



Inclement Weather Information

Hello 4K Families,

The leaves are falling and we are on our way to colder weather. I wanted to share with you the policies and procedures the 4K program follows when it comes to the weather affecting school closures.

All SP4K programs will follow Sun Prairie Area School District practices during inclement weather. If school is cancelled for the day, an announcement will be made before 6:30 a.m. on the district website (www.sunprairieschools.org) and on local television and radio stations. A message will also be on the school closing information line at 834-6688, Ext. 2561. In addition, families will also be notified through the “Blackboard Connect” notification system.

When the start of the school day is delayed for 1-2 hours, there will be no morning SP4K program. The afternoon program will be in session according to usual times.

If school is already in session and inclement weather moves into the Sun Prairie area, please check the district website, message line, and local television/radio stations as students may need to be dismissed early. Our “Blackboard Connect” system will also notify families. If that happens, all SP4K students who ride the bus will be transported home and our usual drop-off procedures will be followed. Students who ride home with parents will remain at their SP4K sites until a parent/guardian arrives.

Please notify your site if your child’s transportation needs will change during inclement weather.

Please contact your site director or the 4K office with any questions.

Calendar Notes

- PARENT TEACHER CONFERENCES: Take place the week of November 11th. Times and dates vary by site, please sign up at your 4K site for a conference time.
- NO SCHOOL: November 14,15 - Conferences
November 27,28,29 - Thanksgiving

Introducing Matt and Molly

Matt and Molly teach communication and literacy skills with familiar characters, predictable routines, and fun antics. Children develop skills in vocabulary, grammar, representational play, sequencing, reading comprehension, predicting, identifying feelings, answering questions, and determining missing information. Matt and Molly are the main characters of every picture story, so students begin to consider them good friends as they progress through each lesson. All lessons follow the same routine and can be used with the entire class.

What children learn from Matt and Molly:

- ♦ Learn to anticipate, predict, and follow a storyline
- ♦ Develop question answering, vocabulary, and sequencing skills
- ♦ Develop language, literacy, and story comprehension skills



Ask your child if they have met Matt and Molly yet? They may have even brought home a story to share with you!



Reading Daily with your child

Reading daily with your child is critical to their development in many ways. There is no better way to increase vocabulary, teach literacy fundamentals, and expose your child to images and words to which they would otherwise not be exposed.

However, just saying the words on the page, while giving some benefits to your child, will not make the experience as productive as possible. By adding just a few small changes to your read-aloud time, you will be greatly increasing your child's reading preparedness.

Read the Title, Author's Name, and Illustrator's Name-It's important for children to become familiar with what these three things mean. Explain what author and illustrator mean. It's also great for them to understand that every book is written and illustrated by real people.

Ask Your Child to Make Predictions-Read the title and look at the cover, then ask your child to tell you what they think might happen in the book. Most children will be quite uncomfortable with this in the beginning since they don't know the answer, and they want to please you by saying only correct answers. Encourage them by saying that there is no wrong answer, but rather you just want them to take a guess. Ask them again in the middle of the book to make a prediction about how the story will end, and you could even make your own prediction and sometimes model that it's okay to make an incorrect prediction.

Ask Your Child What Is Happening In the Pictures-It may not seem like pictures are as significant of a learning tool as the words, but when your child examines what is happening in a picture and explains it, it develops their inference skills. Just make sure not to do it with EVERY picture. Once or twice during a book will give them a chance to practice without completely interrupting the flow of the book.

Move Your Finger as You Read-By moving your finger underneath the words as you read, your child understands that you read left to right and top to bottom. It also helps children from a very young age to understand that the words you are saying are those written on the page, not just your own thoughts. However, this one takes a fine balance. Please don't move your finger under every word on every page in every book. As a matter of fact, you should probably read most books without doing this at all. But every couple of days, use this trick on a page or two just so that your child will begin to take notice of some very important literacy fundamentals.

Ask Questions-Again, this involves a balancing act. Please don't ask your child three questions per page. As a matter of fact, don't even ask them one question per page. I think that asking a question every few pages is frequent enough to check your child's understanding without breaking the flow of the story. You can ask basic recall questions, like "What did Mom say she needed at the store?" as well as reasoning questions like "How do you think Mom will get to the store?" and you can also throw in expansion questions like "What would you buy at the store to cook for dinner?". The goal is to engage your child in the story, but beware that if you stop too often you will turn your child off to reading with you altogether because it will become a frustrating situation to them.

Reread the same books again...and again...(and again)-Most adults like to read a book once, and unless it's a favorite, they will move on to another one. However, children like to read the same books over and over again. This helps them to make permanent in their mind the words and concepts that their brain is understanding. Regardless of the repetition, it is helping your child learn when you happily read and re-read books.

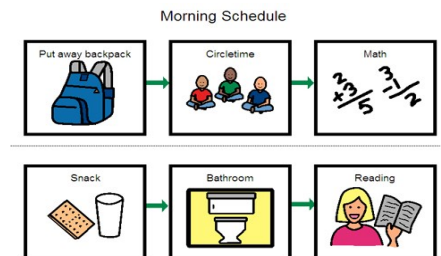
Really enjoy the book with your child-It really doesn't matter if you follow each of these rules, AND establish a 1,000 book collection for your child, AND take them to the library twice a week. If you don't take time to truly enjoy a book with your child, the likelihood of them enjoying it greatly decreases. Some of my children's favorite books have been my favorite books, and I think it's because my enthusiasm for the book shows. Enjoy the book and enjoy the time, because both are over much too soon.

What are we working on in 4K? ROUTINES!!

Children feel the most secure when their lives are predictable. When adults provide environments that feel safe, children learn that they can trust others to take care of them and meet their needs, so they become free to relax and explore their world. Young children do not yet fully understand the concept of time, so they do not order their lives by hours and minutes, but rather by the events that happen. When events happen in the same order every day, children have a better understanding of their world, and therefore feel more secure. A regular schedule gives children a way to order and organize their lives. When young children know what to expect, they become more confident in both themselves and the world around them. They know they will not be confronted with unfamiliar tasks that they are for which they are unprepared. (education.com)

In our classrooms you will see visual schedules of our day, the activities we are working on and procedures that we follow– washing hands, snack time and what we do before we enter the room. These routines help our students practice and LEARN what school behaviors look like, sound like and feel like. Students are beginning to learn concepts like “before and after”, and they begin to understand complex ideas like time management, impulse control and patience.

We use visuals to support these routines because children can independently look at the picture and know the expectation.



Update from Kobussen Bus

Waiting for the Bus

As cold and snowy weather is upon us, we would like to remind families of a few safety issues when students are waiting for the bus in the morning. Students should:

- be waiting at their bus stop at least 5 minutes before the scheduled arrival time.
- be dressed appropriately for waiting in cold weather. This includes jackets, hats, gloves/mittens, and scarves.
- stay out of the road and other's yards when waiting for the bus. Wait on the sidewalk or as close to the curb as possible if there are no sidewalks.
- wait on their side of the road and wait to cross until the driver signals.
- wait for the bus to come to a complete stop before approaching to board.

Eating On The Bus

Please remember that there is absolutely no eating allowed on district buses. Many students have life-threatening food allergies that could be affected by others eating on the bus. If your child does not get a chance to eat breakfast at home before school please make sure he/she knows to wait until they arrive at school before eating to ensure the safety of everyone. If your child is given a snack or treat at the end of the day we also ask that they eat it at school or wait until they get home.

If you have any questions or concerns about this information, or school bus safety, please contact Kobussen at 825-8700, ext 5509.

Just Playing



When I am building in the block room, please don't say I'm "just playing".

For you see, I'm learning as I play, about balance and shapes.

Who knows, I may be an architect someday.

When I'm getting all dressed up, setting the table, caring for the babies, don't get the idea I'm "just playing".

For, you see, I'm learning as I play;

I may be a mother or a father someday.

When you see me up to my elbows in paint or standing at an easel, or molding and shaping clay, please don't let me hear you say, "He is just playing".

For, you see, I'm learning as I play. I'm expressing myself and being creative.

I may be an artist or an inventor someday.

When you see me sitting in a chair "reading" to an imaginary audience, please don't laugh and think I'm "just playing".

For, you see, I'm learning as I play.

I may be a teacher someday.

When you see me combing the bushes for bugs, or packing my pockets with choice things I find, don't pass it off as "just play".

For you see, I'm learning as I play.

I may be a scientist someday.

When you see me engrossed in a puzzle or some "plaything" at my school, please don't feel the time is wasted in "play".

For, you see, I'm learning as I play. I'm learning to solve problems and concentrate.

I may be in business someday.

When you see me cooking or tasting foods, please don't think that because I enjoy it, it is "just play". For, you see, I'm learning to follow direction and see differences.

I may be a cook someday.

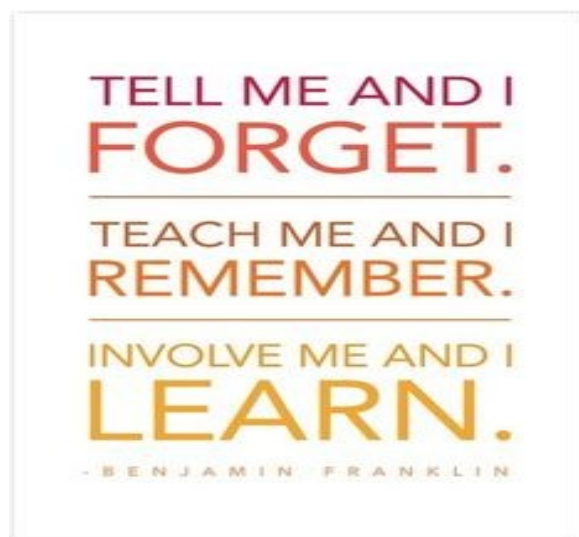
When you see me learning to skip, hop, run and move my body, please don't say I'm "just playing". For, you see, I'm learning as I play. I'm learning how my body works.

I may be a doctor, nurse or athlete someday.

When you ask me what I've done at school today, and I say, "I just played", please don't misunderstand me.

For you see, I'm learning as I play. I'm learning to enjoy and be successful in my work. I'm preparing for tomorrow. Today, I am a child and my work is play.

~Anita Wadley



Who do I contact with questions?

The best place is to always start with your child's teacher. They have close contact with your child and have a deep understanding of their program and can most quickly address any of your concerns. The next step is to contact your 4K site director. They have a wealth of knowledge and can answer questions about the many site specific policies and procedures.

You can also contact the 4K Program Supervisor to answer questions from a 4K- Sun Prairie School district perspective and help you navigate the school district in general.

SUN PRAIRIE AREA

4K Supervisor- Elizabeth Knudten
608-834-6671
elknudt@sunprairieschools.org

4K Secretary- Cindy Schmitz
608-834-6672
csschmi@sunprairieschools.org

If a student or parent/guardian would prefer to have this information translated into Spanish, please contact us at 834-6620.

Si un estudiante, padre ó guardian prefiere tener esta información traducida en Español, por favor contactenos en el 834-6620.

***** If a student or parent/guardian would prefer to have this information translated into Hmong, please contact us at 834-6630.

Yog tus me nyuam lub xiv los yog niam thiab txiv/tus neeg muaj cai saib xyuas tus me nyuam xav tau qhov ntawv ntawm no ua lus Hmoob, thov hais rau peb paub rau ntawm 834-6630.

STATEMENT OF NONDISCRIMINATION

No student may be unlawfully discriminated against in any school programs, activities or in facilities usage because of the student's sex (gender identity, gender expression and non-conformity to gender role stereotypes), color, religion, profession or demonstration of belief or non-belief, race, national origin (including limited English proficiency), ancestry, creed, pregnancy, marital or parental status, homelessness status, sexual orientation, age, or physical, mental, emotional or learning disability. (SPASD Policy JB)