

DECEMBER 2020



Woodall GNETS Newsletter

The Woodall GNETS Program


1822 Shepherd Drive, Columbus, Georgia 31906

706-748-3166 Office

A community of lifelong learners, responsible citizens,
and champions of success!

CHRISTMAS WORD SEARCH

R	E	F	K	M	C	Y	Y	Y	S	J	X	M
E	K	E	S	N	F	N	S	C	J	S	L	I
E	Q	S	R	W	H	E	A	X	E	W	I	S
D	K	K	L	T	I	N	R	A	T	S	G	T
N	B	C	T	K	D	S	L	E	I	G	H	L
I	C	A	O	Y	R	A	S	K	E	T	T	E
E	Z	O	C	I	H	A	S	H	B	L	S	T
R	C	A	S	G	N	I	K	C	O	T	S	O
N	N	I	U	T	B	S	C	V	D	Y	B	E
E	C	F	A	Q	R	O	F	P	Z	H	B	C

- | | | |
|--------------|---|----------------|
| 1. SANTA |  | 6. STAR |
| 2. TREE | | 7. SLEIGH |
| 3. LIGHTS | | 8. COOKIES |
| 4. REINDEER | | 9. MISTLETOE |
| 5. STOCKINGS | | 10. CANDYCANES |

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Woodall GNETS

Mission Statement

To create a climate
of cooperation and
socio-emotional
competence through
explicit modeling of
behaviors and
expectations for
students and staff.



Message from Mrs. L. Thornton -
Director

Parents/Guardians:

I would like to take this opportunity to thank you for your continued support and cooperation over the past months. We called and you responded!

As we close out the old year and move into a new one, let me on behalf of the Woodall staff wish you and your family a peaceful and blessed Christmas season.

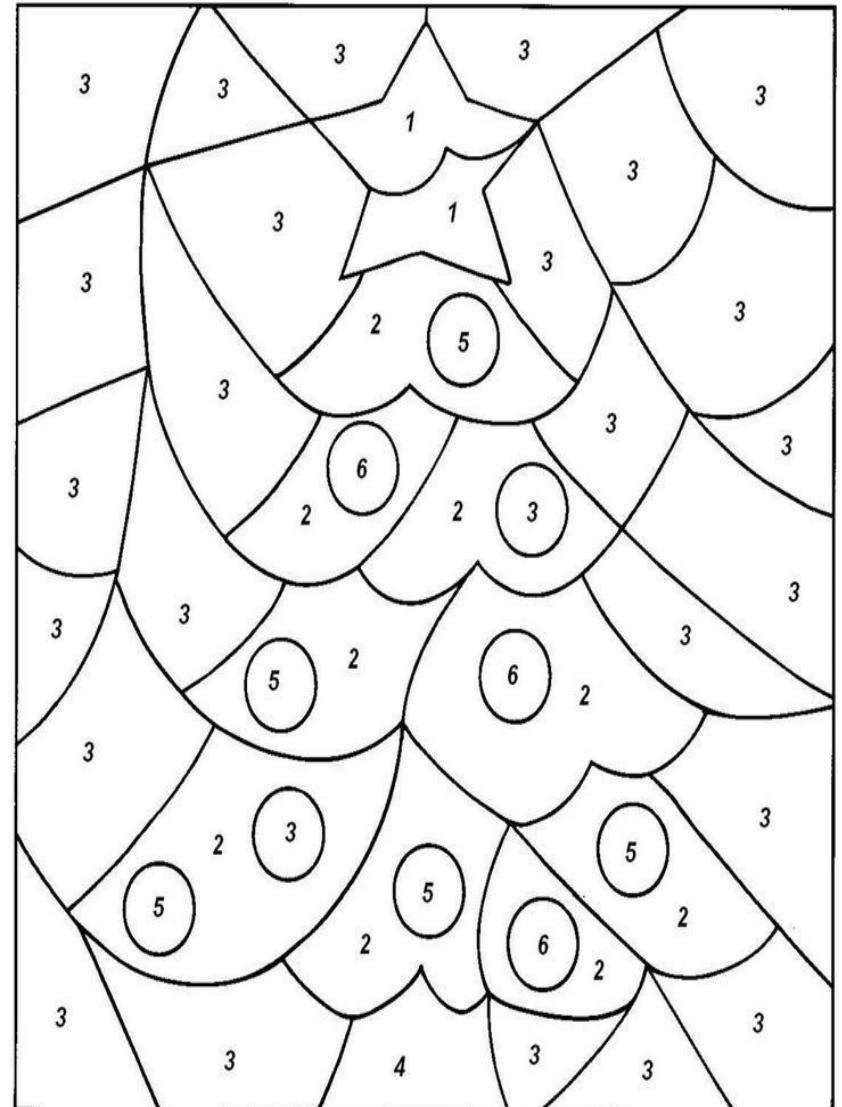
If you have any questions or concerns in regard to the Woodall GNETS Program, please do not hesitate to contact me via phone or email:

Phone: (706)748-3166 Office

E-Mail: Thornton.Lachrista.S@muscogee.k12.ga.us



Merry Christmas



1-Gold 2-Green 3-Blue 4-Brown 5-Red 6-Yellow

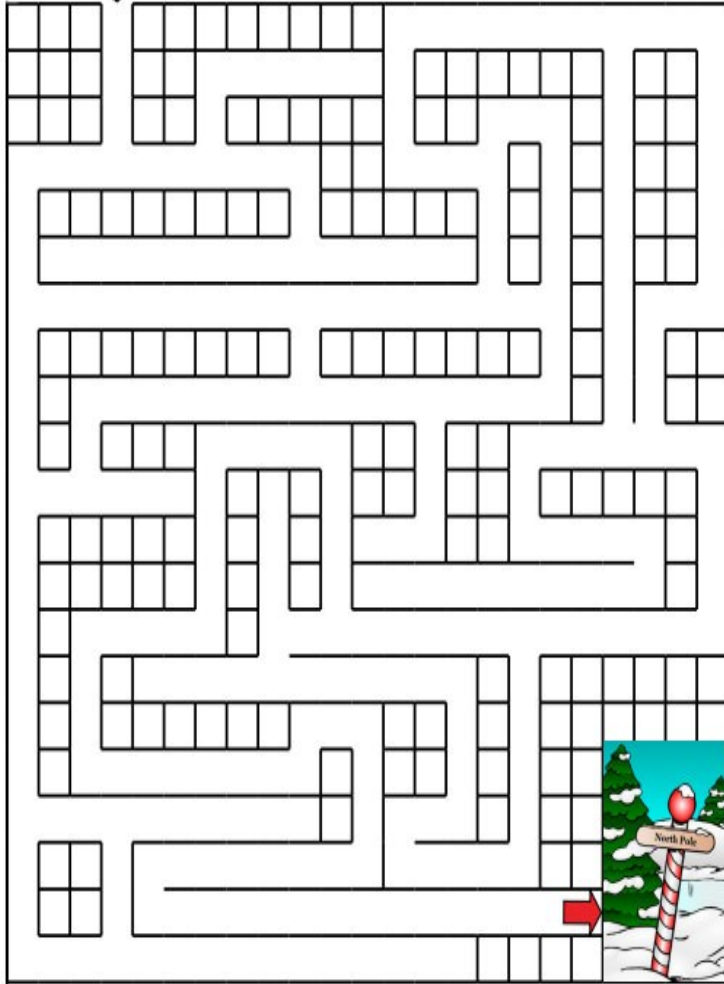
Fast seo guru.com

free kids coloring page.com



SANTA'S MAZE

Help Santa return to his home at the North Pole by finding him a clear path through the maze.



Notes from the Desk of: Chauntell Beal— Behavioral Specialist

Character Word of the Month —
DILIGENCE



Diligence - Working hard in a steady and continuing manner; industrious; sticking with a project or plan

Greetings,

I encourage you to continue questioning your child about our daily social skills, lessons, and activities. Students at Woodall have been very successful with working on their social skills using the Skillstreaming Program. This program teaches our children and adolescents the social skills necessary to lead useful and satisfying personal and interpersonal lives. Parents, please continue to take time to check over your child's point sheets. Remember, this is our bridge to connect the gap between home and school. Each student receives a copy of their point sheet daily to be sent home. If you don't receive a copy from your child, please feel free to contact Mrs. Beal. Thank you, parents, for completing the Strengths and Difficulties Questionnaire (SDQ), and Behavior Assessment System for Children, Third Edition (BASC™-3). We must continue to work together for our students. Here are a few quick tips to consider over the holiday break.

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How to Take the Stress Out of Holidays

1. Be open to change.

Talk with your kids about your traditions — which ones they love and which you might evolve to make them more fun or memorable for everyone. This is especially important when family dynamics have changed because of divorce, a new marriage or sibling, or a death in the family.

2. Be realistic.

Factoring in kids' limitations when you make plans will reduce stress on everyone. Kids who are anxious about meeting new people — or even encountering the extended family — will need support and realistic expectations. Kids who have trouble with organization will need help to succeed at gift-giving. Children who tend to be impulsive need structure to minimize disruptive behavior. Not overestimating your kids' patience and ability to focus will help you enjoy yourself more, too.

3. Prep kids for changes in routine.

Holidays represent a change in a family's normal schedule, and for some kids that's unsettling. Preparing them for changes in their routines — what to expect and what you expect of them—will help head off meltdowns. If you're traveling, bring familiar toys and books, and make sure you have quiet one-on-one time like reading before bed.

4. Give yourself a break.

Don't stretch yourself too thin trying to create the "perfect" holiday season. Decide what is important, prioritize, and say "no" to what you can't handle.

5. Be sure to laugh.

Kids pick up their parents' stress and tension, so they're more likely to be irritable if you are. Have a sense of humor, enjoy your kids for who they are, and keep in mind that what you'll all remember when it's over is likely to be the unexpected moment when everybody was relaxed, not the brilliantly choreographed party, dinner, or outing.

NOTICE

- December 22 - Student early release Day
- December 23-31 & Winter Break
- January 1-4 Winter Break
- January 5-Employee Furlough Day (No School)
- January 6-2nd Semester begins



Notes from the Desk of:

Dr. Vytoris Sandford—Instructional Specialist

i-Ready Diagnostic

The intent of the i-Ready Diagnostic is to help identify the specific skills each student needs to develop, identify each student's areas of strength, and measure academic growth through the school year. The Mid-Year Diagnostic will begin on December 7, 2020 through December 11, 2020. Please discuss the importance of these assessments with your child.



The Diagnostic covers these mathematics domains:

Number and Operations in Grades K-8 refers to the mathematics skills often thought of as arithmetic, from reading and writing numbers to adding, subtracting, multiplying, and dividing different types of numbers.

Algebra and Algebraic Thinking in Grades K-8 refers to mathematics skills related to seeing number patterns, understanding the meaning of addition, subtraction, multiplication, and division, and using symbols to write and solve equations including those used to solve word problems.



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- Have the right values
- Common Sense Media has more pointers here. Conversely, if you don't want your child playing a particular game or watching a particular show, explain your reasons why and be specific – don't just say it's "bad."

- **Don't make screens the reward (or consequence).** Technology is enormously appealing to kids as it is, but when we make screen time the go-to thing kids get for good behavior – or get taken away for bad behavior – we are making it even more desirable, thereby increasing the chances that a child will overvalue it.

- **Encourage other activities.** There are many ways to have fun. Running around outside, playing a sport, reading books, doing crafts – variety is important for a balanced life. Encourage your kids to develop a wide range of interests. Model yourself doing this, too. Let your kids see you reading a book and making things and having a hobby. Finally, present these things as just as rewarding as screen time – not alternatives to it. Equal billing is important.

- **Be prepared for them to discover porn.** Even if they're not exactly looking for it, kids today can stumble onto pornography very easily. Curiosity is often a big motivator, so don't be shy about having some frank, developmentally appropriate conversations about sex. If they hear it from you then they'll be less likely to turn to the Internet for answers, and they'll be more likely to ask you to explain what they see online or hear from friends. And if they do see porn, let them know what they saw was no more realistic than any other movie.

Sommer Lewis— Social Service Technician



This kind of play lets kids:

- Move at their own pace, instead of being driven (or hurried) along by fast-moving media
- Develop creativity
- Get experience making decisions
- Practice sharing and working with others
- Learn to be a leader and self-advocate
- Apps – however educational they claim to be – are no substitute for the kind of learning that comes to kids naturally if we let it.

- **Do leave the tablet at home.** While they are helpful during a long car or plane ride, tablets and other devices are out of place in the stroller or car on the way to preschool. It's important for kids to have the opportunity to look around them and find entertainment (not to speak of learning) in the real world, too. And they should not be part of play dates!

Grade school age kids (5-11)

- **Watch things together.** If you're worried that your kids are getting bad messages from the media, the best way to counteract them is to watch alongside your kids and point out when something isn't right. Call out a female character if she only seems to care about boys, or how she looks. Provide context if you are seeing unhealthy relationships (including friendships) or unrealistic beauty standards. Besides reinforcing your values, this will teach your kids to watch television and movies actively, not passively, which is good for their self-esteem. Do this during commercials, too!

- **Screen time shouldn't be all the time.** The AAP recommends that parents set sensible boundaries on how much screen time is appropriate for their child. Just as important: designating media-free spaces, like bedrooms and the dinner table. Establishing (and enforcing) these limits from a young age teaches kids to be healthy media consumers.

- **Be discerning.** Determining what is quality screen time and what isn't might not be obvious, but look out for things that:

- Are age-appropriate
- Engage your child's imagination

Measurement and Data in Grades K-8 is a wide range of mathematics skills related to collecting, organizing, and interpreting numerical information, from telling time or using a ruler to measure the length of an object to using formulas to find volume or surface area. It also includes understanding tables and graphs, and in later grades, statistics and probability.

Geometry in Grades K-8 refers to a variety of skills related to analyzing two- and three-dimensional shapes. These include naming and classifying shapes using characteristics such as symmetry, number of sides, and angle measures, and in later grades, using congruence and similarity.

The Diagnostic covers these reading domains:

Phonological Awareness is the understanding that a spoken word is made up of different parts and that each of these parts makes a sound. Readers need to be able to distinguish, or make out, the individual sounds in spoken words before they can fully master matching sounds to letter.

Phonics instruction teaches children how to connect the sounds they hear in spoken words to the letters they see in written words. Students have to learn many different connections between sounds and spelling patterns.



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High-Frequency Words are the words that appear most often in what children read. Words such as the, and, and it are high frequency words. Learning to recognize these words automatically helps students read more quickly and easily, which gives them a better opportunity to understand what they are reading.

Vocabulary is the name for the words a student knows. The more words a student knows, the easier it is to understand what the student reads.

Comprehension: Literature describes a student's ability to understand types of writing that are usually made up, or fictional.

Comprehension: Informational Text describes a student's ability to understand types of writing that are usually true. Books about science or history are examples of informational text, as are newspaper articles or magazine articles.



Parents used to just worry about kids watching too much TV, or playing too many video games. We still worry about those things, but now the screen time list has gotten much longer. Phones, tablets, apps, social media, texting – they all can captivate kids (and adults) starting at a very young age. What's a parent to do? Going back to bed isn't an option, but taking a deep breath and encouraging rational moderation is. Here are some tips, broken down by age group, to get you started.

Very young children (0-4)

- **Limit exposure.** The American Academy of Pediatrics recommends avoiding television and other entertainment media for children under 18 months. After 18 months parents can begin introducing "high quality" programming, but the AAP cautions that parents should watch with their children to answer any questions they might have. For children two to five, the AAP recommends limiting media consumption to an hour of high quality programming, again with the caveat that parents should be watching alongside.

- **Start leading by example early.** Even before your child has a phone or tablet of her own, show her how they should be used. Don't check your messages at the dinner table. Look at people when they're talking to you – not at your phone. Remember that your children are always watching you and young children notice everything – that's how they learn.

- **Don't underestimate the value of traditional toys and open spaces.** It is important for kids to experience unstructured "free play," which means that they decide what to do, and how to do it, and are playing simply for play's sake—not to get to the next level in a game, or learn some specific skill. Children should experience the fun of making up their own rules – and breaking them – as they go along.