



correlated to the

**Wisconsin Model Early Learning Standards, Fourth Edition, 2013
Birth to First Grade**

2016

Big Day for PreK is a proven-effective comprehensive early learning program that embraces children's natural curiosity and encourages them to explore and connect to the world around them.

Big Day for PreK includes five BIG elements of success:

1. **Big Experiences:** each day is organized around three big experiences—whole group, circle time and story time lessons—that provide an anchor for conversation, play and learning.
2. **Meaningful Conversations:** oral language is at the heart of Big Day instruction and the program provides opportunities for children to hear language modeled and use language in rich and varied contexts.
3. **The Best Children's Literature and Nonfiction texts:** the program surrounds children with a diverse collection of authentic literature and nonfiction: big books, lap books, little books, eBooks, video storybooks, audiobooks, take-home books, and downloadable books.
4. **Innovative Technology:** the program features a robust collection of online preschool resources and tools that support teachers and extend early learning into the home and community. Teacher Space supports the teacher by providing anytime, anywhere access to innovative resources that simplify planning and managing the PreK classroom. BookFlix is an online literacy resource that pairs video storybooks with nonfiction eBooks in English and Spanish. Family Space is a bilingual website that enables families to extend early learning at home.
5. The program offers integration of all curriculum areas to meet state standards.

Big Day for PreK 2015 Edition correlated to the Wisconsin Model Early Learning Standards, Fourth Edition, Birth Through First Grade, 2013

Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
Developmental Domain: Health and Physical Development								
A. Physical Health and Development								
Developmental Expectation: Children in Wisconsin will be physically healthy and will be able to effectively care for their own physical needs.								
Performance Standards and Developmental Continuum:								
A.EL.1a Demonstrates behaviors to meet self-help and physical needs. <i>Sleep</i>								
Engages in periods of sleep and wakefulness varying in length and time of day or night.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Begins to follow predictable sleeping pattern.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Rests for periods throughout the day with assistance of adult.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Recognizes physical need for rest/sleep and cares for own needs.	Schedules include daily quiet time when children have the opportunity meet this standard.							
A.EL.1b Demonstrates behaviors to meet self-help and physical needs. <i>Dressing</i>								
Depends on adult to care for dressing needs.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							

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Cooperates with dressing by extending arm or leg.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program. In the <i>Big Day for Prek</i> curriculum, children continue to develop self-help skills in the classroom setting.							
Undresses/dresses self with assistance.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program. In the <i>Big Day for Prek</i> curriculum, children continue to develop self-help skills in the classroom setting. For example, in the end of the day wrap up routines, children are able to put their own coats on and gather materials, backpack, etc. with little or no assistance.							
Dresses self with minimal assistance. <i>Big Day for PreK provides opportunities in dramatic play activities.</i>	4, 5, 6, 30-31, 60-61, 96-97	4, 5, 6, 108-109, 130-131	4, 5, 6, 70-71, 86-87, 184-185, 188-189	4, 5, 6, 24-25, 32-33, 70-71, 76-77, 108-109, 138-139, 156-157, 172-173, 180-181	4, 5, 6, 7, 22-23, 50-51	4, 5, 6, 62-63, 70-71, 76-77, 86-87, 122-123, 168-169, 178-179	4, 5, 6, 22-23, 32-33, 68-69, 84-85, 108-109, 114-115, 138-139, 152-153	4, 5, 6, 16-17, 130-131
A.EL.1c Demonstrates behaviors to meet self-help and physical needs. <i>Toileting</i>								
Depends on adult to care for diapering needs.	In the <i>Big Day for Prek</i> curriculum, children continue to develop self-help skills in the classroom setting.							
Seeks assistance with diapering and toileting.	In the <i>Big Day for Prek</i> curriculum, children continue to develop self-help skills in the classroom setting.							
Takes responsibility for toileting.	In the <i>Big Day for Prek</i> curriculum, children continue to develop self-help skills in the classroom setting.							
Takes full responsibility for toileting during day and night.	In the <i>Big Day for Prek</i> curriculum, children continue to develop self-help skills in the classroom setting.							
A.EL.1d Demonstrates behaviors to meet self-help and physical needs. <i>Eating</i>								
Physically and	In the <i>Big Day for Prek</i> curriculum, children continue to develop self-help skills in the classroom setting.							

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verbally indicates need for food.								
Feeds self with adult assistance.	In the <i>Big Day for Prek</i> curriculum, children continue to develop self-help skills in the classroom setting.							
Feeds self with proficiency.	In the <i>Big Day for Prek</i> curriculum, children continue to develop self-help skills in the classroom setting.							
Uses appropriate table etiquette or manners during mealtimes.	Children have the opportunity to address this standard each day during snack, mealtimes, and in the dramatic play center.							
A.EL.2 Demonstrates behaviors to meet safety needs.								
Shows preference for parent(s) or primary caregiver.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Shows awareness of new/uncomfortable situations or strangers.	In the <i>Big Day for Prek</i> curriculum, children continue to develop self-help skills in the classroom setting. At the beginning of the school year, lessons are introduced to children to make new friends, develop friendships, and create a classroom community.							
Shows awareness of danger in harmful situations and begins to recognize simple rules.	72-73		5, 6, 26-27, 30-31, 42-43, 50-51, 72-73, 106-107, 124-125	22-23, 46-47	84-85	4, 5, 6, 7, 152-153, 156-157, 162-163, 164-165, 168-169, 170-171, 176-177, 184-185, 186-187, 188-189	60-61, 138-139, 168-169	
Follows rules with little supervision.	14-15, 16-17, 18-19, 22-23, 24-25, 26-27, 30-31, 42-43, 46-47, 50-51, 64-65, 68-69, 76-77, 106-107, 110-111, 114-115, 118-119, 122-123,	60-61, 160-161		134-135	22-23	132-133, 142-143, 162-163		

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	126-127, 130-131, 134-135, 142-143, 156-157, 162-163							
A.EL.3 Demonstrates a healthy life style.								
Depends on adult to care for personal hygiene and exercise needs.	In the <i>Big Day for Prek</i> curriculum, children continue to develop self-help skills in the classroom setting.							
Shows awareness of need for personal hygiene and exercise.	In the <i>Big Day for Prek</i> curriculum, children continue to develop self-help skills in the classroom setting. Proper ways to wash hands, brush teeth, etc. are introduced at the beginning of the year and continue throughout the year. Outdoor play each day encourages exercise as well as physical development through music and movement in the classroom.							
Begins to take responsibility for personal hygiene and exercise needs.	In the <i>Big Day for Prek</i> curriculum, children continue to develop self-help skills in the classroom setting.							
Cares for personal health, hygiene, and exercise needs independently.	In the <i>Big Day for Prek</i> curriculum, children continue to develop self-help skills in the classroom setting.							
B. Motor Development								
Developmental Expectation: Children in Wisconsin will develop and refine their use of small and gross motor skills.								
Performance Standards and Developmental Continuum:								
B.EL.1a Moves with strength, control, balance, coordination, locomotion, and endurance. Purpose and Coordination								
Manipulates objects with hands.	14-15, 50-51, 188-189	4, 5, 6, 7	4, 5, 6, 7	4, 5, 6, 7	42-43, 70-71, 110-111, 114-4, 5, 6, 7, 115,	156-157	4, 5, 6, 7	4, 5, 6, 7

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
					126-127			
Rolls over.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Crawls.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Walks and climbs on low objects. Walks up and down stairs with alternative steps. <i>provides opportunities when children practice gross motor skills</i>	16-17, 40-41, 48-49, 92-93, 94-95, 110-111, 116-117, 126-127, 130-131, 134-135, 140-141, 154-155, 160-161, 170-171, 176-177	24-25, 32-33, 38-39, 70-71, 88-89, 108-109, 118-119, 126-127, 140-141, 154-155, 176-177, 186-187	16-17, 26-27, 62-63, 76-77, 86-87, 92-93, 94-95, 110-111, 122-123, 130-131, 140-141, 154-155, 160-161, 170-171	18-19, 24-25, 26-27, 40-41, 48-49, 60-61, 76-77, 94-95, 106-107, 110-111, 118-119, 122-123, 152-153, 160-161	34-35, 48-49, 78-79, 94-95, 110-111, 130-131, 138-139, 154-155, 172-173	16-17, 34-35, 68-69, 70-71, 84-85, 92-93, 116-117, 176-177	16-17, 18-19, 22-23, 34-35, 38-39, 48-49, 64-65, 70-71, 78-79, 84-85, 86-87, 118-119, 124-125, 126-127, 130-131, 138-139, 142-143, 154-155, 162-163, 178-179, 180-181	22-23, 60-61, 60-61, 62-63, 70-71, 72-73, 86-87, 108-109, 118-119, 122-123, 132-133
B.EL.1b Moves with strength, control, balance, coordination, locomotion, and endurance. Balance and Strength								
Sits independently with balance.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Stands without support.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Squats without falling.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Walks, runs, climbs, jumps, skips, and hops with control. Throws objects with strength and control.	Physical Development of both gross motor and fine motor skills are provided each day to engage children based on thematic concepts and integration of domains across all curricular areas.							
B.EL.2 Exhibits eye-hand coordination, strength, control, and object								

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manipulation.								
Tracks objects visually and focuses on an object or person.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Reaches for and grasps objects.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Coordinates eyes with hands and uses both hands with intention and purpose.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program. These skills continue to develop with lessons in the <i>Big Day for Prek</i> program as students engage in developmentally appropriate physical development activities, art, and writing.							
Performs simple fine motor skills and manipulates smaller objects with increasing control. -- Uses strength and control to perform complex fine motor tasks.	14-15, 46-47, 188-189	26-27, 48-49, 50-51, 164-165	86-87, 130-131, 172-173	72-73, 88-89, 96-97, 118-119, 176-177	4, 5, 6, 7, 62-63, 126-127, 132-133, 164-165, 168-169, 186-187	24-25, 26-27, 48-49, 50-51, 130-131, 140-141	4, 5, 6, 7, 22-23, 78-79, 118-119, 162-163, 172-173, 186-187	30-31, 42-43, 50-51, 84-85, 96-97, 106-107, 108-109, 114-115
C. Sensory Organization								
Developmental Expectation: Children in Wisconsin will integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.								
Performance Standards and Developmental Continuum:								
C.EL.1 Uses senses to take in, experience, integrate, and regulate responses to the environment.								
Exhibits responses to physical stimuli.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Exhibits body awareness and begins to move in	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							

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intentional fashion.								
Skills become more refined; acts and moves with increased intention and purpose.	Skills continue to become more refined in the prek classroom with <i>Big Day for Prek</i> . Students engage in music and movement activities and show increased abilities to work cooperatively in a classroom setting with intent and purpose.							
Anticipates and adjust behavior efficiently and engages in complex skills and abstract thinking.	6, 7, 62-63, 88-89, 134-135	26-27, 32-33, 40-41, 70-71, 96-97, 134-135, 142-143, 152-153, 160-161, 162-163, 178-178, 180-181	5, 6, 7, 42-43, 96-97, 134-135, 154-155, 180-181, 184-185	4, 7, 30-31, 46-47, 50-51, 134-135, 142-143, 188-189	4, 7, 48-49, 96-97, 114-115, 168-169, 178-179, 180-181, 186-187, 188-189	6, 7, 48-49, 62-63, 94-95, 134-135, 154-155, 184-185	62-63, 64-65, 72-73, 80-81, 122-123, 186-187	4, 5, 7, 48-49, 60-61, 96-97
Developmental Domain: Social and Emotional Development								
A. Emotional Development								
Developmental Expectation: Children in Wisconsin will demonstrate emotional competence and self-regulation.								
Performance Standards and Developmental Continuum:								
A.EL.1 Expresses a wide range of emotions.								
Uses facial expressions and body movements to express comfort or discomfort.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Displays a variety of emotions: interest, pleasure, anger, surprise, anxiety, sadness, joy, excitement, disgust, and disappointment.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Uses words and gestures to express more complex	Academic vocabulary related to children's everyday experiences build the language skills of all the children in a <i>Big Day for PreK</i> classroom. Children are encouraged to express their emotions in positive ways throughout the entire year in whole group and small group settings. Learning centers provide opportunities for children to interact positively with their peers and adults.							

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emotions.								
Uses verbal and nonverbal language to express emotions in appropriate situations such as distress, contentment, surprise, disgust, jealousy, and confusion.	Both verbal and nonverbal language to express emotions in a positive and appropriate way are encouraged from the first day in the <i>Big Day for PreK class</i> . Everyday life experiences provide opportunities to build the language skills of all the children in a <i>Big Day for PreK</i> classroom. Children are encouraged to express their emotions in positive ways throughout the entire year in whole group and small group settings. Learning centers provide opportunities for children to interact positively with their peers and adults.							
Demonstrates awareness of own emotions and exhibits self-control.	Throughout all of the lessons in the <i>Big Day for Prek</i> program, children are taught and encouraged to demonstrate self-control in all settings. Positive examples of emotions and stability are part of classroom routines.							
A.EL.2 Understands and responds to others' emotions.								
Responds to positive emotional interactions with coos and smiles, and shows distress to negative interactions.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Observes and imitates emotional interactions of others.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Associates words and gestures with a variety of emotions expressed by others.	24-25, 30-31, 184-185, 188-189	78-79	24-25		160-161	14-15, 22-23, 70-71, 76-77	114-115, 160-161	50-51, 62-63, 88-89, 118-119
Demonstrates empathy by recognizing the feelings of another person and responding	4, 5, 6, 7, 34-35, 96-97, 176-177	38-39, 60-61, 70-71, 124-125, 132-133, 142-143, 160-161	4, 5, 6, 7	4, 5, 6, 7, 184, 185	4, 5, 6, 7	4, 5, 6, 7, 32-33, 70-71, 72-73	4, 5, 6, 7	4, 5, 6, 7

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appropriately.								
Interprets others' behavior and emotions and responds appropriately.	14-15, 18-19, 30-31, 42-43, 60-61, 62-63, 68-69, 76-77, 86-87, 92-93, 96-97, 106-107, 110-111, 118-119, 124-125, 132-133, 138-139, 140-141, 152-153, 160-161, 168-169, 170-171, 172-173, 178-179, 186-187	4, 5, 6, 94-95, 170-171, 176-177, 180-181	86-87, 114-115, 124-125, 132-133, 140-141, 164-165, 170-171, 184-185	80-81, 114-115, 132-133, 140-141, 162-163, 168-169, 178-179, 184-185	32-33, 106-107, 110-111, 134-135	34-35, 172-173, 188-189	48-49, 80-81, 96-97	26-27, 122-123
B. Self-Concept								
Developmental Expectation: Children in Wisconsin will have a personal sense of well-being.								
Performance Standards and Developmental Continuum:								
B.EL.1 Develops positive self-esteem.								
Begins to recognize own abilities; is aware of self and own preferences.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program. The <i>Big Day for Prek</i> program continues to promote self-awareness through daily routines and related lessons.							
Demonstrates increasing self-direction, resists adult control, and shows independence.	Through whole group and small group instruction, children are engaged in daily activities that increase their self-direction and independence.							
Shows positive self-image. Knows and states independent thoughts.	132-133, 162-163	14-15, 34-35	62-63	180-181	170-171	60-61	94-95, 118-119	134-135, 140-141, 142-143
Exhibits positive	132-133, 162-	14-15, 34-35	62-63	180-181	170-171	60-61, 114-	94-95, 118-	60-61, 134-

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self-concept and confidence in his/her abilities.	163					115, 134-135	119, 132-133	135, 140-141, 142-143
Displays pride in his/her accomplishments.	132-133, 162-163	14-15, 34-35	62-63	180-181	170-171	60-61, 114-115, 134-135	94-95, 118-119, 132-133	60-61, 134-135, 140-141, 142-143
B.EL.2 Demonstrates self-awareness.								
Displays personal preferences and individual temperament.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Becomes aware of ones self as an individual while still connected to others.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Shows awareness of being part of a family and a larger community.	60-61, 92-93	94-95	46-47, 72-73, 84-85, 106-107, 124-125		138-139			
Demonstrates awareness of self as a unique individual.	86-87, 164-165	118-119, 132-133, 168-169, 172-173, 180-181				32-33, 114-115, 132-133, 134-135	76-77, 96-97, 132-133	60-61, 78-79, 88-89, 106-107
Identifies self as a member of a specific culture, group, or demographic that fits into a larger world picture.		4, 5, 6, 7, 30-31, 76-77, 86-87, 106-107, 142-143, 152-153, 156-157, 162-163, 178-178, 184-185s	34-35		30-31, 38-39, 178-179	96-97, 106-107, 132-133	164-165, 186-187	30-31, 40-41
C. Social Competence								
Developmental Expectation: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.								
Performance Standards and Developmental Continuum:								
C.EL.1								

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Demonstrates attachment, trust, and autonomy.								
Becomes calm when needs are met.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Shows anxiety upon separation from primary caregiver and/or familiar adults.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Shows signs of security and trust when separated from familiar adults.	Each day, children participate in daily routines that build security and trust upon arrival.							
Transitions into unfamiliar settings with assistance of familiar adults.	Each day, children participate in whole group lessons, small group lessons, and learning centers. At the conclusion of the whole group lessons, transition activities that extend the learning launched in whole group provide children seamless movement from one activity to another. Teachers have the opportunity to observe and enhance children's ability to shift attention and transition smoothly multiple times each day.							
Acts independently in unfamiliar settings with unfamiliar adults.	154-155	4, 5, 6	4, 5, 6, 7	4, 5, 6, 7	4, 5, 6, 7	4, 5	4, 5, 6	4, 5, 6
C.EL.2 Engages in social interaction and plays with others.								
Shows interest in being with others.	Children learn about friendships, getting along with others, and cooperating in whole and small groups in Theme 1. Continuous reinforcement through interactive play is part of the daily routines throughout the year.							
Begins to engage in short play interactions with others.	4, 5, 6, 7	4, 5, 6, 7	4, 5, 6, 7	4, 5, 6, 7	4, 5, 6, 7	4, 5, 6, 7	4, 5, 6, 7	4, 5, 6, 7
Participates in parallel play with others for longer periods of time.	Throughout all of the eight themes of instruction in <i>Big Day for Prek</i> , children are encouraged to interact with others, both children and adults. This is type of play is developmentally appropriate for preschoolers and follows the continuum after parallel play.							
Participates in cooperative play with others.	4, 5, 6, 7, 14-15, 18-19, 30-31, 42-43, 60-	4, 5, 6, 7, 94-95, 170-171, 176-177, 180-	4, 5, 6, 7, 86-87, 114-115, 124-125, 132-	4, 5, 6, 7, 80-81, 114-115, 132-133, 140-	4, 5, 6, 7, 32-33, 106-107, 110-111, 134-	4, 5, 6, 7, 34-35, 172-173, 188-189	4, 5, 6, 7, 48-49, 80-81, 96-97	4, 5, 6, 7, 26-27, 122-123

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	61, 62-63, 68-69, 76-77, 86-87, 92-93, 96-97, 106-107, 110-111, 118-119, 124-125, 132-133, 138-139, 140-141, 152-153, 160-161, 168-169, 170-171, 172-173, 178-179, 186-187	181	133, 140-141, 164-165, 170-171, 184-185	141, 162-163, 168-169, 178-179, 184-185	135			
Demonstrates respect for others.	86-87, 164-165	118-119, 132-133, 168-169, 172-173, 180-181				32-33, 132-133	76-77, 96-97	78-79, 88-89, 106-107
C.EL.3 Demonstrates understanding of rules and social expectations.								
Tests adults' reactions to his or her behavior and understand what "no" means.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Demonstrates understanding of simple rules related primarily to personal health and safety.	72-73		5, 6, 26-27, 30-31, 42-43, 50-51, 72-73, 106-107, 124-125	22-23, 46-47	84-85	4, 5, 6, 7, 152-153, 156-157, 162-163, 164-165, 168-169, 170-171, 176-177, 184-185, 186-187, 188-189	60-61, 138-139, 168-169	
Remembers and follows simple group rules and displays appropriate social behavior.	4, 5, 6, 7, 14-15, 16-17, 18-19, 22-23, 24-25, 26-27, 30-31, 42-43, 46-	4, 5, 6, 7, 60-61, 160-161	4, 5, 6, 7	4, 5, 6, 7, 134-135	4, 5, 6, 7, 22-23	4, 5, 6, 7, 132-133, 142-143, 162-163	4, 5, 6, 7	4, 5, 6, 7

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	47, 50-51, 64-65, 68-69, 76-77, 106-107, 110-111, 114-115, 118-119, 122-123, 126-127, 130-131, 134-135, 142-143, 156-157, 162-163							
Displays competence at engaging in appropriate social behavior.	Throughout the entire <i>Big Day for Prek</i> program, children continue to develop confidence in knowing how to engage appropriately with others in various social settings. Appropriate behaviors are modeled and are included in whole group and small group lessons daily.							
C.EL.4 Engages in social problem solving behavior and learns to resolve conflict.								
Shows awareness of tension and stressful situations.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Imitates how others solve problems.	Problem solving skills are introduced at the beginning of the year in <i>Big Day for Prek</i> and are reinforced and encouraged throughout the year.							
Experiments with trial-and-error approaches to solve simple problems and conflicts.	124-125, 132-133, 162-163				106-107	164-165		4, 5, 6, 7, 14-15
Seeks adult assistance to resolve conflicts.	32-33, 62-63, 68-69							
Asserts needs and desires appropriately in conflict situations.	108-109	4, 5, 6, 7	4, 5, 6, 7, 124-125	4, 5, 6, 7, 14-15, 16-17, 22-23, 38-39, 46-47, 86-87, 118-119	4, 5, 6, 170-171		4, 5, 6, 7	34-35, 42-43
Uses a variety of strategies to resolve	124-125, 132-133, 162-163				106-107	164-165		4, 5, 6, 7, 14-15

Big Day for PreK 2015 Edition correlated to the Wisconsin Model Early Learning Standards, Fourth Edition, Birth Through First Grade, 2013

Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
conflict.								
Developmental Domain: Language Development and Communication								
A. Listening and Understanding								
Developmental Expectation: Children in Wisconsin will convey and interpret meaning through listening and understanding.								
Performance Standards and Developmental Continuum:								
A.EL.1 Derives meaning through listening to communications of others and sounds in the environment.								
Turns toward source of sound.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Attends to same situation or object as another person.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Enjoys short stories, rhymes, finger plays, songs, and music.	70-71, 72-73, 80-81, 86-87, 96-97, 114-115, 164-165, 172-173	26-27, 34-35, 80-81, 110-111, 114-115, 124-125, 130-131, 132-133	30-31, 84-85, 114-115, 122-123, 176-177	38-39, 72-73, 84-85, 86-87, 130-131, 138-139, 162-163, 164-165, 188-189	152-153	38-39, 50-51, 62-63, 78-79, 88-89, 152-153, 162-163, 170-171, 184-185	38-39, 40-41, 50-51, 70-71, 114-115, 126-127	72-73, 84-85, 96-97, 108-109, 124-125, 132-133
Shows understanding of concept words and sequence of events.	42-43	138-139	16-17, 164-165		46-47	116-117	116-117, 154-155	138-139
Demonstrates understanding and listening skills by attending and responding appropriately.	26-27, 80-81, 118-119, 126-127, 140-141, 170-171, 178-179, 184-185, 186-187	4, 5, 6, 7, 34-35, 38-39, 50-51, 60-61, 84-85, 108-109, 124-125, 138-139, 152-153, 160-161	76-77, 142-143, 168-169, 188-189	62-63, 168-169, 184-185	4, 5, 6, 7, 22-23, 42-43, 50-51, 88-89, 140-141, 162-163, 184-185	4, 5, 6, 7, 50-51, 78-79, 86-87, 152-153, 154-155, 164-165, 170-171, 172-173, 178-179, 184-185	26-27, 32-33, 50-51, 60-61, 114-115, 116-117, 130-131, 184-185	16-17, 122-123, 124-125, 126-127, 134-135, 142-143
A.EL.2 Listens and responds to communications with others.								

Big Day for PreK 2015 Edition correlated to the Wisconsin Model Early Learning Standards, Fourth Edition, Birth Through First Grade, 2013

Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
Responds to voices and intonation of familiar adults and children.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Participates in turn-taking, alternating, listening and responding.	142-143, 184-185	62-63			14-15, 124-125		46-47, 50-51, 96-97, 134-135, 142-143, 178-179	4, 5, 6, 7
Responds appropriately when asked to identify familiar objects/person/body parts (nouns) <i>uses naming words</i>	24-25	16-17, 26-27, 80-81, 154-155	24-25, 42-43, 68-69	18-19, 24-25, 34-35, 42-43, 62-63, 86-87, 88-89, 132-133, 180-181, 184-185, 186-187	14-15, 22-23, 24-25, 40-41, 46-47, 60-61, 70-71, 106-107, 116-117, 124-125, 132-133, 168-169	48-49, 72-73, 106-107, 116-117, 132-133,	16-17, 26-27, 92-93, 94-95, 134-135, 142-143, 162-163, 168-169, 176-177	46-47, 62-63
or when asked to run, walk, jump (action words, verbs). <i>uses action words</i>	162-163	30-31, 62-63, 130-131, 170-171	26-27, 62-63, 88-89, 140-141	86-87, 122-123	96-97	142-143, 170-171	126-127	162-163
Responds to increasingly complex language structures, including comments, requests, and questions.			16-17, 22-23, 142-143, 184-185			106-107, 114-115, 118-119, 138-139, 184-185	70-71, 154-155, 176-177	14-15, 26-27, 46-47, 78-79, 92-93, 126-127, 138-139
Responds and extends conversations much like adults and can sustain a topic through multiple turns.	48-49, 50-51, 134-135, 142-143, 188-189	162-163, 180-181		22-23, 184-185, 188-189	30-31, 88-89, 94-95	156-157	110-111, 134-135, 186-187	118-119
A.EL.3 Follows directions of increasing complexity.								

Big Day for PreK 2015 Edition correlated to the Wisconsin Model Early Learning Standards, Fourth Edition, Birth Through First Grade, 2013

Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
Responds to simple requests.	26-27, 80-81, 118-119, 126-127, 140-141, 170-171, 178-179, 184-185, 186-187	4, 5, 6, 7, 34-35, 38-39, 50-51, 60-61, 84-85, 108-109, 124-125, 138-139, 152-153, 160-161	76-77, 142-143, 168-169, 188-189	62-63, 168-169, 184-185	4, 5, 6, 7, 22-23, 42-43, 50-51, 88-89, 140-141, 162-163, 184-185	4, 5, 6, 7, 50-51, 78-79, 86-87, 152-153, 154-155, 164-165, 170-171, 172-173, 178-179, 184-185	26-27, 32-33, 50-51, 60-61, 114-115, 116-117, 130-131, 184-185	16-17, 122-123, 124-125, 126-127, 134-135, 142-143
Understands and carries out a one-step direction.	4, 5, 6, 7, 14-15, 30-31, 32-33, 42-43, 46-47, 50-51, 80-81, 84-85, 86-87, 94-95,	26-27, 48-49, 62-63, 68-69, 94-95, 118-119, 156-157, 168-169	4, 5, 6, 7, 18-19, 26-27, 32-33, 92-93, 94-95, 106-107, 108-109, 118-119, 134-135, 152-153, 172-173, 178-179	4, 5, 6, 7, 40-41, 62-63, 72-73, 88-89, 126-127, 162-163, 188-189	4, 5, 6, 7, 70-71, 138-139, 152-153, 186-187	4, 5, 6, 7, 106-107, 116-117, 122-123, 142-143, 156-157, 160-161	4, 5, 6, 7, 48-49, 50-51, 86-87, 114-115, 142-143, 152-153, 162-163, 172-173, 178-179	30-31, 68-69, 94-95, 96-97, 106-107, 130-131
Understands and carries out two-step direction.	106-107, 108-109, 138-139, 140-141, 142-143, 168-169							
Follows a series of three or more multi-step directions.	106-107, 108-109, 138-139, 140-141, 142-143, 168-169							
B. Speaking and Communicating								
Developmental Expectation: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.								
Performance Standards and Developmental Continuum:								
B.EL.1 Uses gestures and movements (non-verbal) to communicate.								
Uses gestures and movements to get attention, request objects, protest, or to draw attention to an object in the environment.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Uses gestures for greetings and conversational rituals.	Children progress from using gestures to learning to use language/vocabulary skills for greetings and introductions:							
Uses movement or	Multiple opportunities are provided each day for children to engage in move and behavior that initiate interactions with others.							

Big Day for PreK 2015 Edition correlated to the Wisconsin Model Early Learning Standards, Fourth Edition, Birth Through First Grade, 2013

Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
behavior to initiate interaction with a person, animal, or object.								
Uses non-verbal communication much like adults.	30-31, 40-41, 48-49, 60-61, 76-77			152-153, 184-185		16-17, 130-131, 154-155	84-85, 126-127, 186-187	16-17, 40-41
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)								
Uses cries, coos, and other noises to communicate.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Makes vowel and consonant sound combinations and engages in vocal play (babbling).		24-25, 32-33, 40-41, 50-51, 62-63, 68-69, 78-79, 84-85, 92-93, 106-107, 114-115, 124-125, 130-131, 138-139, 164-165, 176-177, 188-189	64-65, 68-69, 78-79, 88-89, 94-95, 108-109, 126-127, 172-173, 176-177, 186-187	86-87, 96-97, 106-107, 114-115, 134-135, 138-139, 152-153, 164-165, 178-179	14-15, 162-163			
Uses one word.	24-25	16-17, 26-27, 80-81, 154-155	24-25, 42-43, 68-69	18-19, 24-25, 34-35, 42-43, 62-63, 86-87, 88-89, 132-133, 180-181,	14-15, 22-23, 24-25, 40-41, 46-47, 60-61, 70-71, 106-107, 116-117,	48-49, 72-73, 106-107, 116-117, 132-133,	16-17, 26-27, 92-93, 94-95, 134-135, 142-143, 162-163, 168-169, 176-	46-47, 62-63

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
				184-185, 186-187	124-125, 132-133, 168-169		177	
Uses two to three word phrases and sentences.	14-15, 18-19, 38-39, 70-71, 114-115, 130-131	14-15, 64-65, 72-73, 114-115, 142-143, 152-153, 160-161, 162-163	34-35, 40-41, 68-69, 76-77, 114-115, 124-125, 130-131, 154-155, 160-161, 164-165, 170-171, 176-177		106-107, 130-131, 164-165, 170-171	48-49, 130-131, 132-133	60-61, 106-107	22-23, 50-51, 86-87, 92-93, 126-127, 138-139, 140-141
Uses: plurals; pronouns; past tense		70-71			46-47, 86-87, 142-143, 184-185			
Uses multi-word sentences (parts of speech, word order, and sentence structure) much like that of an adult.	32-33, 40-41, 50-51, 68-69, 70-71, 76-77, 86-87, 92-93, 118-119, 152-153, 170-171	14-15, 124-125, 142-143, 160-161	24-25, 68-69, 86-87, 88-89, 114-115, 138-139	22-23, 116-117	72-73, 152-153, 154-155, 164-165, 180-181	162-163	78-79, 84-85, 124-125, 130-131, 178-179	32-33
B.EL.2b Uses vocalizations and spoken language to communicate. Language Content (Semantics: rule system for establishing meaning of words, individually and in combination)								
Uses a word to represent a particular person or object.	24-25	16-17, 26-27, 80-81, 154-155	24-25, 42-43, 68-69	18-19, 24-25, 34-35, 42-43, 62-63, 86-87, 88-89, 132-133, 180-181, 184-185, 186-187	14-15, 22-23, 24-25, 40-41, 46-47, 60-61, 70-71, 106-107, 116-117, 124-125, 132-133, 168-169	48-49, 72-73, 106-107, 116-117, 132-133,	16-17, 26-27, 92-93, 94-95, 134-135, 142-143, 162-163, 168-169, 176-177	46-47, 62-63
Uses words for protests and greetings.	14-15, 60-61, 62-63, 64-65, 76-77, 84-85,		60-61		50-51			40-41, 42-43

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
	130-131, 134-135, 184-185							
Uses words to represent various objects.	24-25	16-17, 26-27, 80-81, 154-155	24-25, 42-43, 68-69	18-19, 24-25, 34-35, 42-43, 62-63, 86-87, 88-89, 132-133, 180-181, 184-185, 186-187	14-15, 22-23, 24-25, 40-41, 46-47, 60-61, 70-71, 106-107, 116-117, 124-125, 132-133, 168-169	48-49, 72-73, 106-107, 116-117, 132-133,	16-17, 26-27, 92-93, 94-95, 134-135, 142-143, 162-163, 168-169, 176-177	46-47, 62-63
Uses a word to relate to itself or something else.		64-65		16-17, 18-19, 48-49				
Uses a category of words that shows awareness of common aspects among objects.	34-35, 72-73, 138-139	38-39, 88-89, 96-97, 170-171, 180-181	50-51, 70-71, 108-109	22-23, 32-33, 118-119, 168-169	80-81, 118-119, 122-123, 162-163, 178-179, 180-181	24-25, 32-33, 40-41, 60-61, 70-71, 96-97, 132-133, 140-141	42-43, 76-77, 88-89, 94-95, 124-125, 130-131, 142-143, 152-153, 160-161, 168-169, 170-171, 180-181	60-61, 78-79, 122-123, 134-135
Asks many questions with "why" to obtain information.	170-171	188-189	62-63, 134-135, 164-165	24-25, 40-41, 42-43, 88-89, 122-123	70-71, 88-89, 124-125, 180-181, 184-185	62-63	154-155	76-77, 86-87
Comments on as well as produces and comprehends words.		30-31, 42-43	46-47, 118-119, 122-123, 164-165	130-131		30-31, 38-39, 46-47, 60-61, 62-63, 78-79, 118-119, 130-131, 134-135	32-33, 62-63, 80-81, 86-87, 108-109, 124-125, 156-157	70-71, 88-89, 108-109
B.EL.2c Uses vocalizations and spoken language to communicate. Language Function (Pragmatics: rules governing the use of language in context)								
Seeks attention through	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							

Big Day for PreK 2015 Edition correlated to the Wisconsin Model Early Learning Standards, Fourth Edition, Birth Through First Grade, 2013

Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
vocalizations or actions.								
Directs attention to an object.	4, 5, 6, 7	4, 5, 6, 7	4, 5, 6, 7	4, 5, 6, 7	4, 5, 6, 7	4, 5, 6, 7	4, 5, 6, 7	4, 5, 6, 7
Engages in short dialogue of a few turns.	48-49, 50-51, 134-135, 142-143, 188-189	162-163, 180-181		22-23, 184-185, 188-189	30-31, 88-89, 94-95	156-157	110-111, 134-135, 186-187	118-119
Determines how much information a listener needs based on an awareness of listener's role and understanding.	70-71, 72-73, 88-89, 138-139, 152-153	40-41, 86-87, 94-95, 178-178, 184-185	4, 5, 6, 7, 116-117, 140-141, 170-171	4, 5, 6, 7	48-49, 178-179	4, 5, 6, 7, 50-51, 124-125, 134-135	14-15, 180-181	26-27, 46-47, 50-51
Modifies language when talking to younger child.	34-35, 140-141, 180-181	5, 70-71, 86-87, 126-127, 134-135	16-17, 30-31, 60-61, 132-133, 162-163	14-15, 180-181	76-77, 96-97, 152-153	62-63		134-135
Initiates conversation, responds to conversations, and stays on topic for multiple exchanges.	142-143, 184-185	62-63			14-15, 124-125		46-47, 50-51, 96-97, 134-135, 142-143, 178-179	4, 5, 6, 7
Uses language to effectively express feelings and thoughts, describe experiences and observations, interact with others, and communicate effectively in group activities and discussions.	14-15, 18-19, 38-39, 70-71, 114-115, 130-131	14-15, 64-65, 72-73, 114-115, 142-143, 152-153, 160-161, 162-163	34-35, 40-41, 68-69, 76-77, 114-115, 124-125, 130-131, 154-155, 160-161, 164-165, 170-171, 176-177		106-107, 130-131, 164-165, 170-171	48-49, 130-131, 132-133	60-61, 106-107	22-23, 50-51, 86-87, 92-93, 126-127, 138-139, 140-141
C. Early Literacy								
Developmental Expectation: Children in Wisconsin will have the literacy skills and concepts needed to become successful readers and writers.								
Performance Standards and Developmental Continuum:								

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
C.EL.1 Develops ability to detect, manipulate, or analyze the auditory parts of spoken language.								
Enjoys and response to frequently said sounds, words, and rhymes.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Imitates sounds.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Repeats words in rhymes and actions.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Requests and joins in saying favorite rhymes and songs that repeat sounds and words.	70-71, 72-73, 80-81, 86-87, 96-97, 114-115, 164-165, 172-173	26-27, 34-35, 80-81, 110-111, 114-115, 124-125, 130-131, 132-133	30-31, 84-85, 114-115, 122-123, 176-177	38-39, 72-73, 84-85, 86-87, 130-131, 138-139, 162-163, 164-165, 188-189	152-153	38-39, 50-51, 62-63, 78-79, 88-89, 152-153, 162-163, 170-171, 184-185	38-39, 40-41, 50-51, 70-71, 114-115, 126-127	72-73, 84-85, 96-97, 108-109, 124-125, 132-133
Recognizes and matches sounds and rhymes in familiar words.			108-109	116-117	24-25, 40-41, 46-47, 62-63, 72-73, 76-77, 88-89, 94-95, 108-109, 118-119, 126-127, 134-135, 140-141, 176-177, 186-187	18-19, 40-41, 114-115, 160-161, 162-163, 176-177	168-169	72-73
Recognizes sounds that match and words that begin or end with the same sounds.	134-135					22-23, 38-39, 64-65, 68-69, 78-79, 88-89, 94-95, 106-107, 116-117, 118-119, 124-125, 130-131, 134-135, 140-141, 160-161, 188-189	14-15, 24-25, 30-31, 40-41, 46-47, 70-71, 80-81, 86-87, 88-89, 94-95, 108-109, 118-119, 134-135, 138-139, 186-187	18-19, 22-23, 32-33
Recognizes and			108-109	116-117	24-25, 40-41,	18-19, 40-41,	168-169	72-73

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
produces rhyming words.					46-47, 62-63, 72-73, 76-77, 88-89, 94-95, 108-109, 118-119, 126-127, 134-135, 140-141, 176-177, 186-187	114-115, 160-161, 162-163, 176-177		
Discriminates separate syllables in spoken words and begins to blend and segment syllables.		24-25, 32-33, 40-41, 50-51, 62-63, 68-69, 78-79, 84-85, 92-93, 106-107, 114-115, 124-125, 130-131, 138-139, 164-165, 176-177, 188-189	154-155, 164-165	130-131			22-23, 160-161	
Recognizes single sounds and combinations of sounds.			64-65, 68-69, 78-79, 88-89, 94-95, 108-109, 126-127, 172-173, 176-177, 186-187	86-87, 96-97, 106-107, 114-115, 134-135, 138-139, 152-153, 164-165, 178-179	14-15, 162-163			42-43, 46-47, 64-65, 68-69, 76-77, 86-87, 96-97, 106-107, 116-117, 122-123, 134-135, 138-139
C.EL.2 Understands concept that the alphabet represents the sounds of spoken language and the letters of written language.								
Explores, repeats, imitates alphabet related songs and games.	Each day children engage in songs and games that address letter knowledge skills in both whole group and small group lessons.							
Recognizes the difference between letters and other	14-15, 22-23, 30-31, 40-41, 50-51, 84-85	22-23, 92-93, 138-139	22-23, 50-51, 92-93	84-85			70-71, 86-87, 138-139	38-39, 70-71, 92-93, 94-95, 96-97, 114-

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
symbols.								115, 132-133, 138-139
Recognizes letters and their sounds in familiar words, especially in own name.	46-47, 60-61, 68-69, 76-77, 84-85, 92-93, 106-107, 118-119, 124-125, 130-131, 132-133, 134-135, 160-161, 176-177, 180-181, 188-189	42-43, 68-69, 84-85, 92-93, 108-109, 114-115, 130-131, 138-139, 164-165, 170-171, 176-177	18-19, 38-39, 68-69, 84-85, 92-93, 96-97, 114-115, 130-131, 152-153, 160-161, 162-163, 168-169, 172-173, 176-177, 188-189	26-27, 32-33, 38-39, 42-43, 72-73, 84-85, 92-93, 130-131, 138-139, 160-161, 176-177	26-27, 38-39, 72-73, 84-85, 92-93, 110-111, 122-123, 130-131, 138-139, 140-141, 170-171	26-27, 84-85, 96-97, 118-119, 130-131, 140-141, 160-161, 168-169, 176-177, 184-185	24-25, 38-39, 70-71, 84-85, 94-95, 118-119, 162-163, 176-177	18-19, 22-23, 32-33, 38-39, 48-49, 70-71, 80-81, 84-85, 132-133, 138-139
Makes some letter/sound connections and identifies some beginning sounds.	46-47, 50-51, 68-69, 114-115, 130-131, 160-161, 168-169, 180-181, 188-189	16-17, 22-23, 30-31, 42-43, 46-47, 64-65, 68-69, 76-77, 84-85, 108-109, 114-115, 122-123, 130-131, 138-139, 154-155, 164-165, 176-177	18-19, 22-23, 38-39, 64-65, 68-69, 80-81, 84-85, 92-93, 108-109, 114-115, 126-127, 130-131, 138-139, 142-143, 176-177	26-27, 38-39, 50-51, 60-61, 72-73, 84-85, 92-93, 106-107, 114-115, 126-127, 142-143, 152-153, 160-161, 170-171, 176-177	18-19, 26-27, 32-33, 38-39, 64-65, 72-73, 80-81, 84-85, 92-93, 106-107, 114-115, 130-131, 156-157, 164-165, 176-177, 184-185, 188-189	14-15, 26-27, 30-31, 38-39, 42-43, 64-65, 68-69, 84-85, 96-97, 110-111, 118-119, 122-123, 130-131, 142-143, 154-155, 160-161, 168-169, 176-177, 180-181	14-15, 24-25, 34-35, 38-39, 46-47, 60-61, 70-71, 86-87, 94-95, 118-119, 122-123, 132-133, 140-141, 152-153, 162-163, 164-165, 170-171, 176-177, 184-185	18-19, 22-23, 32-33, 38-39, 62-63, 70-71, 80-81, 84-85, 96-97, 106-107, 114-115, 142-143
Uses a combination of letter sounds, familiar environmental print, and picture cues to recognize a printed word.	114-115, 134-135, 152-153, 160-161, 176-177	138-139	22-23, 30-31, 68-69, 176-177	18-19, 26-27, 38-39, 114-115, 130-131, 176-177	164-165, 176-177	26-27, 38-39, 68-69, 80-81, 84-85	38-39, 78-79, 118-119, 132-133, 162-163, 186-187	92-93, 114-115, 132-133, 142-143
Recognizes that most speech sounds (both consonants and vowels) are represented by single letter symbols.	134-135					22-23, 38-39, 64-65, 68-69, 78-79, 88-89, 94-95, 106-107, 116-117, 118-119, 124-125, 130-131, 134-135, 140-141, 160-161,	14-15, 24-25, 30-31, 40-41, 46-47, 70-71, 80-81, 86-87, 88-89, 94-95, 108-109, 118-119, 134-135, 138-139, 186-187	18-19, 22-23, 32-33

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
						188-189		
Experiences success in reading by sounding out words (decoding). <i>provides opportunities</i>	6, 7, 116-117, 154-155	6, 7	70-71, 76-77, 122-123	6, 7	6, 7, 168-169	6, 7, 88-89	4, 5, 6, 7, 34-35, 154-155	6
Recognizes and names all letters of the alphabet (upper and lowercase) in familiar and unfamiliar words.	114-115, 130-131	22-23, 42-43, 114-115, 176-177, 186-187	38-39, 42-43, 68-69, 88-89, 176-177		26-27, 72-73, 86-87, 134-135, 164-165, 180-181	26-27, 68-69, 134-135	24-25, 70-71, 118-119, 132-133	84-85, 114-115
Reads familiar decodable and some irregular words in books, signs, and labels. <i>provides opportunities</i>	6, 7, 116-117, 154-155	6, 7	70-71, 76-77, 122-123	6, 7	6, 7, 168-169	6, 7, 88-89	4, 5, 6, 7, 34-35, 154-155	6
C.EL.3 Shows appreciation of books and understands how print works.								
Explores and enjoys books.	6, 7, 116-117, 154-155	6, 7	70-71, 76-77, 122-123	6, 7	6, 7, 168-169	6, 7, 88-89	4, 5, 6, 7, 34-35, 154-155	6
Points to and names pictures in a book when asked.	62-63, 70-71, 78-79, 92-93, 180-181	62-63, 76-77, 106-107, 154-155, 160-161	62-63, 72-73, 92-93, 122-123, 134-135, 154-155, 168-169	62-63, 80-81, 86-87, 92-93, 138-139, 154-155, 178-179	16-17, 22-23, 32-33, 40-41, 62-63, 68-69, 92-93, 124-125, 138-139, 160-161, 162-163, 168-169	16-17, 70-71, 92-93, 96-97, 106-107, 116-117, 122-123, 126-127, 142-143, 162-163, 168-169, 178-179	16-17, 40-41, 46-47, 68-69, 72-73, 94-95, 114-115, 126-127, 138-139, 152-153, 164-165, 184-185	24-25, 26-27, 30-31, 32-33, 40-41, 126-127, 130-131
Looks at picture books and asks questions or makes comments.								
Understands that print in the book carries the	16-17, 40-41, 170-171, 180-181	178-178			16-17, 22-23	24-25, 38-39	30-31	

Big Day for PreK 2015 Edition correlated to the Wisconsin Model Early Learning Standards, Fourth Edition, Birth Through First Grade, 2013

Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
message.								
Views one page at a time from the front to the back of the book and knows that the book has a title, author, and illustrator.	34-35	32-33, 162-163	16-17	30-31	32-33	154-155, 168-169	30-31	48-49, 92-93
Chooses reading activities and responds with interest and enjoyment.	6, 7, 116-117, 154-155	6, 7	70-71, 76-77, 122-123	6, 7	6, 7, 168-169	6, 7, 88-89	4, 5, 6, 7, 34-35, 154-155	6
Recognizes some familiar environmental print.	16-17, 40-41, 170-171, 180-181	178-178			16-17, 22-23	24-25, 38-39	30-31	
Handles books correctly, and shows increasing skills in print directionality.	34-35		16-17	30-31		154-155, 168-169		
Understands the difference between letters, words, and sentences.	46-47, 60-61, 68-69, 76-77, 84-85, 92-93, 106-107, 118-119, 124-125, 130-131, 132-133, 134-135, 160-161, 176-177, 180-181, 188-189	42-43, 68-69, 84-85, 92-93, 108-109, 114-115, 130-131, 138-139, 164-165, 170-171, 176-177	18-19, 38-39, 68-69, 84-85, 92-93, 96-97, 114-115, 130-131, 152-153, 160-161, 162-163, 168-169, 172-173, 176-177, 188-189	26-27, 32-33, 38-39, 42-43, 72-73, 84-85, 92-93, 130-131, 138-139, 160-161, 176-177	26-27, 38-39, 72-73, 84-85, 92-93, 110-111, 122-123, 130-131, 138-139, 140-141, 170-171	26-27, 84-85, 96-97, 118-119, 130-131, 140-141, 160-161, 168-169, 176-177, 184-185	24-25, 38-39, 70-71, 84-85, 94-95, 118-119, 162-163, 176-177	18-19, 22-23, 32-33, 38-39, 48-49, 70-71, 80-81, 84-85, 132-133, 138-139
Understands that books have characters, sequence of events, and story plots.	24-25, 30-31, 34-35, 86-87, 116-117, 152-153, 164-165, 168-169, 184-185	16-17, 46-47, 76-77	46-47	170-171	40-41, 78-79, 154-155	106-107	114-115, 160-161	68-69, 76-77, 108-109, 116-117
C.EL.4 Uses writing to represent thoughts or ideas.								

Big Day for PreK 2015 Edition correlated to the Wisconsin Model Early Learning Standards, Fourth Edition, Birth Through First Grade, 2013

Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
Begins to use writing tools to make marks.	4, 5, 6, 7	4,5 ,6 7, 72-73	4, 5, 6, 7, 62-63	4, 5, 6, 7, 96-97	4, 5, 6, 7, 116-117, 142-143	4, 5, 6, 7	4, 5, 6, 7	4, 5, 6, 7
Scribbles and creates unconventional shapes.	5, 6, 7, 26-27, 96-97, 122-123,	4, 5, 6, 7, 116-117, 122-123	42-43, 78-79, 134-135, 138-139, 168-169, 180-181	4, 5, 6, 7, 70-71, 78-79, 180-181, 188-189	50-51, 164-165	72-73, 78-79, 118-119, 142-143, 180-181	32-33, 88-89, 116-117, 172-173, 184-185	
Writes lists, thank you notes, names, and labels objects in play.	164-165	126-127	72-73, 108-109, 156-157		46-47	184-185	46-47	
Labels pictures using scribbles or letter-like forms to represent words or ideas.	114-115	4, 5, 6, 7	92-93		42-43, 164-165	6, 7, 76-77	5, 6, 7	94-95
Writes recognizable letters and begins to write name and a few words.	180-181	4, 5, 6, 7	22-23, 116-117, 118-119, 176-177	4, 5, 7, 38-39, 84-85, 114-115, 118-119, 160-161	26-27, 84-85, 86-87, 114-115, 118-119, 122-123	84-85, 106-107	42-43, 106-107, 132-133, 134-135, 154-155, 162-163	22-23, 30-31, 42-43, 60-61, 70-71, 84-85, 96-97
Uses knowledge of sounds and letters to write some words and phrases (inventive and conventional spelling).	88-89, 126-127	14-15, 24-25, 34-35, 40-41, 50-51, 88-89, 110-111, 134-135, 178-178	24-25, 32-33, 42-43, 88-89, 116-117, 124-125, 156-157, 180-181	24-25, 40-41, 96-97, 134-135	14-15, 24-25, 60-61	16-17, 24-25, 30-31, 42-43, 46-47, 62-63, 114-115, 164-165, 178-179	16-17, 22-23, 94-95, 116-117, 126-127, 140-141	62-63, 68-69, 88-89, 126-127, 130-131

Developmental Domain: Approaches to Learning

A. Curiosity, Engagement, and Persistence

Developmental Expectation: Children in Wisconsin will use curiosity, engagement and persistence to extend their learning.

Performance Standards and Developmental Continuum:								
A.EL.1 Displays curiosity, risk-taking, and willingness to engage in new experiences.								

Big Day for PreK 2015 Edition correlated to the Wisconsin Model Early Learning Standards, Fourth Edition, Birth Through First Grade, 2013

Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
Exhibits brief interest in people and things in their surroundings.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Shows growing eagerness and delight in self, others, and in surroundings.	14-15, 18-19, 30-31, 42-43, 60-61, 62-63, 68-69, 76-77, 86-87, 92-93, 96-97, 106-107, 110-111, 118-119, 124-125, 132-133, 138-139, 140-141, 152-153, 160-161, 168-169, 170-171, 172-173, 178-179, 186-187	4, 5, 6, 94-95, 170-171, 176-177, 180-181	86-87, 114-115, 124-125, 132-133, 140-141, 164-165, 170-171, 184-185	80-81, 114-115, 132-133, 140-141, 162-163, 168-169, 178-179, 184-185	32-33, 106-107, 110-111, 134-135	34-35, 172-173, 188-189	48-49, 80-81, 96-97	26-27, 122-123
Attends for longer periods of time and shows preference for some activities.	154-155				14-15, 18-19, 22-23, 30-31, 32-33, 46-47, 50-51, 88-89, 92-93, 94-95, 96-97, 124-125, 134-135, 140-141, 142-143, 170-171			4, 5, 6, 14-15, 142-143
Is curious about and willing to try new and unfamiliar experiences and activities within their environment.	40-41, 118-119, 130-131		188-189		14-15, 18-19, 22-23, 30-31, 32-33, 46-47, 50-51, 60-61, 88-89, 92-93, 94-95, 96-97, 124-125, 134-135, 140-141, 142-143, 170-171		30-31, 40-41, 42-43, 76-77, 78-79, 122-123, 142-143, 168-169, 170-171	14-15, 26-27, 38-39, 60-61, 68-69, 76-77, 78-79, 88-89, 106-107, 118-119, 122-123
A.EL.2 Engages in meaningful learning								

Big Day for PreK 2015 Edition correlated to the Wisconsin Model Early Learning Standards, Fourth Edition, Birth Through First Grade, 2013

Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
through attempting, repeating, and experimenting, refining, and elaborating on experiences and activities.								
Attempts a new skill when encouraged and supported by a safe and secure environment.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Attempts a new skill in a variety of environments. <i>provides opportunities as children sort and describe objects</i>		4, 5, 6, 156-157, 160-161, 172-173, 186-187	22-23, 160-161, 178-179	4, 5, 6, 24-25, 140-141	50-51, 162-163, 176-177	40-41, 70-71, 94-95	26-27, 124-125, 140-141	
Repeats an action many times to gain confidence and skill. <i>provides opportunities as children experiment with patterns</i>	5, 18-19, 32-33, 48-49, 142-143, 178-179		110-111, 124-125, 126-127, 132-133, 140-141		5, 30-31, 60-61, 64-65, 80-81, 94-95, 152-153, 176-177	46-47	5, 138-139, 156-157, 172-173, 186-187	5, 24-25, 64-65, 72-73, 80-81, 94-95, 118-119
Experiments and practices to expand skill level.				110-111, 126-127, 140-141	24-25	34-35, 48-49, 134-135, 162-163, 172-173, 178-179	5, 34-35, 64-65, 80-81, 92-93	5
Refines skills that have been successfully accomplished.	6, 118-119, 176-177, 178-179				62-63, 68-69, 108-109		130-131	
A.EL.3 Exhibits persistence and flexibility.								
Attends to sights and sounds and	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							

Big Day for PreK 2015 Edition correlated to the Wisconsin Model Early Learning Standards, Fourth Edition, Birth Through First Grade, 2013

Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
persists with (continues in) activity only when supported by adult interaction.								
Focuses on activity but may be easily distracted.	154-155	4, 5, 6	4, 5, 6, 7	4, 5, 6, 7	4, 5, 6, 7	4, 5	4, 5, 6	4, 5, 6
Persists with activity independently until goal is reached.	40-41				14-15, 18-19, 22-23, 30-31, 32-33, 46-47, 50-51, 60-61, 88-89, 92-93, 94-95, 96-97, 124-125, 134-135, 140-141, 142-143, 170-171			14-15, 26-27, 38-39, 60-61, 68-69, 76-77, 78-79, 88-89, 106-107, 118-119, 122-123
Sets and develops goals and follows through on plans making adjustments as necessary, despite distractions and mishaps.	108-109	4, 5, 6, 7	4, 5, 6, 7, 124-125	4, 5, 6, 7, 14-15, 16-17, 22-23, 38-39, 46-47, 86-87, 118-119	4, 5, 6, 170-171	4, 5, 6, 7	4, 5, 6, 7	34-35, 42-43
B. Creativity and Imagination								
Developmental Expectation: Children in Wisconsin will use invention, imagination, and play to extend their learning.								
Performance Standards and Developmental Continuum:								
B.EL.1 Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.								
Watches and	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							

Big Day for PreK 2015 Edition correlated to the Wisconsin Model Early Learning Standards, Fourth Edition, Birth Through First Grade, 2013

Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
imitates the actions of others.								
Uses objects in pretend play as they are used in real life, and gradually begins to substitute one object for another in pretend play.	4, 5, 6, 30-31, 60-61, 96-97	4, 5, 6, 108-109, 130-131	4, 5, 6, 70-71, 86-87, 184-185, 188-189	4, 5, 6, 24-25, 32-33, 70-71, 76-77, 108-109, 138-139, 156-157, 172-173, 180-181	4, 5, 6, 7, 22-23, 50-51	4, 5, 6, 62-63, 70-71, 76-77, 86-87, 122-123, 168-169, 178-179	4, 5, 6, 22-23, 32-33, 68-69, 84-85, 108-109, 114-115, 138-139, 152-153	4, 5, 6, 16-17, 130-131
Recreates and acts out real-life and fantasy experiences in pretend play.	4, 5, 6, 7	4, 5, 6, 7	4, 5, 6, 7, 40-41, 70-71, 122-123	4, 5, 6, 7, 46-47	4, 5, 6, 7, 40-41, 160-161	4, 5, 6, 7, 24-25, 162-163	4, 5, 6, 7, 62-63, 72-73, 76-77, 160-161	4, 5, 6, 7, 138-139
Engages in elaborate and sustained imaginative play and can distinguish between real life and fantasy.	4, 5, 6, 30-31, 60-61, 96-97	4, 5, 6, 108-109, 130-131	4, 5, 6, 70-71, 86-87, 184-185, 188-189	4, 5, 6, 24-25, 32-33, 70-71, 76-77, 108-109, 138-139, 156-157, 172-173, 180-181	4, 5, 6, 7, 22-23, 50-51	4, 5, 6, 62-63, 70-71, 76-77, 86-87, 122-123, 168-169, 178-179	4, 5, 6, 22-23, 32-33, 68-69, 84-85, 108-109, 114-115, 138-139, 152-153	4, 5, 6, 16-17, 130-131
B.EL.2 Expresses self creatively through music, movement, and art.								
Attends to or responds to movement, music, and visual stimuli.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Shows a preference towards certain types of movement, music, and visual stimuli.	160-161, 176-177	40-41, 78-79, 84-85	38-39, 114-115, 186-187	76-77, 122-123, 178-179	84-85, 152-153	68-69, 84-85, 86-87, 114-115		
Explores the process of using a variety of artistic materials, music, and movement.	4, 5, 6, 7, 26-27, 42-43, 48-49, 50-51, 80-81, 96-97, 110-111, 118-119, 134-135,	4, 5, 6, 7, 34-35, 48-49, 60-61, 72-73, 84-85, 94-95, 108-109, 114-115, 122-123,	4, 6, 34-35, 50-51, 64-65, 86-87, 96-97, 118-119, 134-135, 138-139, 142-143, 152-	4, 5, 6, 7, 18-19, 26-27, 40-41, 50-51, 68-69, 80-81, 84-85, 94-95, 96-97, 108-109,	30-31, 42-43, 46-47, 72-73, 80-81, 84-85, 96-97, 130-131, 142-143, 156-157, 162-	4, 5, 6, 7, 16-17, 26-27, 42-43, 50-51, 86-87, 96-97, 118-119, 138-139, 160-161,	4, 5, 7, 18-19, 32-33, 42-43, 46-47, 50-51, 68-69, 80-81, 92-93, 96-97, 116-117, 130-	4, 5, 6, 7, 16-17, 34-35, 46-47, 48-49, 50-51, 60-61, 64-65, 72-73, 80-81, 84-85, 96-

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
	142-143, 186-187, 188-189	124-125, 134-135, 168-169, 170-171, 172-173, 180-181	153, 154-155, 168-169, 184-185, 188-189	124-125, 126-127, 130-131, 160-161, 168-169, 170-171, 176-177, 188-189	163, 178-179, 188-189	186-187	131, 142-143, 160-161, 170-171, 176-177, 180-181, 186-187	97, 110-111
Expresses self (ideas, feelings, and thoughts) through a variety of artistic media, music, and movement.	50-51, 62-63, 180-181	96-97, 142-143, 152-153, 154-155, 160-161	24-25, 38-39, 96-97, 156-157, 162-163, 180-181, 188-189	116-117, 134-135, 164-165, 180-181	16-17, 24-25, 26-27, 38-39, 50-51, 64-65, 84-85, 116-117, 122-123, 132-133, 138-139, 142-143, 160-161, 178-179, 184-185, 186-187, 188-189	40-41, 46-47, 92-93, 124-125, 140-141, 154-155, 176-177	22-23, 64-65, 106-107, 114-115, 154-155, 164-165, 186-187	64-65, 142-143
C. Diversity in Learning								
Developmental Expectation: 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 Standards and Developmental Continuum:								
C.EL.1 Experiences a variety of routines, practices, and languages.								
Depends on adults to communicate about their routines, cultural preferences, and learning styles.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Starts to notice differences in routines, practices, and languages.	86-87, 164-165	118-119, 132-133, 168-169, 172-173, 180-181				32-33, 132-133	76-77, 96-97	78-79, 88-89, 106-107
Asks questions of adults about the		76-77, 86-87			30-31, 38-39, 178-179	96-97, 106-107, 132-133	164-165, 186-187	30-31, 40-41

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
differences between various routines, practices, and languages in a variety of settings.								
C.EL.2 Learns within the context of his/her family and culture.								
Reflects their family, culture, and community when engaged in play and learning.	Lessons in <i>Big Day for Prek</i> build community within the classroom, family, and local settings throughout Themes 1, 2, and 3. Children engage in whole group and small group lessons to build on this concept. Learning Centers provide opportunities for children to engage in purposeful play that extends this learning.							
Starts to notice that other children and families do things differently.		4, 5, 6, 7, 30-31, 106-107, 142-143, 152-153, 156-157, 162-163, 178-178, 184-185						
Understands and accepts diversity in other children and families.		4, 5, 6, 7, 30-31, 76-77, 86-87, 106-107, 142-143, 152-153, 156-157, 162-163, 178-178, 184-185			30-31, 38-39, 178-179	96-97, 106-107, 132-133	164-165, 186-187	30-31, 40-41
C.EL.3 Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.								
Tends to have a preferred learning style.	Children are exposed to a variety of learning styles throughout the <i>Big Day for Prek</i> Program. Each day is grounded in three Big Experiences. These provide a springboard for meaningful conversations, auditory, visual, and tactile learning opportunities. These integrated learning opportunities introduce children to new vocabulary, concepts, and skills. The small groups build on the big experiences and help children become actively involved in learning. Learning centers also extend big experiences and provide a variety of learning styles to explore.							
Explores other learning styles								

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
when introduced by an adult or peer.								
Uses a variety of learning styles to meet their needs or to achieve their goals.								
Developmental Domain: Cognition and General Knowledge								
A. Exploration, Discovery, and Problem Solving								
Developmental Expectation: 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 Standards and Developmental Continuum:								
A.EL.1 Use multi-sensory abilities to process information.								
Uses senses to explore the environment.	4, 5, 6		4, 5, 6, 7, 152-153, 160-161, 164-165, 168-169, 170-171, 178-179, 180-181, 186-187	4, 5, 6, 7, 60-61, 62-63, 68-69, 70-71, 76-77, 78-79, 84-85, 86-87, 92-93, 116-117	4, 5, 6, 7	5, 6, 80-81	152-153, 178-179	5, 6, 34-35, 48-49
Uses senses to explore and experiment with new materials.								
Uses senses and a variety of strategies to investigate information.								
Uses senses to generalize and apply prior learning.								
A.EL.2 Understands new meanings as memory increases.								
Observes and imitates sounds and movements.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Understands that	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
objects and people continue to exist when they are removed from the child's immediate environment.								
Remembers and recalls events.	4, 5, 26-27	92-93, 96-97	70-71	186-187	170-171	114-115		4, 5, 7
Recognizes functional uses of items in the environment. <i>provides opportunities as children investigate materials</i>		116-117, 162-163, 172-173	178-179	86-87	4, 18-19, 26-27, 30-31, 34-35, 42-43, 68-69, 70-71, 72-73, 80-81, 106-107, 122-123, 152-153, 188-189	14-15, 22-23, 30-31, 32-33, 126-127	16-17, 184-185	130-131
Practices and applies new information or vocabulary to an activity or interaction (representation and symbolic thinking).	64-65, 110-111, 126-127, 140-141, 172-173, 178-179, 186-187	18-19, 48-49, 64-65, 80-81, 94-95, 108-109, 110-111, 156-157, 172-173	32-33, 34-35, 38-39, 64-65, 80-81, 94-95, 110-111, 126-127, 156-157, 172-173, 186-187	30-31, 34-35, 48-49, 64-65, 80-81, 110-111, 116-117, 126-127, 140-141, 172-173, 186-187	16-17, 34-35, 64-65, 80-81, 94-95, 110-111, 126-127, 140-141, 156-157, 172-173, 186-187	34-35, 64-65, 80-81, 110-111, 126-127, 156-157, 188-189	18-19, 34-35, 48-49, 64-65, 92-93, 110-111, 124-125, 186-187	80-81, 94-95, 110-111
Generates a rule, strategy, or idea from a previous learning experience and applies to a new context.	76-77, 108-109, 122-123, 138-139, 156-157, 178-179	86-87, 96-97, 116-117, 134-135, 170-171, 178-178, 184-185	5, 6, 7, 34-35, 40-41, 46-47, 76-77, 88-89, 116-117, 138-139, 170-171, 180-181	4, 5, 6, 7, 16-17, 24-25, 70-71, 108-109, 116-117, 118-119, 134-135, 170-171, 178-179, 184-185	4, 5, 6, 7, 24-25, 62-63, 88-89	6, 16-17, 22-23, 24-25, 30-31, 40-41, 46-47, 70-71, 86-87, 122-123, 126-127, 170-171, 184-185	46-47, 62-63, 92-93, 108-109, 130-131, 170-171, 178-179	5, 6, 7, 16-17, 30-31, 48-49, 62-63, 72-73, 86-87, 118-119, 130-131
A.EL.3 Applies problem solving skills.								
Demonstrates awareness of a problem.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Uses an object or part of an object to			4, 5, 6, 118-119, 134-135,					

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
obtain another object and moves around large objects.			138-139					
Asks questions, seeks information, and tests out possibilities.	6, 118-119, 176-177, 178-179				62-63, 68-69, 108-109		130-131	
Determines and evaluates solutions.	118-119, 164-165, 178-179	118-119				40-41	170-171	
Makes statements and appropriately answers questions that require reasoning about objects, situations, or people.	138-139	118-119			172-173	64-65	26-27, 130-131	5, 6
Uses multiple strategies to solve problems.				110-111, 126-127, 140-141	24-25	34-35, 48-49, 134-135, 162-163, 172-173, 178-179	5, 34-35, 64-65, 80-81, 92-93	5

B. Mathematical Thinking

Developmental Expectation: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.

Performance Standards and Developmental Continuum:								
B.EL.1 Demonstrates an understanding of numbers and counting.								
Explores numbers and imitates counting.	18-19, 22-23, 24-25, 38-39, 78-79	24-25, 122-123, 126-127, 130-131, 140-141	42-43, 70-71, 96-97, 156-157, 162-163, 184-185, 186-187	38-39, 50-51, 64-65, 68-69, 80-81, 94-95	18-19, 34-35, 48-49, 118-119, 178-179	50-51	18-19	
Arranges sets of objects in one-to-	4, 5, 156-157, 160-161, 170-	110-111, 126-127, 132-133	142-143	154-155	22-23, 162-163, 178-179	40-41, 70-71, 86-87	124-125	

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
one correspondence. <i>provides opp as children compare quantities</i>	171, 172-173, 186-187							
Can rote count and count concrete objects to 5 and beyond.	4, 5, 116-117, 156-157, 172-173, 186-187	4, 5, 6, 40-41, 80-81, 106-107	116-117, 156-157		108-109	110-111, 152-153		
Recognizes some numerals and associates number concepts with print materials in a meaningful way.		110-111, 126-127, 140-141		188-189	5, 18-19, 34-35, 46-47, 48-49	164-165	38-39, 88-89, 118-119, 160-161	114-115, 132-133
Names and writes some numerals.		110-111, 126-127, 140-141		188-189	5, 18-19, 34-35, 46-47, 48-49	164-165	38-39, 88-89, 118-119, 160-161	114-115, 132-133
Counts with 1 to 1 correspondence up to 20 objects and can tell the number that comes next.	24-25, 38-39, 42-43, 70-71, 72-73, 84-85, 116-117, 130-131, 140-141, 160-161, 172-173, 178-179	4, 5, 6, 24-25, 42-43, 46-47, 64-65, 70-71, 78-79, 86-87, 88-89, 110-111, 114-115, 122-123, 126-127, 132-133, 140-141, 142-143, 164-165, 172-173, 180-181, 186-187, 188-189	22-23, 34-35, 42-43, 70-71, 88-89, 116-117, 156-157, 162-163, 172-173, 178-179	38-39, 48-49, 64-65, 72-73, 88-89, 94-95, 96-97, 118-119, 124-125, 138-139, 162-163, 170-171, 176-177, 188-189	18-19, 34-35, 68-69, 96-97, 118-119, 156-157, 168-169	5, 30-31, 64-65, 70-71, 86-87, 138-139, 140-141, 156-157	18-19, 24-25, 34-35, 38-39, 48-49, 50-51, 88-89, 116-117, 118-119, 154-155, 164-165	14-15, 110-111
Names and can write number symbols 1 through 20 and beyond.			5, 156-157, 186-187	30-31	48-49, 86-87		24-25	70-71
May rote count to 100 and may count to 100 by 5s and 10s.	4, 5, 116-117, 156-157, 172-173, 186-187	4, 5, 6, 40-41, 80-81, 106-107	116-117, 156-157		108-109	110-111, 152-153		
			160-161, 162-163, 178-179	5, 14-15, 22-23, 60-61, 88-	5, 18-19, 48-49	126-127	34-35, 72-73, 96-97, 118-	76-77, 132-133

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
(counts to 5, 10, 30)				89, 168-169			119	
								110-111, 124-125, 140-141
B.EL.2 Understands number operations and relationships.								
Compares concrete quantities to determine which has more, less, or the same.	4, 5, 156-157, 160-161, 170-171, 172-173, 186-187	110-111, 126-127, 132-133	142-143	154-155	22-23, 162-163, 178-179	40-41, 70-71, 86-87	124-125	
Recognizes that a set of objects remains the same amount if physically rearranged.					18-19, 34-35, 48-49, 86-87, 88-89	24-25, 116-117	68-69, 134-135	22-23, 86-87, 110-111, 114-115
Identifies "1 more" and "1 less."			114-115, 132-133, 186-187	64-65, 80-81	134-135		38-39, 160-161	
Joins (combines) and separates groups of objects.						134-135, 162-163, 178-179	5, 18-19, 26-27, 34-35, 48-49, 178-179	5, 14-15, 38-39, 40-41, 110-111, 124-125, 134-135, 140-141
Recognizes that there are parts that make up a whole and recognizes "less than" a whole.	The <i>Big Day for Prek</i> program develops foundational skills that prepare children for the ability to recognize parts that make up a whole.							
Estimates and uses words such as more than, less/fewer than, about, near, approximately, and in between.	4, 5, 64-65, 70-71, 80-81, 94-95, 126-127	76-77, 116-117	4, 5, 18-19, 26-27, 32-33, 48-49, 60-61	92-93				5, 18-19, 24-25, 34-35, 46-47, 50-51, 68-69
B.EL.3 Explores, recognizes, and describes, shapes and spatial relationships.								
Explores shapes		5, 18-19, 32-	94-95	5, 114-115,	22-23, 30-31,	5, 18-19, 32-	60-61, 64-65,	

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
and spatial relationships.		33, 48-49, 96-97, 180-181		132-133, 140-141	42-43, 70-71, 156-157, 172-173	33, 34-35, 46-47, 48-49, 92-93	80-81, 92-93, 138-139	
Recognizes basic shapes.		5, 18-19, 32-33, 48-49, 96-97, 180-181	94-95	5, 114-115, 132-133, 140-141	22-23, 30-31, 42-43, 70-71, 156-157, 172-173	5, 18-19, 32-33, 34-35, 46-47, 48-49, 92-93	60-61, 64-65, 80-81, 92-93, 138-139	
Assembles puzzles of at least 15 intersecting pieces (5-10 at age 3; 15 at age 4; 25 at age 5).			4, 5		4, 5, 110-111, 126-127, 132-133, 140-141	168-169, 186-187		116-117
B.EL.4 Uses the attributes of objects for comparison and patterning.								
Categorizes objects based on physical or functional similarity.		4, 5, 6, 156-157, 160-161, 172-173, 186-187	22-23, 160-161, 178-179	4, 5, 6, 24-25, 140-141	50-51, 162-163, 176-177	40-41, 70-71, 94-95	26-27, 124-125, 140-141	
Matches objects.								
Sorts and/or describes objects by one or more attributes or characteristics.		4, 5, 6, 156-157, 160-161, 172-173, 186-187	22-23, 160-161, 178-179	4, 5, 6, 24-25, 140-141	50-51, 162-163, 176-177	40-41, 70-71, 94-95	26-27, 124-125, 140-141	
Uses positional and comparative words to demonstrate understanding direction and location, e.g., on, top, below, bottom, over, under, above, on, and next to.	4, 5, 64-65, 70-71, 80-81, 94-95, 126-127	76-77, 116-117	4, 5, 18-19, 26-27, 32-33, 48-49, 60-61	92-93				5, 18-19, 24-25, 34-35, 46-47, 50-51, 68-69
Recognizes, duplicates, extends simple patterns and creates original	5, 18-19, 32-33, 48-49, 142-143, 178-179		110-111, 124-125, 126-127, 132-133, 140-141		5, 30-31, 60-61, 64-65, 80-81, 94-95, 152-153, 176-	46-47	5, 138-139, 156-157, 172-173, 186-187	5, 24-25, 64-65, 72-73, 80-81, 94-95, 118-119

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
patterns.					177			
Locates which out of 5 objects does not belong in same class or category.	<i>Big Day for Prek</i> prepares children with developmentally appropriate foundational math skills to support learning at kindergarten and first grade.							
Matches at least 6 items according to class or category.			5, 156-157, 186-187	30-31	48-49, 86-87		24-25	70-71
Matches groups having equal numbers of objects up to 10.			5, 156-157, 186-187	30-31	48-49, 86-87		24-25	70-71
B.EL.5 Understands the concept of measurement.								
Recognizes objects can be measured by height, length, and weight.	64-65	80-81, 94-95	46-47	34-35		130-131	110-111	142-143
Determines more, less, many, and few.								
Compares and orders by size.	4, 5, 110-111, 126-127, 152-153, 186-187	5, 6, 60-61, 64-65, 80-81, 88-89, 94-95		18-19, 108-109	114-115		14-15	
Categorizes and sequences time intervals and uses language associated with time in everyday situations.	184-185			156-157, 160-161, 162-163, 168-169, 172-173, 178-179, 186-187	122-123	80-81	42-43, 178-179, 180-181	
Identifies coins and understand their value.	<i>Big Day for Prek</i> prepares children with developmentally appropriate foundational math skills to support learning at kindergarten and first grade.							
Uses tools to explore measuring (non-standard units).						5, 64-65, 80-81, 92-93, 94-95		
Categorizes, sequences time	184-185			156-157, 160-161, 162-163,	122-123	80-81	42-43, 178-179, 180-181	

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
intervals in everyday situations, and demonstrates an awareness of time related to a clock.				168-169, 172-173, 178-179, 186-187				
Explores, compares, and describes length, weight, or volume using standard measures.	4, 5, 110-111, 126-127, 152-153, 186-187	5, 6, 60-61, 64-65, 80-81, 88-89, 94-95		18-19, 108-109	114-115	5, 64-65, 80-81, 92-93, 94-95	14-15	
B.EL.6 Collects, describes, and records information using all senses.								
Draws and describes pictures of objects and actions from memory. Describes and records information through a variety of means, including discussion, drawings, maps, graphs, and charts. Begins to apply information collected to similar situations by designing own charts or graphs.	<i>provides opportunities as children express creativity through art</i>							
	50-51, 62-63, 180-181	96-97, 142-143, 152-153, 154-155	24-25, 96-97, 156-157, 162-163, 180-181, 188-189	116-117, 134-135, 180-181	16-17, 24-25, 26-27, 38-39, 50-51, 64-65, 84-85, 116-117, 122-123, 132-133, 138-139, 142-143, 160-161, 178-179, 184-185, 186-187, 188-189	40-41, 92-93, 124-125, 140-141, 154-155, 176-177	22-23, 64-65, 106-107, 114-115, 154-155, 186-187	142-143
C. Scientific Thinking								
Developmental Expectation: Children in Wisconsin will understand and use scientific tools and skills to extend their learning.								
Performance Standards and Developmental Continuum:								

Big Day for PreK 2015 Edition correlated to the Wisconsin Model Early Learning Standards, Fourth Edition, Birth Through First Grade, 2013

Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
C.EL.1 Uses observation to gather information.								
shows awareness of differences in their environment (smell, touch, sight, sound, and taste).			4, 5, 6, 7, 152-153, 160-161, 164-165, 168-169, 170-171, 178-179, 180-181, 186-187		4, 5, 6, 7	80-81	152-153	
Recognizes and responds to differences in the environment.					138-139		4, 5, 6, 7, 60-61, 68-69, 106-107, 116-117, 124-125, 130-131, 132-133, 134-135, 142-143, 170-171	
Purposefully seeks information through observations to satisfy curiosity or need for answers.				4, 5, 6, 7, 60-61, 62-63, 68-69, 70-71, 76-77, 78-79, 84-85, 86-87, 92-93, 116-117			178-179	5, 6, 34-35, 48-49
Discriminates properties of nature, using a variety of senses (part to whole, living/non-living, weather, etc.).	42-43			4, 5, 6, 7, 14-15, 16-17, 24-25, 32-33, 48-49, 50-51, 68-69, 70-71, 106-107, 108-109, 122-123, 124-125, 132-133, 140-141, 142-143, 154-155, 184-185, 188-189		122-123	42-43	76-77, 86-87
C.EL.2 Uses tools to gather information, compare observed objects, and seek								

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
answers to questions through active investigation.								
Engages in behavior to investigate consequences; notices cause and effect relationships in daily environment.	118-119, 130-131		188-189		42-43			
Works toward an objective, may use tools or others in the environment to obtain the object.	6, 118-119, 176-177, 178-179				62-63, 68-69, 108-109		130-131	
Uses buttons/levers to produce desired responses.			4, 5, 6, 118-119, 134-135, 138-139					
Uses books to look for information.	<i>Big Day for Prek</i> prepares children with developmentally appropriate foundational reading skills to support learning at kindergarten and first grade.							
Uses magnifying glass (hand lens), binoculars, and maps for investigation of the environment.			18-19, 48-49	4, 6, 7, 60-61, 68-69	118-119, 126-127, 130-131, 178-179, 184-185		4, 5, 6, 7, 118-119, 122-123	16-17, 24-25, 32-33, 34-35
Makes comparisons between objects that have been collected or observed.		4, 5, 6, 156-157, 160-161, 172-173, 186-187	22-23, 160-161, 178-179	22-23		110-111, 126-127, 138-139		
C.EL.3 Hypothesizes and makes predictions.								
Locates object hidden from view.	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							
Creates mental images of objects and people not in	This aspect of the developmental continuum is addressed prior to the use of the <i>Big Day for Prek</i> program.							

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
immediate environments.								
Asks questions, seeks information, and tests out possibilities.		116-117, 162-163, 172-173	178-179	86-87	4, 18-19, 26-27, 30-31, 34-35, 42-43, 68-69, 70-71, 72-73, 80-81, 106-107, 122-123, 152-153, 188-189	14-15, 22-23, 30-31, 32-33, 126-127	16-17, 184-185	130-131
Asks simple scientific questions and draws conclusions based on previous experience.	138-139	118-119			172-173	64-65	26-27, 130-131	5, 6
Makes plans for testing hypotheses to prove or disprove predictions.	6, 118-119, 176-177, 178-179				62-63, 68-69, 108-109		130-131	
C.EL.4 Forms explanations based on trial and error, observations, and explorations.								
Identifies and investigates the physical qualities of living and nonliving things.	42-43			4, 5, 6, 7, 14-15, 16-17, 24-25, 32-33, 48-49, 50-51, 68-69, 70-71, 106-107, 108-109, 122-123, 124-125, 132-133, 140-141, 142-143, 154-155, 184-185, 188-189		122-123	42-43	76-77, 86-87
Explores and formulates conclusions based			6, 7, 26-27, 78-79, 88-89, 92-93				68-69	

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Wisconsin Model Early Learning Standards	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
on observation and past experiences.								
Makes reasonable explanations, using data gathered from observation and experiments.	118-119, 164-165, 178-179	118-119				40-41	170-171	
Offers and seeks explanations of questions and experiments, using references such as books and computers.	22-23, 72-73, 178-179	118-119	26-27, 78-79, 180-181	32-33, 78-79, 108-109	42-43, 68-69, 118-119	32-33, 124-125, 164-165	26-27, 68-69, 178-179	86-87