

COUNTRY VIEW CHRONICLE

April 2025



Greetings Country View Families!

As the vibrant colors of spring unfold around us, we at Country View are also blossoming with community spirit, joyful learning, and a deep sense of belonging. April is a time of growth and renewal, and we've been busy nurturing these values within our school family. We are finishing up Unit 4 in our literacy curriculum with project-based learning around History! We are noticing ALL scholars growing in their reading, writing, speaking, and listening skills! We will be jumping into unit 5 with the theme of Earth Science. The essential questions are below:

	Theme	Essential Question
Kindergarten	Outside my Door	What can we learn from the weather?
First Grade	Beyond my World	How do the seasons affect us?
Second Grade	Our Incredible Earth	How does the earth change?
Third Grade	Solutions	How does the world challenge us?
Fourth Grade	Features	Why is it important to understand our planet?
Fifth Grade	Systems	How do elements of systems change?

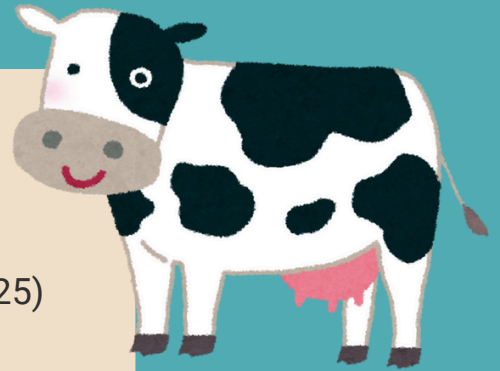
Get curious with your child to see what they are learning! As always, after 6 weeks of instruction, the learning culminates with a project inquiry to summarize the previous 5 weeks of learning! Teachers will be sending you updated information as scholars progress through this next unit.

Creating a safe and inclusive environment where every student feels valued and connected is paramount at Country View! This month's Wildcat Way focus I am a Learner! Being a learner at Country View can look like using listening ears, using our problem-solving skills, and being focused and engaged. These behaviors will be reinforced throughout the cafeteria, classroom, recess, and hallways. We encourage students to be upstanders and to support one another, fostering a culture of understanding.

We are so grateful for your continued partnership in making Country View a place where community thrives, joy is contagious, and every child feels a strong sense of belonging. Together, we are creating a nurturing and enriching environment for our students to learn and grow.

In Service~
Ms. Beem

CHRONICLE



UPCOMING EVENTS

- April 14** ---- Sippola (K) Spring Music Concert (10:25-10:55)
---- Mrozinski (K) Spring Music Concert (10:55-11:25)
- April 15** ---- Rebholz (K) Spring Music Concert (9:45-10:15)
---- Battles (K) Spring Music Concert (10:15-10:45)
---- Dairy Day (cow will be visiting Country View!)
- April 17** ---- Spring Music Concerts (1st-5th)
- May 1** ---- Color Run Registration Due to receive a race bag
- May 16** ---- Color Run (5:30 check-in, 6:00 run)



SOCIAL EMOTIONAL SCREENER

2nd-5th grade students will be taking VASD's social emotional screener, mySAEBRS, in May. To learn more about SAEBRS and mySAEBRS, check out this [family letter](#) that was sent on October 11th.

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SHARE FAIR

Check out the photos below for some of the amazing work presented at the Share Fair!



COLOR RUN

[Click here](#) to sign up for the color run that supports Country View families! All students get a **FREE** t-shirt! Come get drenched in color on Friday, May 16th, starting at 5:30PM!

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ATTENDANCE TIDBITS



18 OR MORE DAYS

- Excused and unexcused absences represent lost time in the classroom and lost opportunities to learn.
- Missing just one day every two weeks can add up to 18 days in a year. Absences add up before you even know it.



10 TO 17 DAYS

- Students who are absent an average of 15 days a year miss a year's worth of school before their senior year.
- When students miss a day of school it actually puts them two days behind their classmates.



9 OR FEWER ABSENCES

- Students with good attendance generally achieve higher grades and enjoy school more.
- Children benefit and make the most of their educational opportunities if they attend school regularly and on time.

REMINDER!

School Doors Open

- Mondays: 9:05
- Tues-Friday: 7:15

School Starts

- Monday: 9:25
- Tues-Friday: 7:30

BE PROACTIVE

- Set a regular bedtime (and stick to it)
- Create a morning routine for school days
- Talk to your child about things they enjoy at school and what they look forward to
- Think through what “too sick to go to school” vs. “not feeling great but can still go” looks like
- Make a backup plan for school transportation
- **Contact Lily, School Social Worker, with any attendance related questions or concerns! 608-845-4833, hlavacel@verona.k12.wi.us**

SUPPORTING KIDS WITH... COPING SKILLS



HIGHLIGHTS

Helping kids learn to:

- **name their emotions,**
- identify how emotions **feel in their body,**
- teaching coping skills **when kids are calm**

are important pieces to teaching this skill.



DID YOU KNOW?

Emotional regulation can be challenging for children because their prefrontal cortex, responsible for decision-making and impulse control, isn't fully developed. They rely more on the amygdala, the brain's emotional center, often resulting in impulsive, emotion-driven reactions.

DEVELOPING SKILLS

EMOTION REGULATION

Emotional regulation is the process of identifying your feeling(s) and **making healthy choices that help you continue to be and do your best, even when you're upset.**

Everyone experiences **uncomfortable emotions** in life, and learning how to take care of them is important!

Emotional dysregulation occurs when someone's feelings are taking control of them, leading to unhealthy responses.

Make a plan: when a child is already upset, it's very hard for them to learn new coping skills or problem-solving strategies. Teach and practice these skills during times of calm, then make a plan about when your child might use them. Ex. "What can you do when you're angry at your little brother?"

Role-Playing: Use role-playing to practice different scenarios and appropriate emotional responses. For example, you could pretend to be a teacher, and your child can practice how to ask for help when they're feeling frustrated.

Create a brave space calm down corner: provide a comforting space at home where your child feels secure expressing and feeling their emotions. This might look like a corner in their room with comforting books, toys, or fidgets they can go to when they are experiencing big feelings.



SUPPORTING KIDS WITH...

COPING SKILLS

COPING SKILLS TO TEACH, MODEL, AND PRACTICE

NAME IT TO TAME IT

The simple act of identifying and naming feelings can help us feel a little better. Help your child with this by using phrases like, "I see you're upset right now. Are you feeling worried? Or frustrated?"

Model by naming your own emotions out loud from time to time.

Help your child to understand clues in their body about feelings.
Ex: butterflies in the stomach or face feeling hot.

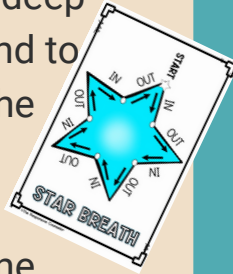
POSITIVE SELF-TALK

Help your child develop a habit of positive self-talk with affirmations like, "**I can handle this,**" or "**I am in control of my emotions.**" Create a list of affirmations together and practice them daily.

Teach your child to question and reframe unhelpful thoughts. If they say, "I can't do this," encourage them to change it to, "**This is hard, but I can try my best.**"

RELAXATION

Star Breathing: Practice taking slow, deep breaths by using the finger of one hand to trace up (inhale) and down (exhale) the fingers on the other hand.



Safe Place: teach your child to imagine they are in a safe, peaceful place. Prompt them to identify what they would see, hear, taste, smell, and touch while they're there. Encourage them to imagine they're in this place when they are upset.

Progressive Muscle Relaxation: This involves tensing and then slowly relaxing each muscle group in the body, starting from the toes and working up to the head. You can also use the language of "robot vs. ragdoll" to describe tightening and relaxing muscles.

Model your own use of these strategies during tense times!

RECOMMENDED BOOKS:

Books to read with your child:

- **Listening to My Body** by Gabi Garcia
- **The Color Monster** by Anna Llenas
- **What Does It Mean To Be Present** by Rana DiOrio
- **Charlotte and the Quiet Place** by Deborah Sosin

