

# WSD 4K

# Connect

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Fifth Issue... November 27, 2020

WSD 4K and Early Childhood Program Website: [http://www.wausauschools.org/schools\\_facilities/4\\_k\\_programming](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](http://www.wausauschools.org/parents/parent_student_handbook/english)

## Principal's Piece...

Dear Families,

This time of year offers the opportunity to express gratitude and appreciation for the many things in which we are thankful. I am extremely thankful for the students, families, and staff in our Wausau School District 4K & EC Programs.

I am always delighted in what I observe in our 4K classrooms, both in-person and virtually. I see big smiles and happy students greeting each other. I hear the enthusiastic comments from children. I see teachers working tirelessly to ensure student safety while arranging their rooms each week with a whole new set of engaging activities. I see children having so much fun interacting and learning from each other - no matter the distance. I see instructional aides engaging in conversation with children on the playground and through google meets. I see children asking friends and adults if they need help. I see children hardly able to wait their turn to give teachers the answer to a question. I hear giggling children in videos shared by families. I see the pride as children share their work and excitement about learning. I see staff finding creative ways to connect-support-engage with all learners. I have so much pride for our staff, students, and families and am so grateful to see joyful learning occurring across all of our 4K and EC sites.

Thank you for your partnership in our 4K & EC Programs. During the days to come, I hope you have beautiful days filled with smiles.

Happy Thanksgiving! Ms. Kara Rakowski

### **A REMINDER...**

**In-person students:** need to bring/wear winter coats, snow pants, boots, hats, and mittens to school **everyday**. Without proper winter clothing, students will need to stay on the blacktop and not be allowed to play in the snow **PLUS** they are learning how to put on their own winter clothes!



## Curriculum corner

December 4 will be the last day of the unit  
La Tortuga.

Our new unit, The Elves and the Shoemaker, will  
begin on December 7

### 'I can'

I CAN: show around, in, on  
print the first letter of my name  
repeat the U, C, and O sounds  
say the nursery rhymes "Old Mother Hubbard,"  
"Pussy Cat, Pussy Cat," and "There was a Little  
Turtle"—with my teachers help  
count 5 objects  
make different combinations of 3  
name numbers to 5

## Targeted Vocabulary

I can use and say these words: turtle, flute, dance, wise

## Social/Emotional 'I can'

I can point to pictures of faces showing six  
different feelings.

Thank you for joining us for our virtual  
Fill a Bucket Parents at School week!



You filled our buckets by sharing photos and  
videos of your projects!

## Mark your calendars

For 4K students at all sites

**Nov. 25 --27 - No School - Thanksgiving Break**

**Dec. 19 - Virtual Yoga with 5 Kosha's Yoga, 12:15 - 12:45**

**Save the date! More information to follow!**

**Dec. 23--Jan. 1 – No school: Winter Break**

## FYI

November 16-20 was American Education Week, a time to celebrate public education and honor those who are ensuring public schools are great for every child so that they can grow and achieve in the 21st century. One piece of American Education Week is celebrating Parents Day. Parents play a critical role in our schools and education system. We thank you for being a great support network and partner in your child's education.

There are many ongoing educational initiatives in Wisconsin. One of these is a system called "Response to Intervention," or RTI. RTI is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children. Student learning is continuously monitored so that students get immediate help.

Teachers are evaluated in a system that supports the continuous improvement of educator practice, and that leads to improved student learning. The system is a performance-based evaluation one that balances an educator's professional practice with evidence of student outcomes. Teachers meet together weekly to reflect on their practices and look at their assessment data to design instruction and share high-level strategies that work.

Our history of these solid practices continues this school year as we add mitigation strategies to reduce virus spread and navigating a pandemic to our discussions.

I recognize and applaud our 4K & EC staff for the unbelievable devotion and constant work to ensure the success of every child. In addition, thank you to all of the organizations that support the Wausau School District and our 4K & Early Childhood programs.

## Tucker Tip

HAPPY

EMBARRASSED

NERVOUS

SAD

ANGRY

FRUSTRATED

Understanding emotions is a critical part of children's overall development. It is up to adults to teach children to understand and deal with their emotions in appropriate ways. They are experiencing so many new and exciting things for the first time. It can be overwhelming! We need to be sure we always validate our children's emotions and don't punish them for expressing their feelings. You might want to remind your child that, "it's ok to tell me how you feel, but it's not ok to hurt others or things when you feel (name feeling)." Children get angry, sad, frustrated, nervous, happy or embarrassed, but they often do not have the words to talk about how they are feeling. Instead, they sometimes act out these emotions in very physical and inappropriate ways. For example, when Maggie's son was frustrated, he threw the puzzle piece and the puzzle.

Parents can help their child understand and express their emotions. The following strategies are some of the ways you can help your child express his feelings:

- **Help your children understand their emotions by first giving the feelings names and then encouraging them to talk about how they are feeling. For example, you might say to your child, "Daddy left on a trip. You are sad. You said you want your Daddy." By giving your child a label for her emotions, you enable your child to develop a vocabulary for talking about feelings.**

- **Give children lots of opportunities to identify feelings in themselves and others. For example, you might say to your child, "Riding your bike is so much fun. I see you smiling. Are you happy?" Or you might point out a situation and ask your child to reflect on what someone else may be feeling: "Joey bumped his head on the slide. How do you think Joey feels?" Characters in books are great examples for explaining different feelings.**

**Show children what their face looks like in a mirror or on your face and name the emotion.**

- **Teach your children the different ways they can respond to specific feelings, conflicts or problems. Talk about your own feelings with your children. "Remember yesterday**

***when the water in the bathtub would not go down the drain? Mommy got so mad."***



There was an old woman  
who lived in a shoe.  
She had so many children  
she didn't know what to do.



She gave them some broth  
along with some bread,  
then hugged them all soundly  
and sent them to bed.

**Little Jack Horner  
sat in a corner,  
eating a Christmas pie:**

**He put in his thumb  
and pulled out a plum,  
and said, "What a good boy am I."**



1, 2, buckle my shoe,



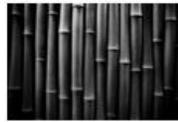
3, 4, shut the door,



5, 6, pick up sticks,



7, 8, lay them straight,



9, 10, a big fat hen!



**The nursery rhymes coincide with our Elves and the Shoemaker unit!**

Dear Parent/Guardian:

What can an Infinite Campus Parent Portal do for you?

In today's busy world information must be at your fingertips in a moment's notice! Put Infinite Campus to work for you by creating your personal Parent Portal. In just a few minutes you will be able to access some or all of these features:

- Check Busing Information
- View Student Grades
- Print Report Cards and Progress Reports
- Pay School Fees
- View Payment History
- Update Email Addresses and Phone Numbers
- Set up personal notifications



Parents who do not have a Parent Portal set up received the following information in an email. Please contact Sarah Fisher at [safisher@wausauschools.org](mailto:safisher@wausauschools.org) for your GUID# to get started!

**THE JANUARY REPORT CARD IS ONLY ACCESSED THROUGH THE PARENT PORTAL.**

The district is asking all families to set up a parent portal. Please follow the instructions below to set one up. One portal will be used for all your children.

Follow the steps below to set up your parent portal-

1. COPY GUID # that is provided below. (Do not include the word-GUID #-)
2. Click on link below.
3. Click on New User?
4. Paste GUID # you copied into Activation Code box.
5. Create your own username and password.  
SAVE THIS USER NAME AND PASSWORD SOMEWHERE. DO NOT FORGET OR MISPLACE.

GUID#-

<https://wausauwi.infinitecampus.org/campus/portal/parents/wausau.jsp>

# CELEBRATE SAFELY DURING THE HOLIDAYS

## SAFE



### STAY HOME

- Prepare traditional dishes with those in your household
- Host a virtual dinner and share recipes with family and friends
- Put up your favorite decorations and share photos online
- Watch parades, sporting events, and movies at home
- Shop online instead of in stores

## LESS SAFE



### IF YOU GATHER, BE WISE

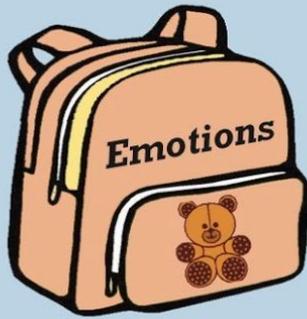
- Keep gatherings small, short, and local
- Stay outside
- Ensure proper ventilation if indoors
- Wear masks and stay at least 6 feet away from people you don't live with
- Wash or sanitize your hands regularly, especially before eating
- Don't share food or other items
- Quarantine for 14 days before and after your gathering

## UNSAFE



### AVOID...

- Indoor gatherings
- Potlucks, buffets, or other shared food
- Places with crowds, such as stores, parades, running events, and sports
- Contact with anyone who is sick or may have been exposed to COVID-19



## 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](http://challengingbehavior.org).

### More Information

For more information about this topic, visit TACSEI's website at [challengingbehavior.org](http://challengingbehavior.org) and type "label emotions" in the Search Box in the upper-right corner of the screen.



This publication was produced by the Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children funded by the Office of Special Education Programs, U.S. Department of Education (H326B070002). The views expressed do not necessarily represent the positions or policies of the Department of Education. May 2012.

# How to Help Your Child Understand and Label Emotions

Brooke Brogle, Alyson Jiron & Jill Giacomini

**Y**ou can help your child expand her emotional vocabulary by teaching her words for different feelings. Once she knows and understands these words you can help her to label her own feelings and the feelings of others. For example, do you remember a time when your child had a meltdown at the grocery store or other public place? Perhaps you tried soothing your child by telling her to "calm down" and felt confused and unsure of what to do next when she continued the tantrum. Next time you can better help your child understand and deal with the emotions she is feeling by saying, "You look sad and disappointed. Sometimes I feel that way too. I wonder what we can do to feel better?" Teaching your child about her emotions can be a fun and rewarding experience and prevent challenging behavior from occurring in the first place.



## Try This at Home

- Simply state how your child is feeling. "You look really excited! I see your eyes are big and your mouth is open."
- State how others are feeling. "Wow, that little boy is really mad. I see he is crying and making fists with his hands. I wonder why?"
- State how you are feeling. "I am really frustrated that the lawn mower is broken. I think I'm going to take a break and come up with some solutions to this problem."
- Use books as teaching tools. There is a huge selection of children's books that focus on emotional literacy. Visit <http://csefel.vanderbilt.edu/resources/strategies.html#list> where you will find a book list, book activities and other resources for teaching emotional literacy.



## Practice at School

Talk with your child's teachers to see how they are teaching your child about emotions at school. Many emotions are seen and experienced at school. With adult help, children are taught how emotions look and feel on their bodies. Through books and real experiences, teachers show that a child looks sad because he is crying or mad because her fists are tight. As children begin to recognize what emotions look like, they can begin to manage their own emotions and show empathy toward others.



## The Bottom Line

Children with a strong emotional vocabulary:

- Tolerate frustration better
- Get into fewer fights
- Engage in less destructive behavior
- Are healthier
- Are less lonely
- Are less impulsive
- Are more focused
- Have greater academic achievement



[www.challengingbehavior.org](http://www.challengingbehavior.org)

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