

Sauk Prairie School District

And

Collaborative Partners

4K Early Learning Initiative

Bridges Elementary School

Tower Rock Elementary School

Sauk Prairie Nursery Center

Social and Emotional Development

Early Learning Standard: Children will identify and express emotions, develop positive self-esteem and self-awareness, demonstrate independence, engage in social interactions and play, demonstrate understanding of rules and social expectations, and engage in problem solving behaviors in order to resolve conflict.

When playing and interacting with others in a four-year-old kindergarten learning environment, children will:

Initiate, sustain and extend social interactions by:

- playing cooperatively with others in real and make-believe play.
- taking turns, exchanging toys, and / or assisting others.
- participating in group games like Duck-Duck-Goose or Hide and Seek.
- participating in group discussions and activities that facilitate learning through play, music, movement, food, and art.
- developing friendships with peers and making connections with adults.

Cope with a wide range of emotions when separated from their primary caregivers in socially acceptable ways by:

- expressing and understanding feelings of self and others such as interest, pleasure, anger, surprise, anxiety, sadness, joy, excitement, and disappointment.
- utilizing strategies such as waiting, walking away, calming self, asserting self, sharing, accepting compromise, and seeking adult assistance.

Demonstrate growth in attachment, trust, and independence by:

- transitioning between activities and into new situations with an increasing sense of confidence and independence.
- watching, listening, and imitating others making good choices.
- engaging in sustained, independent play.

Demonstrate positive self-esteem and self-awareness by:

- trying and persisting through new skills outside of their comfort zone such as climbing on equipment, painting, using scissors, and dressing self.
- naming self, family members, pets, and friends.
- identifying and talking about aspects of school and community.

Understand and follow rules and social expectations by:

- listening.
- following routines and increasingly difficult directions.
- waiting, sharing, and taking turns.
- demonstrating respect for adults and children through actions and words.
- acknowledging and respecting the differences and needs of others.
- caring for self and environment.

Health and Physical Development

Early Learning Standard: Children will understand and care for their physical well-being, develop fine and gross motor skills, and integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.

When provided opportunities to practice with others in a four-year-old kindergarten learning environment, children will:

Follow basic rules and directions intended to keep them safe by:

- participating in safety drills, including fire, tornado, and others as determined by the school setting.
- playing safely on the playground and outdoor equipment.
- practicing pedestrian safety (stopping, looking, staying within the crosswalks) while walking near the school community.
- communicating self-identifying information such as first, middle, and last name, city / town of residence, age, gender, and first name of caregiver.
- stating emergency phone numbers such as 9-1-1.

Meet self-help and physical needs by:

- dressing with minimal assistance, including zippers and buttons.
- taking full responsibility for toileting during the school day, including handwashing.
- feeding self with minimal assistance, including proper use of a spoon and fork, drinking from a cup or milk carton, opening wrappers, and peeling fruits.
- using table manners while eating, including use of the words "please", "thank-you", and "excuse me", utilizing a napkin, and cleaning up after self.

Develop gross (large) motor skills by:

- walking, running, skipping, hopping, jumping, galloping, and climbing.
- demonstrating ball handling skills such as throwing, catching, bouncing, and kicking.
- exhibiting strength, control, balance, coordination, and endurance with large muscle movements.

Develop fine (small) motor skills by:

- utilizing a proper grasp when controlling tools for drawing and writing.
- utilizing a proper grip when cutting lines and curves with a scissors.
- stringing beads of various sizes.
- exhibiting strength, control, and eye-hand coordination with small muscle movements.

Use senses to take in, experience, integrate, and regulate responses to the environment by:

- transitioning from one activity to another without becoming anxious or upset.
- tolerating a variety of sensations associated with hand-painting, differences in walking surfaces, and clothing textures among others.

Language and Early Literacy

Early Learning Standard: Children will develop their abilities to speak, communicate, listen, and understand. Children will develop early literacy concepts and skills to become successful readers and writers.

When provided with opportunities to participate in speech, language, and early literacy experiences, children in a four-year-old kindergarten learning environment will:

Speech and Language

Demonstrate growth in listening and understanding by:

- attending to stories for an appropriate length of time (i.e. focused on speaker, able to retell events in own words).
- responding appropriately to multi-step directions and questions of increasing complexity.
- understanding concept words (i.e., before, after, above, below, behind, in front, next to).
- participating in turn-taking, alternating listening and responding, to actively contribute to conversations.

Demonstrate growth in speaking and communicating by:

- using facial expressions and body movements to show emotions.
- using multi-word sentences to ask questions and convey thoughts, ideas, and feelings.
- making use of quantity terms (all, some, most), pronouns (I, he, they), regular and irregular past tense (walked, came), contractions (it's, there's), future tense verbs (will), and connector words (and, but, because).
- naming and describing people, objects, and events (i.e., vocabulary development).
- using a category of words that shows awareness of common aspects among objects (i.e., water, milk, and juice are all something to drink).
- staying 'on-topic' through multiple exchanges of dialogue.

Early Literacy

Develop phonological awareness skills (the ability to hear and manipulate the sounds of spoken language) by:

- identifying and producing pairs of rhyming words (i.e., Humpty, Dumpty).
- recognizing words that begin and/or end with the same sound (i.e., ball, bat).

- identifying words in a sentence and/or syllables of a word (i.e., clapping words in a simple sentence, clapping syllables in a name).

Understand that the alphabet represents the sounds of spoken language and the letters of written language by:

- recognizing the difference between letters and numbers.
- naming letters and making letter-sound connections in familiar words (i.e., child's name).
- using a combination of letter sounds, familiar environmental print, and picture cues to recognize a word (i.e., child's name, friend's name, the word "stop" on a stop sign).

Show an appreciation of books and understanding of how print works by:

- choosing a book to read and/or asking an adult to read a story.
- properly holding a book to view one page at a time from front cover to back cover and knowing that the book has a title, author, and illustrator.
- responding to stories read aloud, making predictions about what will happen next in a story, retelling and/or acting out important events from a story, and "pretend" reading.

Use writing to represent thoughts or ideas by:

- drawing and pretend writing (i.e., scribbles, symbols, and letter-like shapes).
- writing recognizable letters and familiar words (i.e., child's name, mom, dad).

Approaches to Learning

Early Learning Standard: Children will extend their learning through curiosity, engagement, and persistence, expand their creativity and imagination, and honor their diversity and individual learning styles.

When provided opportunities to explore educational opportunities from multiple perspectives, children in a four-year-old kindergarten learning environment will:

Demonstrate curiosity, engagement, and persistence by:

- attending to child-directed and adult-directed tasks for longer periods of time.
- showing preference for favorite activities and willingness to explore other activities.
- attempting, repeating, experimenting, refining, and elaborating on experiences and activities to gain confidence and proficiency.
- putting forth best effort while staying on task until finished.
- focusing on an activity amidst the distractions that come with being in a large group classroom environment.
- approaching problem-solving with creativity and flexibility.

Engage in increasingly more elaborate dramatic play for an extended period of time by:

- acting out real life and fantasy experiences alone, through parallel play, and with other children and/or adults.
- using real and pretend props, such as a phone made out of bristle blocks.
- acting out familiar stories and nursery rhymes.

Express themselves creatively through music and the visual arts by:

- participating in song and dance requiring creative movement and/or the use traditional or home-made musical instruments.
- using a variety of traditional tools to create two-dimensional pictures such as crayons, markers, colored pencils, paints, chalk, glue, and scissors.
- exploring texture and design through the use of recycled and non-traditional materials such as forks and feathers for painting.

Experience the diversity of self, families, routines, and cultures by:

- asking "why" when noticing differences between self and others or home and school routines.
- exploring a variety of learning styles such as visual / spatial, verbal / linguistic, bodily / kinesthetic, interpersonal, and intrapersonal.

Cognition and General Knowledge

Early Learning Standard: Children will acquire knowledge through reasoning, reflection, and interpretation. Children will understand and use early mathematical concepts and logical thinking processes, along with scientific tools and skills, to extend their learning.

When provided with opportunities to participate in mathematical and scientific experiences, children in a four-year-old kindergarten learning environment will:

Mathematical Thinking

Demonstrate an understanding of number concepts by:

- counting in sequence (rote counting).
- using one-to-one correspondence when counting objects to answer "how many."
- recognizing that the last number stated tells the number of objects counted.
- knowing how many objects are in a small group without counting (i.e., dots on a dice, fingers on a hand).
- naming and writing some numerals.
- using counting skills to identify more, less, and same when presented with two sets of objects.
- joining and separating small quantities of objects and telling how many objects result from that action.

Develop an understanding of shapes and spatial relationships by:

- naming basic shapes (i.e., circle, triangle, square, rectangle).
- using basic shapes to create a design or picture.
- independently assembling age-appropriate puzzles (i.e., 15 - 25 pieces).

Use the features of objects for comparison and patterning by:

- sorting objects according to one or more features (i.e., color, size, shape).
- recognizing, copying, extending, and creating a simple pattern.
- making simple graphs using objects and pictures.
- stating and following directions using positional words to demonstrate an understanding of location (i.e., above, below, over, under, on, next to).

Demonstrate an understanding of measurement by:

- showing an awareness of measurable attributes such as height, length, and weight.

- using tools and common objects to explore height, length, and weight.
- identifying more, less, many, few, large, small, long, short, heavy, and light when comparing objects.
- sequencing everyday experiences using words such as before, after, then, next, first, and last.

Scientific Thinking

Gather information about their world by:

- noting observations and talking about experiences.
- asking many questions about what they have seen, heard, or done.
- making predictions.
- using their senses and scientific tools (i.e., magnifying glasses, measuring instruments, magnets, scales) to seek answers through active investigation.
- making reasonable explanations using data gathered from observation and investigation.

Develop an awareness and respect for the environment by:

- treating plants and animals with care.
- understanding concepts related to the environment such as reduce, reuse, and recycle.

RESOURCES:

Wisconsin Model Early Learning Standards - Third Edition
Sauk Prairie Quarterly Progress Notes
Sauk Prairie Curriculum Points Drafted in June, 2012
Madison Early Learning Initiative Early Learning Standards
Watertown Unified School District Progress Note
Mailbox Developmental Profiles