only Ones* by Ruth Heller—A pictorial introduction to the animals that lay eggs, including chickens as well as other birds, reptiles, amphibians, fishes, insects, and even a few mammals. (Ages 4-8)
2. *Clifford the Big Red Dog* by Norman Bridwell (This book is also available in Spanish)—Emily Elizabeth describes the activities she enjoys with her very big, very red dog and how they take care of each other. (Infant - Preschool)
3. *Fritz and the Beautiful Horses* by Jan Brett—Fritz, a pony excluded from the group of beautiful horses within the walled city, becomes a hero when he rescues the children of the city. (Ages 4-8)

VIEW IT

BARNEY & FRIENDS – Puppy Love #704

Wednesday, October 13, 2004 at 10 a.m.

In this episode, the gang learns about different kinds of dogs. The show begins the kids playing hide and seek with Bingo, the dog. 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.

Alternate Titles:

CAILLOU – Animals and Me #213

Monday, October 18, 2004 at 8:30 a.m.

This episode features four segments where Caillou explores different animals (sheep, elephant, puppies, and fish).

ZABOOMAFOO – This series features the Kratt brothers and lots of animals in every episode. Tuesdays from 9/21/04 through 5/10/05 at 1 p.m.

BACKYARD SAFARI – This series introduces the wonder of science and natural history and encourages young children to actively explore the world around them.

Tuesdays from 9/21/04 through 12/14/04 at 1:30 p.m.

DO IT

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

_____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 October_____

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

* English: <http://www.iptv.org/kids/grownups/resources/documents/ViewOct04Engfinal.pdf>

* Spanish: <http://www.iptv.org/kids/grownups/resources/documents/ViewOct04Spafinal.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 newsletter highlights:

Reading Rocks! Wins 2004 Parents' Choice Award

An Exclusive Interview With Mark Teague

All About Me: September's Recommended Books

Back to School T-Shirt Special: From the Reading Rockets Online Store

Reading Rockets Provides Headlines to RIF

New Children's Literature Fun Quiz

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 October:

October 4-8 – Friends

October 11-15 – Mad Feelings

October 18-22 – Things to Wear

October 25-29 - Superheroes

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>

_____Web site of the Month_____

PBS TeacherSource – From the Start: <http://www.pbs.org/teachersource/prek2.htm>

THIS IS AN EXCELLENT RESOURCE FOR ACTIVITIES TO USE WHEN DEVELOPING LEARNING TRIANGLES TO TEACH CHILDREN SKILLS AND CONCEPTS.

PBS TeacherSource aggregates the PreK-12 educational services that PBS and its local stations provide and helps teachers incorporate video and the Web into the classroom. As part of the Ready To Learn service, From the Start, the early childhood area of PBS TeacherSource, provides additional resources for PreK-2 educators, including a monthly thematic unit of online activities, articles about issues in early childhood education, recommended books and links, and printables in Spanish and English for teachers to give to parents to help them reinforce the educational messages their children receive in the classroom. In addition, educators can search topical lists of lesson plans tied to our award-winning PBS KIDS programming and correlated to national and state standards.

_____IPTV Children's Schedule for October_____

Don't miss two new shows coming to IPTV! **MAYA & MIGUEL**, beginning on Monday, October 11, features 10-year-old twins Maya and Miguel, their family, and a diverse neighborhood of friends. The series will chronicle the ups and downs of their lives as friends, students, and members of their community. **POSTCARDS FROM BUSTER**, beginning on Tuesday, October 12, is a spin-off of the popular PBS KIDS series **ARTHUR**. The show features Buster Baxter's adventures as he travels across the country with his pilot father who has been hired by a Latin-American rock group to fly their jet while they are on tour.

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 (beginning Monday, October 11)
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_____

SESAME STREET airs weekdays at 9 a.m.

Intended Age Range: Preschool Children Ages 2 to 4

SESAME STREET, the recipient of 75 Emmy Awards, connects with kids through its unique blend of excitement, humor, and compassion, engaging young minds anxious to acquire the tools and skills needed to thrive in a constantly changing, continually challenging environment.

February 2002 marked the unveiling of the most significant format alterations SESAME STREET has ever experienced—including brand new segments, smoother transitions, and a deeper focus on school readiness. "Journey to Ernie," a problem solving game of hind-and-seek joined the wildly popular "Elmo's World: as a SESAME STREET signature segment. Children are also exposed to a daily dose of Big Bird, Cookie Monster, and the Count, each of whom began to enjoy a more prominent role in spring 2002.

SESAME STREET encourages children to:

- * Take beginning steps toward reading, writing, mathematics, and science;
- * Learn about feelings and how to cope with emotions;

- * Appreciate cultural diversity by modeling people who differ in appearance, action, or point of view playing together, working together, making friends, and resolving conflicts;
- * Recognize and interpret the sights, sounds, and experiences in their environment, as well as create visual images through art and music; and
- * Learn about the body and how to keep it healthy and safe.

Since the beginning, SESAME STREET has been a comprehensive curriculum-based program, emphasizing cognitive, social, emotional, and physical development. The curriculum is created by in-house child psychologists and educators incorporating the latest child development research and innovative early childhood educational teaching practices, with guidance from educational advisors. Every segment, every song, and every story is designed to educate young viewers about a specific lesson—and every year the curriculum changes address the current educational needs of children. SESAME STREET is the most thoroughly researched and tested television show ever produced. Reactions to the show provide the information which keeps SESAME STREET current and responsive to the interests and needs of young children. Each show is designed to encourage participation. Some of the techniques used:

- * Every show includes a number of situations designed to encourage children to use problem solving skills to help characters think of solutions to various predicaments.
- * Pauses after questions encourage children to think about how they would answer.
- * The Muppets and the people often speak directly to the audience.
- * The Muppets' personalities are designed to reflect the excitement, curiosity and anxieties of childhood, so young children can easily identify with them.

Here Are Some of the Characters You will Meet on SESAME STREET:

- * Maria and Luis, who are Hispanic and run the Fix-it shop. They have a daughter named Gabi.
- * Elmo is a bright red Muppet who thinks and acts just like a typical preschool child.
- * Big Bird is eight feet tall and covered with yellow feathers. He's outgoing and asks a lot of questions.
- * Zoe is bright orange. She is three and always has a lot to say (very quickly).

Here's How to Get the Most from the Series:

Make the most of SESAME STREET by helping children to participate. As you watch the show, encourage children to:

- * Predict what will happen next.
- * Join in the singing, dancing, and reciting the letters and numbers.
- * Recall things from children's own experiences that relate to what's happening in the show.

The Internet is an ideal place for families to interact and connect. And, as more and more families go online, Sesame Workshop has created an environment just for them. Parents can discover how to get the most out of the Internet while spending quality time with their kids. Come join the fun at sesameworkshop.org and pbskids.org/sesame.

_____Subscribe/Unsubscribe_____

If you received this message from a friend, you can sign up for IPTV's Ready To Learn eNews by going to <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.

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