

Integration Matrix: Wisconsin Model Academic Standards

Four-Year Old Learning Opportunities

Wisconsin Model Academic Standards for Early Learning	Janesville Early Learning Targets/Benchmarks Children:	Examples of Activities / Strategies / Assessment	Examples of Resources / Tools	
I. Health and Physical Development				
A. Physical Health and Well Being				
Children in Wisconsin will be physically active, physically health, and effectively care for their physical well being.				
During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities (and progress) in the following areas:				
Children will:				
A.EL.1 Self-care routines	<ul style="list-style-type: none"> *Wash hands with soap/and dry *Use toilet independently *Serve simple food *Clean up food *Dress self/undress *Brush teeth *Feed self *Use eating utensils *Begin to manage outdoor clothing (mittens/hat/coat) 	<ul style="list-style-type: none"> *Model self-care routines *Use visual picture cues *Incorporate self-care routines into daily schedule *Provide props for pretend play *Use self-care songs 	<ul style="list-style-type: none"> *Guest speaker (i.e. nurse to teach hand washing, dentist) *Posters, books, videos, fieldtrips *Self-care props (i.e. dress-up clothes, toothbrushes) *<u>Mailbox Magazine</u> Resources 	
A.EL.2 Safety rules and directions	<ul style="list-style-type: none"> *State first and last name *State parents' names *State age *Express feelings about 	<ul style="list-style-type: none"> *Teach songs, poems, and rhymes that incorporate personal information, ie. line-up games, pre- 	<ul style="list-style-type: none"> *Dr. Jean CDs *Posters and/or photos about school rules *Community Helpers: 	

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	<p>personal safety (beginning)</p> <ul style="list-style-type: none"> *Participate in emergency drills (fires/weather emergencies) *Follow a 1-2 step direction *Follow street/bus/auto safety *Use walking feet and quiet voices when appropriate *Demonstrate an awareness of the roles of community helpers (firefighters, police officers etc) *Calm self with adult support 	<p>practice safety rules, role play, "Stop, Drop, Roll"</p> <ul style="list-style-type: none"> *Read personal safety stories *Brainstorm a list of safety rules *Invite community helpers to visit classroom *Take a neighborhood walk *Develop theme-based play centers *Complete monthly emergency drills *Model and describe feelings *Instruct about "stranger danger" situations 	<p>Fire Department, Police, Humane Society</p> <ul style="list-style-type: none"> *Poison Control Center "Mr. Ick Stickers" *DVDs / Videos *<u>The Napping House Wakes Up</u> (book) *<u>The Napping House</u> (book) *www.dtlk.com *www.perpetualpreschool.com *www.preschooleducation.com *hubbardscupboard.org *sesamestreet.com 	
<p>A.EL. 3 Components of a healthy lifestyle, including nutrition, exercise, rest, and the role of health-care providers</p>	<ul style="list-style-type: none"> *Eat healthy snacks *Provide awareness of healthy and non-healthy foods *Participate in wellness activities *Appreciate the natural outdoors *Engage actively in indoor/outdoor activities *Use quiet time and rest time *Follow routines *Play cooperatively 15 minutes 	<ul style="list-style-type: none"> *Model healthy eating in the classroom *Prepare and serve healthy snacks *Compare and contrast eating and nutrition habits *Introduce health related vocabulary *Dramatize stories and health care roles *Use visual schedules and cue cards *Provide music and movement 	<ul style="list-style-type: none"> *UW-Extension Nutrition Team *Janesville Schools Outdoor Lab *Neighborhood parks and playgrounds *Grovercise on sesamestreet.com *<u>C Is For Cooking</u> cookbook *Make health related posters and signs *Cut and sort pictures from magazines *<u>Stone Soup, The</u> 	

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	<p>*Demonstrate an awareness of roles of dentist, doctor, and other health care providers</p>	<p>*Read health-related stories *Create a quiet area *Make a listening center *Visit health providers *Integrate large motor activities throughout the day *Provide list to parents on suggested snacks *Offer a field day (ex: rotate between different exercise stations)</p>	<p><u>Enormous Watermelon, Eating through the Alphabet</u> *Provide or make props for dramatic play *Read and follow recipes *Greg and Steve CD and headphones *Dr. Jean CD *Hap Palmer CD</p>	
<p>A.EL.4 Use of multi-sensory abilities to process information</p>	<p>*Use all their senses to learn</p>	<p>*Discuss and introduce vocabulary words about all five senses into the classroom. *Provide opportunity to use all five senses during play time, i.e. "Give me Five" *Provide cooking activities *Take a walk using a specific walk *Play Blindfold games *Invite a person with a sensory disability to share how they compensate *Provide smelly</p>	<p>* Sensory tables, feely box *Manipulatives such as playdough, rice, seeds, etc. * <u>Make Early Learning Standards Come Alive</u> *Corn starch, paper maché *Sound box *Listening walk Instruments Aggression Cookies- (kneading dough to make edible cookies) *Scratch -n- Sniff books *Five Senses picture</p>	

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		markers/stickers	books	
<p>B. Motor Development</p> <p>Children in Wisconsin will effectively master the use of small and gross motor skills to advance their learning and to achieve optimal physical health</p>				
<p>B.EL.1 Strength, control, balance, coordination, locomotion, and endurance</p>	<ul style="list-style-type: none"> *Run *Jump over an object *Hop on one foot (beginning) (48 mo) *Gallop (beginning) *Skip (beginning)(48-54 mo) *Walk with alternating feet up and down stairs using a hand rail *Move to music *Stand on one foot for 5 seconds *Walk forward on a line *Pedal a tricycle *Use playground equipment *Kick a rolling ball 	<ul style="list-style-type: none"> * Engage in outdoor or indoor games *Utilize music and movement *Make stretching and balance movement part of group time, transition time, part of the total schedule *Do yoga *Do Kids' aerobics * Invite a physical fitness expert to the classroom (YMCA, Janesville Athletic Club, CSA Kids) *Take a field trip to an athletic club / indoor pool *Plan a bike rodeo/safety day 	<ul style="list-style-type: none"> *"Duck, Duck , Goose" game *Obstacle Course *Marching Band with Musical Instruments *"Follow the Leader" *Greg and Steve CD *Raffi CD *Hap Palmer CD *Parachute Games *Whitewater aquatic center *YMCA *Physical Education teacher *Balance beams *Physical Therapist *Stairs *Mini-trampolines *"Simon Says" games *"Roll (the dice) and Do" game *Groversize on 	

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			sesamestreet.com * "Sticky Bubblegum" CD by Carol Peterson * Creative School of Arts Kids (CSA Kids)	
B.EL.2 Hand-eye coordination, strength, control, and object manipulation	* Catch objects * Throw objects with direction * Use utensils/tools functionally (beginning) * Imitate simple designs * Manipulate a variety of materials * Stack and build with objects * Manipulate small objects	* Use a variety of objects to practice throwing and catching * Provide a variety of fine motor tools in centers * Model proper use of tools, example: teach pencil grasp * Use group drawing activities * Introduce a variety of sports * Play clothes relays * Have clothes in play center * Introduction to a variety of sports * Serve family-style during snack/lunch * Carry food on a tray * Practice buttoning, zipping, snapping, tying * Play clothes relays * Have clothes in play center	* Bean bags, scarves, etc. * Drawing to music * Painting * Blocks, legos, etc. * Playdough, sand, clay, shaving cream * Beads, lacing cards, ropes * Workbench * Clothespins or clamps on container * "Simon Says" game * "What time is it, Mr. Wolf?" game * Bean Bag Toss game * Dress up clothes	

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B.EL.3 Use of their senses to take in, experience, integrate, and regulate responses to their environment	<ul style="list-style-type: none"> *Respect the personal space of self and others *Participate willingly in new experiences that integrate all five senses 	<ul style="list-style-type: none"> *Model respect for personal space *Provide reassurance *Role play *Use Direct Instruction *Develop classroom rules with children *Provide concrete boundaries *Use music and movement *Set up sensory stations play (experience touch, taste, smell, see, hear) *Play Follow the Leader *Do cooking activities *Go on a nature walk & stop to use senses 	<ul style="list-style-type: none"> *Big book – The Fives Senses *<u>The Listening Walk</u> *Sensory table *Posters, charts *“The Freeze” by Greg and Steve *Read & discuss books with sensory involvement i.e. Franklin books with moral values *Carpet square, hula hoops, line-up lines *<u>Conscious Discipline</u> – Dr. Bailey *UW-Extension-Mary Krisco *Occupational therapist *Janesville School Outdoor Lab (JSOL) 	
II. Social and Emotional Development				
A. Emotional Development				
Children in Wisconsin will be emotionally healthy				
A.EL.1 Expressing a wide range of emotions in a	<ul style="list-style-type: none"> *Express different emotions during play, either teacher directed or 	<ul style="list-style-type: none"> *Plan the day in a positive way *Choose a positive theme 	<ul style="list-style-type: none"> * <u>100 Ways to Build Self-Esteem in Children and Adults</u> (Diane Loomans) 	

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variety of settings (pretend, play, drawing, dancing, etc.)	self directed *Use social language for greeting, requesting, commenting and protesting *Engage in cooperative play *Express emotions through role play *Express feelings, needs, and wants in a nonviolent way *Show a sense of belonging and ownership *Understand (beginning) self and feelings	for the week such as courage, self-worth, sense of belonging, ownership, social graces, treatment of others *Provide opportunities to role play *Model using "I feel" messages *Use emotion songs ("If You're Happy and You Know It", "Good Vibrations") *Use/read books related to emotions *Draw to music	* <u><i>Classroom Strategies to Promote Children's Learning</i></u> * <u>TRIBES</u> –by Jeanne Gibbs * <u>The Blue Book</u> (Scholastic) * Posters * Books about emotions, ex: <u>Today I Feel Silly</u> , Kevin Henke's books <u>On Monday When It Rained</u> by Kachenmask, Houghton Mifflin <u>When Sophie Gets Angry</u> by Molly Bang, Scholastic <u>If You're Angry and You Know It</u> by Cecily Kaiser, Scholastic <u>Hands Are Not For Hitting</u> by Martine Agassi, Free Spirit Publishing www.talaris.org	
A.EL.2 Seeing adult interaction as needed for emotional support, physical assistance, social interaction, and approval	*Ask for help when needed *Show pride in accomplishments *Interact with adults respectfully	*Teach <u>TRIBES</u> Agreements *Share Classroom activities *Select and use peer mentors *Have parent / grown-up	*Children's work at eye level *Picture books *Parents, adult volunteers	

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		<p>days</p> <ul style="list-style-type: none"> *Model and role play interactions *Make student portfolios *Examples: art show, science show 		
A.EI.3 Self Control	<ul style="list-style-type: none"> *Manage transitions throughout the day *Discriminate between school and family rules *Negotiate with peers toward an accepted or common outcome with adult assistance (beginning) *Respond to other's actions appropriately *Calm self after an upsetting situation with adult support 	<ul style="list-style-type: none"> *Provide consistent transitions and strategies *Assist children through changes in activities *Use quiet, warm, safe areas when child is upset *Use self-calming activities *Role play *Give positive message or discuss feelings *Use "I feel" messages *Provide visual classroom rules *Use weighted lap snakes and/or cushions 	<ul style="list-style-type: none"> *Signal for transitions – music, sound and signals *"Freeze" Games *<u><i>Full Esteem Ahead</i></u>, by Diane Loomans *<u><i>MegaSkills</i></u> by Dorothy Rich, Houghton Mifflin *<u><i>TRIBES</i></u> – Jeanne Gibbs *Occupational Therapist 	
A.EL.4 Use of words to communicate emotions	<ul style="list-style-type: none"> *Use words to solve problems and disputes *Problem solve by sharing 	<ul style="list-style-type: none"> *Use of Self Regulation of children's emotions *Use common conflict 	<ul style="list-style-type: none"> *Pictures of emotions *<u><i>Full Esteem Ahead</i></u> by Diane Loomans, HJ 	

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	and taking turns *Identify feelings of others and respond appropriately whether it is a friend-to-friend or child-to-adult interaction *Use tone of voice appropriate to situation	resolution techniques *Use open-ended questions *Model and role play appropriate interactions *Teach appropriate vocabulary to express feelings (i.e. happy, sad)	Kramer Co. *Children's own pictures and art work * <u>Conscious Discipline</u> by Dr. Bailey	
A.EL.5 Understanding and responding to others emotions	*Build friendships and relationships with peers and adults *Work in small groups *Engage in cooperative play *Label own emotions *Label emotions of others *Interact positively with one another *Learn games with rules and structure (beginning) *Develop empathy	*Teach social skills through modeling *Have parents and teachers write social stories *Create a class photo album *Make class books *Use real life pictures to encourage conversations *Provide opportunities for open ended art projects *Sing songs to discuss feelings *Encourage the children to simulate different roles	*Puppets *Picture books *Picture cards *Camera *CDs with feeling songs (i.e. Cathy Fink "Where Are Your Feelings?") *Vygotsky play scenarios * <u>Tools of the Mind</u> by Elena Bodrova	
B. Self-concept Children in Wisconsin will have a sense of personal well being.				
B.EL.1 Self Esteem	*Identify what they do well *Show pride in accomplishments *Show self confidence	*Give appreciations, i.e "Pass the Compliment" *Use consistent positive words	* <u>The Laughing Classroom: Everyone's Guide to Teaching with Humor and Play</u> <u>TRIBES</u> – Jeanne Gibbs	

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	*Identify strengths in peers			
B.EL.2 Self-direction in choices and actions	<ul style="list-style-type: none"> *Work independently with self direction *Initiate activities by self *Complete tasks to their satisfaction 	<ul style="list-style-type: none"> *Use open ended conversations *Set classroom environment that promotes real life experiences *Go on field trips *Scaffold learning *Use supportive and encouraging learning opportunities *Create concept webbing and mapping activities 	<ul style="list-style-type: none"> *DECA Program *Vygotsky Theories *Cubbies with hooks and shelves 	
B.EL.3 Self-awareness, including abilities, characteristics, and preferences	<ul style="list-style-type: none"> *Take on responsibility within own ability level *Take care of personal and classroom belongings 	<ul style="list-style-type: none"> *Incorporate personal responsibilities within daily routines (i.e. take care of backpack) *Model and encourage appropriate use of classroom materials. 	<ul style="list-style-type: none"> *Picture cues *Poster with classroom expectations 	
B.EL.4 Creative self-expression	<ul style="list-style-type: none"> *Use imagination to express ideas *Participate in oral language activities *Combine materials and techniques in different ways *Develop and engage in 	<ul style="list-style-type: none"> *Use finger plays, rhymes and songs *Model through role plays *Use real –life scenarios for imaginative play *Contrast make believe with real objects *Use props that children 	<ul style="list-style-type: none"> *Computer pictures *BoardMaker computer program *Greg and Steve CDs *Imaginative games *“What is it?” -use of inanimate objects 	

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	<p>imaginative play scenarios</p> <ul style="list-style-type: none"> *Use body to express creativity through movement and dance *Use objects and materials in non-traditional ways 	<p>make</p> <ul style="list-style-type: none"> *Assist students with setting the classroom environment *Draw, paint, color, sculpt 		
<p>B.EL.5 Willingness to make needs known and to trust in others</p>	<ul style="list-style-type: none"> *Express wants and needs in a variety of settings *Interact with adults in a respectful way *Participate in adult facilitated games and activities *Advocate for self *Participate cooperatively in group activities with peers 	<ul style="list-style-type: none"> *Teach taking turns *Give children appropriate language to use *Use conflict resolution principles *Give students consistent transitions *Provide relaxation techniques 	<ul style="list-style-type: none"> * <i><u>Full Esteem Ahead</u></i> (Loomans) * <i><u>Conscious Discipline</u></i> (Bailey) *Signal Transition with music, bell, or other objects *<u>Love and Logic</u> materials *<i><u>Mega Skills</u></i> by *Turn-Taking games (i.e. Memory, "Hi! Ho! Cherry-O!") 	
<p>B.EL.6 Views self as a teacher/learner</p>	<ul style="list-style-type: none"> *Assume a leadership role through helping others *Act responsibly *Follow others *Attend to an activity for 5-10 minutes 	<ul style="list-style-type: none"> *Provide opportunities for children to create classroom rules *Provide reflection times for children *Recognize acts of kindness *Write class daily notes *Use positive affirmations *Encourage children to explore through nature, etc. 	<p>Same as above JSOL</p>	

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C. Social Competence				
Children in Wisconsin will be socially competent in early learning environments.				
C.EL.1 Interacting with one or more other children	<ul style="list-style-type: none"> *Play cooperatively using mutual respect *Play with diverse groups of children 	<ul style="list-style-type: none"> *Provide opportunities for child directed activities *Build a sense of community through group games and songs 	<ul style="list-style-type: none"> *TRIBES – Jeanne Gibbs *Play centers *Discipline through Love & Logic by Jim Fay *consciousdiscipline.com 	
C.EL.2 Seeking out peers as play partners	<ul style="list-style-type: none"> *Make friendships *Sustain friendships 	<ul style="list-style-type: none"> *Play games *Partner activities w/ a variety of partners *Read friendship stories 	<ul style="list-style-type: none"> *Friendship bracelets *Buddy reading *Read <u>Elmer, Will I Have a Friend?</u> 	
C.EL.3 Participating successfully as a member of a group	<ul style="list-style-type: none"> *Share and take turns *Help others *Include others in play *Use language or actions to express appropriate manners 	<ul style="list-style-type: none"> *Teach turn-taking games *Use a daily job chart *Encourage and model helping others *Role play within specific thematic unit to promote empathy 	<ul style="list-style-type: none"> *Memory, “Candyland”, etc. *Read <u>Say Please</u> *TRIBES – book by Jeanne Gibbs *consciousdiscipline.com 	
C.EL.4 Using words and other positive strategies to resolve conflicts	<ul style="list-style-type: none"> *Participate in acts that reflect respect *Resolve conflict through the use of appropriate words *Accept compromise *Accept disappointment 	<ul style="list-style-type: none"> *Recognize and model positive behaviors *Role play, read and sing about feelings and conflict resolution *Introduce labels for feelings and non-verbal cues 	<ul style="list-style-type: none"> *Posters *Play charades *Picture cards *Draw pictures of feelings *Puppets *Stories related to positive conflict resolution skills *TRIBES – book by Jeanne Gibbs *consciousdiscipline.com 	
C.EL.5 Understanding	<ul style="list-style-type: none"> *Ask for help when needed 	<ul style="list-style-type: none"> *Develop an environment where all feel safe to 	<ul style="list-style-type: none"> *Feelings posters, picture cards 	

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when and how to ask for adult help	*Use words to express needs	ask/answer questions *Use questioning games and practice *Role play using language specific to accessing adult support	*20 Questions *"I Spy", other guessing/question games	
III. Language Development and Communication				
A. Listening and Understanding				
Children in Wisconsin will convey and interpret meaning through listening and understanding.				
A.EL.1 Deriving meaning from verbal and nonverbal cues	*Follow one to two step directions *Respond to facial expressions *Responds to nonverbal cues	*Play directional games: "Red light, Green light"; "Simon Says"; "Freeze" dance *Discuss pictures of facial expressions; respond to facial expressions *Teach sign language as a means of focusing on non-verbal *Read simple stories *Use self-regulation strategies *Offer graphic practice – students draw while music plays. When music stops, they stop. *Use specific songs to indicate transition times. *Use social stories	*Books: <u>Today I Feel Silly</u> , <u>Sophie Gets Angry</u> , <u>No, David</u> , Arthur book series *Guidance counselor *Website for American Sign Language *Bilingual books *Emotion posters * <u>Skill Streaming in Early Childhood</u> (book) *Boardmaker computer program *Picture It computer program *Various CD's * <u>Tools of the Mind</u> by Elena Bodrova * <u>Scaffolding Early Literacy for the Preschool Classroom</u> by Elena	

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			Bodrova, McCrel	
A.EL.2 Listening with understanding to stories, books, directions, and conversations	<ul style="list-style-type: none"> *Listen and respond appropriately *Face and look at the speaker *Describe objects and actions *Retell a story *Predict what happens next in a story *Ask and answer questions about the story *Attend to a story read to them (10 minutes) *Participate and initiate conversations with others 	<ul style="list-style-type: none"> *Read aloud stories *Use story tapes *Do Puppetry *Use flannel board stories *Have partner reading *Sequence a story with picture cues *Use buddy reading with picture books (lips and ears) *Role model attentive listening *Act out or perform stories *Use picture prediction webs 	<ul style="list-style-type: none"> *"Circle Time Rules for Listening" (pretzel legs, hands in your lap, personal space,etc) *Thematic books *Big books *Pictures books *Photo albums *Scrapbooks *Videos *www.starfall.com *Local library *Story picture cards *Props 	
A.EL.3 Following directions of increasing complexity	<ul style="list-style-type: none"> *Follow one to two simple step directions *Follow classroom routines *Take turns sharing *Demonstrate an understanding of directional words 	<ul style="list-style-type: none"> *Play games or songs: "Simon Says", "Hokey Pokey" *Teach the skills backwards (backward chaining) *Use scaffolding *Use activities that encourage sequencing of steps to complete a task *Use listen and draw games *Provide simple science experiments and cooking activities 	<ul style="list-style-type: none"> *Use Visual cues for roles to show directions in center; job chart or daily schedule *Use music: "Listen and Move" by Greg and Steve *<u>Mailbox Magazine</u> *<u>Book Cooks</u> book by Cheryl Apgar *<u>Phonemic Awareness Activities for Early Reading Success</u> by Wiley Blevins, (Scholastic) *Computer clip art 	

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A.EL.4 Listening and responding to music and rhythm	<ul style="list-style-type: none"> *Experiment with rhythmic sounds and patterns *Move to rhyme and fingerplays *Mimic rhythmic patterns and songs *Explore various instruments, vocalizations, and movements 	<ul style="list-style-type: none"> *Create home-made instruments that provide exploration *Listen to CD's and follow directions *Play sound Bingo *Play music, dance, sing *Clap, stomp, etc. to a rhythm in a song *Teach brain-based activities; Multiple Intelligences *Use nursery rhymes to explore rhythm 	<ul style="list-style-type: none"> *Greg and Steve, Dr. Jean, Hap Palmer, Raffi CD's; Ella Jenkins, Jack Hartman *Phonemic Awareness *<u>Activities for Early Reading Success</u> (book from Scholastic) *Cultural rhythmic music *Groverize on sesamestreet.com *Music teacher *Physical Education teacher *Simplified Rhythm Stick Activities CD 	
<p>B. Speaking and Communicating</p> <p>Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.</p>				
B.EL.1 Communicating needs and thoughts through gestures, sounds, and/or words	<ul style="list-style-type: none"> *Express verbally wants and needs *Express needs through appropriate gestures and body positioning *Ask questions to gain information *Answer questions to share knowledge 	<ul style="list-style-type: none"> *Listen to stories *Model appropriate language skills that supports social interactions * Model the appropriate gestures (eye contact, facing speaker etc.) * Introduce relevant vocabulary for social language * Sign for non verbal children to support 	<ul style="list-style-type: none"> * American Sign Language book and web site *<u>Using Manners</u> (resource book) *Play Centers *Boardmaker *Posters *Teacher Created signs *Clip Art 	

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		<p>communication *Use picture cards to express wants and needs</p>		
<p>B.EL.2 Using increasingly complex and varied vocabulary and language structure</p>	<p>*Use words, phrases, and/or sentences to communicate ideas *Communicate within context *Communicate using past and present tense appropriately *Use descriptive words (ie. big, little, short, tall) *Ask questions to gain information *Communicate about past and future experiences</p>	<p>* Use "Circle Time" at the beginning and end of day to initiate/review new vocabulary within context * Encourage children's oral language participation ("Pass the Microphone" game) to support thematic language development * Have children dictate stories * Provide scenarios(field trips and guest speakers) for children to experience the background knowledge needed to understand related vocabulary (Play Centers) * Provide multi-sensory opportunities to encourage children's vocabulary building * Use webbing organizer to reinforce new vocabulary (use web as poster to place in room) * Use photos to document curriculum activity and display the photos for</p>	<p>*Teacher Resource books *Flannel stories * Cameras *Sensory Activities(sand table) *Theme based videos to encourage role playing *CD's Greg & Steve, Dr. Jean, Hap Palmer *Story books *Play centers with various props *<u>Tools of the Mind</u>, Elena Bodrova</p>	

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		children to create stories * Develop, model and use "Word Wall" * Create a Classroom Book * Match pictures with beginning sounds – "Message of the Day," "Mystery Word", labeling		
B.EL.3 Using speech understandable to familiar and unfamiliar listeners	* Respond appropriately to comments and questions of others * Speak so that others outside of family can understand * Pronounce words with little difficulty * Use phrases/sentences with more than four words * Use increasingly complex and detailed phrases/sentences	* Practice phonemic awareness activities * Develop listening activities that foster the ability to discriminate sounds from environment, sound/symbol relationship * Play freeze games, "Simon Says" * Use <u>Jolly Phonics</u> (rhyme and movement) * Introduce and use nursery rhymes, movement songs finger plays and chants * Restate and expand the child's utterances to meet a more complex response * Use predictable charts to provide a visual guide for non auditory learners * Model correct grammar * Use echo songs * Match peers for discussion and	* Speech Pathologist * Predictable Books (Carson Dellosa) * Phonemic Awareness Books (Scholastic Books) * American Sign Language * Curriculum Guides with focus on phonemic awareness * Nursery rhymes * Rhyming songs * Various CD's * Bilingual staff * Translation of English with native language	

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		<p>conversation</p> <ul style="list-style-type: none"> *Use concrete objects for conversation with peers (i.e., a telephone game) 		
<p>C. Early Literacy</p> <p>Children in Wisconsin will have the literacy skills and concepts needed to prepare them to learn to read and write.</p>				
<p>C.EL.1 Understanding concepts of print (book and print awareness)</p>	<ul style="list-style-type: none"> *Treat books appropriately *Distinguish between print and picture *Develop an awareness that print runs top to bottom and left to right *Understand that logos, symbols and words can represent things and ideas (beginning) *Identify familiar letters and words in print (beginning) *Experience a variety of different types of reading material 	<ul style="list-style-type: none"> *Take a field trip in the community to see logos— use a camera to take pictures of logos. *Create a scrapbook of community signs (ex: Kmart, McDonalds, Target) *Use teacher read-alouds *Track print while reading a Big Book story. *Model left to right dictated stories from children. *Use graphic practice *Teach play planning *Label classroom objects with words *Teach the vocabulary of the concepts of the book (i.e., cover of book) *Use book buddies (pair children up with older children) 	<ul style="list-style-type: none"> *Local library *School library *Neighborhood *Field trips *Picture books, Big Books, etc. *Camera *Magazines *Pictures of logos *Vocabulary cards *<u>High Scope Curriculum</u> *Vygotsky theories *Boardmaker 	

Integration Matrix: Wisconsin Model Academic Standards

Four-Year Old Learning Opportunities

Wisconsin Model Academic Standards for Early Learning	Janesville Early Learning Targets/Benchmarks Children:	Examples of Activities / Strategies / Assessment	Examples of Resources / Tools	
C.EL.2 Using a variety of strategies to derive meaning from a text	<ul style="list-style-type: none"> *Use self direction to explore picture books *Use picture clues to retell story *Use their own words to predict what happens *Act out stories with simple detail *Retell familiar stories 	<ul style="list-style-type: none"> *Use flannel board stories *Use sequence story cards *Pair children for buddy "reading" *Provide literature at all interest area centers to encourage exploration *Use prop boxes to act out simple stories *Use puppets to tell stories *Write child-dictated stories *Use webbing and story mapping * Ask open-ended questions about stories 	<ul style="list-style-type: none"> *Learning/play centers *School library and library media specialist *Local library *Books 	
C.EL.3 Alphabetic awareness	<ul style="list-style-type: none"> *Distinguish between letters, numbers (beginning) *Identify 1 or more letters of their name *Recognize and name 1 or more alphabet letters *Recognize their name 	<ul style="list-style-type: none"> *Use a highlighter to highlight name on attendance sheet *Provide a "Question of the Day" *Use cubbies and hooks with name *Pair pictures with names *Use environmental print * Incorporate calendar time into daily routine *Label classroom items (chair, table, etc.) *Create own alphabet book *Sing songs about 	<ul style="list-style-type: none"> *Calendar *Number line *Alphabet charts *Alphabet books *Number books *Interest area centers *<u>Jolly Phonics</u> materials *Phonological Awareness songs (ie., "There's a Dog in School" <u>Celebrate</u> CD by Tom Pease) 	

Integration Matrix: Wisconsin Model Academic Standards

Four-Year Old Learning Opportunities

Wisconsin Model Academic Standards for Early Learning	Janesville Early Learning Targets/Benchmarks Children:	Examples of Activities / Strategies / Assessment	Examples of Resources / Tools	
		alphabet awareness		
C.EL.4 Phonological awareness	<ul style="list-style-type: none"> *Play with language, environmental, and rhyming sounds *Demonstrate an awareness that letters represent sounds (beginning) *Recite simple nursery rhymes and fingerplays *Explore rhyming sounds (beginning) *Explore different beginning sounds (beginning) *Produce rhyming words (beginning) 	<ul style="list-style-type: none"> *Recite simple nursery rhymes and fingerplays *Use <u>Jolly Phonics</u> *Sing "BINGO" *Do/model morning message *Use environmental print for distinguishing sounds and the letters that represent those sounds. 	<ul style="list-style-type: none"> *Nursery rhymes/fingerplays *Listening Lotto *Computer resources 	
C.EL.5 Understanding language structure	<ul style="list-style-type: none"> *Understand that words have meaning *Use phrases and sentences 	<ul style="list-style-type: none"> *Use pictures to demonstrate the meaning of words *Provide word games to expand children's language ("Word Bingo", etc.) *See B.EL.2 strategies 	<ul style="list-style-type: none"> *"Word Bingo" *Posters *Pictures *Single word books *Children's dictionaries *Gail Gibbons' Books *Richard Scarry Books *Concept maps 	
C.EL.6 Associating sounds with written letters	<ul style="list-style-type: none"> *Understand that letters make sounds *Recognize that letters form words 	<ul style="list-style-type: none"> *See C.EL.3 strategies *Use <u>Jolly Phonics</u> *Use scaffolded writing 	<ul style="list-style-type: none"> *Alphabet dictionaries *Alphabet posters *<u>Jolly Phonics</u> materials *Listening centers *Dr. Seuss Books *Alphabet story books (<u>The Z Was Zapped</u> by 	

Integration Matrix: Wisconsin Model Academic Standards

Four-Year Old Learning Opportunities

Wisconsin Model Academic Standards for Early Learning	Janesville Early Learning Targets/Benchmarks Children:	Examples of Activities / Strategies / Assessment	Examples of Resources / Tools	
			Chris VanAllsburg; <u>Chicka Chicka Boom Boom</u> by Bill Martin Jr.)	
C.EL.7 Understanding and use of writing to represent thoughts or ideas	<ul style="list-style-type: none"> *Communicate ideas through drawing or inventive writing *Demonstrate some emerging writing skills *Pretend to read their own written message 	<ul style="list-style-type: none"> *Use scribble writing *Use journals *Do scaffolded writing (lines) *Do play plans – “written” play center plan *Example: Play “Restaurant” *Use environmental print to increase thematic vocabulary. *Trace/copy first name 	<ul style="list-style-type: none"> *Dramatic play centers *Prop boxes *Dry erase boards/markers *Clipboards *Manuscript paper *Kidpix computer program *Restaurant memo pads *<u>Scaffolding to Early Literacy</u> 	
C.EL.8 Understanding increasingly complex and varied vocabulary used in language and the environment	<ul style="list-style-type: none"> *Develop increased vocabulary *Use vocabulary heard in stories *Transfer knowledge and vocabulary across settings *Use prior knowledge to understand words used in a different setting *Use vocabulary related to specific areas of interest (ie. fishing-casting, bait) 	<ul style="list-style-type: none"> *See B.EL.2 strategies *Go on field trips *Invite community helpers (Dentist, firefighter, etc). *Take virtual field trip 	<ul style="list-style-type: none"> *See B.EL.2 resources *Virtual field trip website 	

IV. Approaches to Learning

A. Curiosity, Engagement, and Persistence

Integration Matrix: Wisconsin Model Academic Standards

Four-Year Old Learning Opportunities

Wisconsin Model Academic Standards for Early Learning	Janesville Early Learning Targets/Benchmarks Children:	Examples of Activities / Strategies / Assessment	Examples of Resources / Tools	
A.EL.1 Discovering and trying new things	<ul style="list-style-type: none"> *Explore one's environment using various types of senses through activities, materials, and interactions 	<ul style="list-style-type: none"> *Use mystery box and/or sensory table *Analyze pictures *Provide fieldtrips *Ask sensory questions *Set up a variety of learning centers (dramatic play, etc.) *Involve children in cooking activities *Play sound games 	<ul style="list-style-type: none"> *Various objects/different textures, a sensory box, sensory table (sand, pasta, cotton balls, shredded paper, rice, beans, packing peanuts, water, corn) *<u>Mailbox Magazine</u> *<u>Book Cooks</u> by Cheryl Apgar *Discovery Center, Rockford *The Children's Museum in Madison *JSOL *Henry Vilas Zoo in Madison *Rotary Gardens in Janesville *Janesville Park System 	
A.EL.2 Extending learning through attempting, repeating, experimenting, refining, and elaborating on an activity	<ul style="list-style-type: none"> *Conduct process of trial and error *Use a variety of strategies to extend learning *Engage in dramatic play with peers *Practice a skill with purposeful intent *Direct own actions *Ask questions 	<ul style="list-style-type: none"> *Participate in tasting party *Play preschool games *Use open-ended art activities (example: rub art bubble art/food prints) *Role play realistic scenarios *Create take-home activities from class units *Use thematic cross-categorical units *Plan a home-school 	<ul style="list-style-type: none"> *Printed materials (old greeting cards, old calendars, pictures, wallpaper samples, carpet samples, and tile samples) *Foods for tasting and printing, bubbles and straws *Field trips(walking trips and farm, etc.) *Preschool games (i.e. "20 Questions", "I Spy") *Community Resources 	

Integration Matrix: Wisconsin Model Academic Standards

Four-Year Old Learning Opportunities

Wisconsin Model Academic Standards for Early Learning	Janesville Early Learning Targets/Benchmarks Children:	Examples of Activities / Strategies / Assessment	Examples of Resources / Tools	
		<p>connection activity</p> <ul style="list-style-type: none"> *Plan and implement a reading contest *Go on field trips *Go to public library *Ride a city bus to a community event 	(agencies that support staff, school)	
A.EL.3 Persistence in working on an activity	<ul style="list-style-type: none"> *Practice a skill with purposeful intent seeking support when necessary to complete task *Focus on task at hand *Sustain attention to task 	<ul style="list-style-type: none"> *Provide meaningful individual & group activities such as dance, games, coloring pictures, stringing beads *Use self-regulation support strategies such as timer, visual timer, adult support, adult encouragement, visual schedule and visual cues *Teach sequence activities from beginning to end *Provide opportunities to scaffold play *Maintain a consistent routine & schedule *Allow choice of activities *Provide children's working portfolio *Provide opportunities for completion of self help skills 	<ul style="list-style-type: none"> *Boardmaker program for visual schedules *<u>Scaffolding Early Literacy</u> (Vygotsky's Theory) by Elena Bodrova *Classroom materials for activities (i.e. coloring pictures, games, CDs) *Self-regulation materials (i.e. visual timer, visual schedule) 	

Integration Matrix: Wisconsin Model Academic Standards

Four-Year Old Learning Opportunities

Wisconsin Model Academic Standards for Early Learning	Janesville Early Learning Targets/Benchmarks Children:	Examples of Activities / Strategies / Assessment	Examples of Resources / Tools	
<p>B. Invention and Imagination</p> <p>Children in Wisconsin will use invention and imagination to extend their learning.</p>				
<p>B.EL.1 Trying new things and taking risks</p>	<ul style="list-style-type: none"> *Participate in peer and teacher initiated activities *Adapt to the changes in the daily routine and the surroundings *Play with materials creatively in a way that supports positive learning *Express themselves creatively using different materials and techniques in a way that supports positive learning 	<ul style="list-style-type: none"> *Use different types of dramatic play, stories, puppets and props *Provide a variety of foods at snack time *Encourage children to explore various activities, toys, games *Allow for changes in daily routine periodically *Use games such as "This is not a ___; it's a ___." *Offer opportunities for students to create their own props for dramatic play. 	<ul style="list-style-type: none"> *Centers in the classroom *<u>TRIBES</u> activities – Jeanne Gibbs *Visual schedule that can be changed *Meet with fellow teachers to discuss curriculum & ideas (networking) 	
<p>B.EL.2 Problem-solving using a variety of strategies</p>	<ul style="list-style-type: none"> *Use conflict resolution *Use words to solve problems *Improvise with different tools/materials to solve situation *Solve problems peacefully (i.e. not throwing blocks) *Socialize successfully 	<ul style="list-style-type: none"> *Introduce and role play conflict resolution techniques *Use adult/teacher modeling *Display picture cues *Use peer modeling, guided by adults 	<ul style="list-style-type: none"> *<u>Skill-Streaming for Young Children</u> (Book) *Conflict Resolution *<u>TRIBES</u> – Jeanne Gibbs *<u>Conscious Discipline</u> Dr. Bailey www.consciousdiscipline.com *<u>Love and Logic</u> concepts and materials 	

Integration Matrix: Wisconsin Model Academic Standards

Four-Year Old Learning Opportunities

Wisconsin Model Academic Standards for Early Learning	Janesville Early Learning Targets/Benchmarks Children:	Examples of Activities / Strategies / Assessment	Examples of Resources / Tools	
	<p>with peers and adults</p> <ul style="list-style-type: none"> *Demonstrate respect *Negotiate respectfully 			
<p>B.EL.3 Using complex scenarios in pretend play</p>	<ul style="list-style-type: none"> *Negotiate roles *Sustain roles *Explore their options *Use materials, actions, words and people to represent something else *Initiate and cooperate in play situations 	<ul style="list-style-type: none"> *Provide dramatic play area w/props and numerous centers in the environment that encourages pretend play (with props) *Use media, field trips, music, visuals, to help children create scenarios. *Use webbing techniques for thinking through the pretend play to reinforce what is seen on a field trip 	<ul style="list-style-type: none"> *<u>The Creative Curriculum</u> *Fieldtrips (police station, fire station, etc.) *Children's videos, trade books, posters, music CD's, real-life props (cash registers, old phones, cameras) *<u>Building Language for Literacy (Scholastic)</u> *<u>Tools of the Mind</u> by Elena Bodrova 	
<p>B.EL.4 Exploring movement, music, and a variety of artistic media</p>	<ul style="list-style-type: none"> *Explore various artistic media, instruments, vocalizations, and movements for self expression *Express feelings through a variety of media *Imitate and/or invent songs rhythms *Combine different materials and techniques to demonstrate self expression 	<ul style="list-style-type: none"> *Integrate music using a variety of children's CD's and tapes, *Create musical instruments out of recycled materials *Use children's songs *Use musical instruments *Encourage movement through the use of props *Encourage and model inventive or nonsense rhymes *Play background music during independent work time *Act out stories 	<ul style="list-style-type: none"> *Children's CD's and tapes: Raffi Ella Jenkins Greg and Steve Hap Palmer Carol Peterson Dr. Jean *Recycled material: Shoe boxes, paper tubes, etc. *Scarves Balloons Paper plates, Etc. *"The Freeze Dance" (like "Freeze Tag") *Song: "Sticky Bubble" 	

Integration Matrix: Wisconsin Model Academic Standards

Four-Year Old Learning Opportunities

Wisconsin Model Academic Standards for Early Learning	Janesville Early Learning Targets/Benchmarks Children:	Examples of Activities / Strategies / Assessment	Examples of Resources / Tools	
		<ul style="list-style-type: none"> * Invite musicians, mimes, puppeteer, dancers to demonstrate for class 	<ul style="list-style-type: none"> Gum", by Carol Peterson *Musicians, mimes *Puppeteer, dancers *Kids Yoga, Tae Bo videos *<u>Very Special Arts</u> by Joan Collins *Spotlight on Kids *J-PAC *UW-Whitewater Young Auditorium *BTC Early Childhood Activities *School "Family Learning Nights" 	
<p>C. Cognitive Skills</p> <p>Children in Wisconsin will develop their capacity to use cognitive skills as a tool to acquire knowledge and skills. These skills include reasoning, reflection, and interpretation.</p>				
<p>C.EL.1 Thinking about, relating and asking questions about events and experiences, using progressively more complex language structure</p>	<ul style="list-style-type: none"> *Use a variety of descriptive words *Ask and answer open ended questions *Ask interpersonal questions *Formulate thoughts about past, current and future events *Use language to negotiate problems 	<ul style="list-style-type: none"> *Model and encourage use of vocabulary relevant to themes *Use interviewing techniques *Play matching games *Read stories/Discussion *Play "Guess Who" game *Initiate compare/contrast activities *Make stories *Provide hands-on, real-life experiences *Discuss home/personal 	<ul style="list-style-type: none"> *Literature books *<u>TRIBES</u> Activities – Jeanne Gibbs *Memory games *Homemade matching games *Microphone (pretend or real) *Guest Speakers: Parents, musicians, fire fighters, etc. *Puppets *Vygotsky theories 	

Integration Matrix: Wisconsin Model Academic Standards

Four-Year Old Learning Opportunities

Wisconsin Model Academic Standards for Early Learning	Janesville Early Learning Targets/Benchmarks Children:	Examples of Activities / Strategies / Assessment	Examples of Resources / Tools	
		<p>events</p> <ul style="list-style-type: none"> *Play with puzzles (matching mom to baby) *Offer opportunities for community helpers to share their career *Role play negotiating problems 		
C.EL. 2 Learning from experience	<ul style="list-style-type: none"> *Answer questions and recall objects from past experiences *Recall and apply knowledge from past experiences *Draw on everyday experiences *Understand natural consequences 	<ul style="list-style-type: none"> *Lead class discussions *Reflect with students at the end of the day *Organize a walking field trip and take photos (use photos for recall) *Lead group in cooking activities *Use "What if" questions to compare experiences *Encourage drawing pictures of experiences *Link activities/concepts from past units to new units *Provide dramatic play opportunities *Teach cause and effect relationships (natural consequences) 	<ul style="list-style-type: none"> *<u>TRIBES</u> – Jeanne Gibbs *Circle time activities *Field trips *Photos *Props (dress-up clothes, stethoscopes, building materials) *<u>Love and Logic</u> concepts and materials *<u>Conscious Discipline</u> 	
C.EL.3 Linking new learning with past learning	<ul style="list-style-type: none"> *Recognize and repeat simple patterns *Draw on everyday experiences and apply this knowledge to similar situations (beginning) 	<ul style="list-style-type: none"> *Encourage children to recognize patterns in the environment *Create "A,B,A,B" patterns using math manipulatives *Model and discuss daily 	<ul style="list-style-type: none"> *<u>Every Day Math</u> materials (pattern blocks, unifix cubes and parquetry blocks) *Morning/Community circle, circle time activities 	

Integration Matrix: Wisconsin Model Academic Standards

Four-Year Old Learning Opportunities

Wisconsin Model Academic Standards for Early Learning	Janesville Early Learning Targets/Benchmarks Children:	Examples of Activities / Strategies / Assessment	Examples of Resources / Tools	
	<ul style="list-style-type: none"> *Recall outcome of personal experiences - adjust accordingly to modify behavior (ie. forgets boots & mittens, the next time won't forget) *Follow two and three step sequence directions/ actions *Follow simple routines 	<ul style="list-style-type: none"> routine, rules, and behaviors *Compare and contrast past experiences with present and possible future outcomes *Use visual pictures and visual schedules *Provide cooking/science activities *Link activity / concept from past unit to new unit 	<ul style="list-style-type: none"> *Stories *Field trips *Cooking/science experiments *Boardmaker(computer program) *<u>Math Their Way</u> by Marcy Cook *AIMS www.aimsedu.org (Math and Science Curriculum) 	
C.EL.4 Generalizing and adjusting to new learning and experiences	<ul style="list-style-type: none"> *Understand (beginning) cause and affect relationships *Accept new routines *Draw conclusions *Cope during new experiences *Apply past knowledge to a new experience *Adapt to a variety situations and experiences 	<ul style="list-style-type: none"> *Use technology *Brainstorm ideas, via past experiences and questioning *Introduce something new to the class (objects/toy, guest speaker, pet) *Conduct field trips prior to theme *Change daily routine periodically *Offer stories where children choose ending *Planned play: children choose own center *Provide opportunities to conduct simple experiments 	<ul style="list-style-type: none"> *Computer *Cause-effect- computer programs *Real – life experiences *Guest speakers *Classroom pet *Literature stories and social stories *Visual schedule that is able to be changed *Picture books 	

V. Cognitive and General Knowledge

Integration Matrix: Wisconsin Model Academic Standards

Four-Year Old Learning Opportunities

Wisconsin Model Academic Standards for Early Learning	Janesville Early Learning Targets/Benchmarks Children:	Examples of Activities / Strategies / Assessment	Examples of Resources / Tools	
<p>A. Mathematical and Logical Thinking</p> <p>Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.</p>				
<p>A.EL.1 Group and arrange objects in a series and recognize similarity/relationships</p>	<ul style="list-style-type: none"> *Recognize and name attributes (color, shape, size) of items *Identify and name shapes (circle, square, triangle, diamond/rhombus, oval, and rectangle) *Identify and name colors (red, blue, yellow, green, orange, purple, brown, black, pink, white, gray) *Sequence objects according to size *Sort objects according to attributes *Identify the differences and/or similarities between objects and group them by more than one attribute *Identify, repeat, and create simple patterns 	<ul style="list-style-type: none"> *Use BINGO games *Incorporate concepts into transition times *Provide manipulatives for sorting sequencing, patterning etc. *Provide art activities as opportunities to work with color, shape, size *Offer free choice or small group activities with teacher made and commercial games *Display posters and other visuals *Read picture books *Provide rhythm and music activities *Incorporate concepts into routine activities *Offer dramatic play opportunities *Provide science activities 	<ul style="list-style-type: none"> *Teacher made/commercial BINGO games *Manipulative play materials (puzzles, unifix cubes, beads, pattern blocks, teddy bear counters etc.) *<u>Everyday Math Curriculum</u> *Sesamestreet.com *Picture books such as <u>Brown Bear Brown Bear</u> *CDs such as Greg and Steve and Dr. Jean *Musical instruments *Computer games, living books *<u>Science Projects You Can Do</u>, formerly known as <u>101 Science Projects</u> by George K. Stone 	
<p>A.EL.2 Count, join, separate, and tell how many</p>	<ul style="list-style-type: none"> *Count by memory from 1 to 10 *Identify and name numbers from 0 to 5 *Demonstrate one-to-one 	<ul style="list-style-type: none"> *Use transitions/lining up to practice concepts *Practice counting in multiple languages *Use fingerplays, songs, 	<ul style="list-style-type: none"> *Manipulative toys *Calendar *Posters, displays *Sensory materials, i.e. yarn, macaroni, sand 	

Integration Matrix: Wisconsin Model Academic Standards

Four-Year Old Learning Opportunities

Wisconsin Model Academic Standards for Early Learning	Janesville Early Learning Targets/Benchmarks Children:	Examples of Activities / Strategies / Assessment	Examples of Resources / Tools	
	<p>correspondence to 10</p> <p>*Sequence numbers from 1 to 5</p>	<p>and rhymes</p> <p>*Play matching games such as numerals, three items to the number three</p> <p>*Offer music, movement, and action games</p> <p>*Plan small group activities focusing on specific skills</p> <p>*Incorporate concepts into calendar time</p> <p>*Read and discuss picture books</p> <p>*Play "I Spy" games</p> <p>*Use Total Physical Response (TPR) activities (sandpaper numbers, count and clap)</p> <p>*Offer sensory play activities</p> <p>*Provide dramatic play opportunities</p> <p>*Incorporate concepts into routine activities</p>	<p>paper, bubble packing, brushes</p> <p>*<u>Mailbox Magazine</u></p> <p>*CDs</p> <p>*Teacher made and commercial games, i.e. File Folder games</p> <p>*<u>Every Day Math</u> (curriculum)</p> <p>*Felt boards</p> <p>*www.preschoolprintables.com</p>	
<p>A.EL.3 Recognize and use numerals to represent quantity</p>	<p>*Compare sets of equal, more, and less</p> <p>*Recognize numbers 1-5 and match corresponding quantities</p>	<p>*Provide teacher made and commercial games</p> <p>*Conduct flannel board activities</p> <p>*Incorporate concepts into small and whole group teacher led activities and discussions</p> <p>*Plan music and song</p>	<p>*Games such as "Hi Ho Cherry-O!", "Chutes and Ladders", etc.</p> <p>*Manipulatives</p> <p>*Scales</p> <p>*Posters and displays</p> <p>*DVD's/Videos</p> <p>*"Five Little..." (monkeys, pumpkins, etc) songs</p>	

Integration Matrix: Wisconsin Model Academic Standards

Four-Year Old Learning Opportunities

Wisconsin Model Academic Standards for Early Learning	Janesville Early Learning Targets/Benchmarks Children:	Examples of Activities / Strategies / Assessment	Examples of Resources / Tools	
		<p>activities, i.e. Finger Plays that support numerical thinking</p> <p>*Offer computer games</p>	<p>*File folder games</p> <p>*<u>Ten Apples Up on Top</u> by Dr. Suess</p> <p>Flannel Board stories</p> <p>*<u>Ten Little Ladybugs</u> by Melanie Gerth</p> <p>*<u>Chicka Chicka 1,2,3</u> by Bill Martin Jr.</p>	
<p>A.EL.4 Understand words that locate an object in relation to its environment, put together progressively more difficult puzzles, and recognize and create two-dimensional shape and three-dimensional objects</p>	<p>*Demonstrate sequencing first, middle, last</p> <p>*Demonstrate directional concepts</p> <p>*Demonstrate positional concepts</p> <p>*Label pictures verbally to actions or objects</p> <p>*Construct a 12-15 piece puzzle</p>	<p>*Offer manipulative play materials</p> <p>*Offer block play opportunities</p> <p>*Offer puzzle play opportunities</p> <p>*Conduct song/movement games</p> <p>*Incorporate concepts into transitions/lining up</p> <p>*Play games such as "Simon Says," "Listen and Follow Directions," "Mother May I?"</p> <p>*Create obstacle course following directional words and positional concepts</p> <p>*Read picture books for sequencing concepts</p> <p>*Prepare art activities to provide for 2-3 dimensional creativity</p> <p>*Offer opportunities for large motor play, i.e. Scavenger Hunt</p>	<p>*Manipulatives</p> <p>*Posters, photos, and displays</p> <p>*Blocks of different types</p> <p>*Large motor equipment</p> <p>*"Write the Room" game</p> <p>*"What is missing?" game</p> <p>*Public library (puzzles)</p> <p>*Puzzles of various difficulty</p> <p>*Scavenger Hunt items</p>	

Integration Matrix: Wisconsin Model Academic Standards

Four-Year Old Learning Opportunities

Wisconsin Model Academic Standards for Early Learning	Janesville Early Learning Targets/Benchmarks Children:	Examples of Activities / Strategies / Assessment	Examples of Resources / Tools	
		*Use environmental text with corresponding illustrations		
A.EL.5 Understand the concept of measurement	<ul style="list-style-type: none"> *Use objects to measure *Compare size and arrange from small to large *Use comparative words such as longer, heavier, smaller when comparing objects *Develop an awareness of and use measurement tools (rulers) not necessarily accurately *Develop an awareness of and use simple time concepts *Show (beginning) interest in clocks, watches and timers 	<ul style="list-style-type: none"> *Provide manipulative items for measuring *Use number lines and linear calendar *Offer creative art opportunities *Plan large group/circle time discussions, pair-share activities to reinforce concepts such as morning noon and night, today tomorrow and yesterday *Use timer and visual daily schedule for time concepts *Provide cooking projects *Measure each other using yarn, and other non standard measuring tools, ruler, yard stick, etc. *Identify numbers 1-5 on a clock, ruler, etc. 	<ul style="list-style-type: none"> *Various scales *Measuring tools such as yard stick, ruler, string, blocks, unifix cubes, measuring cups *Linear calendar *Timers *Picture books that discuss time and measurement concepts *Recipe books, charts and cards *Manipulative clock *<u>Every Day Math</u> curriculum *Make a picture timeline i.e. daily schedule] *Computer- Boardmaker program 	
A.EL.6 Collect, describe, and record information using all senses	<ul style="list-style-type: none"> *Retell details of events and stories *Distinguish between loud and soft noises *Distinguish opposites *Use simple graphing concepts (drawing maps, charts) 	<ul style="list-style-type: none"> *Provide listening games and activities *Provide music activities *Focus on sensory words with: <ol style="list-style-type: none"> a. Sensory table b. Thematic units such as restaurant, 	<ul style="list-style-type: none"> *District music teacher *Sensory books, toys, matching games *Sensory table *CDs such as Greg and Steve, Raffi, Ella Jenkins *Timers *Yacker Tracker 	

Integration Matrix: Wisconsin Model Academic Standards

Four-Year Old Learning Opportunities

Wisconsin Model Academic Standards for Early Learning	Janesville Early Learning Targets/Benchmarks Children:	Examples of Activities / Strategies / Assessment	Examples of Resources / Tools	
	<p>*Use sensory words accurately (smell, sight, hearing, touch, taste)</p>	<p style="padding-left: 40px;">cooking</p> <p style="padding-left: 40px;">c. Snack time</p> <p style="padding-left: 40px;">d. Cooking activities</p> <p style="padding-left: 40px;">e. Nature or other walking field trips</p> <p>*Plan field trips such as Janesville School Outdoor Lab (JSOL), farm, restaurant</p> <p>*Conduct small/large group time activities</p>	<p>*Listening lotto games</p> <p>*Classical music CDs</p> <p>*"Write the Room" game</p> <p>*Classroom pet (fish, duck, etc. for recording statistics)</p> <p>*Clipboards and writing material for recording</p>	
<p>B. Scientific Thinking and Problem Solving</p> <p>Children in Wisconsin will understand and use scientific tools and skills to extend their learning.</p>				
<p>B.EL. 1 Use their senses to observe characteristics and behaviors in the physical world</p>	<p>*Use sensory words accurately (smell, sight, hearing, touch, taste)</p> <p>*Use multiple senses to identify and describe objects and experiences</p> <p>*Show curiosity and desire to explore environment</p> <p>*Classify objects and pictures</p> <p>*Demonstrate beginning understanding of cause and effect</p>	<p>*Provide mystery bag for descriptors</p> <p>*Conduct simple science experiments such as:</p> <ul style="list-style-type: none"> • Sink/Float • Magnets • Celery in colored water <p>*Discuss animal habitats</p> <p>*Read stories about science concepts and discuss</p> <p>*Utilize "teachable moments"</p>	<p>*Picture cards</p> <p>*Magnets</p> <p>*Sensory table</p> <p>*Food coloring</p> <p>*Picture books</p> <p>*Old calendars</p> <p>*Old greeting cards</p> <p>*"What doesn't belong in this season?" game</p>	

Integration Matrix: Wisconsin Model Academic Standards

Four-Year Old Learning Opportunities

Wisconsin Model Academic Standards for Early Learning	Janesville Early Learning Targets/Benchmarks Children:	Examples of Activities / Strategies / Assessment	Examples of Resources / Tools	
	<ul style="list-style-type: none"> *Find similarities/differences in objects 	<ul style="list-style-type: none"> *Go on a seasonal Nature Walk (4 times per year) *Make handmade scientific tool, i.e. toilet paper roll for binoculars *Make collages of senses *Go on a Treasure Hunt *Adopt a tree to view through all seasons to see changes 		
<p>B.EL.2 Use tools to gather information, compare observed objects, and seek answers to questions through active investigation</p>	<ul style="list-style-type: none"> *Demonstrate (beginning) understanding of cause and effect *Explore the function of tools for investigation *Select the appropriate tool to use in a given situation *Comment on the observed results when using tools *Use tools in different ways to solve a problem 	<ul style="list-style-type: none"> *Offer scientific tools for independent exploration *Provide a variety of tools for children to explore with *Ask open ended questions *Make a concept web *Conduct simple science experiments *Take a picture walk through stories 	<ul style="list-style-type: none"> *Sensory table stapler, tape, sifters (magnifying glass, rulers, scissors, mixing tools, and self expression materials, etc.) *<u>Everyday Math</u> curriculum *Computer programs – move mouse and see what happens *KWL charts 	
<p>B.EL.3 Hypothesize and make predictions</p>	<ul style="list-style-type: none"> *Make predictions *Brainstorm solutions *Draw conclusions 	<ul style="list-style-type: none"> *Take a picture walk through stories *Conduct simple experiments (i.e. volcano, melting snow/ice, cooking) *Take in-school field trips *Ask open-ended questions 	<ul style="list-style-type: none"> *Art teacher *Storybooks *Basic science books *Channel PBS *<u>Mailbox Magazine</u> *<u>My Big Backyard</u> magazine *<u>National Geographic for Kids</u> magazine for pictures 	

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B.EL.4 Form explanations based on trial and error, observations, and explorations	<ul style="list-style-type: none"> *Show interest in figuring things out independently *Transfer (beginning) past experiences to new information *Use resources to explore and obtain information 	<ul style="list-style-type: none"> *Provide independent science center for observation and exploration *Plan activity or concept to new thematic unit *Invite guest speakers to enrich the unit *Plan field trips prior to theme 	<ul style="list-style-type: none"> *Guest speakers *<u>Mailbox Magazine</u> *<u>Science Made Simple</u> by Mailbox *Science Materials: magnifying glass, scales, sink & float activities, magnets, shells *<u>Everyday Math</u> curriculum 	
<p>C. Social Systems and Understanding</p> <p>Children in Wisconsin will understand the characteristics and structures of social systems.</p>				
C.EL.1 Recognize and respect shared and different characteristics of self and others, including values and beliefs	<ul style="list-style-type: none"> *Identify more than one similarity or difference with a peer 	<ul style="list-style-type: none"> *Draw representational pictures with 6-8 details *Instruct and model children to draw self portrait, picture of their house, family, etc. *Make class scrapbooks with pictures of children and their families and their uniqueness *Read picture books about children of different cultures *Invite families to discuss traditions and food. 	<ul style="list-style-type: none"> *Photos *Posters *Pictures of diverse families and/or ethnicity, ability differences *Multicultural items/tools *Story books 	
	<ul style="list-style-type: none"> *Talk about different 	<ul style="list-style-type: none"> *Provide picture books 	<ul style="list-style-type: none"> *Parents and/or family 	

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C.EL2. Understand family and community interdependence	<p>family traditions</p> <ul style="list-style-type: none"> *Show an awareness for differences in others through play 	<ul style="list-style-type: none"> *Provide guest speakers *Discuss family celebrations *Role play family scenarios *Generate classroom photo albums *Hold activities at school for the whole family *Send communications between home / school 	<p>members come to speak and share</p> <ul style="list-style-type: none"> *Picture books *Multi-cultural puppets/dolls *Images, posters of diverse people *Newsletters home to families 	
C.EL.3. Comprehend the concepts of fairness and equality and the reason for rules and laws	<ul style="list-style-type: none"> *Take turns *Understand that their behavior has an impact on others *Follow classroom and community rules 	<ul style="list-style-type: none"> *Discuss rules of classroom as needed (i.e. snack time routines, interactions) *Post visual pictures that show classroom rules *Address children's positive behavior as it arises, to the large group *Give positive verbal reminders and redirection throughout the day *Read stories about the community *Invite guest speakers to introduce community rules *Conduct field trips to introduce rules specific to the visited site, i.e. restaurant rules, community safety signs 	<ul style="list-style-type: none"> *TRIBES training and books – Jeanne Gibbs *<u>Conscience Discipline</u> *Behavior charts *Guest speakers: police *Picture books *<u>Love & Logic</u> concepts and materials *School Counselor 	

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Four-Year Old Learning Opportunities

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		<ul style="list-style-type: none"> *Play games, turn-taking *Recognize positive attitudes and acts of kindness *Dramatize fair/unfair situations and safety rules 		
<p>C.EL.4 Recognize the interdependence of humans with the natural world</p>	<ul style="list-style-type: none"> *Demonstrate respect and care for their environment and others *Share with others *Take turns with others *Follow classroom and community rules 	<ul style="list-style-type: none"> *Provide opportunities to care for classroom pets as allowed *Plant seeds and grow *Plan a unit on caring for the environment *Read and discuss picture books *Plan field trips *Use reminders for daily activities and routines (i.e. drinking fountain, washing hands, lining up, etc.) *Brainstorm a list of school & environmental rules / responsibilities *Participate in Earth Day or other environmental activities (i.e. neighborhood clean-up) *Take walks around neighborhood and point out environmental factors 	<ul style="list-style-type: none"> *Job Helper/Job Chart *Picture books *Posters/displays *Videos (i.e. Dora, Arthur, Clifford) *Wee Recyclers (DNR) program *JSOL, parks *Janesville Public Works *<u>Kids' National Geographic</u> *"My Big Back Yard" (<u>Ranger Rick</u>) *<u>Scholastic News</u> *Alliant Energy Madison *Earthday.com *Rotary Gardens, Janesville 	

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		* Incorporate life cycle activities		