

WSD 4K

Connect



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Eighth Issue... January 8, 2021

WSD 4K and Early Childhood Program Website: http://www.wausauschools.org/schools_facilities/4_k_programming
Link to WSD E-Flyers: <http://www.wausauschools.org/e-flyers> Click on the E-flyers tab to see a listing of all current school flyers.
Link to District Handbook: http://www.wausauschools.org/parents/parent_student_handbook/english

Principal's Piece...

Happy New Year! I hope you are having a healthy, happy start to 2021 and the second half of the school year.

Have you been wondering what the 4K Programs school improvement goal is for this year?

The Wisconsin Department of Public Instruction mandates that all schools look at student data and develop both classroom and school improvement goals.

As Robin Hojnoski, PhD indicates in her writing:

Early literacy and early numeracy are two important skill areas that develop during the early childhood period. Not only are these skills critical in and of themselves in terms of early school success, they are necessary building blocks for knowledge in other areas and they appear to be related to one another. For example, young children with delays in literacy skill development are often delayed in early math skills as well. There is also growing evidence that both early literacy AND early numeracy skills are strong predictors of long-term achievement (e.g., Duncan et al., 2007).

Across all of our 4K Programs this year we are using myIGDIs early literacy screener. We also use our developmental checklist to inform progress in numeracy development. For these reasons, our program goals reflect the importance of our students gaining skills in vocabulary as well as numeracy (counting, recognizing numbers, making patterns, counting objects, one to one correspondence, subitizing and concept knowledge (Big/Short/More).

Thank you for making time to join your child for our virtual, monthly parents at school activity. During this event we focus on methods and materials for building vocabulary and numeracy skills.

Mrs. Kara Rakowski

Curriculum corner

We began our new unit, Jingle, Poems, and Rhymes, on Jan. 4. Mid year assessments are Jan. 4-15.

'I can'

I CAN: choose the sound that starts like my name
find the picture that finishes the rhyme
show in front of, in back of
show next to, behind, between
point to letters in my name
name the color purple

Targeted Vocabulary

I can use and say these words: fiddle, fleece, fowl, papoose

Social/Emotional 'I can'

I can ask someone for help when I need it.

Mark your calendars

For 4K students at all sites

Reminder: No classes on Fridays

Jan. 18 - No school: Professional Learning Day

Mar. 29 - Apr 2 - Spring Break - No Classes



FYI

When families and schools work together, we provide the best education possible for our children!

Here are 5 ways to add math to your child's day

(Modified from [NAEYC](#))

1. Bake something together

Ask your child: How many chocolate chips do you think it will take to fill one cup? How many for 1/2 cup? Count together and see how close you came to the right answer!

2. Measure, count, and record

Ask your child: How far can you throw a ball? Take a guess, then throw the ball as far as you can and measure the distance.

How many jumping jacks can you do in a minute? Try it!

How many times can you jump rope or bounce a ball without missing? Count and see.

3. Build something together

Ask your child: How high can you build that stack of Legos?

How many Legos do you need to stack to reach as high as the coffee table?

Can you make a square? A rectangle? Other shapes?

Talk about the shapes of whatever your child has created.

4. Plan dinner or a party

Ask your child: How many plates, napkins, and forks do you need for dinner?

If you're inviting 10 guests to a party, and the plates come 8 to a pack, how many packs are you going to need? How many are going to be left over?

If you're not planning a party in the near future, get creative. Why not host a tea party for your child's favorite stuffed animals?

5. Mix in math to your bedtime reading

Most families read to their children at night. Why not add a math focused books into the mix? One example is the book *Chicka Chicka 1, 2, 3* by Bill Martin Jr.

There are plenty of other ways to keep kids thinking about math—board games, stickers, and stargazing, to name a few. The important thing is just to encourage your child to see the numbers all around us and to keep things fun.

This is how we'll raise a next generation that thinks math is cool!

Asking for help

help



Sometimes I need to ask for help.

help



I may need to ask for help tying my shoes, or finding something that is lost, or reaching a toy on a shelf. There are many times I may need to ask for help.



I may try to do something on my own and be able to do it.

Sometimes I get frustrated when I can't do something. When this happens I can ask for help.

Will you help me?

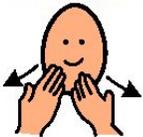


help



I can ask for help by getting someone's attention and saying "I need help please" or "will you help me?"

thank you



I can say "thank you" after someone helps me.

cool



It is cool asking others for help.

COVID QUARANTINE

If a student has one of these symptoms:



new or worsening cough

shortness of breath/trouble breathing



loss of taste or smell

Or two of these symptoms:

muscle or body aches

runny nose or nasal congestion



nausea/vomiting/diarrhea

fever over 100.4



headache



unusual fatigue

the student must stay home from school or will be sent home from school.

The student must stay home for **ten days** from the start of symptoms.

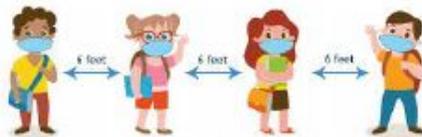
All **siblings** are required to stay home or will be sent home with the sick student. The siblings must stay home for the **ten days** with the sick student **PLUS 14 more days** for a total of 24 days.

The only way the sick student and the siblings are able to return earlier is if the sick person gets a negative COVID test or a different diagnosis from a doctor.

The Wausau School District, at the direction of the Marathon County Public Health Department, **does not accept a negative antigen test** (quick test). The student must have a COVID PCR test. The sick person and the siblings must all stay home until the results of the PCR test are received.

Evidence of a negative test must be presented to school. A letter from your doctor, a screenshot from your phone, or an e-mail from your doctor with the results is acceptable evidence. Please notify us as soon as you get the test results. The health department does not notify us.

Please contact your school health office to notify us if your student is a close contact to someone with COVID (parent, grandparent, babysitter, etc.) Your child will be required to quarantine. We will help you determine the quarantine dates.





Backpack Connection Series

About this Series

The *Backpack Connection Series* was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each *Backpack Connection* handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model



The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit challengingbehavior.org.

More Information

For more information about this topic, visit TACSEI's website at challengingbehavior.org and type "timer" in the Search Box in the upper-right corner of the screen.



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How to Help Your Child Manage Time and Understand Expectations

Brooke Brogle, Alyson Jiron & Jill Giacomini

Time is an unclear measure for children. It is very common for a parent to feel frustrated with a child when he has not done what he was asked to do (e.g., pick up toys, put on shoes, finish snack) even after he has been given a five-minute warning. However, it is important for parents to know that there is little difference between five minutes and an hour to young children because of the way they experience time. Children live in the moment and the future is difficult for them to measure. When parents use time (rather than events such as "when I get to the top of the stairs") to communicate what they expect the child to do, it can lead to the child feeling confused and frustrated, and ultimately, the child expressing his emotions through a tantrum.



Timers, particularly sand timers, are excellent tools parents can use to help young children measure time and understand expectations. Children can see the sand timer, turn it over and watch the sand fall to the bottom. There is a clear beginning, middle and end which gives children a way to predict and understand what will happen when the sand runs out. Sand timers empower children and help them to feel that they are a part of the process rather than simply being told what to do. Sand timers also give parents an opportunity to encourage and compliment their child when he is moved to action to "beat the clock"—a much more enjoyable and effective activity than nagging.

Try This at Home

The skills needed to share, trade and take turns can be taught using sand timers. For more information on how to teach the skills of sharing, trading and taking turns, check out those topics in the Backpack Connection Series at www.challengingbehavior.org.

- ▶ **Taking Turns:** "I see that Tony is playing with the puppets right now. When this three-minute timer is done, it will be your turn."
- ▶ **Trading:** "You are having so much fun playing with your train. When the timer is done, you and Austin can trade. He will give you his car and you can give him your train."
- ▶ **Sharing:** "You and Ben are both playing in the sand. There is only one shovel and two boys. You have the bucket and Ben has the shovel. First Ben can shovel the sand into the bucket and when this timer is done, you can shovel the sand into the bucket. That is a great way to share the sand toys!"

- Sand timers can help with *transitions*, or children moving from one activity to another. "I see you are happy playing with your Legos. It is time to go to school. Would you like to put your shoes on now or in one minute?" After you say this, simply flip over the sand timer and you may be surprised how your child is able to make the transition on his own.
- Sand timers can help move an activity along (e.g. clean up time). "I wonder if you can put all your trains into the box in three minutes."
- Sand timers can help YOU stay on track too. "I would be happy to get down your puzzles. I am on the phone and will do it in five minutes." This clear

boundary teaches children exactly what to expect and can reduce whining and repeated asking.

- Sand timers can also help at dinner time. "We all sit together as a family at dinner time. You can get up when the timer is done."

Practice at School

Sand timers are used at school to help children learn how to take turns and solve problems. Sand timers are also used to let children know how long an activity will take or to let them know that they will be transitioning to a new activity soon. Sand timers allow children to manage time tasks without help from an adult and give them the ability to retain control over a situation because they can watch the sand falling and see that time is almost up. Sand timers are also used in classrooms to offer choice. For example, a teacher might ask, "Would you like to do that in one minute, or two?"

The Bottom Line

Time is a difficult concept for young children to grasp. Sand timers give children something they can see and touch to help them measure time. When sand timers are used to help children understand expectations, take turns and transition to new activities, they can reduce the frequency of challenging behavior, encourage children to participate in tasks and even do things by themselves. Parents benefit from sand timers as well because the timer reduces or eliminates the need for the child to be constantly reminded and monitored. Additionally, sand timers can offer more opportunities for parents to compliment and congratulate their child.



www.challengingbehavior.org

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