

# Early Childhood Family Guide

The state of Wisconsin sets expectations, or standards, for what every student will know and be able to do in school. This guide is designed to help you better understand the standards, what they may look like for young learners, and partner with teachers to support your child’s learning in grades kindergarten through first. If you have questions about this information or your child needs extra help, please talk to your child’s teacher.

## Early Childhood

Learning is multidimensional, children learn many things/skills at the sametime. Learning happens best through play, and engaging with others and items in their environments. For more information, refer to the [Wisconsin Model Early Learning Standards](#).

### Ideas of What I Might Learn and Do in Early Childhood *I can...*

<ul style="list-style-type: none"> <li>• Dress myself, brush my teeth, wash my face and toilet independently or with minimal assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Run, hop, skip, jump without losing my balance. Cut curved lines on paper and complete puzzles, and throw and catch a ball.</li> </ul>
<ul style="list-style-type: none"> <li>• Take pride in my accomplishments and notice how I am different from others (skin color, hair, eyes, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Express feelings and thoughts, and have conversations with others. Follow multi-step directions (“Please get your coat and go outside.”) and ask for help when I need it.</li> </ul>
<ul style="list-style-type: none"> <li>• Act out stories and create play ideas based on memory and experiences (cultural, music, art, nature, etc.), and play games with simple rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems using different strategies/ideas/tools, and trial and error. Develop experiments to “prove” beliefs/thoughts. Ex. Placing a snowball in a refrigerator so it won’t melt...because refrigerators are cold.</li> </ul>
<ul style="list-style-type: none"> <li>• Sort and group items based on attributes (color, size, use, function). Recognize that parts/pieces make up a whole (Ex. a slice of an apple, is a “little” piece of the apple).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and write numbers (1-20+) and count from memory upto 100+. Understand and use “first, second, third..”, and “more/less than”, and “in-between”.</li> </ul>
<ul style="list-style-type: none"> <li>• Recognize/identify sounds and letters in words, and read some familiar words in books and on signs.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound out and write words based on memory and inventive spelling (ex. ”mrkd” = “marked”, “dg”=”dog”).</li> </ul>

### Questions to Support Learning

- “WH” Questions (What, Where, Who, Why, Which)

- What's that? Where is...? Who likes...? Why does...? Which is...?
- "Can/Do/How":
  - Can you...? Do you remember...? How do you...?
- "If/Then":
  - If you could be anything, what would you be? If it fell, then what would happen?
- "Wonder" Statements:
  - I wonder why... I wonder how... Let's wonder about (any topic) together....
- "Tell Me About":
  - Tell me about your picture... Tell me about the book... Tell me about what you are doing...