

Alignment of



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# The Creative Curriculum® *for* Preschool

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WITH

**Alignment of *The Creative Curriculum*® for Preschool  
with  
*Wisconsin Model Early Learning Standards***

This document aligns the content in *Wisconsin Model Early Learning Standards* with the goals and ideals of *The Creative Curriculum*® for Preschool. *The Creative Curriculum*® for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

**References**

- Teaching Strategies, LLC. (2010). *The Creative Curriculum*® for preschool. Washington, DC: Author.
- The Wisconsin Model Early Learning Standards Steering Committee. (2011). *Wisconsin model early learning standards*. Madison, WI: Author. Retrieved from [http://www.collaboratingpartners.com/documents/WMELSUPDATEELfinal\\_000.pdf](http://www.collaboratingpartners.com/documents/WMELSUPDATEELfinal_000.pdf)

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**Balls Study**  
**State:** Wisconsin Model Early Learning Standards  
**Subject:** Early Childhood Education  
**Grade:** Ages 3-5

<b>DOMAIN</b>	<b>W.I.I.</b>	<b>HEALTH AND PHYSICAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>I.B.EL.</b>	<b>MOTOR DEVELOPMENT:</b> Children in Wisconsin will develop and refine their use of small and gross motor skills.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.1a.</b>	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Purpose and Coordination)</p> <p><u>Balls Study</u>  p. 27 Investigation 1 Outdoor Experiences  p. 30 Investigation 1 Day 2 Large Group  p. 32 Investigation 1 Day 3 Large Group  p. 35 Investigation 2 Outdoor Experiences  p. 43 Investigation 3 Outdoor Experiences  p. 44 Investigation 3 Day 1 Large Group  p. 45 Investigation 3 Day 1 Choice Time  p. 46 Investigation 3 Day 2 Large Group  p. 47 Investigation 3 Day 2 Read-Aloud  p. 61 Investigation 5 Outdoor Experiences  p. 83 Celebrating Learning Outdoor Experience</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.1b.</b>	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Balance and Strength)</p> <p><u>Balls Study</u>  p. 27 Investigation 1 Outdoor Experiences  p. 30 Investigation 1 Day 2 Large Group  p. 32 Investigation 1 Day 3 Large Group  p. 35 Investigation 2 Outdoor Experiences  p. 43 Investigation 3 Outdoor Experiences  p. 44 Investigation 3 Day 1 Large Group  p. 45 Investigation 3 Day 1 Choice Time  p. 46 Investigation 3 Day 2 Large Group  p. 47 Investigation 3 Day 2 Read-Aloud  p. 61 Investigation 5 Outdoor Experiences  p. 83 Celebrating Learning Outdoor Experience</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.2.</b>	<p>Exhibits eye-hand coordination, strength, control, and object manipulation.</p> <p><u>Balls Study</u>  p. 14 Exploring the Topic Day 1 Large Group  p. 15 Exploring the Topic Day 1 Choice Time  p. 16 Exploring the Topic Day 2 Choice Time  p. 18 Exploring the Topic Day 3 Choice Time  p. 18 Exploring the Topic Day 3 Large Group  p. 20 Exploring the Topic Day 4 Choice Time  p. 23 Exploring the Topic Day 5 Choice Time  p. 23 Exploring the Topic Day 5 Small Group  p. 27 Investigation 1 Outdoor Experiences  p. 29 Investigation 1 Day 1 Choice Time  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Choice Time  p. 31 Investigation 1 Day 2 Small Group  p. 32 Investigation 1 Day 3 Choice Time  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Large-Group Roundup  p. 33 Investigation 1 Day 3 Small Group  p. 35 Investigation 2 Outdoor Experiences</p>

		<p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Choice Time</p> <p>p. 39 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 43 Investigation 3 Outdoor Experiences</p> <p>p. 44 Investigation 3 Day 1 Large Group</p> <p>p. 45 Investigation 3 Day 1 Choice Time</p> <p>p. 45 Investigation 3 Day 1 Small Group</p> <p>p. 46 Investigation 3 Day 2 Choice Time</p> <p>p. 46 Investigation 3 Day 2 Large Group</p> <p>p. 47 Investigation 3 Day 2 Read-Aloud</p> <p>p. 47 Investigation 3 Day 2 Small Group</p> <p>p. 51 Investigation 4 Day 1 Choice Time</p> <p>p. 53 Investigation 4 Day 2 Choice Time</p> <p>p. 56 Investigation 4 Day 4 Choice Time</p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 58 Investigation 4 Day 5 Large Group</p> <p>p. 59 Investigation 4 Day 5 Choice Time</p> <p>p. 59 Investigation 4 Day 5 Small Group</p> <p>p. 61 Investigation 5 Outdoor Experiences</p> <p>p. 62 Investigation 5 Day 1 Choice Time</p> <p>p. 62 Investigation 5 Day 1 Large Group</p> <p>p. 63 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 64 Investigation 5 Day 2 Choice Time</p> <p>p. 64 Investigation 5 Day 2 Large Group</p> <p>p. 65 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 66 Investigation 5 Day 3 Large Group</p> <p>p. 67 Investigation 5 Day 3 Choice Time</p> <p>p. 69 Investigation 5 Day 4 Choice Time</p> <p>p. 69 Investigation 5 Day 4 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 4 Small Group</p> <p>p. 70 Investigation 5 Day 5 Large Group</p> <p>p. 83 Celebrating Learning Outdoor Experience</p> <p>p. 84 Celebrating Learning Day 1 Choice Time</p> <p>p. 86 Celebrating Learning Day 2 Choice Time</p> <p>p.47 Investigation 3 Day 2 Large-Group Roundup</p> <p>p.53 Investigation 4 Day 2 Small Group</p> <p>p.67 Investigation 5 Day 3 Large-Group Roundup</p> <p>p.70 Investigation 5 Day 5 Choice Time</p>
<b>DOMAIN</b>	<b>WI.II.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>II.A.EL.</b>	<b>Emotional Development: Children in Wisconsin will demonstrate emotional competence and self-regulation.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.A.EL.1.</b>	<p>Expresses a wide range of emotions.</p> <p><u>Balls Study</u></p> <p>p. 15 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 23 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 29 Investigation 1 Day 1 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 39 Investigation 2 Day 2 Choice Time</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p>

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<b>CONTENT STANDARD</b>	<b>II.C.EL.</b>	<b>Social Competence: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.C.EL.3.</b>	<p>Demonstrates understanding of rules and social expectations.</p> <p><u>Balls Study</u>  p. 52 Investigation 4 Day 2 Large Group  p. 83 Celebrating Learning Outdoor Experience</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.C.EL.4.</b>	<p>Engages in social problem solving behavior and learns to resolve conflict.</p> <p><u>Balls Study</u>  p. 15 Exploring the Topic Day 1 Read-Aloud  p. 17 Exploring the Topic Day 2 Read-Aloud  p. 19 Exploring the Topic Day 3 Read-Aloud  p. 21 Exploring the Topic Day 4 Read-Aloud  p. 23 Exploring the Topic Day 5 Read-Aloud  p. 29 Investigation 1 Day 1 Read-Aloud  p. 31 Investigation 1 Day 2 Read-Aloud  p. 33 Investigation 1 Day 3 Read-Aloud  p. 39 Investigation 2 Day 2 Choice Time  p. 39 Investigation 2 Day 2 Read-Aloud  p. 41 Investigation 2 Day 3 Read-Aloud  p. 45 Investigation 3 Day 1 Read-Aloud  p. 51 Investigation 4 Day 1 Read-Aloud  p. 53 Investigation 4 Day 2 Read-Aloud  p. 55 Investigation 4 Day 3 Read-Aloud  p. 57 Investigation 4 Day 4 Read-Aloud  p. 59 Investigation 4 Day 5 Read-Aloud  p. 63 Investigation 5 Day 1 Read-Aloud  p. 65 Investigation 5 Day 2 Read-Aloud  p. 67 Investigation 5 Day 3 Read-Aloud  p. 71 Investigation 5 Day 5 Read-Aloud  p. 71 Investigation 5 Day 5 Small Group  p. 85 Celebrating Learning Day 1 Read-Aloud  p. 87 Celebrating Learning Day 2 Read-Aloud</p>
<b>DOMAIN</b>	<b>WI.III.</b>	<b>LANGUAGE DEVELOPMENT AND COMMUNICATION</b>
<b>CONTENT STANDARD</b>	<b>III.A.EL.</b>	<b>Listening and Understanding: Children in Wisconsin will convey and interpret meaning through listening and understanding.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>III.A.EL.1.</b>	<p>Derives meaning through listening to communications of others and sounds in the environment.</p> <p><u>Balls Study</u>  p. 18 Exploring the Topic Day 3 Large Group  p. 19 Exploring the Topic Day 3 Small Group  p. 20 Exploring the Topic Day 4 Large Group  p. 23 Exploring the Topic Day 5 Mighty Minutes  p. 23 Exploring the Topic Day 5 Small Group  p. 27 Investigation 1 Outdoor Experiences  p. 29 Investigation 1 Day 1 Read-Aloud  p. 29 Investigation 1 Day 1 Small Group</p>

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DESCRIPTOR / FOCUS AREA	III.A.EL.2.	<p>Listens and responds to communications with others.</p> <p><u>Balls Study</u></p> <p>p. 19 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 35 Investigation 2 Outdoor Experiences</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 39 Investigation 2 Day 2 Choice Time</p> <p>p. 41 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 43 Investigation 3 Outdoor Experiences</p> <p>p. 49 Investigation 4 Outdoor Experience</p> <p>p. 51 Investigation 4 Day 1 Small Group</p> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 57 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 61 Investigation 5 Outdoor Experiences</p> <p>p. 63 Investigation 5 Day 1 Small Group</p> <p>p. 65 Investigation 5 Day 2 Small Group</p> <p>p. 69 Investigation 5 Day 4 Small Group</p> <p>p. 83 Celebrating Learning Outdoor Experience</p> <p>p. 85 Celebrating Learning Day 1 Small Group</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.A.EL.3.	<p>Follows directions of increasing complexity.</p> <p><u>Balls Study</u></p> <p>p. 19 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 35 Investigation 2 Outdoor Experiences</p> <p>p. 39 Investigation 2 Day 2 Choice Time</p> <p>p. 41 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 43 Investigation 3 Outdoor Experiences</p> <p>p. 49 Investigation 4 Outdoor Experience</p> <p>p. 51 Investigation 4 Day 1 Small Group</p> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 57 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 61 Investigation 5 Outdoor Experiences</p>

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<b>CONTENT STANDARD</b>	<b>III.B.EL.</b>	<b>Speaking and Communicating: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>III.B.EL.1.</b>	<p>Uses gestures and movements (non-verbal) to communicate.</p> <p><u>Balls Study</u></p> <p>p. 15 Exploring the Topic Day 1 Mighty Minutes</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 49 Investigation 4 Outdoor Experience</p> <p>p. 50 Investigation 4 Day 1 Large Group</p> <p>p. 51 Investigation 4 Day 1 Small Group</p> <p>p. 61 Investigation 5 Outdoor Experiences</p> <p>p. 65 Investigation 5 Day 2 Small Group</p> <p>p. 71 Investigation 5 Day 5 Small Group</p> <p>p.53 Investigation 4 Day 2 Small Group</p> <p>p.70 Investigation 5 Day 5 Choice Time</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>III.B.EL.2a.</b>	<p>Uses vocalizations and spoken language to communicate. Language Form (Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure).</p> <p><u>Balls Study</u></p> <p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 55 Investigation 4 Day 3 Small Group</p> <p>p. 57 Investigation 4 Day 4 Read-Aloud</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>III.B.EL.2b.</b>	<p>Uses vocalizations and spoken language to communicate. Language Content (Semantics: rule system for establishing meaning of words, individually and in combination).</p> <p><u>Balls Study</u></p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 45 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p>
<b>CONTENT STANDARD</b>	<b>III.C.EL.</b>	<b>Early Literacy: Children in Wisconsin will have the literacy skills and concepts needed to become successful readers and writers.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>III.C.EL.1.</b>	<p>Shows an appreciation of books and understands how print works.</p> <p><u>Balls Study</u></p> <p>p. 15 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 23 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 29 Investigation 1 Day 1 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 36 Investigation 2 Day 1 Large Group</p>



		<p>p. 39 Investigation 2 Day 2 Read-Aloud  p. 41 Investigation 2 Day 3 Small Group  p. 45 Investigation 3 Day 1 Read-Aloud  p. 51 Investigation 4 Day 1 Read-Aloud  p. 53 Investigation 4 Day 2 Read-Aloud  p. 55 Investigation 4 Day 3 Read-Aloud  p. 57 Investigation 4 Day 4 Read-Aloud  p. 57 Investigation 4 Day 4 Small Group  p. 59 Investigation 4 Day 5 Read-Aloud  p. 59 Investigation 4 Day 5 Small Group  p. 65 Investigation 5 Day 2 Read-Aloud  p. 65 Investigation 5 Day 2 Small Group  p. 67 Investigation 5 Day 3 Small Group  p.70 Investigation 5 Day 5 Choice Time</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.2.	<p>Develops alphabetic awareness.</p> <p><u>Balls Study</u>  p. 15 Exploring the Topic Day 1 Mighty Minutes  p. 17 Exploring the Topic Day 2 Small Group  p. 17 Exploring the Topic Day 2 Mighty Minutes  p. 21 Exploring the Topic Day 4 Mighty Minutes  p. 23 Exploring the Topic Day 5 Mighty Minutes  p. 31 Investigation 1 Day 2 Mighty Minutes  p. 33 Investigation 1 Day 3 Small Group  p. 41 Investigation 2 Day 3 Small Group  p. 47 Investigation 3 Day 2 Mighty Minutes  p. 47 Investigation 3 Day 2 Small Group  p. 54 Investigation 4 Day 3 Large Group  p. 57 Investigation 4 Day 4 Small Group  p. 59 Investigation 4 Day 5 Small Group  p. 63 Investigation 5 Day 1 Small Group  p. 67 Investigation 5 Day 3 Small Group  p. 71 Investigation 5 Day 5 Mighty Minutes  p. 71 Investigation 5 Day 5 Small Group  p.70 Investigation 5 Day 5 Choice Time</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.3a.	<p>Develops phonological awareness.</p> <p><u>Balls Study</u>  p. 14 Exploring the Topic Day 1 Large Group  p. 15 Exploring the Topic Day 1 Mighty Minutes  p. 16 Exploring the Topic Day 2 Large Group  p. 18 Exploring the Topic Day 3 Large Group  p. 19 Exploring the Topic Day 3 Mighty Minutes  p. 19 Exploring the Topic Day 3 Small Group  p. 20 Exploring the Topic Day 4 Large Group  p. 21 Exploring the Topic Day 4 Mighty Minutes  p. 21 Exploring the Topic Day 4 Small Group  p. 23 Exploring the Topic Day 5 Mighty Minutes  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Large-Group Roundup  p. 29 Investigation 1 Day 1 Mighty Minutes  p. 29 Investigation 1 Day 1 Small Group  p. 31 Investigation 1 Day 2 Mighty Minutes  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Mighty Minutes  p. 33 Investigation 1 Day 3 Small Group  p. 36 Investigation 2 Day 1 Large Group  p. 37 Investigation 2 Day 1 Mighty Minutes  p. 37 Investigation 2 Day 1 Read-Aloud  p. 39 Investigation 2 Day 2 Mighty Minutes  p. 40 Investigation 2 Day 3 Large Group  p. 41 Investigation 2 Day 3 Small Group  p. 45 Investigation 3 Day 1 Mighty Minutes  p. 47 Investigation 3 Day 2 Mighty Minutes</p>

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DESCRIPTOR / FOCUS AREA	III.C.EL.3b.	<p>Develops phonemic awareness.</p> <p><u>Balls Study</u></p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Mighty Minutes</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 47 Investigation 3 Day 2 Small Group</p> <p>p. 56 Investigation 4 Day 4 Choice Time</p> <p>p. 56 Investigation 4 Day 4 Large Group</p> <p>p. 57 Investigation 4 Day 4 Read-Aloud</p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 59 Investigation 4 Day 5 Small Group</p> <p>p. 63 Investigation 5 Day 1 Small Group</p> <p>p. 65 Investigation 5 Day 2 Small Group</p> <p>p. 67 Investigation 5 Day 3 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p> <p>p.70 Investigation 5 Day 5 Choice Time</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.4.	<p>Demonstrates the use of strategies to read words.</p> <p><u>Balls Study</u></p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 45 Investigation 3 Day 1 Small Group</p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 59 Investigation 4 Day 5 Small Group</p> <p>p. 65 Investigation 5 Day 2 Small Group</p> <p>p.53 Investigation 4 Day 2 Small Group</p> <p>p.70 Investigation 5 Day 5 Choice Time</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.5.	<p>Uses writing to represent thoughts or ideas.</p> <p><u>Balls Study</u></p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 57 Investigation 4 Day 4 Read-Aloud</p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 59 Investigation 4 Day 5 Choice Time</p> <p>p. 59 Investigation 4 Day 5 Small Group</p> <p>p. 67 Investigation 5 Day 3 Small Group</p>
DOMAIN	WI.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.A.EL.	Curiosity, Engagement, and Persistence: Children in Wisconsin will

		use curiosity, engagement and persistence to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.A.EL.1.	Displays curiosity, risk-taking, and willingness to engage in new experiences.  <u>Balls Study</u> p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
DESCRIPTOR / FOCUS AREA	IV.A.EL.2.	Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.  <u>Balls Study</u> p. 32 Investigation 1 Day 3 Choice Time p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
CONTENT STANDARD	IV.B.EL.	Creativity and Imagination: Children in Wisconsin will use invention, imagination, and play to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.B.EL.1.	Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.  <u>Balls Study</u> p. 17 Exploring the Topic Day 2 Mighty Minutes p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Choice Time p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups
DESCRIPTOR / FOCUS AREA	IV.B.EL.2.	Expresses self creatively through music, movement, and art.

		<u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Mighty Minutes p. 17 Exploring the Topic Day 2 Read-Aloud p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 2 Outdoor Experiences p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 53 Investigation 4 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Choice Time p. 55 Investigation 4 Day 3 Mighty Minutes p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Small Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Mighty Minutes p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group
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		<p>p. 71 Investigation 5 Day 5 Mighty Minutes</p> <p>p. 71 Investigation 5 Day 5 Small Group</p> <p>p. 85 Celebrating Learning Day 1 Mighty Minutes</p> <p>p. 85 Celebrating Learning Day 1 Small Group</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Mighty Minutes</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p> <p>p.68 Investigation 5 Day 4 Large Group</p> <p>p.70 Investigation 5 Day 5 Choice Time</p> <p>p.84 Celebrating Learning Day 1 Large Groups</p>
CONTENT STANDARD	IV.C.EL.	Diversity in Learning: Children in Wisconsin will engage in diverse approaches to learning that reflect social and cultural contexts such as biology, family history, culture, and individual learning styles.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.C.EL.1.	<p>Experiences a variety of routines, practices, and languages.</p> <p><u>Balls Study</u></p> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 83 Celebrating Learning Outdoor Experience</p>
DESCRIPTOR / FOCUS AREA	IV.C.EL.3.	<p>Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 15 Exploring the Topic Day 1 Mighty Minutes</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 20 Exploring the Topic Day 4 Choice Time</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 29 Investigation 1 Day 1 Read-Aloud</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 46 Investigation 3 Day 2 Large Group</p> <p>p. 49 Investigation 4 Outdoor Experience</p> <p>p. 50 Investigation 4 Day 1 Large Group</p> <p>p. 51 Investigation 4 Day 1 Small Group</p> <p>p. 61 Investigation 5 Outdoor Experiences</p> <p>p. 63 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 64 Investigation 5 Day 2 Choice Time</p> <p>p. 64 Investigation 5 Day 2 Large Group</p> <p>p. 65 Investigation 5 Day 2 Small Group</p> <p>p. 67 Investigation 5 Day 3 Choice Time</p> <p>p. 71 Investigation 5 Day 5 Small Group</p> <p>p.53 Investigation 4 Day 2 Small Group</p> <p>p.70 Investigation 5 Day 5 Choice Time</p>
DOMAIN	WI.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.A.EL.	Exploration, Discovery, and Problem Solving: 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS	V.A.EL.2.	Understands new meanings as memory increases.

AREA		<u>Balls Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Small Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 53 Investigation 4 Day 2 Large-Group Roundup p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Read-Aloud p. 64 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p.53 Investigation 4 Day 2 Small Group
DESCRIPTOR / FOCUS AREA	V.A.EL.3.	Applies problem solving skills.  <u>Balls Study</u> p. 32 Investigation 1 Day 3 Choice Time p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
CONTENT STANDARD	V.B.EL.	Mathematical Thinking: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.B.EL.1.	Demonstrates an understanding of numbers and counting.  <u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup



		<p>p. 51 Investigation 4 Day 1 Mighty Minutes  p. 53 Investigation 4 Day 2 Mighty Minutes  p. 54 Investigation 4 Day 3 Large Group  p. 57 Investigation 4 Day 4 Large-Group Roundup  p. 57 Investigation 4 Day 4 Mighty Minutes  p. 59 Investigation 4 Day 5 Mighty Minutes  p. 64 Investigation 5 Day 2 Large Group  p. 69 Investigation 5 Day 4 Small Group  p. 71 Investigation 5 Day 5 Read-Aloud  p. 71 Investigation 5 Day 5 Small Group  p. 85 Celebrating Learning Day 1 Small Group  p. 86 Celebrating Learning Day 2 Large Group  p.68 Investigation 5 Day 4 Large Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.2.	<p>Understands number operations and relationships.</p> <p><u>Balls Study</u>  p. 21 Exploring the Topic Day 4 Small Group  p. 23 Exploring the Topic Day 5 Small Group  p. 37 Investigation 2 Day 1 Large-Group Roundup  p. 37 Investigation 2 Day 1 Small Group  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Large-Group Roundup  p. 53 Investigation 4 Day 2 Mighty Minutes  p. 54 Investigation 4 Day 3 Large Group  p. 71 Investigation 5 Day 5 Small Group  p. 85 Celebrating Learning Day 1 Small Group  p. 86 Celebrating Learning Day 2 Large Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.3.	<p>Explores, recognizes, and describes, shapes and spatial relationships.</p> <p><u>Balls Study</u>  p. 14 Exploring the Topic Day 1 Large Group  p. 15 Exploring the Topic Day 1 Choice Time  p. 16 Exploring the Topic Day 2 Choice Time  p. 17 Exploring the Topic Day 2 Mighty Minutes  p. 18 Exploring the Topic Day 3 Choice Time  p. 18 Exploring the Topic Day 3 Large Group  p. 19 Exploring the Topic Day 3 Mighty Minutes  p. 20 Exploring the Topic Day 4 Large Group  p. 20 Exploring the Topic Day 4 Choice Time  p. 23 Exploring the Topic Day 5 Choice Time  p. 23 Exploring the Topic Day 5 Mighty Minutes  p. 28 Investigation 1 Day 1 Large Group  p. 31 Investigation 1 Day 2 Mighty Minutes  p. 32 Investigation 1 Day 3 Choice Time  p. 33 Investigation 1 Day 3 Large-Group Roundup  p. 35 Investigation 2 Outdoor Experiences  p. 37 Investigation 2 Day 1 Large-Group Roundup  p. 37 Investigation 2 Day 1 Read-Aloud  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Choice Time  p. 39 Investigation 2 Day 2 Large-Group Roundup  p. 39 Investigation 2 Day 2 Small Group  p. 40 Investigation 2 Day 3 Choice Time  p. 46 Investigation 3 Day 2 Choice Time  p. 47 Investigation 3 Day 2 Mighty Minutes  p. 49 Investigation 4 Outdoor Experience  p. 51 Investigation 4 Day 1 Choice Time  p. 51 Investigation 4 Day 1 Small Group  p. 53 Investigation 4 Day 2 Choice Time  p. 54 Investigation 4 Day 3 Large Group  p. 56 Investigation 4 Day 4 Large Group  p. 57 Investigation 4 Day 4 Large-Group Roundup  p. 58 Investigation 4 Day 5 Large Group</p>

		<p>p. 59 Investigation 4 Day 5 Choice Time</p> <p>p. 62 Investigation 5 Day 1 Large Group</p> <p>p. 63 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 65 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 69 Investigation 5 Day 4 Choice Time</p> <p>p. 70 Investigation 5 Day 5 Large Group</p> <p>p. 71 Investigation 5 Day 5 Small Group</p> <p>p. 86 Celebrating Learning Day 2 Choice Time</p> <p>p.47 Investigation 3 Day 2 Large-Group Roundup</p> <p>p.53 Investigation 4 Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.4.	<p>Uses the attributes of objects for comparison and patterning.</p> <p><u>Balls Study</u></p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 55 Investigation 4 Day 3 Small Group</p> <p>p. 56 Investigation 4 Day 4 Choice Time</p> <p>p. 57 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 58 Investigation 4 Day 5 Large Group</p> <p>p. 63 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 64 Investigation 5 Day 2 Choice Time</p> <p>p. 67 Investigation 5 Day 3 Choice Time</p> <p>p. 70 Investigation 5 Day 5 Large Group</p> <p>p. 84 Celebrating Learning Day 1 Choice Time</p> <p>p.67 Investigation 5 Day 3 Large-Group Roundup</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.5.	<p>Understands the concept of measurement.</p> <p><u>Balls Study</u></p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 45 Investigation 3 Day 1 Choice Time</p> <p>p. 45 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 45 Investigation 3 Day 1 Small Group</p> <p>p. 69 Investigation 5 Day 4 Small Group</p>
CONTENT STANDARD	V.C.EL.	Scientific Thinking: Children in Wisconsin will understand and use scientific tools and skills to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.C.EL.1.	<p>Uses observation to gather information.</p> <p><u>Balls Study</u></p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 35 Investigation 2 Outdoor Experiences</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 39 Investigation 2 Day 2 Choice Time</p> <p>p. 43 Investigation 3 Outdoor Experiences</p> <p>p. 45 Investigation 3 Day 1 Small Group</p> <p>p. 46 Investigation 3 Day 2 Choice Time</p> <p>p. 47 Investigation 3 Day 2 Read-Aloud</p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 59 Investigation 4 Day 5 Choice Time</p> <p>p. 59 Investigation 4 Day 5 Small Group</p> <p>p. 61 Investigation 5 Outdoor Experiences</p>



		<p>p. 62 Investigation 5 Day 1 Choice Time</p> <p>p. 62 Investigation 5 Day 1 Large Group</p> <p>p. 63 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 64 Investigation 5 Day 2 Choice Time</p> <p>p. 64 Investigation 5 Day 2 Large Group</p> <p>p. 66 Investigation 5 Day 3 Large Group</p> <p>p. 67 Investigation 5 Day 3 Choice Time</p> <p>p. 69 Investigation 5 Day 4 Choice Time</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.2.	<p>Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 35 Investigation 2 Outdoor Experiences</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Choice Time</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 43 Investigation 3 Outdoor Experiences</p> <p>p. 44 Investigation 3 Day 1 Large Group</p> <p>p. 45 Investigation 3 Day 1 Choice Time</p> <p>p. 45 Investigation 3 Day 1 Small Group</p> <p>p. 46 Investigation 3 Day 2 Choice Time</p> <p>p. 46 Investigation 3 Day 2 Large Group</p> <p>p. 47 Investigation 3 Day 2 Read-Aloud</p> <p>p. 47 Investigation 3 Day 2 Small Group</p> <p>p. 50 Investigation 4 Day 1 Large Group</p> <p>p. 51 Investigation 4 Day 1 Choice Time</p> <p>p. 51 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 51 Investigation 4 Day 1 Small Group</p> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 53 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 54 Investigation 4 Day 3 Large Group</p> <p>p. 56 Investigation 4 Day 4 Large Group</p> <p>p. 57 Investigation 4 Day 4 Read-Aloud</p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 58 Investigation 4 Day 5 Large Group</p> <p>p. 59 Investigation 4 Day 5 Choice Time</p> <p>p. 59 Investigation 4 Day 5 Mighty Minutes</p> <p>p. 59 Investigation 4 Day 5 Small Group</p> <p>p. 61 Investigation 5 Outdoor Experiences</p> <p>p. 62 Investigation 5 Day 1 Choice Time</p> <p>p. 62 Investigation 5 Day 1 Large Group</p> <p>p. 63 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 64 Investigation 5 Day 2 Choice Time</p>

		<p>p. 64 Investigation 5 Day 2 Large Group</p> <p>p. 65 Investigation 5 Day 2 Read-Aloud</p> <p>p. 66 Investigation 5 Day 3 Large Group</p> <p>p. 67 Investigation 5 Day 3 Choice Time</p> <p>p. 67 Investigation 5 Day 3 Small Group</p> <p>p. 69 Investigation 5 Day 4 Choice Time</p> <p>p. 69 Investigation 5 Day 4 Small Group</p> <p>p. 70 Investigation 5 Day 5 Large Group</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p.68 Investigation 5 Day 4 Large Group</p> <p>p.70 Investigation 5 Day 5 Choice Time</p> <p>p.84 Celebrating Learning Day 1 Large Groups</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.3.	<p>Hypothesizes and makes predictions.</p> <p><u>Balls Study</u></p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 43 Investigation 3 Outdoor Experiences</p> <p>p. 46 Investigation 3 Day 2 Choice Time</p> <p>p. 46 Investigation 3 Day 2 Large Group</p> <p>p. 64 Investigation 5 Day 2 Choice Time</p> <p>p. 64 Investigation 5 Day 2 Large Group</p> <p>p. 67 Investigation 5 Day 3 Choice Time</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.4.	<p>Forms explanations based on trial and error, observations, and explorations.</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 15 Exploring the Topic Day 1 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 20 Exploring the Topic Day 4 Choice Time</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Choice Time</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 35 Investigation 2 Outdoor Experiences</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Choice Time</p> <p>p. 39 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 43 Investigation 3 Outdoor Experiences</p>

		<p>p. 44 Investigation 3 Day 1 Large Group</p> <p>p. 45 Investigation 3 Day 1 Choice Time</p> <p>p. 45 Investigation 3 Day 1 Small Group</p> <p>p. 46 Investigation 3 Day 2 Choice Time</p> <p>p. 46 Investigation 3 Day 2 Large Group</p> <p>p. 47 Investigation 3 Day 2 Small Group</p> <p>p. 51 Investigation 4 Day 1 Choice Time</p> <p>p. 53 Investigation 4 Day 2 Choice Time</p> <p>p. 56 Investigation 4 Day 4 Choice Time</p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 58 Investigation 4 Day 5 Large Group</p> <p>p. 59 Investigation 4 Day 5 Choice Time</p> <p>p. 59 Investigation 4 Day 5 Small Group</p> <p>p. 62 Investigation 5 Day 1 Choice Time</p> <p>p. 62 Investigation 5 Day 1 Large Group</p> <p>p. 63 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 64 Investigation 5 Day 2 Choice Time</p> <p>p. 64 Investigation 5 Day 2 Large Group</p> <p>p. 65 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 66 Investigation 5 Day 3 Large Group</p> <p>p. 67 Investigation 5 Day 3 Choice Time</p> <p>p. 69 Investigation 5 Day 4 Choice Time</p> <p>p. 69 Investigation 5 Day 4 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 4 Small Group</p> <p>p. 70 Investigation 5 Day 5 Large Group</p> <p>p. 84 Celebrating Learning Day 1 Choice Time</p> <p>p. 86 Celebrating Learning Day 2 Choice Time</p> <p>p.47 Investigation 3 Day 2 Large-Group Roundup</p> <p>p.53 Investigation 4 Day 2 Small Group</p> <p>p.67 Investigation 5 Day 3 Large-Group Roundup</p> <p>p.70 Investigation 5 Day 5 Choice Time</p>
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**Beginning the Year**  
**State:** Wisconsin Model Early Learning Standards  
**Subject:** Early Childhood Education  
**Grade:** Ages 3-5

<b>DOMAIN</b>	<b>W.I.</b>	<b>HEALTH AND PHYSICAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>I.A.EL.</b>	<b>Physical Health and Development:</b> Children in Wisconsin will be physically healthy and will be able to effectively care for their own physical needs.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.A.EL.1d.</b>	Demonstrates behaviors to meet self-help and physical needs. (Eating)  <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.A.EL.3.</b>	Demonstrates a healthy life style.  <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group
<b>CONTENT STANDARD</b>	<b>I.B.EL.</b>	<b>MOTOR DEVELOPMENT:</b> Children in Wisconsin will develop and refine their use of small and gross motor skills.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.1a.</b>	Moves with strength, control, balance, coordination, locomotion, and endurance. (Purpose and Coordination)  <u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 57 Focus Question 5 Day 1 Choice Time p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.1b.</b>	Moves with strength, control, balance, coordination, locomotion, and endurance. (Balance and Strength)  <u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 57 Focus Question 5 Day 1 Choice Time p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.2.</b>	Exhibits eye-hand coordination, strength, control, and object manipulation.  <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences

		<p>p. 36 Focus Question 3 Day 1 Large Group</p> <p>p. 41 Focus Question 3 Day 3 Mighty Minutes</p> <p>p. 57 Focus Question 5 Day 1 Choice Time</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 60 Focus Question 5 Day 3 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 81 Ministudy Day 1 Mighty Minutes</p> <p>p. 83 Ministudy Day 2 Mighty Minutes</p> <p>p. 83 Ministudy Day 2 Small Group</p>
<b>DOMAIN</b>	<b>WI.II.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>II.A.EL.</b>	Emotional Development: Children in Wisconsin will demonstrate emotional competence and self-regulation.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.A.EL.1.</b>	<p>Expresses a wide range of emotions.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 25 Focus Question 1 Day 5 Read-Aloud</p> <p>p. 27 Focus Question 2 Outdoor Experiences</p> <p>p. 28 Focus Question 2 Day 1 Large Group</p> <p>p. 29 Focus Question 2 Day 1 Read-Aloud</p> <p>p. 30 Focus Question 2 Day 2 Large Group</p> <p>p. 31 Focus Question 2 Day 2 Choice Time</p> <p>p. 32 Focus Question 2 Day 3 Large Group</p> <p>p. 33 Focus Question 2 Day 3 Read-Aloud</p> <p>p. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 57 Focus Question 5 Day 1 Read-Aloud</p> <p>p. 61 Focus Question 5 Day 3 Read-Aloud</p> <p>p. 67 Focus Question 6 Day 1 Read-Aloud</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 73 Focus Question 6 Day 4 Small Group</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Read-Aloud</p> <p>p. 83 Ministudy Day 2 Read-Aloud</p> <p>p. 88 Ministudy Day 5 Choice Time</p>
<b>CONTENT STANDARD</b>	<b>II.C.EL.</b>	Social Competence: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.C.EL.2.</b>	<p>Engages in social interaction and plays with others.</p> <p><u>Beginning the Year</u></p> <p>p. 17 Focus Question 1 Day 1 Read-Aloud</p> <p>p. 19 Focus Question 1 Day 2 Read-Aloud</p> <p>p. 21 Focus Question 1 Day 3 Read-Aloud</p> <p>p. 23 Focus Question 1 Day 4 Read-Aloud</p> <p>p. 25 Focus Question 1 Day 5 Read-Aloud</p> <p>p. 29 Focus Question 2 Day 1 Read-Aloud</p> <p>p. 31 Focus Question 2 Day 2 Read-Aloud</p> <p>p. 33 Focus Question 2 Day 3 Read-Aloud</p> <p>p. 37 Focus Question 3 Day 1 Read-Aloud</p> <p>p. 39 Focus Question 3 Day 2 Read-Aloud</p> <p>p. 41 Focus Question 3 Day 3 Read-Aloud</p> <p>p. 43 Focus Question 3 Day 4 Read-Aloud</p> <p>p. 45 Focus Question 3 Day Read-Aloud</p> <p>p. 49 Focus Question 4 Day 1 Read-Aloud</p> <p>p. 51 Focus Question 4 Day 2 Read-Aloud</p> <p>p. 53 Focus Question 4 Day 3 Read-Aloud</p>

		<p>p. 57 Focus Question 5 Day 1 Read-Aloud  p. 59 Focus Question 5 Day 2 Read-Aloud  p. 61 Focus Question 5 Day 3 Read-Aloud  p. 63 Focus Question 5 Day 4 Read-Aloud  p. 67 Focus Question 6 Day 1 Read-Aloud  p. 69 Focus Question 6 Day 2 Read-Aloud  p. 71 Focus Question 6 Day 3 Read-Aloud  p. 73 Focus Question 6 Day 4 Read-Aloud  p. 75 Focus Question 6 Day 5 Read-Aloud  p. 81 Ministudy Day 1 Read-Aloud  p. 83 Ministudy Day 2 Read-Aloud  p. 85 Ministudy Day 3 Read-Aloud  p. 87 Ministudy Day 4 Read-Aloud  p. 89 Ministudy Day 5 Read-Aloud</p>
DESCRIPTOR / FOCUS AREA	II.C.EL.3.	<p>Demonstrates understanding of rules and social expectations.</p> <p><u>Beginning the Year</u>  p. 16 Focus Question 1 Day 1 Large Group  p. 27 Focus Question 2 Outdoor Experiences  p. 38 Focus Question 3 Day 2 Large Group  p. 50 Focus Question 4 Day 2 Large Group  p. 52 Focus Question 4 Day 3 Large Group  p. 66 Focus Question 6 Day 1 Large Group</p>
DESCRIPTOR / FOCUS AREA	II.C.EL.4.	<p>Engages in social problem solving behavior and learns to resolve conflict.</p> <p><u>Beginning the Year</u>  p. 17 Focus Question 1 Day 1 Read-Aloud  p. 19 Focus Question 1 Day 2 Read-Aloud  p. 21 Focus Question 1 Day 3 Read-Aloud  p. 23 Focus Question 1 Day 4 Read-Aloud  p. 25 Focus Question 1 Day 5 Read-Aloud  p. 29 Focus Question 2 Day 1 Choice Time  p. 29 Focus Question 2 Day 1 Read-Aloud  p. 31 Focus Question 2 Day 2 Read-Aloud  p. 33 Focus Question 2 Day 3 Read-Aloud  p. 37 Focus Question 3 Day 1 Read-Aloud  p. 38 Focus Question 3 Day 2 Large Group  p. 39 Focus Question 3 Day 2 Read-Aloud  p. 41 Focus Question 3 Day 3 Read-Aloud  p. 43 Focus Question 3 Day 4 Read-Aloud  p. 45 Focus Question 3 Day Read-Aloud  p. 49 Focus Question 4 Day 1 Read-Aloud  p. 51 Focus Question 4 Day 2 Read-Aloud  p. 53 Focus Question 4 Day 3 Read-Aloud  p. 53 Focus Question 4 Day 3 Small Group  p. 57 Focus Question 5 Day 1 Read-Aloud  p. 59 Focus Question 5 Day 2 Read-Aloud  p. 61 Focus Question 5 Day 3 Read-Aloud  p. 63 Focus Question 5 Day 4 Read-Aloud  p. 66 Focus Question 6 Day 1 Large Group  p. 67 Focus Question 6 Day 1 Read-Aloud  p. 69 Focus Question 6 Day 2 Read-Aloud  p. 71 Focus Question 6 Day 3 Read-Aloud  p. 73 Focus Question 6 Day 4 Read-Aloud  p. 74 Focus Question 6 Day 5 Large Group  p. 75 Focus Question 6 Day 5 Read-Aloud  p. 81 Ministudy Day 1 Read-Aloud  p. 83 Ministudy Day 2 Read-Aloud  p. 85 Ministudy Day 3 Read-Aloud  p. 85 Ministudy Day 3 Small Group  p. 87 Ministudy Day 4 Read-Aloud  p. 89 Ministudy Day 5 Read-Aloud</p>
DOMAIN	WI.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION

CONTENT STANDARD	III.A.EL.	Listening and Understanding: Children in Wisconsin will convey and interpret meaning through listening and understanding.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.A.EL.1.	<p>Derives meaning through listening to communications of others and sounds in the environment.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group  p. 20 Focus Question 1 Day 3 Large Group  p. 21 Focus Question 1 Day 3 Mighty Minutes  p. 25 Focus Question 1 Day 5 Mighty Minutes  p. 29 Focus Question 2 Day 1 Mighty Minutes  p. 30 Focus Question 2 Day 2 Large Group  p. 32 Focus Question 2 Day 3 Large Group  p. 35 Focus Question 3 Outdoor Experiences  p. 36 Focus Question 3 Day 1 Large Group  p. 38 Focus Question 3 Day 2 Large Group  p. 39 Focus Question 3 Day 2 Small Group  p. 41 Focus Question 3 Day 3 Mighty Minutes  p. 41 Focus Question 3 Day 3 Small Group  p. 43 Focus Question 3 Day 4 Mighty Minutes  p. 43 Focus Question 3 Day 4 Small Group  p. 45 Focus Question 3 Day 5 Mighty Minutes  p. 45 Focus Question 3 Day 5 Small Group  p. 47 Focus Question 4 Outdoor Experiences  p. 48 Focus Question 4 Day 1 Large Group  p. 49 Focus Question 4 Day 1 Small Group  p. 50 Focus Question 4 Day 2 Large Group  p. 51 Focus Question 4 Day 2 Small Group  p. 52 Focus Question 4 Day 3 Large Group  p. 53 Focus Question 4 Day 3 Mighty Minutes  p. 55 Focus Question 5 Outdoor Experiences  p. 57 Focus Question 5 Day 1 Mighty Minutes  p. 59 Focus Question 5 Day 2 Mighty Minutes  p. 63 Focus Question 5 Day 4 Small Group  p. 65 Focus Question 6 Outdoor Experiences  p. 66 Focus Question 6 Day 1 Large Group  p. 67 Focus Question 6 Day 1 Mighty Minutes  p. 70 Focus Question 6 Day 3 Large Group  p. 71 Focus Question 6 Day 3 Mighty Minutes  p. 73 Focus Question 6 Day 4 Small Group  p. 74 Focus Question 6 Day 5 Large Group  p. 79 Ministudy Outdoor Experiences  p. 80 Ministudy Day 1 Large Group  p. 81 Ministudy Day 1 Mighty Minutes  p. 83 Ministudy Day 2 Choice Time  p. 84 Ministudy Day 3 Large Group  p. 86 Ministudy Day 4 Large Group</p>
DESCRIPTOR / FOCUS AREA	III.A.EL.2.	<p>Listens and responds to communications with others.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group  p. 32 Focus Question 2 Day 3 Large Group  p. 35 Focus Question 3 Outdoor Experiences  p. 36 Focus Question 3 Day 1 Large Group  p. 38 Focus Question 3 Day 2 Large Group  p. 39 Focus Question 3 Day 2 Small Group  p. 41 Focus Question 3 Day 3 Small Group  p. 43 Focus Question 3 Day 4 Small Group  p. 45 Focus Question 3 Day 5 Small Group  p. 47 Focus Question 4 Outdoor Experiences  p. 49 Focus Question 4 Day 1 Small Group</p>



		<p>p. 51 Focus Question 4 Day 2 Small Groupp51</p> <p>p. 55 Focus Question 5 Outdoor Experiences</p> <p>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 65 Focus Question 6 Outdoor Experiences</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Small Group</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 81 Ministudy Day 1 Mighty Minutes</p>
DESCRIPTOR / FOCUS AREA	III.A.EL.3.	<p>Follows directions of increasing complexity.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 32 Focus Question 2 Day 3 Large Group</p> <p>p. 35 Focus Question 3 Outdoor Experiences</p> <p>p. 36 Focus Question 3 Day 1 Large Group</p> <p>p. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 43 Focus Question 3 Day 4 Small Group</p> <p>p. 45 Focus Question 3 Day 5 Small Group</p> <p>p. 47 Focus Question 4 Outdoor Experiences</p> <p>p. 49 Focus Question 4 Day 1 Small Group</p> <p>p. 51 Focus Question 4 Day 2 Small Groupp51</p> <p>p. 55 Focus Question 5 Outdoor Experiences</p> <p>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 65 Focus Question 6 Outdoor Experiences</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Small Group</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 81 Ministudy Day 1 Mighty Minutes</p>
CONTENT STANDARD	III.B.EL.	Speaking and Communicating: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.B.EL.1.	<p>Uses gestures and movements (non-verbal) to communicate.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 20 Focus Question 1 Day 3 Large Group</p> <p>p. 27 Focus Question 2 Outdoor Experiences</p> <p>p. 30 Focus Question 2 Day 2 Large Group</p> <p>p. 32 Focus Question 2 Day 3 Large Group</p> <p>p. 35 Focus Question 3 Outdoor Experiences</p> <p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 41 Focus Question 3 Day 3 Small Group</p> <p>p. 42 Focus Question 3 Day 4 Large Group</p> <p>p. 47 Focus Question 4 Outdoor Experiences</p> <p>p. 57 Focus Question 5 Day 1 Small Group</p> <p>p. 59 Focus Question 5 Day 2 Large-Group Roundup</p> <p>p. 59 Focus Question 5 Day 2 Small Group</p> <p>p. 61 Focus Question 5 Day 3 Small Group</p> <p>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 67 Focus Question 6 Day 1 Mighty Minutes</p> <p>p. 71 Focus Question 6 Day 3 Mighty Minutes</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 88 Ministudy Day 5 Large Group</p>
DESCRIPTOR / FOCUS AREA	III.B.EL.2a.	Uses vocalizations and spoken language to communicate. Language Form (Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence



		<p>structure).</p> <p><u>Beginning the Year</u>  p. 28 Focus Question 2 Day 1 Large Group  p. 32 Focus Question 2 Day 3 Large Group  p. 74 Focus Question 6 Day 5 Large Group  p. 87 Ministudy Day 4 Small Group  p. 89 Ministudy Day 5 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.B.EL.2b.	<p>Uses vocalizations and spoken language to communicate. Language Content (Semantics: rule system for establishing meaning of words, individually and in combination).</p> <p><u>Beginning the Year</u>  p. 49 Focus Question 4 Day 1 Small Group  p. 51 Focus Question 4 Day 2 Read-Aloud  p. 51 Focus Question 4 Day 2 Small Group  p. 87 Ministudy Day 4 Small Group  p. 89 Ministudy Day 5 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.B.EL.2c.	<p>Uses vocalizations and spoken language to communicate. Language Function (Pragmatics: rules governing the use of language in context).</p> <p><u>Beginning the Year</u>  p. 87 Ministudy Day 4 Small Group  p. 89 Ministudy Day 5 Small Group</p>
CONTENT STANDARD	III.C.EL.	Early Literacy: Children in Wisconsin will have the literacy skills and concepts needed to become successful readers and writers.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.C.EL.1.	<p>Shows an appreciation of books and understands how print works.</p> <p><u>Beginning the Year</u>  p. 17 Focus Question 1 Day 1 Read-Aloud  p. 25 Focus Question 1 Day 5 Read-Aloud  p. 29 Focus Question 2 Day 1 Mighty Minutes  p. 29 Focus Question 2 Day 1 Read-Aloud  p. 30 Focus Question 2 Day 2 Large Group  p. 33 Focus Question 2 Day 3 Read-Aloud  p. 37 Focus Question 3 Day 1 Read-Aloud  p. 39 Focus Question 3 Day 2 Small Group  p. 41 Focus Question 3 Day 3 Read-Aloud  p. 41 Focus Question 3 Day 3 Small Group  p. 43 Focus Question 3 Day 4 Mighty Minutes  p. 43 Focus Question 3 Day 4 Read-Aloud  p. 45 Focus Question 3 Day Read-Aloud  p. 45 Focus Question 3 Day 5 Mighty Minutes  p. 49 Focus Question 4 Day 1 Read-Aloud  p. 53 Focus Question 4 Day 23 Large-Group Roundup  p. 53 Focus Question 4 Day 3 Read-Aloud  p. 57 Focus Question 5 Day 1 Read-Aloud  p. 59 Focus Question 5 Day 2 Read-Aloud  p. 61 Focus Question 5 Day 3 Read-Aloud  p. 63 Focus Question 5 Day 4 Small Group  p. 67 Focus Question 6 Day 1 Read-Aloud  p. 67 Focus Question 6 Day 1 Small Group  p. 69 Focus Question 6 Day 2 Small Group  p. 71 Focus Question 6 Day 3 Read-Aloud  p. 71 Focus Question 6 Day 3 Small Group  p. 75 Focus Question 6 Day 5 Read-Aloud  p. 81 Ministudy Day 1 Read-Aloud  p. 83 Ministudy Day 2 Read-Aloud</p>
DESCRIPTOR / FOCUS	III.C.EL.2.	Develops alphabetic awareness.

AREA		<p><u>Beginning the Year</u></p> <p>p. 20 Focus Question 1 Day 3 Large Group</p> <p>p. 23 Focus Question 1 Day 4 Mighty Minutes</p> <p>p. 41 Focus Question 3 Day 3 Small Group</p> <p>p. 51 Focus Question 4 Day 2 Mighty Minutes</p> <p>p. 52 Focus Question 4 Day 3 Large Group</p> <p>p. 53 Focus Question 4 Day 23 Large-Group Roundup</p> <p>p. 53 Focus Question 4 Day 3 Mighty Minutes</p> <p>p. 56 Focus Question 5 Day 1 Large Group</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 59 Focus Question 5 Day 2 Mighty Minutes</p> <p>p. 59 Focus Question 5 Day 2 Small Group</p> <p>p. 61 Focus Question 5 Day 3 Small Group</p> <p>p. 63 Focus Question 5 Day 4 Choice Time</p> <p>p. 67 Focus Question 6 Day 1 Mighty Minutes</p> <p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 68 Focus Question 6 Day 2 Large Group</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 71 Focus Question 6 Day 3 Mighty Minutes</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 71 Focus Question 6 Day 3 Small Group</p> <p>p. 73 Focus Question 6 Day 4 Mighty Minutes</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 89 Ministudy Day 5 Mighty Minutes</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.3a.	<p>Develops phonological awareness.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 17 Focus Question 1 Day 1 Mighty Minutes</p> <p>p. 19 Focus Question 1 Day 2 Mighty Minutes</p> <p>p. 20 Focus Question 1 Day 3 Large Group</p> <p>p. 21 Focus Question 1 Day 3 Mighty Minutes</p> <p>p. 22 Focus Question 1 Day 4 Large Group</p> <p>p. 23 Focus Question 1 Day 4 Mighty Minutes</p> <p>p. 25 Focus Question 1 Day 5 Mighty Minutes</p> <p>p. 29 Focus Question 2 Day 1 Mighty Minutes</p> <p>p. 30 Focus Question 2 Day 2 Large Group</p> <p>p. 31 Focus Question 2 Day 2 Mighty Minutes</p> <p>p. 32 Focus Question 2 Day 3 Large Group</p> <p>p. 33 Focus Question 2 Day 3 Mighty Minutes</p> <p>p. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 40 Focus Question 3 Day 3 Large Group</p> <p>p. 41 Focus Question 3 Day 3 Mighty Minutes</p> <p>p. 41 Focus Question 3 Day 3 Small Group</p> <p>p. 43 Focus Question 3 Day 4 Mighty Minutes</p> <p>p. 45 Focus Question 3 Day 5 Mighty Minutes</p> <p>p. 48 Focus Question 4 Day 1 Large Group</p> <p>p. 50 Focus Question 4 Day 2 Large Group</p> <p>p. 51 Focus Question 4 Day 2 Mighty Minutes</p> <p>p. 52 Focus Question 4 Day 3 Large Group</p> <p>p. 53 Focus Question 4 Day 3 Mighty Minutes</p> <p>p. 57 Focus Question 5 Day 1 Mighty Minutes</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 59 Focus Question 5 Day 2 Mighty Minutes</p> <p>p. 60 Focus Question 5 Day 3 Large Group</p> <p>p. 61 Focus Question 5 Day 3 Mighty Minutes</p> <p>p. 67 Focus Question 6 Day 1 Mighty Minutes</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Mighty Minutes</p> <p>p. 73 Focus Question 6 Day 4 Mighty Minutes</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 80 Ministudy Day 1 Large Group</p>

		<p>p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Choice Time  p. 83 Ministudy Day 2 Mighty Minutes  p. 83 Ministudy Day 2 Small Group  p. 84 Ministudy Day 3 Large Group  p. 85 Ministudy Day 3 Read-Aloud  p. 86 Ministudy Day 4 Large Group  p. 87 Ministudy Day 4 Mighty Minutes  p. 89 Ministudy Day 5 Mighty Minutes</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.3b.	<p>Develops phonemic awareness.</p> <p><u>Beginning the Year</u>  p. 20 Focus Question 1 Day 3 Large Group  p. 21 Focus Question 1 Day 3 Mighty Minutes  p. 41 Focus Question 3 Day 3 Small Group  p. 43 Focus Question 3 Day 4 Large-Group Roundup  p. 57 Focus Question 5 Day 1 Mighty Minutes  p. 59 Focus Question 5 Day 2 Small Group  p. 61 Focus Question 5 Day 3 Small Group  p. 67 Focus Question 6 Day 1 Small Group  p. 69 Focus Question 6 Day 2 Small Group  p. 70 Focus Question 6 Day 3 Large Group  p. 71 Focus Question 6 Day 3 Read-Aloud  p. 71 Focus Question 6 Day 3 Small Group  p. 74 Focus Question 6 Day 5 Large Group  p. 80 Ministudy Day 1 Large Group  p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Small Group  p. 86 Ministudy Day 4 Large Group</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.4.	<p>Demonstrates the use of strategies to read words.</p> <p><u>Beginning the Year</u>  p. 16 Focus Question 1 Day 1 Large Group  p. 39 Focus Question 3 Day 2 Small Group  p. 41 Focus Question 3 Day 3 Small Group  p. 43 Focus Question 3 Day 4 Large-Group Roundup  p. 50 Focus Question 4 Day 2 Large Group  p. 53 Focus Question 4 Day 23 Large-Group Roundup  p. 59 Focus Question 5 Day 2 Small Group  p. 61 Focus Question 5 Day 3 Small Group  p. 63 Focus Question 5 Day 4 Small Group  p. 67 Focus Question 6 Day 1 Small Group  p. 69 Focus Question 6 Day 2 Small Group  p. 71 Focus Question 6 Day 3 Small Group  p. 72 Focus Question 6 Day 4 Large Group  p. 80 Ministudy Day 1 Large Group  p. 86 Ministudy Day 4 Large Group</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.5.	<p>Uses writing to represent thoughts or ideas.</p> <p><u>Beginning the Year</u>  p. 24 Focus Question 1 Day 5 Choice Time  p. 30 Focus Question 2 Day 2 Large Group  p. 31 Focus Question 2 Day 2 Choice Time  p. 45 Focus Question 3 Day 5 Large-Group Roundup  p. 59 Focus Question 5 Day 2 Small Group  p. 61 Focus Question 5 Day 3 Large-Group Roundup  p. 61 Focus Question 5 Day 3 Small Group  p. 67 Focus Question 6 Day 1 Small Group  p. 69 Focus Question 6 Day 2 Small Group  p. 70 Focus Question 6 Day 3 Large Group  p. 71 Focus Question 6 Day 3 Read-Aloud  p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Small Group  p. 85 Ministudy Day 3 Read-Aloud</p>

		p. 86 Ministudy Day 4 Large Group
<b>DOMAIN</b>	<b>WI.IV.</b>	<b>APPROACHES TO LEARNING</b>
<b>CONTENT STANDARD</b>	<b>IV.A.EL.</b>	Curiosity, Engagement, and Persistence: Children in Wisconsin will use curiosity, engagement and persistence to extend their learning.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>IV.A.EL.1.</b>	Displays curiosity, risk-taking, and willingness to engage in new experiences.  <u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group
<b>DESCRIPTOR / FOCUS AREA</b>	<b>IV.A.EL.2.</b>	Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.  <u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group
<b>CONTENT STANDARD</b>	<b>IV.B.EL.</b>	Creativity and Imagination: Children in Wisconsin will use invention, imagination, and play to extend their learning.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>IV.B.EL.1.</b>	Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.  <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 36 Focus Question 3 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 40 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 49 Focus Question 4 Day 1 Mighty Minutes p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes

		<p>p. 56 Focus Question 5 Day 1 Large Group</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 59 Focus Question 5 Day 2 Mighty Minutes</p> <p>p. 62 Focus Question 5 Day 4 Large Group</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 67 Focus Question 6 Day 1 Mighty Minutes</p> <p>p. 68 Focus Question 6 Day 2 Large Group</p> <p>p. 69 Focus Question 6 Day 2 Mighty Minutes</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Mighty Minutes</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Mighty Minutes</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Mighty Minutes</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 87 Ministudy Day 4 Mighty Minutes</p> <p>p. 89 Ministudy Day 5 Mighty Minutes</p>
DESCRIPTOR / FOCUS AREA	IV.B.EL.2.	<p>Expresses self creatively through music, movement, and art.</p> <p><u>Beginning the Year</u></p> <p>p. 15 Focus Question 1 Outdoor Experiences</p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 17 Focus Question 1 Day 1 Mighty Minutes</p> <p>p. 17 Focus Question 1 Day 1 Small Group</p> <p>p. 18 Focus Question 1 Day 2 Large Group</p> <p>p. 19 Focus Question 1 Day 2 Mighty Minutes</p> <p>p. 20 Focus Question 1 Day 3 Large Group</p> <p>p. 21 Focus Question 1 Day 3 Mighty Minutes</p> <p>p. 22 Focus Question 1 Day 4 Large Group</p> <p>p. 23 Focus Question 1 Day 4 Mighty Minutes</p> <p>p. 24 Focus Question 1 Day 5 Large Group</p> <p>p. 25 Focus Question 1 Day 5 Mighty Minutes</p> <p>p. 27 Focus Question 2 Outdoor Experiences</p> <p>p. 28 Focus Question 2 Day 1 Large Group</p> <p>p. 29 Focus Question 2 Day 1 Mighty Minutes</p> <p>p. 30 Focus Question 2 Day 2 Large Group</p> <p>p. 32 Focus Question 2 Day 3 Large Group</p> <p>p. 35 Focus Question 3 Outdoor Experiences</p> <p>p. 36 Focus Question 3 Day 1 Choice Time</p> <p>p. 36 Focus Question 3 Day 1 Large Group</p> <p>p. 37 Focus Question 3 Day 1 Large-Group Roundup</p> <p>p. 37 Focus Question 3 Day 1 Mighty Minutes</p> <p>p. 38 Focus Question 3 Day 2 Choice Time</p> <p>p. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 39 Focus Question 3 Day 2 Large-Group Roundup</p> <p>p. 39 Focus Question 3 Day 2 Mighty Minutes</p> <p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 40 Focus Question 3 Day 3 Large Group</p> <p>p. 41 Focus Question 3 Day 3 Large-Group Roundup</p> <p>p. 41 Focus Question 3 Day 3 Small Group</p> <p>p. 42 Focus Question 3 Day 4 Large Group</p> <p>p. 43 Focus Question 3 Day 4 Large-Group Roundup</p> <p>p. 43 Focus Question 3 Day 4 Mighty Minutes</p> <p>p. 43 Focus Question 3 Day 4 Small Group</p> <p>p. 44 Focus Question 3 Day 5 Large Group</p> <p>p. 45 Focus Question 3 Day 5 Mighty Minutes</p> <p>p. 45 Focus Question 3 Day 5 Small Group</p> <p>p. 47 Focus Question 4 Outdoor Experiences</p> <p>p. 48 Focus Question 4 Day 1 Large Group</p> <p>p. 49 Focus Question 4 Day 1 Choice Time</p> <p>p. 49 Focus Question 4 Day 1 Mighty Minutes</p> <p>p. 49 Focus Question 4 Day 1 Small Group</p>

		<p>p. 50 Focus Question 4 Day 2 Choice Time</p> <p>p. 50 Focus Question 4 Day 2 Large Group</p> <p>p. 51 Focus Question 4 Day 2 Mighty Minutes</p> <p>p. 51 Focus Question 4 Day 2 Read-Aloud</p> <p>p. 51 Focus Question 4 Day 2 Small Group</p> <p>p. 52 Focus Question 4 Day 3 Large Group</p> <p>p. 53 Focus Question 4 Day 3 Large-Group Roundup</p> <p>p. 53 Focus Question 4 Day 3 Mighty Minutes</p> <p>p. 53 Focus Question 4 Day 3 Small Group</p> <p>p. 55 Focus Question 5 Outdoor Experiences</p> <p>p. 56 Focus Question 5 Day 1 Large Group</p> <p>p. 57 Focus Question 5 Day 1 Choice Time</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 59 Focus Question 5 Day 2 Mighty Minutes</p> <p>p. 59 Focus Question 5 Day 2 Read-Aloud</p> <p>p. 60 Focus Question 5 Day 3 Large Group</p> <p>p. 61 Focus Question 5 Day 3 Large-Group Roundup</p> <p>p. 62 Focus Question 5 Day 4 Large Group</p> <p>p. 63 Focus Question 5 Day 4 Large-Group Roundup</p> <p>p. 63 Focus Question 5 Day 4 Mighty Minutes</p> <p>p. 63 Focus Question 5 Day 4 Read-Aloud</p> <p>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 65 Focus Question 6 Outdoor Experiences</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 67 Focus Question 6 Day 1 Mighty Minutes</p> <p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 68 Focus Question 6 Day 2 Large Group</p> <p>p. 69 Focus Question 6 Day 2 Mighty Minutes</p> <p>p. 69 Focus Question 6 Day 2 Read-Aloud</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Mighty Minutes</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 71 Focus Question 6 Day 3 Small Group</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Mighty Minutes</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Mighty Minutes</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Mighty Minutes</p> <p>p. 87 Ministudy Day 4 Small Group</p> <p>p. 88 Ministudy Day 5 Large Group</p> <p>p. 89 Ministudy Day 5 Mighty Minutes</p> <p>p. 89 Ministudy Day 5 Small Group</p>
<b>CONTENT STANDARD</b>	<b>IV.C.EL.</b>	<b>Diversity in Learning: Children in Wisconsin will engage in diverse approaches to learning that reflect social and cultural contexts such as biology, family history, culture, and individual learning styles.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>IV.C.EL.1.</b>	<p>Experiences a variety of routines, practices, and languages.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 27 Focus Question 2 Outdoor Experiences</p> <p>p. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 50 Focus Question 4 Day 2 Large Group</p> <p>p. 52 Focus Question 4 Day 3 Large Group</p>



		p. 66 Focus Question 6 Day 1 Large Group
DESCRIPTOR / FOCUS AREA	IV.C.EL.3.	<p>Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 20 Focus Question 1 Day 3 Large Group</p> <p>p. 23 Focus Question 1 Day 4 Mighty Minutes</p> <p>p. 27 Focus Question 2 Outdoor Experiences</p> <p>p. 30 Focus Question 2 Day 2 Large Group</p> <p>p. 32 Focus Question 2 Day 3 Large Group</p> <p>p. 35 Focus Question 3 Outdoor Experiences</p> <p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 41 Focus Question 3 Day 3 Small Group</p> <p>p. 42 Focus Question 3 Day 4 Large Group</p> <p>p. 47 Focus Question 4 Outdoor Experiences</p> <p>p. 57 Focus Question 5 Day 1 Choice Time</p> <p>p. 57 Focus Question 5 Day 1 Small Group</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 59 Focus Question 5 Day 2 Large-Group Roundup</p> <p>p. 59 Focus Question 5 Day 2 Small Group</p> <p>p. 60 Focus Question 5 Day 3 Large Group</p> <p>p. 61 Focus Question 5 Day 3 Small Group</p> <p>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 67 Focus Question 6 Day 1 Mighty Minutes</p> <p>p. 71 Focus Question 6 Day 3 Mighty Minutes</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 83 Ministudy Day 2 Mighty Minutes</p> <p>p. 88 Ministudy Day 5 Large Group</p>
DOMAIN	WI.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.A.EL.	Exploration, Discovery, and Problem Solving: 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.A.EL.2.	<p>Understands new meanings as memory increases.</p> <p><u>Beginning the Year</u></p> <p>p. 17 Focus Question 1 Day 1 Small Group</p> <p>p. 25 Focus Question 1 Day 5 Read-Aloud</p> <p>p. 29 Focus Question 2 Day 1 Read-Aloud</p> <p>p. 32 Focus Question 2 Day 3 Large Group</p> <p>p. 33 Focus Question 2 Day 3 Read-Aloud</p> <p>p. 35 Focus Question 3 Outdoor Experiences</p> <p>p. 37 Focus Question 3 Day 1 Read-Aloud</p> <p>p. 39 Focus Question 3 Day 2 Read-Aloud</p> <p>p. 41 Focus Question 3 Day 3 Read-Aloud</p> <p>p. 44 Focus Question 3 Day 5 Choice Time</p> <p>p. 44 Focus Question 3 Day 5 Large Group</p> <p>p. 45 Focus Question 3 Day Read-Aloud</p> <p>p. 47 Focus Question 4 Outdoor Experiences</p> <p>p. 49 Focus Question 4 Day 1 Small Group</p> <p>p. 51 Focus Question 4 Day 2 Read-Aloud</p> <p>p. 51 Focus Question 4 Day 2 Small Group</p> <p>p. 55 Focus Question 5 Outdoor Experiences</p> <p>p. 56 Focus Question 5 Day 1 Large Group</p> <p>p. 57 Focus Question 5 Day 1 Read-Aloud</p> <p>p. 57 Focus Question 5 Day 1 Small Group</p> <p>p. 59 Focus Question 5 Day 2 Small Group</p> <p>p. 61 Focus Question 5 Day 3 Read-Aloud</p> <p>p. 61 Focus Question 5 Day 3 Small Group</p>

		<p>p. 65 Focus Question 6 Outdoor Experiences  p. 66 Focus Question 6 Day 1 Large Group  p. 67 Focus Question 6 Day 1 Read-Aloud  p. 71 Focus Question 6 Day 3 Read-Aloud  p. 72 Focus Question 6 Day 4 Choice Time  p. 72 Focus Question 6 Day 4 Large Group  p. 75 Focus Question 6 Day 5 Read-Aloud  p. 79 Ministudy Outdoor Experiences  p. 83 Ministudy Day 2 Read-Aloud  p. 86 Ministudy Day 4 Choice Time  p. 87 Ministudy Day 4 Small Group  p. 89 Ministudy Day 5 Read-Aloud  p. 89 Ministudy Day 5 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.A.EL.3.	<p>Applies problem solving skills.</p> <p><u>Beginning the Year</u>  p. 29 Focus Question 2 Day 1 Choice Time  p. 38 Focus Question 3 Day 2 Large Group  p. 53 Focus Question 4 Day 3 Small Group  p. 66 Focus Question 6 Day 1 Large Group  p. 74 Focus Question 6 Day 5 Large Group  p. 85 Ministudy Day 3 Small Group</p>
CONTENT STANDARD	V.B.EL.	<p>Mathematical Thinking: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.</p>
PERFORMANCE STANDARD / LEARNING PRIORITY		<p>During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.1.	<p>Demonstrates an understanding of numbers and counting.</p> <p><u>Beginning the Year</u>  p. 29 Focus Question 2 Day 1 Mighty Minutes  p. 43 Focus Question 3 Day 4 Mighty Minutes  p. 45 Focus Question 3 Day 5 Mighty Minutes  p. 47 Focus Question 4 Outdoor Experiences  p. 67 Focus Question 6 Day 1 Large-Group Roundup  p. 67 Focus Question 6 Day 1 Mighty Minutes  p. 69 Focus Question 6 Day 2 Large-Group Roundup  p. 69 Focus Question 6 Day 2 Mighty Minutes  p. 71 Focus Question 6 Day 3 Mighty Minutes  p. 72 Focus Question 6 Day 4 Large Group  p. 74 Focus Question 6 Day 5 Large Group  p. 75 Focus Question 6 Day 5 Mighty Minutes  p. 75 Focus Question 6 Day 5 Read-Aloud  p. 75 Focus Question 6 Day 5 Small Group  p. 83 Ministudy Day 2 Read-Aloud  p. 84 Ministudy Day 3 Large Group  p. 85 Ministudy Day 3 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.2.	<p>Understands number operations and relationships.</p> <p><u>Beginning the Year</u>  p. 69 Focus Question 6 Day 2 Large-Group Roundup  p. 69 Focus Question 6 Day 2 Mighty Minutes  p. 72 Focus Question 6 Day 4 Large Group  p. 75 Focus Question 6 Day 5 Mighty Minutes  p. 75 Focus Question 6 Day 5 Small Group  p. 85 Ministudy Day 3 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.3.	<p>Explores, recognizes, and describes, shapes and spatial relationships.</p> <p><u>Beginning the Year</u>  p. 29 Focus Question 2 Day 1 Choice Time  p. 36 Focus Question 3 Day 1 Choice Time</p>



		<p>p. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 43 Focus Question 3 Day 4 Small Group</p> <p>p. 45 Focus Question 3 Day 5 Small Group</p> <p>p. 49 Focus Question 4 Day 1 Small Group</p> <p>p. 50 Focus Question 4 Day 2 Choice Time</p> <p>p. 51 Focus Question 4 Day 2 Large-Group Roundup</p> <p>p. 51 Focus Question 4 Day 2 Small Group</p> <p>p. 57 Focus Question 5 Day 1 Small Group</p> <p>p. 60 Focus Question 5 Day 3 Large Group</p> <p>p. 67 Focus Question 6 Day 1 Choice Time</p> <p>p. 67 Focus Question 6 Day 1 Large-Group Roundup</p> <p>p. 68 Focus Question 6 Day 2 Choice Time</p> <p>p. 69 Focus Question 6 Day 2 Large-Group Roundup</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 83 Ministudy Day 2 Mighty Minutes</p> <p>p. 85 Ministudy Day 3 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.4.	<p>Uses the attributes of objects for comparison and patterning.</p> <p><u>Beginning the Year</u></p> <p>p. 42 Focus Question 3 Day 4 Large Group</p> <p>p. 53 Focus Question 4 Day 3 Small Group</p> <p>p. 85 Ministudy Day 3 Mighty Minutes</p> <p>p. 88 Ministudy Day 5 Large Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.5.	<p>Understands the concept of measurement.</p> <p><u>Beginning the Year</u></p> <p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 58 Focus Question 5 Day 2 Choice Time</p> <p>p. 60 Focus Question 5 Day 3 Choice Time</p> <p>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 81 Ministudy Day 1 Choice Time</p>
CONTENT STANDARD	V.C.EL.	<p>Scientific Thinking: Children in Wisconsin will understand and use scientific tools and skills to extend their learning.</p>
PERFORMANCE STANDARD / LEARNING PRIORITY		<p>During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.1.	<p>Uses observation to gather information.</p> <p><u>Beginning the Year</u></p> <p>p. 35 Focus Question 3 Outdoor Experiences</p> <p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 53 Focus Question 4 Day 3 Small Group</p> <p>p. 57 Focus Question 5 Day 1 Small Group</p> <p>p. 58 Focus Question 5 Day 2 Choice Time</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 60 Focus Question 5 Day 3 Large Group</p> <p>p. 63 Focus Question 5 Day 4 Choice Time</p> <p>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 81 Ministudy Day 1 Choice Time</p> <p>p. 83 Ministudy Day 2 Choice Time</p> <p>p. 84 Ministudy Day 3 Choice Time</p> <p>p. 86 Ministudy Day 4 Choice Time</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.2.	<p>Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 17 Focus Question 1 Day 1 Choice Time</p> <p>p. 17 Focus Question 1 Day 1 Small Group</p> <p>p. 18 Focus Question 1 Day 2 Large Group</p> <p>p. 19 Focus Question 1 Day 2 Read-Aloud</p>

		p. 19 Focus Question 1 Day 2 Small Group
		p. 21 Focus Question 1 Day 3 Read-Aloud
		p. 21 Focus Question 1 Day 3 Small Group
		p. 22 Focus Question 1 Day 4 Choice Time
		p. 22 Focus Question 1 Day 4 Large Group
		p. 23 Focus Question 1 Day 4 Read-Aloud
		p. 23 Focus Question 1 Day 4 Small Group
		p. 24 Focus Question 1 Day 5 Large Group
		p. 25 Focus Question 1 Day 5 Small Group
		p. 27 Focus Question 2 Outdoor Experiences
		p. 28 Focus Question 2 Day 1 Large Group
		p. 29 Focus Question 2 Day 1 Choice Time
		p. 29 Focus Question 2 Day 1 Small Group
		p. 30 Focus Question 2 Day 2 Large Group
		p. 31 Focus Question 2 Day 2 Mighty Minutes
		p. 31 Focus Question 2 Day 2 Small Group
		p. 32 Focus Question 2 Day 3 Large Group
		p. 33 Focus Question 2 Day 3 Mighty Minutes
		p. 33 Focus Question 2 Day 3 Small Group
		p. 35 Focus Question 3 Outdoor Experiences
		p. 36 Focus Question 3 Day 1 Choice Time
		p. 36 Focus Question 3 Day 1 Large Group
		p. 37 Focus Question 3 Day 1 Small Group
		p. 38 Focus Question 3 Day 2 Choice Time
		p. 38 Focus Question 3 Day 2 Large Group
		p. 39 Focus Question 3 Day 2 Large-Group Roundup
		p. 39 Focus Question 3 Day 2 Small Group
		p. 40 Focus Question 3 Day 3 Choice Time
		p. 40 Focus Question 3 Day 3 Large Group
		p. 41 Focus Question 3 Day 3 Small Group
		p. 42 Focus Question 3 Day 4 Large Group
		p. 43 Focus Question 3 Day 4 Large-Group Roundup
		p. 44 Focus Question 3 Day 5 Choice Time
		p. 44 Focus Question 3 Day 5 Large Group
		p. 49 Focus Question 4 Day 1 Choice Time
		p. 49 Focus Question 4 Day 1 Small Group
		p. 50 Focus Question 4 Day 2 Choice Time
		p. 50 Focus Question 4 Day 2 Large Group
		p. 51 Focus Question 4 Day 2 Small Group
		p. 52 Focus Question 4 Day 3 Choice Time
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 3 Small Group
		p. 56 Focus Question 5 Day 1 Large Group
		p. 57 Focus Question 5 Day 1 Small Group
		p. 58 Focus Question 5 Day 2 Choice Time
		p. 58 Focus Question 5 Day 2 Large Group
		p. 59 Focus Question 5 Day 2 Small Group
		p. 60 Focus Question 5 Day 3 Choice Time
		p. 60 Focus Question 5 Day 3 Large Group
		p. 61 Focus Question 5 Day 3 Large-Group Roundup
		p. 61 Focus Question 5 Day 3 Small Group
		p. 63 Focus Question 5 Day 4 Choice Time
		p. 63 Focus Question 5 Day 4 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Mighty Minutes
		p. 63 Focus Question 5 Day 4 Small Group
		p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Choice Time
		p. 67 Focus Question 6 Day 1 Small Group
		p. 68 Focus Question 6 Day 2 Choice Time
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 69 Focus Question 6 Day 2 Small Group
		p. 70 Focus Question 6 Day 3 Choice Time
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud

		<p>p. 71 Focus Question 6 Day 3 Small Group</p> <p>p. 72 Focus Question 6 Day 4 Choice Time</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Read-Aloud</p> <p>p. 73 Focus Question 6 Day 4 Small Group</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 81 Ministudy Day 1 Choice Time</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 83 Ministudy Day 2 Choice Time</p> <p>p. 84 Ministudy Day 3 Choice Time</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Choice Time</p> <p>p. 86 Ministudy Day 4 Large Group</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.3.	<p>Hypothesizes and makes predictions.</p> <p><u>Beginning the Year</u></p> <p>p. 75 Focus Question 6 Day 5 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.4.	<p>Forms explanations based on trial and error, observations, and explorations.</p> <p><u>Beginning the Year</u></p> <p>p. 17 Focus Question 1 Day 1 Choice Time</p> <p>p. 17 Focus Question 1 Day 1 Small Group</p> <p>p. 19 Focus Question 1 Day 2 Choice Time</p> <p>p. 19 Focus Question 1 Day 2 Small Group</p> <p>p. 21 Focus Question 1 Day 3 Choice Time</p> <p>p. 21 Focus Question 1 Day 3 Small Group</p> <p>p. 22 Focus Question 1 Day 4 Choice Time</p> <p>p. 23 Focus Question 1 Day 4 Mighty Minutes</p> <p>p. 23 Focus Question 1 Day 4 Small Group</p> <p>p. 24 Focus Question 1 Day 5 Choice Time</p> <p>p. 25 Focus Question 1 Day 5 Small Group</p> <p>p. 29 Focus Question 2 Day 1 Choice Time</p> <p>p. 29 Focus Question 2 Day 1 Small Group</p> <p>p. 31 Focus Question 2 Day 2 Small Group</p> <p>p. 32 Focus Question 2 Day 3 Choice Time</p> <p>p. 32 Focus Question 2 Day 3 Large Group</p> <p>p. 33 Focus Question 2 Day 3 Small Group</p> <p>p. 35 Focus Question 3 Outdoor Experiences</p> <p>p. 36 Focus Question 3 Day 1 Choice Time</p> <p>p. 36 Focus Question 3 Day 1 Large Group</p> <p>p. 37 Focus Question 3 Day 1 Mighty Minutes</p> <p>p. 37 Focus Question 3 Day 1 Small Group</p> <p>p. 39 Focus Question 3 Day 2 Mighty Minutes</p> <p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 40 Focus Question 3 Day 3 Choice Time</p> <p>p. 41 Focus Question 3 Day 3 Mighty Minutes</p> <p>p. 43 Focus Question 3 Day 4 Large-Group Roundup</p> <p>p. 44 Focus Question 3 Day 5 Choice Time</p> <p>p. 49 Focus Question 4 Day 1 Choice Time</p> <p>p. 50 Focus Question 4 Day 2 Choice Time</p> <p>p. 52 Focus Question 4 Day 3 Choice Time</p> <p>p. 53 Focus Question 4 Day 3 Small Group</p> <p>p. 57 Focus Question 5 Day 1 Choice Time</p> <p>p. 57 Focus Question 5 Day 1 Small Group</p> <p>p. 58 Focus Question 5 Day 2 Choice Time</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 60 Focus Question 5 Day 3 Choice Time</p> <p>p. 60 Focus Question 5 Day 3 Large Group</p> <p>p. 63 Focus Question 5 Day 4 Choice Time</p>

		<p>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 67 Focus Question 6 Day 1 Choice Time</p> <p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 68 Focus Question 6 Day 2 Choice Time</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 70 Focus Question 6 Day 3 Choice Time</p> <p>p. 71 Focus Question 6 Day 3 Small Group</p> <p>p. 72 Focus Question 6 Day 4 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 81 Ministudy Day 1 Choice Time</p> <p>p. 81 Ministudy Day 1 Mighty Minutes</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 83 Ministudy Day 2 Choice Time</p> <p>p. 83 Ministudy Day 2 Mighty Minutes</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 84 Ministudy Day 3 Choice Time</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Choice Time</p> <p>p. 87 Ministudy Day 4 Mighty Minutes</p>
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**Buildings Study**  
**State:** Wisconsin Model Early Learning Standards  
**Subject:** Early Childhood Education  
**Grade:** Ages 3-5

<b>DOMAIN</b>	<b>WI.I.</b>	<b>HEALTH AND PHYSICAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>I.A.EL.</b>	<b>Physical Health and Development:</b> Children in Wisconsin will be physically healthy and will be able to effectively care for their own physical needs.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.A.EL.2.</b>	Demonstrates behaviors to meet safety needs.  <u>Buildings Study</u> p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.A.EL.3.</b>	Demonstrates a healthy life style.  <u>Buildings Study</u> p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
<b>CONTENT STANDARD</b>	<b>I.B.EL.</b>	<b>MOTOR DEVELOPMENT:</b> Children in Wisconsin will develop and refine their use of small and gross motor skills.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.1a.</b>	Moves with strength, control, balance, coordination, locomotion, and endurance. (Purpose and Coordination)  <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.1b.</b>	Moves with strength, control, balance, coordination, locomotion, and endurance. (Balance and Strength)  <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.2.</b>	Exhibits eye-hand coordination, strength, control, and object manipulation.  <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 32 Investigation 1 Day 3 Large Group

		<p>p. 36 Investigation 1 Day 5 Large Group</p> <p>p. 40 Investigation 2 Day 1 Large Group</p> <p>p. 55 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 61 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p>
<b>DOMAIN</b>	<b>WI.II.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>II.A.EL.</b>	<b>Emotional Development: Children in Wisconsin will demonstrate emotional competence and self-regulation.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.A.EL.1.</b>	<p>Expresses a wide range of emotions.</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Read-Aloud</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 37 Investigation 1 Day 5 Read-Aloud</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 53 Investigation 3 Day 1 Read-Aloud</p> <p>p. 55 Investigation 3 Day 2 Small Group</p> <p>p. 59 Investigation 3 Day 4 Read-Aloud</p> <p>p. 65 Investigation 4 Day 1 Read-Aloud</p> <p>p. 69 Investigation 4 Day 3 Read-Aloud</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 75 Investigation 5 Day 2 Read-Aloud</p> <p>p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
<b>CONTENT STANDARD</b>	<b>II.B.EL.</b>	<b>Self-Concept: Children in Wisconsin will have a personal sense of well-being.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.B.EL.2.</b>	<p>Demonstrates self-awareness.</p> <p><u>Buildings Study</u></p> <p>p. 16 Exploring the Topic - Day 2 Large Group</p>
<b>CONTENT STANDARD</b>	<b>II.C.EL.</b>	<b>Social Competence: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.C.EL.3.</b>	<p>Demonstrates understanding of rules and social expectations.</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Large Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 44 Investigation 2 Day 3 Large Group</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 48 Investigation 2 Day 5 Large Group</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.C.EL.4.</b>	<p>Engages in social problem solving behavior and learns to resolve conflict.</p> <p><u>Buildings Study</u></p> <p>p. 15 Exploring the Topic - Day 1 Read-Aloud</p> <p>p. 17 Exploring the Topic - Day 2 Read-Aloud</p> <p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 19 Exploring the Topic - Day 3 Read-Aloud</p> <p>p. 21 Exploring the Topic - Day 4 Read-Aloud</p>

		<p>p. 23 Exploring the Topic - Day 5 Read-Aloud</p> <p>p. 29 Investigation 1 Day 1 Read-Aloud</p> <p>p. 31 Investigation 1 Day 2 Read-Aloud</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 35 Investigation 1 Day 4 Read-Aloud</p> <p>p. 37 Investigation 1 Day 5 Read-Aloud</p> <p>p. 41 Investigation 2 Day 1 Read-Aloud</p> <p>p. 43 Investigation 2 Day 2 Read-Aloud</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 45 Investigation 2 Day 3 Read-Aloud</p> <p>p. 47 Investigation 2 Day 4 Read-Aloud</p> <p>p. 49 Investigation 2 Day 5 Read-Aloud</p> <p>p. 53 Investigation 3 Day 1 Read-Aloud</p> <p>p. 55 Investigation 3 Day 2 Read-Aloud</p> <p>p. 57 Investigation 3 Day 3 Read-Aloud</p> <p>p. 59 Investigation 3 Day 4 Read-Aloud</p> <p>p. 61 Investigation 3 Day 5 Read-Aloud</p> <p>p. 65 Investigation 4 Day 1 Read-Aloud</p> <p>p. 67 Investigation 4 Day 2 Read-Aloud</p> <p>p. 69 Investigation 4 Day 3 Read-Aloud</p> <p>p. 73 Investigation 5 Day 1 Read-Aloud</p> <p>p. 74 Investigation 5 Day 2 Choice Time</p> <p>p. 75 Investigation 5 Day 2 Read-Aloud</p> <p>p. 77 Investigation 5 Day 3 Read-Aloud</p> <p>p. 79 Investigation 5 Day 4 Read-Aloud</p> <p>p. 81 Investigation 5 Day 5 Read-Aloud</p> <p>p. 95 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 97 Celebrating Learning Day 2 Read-Aloud</p>
<b>DOMAIN</b>	<b>WI.III.</b>	<b>LANGUAGE DEVELOPMENT AND COMMUNICATION</b>
<b>CONTENT STANDARD</b>	<b>III.A.EL.</b>	<b>Listening and Understanding: Children in Wisconsin will convey and interpret meaning through listening and understanding.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>III.A.EL.1.</b>	<p>Derives meaning through listening to communications of others and sounds in the environment.</p> <p><u>Buildings Study</u></p> <p>p 97 Celebrating Learning Day 2 Mighty Minutes</p> <p>p. 13 Exploring the Topic - Outdoor Experiences</p> <p>p. 14 Exploring the Topic - Day 1 Large Group</p> <p>p. 19 Exploring the Topic - Day 3 Mighty Minutes</p> <p>p. 23 Exploring the Topic - Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 29 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 35 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 36 Investigation 1 Day 5 Large Group</p> <p>p. 39 Investigation 2 Outdoor Experiences</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 47 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 49 Investigation 2 Day 5 Mighty Minutes</p> <p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 53 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 55 Investigation 3 Day 2 Small Group</p> <p>p. 57 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 59 Investigation 3 Day 4 Mighty Minutes</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 61 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 61 Investigation 3 Day 5 Small Group</p> <p>p. 63 Investigation 4 Outdoor Experience</p>



		<p>p. 67 Investigation 4 Day 2 Mighty Minutes</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 73 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 75 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 78 Investigation 5 Day 4 Large Group</p> <p>p. 93 Celebrating Learning Outdoor Experiences</p> <p>p. 94 Celebrating Learning Day 1 Large Group</p> <p>p. 95 Celebrating Learning Day 1 Mighty Minutes</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p> <p>p. 97 Celebrating Learning Day 2 Large Group Roundup</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.A.EL.2.	<p>Listens and responds to communications with others.</p> <p><u>Buildings Study</u></p> <p>p. 13 Exploring the Topic - Outdoor Experiences</p> <p>p. 14 Exploring the Topic - Day 1 Large Group</p> <p>p. 23 Exploring the Topic - Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 39 Investigation 2 Outdoor Experiences</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 55 Investigation 3 Day 2 Small Group</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 61 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 63 Investigation 4 Outdoor Experience</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 78 Investigation 5 Day 4 Large Group</p> <p>p. 93 Celebrating Learning Outdoor Experiences</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p> <p>p. 97 Celebrating Learning Day 2 Large Group Roundup</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.A.EL.3.	<p>Follows directions of increasing complexity.</p> <p><u>Buildings Study</u></p> <p>p. 13 Exploring the Topic - Outdoor Experiences</p> <p>p. 14 Exploring the Topic - Day 1 Large Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 39 Investigation 2 Outdoor Experiences</p> <p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 55 Investigation 3 Day 2 Small Group</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 61 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 63 Investigation 4 Outdoor Experience</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 78 Investigation 5 Day 4 Large Group</p> <p>p. 93 Celebrating Learning Outdoor Experiences</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p> <p>p. 97 Celebrating Learning Day 2 Large Group Roundup</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>



CONTENT STANDARD	III.B.EL.	Speaking and Communicating: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.B.EL.1.	<p>Uses gestures and movements (non-verbal) to communicate.</p> <p><u>Buildings Study</u>  p. 15 Exploring the Topic - Day 1 Small Group  p. 23 Exploring the Topic - Day 5 Mighty Minutes  p. 27 Investigation 1 Outdoor Experiences  p. 33 Investigation 1 Day 3 Small Group  p. 42 Investigation 2 Day 2 Large Group  p. 49 Investigation 2 Day 5 Small Group  p. 53 Investigation 3 Day 1 Small Group  p. 58 Investigation 3 Day 4 Large Group  p. 59 Investigation 3 Day 4 Small Group  p. 69 Investigation 4 Day 3 Mighty Minutes  p. 69 Investigation 4 Day 3 Small Group  p. 73 Investigation 5 Day 1 Small Group  p. 94 Celebrating Learning Day 1 Choice Time</p>
DESCRIPTOR / FOCUS AREA	III.B.EL.2a.	<p>Uses vocalizations and spoken language to communicate. Language Form (Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure).</p> <p><u>Buildings Study</u>  p. 23 Exploring the Topic - Day 5 Small Group  p. 29 Investigation 1 Day 1 Small Group  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Small Group  p. 37 Investigation 1 Day 5 Small Group  p. 41 Investigation 2 Day 1 Large-Group Roundup  p. 43 Investigation 2 Day 2 Mighty Minutes  p. 49 Investigation 2 Day 5 Small Group  p. 69 Investigation 4 Day 3 Choice Time  p. 75 Investigation 5 Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.B.EL.2b.	<p>Uses vocalizations and spoken language to communicate. Language Content (Semantics: rule system for establishing meaning of words, individually and in combination).</p> <p><u>Buildings Study</u>  p. 23 Exploring the Topic - Day 5 Small Group  p. 41 Investigation 2 Day 1 Large-Group Roundup  p. 59 Investigation 3 Day 4 Large-Group Roundup</p>
DESCRIPTOR / FOCUS AREA	III.B.EL.2c.	<p>Uses vocalizations and spoken language to communicate. Language Function (Pragmatics: rules governing the use of language in context).</p> <p><u>Buildings Study</u>  p. 23 Exploring the Topic - Day 5 Small Group</p>
CONTENT STANDARD	III.C.EL.	Early Literacy: Children in Wisconsin will have the literacy skills and concepts needed to become successful readers and writers.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.C.EL.1.	<p>Shows an appreciation of books and understands how print works.</p> <p><u>Buildings Study</u>  p. 19 Exploring the Topic - Day 3 Mighty Minutes  p. 23 Exploring the Topic - Day 5 Small Group</p>

		<p>p. 29 Investigation 1 Day 1 Read-Aloud  p. 33 Investigation 1 Day 3 Read-Aloud  p. 37 Investigation 1 Day 5 Read-Aloud  p. 41 Investigation 2 Day 1 Small Group  p. 43 Investigation 2 Day 2 Small Group  p. 45 Investigation 2 Day 3 Small Group  p. 49 Investigation 2 Day 5 Read-Aloud  p. 53 Investigation 3 Day 1 Read-Aloud  p. 59 Investigation 3 Day 4 Read-Aloud  p. 65 Investigation 4 Day 1 Read-Aloud  p. 69 Investigation 4 Day 3 Read-Aloud  p. 69 Investigation 4 Day 3 Small Group  p. 75 Investigation 5 Day 2 Read-Aloud  p. 77 Investigation 5 Day 3 Small Group  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Small Group  p. 94 Celebrating Learning Day 1 Choice Time  p. 97 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.2.	<p>Develops alphabetic awareness.</p> <p><u>Buildings Study</u>  p 97 Celebrating Learning Day 2 Mighty Minutes  p. 15 Exploring the Topic - Day 1 Mighty Minutes  p. 17 Exploring the Topic - Day 2 Mighty Minutes  p. 21 Exploring the Topic - Day 4 Small Group  p. 23 Exploring the Topic - Day 5 Mighty Minutes  p. 35 Investigation 1 Day 4 Small Group  p. 37 Investigation 1 Day 5 Mighty Minutes  p. 41 Investigation 2 Day 1 Small Group  p. 43 Investigation 2 Day 2 Choice Time  p. 43 Investigation 2 Day 2 Mighty Minutes  p. 43 Investigation 2 Day 2 Small Group  p. 45 Investigation 2 Day 3 Mighty Minutes  p. 45 Investigation 2 Day 3 Small Group  p. 57 Investigation 3 Day 3 Read-Aloud  p. 64 Investigation 4 Day 1 Large Group  p. 65 Investigation 4 Day 1 Small Group  p. 69 Investigation 4 Day 3 Mighty Minutes  p. 69 Investigation 4 Day 3 Small Group  p. 77 Investigation 5 Day 3 Mighty Minutes  p. 77 Investigation 5 Day 3 Small Group  p. 79 Investigation 5 Day 4 Mighty Minutes  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Small Group  p. 94 Celebrating Learning Day 1 Choice Time  p. 97 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.3a.	<p>Develops phonological awareness.</p> <p><u>Buildings Study</u>  p 97 Celebrating Learning Day 2 Mighty Minutes  p. 14 Exploring the Topic - Day 1 Large Group  p. 15 Exploring the Topic - Day 1 Mighty Minutes  p. 15 Exploring the Topic - Day 1 Small Group  p. 19 Exploring the Topic - Day 3 Mighty Minutes  p. 23 Exploring the Topic - Day 5 Mighty Minutes  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Mighty Minutes  p. 31 Investigation 1 Day 2 Mighty Minutes  p. 31 Investigation 1 Day 2 Small Group  p. 33 Investigation 1 Day 3 Large-Group Roundup  p. 33 Investigation 1 Day 3 Small Group  p. 35 Investigation 1 Day 4 Mighty Minutes  p. 35 Investigation 1 Day 4 Small Group  p. 36 Investigation 1 Day 5 Large Group</p>

		<p>p. 37 Investigation 1 Day 5 Mighty Minutes</p> <p>p. 40 Investigation 2 Day 1 Large Group</p> <p>p. 41 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 43 Investigation 2 Day 2 Choice Time</p> <p>p. 47 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 49 Investigation 2 Day 5 Mighty Minutes</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 53 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 55 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 57 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 59 Investigation 3 Day 4 Mighty Minutes</p> <p>p. 61 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 61 Investigation 3 Day 5 Small Group</p> <p>p. 65 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 67 Investigation 4 Day 2 Mighty Minutes</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 73 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 75 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 77 Investigation 5 Day 3 Small Group</p> <p>p. 80 Investigation 5 Day 5 Large Group</p> <p>p. 94 Celebrating Learning Day 1 Large Group</p> <p>p. 95 Celebrating Learning Day 1 Mighty Minutes</p> <p>p. 95 Celebrating Learning Day 1 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.3b.	<p>Develops phonemic awareness.</p> <p><u>Buildings Study</u></p> <p>p. 15 Exploring the Topic - Day 1 Mighty Minutes</p> <p>p. 21 Exploring the Topic - Day 4 Small Group</p> <p>p. 29 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 41 Investigation 2 Day 1 Small Group</p> <p>p. 43 Investigation 2 Day 2 Choice Time</p> <p>p. 43 Investigation 2 Day 2 Small Group</p> <p>p. 45 Investigation 2 Day 3 Small Group</p> <p>p. 47 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 49 Investigation 2 Day 5 Mighty Minutes</p> <p>p. 53 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 61 Investigation 3 Day 5 Small Group</p> <p>p. 65 Investigation 4 Day 1 Small Group</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 73 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 75 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 77 Investigation 5 Day 3 Small Group</p> <p>p. 79 Investigation 5 Day 4 Small Group</p> <p>p. 81 Investigation 5 Day 5 Small Group</p> <p>p. 94 Celebrating Learning Day 1 Choice Time</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.4.	<p>Demonstrates the use of strategies to read words.</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Large Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 41 Investigation 2 Day 1 Small Group</p> <p>p. 43 Investigation 2 Day 2 Small Group</p> <p>p. 57 Investigation 3 Day 3 Read-Aloud</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 77 Investigation 5 Day 3 Small Group</p>

		<p>p. 79 Investigation 5 Day 4 Small Group</p> <p>p. 81 Investigation 5 Day 5 Small Group</p> <p>p. 94 Celebrating Learning Day 1 Choice Time</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.5.	<p>Uses writing to represent thoughts or ideas.</p> <p><u>Buildings Study</u></p> <p>p. 16 Exploring the Topic - Day 2 Large Group</p> <p>p. 21 Exploring the Topic - Day 4 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 41 Investigation 2 Day 1 Small Group</p> <p>p. 43 Investigation 2 Day 2 Small Group</p> <p>p. 45 Investigation 2 Day 3 Small Group</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 79 Investigation 5 Day 4 Small Group</p> <p>p. 81 Investigation 5 Day 5 Small Group</p>
DOMAIN	WI.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.A.EL.	Curiosity, Engagement, and Persistence: Children in Wisconsin will use curiosity, engagement and persistence to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.A.EL.1.	<p>Displays curiosity, risk-taking, and willingness to engage in new experiences.</p> <p><u>Buildings Study</u></p> <p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 74 Investigation 5 Day 2 Choice Time</p>
DESCRIPTOR / FOCUS AREA	IV.A.EL.2.	<p>Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.</p> <p><u>Buildings Study</u></p> <p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 43 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 74 Investigation 5 Day 2 Choice Time</p>
CONTENT STANDARD	IV.B.EL.	Creativity and Imagination: Children in Wisconsin will use invention, imagination, and play to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.B.EL.1.	<p>Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.</p> <p><u>Buildings Study</u></p> <p>p. 16 Exploring the Topic - Day 2 Large Group</p> <p>p. 17 Exploring the Topic - Day 2 Mighty Minutes</p> <p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 18 Exploring the Topic - Day 3 Large Group</p> <p>p. 21 Exploring the Topic - Day 4 Mighty Minutes</p> <p>p. 21 Exploring the Topic - Day 4 Read-Aloud</p> <p>p. 22 Exploring the Topic - Day 5 Large Group</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p>

		<p>p. 33 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 34 Investigation 1 Day 4 Large Group</p> <p>p. 35 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 37 Investigation 1 Day 5 Mighty Minutes</p> <p>p. 41 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 42 Investigation 2 Day 2 Large Group</p> <p>p. 43 Investigation 2 Day 2 Choice Time</p> <p>p. 43 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 47 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 49 Investigation 2 Day 5 Mighty Minutes</p> <p>p. 49 Investigation 2 Day 5 Small Group</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 53 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 65 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 65 Investigation 4 Day 1 Small Group</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 73 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 74 Investigation 5 Day 2 Large Group</p> <p>p. 77 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 78 Investigation 5 Day 4 Large Group</p> <p>p. 79 Investigation 5 Day 4 Choice Time</p> <p>p. 79 Investigation 5 Day 4 Large-Group Roundup</p> <p>p. 79 Investigation 5 Day 4 Mighty Minutes</p> <p>p. 80 Investigation 5 Day 5 Choice Time</p> <p>p. 80 Investigation 5 Day 5 Large Group</p> <p>p. 81 Investigation 5 Day 5 Mighty Minutes</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p>
DESCRIPTOR / FOCUS AREA	IV.B.EL.2.	<p>Expresses self creatively through music, movement, and art.</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Choice Time</p> <p>p. 14 Exploring the Topic - Day 1 Large Group</p> <p>p. 15 Exploring the Topic - Day 1 Small Group</p> <p>p. 16 Exploring the Topic - Day 2 Large Group</p> <p>p. 17 Exploring the Topic - Day 2 Choice Time</p> <p>p. 17 Exploring the Topic - Day 2 Mighty Minutes</p> <p>p. 17 Exploring the Topic - Day 2 Read-Aloud</p> <p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 18 Exploring the Topic - Day 3 Large Group</p> <p>p. 19 Exploring the Topic - Day 3 Mighty Minutes</p> <p>p. 19 Exploring the Topic - Day 3 Small Group</p> <p>p. 20 Exploring the Topic - Day 4 Large Group</p> <p>p. 21 Exploring the Topic - Day 4 Choice Time</p> <p>p. 21 Exploring the Topic - Day 4 Large-Group Roundup</p> <p>p. 21 Exploring the Topic - Day 4 Mighty Minutes</p> <p>p. 21 Exploring the Topic - Day 4 Read-Aloud</p> <p>p. 22 Exploring the Topic - Day 5 Large Group</p> <p>p. 23 Exploring the Topic - Day 5 Choice Time</p> <p>p. 23 Exploring the Topic - Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic - Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Choice Time</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p>

		<p>p. 33 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 34 Investigation 1 Day 4 Choice Time</p> <p>p. 34 Investigation 1 Day 4 Large Group</p> <p>p. 35 Investigation 1 Day 4 Large-Group Roundup</p> <p>p. 35 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 35 Investigation 1 Day 4 Read-Aloud</p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 36 Investigation 1 Day 5 Choice Time</p> <p>p. 36 Investigation 1 Day 5 Large Group</p> <p>p. 37 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 37 Investigation 1 Day 5 Mighty Minutes</p> <p>p. 37 Investigation 1 Day 5 Small Group</p> <p>p. 39 Investigation 2 Outdoor Experiences</p> <p>p. 40 Investigation 2 Day 1 Large Group</p> <p>p. 41 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 41 Investigation 2 Day 1 Read-Aloud</p> <p>p. 41 Investigation 2 Day 1 Small Group</p> <p>p. 42 Investigation 2 Day 2 Large Group</p> <p>p. 43 Investigation 2 Day 2 Choice Time</p> <p>p. 43 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 43 Investigation 2 Day 2 Read-Aloud</p> <p>p. 43 Investigation 2 Day 2 Small Group</p> <p>p. 44 Investigation 2 Day 3 Large Group</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 45 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 45 Investigation 2 Day 3 Read-Aloud</p> <p>p. 46 Investigation 2 Day 4 Choice Time</p> <p>p. 46 Investigation 2 Day 4 Large Group</p> <p>p. 47 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 47 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 47 Investigation 2 Day 4 Small Group</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 49 Investigation 2 Day 5 Mighty Minutes</p> <p>p. 49 Investigation 2 Day 5 Small Group</p> <p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 53 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 53 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 55 Investigation 3 Day 2 Read-Aloud</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 57 Investigation 3 Day 3 Read-Aloud</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 61 Investigation 3 Day 5 Read-Aloud</p> <p>p. 61 Investigation 3 Day 5 Small Group</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 65 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 65 Investigation 4 Day 1 Small Group</p> <p>p. 66 Investigation 4 Day 2 Choice Time</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 73 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 73 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 73 Investigation 5 Day 1 Read-Aloud</p>
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<b>CONTENT STANDARD</b>	<b>IV.C.EL.</b>	Diversity in Learning: Children in Wisconsin will engage in diverse approaches to learning that reflect social and cultural contexts such as biology, family history, culture, and individual learning styles.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>IV.C.EL.1.</b>	<p>Experiences a variety of routines, practices, and languages.</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Large Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 44 Investigation 2 Day 3 Large Group</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 48 Investigation 2 Day 5 Large Group</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>IV.C.EL.3.</b>	<p>Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.</p> <p><u>Buildings Study</u></p> <p>p. 15 Exploring the Topic - Day 1 Small Group</p> <p>p. 18 Exploring the Topic - Day 3 Large Group</p> <p>p. 21 Exploring the Topic - Day 4 Mighty Minutes</p> <p>p. 22 Exploring the Topic - Day 5 Large Group</p> <p>p. 23 Exploring the Topic - Day 5 Mighty Minutes</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 40 Investigation 2 Day 1 Large Group</p> <p>p. 42 Investigation 2 Day 2 Large Group</p> <p>p. 49 Investigation 2 Day 5 Small Group</p> <p>p. 53 Investigation 3 Day 1 Small Group</p> <p>p. 55 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 69 Investigation 4 Day 3 Mighty Minutes</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 94 Celebrating Learning Day 1 Choice Time</p>



		p. 96 Celebrating Learning Day 2 Large Group
<b>DOMAIN</b>	<b>WI.V.</b>	<b>COGNITION AND GENERAL KNOWLEDGE</b>
<b>CONTENT STANDARD</b>	<b>V.A.EL.</b>	Exploration, Discovery, and Problem Solving: 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.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>V.A.EL.2.</b>	<p>Understands new meanings as memory increases.</p> <p><b>Buildings Study</b></p> <p>p. 13 Exploring the Topic - Outdoor Experiences</p> <p>p. 15 Exploring the Topic - Day 1 Read-Aloud</p> <p>p. 15 Exploring the Topic - Day 1 Small Group</p> <p>p. 17 Exploring the Topic - Day 2 Read-Aloud</p> <p>p. 18 Exploring the Topic - Day 3 Large Group</p> <p>p. 19 Exploring the Topic - Day 3 Small Group</p> <p>p. 21 Exploring the Topic - Day 4 Read-Aloud</p> <p>p. 23 Exploring the Topic - Day 5 Choice Time</p> <p>p. 23 Exploring the Topic - Day 5 Read-Aloud</p> <p>p. 23 Exploring the Topic - Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 29 Investigation 1 Day 1 Read-Aloud</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 31 Investigation 1 Day 2 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 34 Investigation 1 Day 4 Choice Time</p> <p>p. 34 Investigation 1 Day 4 Large Group</p> <p>p. 35 Investigation 1 Day 4 Read-Aloud</p> <p>p. 36 Investigation 1 Day 5 Choice Time</p> <p>p. 36 Investigation 1 Day 5 Large Group</p> <p>p. 37 Investigation 1 Day 5 Read-Aloud</p> <p>p. 39 Investigation 2 Outdoor Experiences</p> <p>p. 41 Investigation 2 Day 1 Read-Aloud</p> <p>p. 43 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 43 Investigation 2 Day 2 Read-Aloud</p> <p>p. 44 Investigation 2 Day 3 Large Group</p> <p>p. 45 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 45 Investigation 2 Day 3 Read-Aloud</p> <p>p. 47 Investigation 2 Day 4 Read-Aloud</p> <p>p. 47 Investigation 2 Day 4 Small Group</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 49 Investigation 2 Day 5 Read-Aloud</p> <p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 53 Investigation 3 Day 1 Read-Aloud</p> <p>p. 53 Investigation 3 Day 1 Small Group</p> <p>p. 55 Investigation 3 Day 2 Choice Time</p> <p>p. 55 Investigation 3 Day 2 Read-Aloud</p> <p>p. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 57 Investigation 3 Day 3 Read-Aloud</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Read-Aloud</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 61 Investigation 3 Day 5 Read-Aloud</p> <p>p. 63 Investigation 4 Outdoor Experience</p> <p>p. 65 Investigation 4 Day 1 Read-Aloud</p> <p>p. 69 Investigation 4 Day 3 Read-Aloud</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 73 Investigation 5 Day 1 Read-Aloud</p>

		<p>p. 75 Investigation 5 Day 2 Read-Aloud  p. 77 Investigation 5 Day 3 Read-Aloud  p. 77 Investigation 5 Day 3 Small Group  p. 78 Investigation 5 Day 4 Large Group  p. 79 Investigation 5 Day 4 Read-Aloud  p. 93 Celebrating Learning Outdoor Experiences  p. 95 Celebrating Learning Day 1 Read-Aloud  p. 97 Celebrating Learning Day 2 Read-Aloud</p>
DESCRIPTOR / FOCUS AREA	V.A.EL.3.	<p>Applies problem solving skills.</p> <p><u>Buildings Study</u>  p. 17 Exploring the Topic - Day 2 Small Group  p. 31 Investigation 1 Day 2 Small Group  p. 43 Investigation 2 Day 2 Mighty Minutes  p. 45 Investigation 2 Day 3 Choice Time  p. 74 Investigation 5 Day 2 Choice Time</p>
CONTENT STANDARD	V.B.EL.	<p>Mathematical Thinking: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.</p>
PERFORMANCE STANDARD / LEARNING PRIORITY		<p>During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.1.	<p>Demonstrates an understanding of numbers and counting.</p> <p><u>Buildings Study</u>  p. 15 Exploring the Topic - Day 1 Small Group  p. 17 Exploring the Topic - Day 2 Small Group  p. 19 Exploring the Topic - Day 3 Small Group  p. 23 Exploring the Topic - Day 5 Read-Aloud  p. 29 Investigation 1 Day 1 Choice Time  p. 31 Investigation 1 Day 2 Small Group  p. 41 Investigation 2 Day 1 Mighty Minutes  p. 47 Investigation 2 Day 4 Small Group  p. 58 Investigation 3 Day 4 Large Group  p. 67 Investigation 4 Day 2 Mighty Minutes  p. 67 Investigation 4 Day 2 Small Group  p. 69 Investigation 4 Day 3 Mighty Minutes  p. 72 Investigation 5 Day 1 Choice Time  p. 73 Investigation 5 Day 1 Small Group  p. 78 Investigation 5 Day 4 Large Group  p. 79 Investigation 5 Day 4 Large-Group Roundup  p. 95 Celebrating Learning Day 1 Large Group Roundup  p. 95 Celebrating Learning Day 1 Mighty Minutes  p. 95 Celebrating Learning Day 1 Read-Aloud  p. 96 Celebrating Learning Day 2 Large Group  p. 97 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.2.	<p>Understands number operations and relationships.</p> <p><u>Buildings Study</u>  p. 15 Exploring the Topic - Day 1 Small Group  p. 17 Exploring the Topic - Day 2 Small Group  p. 19 Exploring the Topic - Day 3 Small Group  p. 31 Investigation 1 Day 2 Small Group  p. 65 Investigation 4 Day 1 Mighty Minutes  p. 67 Investigation 4 Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.3.	<p>Explores, recognizes, and describes, shapes and spatial relationships.</p> <p><u>Buildings Study</u>  p. 97 Celebrating Learning Day 2 Mighty Minutes  p. 14 Exploring the Topic - Day 1 Choice Time  p. 15 Exploring the Topic - Day 1 Small Group  p. 17 Exploring the Topic - Day 2 Choice Time</p>

		<p>p. 17 Exploring the Topic - Day 2 Mighty Minutes</p> <p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 33 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 40 Investigation 2 Day 1 Large Group</p> <p>p. 43 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 45 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 53 Investigation 3 Day 1 Small Group</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 55 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 55 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 65 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 66 Investigation 4 Day 2 Choice Time</p> <p>p. 81 Investigation 5 Day 5 Large-Group Roundup</p> <p>p. 81 Investigation 5 Day 5 Mighty Minutes</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.4.	<p>Uses the attributes of objects for comparison and patterning.</p> <p><u>Buildings Study</u></p> <p>p. 15 Exploring the Topic - Day 1 Small Group</p> <p>p. 19 Exploring the Topic - Day 3 Small Group</p> <p>p. 21 Exploring the Topic - Day 4 Choice Time</p> <p>p. 35 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 37 Investigation 1 Day 5 Small Group</p> <p>p. 49 Investigation 2 Day 5 Mighty Minutes</p> <p>p. 49 Investigation 2 Day 5 Small Group</p> <p>p. 55 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 73 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 75 Investigation 5 Day 2 Small Group</p> <p>p. 77 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 79 Investigation 5 Day 4 Large-Group Roundup</p> <p>p. 79 Investigation 5 Day 4 Mighty Minutes</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.5.	<p>Understands the concept of measurement.</p> <p><u>Buildings Study</u></p> <p>p. 59 Investigation 3 Day 4 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.6.	<p>Collects, describes, and records information using all senses.</p> <p><u>Buildings Study</u></p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 65 Investigation 4 Day 1 Large-Group Roundup</p>
CONTENT STANDARD	V.C.EL.	<p>Scientific Thinking: Children in Wisconsin will understand and use scientific tools and skills to extend their learning.</p>
PERFORMANCE STANDARD / LEARNING PRIORITY		<p>During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.1.	<p>Uses observation to gather information.</p> <p><u>Buildings Study</u></p> <p>p. 16 Exploring the Topic - Day 2 Large Group</p> <p>p. 19 Exploring the Topic - Day 3 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 39 Investigation 2 Outdoor Experiences</p> <p>p. 43 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 52 Investigation 3 Day 1 Choice Time</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 66 Investigation 4 Day 2 Large Group</p>

		<p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 94 Celebrating Learning Day 1 Choice Time</p> <p>p. 94 Celebrating Learning Day 1 Large Group</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.2.	<p>Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.</p> <p><u>Buildings Study</u></p> <p>p. 15 Exploring the Topic - Day 1 Small Group</p> <p>p. 16 Exploring the Topic - Day 2 Large Group</p> <p>p. 17 Exploring the Topic - Day 2 Choice Time</p> <p>p. 17 Exploring the Topic - Day 2 Read-Aloud</p> <p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 18 Exploring the Topic - Day 3 Choice Time</p> <p>p. 18 Exploring the Topic - Day 3 Large Group</p> <p>p. 19 Exploring the Topic - Day 3 Mighty Minutes</p> <p>p. 19 Exploring the Topic - Day 3 Small Group</p> <p>p. 20 Exploring the Topic - Day 4 Large Group</p> <p>p. 21 Exploring the Topic - Day 4 Choice Time</p> <p>p. 21 Exploring the Topic - Day 4 Small Group</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Choice Time</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 36 Investigation 1 Day 5 Large Group</p> <p>p. 39 Investigation 2 Outdoor Experiences</p> <p>p. 40 Investigation 2 Day 1 Large Group</p> <p>p. 41 Investigation 2 Day 1 Small Group</p> <p>p. 43 Investigation 2 Day 2 Choice Time</p> <p>p. 43 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 43 Investigation 2 Day 2 Small Group</p> <p>p. 44 Investigation 2 Day 3 Large Group</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 46 Investigation 2 Day 4 Large Group</p> <p>p. 48 Investigation 2 Day 5 Choice Time</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 52 Investigation 3 Day 1 Choice Time</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 53 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 53 Investigation 3 Day 1 Small Group</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 55 Investigation 3 Day 2 Small Group</p> <p>p. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 57 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 58 Investigation 3 Day 4 Choice Time</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 65 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 66 Investigation 4 Day 2 Choice Time</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 69 Investigation 4 Day 3 Choice Time</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 74 Investigation 5 Day 2 Choice Time</p>

		<p>p. 75 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 75 Investigation 5 Day 2 Small Group</p> <p>p. 76 Investigation 5 Day 3 Choice Time</p> <p>p. 76 Investigation 5 Day 3 Large Group</p> <p>p. 78 Investigation 5 Day 4 Large Group</p> <p>p. 79 Investigation 5 Day 4 Choice Time</p> <p>p. 79 Investigation 5 Day 4 Small Group</p> <p>p. 81 Investigation 5 Day 5 Small Group</p> <p>p. 94 Celebrating Learning Day 1 Choice Time</p> <p>p. 94 Celebrating Learning Day 1 Large Group</p> <p>p. 95 Celebrating Learning Day 1 Small Group</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p> <p>p. 97 Celebrating Learning Day 2 Large Group Roundup</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.3.	<p>Hypothesizes and makes predictions.</p> <p><u>Buildings Study</u></p> <p>p. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 58 Investigation 3 Day 4 Choice Time</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.4.	<p>Forms explanations based on trial and error, observations, and explorations.</p> <p><u>Buildings Study</u></p> <p>p. 16 Exploring the Topic - Day 2 Large Group</p> <p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 18 Exploring the Topic - Day 3 Large Group</p> <p>p. 19 Exploring the Topic - Day 3 Small Group</p> <p>p. 22 Exploring the Topic - Day 5 Large Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 40 Investigation 2 Day 1 Large Group</p> <p>p. 41 Investigation 2 Day 1 Small Group</p> <p>p. 43 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 43 Investigation 2 Day 2 Small Group</p> <p>p. 53 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 53 Investigation 3 Day 1 Small Group</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 55 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 55 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 57 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 61 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 79 Investigation 5 Day 4 Small Group</p> <p>p. 81 Investigation 5 Day 5 Small Group</p> <p>p. 95 Celebrating Learning Day 1 Large Group Roundup</p> <p>p. 95 Celebrating Learning Day 1 Small Group</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p> <p>p. 96 Celebrating Learning Day 2 Choice Time</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>

**Clothes Study**  
**State:** Wisconsin Model Early Learning Standards  
**Subject:** Early Childhood Education  
**Grade:** Ages 3-5

<b>DOMAIN</b>	<b>W.I.I.</b>	<b>HEALTH AND PHYSICAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>I.B.EL.</b>	<b>MOTOR DEVELOPMENT: Children in Wisconsin will develop and refine their use of small and gross motor skills.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.1a.</b>	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Purpose and Coordination)</p> <p><u>Clothes Study</u>  p. 016 Exploring the Topic Day 2 Large Group  p. 028 Investigation 1 Day 1 Large Group  p. 042 Investigation 2 Day 2 Large Group  p. 047 Investigation 2 Day 4 Mighty Minutes  p. 055 Investigation 3 Day 3 Small Group  p. 061 Investigation 4 Outdoor Experiences  p. 064 Investigation 4 Day 2 Large Group  p. 065 Investigation 4 Day 2 Choice Time  p. 065 Investigation 4 Day 2 Mighty Minutes  p. 066 Investigation 4 Day 3 Large Group  p. 077 Investigation 6 Outdoor Experience  p. 081 Investigation 6 Day 2 Mighty Minutes  p. 087 Investigation 6 Day 5 Mighty Minutes</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.1b.</b>	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Balance and Strength)</p> <p><u>Clothes Study</u>  p. 016 Exploring the Topic Day 2 Large Group  p. 028 Investigation 1 Day 1 Large Group  p. 042 Investigation 2 Day 2 Large Group  p. 047 Investigation 2 Day 4 Mighty Minutes  p. 055 Investigation 3 Day 3 Small Group  p. 061 Investigation 4 Outdoor Experiences  p. 064 Investigation 4 Day 2 Large Group  p. 065 Investigation 4 Day 2 Choice Time  p. 065 Investigation 4 Day 2 Mighty Minutes  p. 066 Investigation 4 Day 3 Large Group  p. 077 Investigation 6 Outdoor Experience  p. 081 Investigation 6 Day 2 Mighty Minutes  p. 087 Investigation 6 Day 5 Mighty Minutes</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.2.</b>	<p>Exhibits eye-hand coordination, strength, control, and object manipulation.</p> <p><u>Clothes Study</u>  p. 016 Exploring the Topic Day 2 Large Group  p. 028 Investigation 1 Day 1 Large Group  p. 042 Investigation 2 Day 2 Large Group  p. 047 Investigation 2 Day 4 Mighty Minutes  p. 053 Investigation 3 Day 2 Small Group  p. 055 Investigation 3 Day 3 Small Group  p. 061 Investigation 4 Outdoor Experiences  p. 064 Investigation 4 Day 2 Large Group  p. 065 Investigation 4 Day 2 Choice Time  p. 065 Investigation 4 Day 2 Mighty Minutes  p. 066 Investigation 4 Day 3 Large Group  p. 077 Investigation 6 Outdoor Experience  p. 081 Investigation 6 Day 2 Mighty Minutes  p. 085 Investigation 6 Day 4 Choice Time</p>



		p. 087 Investigation 6 Day 5 Mighty Minutes
<b>DOMAIN</b>	<b>WI.II.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>II.A.EL.</b>	Emotional Development: Children in Wisconsin will demonstrate emotional competence and self-regulation.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.A.EL.1.</b>	<p>Expresses a wide range of emotions.</p> <p><u>Clothes Study</u>  p. 015 Exploring the Topic Day 1 Choice Time  p. 015 Exploring the Topic Day 1 Read-Aloud  p. 019 Exploring the Topic Day 3 Read-Aloud  p. 021 Exploring the Topic Day 4 Read-Aloud  p. 023 Exploring the Topic Day 5 Read-Aloud  p. 037 Investigation 1 Day 5 Read-Aloud  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Read-Aloud  p. 045 Investigation 2 day 3 Read-Aloud  p. 051 Investigation 3 Day 1 Read-Aloud  p. 055 Investigation 3 Day 3 Read-Aloud  p. 059 Investigation 3 Day 5 Read-Aloud  p. 072 Investigation 5 Day 2 Large Group  p. 083 Investigation 6 Day 3 Read-Aloud  p. 085 Investigation 6 Day 4 Read-Aloud  p. 087 Investigation 6 Day 5 Read-Aloud  p. 091 Investigation 7 Day 1 Choice Time  p. 091 Investigation 7 Day 1 Read-Aloud</p>
<b>CONTENT STANDARD</b>	<b>II.C.EL.</b>	Social Competence: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.C.EL.2.</b>	<p>Engages in social interaction and plays with others.</p> <p><u>Clothes Study</u>  p. 066 Investigation 4 Day 3 Choice Time</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.C.EL.3.</b>	<p>Demonstrates understanding of rules and social expectations.</p> <p><u>Clothes Study</u>  p. 015 Exploring the Topic Day 1 Choice Time  p. 040 Investigation 2 Day 1 Large Group  p. 049 Investigation 3 Outdoor Experiences  p. 072 Investigation 5 Day 2 Large Group  p. 083 Investigation 6 Day 3 Read-Aloud  p. 087 Investigation 6 Day 5 Read-Aloud  p. 091 Investigation 7 Day 1 Read-Aloud</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.C.EL.4.</b>	<p>Engages in social problem solving behavior and learns to resolve conflict.</p> <p><u>Clothes Study</u>  p. 013 Exploring the Topic Outdoor Experiences  p. 023 Exploring the Topic Day 5 Small Group  p. 085 Investigation 6 Day 4 Small Group  p. 087 Investigation 6 Day 5 Small Group</p>
<b>DOMAIN</b>	<b>WI.III.</b>	<b>LANGUAGE DEVELOPMENT AND COMMUNICATION</b>
<b>CONTENT STANDARD</b>	<b>III.A.EL.</b>	Listening and Understanding: Children in Wisconsin will convey and interpret meaning through listening and understanding.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:



DESCRIPTOR / FOCUS AREA	III.A.EL.1.	<p>Derives meaning through listening to communications of others and sounds in the environment.</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group</p> <p>p. 013 Exploring the Topic Outdoor Experiences</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 021 Exploring the Topic Day 4 Mighty Minutes</p> <p>p. 023 Exploring the Topic Day 5 Mighty Minutes</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 033 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 049 Investigation 3 Outdoor Experiences</p> <p>p. 053 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 053 Investigation 3 Day 2 Small Group</p> <p>p. 055 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 055 Investigation 3 Day 3 Small Group</p> <p>p. 057 Investigation 3 Day 4 Mighty Minutes</p> <p>p. 061 Investigation 4 Outdoor Experiences</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 065 Investigation 4 Day 2 Mighty Minutes</p> <p>p. 066 Investigation 4 Day 3 Large Group</p> <p>p. 067 Investigation 4 Day 3 Small Group</p> <p>p. 071 Investigation 5 Day 1 Small Group</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 073 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 075 Investigation 5 Day 3 Small Group</p> <p>p. 077 Investigation 6 Outdoor Experience</p> <p>p. 079 Investigation 6 Day 1 Small Group</p> <p>p. 081 Investigation 6 Day 2 Mighty Minutes</p> <p>p. 084 Investigation 6 Day 4 Large Group</p> <p>p. 085 Investigation 6 Day 4 Mighty Minutes</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 087 Investigation 6 Day 5 Mighty Minutes</p> <p>p. 091 Investigation 7 Day 1 Mighty Minutes</p> <p>p. 093 Investigation 7 Day 2 Small Group</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 095 Investigation 7 Day 3 Mighty Minutes</p> <p>p. 107 Celebrating Learning Outdoor Experiences</p> <p>p. 111 Celebrating Learning Day 2 Mighty Minutes</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.A.EL.2.	<p>Listens and responds to communications with others.</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group</p> <p>p. 013 Exploring the Topic Outdoor Experiences</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 021 Exploring the Topic Day 4 Mighty Minutes</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 029 Investigation 1 Day 1 Mighty Minutes</p>

		<p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 035 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 047 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 049 Investigation 3 Outdoor Experiences</p> <p>p. 053 Investigation 3 Day 2 Small Group</p> <p>p. 055 Investigation 3 Day 3 Small Group</p> <p>p. 057 Investigation 3 Day 4 Mighty Minutes</p> <p>p. 061 Investigation 4 Outdoor Experiences</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 067 Investigation 4 Day 3 Mighty Minutes</p> <p>p. 067 Investigation 4 Day 3 Small Group</p> <p>p. 071 Investigation 5 Day 1 Small Group</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 073 Investigation 5 Day 2 Small Group</p> <p>p. 075 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 077 Investigation 6 Outdoor Experience</p> <p>p. 079 Investigation 6 Day 1 Small Group</p> <p>p. 081 Investigation 6 Day 2 Mighty Minutes</p> <p>p. 107 Celebrating Learning Outdoor Experiences</p> <p>p. 109 Celebrating Learning Day 1 Mighty Minutes</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.A.EL.3.	<p>Follows directions of increasing complexity.</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group</p> <p>p. 013 Exploring the Topic Outdoor Experiences</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 021 Exploring the Topic Day 4 Mighty Minutes</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 029 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 035 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 047 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 049 Investigation 3 Outdoor Experiences</p> <p>p. 053 Investigation 3 Day 2 Small Group</p> <p>p. 055 Investigation 3 Day 3 Small Group</p> <p>p. 057 Investigation 3 Day 4 Mighty Minutes</p> <p>p. 061 Investigation 4 Outdoor Experiences</p> <p>p. 067 Investigation 4 Day 3 Mighty Minutes</p> <p>p. 067 Investigation 4 Day 3 Small Group</p> <p>p. 071 Investigation 5 Day 1 Small Group</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 073 Investigation 5 Day 2 Small Group</p> <p>p. 075 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 077 Investigation 6 Outdoor Experience</p> <p>p. 081 Investigation 6 Day 2 Mighty Minutes</p> <p>p. 107 Celebrating Learning Outdoor Experiences</p> <p>p. 109 Celebrating Learning Day 1 Mighty Minutes</p>
CONTENT STANDARD	III.B.EL.	Speaking and Communicating: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.B.EL.1.	<p>Uses gestures and movements (non-verbal) to communicate.</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group</p>

		<p>p. 015 Exploring the Topic Day 1 Mighty Minutes</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 031 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 056 Investigation 3 Day 4 Large Group</p> <p>p. 065 Investigation 4 Day 2 Small Group</p> <p>p. 066 Investigation 4 Day 3 Choice Time</p> <p>p. 071 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 071 Investigation 5 Day 1 Small Group</p> <p>p. 074 Investigation 5 Day 3 Large Group</p> <p>p. 079 Investigation 6 Day 1 Mighty Minutes</p> <p>p. 080 Investigation 6 Day 2 Large Group</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 093 Investigation 7 Day 2 Mighty Minutes</p>
DESCRIPTOR / FOCUS AREA	III.B.EL.2a.	<p>Uses vocalizations and spoken language to communicate. Language Form (Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure).</p> <p><u>Clothes Study</u></p> <p>p. 031 Investigation 1 Day 2 Read-Aloud</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 051 Investigation 3 Day 1 Small Group</p> <p>p. 055 Investigation 3 Day 3 Small Group</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 085 Investigation 6 Day 4 Small Group</p> <p>p. 087 Investigation 6 Day 5 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.B.EL.2b.	<p>Uses vocalizations and spoken language to communicate. Language Content (Semantics: rule system for establishing meaning of words, individually and in combination).</p> <p><u>Clothes Study</u></p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 031 Investigation 1 Day 2 Read-Aloud</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.B.EL.2c.	<p>Uses vocalizations and spoken language to communicate. Language Function (Pragmatics: rules governing the use of language in context).</p> <p><u>Clothes Study</u></p> <p>p. 031 Investigation 1 Day 2 Read-Aloud</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p>
CONTENT STANDARD	III.C.EL.	Early Literacy: Children in Wisconsin will have the literacy skills and concepts needed to become successful readers and writers.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS	III.C.EL.1.	Shows an appreciation of books and understands how print works.

AREA		<p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Read-Aloud  p. 015 Exploring the Topic Day 1 Small Group  p. 019 Exploring the Topic Day 3 Read-Aloud  p. 021 Exploring the Topic Day 4 Read-Aloud  p. 021 Exploring the Topic Day 4 Small Group  p. 023 Exploring the Topic Day 5 Read-Aloud  p. 028 Investigation 1 Day 1 Large Group  p. 035 Investigation 1 Day 4 Small Group  p. 037 Investigation 1 Day 5 Read-Aloud  p. 041 Investigation 2 Day 1 Read-Aloud  p. 045 Investigation 2 Day 3 Choice Time  p. 045 Investigation 2 Day 3 Small Group  p. 045 Investigation 2 day 3 Read-Aloud  p. 051 Investigation 3 Day 1 Read-Aloud  p. 053 Investigation 3 Day 2 Read-Aloud  p. 055 Investigation 3 Day 3 Read-Aloud  p. 057 Investigation 3 Day 4 Read-Aloud  p. 059 Investigation 3 Day 5 Read-Aloud  p. 063 Investigation 4 Day 1 Small Group  p. 066 Investigation 4 Day 3 Choice Time  p. 081 Investigation 6 Day 2 Small Group  p. 083 Investigation 6 Day 3 Read-Aloud  p. 084 Investigation 6 Day 4 Large Group  p. 085 Investigation 6 Day 4 Read-Aloud  p. 086 Investigation 6 Day 5 Large Group  p. 087 Investigation 6 Day 5 Read-Aloud  p. 091 Investigation 7 Day 1 Read-Aloud</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.2.	<p>Develops alphabetic awareness.</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Mighty Minutes  p. 015 Exploring the Topic Day 1 Small Group  p. 017 Exploring the Topic Day 2 Mighty Minutes  p. 019 Exploring the Topic Day 3 Mighty Minutes  p. 021 Exploring the Topic Day 4 Small Group  p. 023 Exploring the Topic Day 5 Small Group  p. 035 Investigation 1 Day 4 Small Group  p. 037 Investigation 1 Day 5 Mighty Minutes  p. 041 Investigation 2 Day 1 Small Group  p. 043 Investigation 2 Day 2 Mighty Minutes  p. 043 Investigation 2 Day 2 Small Group  p. 045 Investigation 2 Day 3 Choice Time  p. 056 Investigation 3 Day 4 Large Group  p. 063 Investigation 4 Day 1 Small Group  p. 066 Investigation 4 Day 3 Choice Time  p. 066 Investigation 4 Day 3 Large Group  p. 071 Investigation 5 Day 1 Mighty Minutes  p. 079 Investigation 6 Day 1 Mighty Minutes  p. 079 Investigation 6 Day 1 Small Group  p. 081 Investigation 6 Day 2 Small Group  p. 083 Investigation 6 Day 3 Mighty Minutes  p. 084 Investigation 6 Day 4 Large Group  p. 086 Investigation 6 Day 5 Large Group  p. 093 Investigation 7 Day 2 Mighty Minutes  p. 095 Investigation 7 Day 3 Small Group  p. 108 Celebrating Learning Day 1 Large Group</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.3a.	<p>Develops phonological awareness.</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Choice Time  p. 016 Exploring the Topic Day 2 Large Group  p. 017 Exploring the Topic Day 2 Mighty Minutes</p>

		<p>p. 019 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 023 Exploring the Topic Day 5 Mighty Minutes</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 033 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 037 Investigation 1 Day 5 Mighty Minutes</p> <p>p. 041 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 043 Investigation 2 Day 2 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 051 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 053 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 055 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 057 Investigation 3 Day 4 Small Group</p> <p>p. 059 Investigation 3 Day 5 Small Group</p> <p>p. 063 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 065 Investigation 4 Day 2 Mighty Minutes</p> <p>p. 066 Investigation 4 Day 3 Large Group</p> <p>p. 071 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 071 Investigation 5 Day 1 Small Group</p> <p>p. 073 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 073 Investigation 5 Day 2 Small Group</p> <p>p. 075 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 075 Investigation 5 Day 3 Small Group</p> <p>p. 079 Investigation 6 Day 1 Mighty Minutes</p> <p>p. 083 Investigation 6 Day 3 Mighty Minutes</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 084 Investigation 6 Day 4 Large Group</p> <p>p. 085 Investigation 6 Day 4 Mighty Minutes</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 087 Investigation 6 Day 5 Mighty Minutes</p> <p>p. 091 Investigation 7 Day 1 Mighty Minutes</p> <p>p. 093 Investigation 7 Day 2 Mighty Minutes</p> <p>p. 093 Investigation 7 Day 2 Small Group</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 095 Investigation 7 Day 3 Mighty Minutes</p> <p>p. 095 Investigation 7 Day 3 Small Group</p> <p>p. 110 Celebrating Learning Day 2 Large Group</p> <p>p. 111 Celebrating Learning Day 2 Mighty Minutes</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.3b.	<p>Develops phonemic awareness.</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Mighty Minutes</p> <p>p. 019 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 066 Investigation 4 Day 3 Choice Time</p> <p>p. 071 Investigation 5 Day 1 Small Group</p> <p>p. 075 Investigation 5 Day 3 Small Group</p> <p>p. 079 Investigation 6 Day 1 Small Group</p> <p>p. 081 Investigation 6 Day 2 Small Group</p> <p>p. 093 Investigation 7 Day 2 Small Group</p>

		p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Small Group
DESCRIPTOR / FOCUS AREA	III.C.EL.4.	Demonstrates the use of strategies to read words.  <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 021 Exploring the Topic Day 4 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Small Group p. 050 Investigation 3 Day 1 Large Group p. 063 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 071 Investigation 5 Day 1 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 091 Investigation 7 Day 1 Small Group
DESCRIPTOR / FOCUS AREA	III.C.EL.5.	Uses writing to represent thoughts or ideas.  <u>Clothes Study</u> p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Small Group p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup
DOMAIN	WI.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.A.EL.	Curiosity, Engagement, and Persistence: Children in Wisconsin will use curiosity, engagement and persistence to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.A.EL.1.	Displays curiosity, risk-taking, and willingness to engage in new experiences.  <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
DESCRIPTOR / FOCUS AREA	IV.A.EL.2.	Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.  <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 017 Exploring the Topic Day 2 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
CONTENT STANDARD	IV.B.EL.	Creativity and Imagination: Children in Wisconsin will use invention, imagination, and play to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:



DESCRIPTOR / FOCUS AREA	IV.B.EL.1.	<p>Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.</p> <p><u>Clothes Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group  p. 022 Exploring the Topic Day 5 Large Group  p. 023 Exploring the Topic Day 5 Choice Time  p. 023 Exploring the Topic Day 5 Small Group  p. 029 Investigation 1 Day 1 Small Group  p. 035 Investigation 1 Day 4 Mighty Minutes  p. 037 Investigation 1 Day 5 Mighty Minutes  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Mighty Minutes  p. 042 Investigation 2 Day 2 Large Group  p. 044 Investigation 2 Day 3 Large Group  p. 051 Investigation 3 Day 1 Mighty Minutes  p. 053 Investigation 3 Day 2 Mighty Minutes  p. 054 Investigation 3 Day 3 Choice Time  p. 054 Investigation 3 Day 3 Large Group  p. 059 Investigation 3 Day 5 Mighty Minutes  p. 063 Investigation 4 Day 1 Small Group  p. 072 Investigation 5 Day 2 Choice Time  p. 075 Investigation 5 Day 3 Large-Group Roundup  p. 077 Investigation 6 Outdoor Experience  p. 078 Investigation 6 Day 1 Large Group  p. 079 Investigation 6 Day 1 Read-Aloud  p. 079 Investigation 6 Day 1 Small Group  p. 081 Investigation 6 Day 2 Mighty Minutes  p. 083 Investigation 6 Day 3 Mighty Minutes  p. 085 Investigation 6 Day 4 Mighty Minutes  p. 085 Investigation 6 Day 4 Read-Aloud  p. 086 Investigation 6 Day 5 Choice Time  p. 086 Investigation 6 Day 5 Large Group  p. 094 Investigation 7 Day 3 Choice Time  p. 094 Investigation 7 Day 3 Large Group</p>
DESCRIPTOR / FOCUS AREA	IV.B.EL.2.	<p>Expresses self creatively through music, movement, and art.</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group  p. 013 Exploring the Topic Outdoor Experiences  p. 014 Exploring the Topic Day 1 Large Group  p. 015 Exploring the Topic Day 1 Choice Time  p. 015 Exploring the Topic Day 1 Small Group  p. 016 Exploring the Topic Day 2 Large Group  p. 017 Exploring the Topic Day 2 Small Group  p. 018 Exploring the Topic Day 3 Large Group  p. 019 Exploring the Topic Day 3 Small Group  p. 020 Exploring the Topic Day 4 Large Group  p. 021 Exploring the Topic Day 4 Small Group  p. 022 Exploring the Topic Day 5 Large Group  p. 023 Exploring the Topic Day 5 Choice Time  p. 023 Exploring the Topic Day 5 Small Group  p. 027 Investigation 1 Outdoor Experiences  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Small Group  p. 030 Investigation 1 Day 2 Large Group  p. 031 Investigation 1 Day 2 Mighty Minutes  p. 031 Investigation 1 Day 2 Read-Aloud  p. 031 Investigation 1 Day 2 Small Group  p. 032 Investigation 1 Day 3 Large Group  p. 034 Investigation 1 Day 4 Large Group  p. 035 Investigation 1 Day 4 Mighty Minutes  p. 035 Investigation 1 Day 4 Small Group  p. 036 Investigation 1 Day 5 Large Group  p. 037 Investigation 1 Day 5 Mighty Minutes</p>



		<p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 049 Investigation 3 Outdoor Experiences</p> <p>p. 050 Investigation 3 Day 1 Large Group</p> <p>p. 051 Investigation 3 Day 1 Small Group</p> <p>p. 051 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 052 Investigation 3 Day 2 Large Group</p> <p>p. 053 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 053 Investigation 3 Day 2 Small Group</p> <p>p. 054 Investigation 3 Day 3 Choice Time</p> <p>p. 054 Investigation 3 Day 3 Large Group</p> <p>p. 055 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 055 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 056 Investigation 3 Day 4 Large Group</p> <p>p. 057 Investigation 3 Day 4 Small Group</p> <p>p. 058 Investigation 3 Day 5 Large Group</p> <p>p. 059 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 059 Investigation 3 Day 5 Small Group</p> <p>p. 061 Investigation 4 Outdoor Experiences</p> <p>p. 062 Investigation 4 Day 1 Large Group</p> <p>p. 063 Investigation 4 Day 1 Choice Time</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 064 Investigation 4 Day 2 Large Group</p> <p>p. 065 Investigation 4 Day 2 Choice Time</p> <p>p. 065 Investigation 4 Day 2 Mighty Minutes</p> <p>p. 066 Investigation 4 Day 3 Choice Time</p> <p>p. 066 Investigation 4 Day 3 Large Group</p> <p>p. 069 Investigation 5 Outdoor Experience</p> <p>p. 070 Investigation 5 Day 1 Large Group</p> <p>p. 071 Investigation 5 Day 1 Small Group</p> <p>p. 072 Investigation 5 Day 2 Choice Time</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 073 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 073 Investigation 5 Day 2 Small Group</p> <p>p. 074 Investigation 5 Day 3 Large Group</p> <p>p. 075 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 075 Investigation 5 Day 3 Small Group</p> <p>p. 077 Investigation 6 Outdoor Experience</p> <p>p. 078 Investigation 6 Day 1 Large Group</p> <p>p. 079 Investigation 6 Day 1 Choice Time</p> <p>p. 079 Investigation 6 Day 1 Large-Group Roundup</p> <p>p. 079 Investigation 6 Day 1 Read-Aloud</p> <p>p. 079 Investigation 6 Day 1 Small Group</p> <p>p. 080 Investigation 6 Day 2 Choice Time</p> <p>p. 080 Investigation 6 Day 2 Large Group</p> <p>p. 081 Investigation 6 Day 2 Mighty Minutes</p> <p>p. 081 Investigation 6 Day 2 Read-Aloud</p> <p>p. 081 Investigation 6 Day 2 Small Group</p> <p>p. 082 Investigation 6 Day 3 Large Group</p> <p>p. 083 Investigation 6 Day 3 Mighty Minutes</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 084 Investigation 6 Day 4 Large Group</p> <p>p. 085 Investigation 6 Day 4 Mighty Minutes</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 086 Investigation 6 Day 5 Choice Time</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 087 Investigation 6 Day 5 Mighty Minutes</p> <p>p. 089 Investigation 7 Outdoor Experiences</p>
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CONTENT STANDARD	IV.C.EL.	Diversity in Learning: Children in Wisconsin will engage in diverse approaches to learning that reflect social and cultural contexts such as biology, family history, culture, and individual learning styles.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.C.EL.1.	<p>Experiences a variety of routines, practices, and languages.</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 049 Investigation 3 Outdoor Experiences</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 083 Investigation 6 Day 3 Read-Aloud</p> <p>p. 087 Investigation 6 Day 5 Read-Aloud</p> <p>p. 091 Investigation 7 Day 1 Read-Aloud</p>
DESCRIPTOR / FOCUS AREA	IV.C.EL.3.	<p>Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group</p> <p>p. 015 Exploring the Topic Day 1 Mighty Minutes</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 031 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 056 Investigation 3 Day 4 Large Group</p> <p>p. 064 Investigation 4 Day 2 Large Group</p> <p>p. 065 Investigation 4 Day 2 Small Group</p> <p>p. 066 Investigation 4 Day 3 Choice Time</p> <p>p. 071 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 071 Investigation 5 Day 1 Small Group</p> <p>p. 074 Investigation 5 Day 3 Large Group</p> <p>p. 077 Investigation 6 Outdoor Experience</p> <p>p. 079 Investigation 6 Day 1 Mighty Minutes</p> <p>p. 080 Investigation 6 Day 2 Large Group</p> <p>p. 081 Investigation 6 Day 2 Mighty Minutes</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 093 Investigation 7 Day 2 Mighty Minutes</p>
DOMAIN	VI.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.A.EL.	Exploration, Discovery, and Problem Solving: 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.

PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.A.EL.2.	<p>Understands new meanings as memory increases.</p> <p><u>Clothes Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences</p> <p>p. 015 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Choice Time</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 019 Exploring the Topic Day 3 Choice Time</p> <p>p. 019 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 023 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 031 Investigation 1 Day 2 Read-Aloud</p> <p>p. 033 Investigation 1 Day 3 Choice Time</p> <p>p. 037 Investigation 1 Day 5 Read-Aloud</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 045 Investigation 2 day 3 Read-Aloud</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Read-Aloud</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 049 Investigation 3 Outdoor Experiences</p> <p>p. 050 Investigation 3 Day 1 Large Group</p> <p>p. 051 Investigation 3 Day 1 Read-Aloud</p> <p>p. 052 Investigation 3 Day 2 Large Group</p> <p>p. 053 Investigation 3 Day 2 Small Group</p> <p>p. 055 Investigation 3 Day 3 Read-Aloud</p> <p>p. 055 Investigation 3 Day 3 Small Group</p> <p>p. 059 Investigation 3 Day 5 Read-Aloud</p> <p>p. 061 Investigation 4 Outdoor Experiences</p> <p>p. 064 Investigation 4 Day 2 Large Group</p> <p>p. 065 Investigation 4 Day 2 Small Group</p> <p>p. 066 Investigation 4 Day 3 Large Group</p> <p>p. 067 Investigation 4 Day 3 Small Group</p> <p>p. 077 Investigation 6 Outdoor Experience</p> <p>p. 078 Investigation 6 Day 1 Large Group</p> <p>p. 079 Investigation 6 Day 1 Read-Aloud</p> <p>p. 083 Investigation 6 Day 3 Read-Aloud</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 087 Investigation 6 Day 5 Read-Aloud</p> <p>p. 090 Investigation 7 Day 1 Large Group</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Read-Aloud</p> <p>p. 091 Investigation 7 Day 1 Small Group</p> <p>p. 093 Investigation 7 Day 2 Read-Aloud</p> <p>p. 107 Celebrating Learning Outdoor Experiences</p> <p>p. 109 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 110 Celebrating Learning Day 2 Large Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.A.EL.3.	<p>Applies problem solving skills.</p> <p><u>Clothes Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 085 Investigation 6 Day 4 Small Group</p> <p>p. 087 Investigation 6 Day 5 Small Group</p>
CONTENT STANDARD	V.B.EL.	Mathematical Thinking: Children in Wisconsin will understand and

		use early mathematical concepts and logical thinking processes to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.B.EL.1.	<p>Demonstrates an understanding of numbers and counting.</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Mighty Minutes  p. 017 Exploring the Topic Day 2 Small Group  p. 021 Exploring the Topic Day 4 Mighty Minutes  p. 023 Exploring the Topic Day 5 Mighty Minutes  p. 023 Exploring the Topic Day 5 Small Group  p. 029 Investigation 1 Day 1 Small Group  p. 030 Investigation 1 Day 2 Large Group  p. 031 Investigation 1 Day 2 Large-Group Roundup  p. 033 Investigation 1 Day 3 Small Group  p. 034 Investigation 1 Day 4 Large Group  p. 035 Investigation 1 Day 4 Read-Aloud  p. 037 Investigation 1 Day 5 Large-Group Roundup  p. 037 Investigation 1 Day 5 Small Group  p. 046 Investigation 2 Day 4 Large Group  p. 057 Investigation 3 Day 4 Mighty Minutes  p. 059 Investigation 3 Day 5 Mighty Minutes  p. 065 Investigation 4 Day 2 Mighty Minutes  p. 066 Investigation 4 Day 3 Large Group  p. 071 Investigation 5 Day 1 Mighty Minutes  p. 073 Investigation 5 Day 2 Small Group  p. 081 Investigation 6 Day 2 Mighty Minutes  p. 083 Investigation 6 Day 3 Small Group  p. 085 Investigation 6 Day 4 Small Group  p. 087 Investigation 6 Day 5 Small Group  p. 095 Investigation 7 Day 3 Mighty Minutes  p. 111 Celebrating Learning Day 2 Mighty Minutes  p. 111 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.2.	<p>Understands number operations and relationships.</p> <p><u>Clothes Study</u></p> <p>p. 017 Exploring the Topic Day 2 Small Group  p. 023 Exploring the Topic Day 5 Small Group  p. 041 Investigation 2 Day 1 Large-Group Roundup  p. 041 Investigation 2 Day 1 Mighty Minutes  p. 059 Investigation 3 Day 5 Mighty Minutes  p. 073 Investigation 5 Day 2 Small Group  p. 083 Investigation 6 Day 3 Small Group  p. 085 Investigation 6 Day 4 Small Group  p. 087 Investigation 6 Day 5 Small Group  p. 111 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.3.	<p>Explores, recognizes, and describes, shapes and spatial relationships.</p> <p><u>Clothes Study</u></p> <p>p. 023 Exploring the Topic Day 5 Small Group  p. 035 Investigation 1 Day 4 Mighty Minutes  p. 039 Investigation 2 Outdoor Experiences  p. 043 Investigation 2 Day 2 Large-Group Roundup  p. 043 Investigation 2 Day 2 Mighty Minutes  p. 045 Investigation 2 Day 3 Mighty Minutes  p. 049 Investigation 3 Outdoor Experiences  p. 054 Investigation 3 Day 3 Choice Time  p. 054 Investigation 3 Day 3 Large Group  p. 063 Investigation 4 Day 1 Mighty Minutes  p. 064 Investigation 4 Day 2 Large Group  p. 065 Investigation 4 Day 2 Choice Time</p>

		<p>p. 065 Investigation 4 Day 2 Small Group</p> <p>p. 070 Investigation 5 Day 1 Choice Time</p> <p>p. 089 Investigation 7 Outdoor Experiences</p> <p>p. 090 Investigation 7 Day 1 Large Group</p> <p>p. 091 Investigation 7 Day 1 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.4.	<p>Uses the attributes of objects for comparison and patterning.</p> <p><u>Clothes Study</u></p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 051 Investigation 3 Day 1 Small Group</p> <p>p. 052 Investigation 3 Day 2 Choice Time</p> <p>p. 062 Investigation 4 Day 1 Large Group</p> <p>p. 063 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 074 Investigation 5 Day 3 Large Group</p> <p>p. 080 Investigation 6 Day 2 Large Group</p> <p>p. 082 Investigation 6 Day 3 Choice Time</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 108 Celebrating Learning Day 1 Choice Time</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.5.	<p>Understands the concept of measurement.</p> <p><u>Clothes Study</u></p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Choice Time</p> <p>p. 031 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.6.	<p>Collects, describes, and records information using all senses.</p> <p><u>Clothes Study</u></p> <p>p. 037 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p>
CONTENT STANDARD	V.C.EL.	<p>Scientific Thinking: Children in Wisconsin will understand and use scientific tools and skills to extend their learning.</p>
PERFORMANCE STANDARD / LEARNING PRIORITY		<p>During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.1.	<p>Uses observation to gather information.</p> <p><u>Clothes Study</u></p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 041 Investigation 2 Day 1 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 045 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 052 Investigation 3 Day 2 Choice Time</p> <p>p. 053 Investigation 3 Day 2 Small Group</p> <p>p. 057 Investigation 3 Day 4 Small Group</p> <p>p. 059 Investigation 3 Day 5 Small Group</p> <p>p. 063 Investigation 4 Day 1 Choice Time</p> <p>p. 063 Investigation 4 Day 1 Mighty Minutes</p>

		<p>p. 064 Investigation 4 Day 2 Large Group</p> <p>p. 067 Investigation 4 Day 3 Small Group</p> <p>p. 095 Investigation 7 Day 3 Small Group</p> <p>p. 108 Celebrating Learning Day 1 Choice Time</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.2.	<p>Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group</p> <p>p. 013 Exploring the Topic Outdoor Experiences</p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 018 Exploring the Topic Day 3 Large Group</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 021 Exploring the topic Day 4 Choice Time</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 028 Investigation 1 Day 1 Choice Time</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Choice Time</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Read-Aloud</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 035 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Choice Time</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 043 Investigation 2 Day 2 Read-Aloud</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 045 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 050 Investigation 3 Day 1 Large Group</p> <p>p. 052 Investigation 3 Day 2 Choice Time</p> <p>p. 052 Investigation 3 Day 2 Large Group</p> <p>p. 053 Investigation 3 Day 2 Small Group</p> <p>p. 055 Investigation 3 Day 3 Small Group</p> <p>p. 056 Investigation 3 Day 4 Large Group</p> <p>p. 057 Investigation 3 Day 4 Small Group</p> <p>p. 059 Investigation 3 Day 5 Small Group</p> <p>p. 062 Investigation 4 Day 1 Large Group</p> <p>p. 063 Investigation 4 Day 1 Choice Time</p> <p>p. 063 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 064 Investigation 4 Day 2 Large Group</p> <p>p. 066 Investigation 4 Day 3 Choice Time</p> <p>p. 066 Investigation 4 Day 3 Large Group</p> <p>p. 067 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 5 Day 1 Large Group</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 074 Investigation 5 Day 3 Choice Time</p>



		<p>p. 074 Investigation 5 Day 3 Large Group</p> <p>p. 078 Investigation 6 Day 1 Large Group</p> <p>p. 080 Investigation 6 Day 2 Large Group</p> <p>p. 081 Investigation 6 Day 2 Small Group</p> <p>p. 082 Investigation 6 Day 3 Choice Time</p> <p>p. 082 Investigation 6 Day 3 Large Group</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 084 Investigation 6 Day 4 Large Group</p> <p>p. 086 Investigation 6 Day 5 Choice Time</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 091 Investigation 7 Day 1 Small Group</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 095 Investigation 7 Day 3 Small Group</p> <p>p. 108 Celebrating Learning Day 1 Choice Time</p> <p>p. 108 Celebrating Learning Day 1 Large Group</p> <p>p. 109 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 110 Celebrating Learning Day 2 Large Group</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.3.	<p>Hypothesizes and makes predictions.</p> <p><u>Clothes Study</u></p> <p>p. 041 Investigation 2 Day 1 Choice Time</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.4.	<p>Forms explanations based on trial and error, observations, and explorations.</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 016 Exploring the Topic Day 2 Choice Time</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 019 Exploring the Topic Day 3 Choice Time</p> <p>p. 021 Exploring the topic Day 4 Choice Time</p> <p>p. 023 Exploring the Topic Day 5 Choice Time</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 028 Investigation 1 Day 1 Choice Time</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 031 Investigation 1 Day 2 Choice Time</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 037 Investigation 1 Day 5 Choice Time</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 041 Investigation 2 Day 1 Choice Time</p> <p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 045 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 050 Investigation 3 Day 1 Choice Time</p> <p>p. 051 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 052 Investigation 3 Day 2 Choice Time</p> <p>p. 053 Investigation 3 Day 2 Small Group</p> <p>p. 054 Investigation 3 Day 3 Choice Time</p> <p>p. 055 Investigation 3 Day 3 Small Group</p> <p>p. 056 Investigation 3 Day 4 Choice Time</p> <p>p. 057 Investigation 3 Day 4 Small Group</p> <p>p. 058 Investigation 3 Day 5 Choice Time</p>



		<p>p. 059 Investigation 3 Day 5 Small Group</p> <p>p. 061 Investigation 4 Outdoor Experiences</p> <p>p. 063 Investigation 4 Day 1 Choice Time</p> <p>p. 063 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 064 Investigation 4 Day 2 Large Group</p> <p>p. 065 Investigation 4 Day 2 Choice Time</p> <p>p. 065 Investigation 4 Day 2 Mighty Minutes</p> <p>p. 065 Investigation 4 Day 2 Small Group</p> <p>p. 066 Investigation 4 Day 3 Choice Time</p> <p>p. 066 Investigation 4 Day 3 Large Group</p> <p>p. 067 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 5 Day 1 Choice Time</p> <p>p. 077 Investigation 6 Outdoor Experience</p> <p>p. 078 Investigation 6 Day 1 Large Group</p> <p>p. 079 Investigation 6 Day 1 Choice Time</p> <p>p. 081 Investigation 6 Day 2 Mighty Minutes</p> <p>p. 082 Investigation 6 Day 3 Choice Time</p> <p>p. 085 Investigation 6 Day 4 Choice Time</p> <p>p. 087 Investigation 6 Day 5 Mighty Minutes</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Small Group</p> <p>p. 092 Investigation 7 Day 2 Choice Time</p> <p>p. 094 Investigation 7 Day 3 Choice Time</p> <p>p. 095 Investigation 7 Day 3 Small Group</p> <p>p. 108 Celebrating Learning Day 1 Choice Time</p> <p>p. 110 Celebrating Learning Day 2 Choice Time</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p>
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**Reduce, Reuse, Recycle Study**  
**State:** Wisconsin Model Early Learning Standards  
**Subject:** Early Childhood Education  
**Grade:** Ages 3-5

<b>DOMAIN</b>	<b>WI.I.</b>	<b>HEALTH AND PHYSICAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>I.B.EL.</b>	<b>MOTOR DEVELOPMENT:</b> Children in Wisconsin will develop and refine their use of small and gross motor skills.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.1a.</b>	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Purpose and Coordination)</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 13 Exploring the Topic Outdoor Experiences  p. 21 Exploring the Topic Day 4 Small Group  p. 22 Exploring the Topic Day 5 Large Group  p. 28 Investigation 1 Day 1 Large Group  p. 36 Investigation 2 Day 1 Large Group  p. 45 Investigation 3 Outdoor Experiences  p. 65 Investigation 5 Outdoor Experience  p. 66 Investigation 5 Day 1 Large Group  p. 83 Celebrating Learning Outdoor Experiences</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.1b.</b>	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Balance and Strength)</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 13 Exploring the Topic Outdoor Experiences  p. 21 Exploring the Topic Day 4 Small Group  p. 22 Exploring the Topic Day 5 Large Group  p. 28 Investigation 1 Day 1 Large Group  p. 36 Investigation 2 Day 1 Large Group  p. 45 Investigation 3 Outdoor Experiences  p. 65 Investigation 5 Outdoor Experience  p. 66 Investigation 5 Day 1 Large Group  p. 83 Celebrating Learning Outdoor Experiences</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.2.</b>	<p>Exhibits eye-hand coordination, strength, control, and object manipulation.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 13 Exploring the Topic Outdoor Experiences  p. 21 Exploring the Topic Day 4 Small Group  p. 22 Exploring the Topic Day 5 Large Group  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Mighty Minutes  p. 36 Investigation 2 Day 1 Large Group  p. 45 Investigation 3 Outdoor Experiences  p. 65 Investigation 5 Outdoor Experience  p. 66 Investigation 5 Day 1 Large Group  p. 83 Celebrating Learning Outdoor Experiences</p>
<b>DOMAIN</b>	<b>WI.II.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>II.A.EL.</b>	<b>Emotional Development:</b> Children in Wisconsin will demonstrate emotional competence and self-regulation.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.A.EL.1.</b>	<p>Expresses a wide range of emotions.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 14 Exploring the Topic Day 1 Large Group  p. 15 Exploring the Topic Day 1 Read-Aloud</p>

		<p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 23 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 43 Investigation 2 Day 4 Read-Aloud</p> <p>p. 51 Investigation 3 Day 3 Read-Aloud</p> <p>p. 57 Investigation 4 Day 2 Read-Aloud</p> <p>p. 59 Investigation 4 Day 3 Read-Aloud</p> <p>p. 63 Investigation 4 Day 5 Read-Aloud</p> <p>p. 71 Investigation 5 Day 3 Read-Aloud</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p>
<b>CONTENT STANDARD</b>	<b>II.C.EL.</b>	<b>Social Competence: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.C.EL.3.</b>	<p>Demonstrates understanding of rules and social expectations.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.C.EL.4.</b>	<p>Engages in social problem solving behavior and learns to resolve conflict.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 49 Investigation 3 Day 2 Small Group</p>
<b>DOMAIN</b>	<b>WI.III.</b>	<b>LANGUAGE DEVELOPMENT AND COMMUNICATION</b>
<b>CONTENT STANDARD</b>	<b>III.A.EL.</b>	<b>Listening and Understanding: Children in Wisconsin will convey and interpret meaning through listening and understanding.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>III.A.EL.1.</b>	<p>Derives meaning through listening to communications of others and sounds in the environment.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences</p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 23 Exploring the Topic Day 5 Mighty Minutes</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 51 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 65 Investigation 5 Outdoor Experience</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p. 83 Celebrating Learning Outdoor Experiences</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>III.A.EL.2.</b>	<p>Listens and responds to communications with others.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences</p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 15 Exploring the Topic Day 1 Mighty Minutes</p> <p>p. 17 Exploring the Topic Day 2 Mighty Minutes</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p>

		<p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 56 Investigation 4 Day 2 Large Group</p> <p>p. 58 Investigation 4 Day 3 Large Group</p> <p>p. 65 Investigation 5 Outdoor Experience</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p. 83 Celebrating Learning Outdoor Experiences</p> <p>p. 85 Celebrating Learning Day 1 Mighty Minutes</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.A.EL.3.	<p>Follows directions of increasing complexity.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences</p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 15 Exploring the Topic Day 1 Mighty Minutes</p> <p>p. 17 Exploring the Topic Day 2 Mighty Minutes</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 56 Investigation 4 Day 2 Large Group</p> <p>p. 58 Investigation 4 Day 3 Large Group</p> <p>p. 65 Investigation 5 Outdoor Experience</p> <p>p. 83 Celebrating Learning Outdoor Experiences</p> <p>p. 85 Celebrating Learning Day 1 Mighty Minutes</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p>
CONTENT STANDARD	III.B.EL.	Speaking and Communicating: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.B.EL.1.	<p>Uses gestures and movements (non-verbal) to communicate.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 57 Investigation 4 Day 2 Mighty Minutes</p> <p>p. 59 Investigation 4 Day 3 Mighty Minutes</p> <p>p. 63 Investigation 4 Day 5 Mighty Minutes</p> <p>p. 67 Investigation 5 Day 1 Small Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p>
DESCRIPTOR / FOCUS AREA	III.B.EL.2a.	<p>Uses vocalizations and spoken language to communicate. Language Form (Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure).</p> <p><u>Reduce, Reuse, Recycle Study</u></p>

		<p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 49 Investigation 3 Day 2 Small Group</p> <p>p. 59 Investigation 4 Day 3 Small Group</p> <p>p. 63 Investigation 4 Day 5 Small Group</p> <p>p. 85 Celebrating Learning Day 1 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.B.EL.2b.	<p>Uses vocalizations and spoken language to communicate. Language Content (Semantics: rule system for establishing meaning of words, individually and in combination).</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 59 Investigation 4 Day 3 Small Group</p> <p>p. 63 Investigation 4 Day 5 Small Group</p> <p>p. 85 Celebrating Learning Day 1 Small Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p>
DESCRIPTOR / FOCUS AREA	III.B.EL.2c.	<p>Uses vocalizations and spoken language to communicate. Language Function (Pragmatics: rules governing the use of language in context).</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 59 Investigation 4 Day 3 Small Group</p> <p>p. 63 Investigation 4 Day 5 Small Group</p> <p>p. 85 Celebrating Learning Day 1 Small Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p>
CONTENT STANDARD	III.C.EL.	Early Literacy: Children in Wisconsin will have the literacy skills and concepts needed to become successful readers and writers.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.C.EL.1.	<p>Shows an appreciation of books and understands how print works.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 15 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 23 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 37 Investigation 2 Day 1 Read-Aloud</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 2 Day 4 Read-Aloud</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 51 Investigation 3 Day 3 Read-Aloud</p> <p>p. 57 Investigation 4 Day 2 Read-Aloud</p> <p>p. 59 Investigation 4 Day 3 Read-Aloud</p> <p>p. 63 Investigation 4 Day 5 Read-Aloud</p> <p>p. 71 Investigation 5 Day 3 Read-Aloud</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.2.	<p>Develops alphabetic awareness.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 19 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Mighty Minutes</p>

		<p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 39 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 47 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 55 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 57 Investigation 4 Day 2 Mighty Minutes</p> <p>p. 59 Investigation 4 Day 3 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Small Group</p> <p>p. 63 Investigation 4 Day 5 Mighty Minutes</p> <p>p. 69 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.3a.	<p>Develops phonological awareness.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Mighty Minutes</p> <p>p. 23 Exploring the Topic Day 5 Mighty Minutes</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 37 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 39 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 47 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 49 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 51 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 59 Investigation 4 Day 3 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 67 Investigation 5 Day 1 Small Group</p> <p>p. 69 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 71 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.3b.	<p>Develops phonemic awareness.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 39 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 47 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 51 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.4.	<p>Demonstrates the use of strategies to read words.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 41 Investigation 2 Day 3 Small Group</p>

		<p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 69 Investigation 5 Day 2 Small Group</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.5.	<p>Uses writing to represent thoughts or ideas.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 41 Investigation 2 Day 3 Large- Group Roundup</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 48 Investigation 3 Day 2 Choice Time</p> <p>p. 67 Investigation 5 Day 1 Choice Time</p> <p>p. 87 Celebrating Learning Day 2 Large Group Roundup</p>
DOMAIN	WI.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.A.EL.	Curiosity, Engagement, and Persistence: Children in Wisconsin will use curiosity, engagement and persistence to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.A.EL.1.	<p>Displays curiosity, risk-taking, and willingness to engage in new experiences.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 49 Investigation 3 Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	IV.A.EL.2.	<p>Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 49 Investigation 3 Day 2 Small Group</p>
CONTENT STANDARD	IV.B.EL.	Creativity and Imagination: Children in Wisconsin will use invention, imagination, and play to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.B.EL.1.	<p>Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Mighty Minutes</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 41 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 45 Investigation 3 Outdoor Experiences</p>



		<p>p. 49 Investigation 3 Day 2 Small Group</p> <p>p. 55 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Small Group</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 69 Investigation 5 Day 2 Choice Time</p> <p>p. 69 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 70 Investigation 5 Day 3 Large Group</p> <p>p. 71 Investigation 5 Day 3 Choice Time</p> <p>p. 71 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 71 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p>
DESCRIPTOR / FOCUS AREA	IV.B.EL.2.	<p>Expresses self creatively through music, movement, and art.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Mighty Minutes</p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 23 Exploring the Topic Day 5 Mighty Minutes</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 37 Investigation 2 Day 1 Read-Aloud</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 42 Investigation 2 Day 4 Large Group</p> <p>p. 43 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 46 Investigation 3 Day 1 Large Group</p> <p>p. 47 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 48 Investigation 3 Day 2 Large Group</p> <p>p. 49 Investigation 3 Day 2 Small Group</p> <p>p. 50 Investigation 3 Day 3 Large Group</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 53 Investigation 4 Outdoor Experiences</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 55 Investigation 4 Day 1 Read-Aloud</p> <p>p. 56 Investigation 4 Day 2 Large Group</p> <p>p. 57 Investigation 4 Day 2 Small Group</p>

		<p>p. 58 Investigation 4 Day 3 Large Group</p> <p>p. 59 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 59 Investigation 4 Day 3 Small Group</p> <p>p. 60 Investigation 4 Day 4 Large Group</p> <p>p. 61 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Small Group</p> <p>p. 62 Investigation 4 Day 5 Large Group</p> <p>p. 63 Investigation 4 Day 5 Small Group</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 67 Investigation 5 Day 1 Small Group</p> <p>p. 68 Investigation 5 Day 2 Large Group</p> <p>p. 69 Investigation 5 Day 2 Choice Time</p> <p>p. 69 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 69 Investigation 5 Day 2 Small Group</p> <p>p. 70 Investigation 5 Day 3 Large Group</p> <p>p. 71 Investigation 5 Day 3 Choice Time</p> <p>p. 71 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 71 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p. 84 Celebrating Learning Day 1 Large Group</p> <p>p. 85 Celebrating Learning Day 1 Small Group</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p> <p>p. 87 Celebrating Learning Day 2 Mighty Minutes</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p>
CONTENT STANDARD	IV.C.EL.	Diversity in Learning: Children in Wisconsin will engage in diverse approaches to learning that reflect social and cultural contexts such as biology, family history, culture, and individual learning styles.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.C.EL.1.	<p>Experiences a variety of routines, practices, and languages.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p>
DESCRIPTOR / FOCUS AREA	IV.C.EL.3.	<p>Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 57 Investigation 4 Day 2 Mighty Minutes</p> <p>p. 59 Investigation 4 Day 3 Mighty Minutes</p> <p>p. 63 Investigation 4 Day 5 Mighty Minutes</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Small Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p>
DOMAIN	WI.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.A.EL.	Exploration, Discovery, and Problem Solving: 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.A.EL.2.	<p>Understands new meanings as memory increases.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences  p. 15 Exploring the Topic Day 1 Choice Time  p. 15 Exploring the Topic Day 1 Read-Aloud  p. 16 Exploring the Topic Day 2 Large Group  p. 19 Exploring the Topic Day 3 Read-Aloud  p. 23 Exploring the Topic Day 5 Read-Aloud  p. 23 Exploring the Topic Day 5 Small Group  p. 27 Investigation 1 Outdoor Experiences  p. 33 Investigation 1 Day 3 Read-Aloud  p. 35 Investigation 2 Outdoor Experience  p. 39 Investigation 2 Day 2 Read-Aloud  p. 39 Investigation 2 Day 2 Small Group  p. 43 Investigation 2 Day 4 Read-Aloud  p. 45 Investigation 3 Outdoor Experiences  p. 47 Investigation 3 Day 1 Small Group  p. 51 Investigation 3 Day 3 Read-Aloud  p. 55 Investigation 4 Day 1 Read-Aloud  p. 55 Investigation 4 Day 1 Small Group  p. 57 Investigation 4 Day 2 Read-Aloud  p. 59 Investigation 4 Day 3 Read-Aloud  p. 59 Investigation 4 Day 3 Small Group  p. 62 Investigation 4 Day 5 Large Group  p. 63 Investigation 4 Day 5 Read-Aloud  p. 63 Investigation 4 Day 5 Small Group  p. 65 Investigation 5 Outdoor Experience  p. 67 Investigation 5 Day 1 Small Group  p. 69 Investigation 5 Day 2 Small Group  p. 71 Investigation 5 Day 3 Read-Aloud  p. 83 Celebrating Learning Outdoor Experiences  p. 85 Celebrating Learning Day 1 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.A.EL.3.	<p>Applies problem solving skills.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 29 Investigation 1 Day 1 Small Group  p. 47 Investigation 3 Day 1 Small Group  p. 49 Investigation 3 Day 2 Small Group</p>
CONTENT STANDARD	V.B.EL.	Mathematical Thinking: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.B.EL.1.	<p>Demonstrates an understanding of numbers and counting.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences  p. 14 Exploring the Topic Day 1 Large Group  p. 19 Exploring the Topic Day 3 Mighty Minutes  p. 21 Exploring the Topic Day 4 Small Group  p. 23 Exploring the Topic Day 5 Small Group  p. 29 Investigation 1 Day 1 Small Group  p. 32 Investigation 1 Day 3 Choice Time  p. 42 investigation 2 Day 4 Choice Time  p. 47 Investigation 3 Day 1 Small Group  p. 49 Investigation 3 Day 2 Small Group</p>

		<p>p. 57 Investigation 4 Day 2 Mighty Minutes  p. 57 Investigation 4 Day 2 Small Group  p. 63 Investigation 4 Day 5 Mighty Minutes  p. 67 Investigation 5 Day 1 Small Group  p. 68 Investigation 5 Day 2 Large Group  p. 87 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.2.	<p>Understands number operations and relationships.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 16 Exploring the Topic Day 2 Large Group  p. 23 Exploring the Topic Day 5 Small Group  p. 29 Investigation 1 Day 1 Small Group  p. 47 Investigation 3 Day 1 Small Group  p. 49 Investigation 3 Day 2 Small Group  p. 67 Investigation 5 Day 1 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.3.	<p>Explores, recognizes, and describes, shapes and spatial relationships.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 14 Exploring the Topic Day 1 Large Group  p. 20 Exploring the Topic Day 4 Large Group  p. 22 Exploring the Topic Day 5 Large Group  p. 41 Investigation 2 Day 3 Mighty Minutes  p. 49 Investigation 3 Day 2 Small Group  p. 51 Investigation 3 Day 3 Choice Time  p. 55 Investigation 4 Day 1 Mighty Minutes  p. 69 Investigation 5 Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.4.	<p>Uses the attributes of objects for comparison and patterning.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 18 Exploring the Topic Day 3 Choice Time  p. 21 Exploring the Topic Day 4 Choice Time  p. 23 Exploring the Topic Day 5 Small Group  p. 29 Investigation 1 Day 1 Choice Time  p. 31 Investigation 1 Day 2 Choice Time  p. 31 Investigation 1 Day 2 Mighty Minutes  p. 31 Investigation 1 Day 2 Small Group  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Mighty Minutes  p. 47 Investigation 3 Day 1 Small Group  p. 67 Investigation 5 Day 1 Mighty Minutes  p. 67 Investigation 5 Day 1 Small Group  p. 71 Investigation 5 Day 3 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.5.	<p>Understands the concept of measurement.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 39 Investigation 2 Day 2 Small Group  p. 57 Investigation 4 Day 2 Small Group  p. 87 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.6.	<p>Collects, describes, and records information using all senses.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 23 Exploring the Topic Day 5 Small Group</p>
CONTENT STANDARD	V.C.EL.	<p>Scientific Thinking: Children in Wisconsin will understand and use scientific tools and skills to extend their learning.</p>
PERFORMANCE STANDARD / LEARNING PRIORITY		<p>During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.1.	<p>Uses observation to gather information.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 16 Exploring the Topic Day 2 Large Group</p>

		<p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 42 Investigation 2 Day 4 Large Group</p> <p>p. 42 investigation 2 Day 4 Choice Time</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 51 Investigation 3 Day 3 Choice Time</p> <p>p. 53 Investigation 4 Outdoor Experiences</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 83 Celebrating Learning Outdoor Experiences</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.2.	<p>Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Read-Aloud</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 38 Investigation 2 Day 2 Choice Time</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 42 Investigation 2 Day 4 Large Group</p> <p>p. 42 investigation 2 Day 4 Choice Time</p> <p>p. 43 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 46 Investigation 3 Day 1 Large Group</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 48 Investigation 3 Day 2 Large Group</p> <p>p. 49 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 50 Investigation 3 Day 3 Large Group</p> <p>p. 51 Investigation 3 Day 3 Choice Time</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 53 Investigation 4 Outdoor Experiences</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Small Group</p> <p>p. 56 Investigation 4 Day 2 Choice Time</p> <p>p. 56 Investigation 4 Day 2 Large Group</p> <p>p. 57 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 58 Investigation 4 Day 3 Large Group</p> <p>p. 60 Investigation 4 Day 4 Large Group</p> <p>p. 62 Investigation 4 Day 5 Large Group</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Small Group</p>

		<p>p. 68 Investigation 5 Day 2 Large Group</p> <p>p. 69 Investigation 5 Day 2 Choice Time</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p. 83 Celebrating Learning Outdoor Experiences</p> <p>p. 84 Celebrating Learning Day 1 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Choice Time</p> <p>p. 87 Celebrating Learning Day 2 Large Group Roundup</p> <p>p. 87 Celebrating Learning Day 2 Mighty Minutes</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.3.	<p>Hypothesizes and makes predictions.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 21 Exploring the Topic Day 4 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.4.	<p>Forms explanations based on trial and error, observations, and explorations.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences</p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 15 Exploring the Topic Day 1 Large-Group Roundup</p> <p>p. 15 Exploring the Topic Day 1 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Choice Time</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 29 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 32 Investigation 1 Day 3 Choice Time</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 38 Investigation 2 Day 2 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 42 Investigation 2 Day 4 Large Group</p> <p>p. 42 investigation 2 Day 4 Choice Time</p> <p>p. 43 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 46 Investigation 3 Day 1 Large Group</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 48 Investigation 3 Day 2 Choice Time</p> <p>p. 48 Investigation 3 Day 2 Large Group</p> <p>p. 49 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 50 Investigation 3 Day 3 Large Group</p> <p>p. 51 Investigation 3 Day 3 Choice Time</p> <p>p. 51 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 53 Investigation 4 Outdoor Experiences</p> <p>p. 54 Investigation 4 Day 1 Choice Time</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 56 Investigation 4 Day 2 Choice Time</p> <p>p. 56 Investigation 4 Day 2 Large Group</p>

		<p>p. 57 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 58 Investigation 4 Day 3 Large Group</p> <p>p. 58 Investigation 4 Day 3 Choice Time</p> <p>p. 59 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 60 Investigation 4 Day 4 Choice Time</p> <p>p. 60 Investigation 4 Day 4 Large Group</p> <p>p. 61 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 61 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 62 Investigation 4 Day 5 Choice Time</p> <p>p. 62 Investigation 4 Day 5 Large Group</p> <p>p. 63 Investigation 4 Day 5 Large-Group Roundup</p> <p>p. 65 Investigation 5 Outdoor Experience</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Choice Time</p> <p>p. 67 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 2 Choice Time</p> <p>p. 69 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 2 Small Group</p> <p>p. 71 Investigation 5 Day 3 Choice Time</p> <p>p. 71 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 83 Celebrating Learning Outdoor Experiences</p> <p>p. 84 Celebrating Learning Day 1 Choice Time</p> <p>p. 84 Celebrating Learning Day 1 Large Group</p> <p>p. 85 Celebrating Learning Day 1 Large-Group Roundup</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Choice Time</p> <p>p. 87 Celebrating Learning Day 2 Large Group Roundup</p> <p>p. 87 Celebrating Learning Day 2 Mighty Minutes</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
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**Trees Study**  
**State:** Wisconsin Model Early Learning Standards  
**Subject:** Early Childhood Education  
**Grade:** Ages 3-5

<b>DOMAIN</b>	<b>W.I.I.</b>	<b>HEALTH AND PHYSICAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>I.A.EL.</b>	Physical Health and Development: Children in Wisconsin will be physically healthy and will be able to effectively care for their own physical needs.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.A.EL.1d.</b>	Demonstrates behaviors to meet self-help and physical needs. (Eating)  <u>Trees Study</u> p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.A.EL.3.</b>	Demonstrates a healthy life style.  <u>Trees Study</u> p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group
<b>CONTENT STANDARD</b>	<b>I.B.EL.</b>	<b>MOTOR DEVELOPMENT:</b> Children in Wisconsin will develop and refine their use of small and gross motor skills.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.1a.</b>	Moves with strength, control, balance, coordination, locomotion, and endurance. (Purpose and Coordination)  <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Mighty Minutes p. 055 Investigation 3 Day 2 Read-Aloud p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 081 Investigation 5 Day 4 Choice Time p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.1b.</b>	Moves with strength, control, balance, coordination, locomotion, and endurance. (Balance and Strength)  <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Mighty Minutes p. 055 Investigation 3 Day 2 Read-Aloud p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group

		<p>p. 075 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 081 Investigation 5 Day 4 Choice Time</p> <p>p. 085 Investigation 6 Outdoor Experience</p> <p>p. 105 Celebrating Learning Outdoor Experiences</p>
DESCRIPTOR / FOCUS AREA	I.B.EL.2.	<p>Exhibits eye-hand coordination, strength, control, and object manipulation.</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 043 Investigation 2 Day 2 Read-Aloud</p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 055 Investigation 3 Day 2 Read-Aloud</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 075 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 081 Investigation 5 Day 4 Choice Time</p> <p>p. 085 Investigation 6 Outdoor Experience</p> <p>p. 105 Celebrating Learning Outdoor Experiences</p> <p>p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
DOMAIN	WI.II.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
CONTENT STANDARD	II.A.EL.	Emotional Development: Children in Wisconsin will demonstrate emotional competence and self-regulation.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	II.A.EL.1.	<p>Expresses a wide range of emotions.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Read-Aloud</p> <p>p. 023 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 031 Investigation 1 Day 2 Read-Aloud</p> <p>p. 033 Investigation 1 Day 3 Read-Aloud</p> <p>p. 035 Investigation 1 Day 4 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 049 Investigation 2 Day 5 Read-Aloud</p> <p>p. 053 Investigation 3 Day 1 Read-Aloud</p> <p>p. 056 Investigation 3 Day 3 Choice Time</p> <p>p. 057 Investigation 3 Day 3 Read-Aloud</p> <p>p. 075 Investigation 5 Day 1 Read-Aloud</p> <p>p. 077 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 090 Investigation 6 Day 3 Choice Time</p> <p>p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
CONTENT STANDARD	II.C.EL.	Social Competence: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	II.C.EL.3.	<p>Demonstrates understanding of rules and social expectations.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p>
DESCRIPTOR / FOCUS AREA	II.C.EL.4.	<p>Engages in social problem solving behavior and learns to resolve conflict.</p> <p><u>Trees Study</u></p>

		<p>p. 017 Exploring the Topic Day 2 Read-Aloud</p> <p>p. 023 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 029 Investigation 1 Day 1 Read-Aloud</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 031 Investigation 1 Day 2 Read-Aloud</p> <p>p. 033 Investigation 1 Day 3 Read-Aloud</p> <p>p. 035 Investigation 1 Day 4 Read-Aloud</p> <p>p. 037 Investigation 1 Day 5 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 049 Investigation 2 Day 5 Read-Aloud</p> <p>p. 053 Investigation 3 Day 1 Read-Aloud</p> <p>p. 057 Investigation 3 Day 3 Read-Aloud</p> <p>p. 061 Investigation 3 Day 5 Read-Aloud</p> <p>p. 067 Investigation 4 Day 2 Read-Aloud</p> <p>p. 069 Investigation 4 Day 3 Read-Aloud</p> <p>p. 071 Investigation 4 Day 4 Read- Aloud</p> <p>p. 075 Investigation 5 Day 1 Read-Aloud</p> <p>p. 077 Investigation 5 Day 2 Read-Aloud</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 081 Investigation 5 Day 4 Read-Aloud</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 089 Investigation 6 Day 2 Read-Aloud</p> <p>p. 090 Investigation 6 Day 3 Choice Time</p> <p>p. 093 Investigation 6 Day 4 Read-Aloud</p> <p>p. 107 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 109 Celebrating Learning Day 2 Read-Aloud</p>
<b>DOMAIN</b>	<b>WI.III.</b>	<b>LANGUAGE DEVELOPMENT AND COMMUNICATION</b>
<b>CONTENT STANDARD</b>	<b>III.A.EL.</b>	Listening and Understanding: Children in Wisconsin will convey and interpret meaning through listening and understanding.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>III.A.EL.1.</b>	<p>Derives meaning through listening to communications of others and sounds in the environment.</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences</p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Mighty Minutes</p> <p>p. 019 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 023 Exploring the Topic Day 5 Mighty Minutes</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 029 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 043 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 045 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 053 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 057 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 061 Investigation 3 Day 5 Small Group</p>

		<p>p. 063 Investigation 4 Outdoor Experiences</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 067 Investigation 4 Day 2 Mighty Minutes</p> <p>p. 069 Investigation 4 Day 3 Mighty Minutes</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 075 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 077 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 079 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 081 Investigation 5 Day 4 Small Group</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 085 Investigation 6 Outdoor Experience</p> <p>p. 090 Investigation 6 Day 3 Large Group</p> <p>p. 093 Investigation 6 Day 4 Mighty Minutes</p> <p>p. 093 Investigation 6 Day 4 Small Group</p> <p>p. 105 Celebrating Learning Outdoor Experiences</p> <p>p. 107 Celebrating Learning Day 1 Mighty Minutes</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p> <p>p. 108 Celebrating Learning Day 2 Large Group</p>
DESCRIPTOR / FOCUS AREA	III.A.EL.2.	<p>Listens and responds to communications with others.</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences</p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 059 Investigation 3 Day 4 Mighty Minutes</p> <p>p. 061 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 063 Investigation 4 Outdoor Experiences</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 077 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 081 Investigation 5 Day 4 Small Group</p> <p>p. 085 Investigation 6 Outdoor Experience</p> <p>p. 089 Investigation 6 Day 2 Mighty Minutes</p> <p>p. 093 Investigation 6 Day 4 Small Group</p> <p>p. 105 Celebrating Learning Outdoor Experiences</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.A.EL.3.	<p>Follows directions of increasing complexity.</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences</p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 045 Investigation 2 Day 3 Small Group</p>

		<p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 059 Investigation 3 Day 4 Mighty Minutes</p> <p>p. 061 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 063 Investigation 4 Outdoor Experiences</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 077 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 085 Investigation 6 Outdoor Experience</p> <p>p. 089 Investigation 6 Day 2 Mighty Minutes</p> <p>p. 105 Celebrating Learning Outdoor Experiences</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p>
<b>CONTENT STANDARD</b>	<b>III.B.EL.</b>	<b>Speaking and Communicating: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>III.B.EL.1.</b>	<p>Uses gestures and movements (non-verbal) to communicate.</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Mighty Minutes</p> <p>p. 021 Exploring the Topic Day 4 Mighty Minutes</p> <p>p. 033 Investigation 1 Day 3 Read-Aloud</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 067 Investigation 4 Day 2 Small Group</p> <p>p. 068 Investigation 4 Day 3 Large Group</p> <p>p. 070 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 075 Investigation 5 Day 1 Read-Aloud</p> <p>p. 075 Investigation 5 Day 1 Small Group</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 081 Investigation 5 Day 4 Mighty Minutes</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 087 Investigation 6 Day 1 Mighty Minutes</p> <p>p. 088 Investigation 6 Day 2 Large Group</p> <p>p. 092 Investigation 6 Day 4 Large Group</p> <p>p. 107 Celebrating Learning Day 1 Mighty Minutes</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>III.B.EL.2a.</b>	<p>Uses vocalizations and spoken language to communicate. Language Form (Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure).</p> <p><u>Trees Study</u></p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 070 Investigation 4 Day 4 Small Group</p> <p>p. 075 Investigation 5 Day 1 Small Group</p>

		<p>p. 079 Investigation 5 Day 3 Read-Aloud  p. 081 Investigation 5 Day 4 Small Group  p. 083 Investigation 5 Day 5 Small Group  p. 087 Investigation 6 Day 1 Small Group  p. 090 Investigation 6 Day 3 Choice Time  p. 107 Celebrating Learning Day 1 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.B.EL.2b.	<p>Uses vocalizations and spoken language to communicate. Language Content (Semantics: rule system for establishing meaning of words, individually and in combination).</p> <p><u>Trees Study</u>  p. 033 Investigation 1 Day 3 Read-Aloud  p. 042 Investigation 2 Day 2 Large Group  p. 060 Investigation 3 Day 5 Large Group  p. 075 Investigation 5 Day 1 Read-Aloud  p. 079 Investigation 5 Day 3 Read-Aloud  p. 081 Investigation 5 Day 4 Small Group  p. 083 Investigation 5 Day 5 Small Group  p. 093 Investigation 6 Day 4 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.B.EL.2c.	<p>Uses vocalizations and spoken language to communicate. Language Function (Pragmatics: rules governing the use of language in context).</p> <p><u>Trees Study</u>  p. 033 Investigation 1 Day 3 Read-Aloud  p. 060 Investigation 3 Day 5 Large Group  p. 075 Investigation 5 Day 1 Read-Aloud  p. 079 Investigation 5 Day 3 Read-Aloud  p. 081 Investigation 5 Day 4 Small Group  p. 083 Investigation 5 Day 5 Small Group</p>
CONTENT STANDARD	III.C.EL.	Early Literacy: Children in Wisconsin will have the literacy skills and concepts needed to become successful readers and writers.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.C.EL.1.	<p>Shows an appreciation of books and understands how print works.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group  p. 015 Exploring the Topic Day 1 Read-Aloud  p. 017 Exploring the Topic Day 2 Read-Aloud  p. 019 Exploring the Topic Day 3 Read-Aloud  p. 021 Exploring the Topic Day 4 Small Group  p. 023 Exploring the Topic Day 5 Read-Aloud  p. 029 Investigation 1 Day 1 Read-Aloud  p. 031 Investigation 1 Day 2 Read-Aloud  p. 031 Investigation 1 Day 2 Small Group  p. 033 Investigation 1 Day 3 Read-Aloud  p. 035 Investigation 1 Day 4 Read-Aloud  p. 037 Investigation 1 Day 5 Small Group  p. 041 Investigation 2 Day 1 Read-Aloud  p. 043 Investigation 2 Day 2 Read-Aloud  p. 045 Investigation 2 Day 3 Read-Aloud  p. 047 Investigation 2 Day 4 Read-Aloud  p. 047 Investigation 2 Day 4 Small Group  p. 049 Investigation 2 Day 5 Read-Aloud  p. 049 Investigation 2 Day 5 Small Group  p. 053 Investigation 3 Day 1 Read-Aloud  p. 053 Investigation 3 Day 1 Small Group  p. 057 Investigation 3 Day 3 Read-Aloud  p. 057 Investigation 3 Day 3 Small Group  p. 065 Investigation 4 Day 1 Read-Aloud  p. 065 Investigation 4 Day 1 Small Group</p>



		<p>p. 067 Investigation 4 Day 2 Read-Aloud  p. 069 Investigation 4 Day 3 Small Group  p. 075 Investigation 5 Day 1 Mighty Minutes  p. 075 Investigation 5 Day 1 Read-Aloud  p. 081 Investigation 5 Day 4 Small Group  p. 082 Investigation 5 Day 5 Choice Time  p. 083 Investigation 5 Day 5 Read-Aloud  p. 087 Investigation 6 Day 1 Small Group  p. 089 Investigation 6 Day 2 Read-Aloud  p. 091 Investigation 6 Day 3 Read-Aloud  p. 093 Investigation 6 Day 4 Read-Aloud  p. 107 Celebrating Learning Day 1 Small Group  p. 109 Celebrating Learning Day 2 Read-Aloud  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.2.	<p>Develops alphabetic awareness.</p> <p><u>Trees Study</u>  p. 017 Exploring the Topic Day 2 Mighty Minutes  p. 019 Exploring the Topic Day 3 Read-Aloud  p. 021 Exploring the Topic Day 4 Read-Aloud  p. 021 Exploring the Topic Day 4 Mighty Minutes  p. 031 Investigation 1 Day 2 Mighty Minutes  p. 031 Investigation 1 Day 2 Small Group  p. 033 Investigation 1 Day 3 Mighty Minutes  p. 035 Investigation 1 Day 4 Mighty Minutes  p. 037 Investigation 1 Day 5 Large-Group Roundup  p. 037 Investigation 1 Day 5 Mighty Minutes  p. 037 Investigation 1 Day 5 Small Group  p. 041 Investigation 2 Day 1 Mighty Minutes  p. 049 Investigation 2 Day 5 Small Group  p. 052 Investigation 3 Day 1 Large Group  p. 053 Investigation 3 Day 1 Small Group  p. 061 Investigation 3 Day 5 Read-Aloud  p. 061 Investigation 3 Day 5 Small Group  p. 065 Investigation 4 Day 1 Mighty Minutes  p. 065 Investigation 4 Day 1 Small Group  p. 067 Investigation 4 Day 2 Mighty Minutes  p. 069 Investigation 4 Day 3 Mighty Minutes  p. 077 Investigation 5 Day 2 Mighty Minutes  p. 077 Investigation 5 Day 2 Small Group  p. 081 Investigation 5 Day 4 Mighty Minutes  p. 082 Investigation 5 Day 5 Choice Time  p. 083 Investigation 5 Day 5 Read-Aloud  p. 091 Investigation 6 Day 3 Mighty Minutes  p. 107 Celebrating Learning Day 1 Mighty Minutes  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.3a.	<p>Develops phonological awareness.</p> <p><u>Trees Study</u>  p. 015 Exploring the Topic Day 1 Mighty Minutes  p. 015 Exploring the Topic Day 1 Small Group  p. 017 Exploring the Topic Day 2 Small Group  p. 017 Exploring the Topic Day 2 Mighty Minutes  p. 019 Exploring the Topic Day 3 Mighty Minutes  p. 020 Exploring the Topic Day 4 Large Group  p. 021 Exploring the Topic Day 4 Read-Aloud  p. 021 Exploring the Topic Day 4 Mighty Minutes  p. 022 Exploring the Topic Day 5 Large Group  p. 023 Exploring the Topic Day 5 Mighty Minutes  p. 029 Investigation 1 Day 1 Mighty Minutes  p. 030 Investigation 1 Day 2 Large Group  p. 032 Investigation 1 Day 3 Large Group  p. 033 Investigation 1 Day 3 Mighty Minutes  p. 034 Investigation 1 Day 4 Large Group</p>



		<p>p. 035 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 043 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 045 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Mighty Minutes</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 053 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 057 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 059 Investigation 3 Day 4 Choice Time</p> <p>p. 059 Investigation 3 Day 4 Small Group</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Read-Aloud</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 067 Investigation 4 Day 2 Mighty Minutes</p> <p>p. 069 Investigation 4 Day 3 Mighty Minutes</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 075 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 077 Investigation 5 Day 2 Small Group</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 079 Investigation 5 Day 3 Choice Time</p> <p>p. 079 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 081 Investigation 5 Day 4 Mighty Minutes</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 083 Investigation 5 Day 5 Mighty Minutes</p> <p>p. 088 Investigation 6 Day 2 Choice Time</p> <p>p. 089 Investigation 6 Day 2 Mighty Minutes</p> <p>p. 090 Investigation 6 Day 3 Large Group</p> <p>p. 091 Investigation 6 Day 3 Small Group</p> <p>p. 093 Investigation 6 Day 4 Mighty Minutes</p> <p>p. 107 Celebrating Learning Day 1 Mighty Minutes</p> <p>p. 108 Celebrating Learning Day 2 Large Group</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.3b.	<p>Develops phonemic awareness.</p> <p><u>Trees Study</u></p> <p>p. 015 Exploring the Topic Day 1 Mighty Minutes</p> <p>p. 019 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 023 Exploring the Topic Day 5 Mighty Minutes</p> <p>p. 029 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 033 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 035 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 043 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 077 Investigation 5 Day 2 Mighty Minutes</p>

		<p>p. 077 Investigation 5 Day 2 Small Group</p> <p>p. 082 Investigation 5 Day 5 Choice Time</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 087 Investigation 6 Day 1 Small Group</p> <p>p. 093 Investigation 6 Day 4 Mighty Minutes</p> <p>p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.4.	<p>Demonstrates the use of strategies to read words.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 082 Investigation 5 Day 5 Choice Time</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p> <p>p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	III.C.EL.5.	<p>Uses writing to represent thoughts or ideas.</p> <p><u>Trees Study</u></p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 066 Investigation 4 Day 2 Choice Time</p> <p>p. 069 Investigation 4 Day 3 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 077 Investigation 5 Day 2 Small Group</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 087 Investigation 6 Day 1 Small Group</p> <p>p. 088 Investigation 6 Day 2 Choice Time</p> <p>p. 091 Investigation 6 Day 3 Small Group</p>
DOMAIN	WI.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.A.EL.	Curiosity, Engagement, and Persistence: Children in Wisconsin will use curiosity, engagement and persistence to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.A.EL.1.	<p>Displays curiosity, risk-taking, and willingness to engage in new experiences.</p> <p><u>Trees Study</u></p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 090 Investigation 6 Day 3 Choice Time</p>
DESCRIPTOR / FOCUS AREA	IV.A.EL.2.	<p>Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.</p> <p><u>Trees Study</u></p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 079 Investigation 5 Day 3 Small Group</p>

		p. 090 Investigation 6 Day 3 Choice Time
CONTENT STANDARD	IV.B.EL.	Creativity and Imagination: Children in Wisconsin will use invention, imagination, and play to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.B.EL.1.	<p>Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group  p. 015 Exploring the Topic Day 1 Mighty Minutes  p. 018 Exploring the Topic Day 3 Large Group  p. 019 Exploring the Topic Day 3 Mighty Minutes  p. 023 Exploring the Topic Day 5 Mighty Minutes  p. 028 Investigation 1 Day 1 Large Group  p. 033 Investigation 1 Day 3 Read-Aloud  p. 034 Investigation 1 Day 4 Large Group  p. 036 Investigation 1 Day 5 Large Group  p. 041 Investigation 2 Day 1 Mighty Minutes  p. 041 Investigation 2 Day 1 Small Group  p. 043 Investigation 2 Day 2 Mighty Minutes  p. 044 Investigation 2 Day 3 Large Group  p. 046 Investigation 2 Day 4 Choice Time  p. 046 Investigation 2 Day 4 Large Group  p. 047 Investigation 2 Day 4 Mighty Minutes  p. 048 Investigation 2 Day 5 Large Group  p. 049 Investigation 2 Day 5 Choice Time  p. 051 Investigation 3 Outdoor Experiences  p. 053 Investigation 3 Day 1 Small Group  p. 054 Investigation 3 Day 2 Large Group  p. 055 Investigation 3 Day 2 Mighty Minutes  p. 059 Investigation 3 Day 4 Large-Group Roundup  p. 061 Investigation 3 Day 5 Large-Group Roundup  p. 061 Investigation 3 Day 5 Mighty Minutes  p. 061 Investigation 3 Day 5 Small Group  p. 063 Investigation 4 Outdoor Experiences  p. 065 Investigation 4 Day 1 Small Group  p. 066 Investigation 4 Day 2 Large Group  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Large Group  p. 073 Investigation 5 Outdoor Experiences  p. 075 Investigation 5 Day 1 Read-Aloud  p. 075 Investigation 5 Day 1 Small Group  p. 077 Investigation 5 Day 2 Mighty Minutes  p. 079 Investigation 5 Day 3 Small Group  p. 080 Investigation 5 Day 4 Large Group  p. 082 Investigation 5 Day 5 Large Group  p. 083 Investigation 5 Day 5 Mighty Minutes  p. 085 Investigation 6 Outdoor Experience  p. 091 Investigation 6 Day 3 Mighty Minutes  p. 105 Celebrating Learning Outdoor Experiences  p. 106 Celebrating Learning Day 1 Large Group  p. 107 Celebrating Learning Day 1 Mighty Minutes  p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
DESCRIPTOR / FOCUS AREA	IV.B.EL.2.	<p>Expresses self creatively through music, movement, and art.</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences  p. 014 Exploring the Topic Day 1 Large Group  p. 015 Exploring the Topic Day 1 Choice Time  p. 015 Exploring the Topic Day 1 Mighty Minutes  p. 015 Exploring the Topic Day 1 Small Group  p. 016 Exploring the Topic Day 2 Large Group</p>

		<p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 018 Exploring the Topic Day 3 Large Group</p> <p>p. 019 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 023 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 023 Exploring the Topic Day 5 Mighty Minutes</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Read-Aloud</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Read-Aloud</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Large-Group Roundup</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 036 Investigation 1 Day 5 Choice Time</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 037 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Read-Aloud</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 043 Investigation 2 Day 2 Read-Aloud</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 052 Investigation 3 Day 1 Choice Time</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 055 Investigation 3 Day 2 Read-Aloud</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 059 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 059 Investigation 3 Day 4 Read-Aloud</p> <p>p. 059 Investigation 3 Day 4 Small Group</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 061 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 061 Investigation 3 Day 5 Read-Aloud</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 063 Investigation 4 Outdoor Experiences</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 065 Investigation 4 Day 1 Mighty Minutes</p>
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CONTENT STANDARD	IV.C.EL.	Diversity in Learning: Children in Wisconsin will engage in diverse approaches to learning that reflect social and cultural contexts such as biology, family history, culture, and individual learning styles.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.C.EL.1.	<p>Experiences a variety of routines, practices, and languages.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p>

DESCRIPTOR / FOCUS AREA	IV.C.EL.3.	<p>Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Mighty Minutes</p> <p>p. 021 Exploring the Topic Day 4 Mighty Minutes</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 033 Investigation 1 Day 3 Read-Aloud</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 067 Investigation 4 Day 2 Small Group</p> <p>p. 068 Investigation 4 Day 3 Large Group</p> <p>p. 070 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 075 Investigation 5 Day 1 Read-Aloud</p> <p>p. 075 Investigation 5 Day 1 Small Group</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 081 Investigation 5 Day 4 Mighty Minutes</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 085 Investigation 6 Outdoor Experience</p> <p>p. 087 Investigation 6 Day 1 Mighty Minutes</p> <p>p. 088 Investigation 6 Day 2 Large Group</p> <p>p. 092 Investigation 6 Day 4 Large Group</p> <p>p. 105 Celebrating Learning Outdoor Experiences</p> <p>p. 107 Celebrating Learning Day 1 Mighty Minutes</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p> <p>p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
DOMAIN	WI.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.A.EL.	Exploration, Discovery, and Problem Solving: 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.A.EL.2.	<p>Understands new meanings as memory increases.</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Read-Aloud</p> <p>p. 023 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Choice Time</p> <p>p. 029 Investigation 1 Day 1 Read-Aloud</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 031 Investigation 1 Day 2 Read-Aloud</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 035 Investigation 1 Day 4 Read-Aloud</p> <p>p. 037 Investigation 1 Day 5 Read-Aloud</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p>



		<p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 049 Investigation 2 Day 5 Read-Aloud</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 053 Investigation 3 Day 1 Read-Aloud</p> <p>p. 055 Investigation 3 Day 2 Read-Aloud</p> <p>p. 057 Investigation 3 Day 3 Read-Aloud</p> <p>p. 059 Investigation 3 Day 4 Read-Aloud</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 063 Investigation 4 Outdoor Experiences</p> <p>p. 065 Investigation 4 Day 1 Read-Aloud</p> <p>p. 067 Investigation 4 Day 2 Small Group</p> <p>p. 069 Investigation 4 Day 3 Read-Aloud</p> <p>p. 076 Investigation 5 Day 2 Choice Time</p> <p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 077 Investigation 5 Day 2 Read-Aloud</p> <p>p. 079 Investigation 5 Day 3 Choice Time</p> <p>p. 079 Investigation 5 Day 3 Read-Aloud</p> <p>p. 081 Investigation 5 Day 4 Choice Time</p> <p>p. 081 Investigation 5 Day 4 Small Group</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 083 Investigation 5 Day 5 Small Group</p> <p>p. 085 Investigation 6 Outdoor Experience</p> <p>p. 087 Investigation 6 Day 1 Read-Aloud</p> <p>p. 089 Investigation 6 Day 2 Read-Aloud</p> <p>p. 091 Investigation 6 Day 3 Read-Aloud</p> <p>p. 093 Investigation 6 Day 4 Read-Aloud</p> <p>p. 093 Investigation 6 Day 4 Small Group</p> <p>p. 105 Celebrating Learning Outdoor Experiences</p> <p>p. 109 Celebrating Learning Day 2 Large-Group Roundup</p> <p>p. 109 Celebrating Learning Day 2 Read-Aloud</p>
DESCRIPTOR / FOCUS AREA	V.A.EL.3.	<p>Applies problem solving skills.</p> <p><u>Trees Study</u></p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 090 Investigation 6 Day 3 Choice Time</p>
CONTENT STANDARD	V.B.EL.	<p>Mathematical Thinking: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.</p>
PERFORMANCE STANDARD / LEARNING PRIORITY		<p>During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.1.	<p>Demonstrates an understanding of numbers and counting.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 023 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 047 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p>



		<p>p. 057 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 061 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 089 Investigation 6 Day 2 Small Group</p> <p>p. 093 Investigation 6 Day 4 Small Group</p> <p>p. 106 Celebrating Learning Day 1 Large Group</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.2.	<p>Understands number operations and relationships.</p> <p><u>Trees Study</u></p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 089 Investigation 6 Day 2 Small Group</p> <p>p. 106 Celebrating Learning Day 1 Large Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.3.	<p>Explores, recognizes, and describes, shapes and spatial relationships.</p> <p><u>Trees Study</u></p> <p>p. 029 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 031 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 031 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 037 Investigation 1 Day 5 Mighty Minutes</p> <p>p. 049 Investigation 2 Day 5 Mighty Minutes</p> <p>p. 065 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 067 Investigation 4 Day 2 Mighty Minutes</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 069 Investigation 4 Day 3 Mighty Minutes</p> <p>p. 073 Investigation 5 Outdoor Experiences</p> <p>p. 075 Investigation 5 Day 1 Small Group</p> <p>p. 077 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 091 Investigation 6 Day 3 Mighty Minutes</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.4.	<p>Uses the attributes of objects for comparison and patterning.</p> <p><u>Trees Study</u></p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 018 Exploring the Topic Day 3 Choice Time</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 021 Exploring the Topic Day 4 Choice Time</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 036 Investigation 1 Day 5 Choice Time</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 053 Investigation 3 Day 1 Small Group</p>

		<p>p. 068 Investigation 4 Day 3 Large Group</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 070 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 070 Investigation 4 Day 4 Small Group</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 082 Investigation 5 Day 5 Choice Time</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 088 Investigation 6 Day 2 Large Group</p> <p>p. 089 Investigation 6 Day 2 Small Group</p> <p>p. 092 Investigation 6 Day 4 Large Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.5.	<p>Understands the concept of measurement.</p> <p><u>Trees Study</u></p> <p>p. 023 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 054 Investigation 3 Day 2 Choice Time</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 067 Investigation 4 Day 2 Small Group</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.6.	<p>Collects, describes, and records information using all senses.</p> <p><u>Trees Study</u></p> <p>p. 093 Investigation 6 Day 4 Small Group</p>
CONTENT STANDARD	V.C.EL.	<p>Scientific Thinking: Children in Wisconsin will understand and use scientific tools and skills to extend their learning.</p>
PERFORMANCE STANDARD / LEARNING PRIORITY		<p>During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.1.	<p>Uses observation to gather information.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 016 Exploring the Topic Day 2 Choice Time</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 018 Exploring the Topic Day 3 Choice Time</p> <p>p. 021 Exploring the Topic Day 4 Choice Time</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Choice Time</p> <p>p. 031 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 036 Investigation 1 Day 5 Choice Time</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 040 Investigation 2 Day 1 Choice Time</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Choice Time</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 054 Investigation 3 Day 2 Choice Time</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 085 Investigation 6 Outdoor Experience</p> <p>p. 087 Investigation 6 Day 1 Choice Time</p> <p>p. 088 Investigation 6 Day 2 Choice Time</p> <p>p. 089 Investigation 6 Day 2 Small Group</p>

		<p>p. 091 Investigation 6 Day 3 Small Group</p> <p>p. 092 Investigation 6 Day 4 Large Group</p> <p>p. 093 Investigation 6 Day 4 Choice Time</p> <p>p. 093 Investigation 6 Day 4 Small Group</p> <p>p. 105 Celebrating Learning Outdoor Experiences</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.2.	<p>Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Choice Time</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 018 Exploring the Topic Day 3 Choice Time</p> <p>p. 018 Exploring the Topic Day 3 Large Group</p> <p>p. 019 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 021 Exploring the Topic Day 4 Choice Time</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 023 Exploring the Topic Day 5 Choice Time</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Choice Time</p> <p>p. 031 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 036 Investigation 1 Day 5 Choice Time</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 037 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 040 Investigation 2 Day 1 Choice Time</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Choice Time</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 056 Investigation 3 Day 3 Choice Time</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 059 Investigation 3 Day 4 Small Group</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 068 Investigation 4 Day 3 Large Group</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 074 Investigation 5 Day 1 Large Group</p>

		<p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 077 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 077 Investigation 5 Day 2 Small Group</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 079 Investigation 5 Day 3 Choice Time</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 081 Investigation 5 Day 4 Choice Time</p> <p>p. 082 Investigation 5 Day 5 Choice Time</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 085 Investigation 6 Outdoor Experience</p> <p>p. 086 Investigation 6 Day 1 Large Group</p> <p>p. 087 Investigation 6 Day 1 Choice Time</p> <p>p. 087 Investigation 6 Day 1 Small Group</p> <p>p. 088 Investigation 6 Day 2 Choice Time</p> <p>p. 089 Investigation 6 Day 2 Small Group</p> <p>p. 090 Investigation 6 Day 3 Choice Time</p> <p>p. 090 Investigation 6 Day 3 Large Group</p> <p>p. 091 Investigation 6 Day 3 Small Group</p> <p>p. 092 Investigation 6 Day 4 Large Group</p> <p>p. 093 Investigation 6 Day 4 Choice Time</p> <p>p. 093 Investigation 6 Day 4 Small Group</p> <p>p. 105 Celebrating Learning Outdoor Experiences</p> <p>p. 106 Celebrating Learning Day 1 Large Group</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p> <p>p. 108 Celebrating Learning Day 2 Large Group</p> <p>p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.3.	<p>Hypothesizes and makes predictions.</p> <p><u>Trees Study</u></p> <p>p. 054 Investigation 3 Day 2 Choice Time</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.4.	<p>Forms explanations based on trial and error, observations, and explorations.</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences</p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Large-Group Roundup</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 016 Exploring the Topic Day 2 Choice Time</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 018 Exploring the Topic Day 3 Choice Time</p> <p>p. 019 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 021 Exploring the Topic Day 4 Choice Time</p> <p>p. 021 Exploring the Topic Day 4 Large-Group Roundup</p> <p>p. 023 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 023 Exploring the Topic Day 5 Choice Time</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Choice Time</p> <p>p. 029 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Choice Time</p> <p>p. 031 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Choice Time</p> <p>p. 033 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 035 Investigation 1 Day 4 Large-Group Roundup</p>

		<p>p. 036 Investigation 1 Day 5 Choice Time</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 040 Investigation 2 Day 1 Choice Time</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 046 Investigation 2 Day 4 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 049 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 052 Investigation 3 Day 1 Choice Time</p> <p>p. 053 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Choice Time</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 056 Investigation 3 Day 3 Choice Time</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 057 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 059 Investigation 3 Day 4 Choice Time</p> <p>p. 060 Investigation 3 Day 5 Choice Time</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 061 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 065 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 066 Investigation 4 Day 2 Choice Time</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 067 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 068 Investigation 4 Day 3 Large Group</p> <p>p. 069 Investigation 4 Day 3 Choice Time</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 075 Investigation 5 Day 1 Choice Time</p> <p>p. 075 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 075 Investigation 5 Day 1 Small Group</p> <p>p. 076 Investigation 5 Day 2 Choice Time</p> <p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 077 Investigation 5 Day 2 Small Group</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 079 Investigation 5 Day 3 Choice Time</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 081 Investigation 5 Day 4 Choice Time</p> <p>p. 082 Investigation 5 Day 5 Choice Time</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 083 Investigation 5 Day 5 Large-Group Roundup</p> <p>p. 085 Investigation 6 Outdoor Experience</p> <p>p. 086 Investigation 6 Day 1 Large Group</p> <p>p. 087 Investigation 6 Day 1 Choice Time</p>
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**Book Discussion Card**  
**State:** Wisconsin Model Early Learning Standards  
**Subject:** Early Childhood Education  
**Grade:** Ages 3-5

<b>DOMAIN</b>	<b>WI.II.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>II.A.EL.</b>	<b>Emotional Development: Children in Wisconsin will demonstrate emotional competence and self-regulation.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.A.EL.1.</b>	<p>Expresses a wide range of emotions.</p> <p><u>Book Discussion Card</u>  BDC01: Caps for Sale  BDC02: The Mitten  BDC03: The Girl Who Wore Too Much  BDC04: Little Red Riding Hood  BDC05: The Little Red Hen  BDC06: Three Billy Goats Gruff  BDC07: Just Like Josh Gibson  BDC08: The Paper Bag Princess  BDC09: The Adventures of Gary &amp; Harry  BDC10: Peter's Chair  BDC11: Radio Man  BDC12: Abiyoyo  BDC13: The Gingerbread Man  BDC14: The Grouchy Ladybug  BDC15: Henny Penny  BDC18: A Chair for My Mother  BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas)  BDC20: Wemberly Worried  BDC21: Too Many Tamales  BDC22: The True Story of the 3 Little Pigs!</p>
<b>CONTENT STANDARD</b>	<b>II.C.EL.</b>	<b>Social Competence: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.C.EL.2.</b>	<p>Engages in social interaction and plays with others.</p> <p><u>Book Discussion Card</u>  BDC01: Caps for Sale  BDC02: The Mitten  BDC03: The Girl Who Wore Too Much  BDC04: Little Red Riding Hood  BDC05: The Little Red Hen  BDC06: Three Billy Goats Gruff  BDC07: Just Like Josh Gibson  BDC08: The Paper Bag Princess  BDC09: The Adventures of Gary &amp; Harry  BDC10: Peter's Chair  BDC11: Radio Man  BDC12: Abiyoyo  BDC13: The Gingerbread Man  BDC14: The Grouchy Ladybug  BDC15: Henny Penny  BDC16: A Grand Old Tree  BDC17: Charlie Anderson  BDC18: A Chair for My Mother  BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas)  BDC20: Wemberly Worried  BDC21: Too Many Tamales</p>



		<b>BDC22: The True Story of the 3 Little Pigs!</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.C.EL.3.</b>	Demonstrates understanding of rules and social expectations.  <u>Book Discussion Card</u> BDC04: Little Red Riding Hood
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.C.EL.4.</b>	Engages in social problem solving behavior and learns to resolve conflict.  <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
<b>DOMAIN</b>	<b>WI.III.</b>	<b>LANGUAGE DEVELOPMENT AND COMMUNICATION</b>
<b>CONTENT STANDARD</b>	<b>III.C.EL.</b>	Early Literacy: Children in Wisconsin will have the literacy skills and concepts needed to become successful readers and writers.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>III.C.EL.3.</b>	Shows appreciation of books and understands how print works.  <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
<b>DOMAIN</b>	<b>WI.IV.</b>	<b>APPROACHES TO LEARNING</b>

CONTENT STANDARD	IV.C.EL.	Diversity in Learning: Children in Wisconsin will engage in diverse approaches to learning that reflect social and cultural contexts such as biology, family history, culture, and individual learning styles.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.C.EL.1.	Experiences a variety of routines, practices, and languages.  <u>Book Discussion Card</u> BDC04: Little Red Riding Hood
DOMAIN	WI.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.A.EL.	Exploration, Discovery, and Problem Solving: 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.A.EL.2.	Understands new meanings as memory increases.  <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!

**Intentional Teaching Cards**  
**State:** Wisconsin Model Early Learning Standards  
**Subject:** Early Childhood Education  
**Grade:** Ages 3-5

<b>DOMAIN</b>	<b>W.I.I.</b>	<b>HEALTH AND PHYSICAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>I.B.EL.</b>	<b>MOTOR DEVELOPMENT: Children in Wisconsin will develop and refine their use of small and gross motor skills.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.1a.</b>	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Purpose and Coordination)</p> <p><u>Intentional Teaching Cards</u>  M18: Bounce &amp; Count  P04: Kick High  P05: Throw Hard, Throw Far  P07: Balloon Catch  P10: Jumping Rope  P14: Moving Through the Forest  P15: Dribble Kick  P18: Dribbling a Ball  P19: Bounce &amp; Catch  P24: Swing &amp; Jump Rope  P25: Kick Hard  P26: Keep It Up  P28: Balloon Pong  P30: Mixing Paints  P31: Tie-Dyed Towels  P32: Math Journal</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.1b.</b>	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Balance and Strength)</p> <p><u>Intentional Teaching Cards</u>  M18: Bounce &amp; Count  P04: Kick High  P05: Throw Hard, Throw Far  P07: Balloon Catch  P10: Jumping Rope  P14: Moving Through the Forest  P15: Dribble Kick  P18: Dribbling a Ball  P19: Bounce &amp; Catch  P24: Swing &amp; Jump Rope  P25: Kick Hard  P26: Keep It Up  P28: Balloon Pong  P30: Mixing Paints  P31: Tie-Dyed Towels  P32: Math Journal</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.2.</b>	<p>Exhibits eye-hand coordination, strength, control, and object manipulation.</p> <p><u>Intentional Teaching Cards</u>  M18: Bounce &amp; Count  M79: Ping-Pong Pick-Up  P01: Let's Sew  P02: Play Dough Weaving  P04: Kick High  P05: Throw Hard, Throw Far  P07: Balloon Catch  P10: Jumping Rope</p>

		P12: Exploring Pathways P14: Moving Through the Forest P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
<b>DOMAIN</b>	<b>WI.II.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>II.A.EL.</b>	Emotional Development: Children in Wisconsin will demonstrate emotional competence and self-regulation.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.A.EL.1.</b>	Expresses a wide range of emotions.  <u>Intentional Teaching Cards</u> LL19: Silly Names SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural
<b>CONTENT STANDARD</b>	<b>II.C.EL.</b>	<b>Social Competence: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.C.EL.2.</b>	Engages in social interaction and plays with others.  <u>Intentional Teaching Cards</u> SE10: My Turn at the Microphone
<b>DESCRIPTOR / FOCUS AREA</b>	<b>II.C.EL.3.</b>	Demonstrates understanding of rules and social expectations.  <u>Intentional Teaching Cards</u> LL42: Daily Sign-In M77: Board Games

		P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time
DESCRIPTOR / FOCUS AREA	II.C.EL.4.	Engages in social problem solving behavior and learns to resolve conflict.  <u>Intentional Teaching Cards</u> M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
DOMAIN	WI.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.A.EL.	Listening and Understanding: Children in Wisconsin will convey and interpret meaning through listening and understanding.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.A.EL.1.	Derives meaning through listening to communications of others and sounds in the environment.  <u>Intentional Teaching Cards</u> LL05: Jumping Beans LL08: Memory Games LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See...? LL16: Tongue Twisters LL19: Silly Names LL24: Lemonade LL31: I Went Shopping LL33: Clothesline Storytelling LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL44: Rhyming Tubs LL47: The Name Game LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M06: Tallying M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls

		M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M36: We're Going on an Adventure M37: Secret Numbers M43: Pancakes M47: My Shadow and I M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M56: Where's the Beanbag? M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M77: Board Games P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here!
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		SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE14: Playing Together SE16: "I" Statements SE20: Cleanup Time SE22: When, Then Statements SE25: What Can We Build Together?
DESCRIPTOR / FOCUS AREA	III.A.EL.2.	Listens and responds to communications with others.  <u>Intentional Teaching Cards</u> LL05: Jumping Beans LL08: Memory Games LL11: Rhyming Riddles LL24: Lemonade LL31: I Went Shopping LL33: Clothesline Storytelling LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL44: Rhyming Tubs LL47: The Name Game LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M06: Tallying M08: Baggie Ice Cream M10: Biscuits M13: Nursery Rhyme Count M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M36: We're Going on an Adventure M37: Secret Numbers M43: Pancakes M47: My Shadow and I M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M56: Where's the Beanbag? M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese



		M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M77: Board Games P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE04: Actively Listening to Children SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE14: Playing Together SE16: "I" Statements SE20: Cleanup Time SE22: When, Then Statements SE25: What Can We Build Together?
DESCRIPTOR / FOCUS AREA	III.A.EL.3.	Follows directions of increasing complexity.  <u>Intentional Teaching Cards</u> LL08: Memory Games LL11: Rhyming Riddles LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember

		LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M13: Nursery Rhyme Count M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M36: We're Going on an Adventure M37: Secret Numbers M43: Pancakes M47: My Shadow and I M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M56: Where's the Beanbag? M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up
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		P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE04: Actively Listening to Children SE10: My Turn at the Microphone SE12: Classroom Jobs SE14: Playing Together SE16: "I" Statements SE20: Cleanup Time SE22: When, Then Statements SE25: What Can We Build Together?
CONTENT STANDARD	III.B.EL.	Speaking and Communicating: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.B.EL.1.	Uses gestures and movements (non-verbal) to communicate.  <u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL15: Textured Letters LL18: What's Missing? LL26: Searching the Web LL30: Knowing Our Friends LL44: Rhyming Tubs LL47: The Name Game LL48: D Is for Door M03: Seek & Find M04: Number Cards M10: Biscuits M19: Which Has More? M21: Geoboards M29: Apple Bread M32: Which Container Holds More? M35: Action Patterns M37: Secret Numbers M52: Modeling Clay M58: Missing Lids M62: How Big Around? M73: Oatmeal Raisin Cookies M76: Orange Banana Yogurt Pops M77: Board Games P05: Throw Hard, Throw Far P06: Catching With a Scoop P12: Exploring Pathways P15: Dribble Kick P16: Body Part Balance P24: Swing & Jump Rope P25: Kick Hard P27: Galloping SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE17: Supporting Children to Use Their Words SE24: I Don't Like That!
DESCRIPTOR / FOCUS	III.B.EL.2a.	Uses vocalizations and spoken language to communicate. Language

AREA		<p>Form (Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure).</p> <p><u>Intentional Teaching Cards</u>  LL06: Dramatic Story Retelling  LL32: Describing Art  LL53: We're Going on a Trip  LL61: Color Hunt  LL62: Retelling Wordless Books  M14: Patterns  M22: Story Problems  M28: Applesauce  M36: We're Going on an Adventure  M40: Cube Trains  M50: The Farmer Builds a Fence  P24: Swing &amp; Jump Rope  P31: Tie-Dyed Towels  SE01: Site Visits  SE03: Calm-Down Place  SE06: Talk About Feelings  SE08: Group Problem Solving  SE13: Conflict Resolution</p>
DESCRIPTOR / FOCUS AREA	III.B.EL.2b.	<p>Uses vocalizations and spoken language to communicate. Language Content (Semantics: rule system for establishing meaning of words, individually and in combination).</p> <p><u>Intentional Teaching Cards</u>  LL06: Dramatic Story Retelling  LL43: Introducing New Vocabulary  LL53: We're Going on a Trip  LL62: Retelling Wordless Books  M06: Tallying  M55: Stepping Stones  SE05: Character Feelings  SE24: I Don't Like That!</p>
DESCRIPTOR / FOCUS AREA	III.B.EL.2c.	<p>Uses vocalizations and spoken language to communicate. Language Function (Pragmatics: rules governing the use of language in context).</p> <p><u>Intentional Teaching Cards</u>  LL06: Dramatic Story Retelling  LL62: Retelling Wordless Books  SE05: Character Feelings  SE24: I Don't Like That!</p>
CONTENT STANDARD	III.C.EL.	Early Literacy: Children in Wisconsin will have the literacy skills and concepts needed to become successful readers and writers.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.C.EL.1.	<p>Shows an appreciation of books and understands how print works.</p> <p><u>Intentional Teaching Cards</u>  LL01: Shared Writing  LL02: Desktop Publishing  LL04: Bookmaking  LL19: Silly Names  LL20: Baggie Books  LL22: Coupon Match  LL23: Playing with Environmental Print  LL24: Lemonade  LL25: What's for Snack?  LL26: Searching the Web</p>

		LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M08: Baggie Ice Cream M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage SE05: Character Feelings
DESCRIPTOR / FOCUS AREA	III.C.EL.2.	Develops alphabetic awareness.  <u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL26: Searching the Web LL28: Stick Letters LL29: Making My Name LL30: Knowing Our Friends LL31: I Went Shopping LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL40: What Was for Breakfast?

		LL41: Our Names, Our Things LL42: Daily Sign-In LL46: Storyboard LL47: The Name Game LL48: D Is for Door LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL56: Find the Matching Letter M04: Number Cards
DESCRIPTOR / FOCUS AREA	III.C.EL.3a.	Develops phonological awareness.  <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See...? LL16: Tongue Twisters LL19: Silly Names LL23: Playing with Environmental Print LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL31: I Went Shopping LL44: Rhyming Tubs LL47: The Name Game LL50: Making Shiny Paint LL52: Tap It, Clap It, Stomp It, Jump It LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M13: Nursery Rhyme Count M19: Which Has More? M37: Secret Numbers
DESCRIPTOR / FOCUS AREA	III.C.EL.3b.	Develops phonemic awareness.  <u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL07: Letters, Letters, Letters LL10: Rhyming Chart LL12: Same Sound Sort LL15: Textured Letters LL16: Tongue Twisters LL17: Walk a Letter LL19: Silly Names LL23: Playing with Environmental Print LL26: Searching the Web LL28: Stick Letters LL29: Making My Name LL32: Describing Art LL40: What Was for Breakfast? LL47: The Name Game LL48: D Is for Door LL50: Making Shiny Paint LL52: Tap It, Clap It, Stomp It, Jump It LL54: Asking Questions LL56: Find the Matching Letter M27: Peach Cobbler

<p><b>DESCRIPTOR / FOCUS AREA</b></p>	<p><b>III.C.EL.4.</b></p>	<p>Demonstrates the use of strategies to read words.</p> <p><u>Intentional Teaching Cards</u>  LL02: Desktop Publishing  LL10: Rhyming Chart  LL11: Rhyming Riddles  LL14: Did You Ever See...?  LL20: Baggie Books  LL22: Coupon Match  LL23: Playing with Environmental Print  LL24: Lemonade  LL25: What's for Snack?  LL26: Searching the Web  LL29: Making My Name  LL30: Knowing Our Friends  LL31: I Went Shopping  LL35: Fruit Salad  LL36: Salsa  LL37: Roll-Ups  LL38: Hummus  LL41: Our Names, Our Things  LL46: Storyboard  LL48: D Is for Door  LL49: Vegetable Soup  LL50: Making Shiny Paint  LL51: Pizza  LL54: Asking Questions  M08: Baggie Ice Cream  M20: I'm Thinking of a Shape  M26: Huff &amp; Puff  M27: Peach Cobbler  M28: Applesauce  M29: Apple Bread  M33: Apple Oat Muffins  M43: Pancakes  M52: Modeling Clay  M53: Black Bean Corn Salad  M54: Gingerbread Cookies  M57: Yogurt Fruit Dip  M64: Five-Layer Dip  M65: Cornbread  M67: Fruit Smoothies  M68: Trail Mix  M69: Cream Cheese &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies  M76: Orange Banana Yogurt Pops  SE02: Look Who's Here!</p>
<p><b>DESCRIPTOR / FOCUS AREA</b></p>	<p><b>III.C.EL.5.</b></p>	<p>Uses writing to represent thoughts or ideas.</p> <p><u>Intentional Teaching Cards</u>  LL03: Alphabet Cards  LL04: Bookmaking  LL13: Shaving Cream Letters  LL20: Baggie Books  LL32: Describing Art  LL34: Alphabet Books  LL39: My Daily Journal  LL40: What Was for Breakfast?  LL42: Daily Sign-In  LL45: Observational Drawing</p>



		LL48: D Is for Door LL56: Find the Matching Letter LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards
<b>DOMAIN</b>	<b>WI.IV.</b>	<b>APPROACHES TO LEARNING</b>
<b>CONTENT STANDARD</b>	<b>IV.A.EL.</b>	Curiosity, Engagement, and Persistence: Children in Wisconsin will use curiosity, engagement and persistence to extend their learning.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>IV.A.EL.1.</b>	Displays curiosity, risk-taking, and willingness to engage in new experiences.  <u>Intentional Teaching Cards</u> M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
<b>DESCRIPTOR / FOCUS AREA</b>	<b>IV.A.EL.2.</b>	Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.  <u>Intentional Teaching Cards</u> M01: Dinnertime M03: Seek & Find M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
<b>CONTENT STANDARD</b>	<b>IV.B.EL.</b>	Creativity and Imagination: Children in Wisconsin will use invention, imagination, and play to extend their learning.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>IV.B.EL.1.</b>	Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.  <u>Intentional Teaching Cards</u> LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL55: Dance & Remember M01: Dinnertime M15: Play Dough

		M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE24: I Don't Like That!
DESCRIPTOR / FOCUS AREA	IV.B.EL.2.	Expresses self creatively through music, movement, and art.  <u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL05: Jumping Beans LL06: Dramatic Story Retelling LL08: Memory Games LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See...? LL16: Tongue Twisters LL17: Walk a Letter LL18: What's Missing? LL19: Silly Names LL20: Baggie Books LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things LL42: Daily Sign-In LL43: Introducing New Vocabulary LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard LL49: Vegetable Soup LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL54: Asking Questions LL55: Dance & Remember LL56: Find the Matching Letter LL57: Photo Writing LL62: Retelling Wordless Books

		LL63: Investigating & Recording M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M06: Tallying M07: Ice Cubes M08: Baggie Ice Cream M11: Graphing M13: Nursery Rhyme Count M14: Patterns M15: Play Dough M16: Show Me Five M17: Guessing Jar M24: Matzo Balls M25: The Long and Short of It M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M31: Lining It Up M33: Apple Oat Muffins M34: Cover Up M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M38: Patterns Under Cover M39: Let's Go Fishing M40: Cube Trains M43: Pancakes M45: Picture Patterns M47: My Shadow and I M48: Wash Day M50: The Farmer Builds a Fence M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M56: Where's the Beanbag? M57: Yogurt Fruit Dip M59: More or Fewer Towers M60: Morning, Noon, and Night M62: How Big Around? M63: Fishing Trip M64: Five-Layer Dip M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P07: Balloon Catch P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest
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		P15: Dribble Kick P20: Body Shapes & Sizes P22: Follow the Leader P23: Ways to Travel P25: Kick Hard P26: Keep It Up P27: Galloping P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE15: Making Choices SE20: Cleanup Time SE21: Sunshine Message Board SE24: I Don't Like That! SE26: Making A Mural
<b>CONTENT STANDARD</b>	<b>IV.C.EL.</b>	Diversity in Learning: Children in Wisconsin will engage in diverse approaches to learning that reflect social and cultural contexts such as biology, family history, culture, and individual learning styles.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>IV.C.EL.1.</b>	Experiences a variety of routines, practices, and languages.  <u>Intentional Teaching Cards</u> LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time
<b>DESCRIPTOR / FOCUS AREA</b>	<b>IV.C.EL.2.</b>	Learns within the context of his/her family and culture.  <u>Intentional Teaching Cards</u> LL41: Our Names, Our Things
<b>DESCRIPTOR / FOCUS AREA</b>	<b>IV.C.EL.3.</b>	Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.  <u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL15: Textured Letters LL18: What's Missing? LL26: Searching the Web LL30: Knowing Our Friends LL44: Rhyming Tubs LL47: The Name Game LL48: D Is for Door M03: Seek & Find M04: Number Cards M10: Biscuits M19: Which Has More? M21: Geoboards M29: Apple Bread M32: Which Container Holds More?

		M35: Action Patterns M37: Secret Numbers M52: Modeling Clay M58: Missing Lids M62: How Big Around? M73: Oatmeal Raisin Cookies M76: Orange Banana Yogurt Pops M77: Board Games P05: Throw Hard, Throw Far P06: Catching With a Scoop P12: Exploring Pathways P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE17: Supporting Children to Use Their Words SE24: I Don't Like That!
<b>DOMAIN</b>	<b>WI.V.</b>	<b>COGNITION AND GENERAL KNOWLEDGE</b>
<b>CONTENT STANDARD</b>	<b>V.A.EL.</b>	Exploration, Discovery, and Problem Solving: 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.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>V.A.EL.2.</b>	Understands new meanings as memory increases.  <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL43: Introducing New Vocabulary LL48: D Is for Door LL53: We're Going on a Trip LL55: Dance & Remember M02: Counting & Comparing M03: Seek & Find M06: Tallying M17: Guessing Jar M20: I'm Thinking of a Shape M26: Huff & Puff M30: Buried Shapes M36: We're Going on an Adventure M42: Straw Shapes M43: Pancakes M46: Nesting Dolls M47: My Shadow and I M49: Balancing Act M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M62: How Big Around? P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop

		P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural
DESCRIPTOR / FOCUS AREA	V.A.EL.3.	Applies problem solving skills.  <u>Intentional Teaching Cards</u> M01: Dinnertime M03: Seek & Find M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
CONTENT STANDARD	V.B.EL.	Mathematical Thinking: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.B.EL.1.	Demonstrates an understanding of numbers and counting.  <u>Intentional Teaching Cards</u> LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M06: Tallying M10: Biscuits

		M11: Graphing M12: Measure & Compare M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M31: Lining It Up M37: Secret Numbers M39: Let's Go Fishing M41: Making Numerals M59: More or Fewer Towers M61: Shake, Rattle, and Roll M63: Fishing Trip M66: OobEck M67: Fruit Smoothies M68: Trail Mix M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M77: Board Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P19: Bounce & Catch P21: Hopping P29: Stop & Go SE02: Look Who's Here! SE15: Making Choices
DESCRIPTOR / FOCUS AREA	V.B.EL.2.	Understands number operations and relationships.  <u>Intentional Teaching Cards</u> M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M13: Nursery Rhyme Count M19: Which Has More? M22: Story Problems M31: Lining It Up M46: Nesting Dolls M63: Fishing Trip M77: Board Games M78: Math Collage
DESCRIPTOR / FOCUS AREA	V.B.EL.3.	Explores, recognizes, and describes, shapes and spatial relationships.  <u>Intentional Teaching Cards</u> M01: Dinnertime M20: I'm Thinking of a Shape M21: Geoboards M23: Putting Puzzles Together M30: Buried Shapes M36: We're Going on an Adventure M42: Straw Shapes M47: My Shadow and I M50: The Farmer Builds a Fence M51: Can You Find It? M55: Stepping Stones M56: Where's the Beanbag?



		M61: Shake, Rattle, and Roll
DESCRIPTOR / FOCUS AREA	V.B.EL.4.	<p>Uses the attributes of objects for comparison and patterning.</p> <p><u>Intentional Teaching Cards</u></p> <p>LL31: I Went Shopping</p> <p>M02: Counting &amp; Comparing</p> <p>M03: Seek &amp; Find</p> <p>M05: Sorting &amp; Classifying</p> <p>M14: Patterns</p> <p>M19: Which Has More?</p> <p>M31: Lining It Up</p> <p>M35: Action Patterns</p> <p>M38: Patterns Under Cover</p> <p>M40: Cube Trains</p> <p>M45: Picture Patterns</p> <p>M46: Nesting Dolls</p> <p>M48: Wash Day</p> <p>M60: Morning, Noon, and Night</p> <p>M61: Shake, Rattle, and Roll</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.5.	<p>Understands the concept of measurement.</p> <p><u>Intentional Teaching Cards</u></p> <p>M07: Ice Cubes</p> <p>M09: Bigger Than, Smaller Than, Equal To</p> <p>M10: Biscuits</p> <p>M12: Measure &amp; Compare</p> <p>M15: Play Dough</p> <p>M24: Matzo Balls</p> <p>M26: Huff &amp; Puff</p> <p>M27: Peach Cobbler</p> <p>M28: Applesauce</p> <p>M29: Apple Bread</p> <p>M32: Which Container Holds More?</p> <p>M33: Apple Oat Muffins</p> <p>M43: Pancakes</p> <p>M44: Musical Water</p> <p>M49: Balancing Act</p> <p>M52: Modeling Clay</p> <p>M53: Black Bean Corn Salad</p> <p>M54: Gingerbread Cookies</p> <p>M57: Yogurt Fruit Dip</p> <p>M62: How Big Around?</p> <p>M64: Five-Layer Dip</p> <p>M65: Cornbread</p> <p>M66: OobEck</p> <p>M69: Cream Cheese &amp; Strawberry Snacks</p> <p>M70: Egg Salad</p> <p>M71: Flat Bread</p> <p>M72: Macaroni &amp; Cheese</p> <p>M73: Oatmeal Raisin Cookies</p> <p>M74: Vegetable Stir Fry</p> <p>M75: Sugar Cookies</p> <p>M76: Orange Banana Yogurt Pops</p>
DESCRIPTOR / FOCUS AREA	V.B.EL.6.	<p>Collects, describes, and records information using all senses.</p> <p><u>Intentional Teaching Cards</u></p> <p>M06: Tallying</p> <p>M11: Graphing</p>
CONTENT STANDARD	V.C.EL.	Scientific Thinking: Children in Wisconsin will understand and use scientific tools and skills to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

DESCRIPTOR / FOCUS AREA	V.C.EL.1.	<p>Uses observation to gather information.</p> <p><u>Intentional Teaching Cards</u></p> <p>LL15: Textured Letters  LL24: Lemonade  LL35: Fruit Salad  LL36: Salsa  LL37: Roll-Ups  LL38: Hummus  LL45: Observational Drawing  LL49: Vegetable Soup  LL50: Making Shiny Paint  LL51: Pizza  LL61: Color Hunt  LL63: Investigating &amp; Recording  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M05: Sorting &amp; Classifying  M07: Ice Cubes  M08: Baggie Ice Cream  M09: Bigger Than, Smaller Than, Equal To  M10: Biscuits  M11: Graphing  M12: Measure &amp; Compare  M24: Matzo Balls  M25: The Long and Short of It  M26: Huff &amp; Puff  M27: Peach Cobbler  M28: Applesauce  M29: Apple Bread  M33: Apple Oat Muffins  M43: Pancakes  M44: Musical Water  M45: Picture Patterns  M49: Balancing Act  M52: Modeling Clay  M53: Black Bean Corn Salad  M54: Gingerbread Cookies  M58: Missing Lids  M65: Cornbread  M66: OobEck  M67: Fruit Smoothies  M68: Trail Mix  M69: Cream Cheese &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies  M76: Orange Banana Yogurt Pops  P01: Let's Sew  P02: Play Dough Weaving  SE01: Site Visits</p>
DESCRIPTOR / FOCUS AREA	V.C.EL.2.	<p>Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.</p> <p><u>Intentional Teaching Cards</u></p> <p>LL01: Shared Writing  LL02: Desktop Publishing  LL03: Alphabet Cards  LL04: Bookmaking  LL07: Letters, Letters, Letters  LL15: Textured Letters  LL18: What's Missing?</p>

		LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL32: Describing Art LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL45: Observational Drawing LL47: The Name Game LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M11: Graphing M12: Measure & Compare M15: Play Dough M18: Bounce & Count M19: Which Has More? M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M42: Straw Shapes M43: Pancakes M44: Musical Water M45: Picture Patterns M47: My Shadow and I M48: Wash Day M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M58: Missing Lids M61: Shake, Rattle, and Roll M63: Fishing Trip M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese
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		M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels SE01: Site Visits SE04: Actively Listening to Children SE06: Talk About Feelings SE07: Good-Byes SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE13: Conflict Resolution SE18: Encouragement SE21: Sunshine Message Board SE25: What Can We Build Together?
DESCRIPTOR / FOCUS AREA	V.C.EL.3.	Hypothesizes and makes predictions.  <u>Intentional Teaching Cards</u> M18: Bounce & Count M32: Which Container Holds More?
DESCRIPTOR / FOCUS AREA	V.C.EL.4.	Forms explanations based on trial and error, observations, and explorations.  <u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL07: Letters, Letters, Letters LL09: Pocket Storytelling: The Mitten LL15: Textured Letters LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL43: Introducing New Vocabulary LL45: Observational Drawing LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL57: Photo Writing LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M11: Graphing M12: Measure & Compare M15: Play Dough M18: Bounce & Count M20: I'm Thinking of a Shape M21: Geoboards M24: Matzo Balls

		M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M39: Let's Go Fishing M43: Pancakes M44: Musical Water M45: Picture Patterns M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M58: Missing Lids M64: Five-Layer Dip M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P12: Exploring Pathways P14: Moving Through the Forest P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits
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**Mighty Minutes**  
**State:** Wisconsin Model Early Learning Standards  
**Subject:** Early Childhood Education  
**Grade:** Ages 3-5

<b>DOMAIN</b>	<b>WI.I.</b>	<b>HEALTH AND PHYSICAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>I.B.EL.</b>	<b>MOTOR DEVELOPMENT:</b> Children in Wisconsin will develop and refine their use of small and gross motor skills.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.1a.</b>	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Purpose and Coordination)</p> <p><u><b>Mighty Minutes</b></u>  MM08: Clap the Missing Word  MM10: Words in Motion  MM13: Simon Says  MM14: Scat Singing  MM29: Baa, Baa, Black Sheep  MM34: The Wave  MM44: Two Plump Armadillos  MM56: I Had a Little Nut Tree  MM63: Going on a Journey  MM67: Let's Stick Together</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.1b.</b>	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Balance and Strength)</p> <p><u><b>Mighty Minutes</b></u>  MM08: Clap the Missing Word  MM10: Words in Motion  MM13: Simon Says  MM14: Scat Singing  MM29: Baa, Baa, Black Sheep  MM34: The Wave  MM44: Two Plump Armadillos  MM56: I Had a Little Nut Tree  MM63: Going on a Journey  MM67: Let's Stick Together</p>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>I.B.EL.2.</b>	<p>Exhibits eye-hand coordination, strength, control, and object manipulation.</p> <p><u><b>Mighty Minutes</b></u>  MM08: Clap the Missing Word  MM10: Words in Motion  MM13: Simon Says  MM14: Scat Singing  MM19: I Spy With My Little Eye  MM29: Baa, Baa, Black Sheep  MM31: What's Inside the Box?  MM34: The Wave  MM44: Two Plump Armadillos  MM48: Feely Box  MM49: A Tree My Size  MM56: I Had a Little Nut Tree  MM63: Going on a Journey  MM67: Let's Stick Together  MM68: I Have a Secret  MM75: Busy Bees  MM76: Describing Things</p>
<b>DOMAIN</b>	<b>WI.II.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
<b>CONTENT STANDARD</b>	<b>II.B.EL.</b>	<b>Self-Concept:</b> Children in Wisconsin will have a personal sense of well-being.

PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	II.B.EL.2.	Demonstrates self-awareness.  <u>Mighty Minutes</u> MM63: Going on a Journey
CONTENT STANDARD	II.C.EL.	Social Competence: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	II.C.EL.2.	Engages in social interaction and plays with others.  <u>Mighty Minutes</u> MM78: Hello Friends
DESCRIPTOR / FOCUS AREA	II.C.EL.3.	Demonstrates understanding of rules and social expectations.  <u>Mighty Minutes</u> MM78: Hello Friends
DESCRIPTOR / FOCUS AREA	II.C.EL.4.	Engages in social problem solving behavior and learns to resolve conflict.  <u>Mighty Minutes</u> MM69: The Litter Monster
DOMAIN	WI.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.A.EL.	Listening and Understanding: Children in Wisconsin will convey and interpret meaning through listening and understanding.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.A.EL.1.	Derives meaning through listening to communications of others and sounds in the environment.  <u>Mighty Minutes</u> MM04: Riddle Dee Dee MM08: Clap the Missing Word MM100: La, La, La MM10: Words in Motion MM12: Ticky Ricky MM13: Simon Says MM14: Scat Singing MM17: Leaping Sounds MM24: Dinky Do MM27: Diddle, Diddle, Dumpling MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM33: Thumbs Up MM35: My Name, Too! MM37: Little Ball MM40: Clap a Friend's Name MM44: Two Plump Armadillos MM50: 1, 2, 3, What Do I See? MM51: High in the Tree MM54: The Green Grass Grows MM55: Mr. Forgetful MM56: I Had a Little Nut Tree MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM79: Here Is the Beehive MM80: Hickory, Dickory Dock



		MM81: Humpty Dumpty MM84: Let's Make Letters MM85: Listen For Your Name MM87: One, Two, Buckle My Shoe MM88: Disappearing Rhymes MM95: Sorting Syllables MM96: The Old Man
DESCRIPTOR / FOCUS AREA	III.A.EL.2.	Listens and responds to communications with others.  <u>Mighty Minutes</u> MM10: Words in Motion MM13: Simon Says MM18: I'm Thinking Of... MM21: Hully Gully, How Many? MM28: Counting Calisthenics MM66: Musical Junk MM74: Jack in the Box
DESCRIPTOR / FOCUS AREA	III.A.EL.3.	Follows directions of increasing complexity.  <u>Mighty Minutes</u> MM10: Words in Motion MM13: Simon Says MM18: I'm Thinking Of... MM21: Hully Gully, How Many? MM28: Counting Calisthenics MM66: Musical Junk MM74: Jack in the Box
CONTENT STANDARD	III.B.EL.	Speaking and Communicating: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.B.EL.1.	Uses gestures and movements (non-verbal) to communicate.  <u>Mighty Minutes</u> MM06: This Is the Way MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15: Say It, Show It MM20: I Can Make a Circle MM26: Echo Clapping MM83: Let's Make a Cake MM96: The Old Man
DESCRIPTOR / FOCUS AREA	III.B.EL.2a.	Uses vocalizations and spoken language to communicate. Language Form (Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure).  <u>Mighty Minutes</u> MM97: Shape Hunt
CONTENT STANDARD	III.C.EL.	Early Literacy: Children in Wisconsin will have the literacy skills and concepts needed to become successful readers and writers.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	III.C.EL.1.	Shows an appreciation of books and understands how print works.  <u>Mighty Minutes</u> MM08: Clap the Missing Word MM37: Little Ball MM87: One, Two, Buckle My Shoe

<p>DESCRIPTOR / FOCUS AREA</p>	<p>III.C.EL.2.</p>	<p>Develops alphabetic awareness.</p> <p><u>Mighty Minutes</u>  MM07: Hoppity, Hoppity, How Many?  MM09: Writing in the Air  MM15: Say It, Show It  MM22: Hot or Cold 3-D Shapes  MM25: Freeze  MM32: Walk the Line  MM33: Thumbs Up  MM36: Body Patterns  MM47: Step Up  MM52: Walk Around the Shapes  MM57: Find the Letter Sound  MM58: A-Hunting We Will Go  MM75: Busy Bees  MM77: Hello Bingo  MM83: Let's Make a Cake  MM84: Let's Make Letters  MM92: Name Cheer  MM96: The Old Man  MM97: Shape Hunt  MM98: I Have One</p>
<p>DESCRIPTOR / FOCUS AREA</p>	<p>III.C.EL.3a.</p>	<p>Develops phonological awareness.</p> <p><u>Mighty Minutes</u>  MM03: Purple Pants  MM04: Riddle Dee Dee  MM08: Clap the Missing Word  MM100: La, La, La  MM12: Ticky Ricky  MM14: Scat Singing  MM15: Say It, Show It  MM16: Nothing, Nothing, Something  MM17: Leaping Sounds  MM18: I'm Thinking Of...  MM19: I Spy With My Little Eye  MM24: Dinky Do  MM25: Freeze  MM27: Diddle, Diddle, Dumpling  MM29: Baa, Baa, Black Sheep  MM30: Bounce, Bounce, Bounce  MM31: What's Inside the Box?  MM33: Thumbs Up  MM35: My Name, Too!  MM37: Little Ball  MM40: Clap a Friend's Name  MM41: The Imaginary Ball  MM43: Bouncing Big Brown Balls  MM44: Two Plump Armadillos  MM46: Strolling Through the Park  MM47: Step Up  MM48: Feely Box  MM50: 1, 2, 3, What Do I See?  MM51: High in the Tree  MM53: Three Rowdy Children  MM54: The Green Grass Grows  MM55: Mr. Forgetful  MM56: I Had a Little Nut Tree  MM58: A-Hunting We Will Go  MM59: Clap the Beat  MM60: The Name Dance  MM62: Where Can He Be?  MM72: My Body Jumps  MM73: Are You Ready?</p>

		MM74: Jack in the Box MM75: Busy Bees MM76: Describing Things MM79: Here Is the Beehive MM80: Hickory, Dickory Dock MM81: Humpty Dumpty MM82: Let's Clean Up! MM83: Let's Make a Cake MM84: Let's Make Letters MM85: Listen For Your Name MM87: One, Two, Buckle My Shoe MM88: Disappearing Rhymes MM95: Sorting Syllables MM96: The Old Man
DESCRIPTOR / FOCUS AREA	III.C.EL.3b.	Develops phonemic awareness.  <u>Mighty Minutes</u> MM100: La, La, La MM17: Leaping Sounds MM40: Clap a Friend's Name MM47: Step Up MM55: Mr. Forgetful MM59: Clap the Beat MM60: The Name Dance MM85: Listen For Your Name MM95: Sorting Syllables
DESCRIPTOR / FOCUS AREA	III.C.EL.4.	Demonstrates the use of strategies to read words.  <u>Mighty Minutes</u> MM100: La, La, La MM27: Diddle, Diddle, Dumpling
DOMAIN	WI.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.A.EL.	Curiosity, Engagement, and Persistence: Children in Wisconsin will use curiosity, engagement and persistence to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.A.EL.2.	Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.  <u>Mighty Minutes</u> MM97: Shape Hunt
CONTENT STANDARD	IV.B.EL.	Creativity and Imagination: Children in Wisconsin will use invention, imagination, and play to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.B.EL.1.	Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.  <u>Mighty Minutes</u> MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too!

		MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree MM53: Three Rowdy Children MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM63: Going on a Journey MM65: People Patterns MM67: Let's Stick Together MM70: The Kids Go Marching In MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM75: Busy Bees MM78: Hello Friends MM79: Here Is the Beehive MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM86: Listening Story MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM90: Little Miss Muffet MM91: Move to the Beat MM92: Name Cheer MM93: Oh, Dear! What Can the Matter Be? MM96: The Old Man MM97: Shape Hunt MM99: Let's All Follow
DESCRIPTOR / FOCUS AREA	IV.B.EL.2.	Expresses self creatively through music, movement, and art.  <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM14: Scat Singing MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM25: Freeze MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns

		MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM63: Going on a Journey MM64: Paper Towel Rap MM65: People Patterns MM66: Musical Junk MM67: Let's Stick Together MM69: The Litter Monster MM70: The Kids Go Marching In MM71: Recycle Song MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM75: Busy Bees MM77: Hello Bingo MM78: Hello Friends MM79: Here Is the Beehive MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM86: Listening Story MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM90: Little Miss Muffet MM91: Move to the Beat MM92: Name Cheer MM93: Oh, Dear! What Can the Matter Be? MM94: Old MacDonald MM96: The Old Man MM97: Shape Hunt MM99: Let's All Follow
CONTENT STANDARD	IV.C.EL.	Diversity in Learning: Children in Wisconsin will engage in diverse approaches to learning that reflect social and cultural contexts such as biology, family history, culture, and individual learning styles.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	IV.C.EL.3.	Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.  <u>Mighty Minutes</u> MM06: This Is the Way MM07: Hoppity, Hoppity, How Many? MM09: Writing in the Air MM10: Words in Motion MM15: Say It, Show It MM19: I Spy With My Little Eye MM20: I Can Make a Circle MM26: Echo Clapping MM31: What's Inside the Box? MM34: The Wave

		MM48: Feely Box MM49: A Tree My Size MM67: Let's Stick Together MM68: I Have a Secret MM75: Busy Bees MM76: Describing Things MM83: Let's Make a Cake MM96: The Old Man
<b>DOMAIN</b>	<b>WI.V.</b>	<b>COGNITION AND GENERAL KNOWLEDGE</b>
<b>CONTENT STANDARD</b>	<b>V.A.EL.</b>	Exploration, Discovery, and Problem Solving: 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.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>V.A.EL.2.</b>	Understands new meanings as memory increases.  <u>Mighty Minutes</u> MM97: Shape Hunt
<b>DESCRIPTOR / FOCUS AREA</b>	<b>V.A.EL.3.</b>	Applies problem solving skills.  <u>Mighty Minutes</u> MM97: Shape Hunt
<b>CONTENT STANDARD</b>	<b>V.B.EL.</b>	Mathematical Thinking: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
<b>DESCRIPTOR / FOCUS AREA</b>	<b>V.B.EL.1.</b>	Demonstrates an understanding of numbers and counting.  <u>Mighty Minutes</u> MM04: Riddle Dee Dee MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
<b>DESCRIPTOR / FOCUS AREA</b>	<b>V.B.EL.2.</b>	Understands number operations and relationships.  <u>Mighty Minutes</u> MM42: Come Play With Me MM51: High in the Tree MM53: Three Rowdy Children
<b>DESCRIPTOR / FOCUS AREA</b>	<b>V.B.EL.3.</b>	Explores, recognizes, and describes, shapes and spatial relationships.  <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM22: Hot or Cold 3-D Shapes MM31: What's Inside the Box? MM33: Thumbs Up MM38: Spatial Patterns MM52: Walk Around the Shapes

		MM57: Find the Letter Sound MM62: Where Can He Be? MM74: Jack in the Box MM76: Describing Things MM86: Listening Story MM97: Shape Hunt
DESCRIPTOR / FOCUS AREA	V.B.EL.4.	Uses the attributes of objects for comparison and patterning.  <u>Mighty Minutes</u> MM02: Just Like Mine MM19: I Spy With My Little Eye MM26: Echo Clapping MM36: Body Patterns MM59: Clap the Beat MM65: People Patterns
CONTENT STANDARD	V.C.EL.	Scientific Thinking: Children in Wisconsin will understand and use scientific tools and skills to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	V.C.EL.1.	Uses observation to gather information.  <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM97: Shape Hunt
DESCRIPTOR / FOCUS AREA	V.C.EL.2.	Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.  <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM05: Silly Willy Walking MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM45: I'm a Sturdy Oak Tree MM46: Strolling Through the Park MM48: Feely Box MM54: The Green Grass Grows MM61: Riddle, Riddle, What Is That? MM66: Musical Junk MM69: The Litter Monster MM73: Are You Ready? MM74: Jack in the Box MM92: Name Cheer MM97: Shape Hunt MM98: I Have One
DESCRIPTOR / FOCUS AREA	V.C.EL.4.	Forms explanations based on trial and error, observations, and explorations.  <u>Mighty Minutes</u> MM10: Words in Motion MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM49: A Tree My Size MM61: Riddle, Riddle, What Is That? MM68: I Have a Secret MM76: Describing Things MM94: Old MacDonald MM97: Shape Hunt