Madison College
Child and Family Centers

4K

HANDBOOK

2012-2013
WELCOME TO THE 4K AT MADISON COLLEGE

The Madison Metropolitan School District (MMSD) has contracted with the Madison College-Child and Family Centers to provide 4-year-old kindergarten programming for children enrolled at the center. The 4K classroom is a voluntary, early learning program available to all children who turn four-years-old by September 1. The lead teachers, who are employed by the College, are DPI licensed to teach 4-year olds. The 4K program is free of charge. The program is in session 5 days per week from 9:00a.m. - 12:00 p.m. Optional wrap-around programming is available before and after school (contact the Director for more information). The 4K calendar follows the Madison College school year calendar.

There are two 4K classrooms. One is located at the Truax Campus and the other is located at the Downtown Campus.

<table>
<thead>
<tr>
<th>Truax Campus</th>
<th>Downtown Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Address</strong></td>
<td>1701 Wright Street Madison, WI 53704</td>
</tr>
<tr>
<td><strong>Room</strong></td>
<td>160A</td>
</tr>
<tr>
<td><strong>Office phone</strong></td>
<td>(608) 246-6766</td>
</tr>
<tr>
<td><strong>Classroom phone</strong></td>
<td>(608) 243-4896</td>
</tr>
<tr>
<td><strong>Classroom email</strong></td>
<td><a href="mailto:goldroom@madisoncollege.edu">goldroom@madisoncollege.edu</a></td>
</tr>
</tbody>
</table>

2012-2013 4K calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27 (Monday)</td>
<td>4K begins</td>
<td>Fall semester begins for Madison College students</td>
</tr>
<tr>
<td>September 3 (Monday)</td>
<td>Labor Day</td>
<td>NO 4K</td>
</tr>
<tr>
<td>October 23 (Tuesday)</td>
<td>Fall Convocation and staff training day</td>
<td>NO 4K</td>
</tr>
<tr>
<td>November 21-23 (W-F)</td>
<td>Thanksgiving Recess</td>
<td>NO 4K</td>
</tr>
<tr>
<td>December 24-January 13</td>
<td>Winter Recess</td>
<td>NO 4K</td>
</tr>
<tr>
<td>January 14 (Monday)</td>
<td>4K resumes</td>
<td>Spring semester begins for Madison College students</td>
</tr>
<tr>
<td>January 21 (Monday)</td>
<td>Martin Luther King, Jr. Day</td>
<td>NO 4K</td>
</tr>
<tr>
<td>March 12 (Tuesday)</td>
<td>Spring Convocation and staff training day</td>
<td>NO 4K</td>
</tr>
<tr>
<td>March 25-29 (M-F)</td>
<td>Spring Break</td>
<td>NO 4K</td>
</tr>
<tr>
<td>May 17 (Friday)</td>
<td>Last day of 4K</td>
<td></td>
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</tbody>
</table>
MMSD has indicated that the following 4K Benchmarks for Development and Learning should be our focus in the 4K classroom. The Benchmarks are based on an integrated review of the Wisconsin Model Early Learning Standards, Wisconsin Common Core Standards, and Madison Metropolitan School District Kindergarten Standards. The Benchmarks represent the target of skills or behaviors to accomplish prior to entering 5-year-old kindergarten.

1. Physical Health and Development
   - Begins to independently manage self-help skills (i.e., cleaning up personal space, using toilet independently, handwashing, dressing/undressing, etc).
   - Demonstrates understanding of simple rules related primarily to personal health and safety (on playground, bus, classroom, etc).
   - States first and last name.
   - States guardian’s name.
   - States age.
   - Calms self with teacher support (see also Social/Emotional Domain).

2. Motor Development
   - Moves with purpose and coordination.
   - Demonstrates balance and strength.
   - Manipulates a variety of materials and small objects (e.g., Stacks and builds with small manipulatives; plays with table toys, puzzles, games, etc).

3. Sensory Organization
   - Uses multiple senses to learn and explore his/her world.
   - Begins to demonstrate a learning style preference (e.g., kinesthetic, visual, auditory, etc).
   - Explores the visual arts, musical concepts and expression, dance and movement concepts, and drama through actions and language.

4. Emotional Development
   - Demonstrates awareness of own emotions by stating verbally, even if the emotion is labeled incorrectly.
   - Uses verbal and nonverbal language to demonstrate a variety of emotions.
   - Displays age-appropriate self-control by the end of the 4K year: such as asking an adult for help when mad or frustrated, negotiating, using a strong voice, or beginning to use another appropriate strategy taught to handle those feelings.
   - Recognizes the feelings of another child and responds with basic comfort and empathy.
   - Associates words and gestures with a variety of emotions expressed by others.
   - Calms self after an upsetting situation (with adult support).

5. Self-Concept
   - Exhibits positive self concept and confidence in his/her abilities as s/he tells about self, preferences, accomplishments, etc.
   - Knows and can state independent thoughts.
   - Shows awareness of being part of a family and a larger community.
   - Engages in meaningful learning through attempting, repeating, experimenting, refining and elaborating on experiences and activities.

6. Social Competence
   - Demonstrates awareness of self as a unique individual.
Reflects his/her family, culture, and community when engaged in play and learning.
Starts to notice that other children and families do things differently.
Engages in social interaction and play with peers.
Initiates conversation, respond to conversation, and stay on topic for multiple exchanges.
 Begins to participate in cooperative play with peers.
 Begins to identify and communicate needs in conflict situations.
 Begins to recognize s/he has choices in how to respond to situations (with adult support).
 Follows simple group rules.
 Begins to discriminate between school and family rules.
 Demonstrates understanding of simple rules related primarily to personal health and safety.
 Attempts a new skill when encouraged and supported.
 Negotiates, with teacher support, with peers toward an accepted or common outcome.

7. Exploration, Discovery, and Problem Solving
Uses senses and a variety of strategies to investigate information and apply prior learning.
 Remembers and recalls events in sequence.
 Recalls 3 or 4 items when hidden or removed from view.
 Demonstrates representation and symbolic thinking in play through pretend, make-believe, and role play.
 Uses every day experiences and applies this knowledge to similar situations.
 Asks questions, seeks information, and solves problems using multiple strategies.

8. Mathematical Thinking
Rote counts to 20.
 Demonstrates 1 to 1 correspondence with 10 objects.
 Can tell the number that comes next (1-10).
 Recognizes and names the numerals (0-10).
 Writes some numerals.
 Identifies 1 more and 1 less.
 Compares concrete sets of up to 10 objects and determines which has more, less or the same (equal).
 Recognizes and names basic shapes.
 Assembles puzzles of at least 15 pieces.
 Uses and responds to positional words to indicate space and location.
 Recognizes that there are parts that make up a whole and recognizes “less than” a whole.
 Recognizes, duplicates, extends and creates simple patterns.
 Locates which out of 5 objects does not belong in same class or category.
 Compares and orders by at least one attribute.
 Recognizes objects can be measured by height, length and weight.
 Determines more, less, many and few
 Describes and records information through a variety of means including discussion, drawings, maps, graphs, and charts.

9. Scientific Thinking
 Purposely seeks information through observation to satisfy curiosity or need for answers.
 Discriminates properties of nature using a variety of senses (part to whole, living/nonliving, weather, etc).
Uses books, tools and technology to perform tasks and investigate the environment.
Makes comparisons between objects that have been collected or observed.
Asks questions, seeks information, and tests out possibilities (i.e., make predictions, brainstorm solutions, test hypothesis, draw conclusions).
Explores and formulates conclusions based on observations and past experiences.
Makes reasonable explanations using information (data) gathered from observation and experiments.

10. Listening and Understanding
- Demonstrates that s/he recognizes familiar sounds (e.g., recess bell, fire alarm, routine music).
- Shows understanding of concept words.
- Shows understanding of the sequence of events.
- Listens purposefully /acquires and uses new vocabulary through listening.
- Responds to increasingly complex language structures, including comments, requests and questions.
- Takes turns when having a short conversation exchange with peers or adults.
- Increases the amount of time s/he attends to a story or conversation.
- Follows 1-2 step directions of increasing complexity that relate to familiar objects and experiences.
- Follows classroom routines and is able to modify the routine when asked.

11. Speaking and Communicating
- Uses non-verbal communication (facial expressions, body language and gestures) to express ideas, express needs, and to interact.
- Identifies emotions by observing faces in pictures and faces of peers and adults.
- Uses connected words to share novel ideas and respond to environmental stimuli.
- Uses complete sentences of four or more words and increased grammatical complexity.
- Uses plurals, pronouns, subject-verb agreement and past tense in everyday communication with increasingly accurate grammatical rules.
- Uses a wide variety of words to label and describe people, places, things and actions.
- Demonstrates understanding of terms used in the instructional language of the classroom.
- Shows understanding of many words and a steady increase in vocabulary.
- Demonstrates understanding of some ways to find out the meaning of words.
- Describes and tells the use of many familiar items.
- Uses conversational rules to communicate and to initiate, respond, turn-take, and interact with others (may need reminders).
- Engages in conversations of at least 3 exchanges.
- Uses appropriate volume and intonation for different situations.
- Speaks clearly enough to be understood by both familiar and unfamiliar adults and children (may mispronounce new, long, or unusual words).
- Tells stories about other times and places that have a logical order and that include major details.

12. Early Literacy
- Recognizes that the purpose of print is to communicate spoken language or ideas and is what is read in text.
- Distinguishes between print and pictures.
- Points to where to begin reading, and the direction to follow.
- Demonstrates enjoyment of literacy and literacy-related activities.
- Engages in routines associated with literacy activities.
- Recognizes as many as 10 letters, especially those in his/her name.
Identifies first letter of first name.
Differentiates letters from other symbols.
Matches some letter names to their printed form.
Begins to recognize that letters have sounds associated with them.
Begins to recognize words that rhyme in familiar games, songs and stories.
Begins to attend to sounds in language by recognizing rhymes and alliteration.
Matches beginning sounds of some words through songs, in games or in poems.
Discriminates separate syllables in words.
Begins to make a few letter-sound connections and may identify some beginning sounds.
Points to and labels objects in books.
Uses picture cues and environmental contexts to pretend to read.
Identifies story-related problems, events, or resolutions during conversations.
Retells a familiar story in proper sequence, including major events and characters.
May begin to make predictions about words and text.
Uses writing tools to scribble and create unconventional shapes.
May use drawings to represent a spoken message.
Recognizes his/her first name in print.
Writes first name, may be inconsistent in letter formation or order.
May begin to write scribbles or letter-like forms to represent words or ideas.

13. Curiosity, Engagement, and Persistence
Displays interest in learning about a variety of topics and ideas.
Tries some new things, as comfortable.
Attends to self-initiated activities for longer periods of time and shows preference for some activities.
May use a variety of strategies to extend learning (e.g., Conducts process of trial and error; Repeats and practices an action many times to gain confidence and skill; Asks questions, etc).
Shows growing capacity to sustain work on age appropriate, interesting tasks, despite distractions or interruptions.
Persists with self-initiated activity independently, seeking support when necessary to complete task.

14. Creativity and Imagination
Recreates and acts out real life and fantasy experiences in pretend play.
Uses one object to represent another.
Explores various artistic media, instruments, vocalizations, and movements for self expression (for example: imitates and/or invents songs, rhythms and movements; combines different materials and techniques to demonstrate self expression, etc).

15. Diversity in Learning
Notices and asks questions about differences in routines, practices, languages.
Reflects their family, culture, and community when engaged in play and learning.
Starts to notice that other children and families do things differently.
Begins to understand and accept diversity in other children and families.
Tends to have a preferred learning style (e.g., s/he -watches how a task is preformed before attempting the task (visual/spatial), listens for clues to understand how to proceed (verbal/linguistic), learns best when s/he is able to move about (bodily/kinesthetic), prefers to learn new skills when by him/herself (intrapersonal), learns new skills more quickly when interacting with others. (interpersonal).
Begins to explore other learning styles when introduced by a peer.
We are using the “Creative Curriculum” for planning and teaching in our 4-year-old kindergarten classroom. The “Creative Curriculum” is developmentally appropriate and play-based. Social skills, problem-solving and creativity are encouraged (not worksheets, coloring sheets, letter-tracing sheets, or other copying activities). We intentionally plan activities based on our ongoing observations of children and with the “4K Benchmarks” in mind. We select a topic or focus that the children are interested in (such as worms, dinosaurs, friendship, etc.) and plan activities that integrate all of the curriculum areas (math, language, literacy, science, social studies, art). We provide many opportunities for free choice, active, hands-on “play”, i.e. singing, creating, pretending, building, making, manipulating, acting, cooking, and other discovery methods, along with teacher lead experiences for focused learning. We know when to use a given strategy to accommodate individual children and make the content engaging and meaningful.

To help us evaluate and track children’s progress, we use an observation-based assessment and documentation system called “Teaching Strategies GOLD: Child Assessment Portfolio (for children ages birth-5)”. For a predetermined number of weeks, we observe children as they “play”. We capture information about what they are doing, how they are using materials, and how they are participating in the planned activities. We document our observations on “post-its” in the form of anecdotal notes and store the “post-its” in the child’s hanging file. Other supporting documentation such as photos and work samples are also collected and stored. These observations help us to develop our weekly plans for the group as well as plan for the needs of individual children. Four times per year, we pause to review what children have learned and summarize the skills and behaviors in child’s GOLD portfolio booklet.

As a way to keep families informed about the child’s progress, we email each family at least 4 times per semester. We include a photo along with a brief description about what the child is doing and highlight the learning objective the observation demonstrates.

Twice a year (December & May) we schedule a parent/teacher conference to discuss the child’s progress and share the information in “Child Assessment Portfolio”. Parents also receive a “4K Report Card” at this time, which is based on the 4K Benchmarks. We use the MMSD provided “Progress Report Guide” when completing the “4K Report Card”.

7
Our 4K Daily Schedule

A sense of routine or knowing that there is an order and predictability to events is extremely important to young children. The 4K daily schedule includes a balance of adult-initiated and child-initiated times, active and quiet times, and indoor and outdoor periods. **So that your child gets the full benefit of the program and feels connected, please arrive promptly by 9:00 a.m. each day.**

**TRUAX SITE SCHEDULE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7:15-9:00</td>
<td>Optional before school program (includes a center provided cereal breakfast)</td>
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<tr>
<td>9:00</td>
<td>4K programming begins</td>
</tr>
<tr>
<td>9:00-9:10</td>
<td>Arrival</td>
</tr>
<tr>
<td>9:10-9:30</td>
<td>Morning meeting: Greetings Announcements &amp; sharing Activity</td>
</tr>
<tr>
<td>9:30-9:45</td>
<td>Small Group Work Time (M-R)</td>
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<tr>
<td></td>
<td>Children are divided into two smaller groups for the remainder of 4K</td>
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<tr>
<td>9:45-10:45</td>
<td>DIOSAUR GROUP</td>
</tr>
<tr>
<td></td>
<td>BEAR GROUP</td>
</tr>
<tr>
<td>9:45-10:45</td>
<td>○ Exploration time</td>
</tr>
<tr>
<td>9:45-10:45</td>
<td>○ Snack as a choice</td>
</tr>
<tr>
<td>9:45-10:45</td>
<td>○ Clean up at 10:35</td>
</tr>
<tr>
<td>10:45-11:00</td>
<td>○ Story</td>
</tr>
<tr>
<td>10:45-11:00</td>
<td>○ Literacy or Math focused activity</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>○ Outdoor learning/playground (transition in @ 12:00)</td>
</tr>
<tr>
<td>12:00</td>
<td>4K program ends</td>
</tr>
<tr>
<td>12:00-4:30</td>
<td>Optional after school program including lunch at noon (parent provided).</td>
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</table>

* On Fridays, we adjust the schedule to accommodate “Gym Time”.

**Arrival:** After connect with teachers, children put away their belongings, wash their hands, sign-in, and say their good-byes.

**Morning Meeting:** All children gather together on the large circle rug. We sing songs, check attendance, talk about the daily schedule and other planned activities, share important information and end with a learning activity of some kind.

**Small Group Work Time:** Children are divided into 4 small groups and are assigned to a specific table or area where they are expected to stay for the entire work time. Sometimes the
group is with a teacher and sometimes they work independently on a focused activity. The groups are rotated to different stations the next day, so that by the end of the week all four groups have experienced each activity.

**Exploration Time:** Children are free to choose from any of the activities and materials available in the classroom interest areas which include:

- Creative art materials such as crayons, markers, tape, scissors, glue, paper bags, pom-poms, craft sticks, beads, collage materials, and so on.
- Science and sensory materials such as rocks, leaves and other items from nature, a sand/water table, scoops, buckets, funnels, balances, magnifying glasses, prisms, seeds to plant and classify, charts and graphs, and so on.
- A language and literacy center which includes alphabet books, writing materials, picture books, telephones, listening center, pictures to name and classify, matching cards, magazines and catalogs, flannel board, puppets, alphabet, child made books, groups of cards with rhyming words, magic slates, dictionaries, and so on.
- Pretend play & housekeeping areas which include large doll furniture, dress-up clothes and related props (both real, pretend and abstract), child-sized wood sink, stove, refrigerator, cupboard, vehicles, dishes and silverware, suitcases, special event clothes, artificial foods, jewelry, shoes, handbags, hats, and so on.
- Small and large blocks along with props such as plastic people and animals, diecast cars, ramps, balls, traffic signs, and so on.
- Math & small manipulative toys and games such as puzzles, legos, pegs, lacing boards, construction toys, items to count, number cards, geometric shapes, pattern cards and cubes, and so on.

Materials in each area are housed on low shelves and arranged to be accessible to children. Each material on the shelf is labeled with a picture and word. This incorporates literacy and helps children know where to put the material after use. Appropriately sized tables and chairs along with area rugs provide spaces for children to spread out and use the materials. New and intriguing materials and activities are regularly rotated into areas, depending on planned activities and children’s interests. Safety is a key consideration. The materials selected for children are appropriate to their development level and safe for children’s use.

**Story & Focused Activity Time:** Children gather in their focus group (Dinosaurs or Bears) for a read-aloud, flannel board story, story telling, creative dramatics, or other focused math or literacy based learning activity.

**Outdoor learning/Playground:** We use the outdoors as an extension of our classroom. Our large fenced in playground is a space for children to run, ride tricycles, climb on the play structures, dig in the sand, find bugs, grow plants, socialize with friends to name just a few of the many development and learning opportunities available during this time.

**Parent Communication and Family Involvement**

The 4K teachers want to build a relationship with families as well as children. If you ever have questions, comments or concerns, please do not hesitate to speak to us.

We regularly communicate with parents via a number of methods including:

- informal conversations during drop-off and pick-up times;
written daily reports of activity highlights (posted near the sign-in sheet);
bi-weekly emailed updates about the classroom activities;
notes in the log book;
the individualized emails of the collected observation and photos
individual notes home via a “take home folder”; and
planned monthly family events

What Else Do You Need To Know?

2012-13 4K Supply List: Please send on or before your child’s first day of attendance.
1. 3 large boxes of tissues/Kleenex – unscented, lotion-free
2. 2 packages of posted notes (3 x 3 size please!)
3. 2 packages of invisible scotch tape refills (acid free)
4. 4 glue sticks – Elmer’s brand
5. A package of 5 oz Dixie cups
6. 7.5 oz hand soap (softsoap preferred)
7. 2 boxes of nutritious snacks and 2 boxes of cereal (Whole Wheat, Low sugar, Low fat).
   We ask that they be prepackaged. Due to licensing guidelines keeping this in mind, here
   are some ideas for possible snacks to bring:
   Pretzels, whole wheat crackers, wheat thins, graham crackers, gold fish, granola bars,
   nutrigrain bars, chex mix, honey teddy graham’s, rice cakes, etc.
   Here are some ideas for possible cereals to bring: Kix, Crispix, Rice Krispies, Multigrain
   Cheerios, Chex (corn, Rice, Wheat, Multi-Bran), Corn Flakes, etc.

   Please, no chips, popcorn, candy, peanuts (the Center is a peanut free environment).

What Else To Bring
1. An extra sets of clothing in a large Ziploc bag (backpack is optional), including socks and
   underpants. Label each item of clothing with your child’s name as well as the Ziploc bag.
   It is preferred that these are kept at the center.
2. Every Friday, you will receive a “Purple Folder” with take-home activities and information
   from the teachers or center Director. You will need to return this folder at the beginning of
   each the week.
3. Send your child with outdoor clothing appropriate for the weather. We will go outside
   each day unless it is raining or too cold (see Center handbook). Please label each item of
   clothing with your child’s name.
4. Make sure all of the required enrollment forms are returned and that you keep us informed
   of any changes in address, phone numbers, child health status and other important
   information.

   OPTIONAL WRAP-AROUND CARE PROGRAM. If you are enrolling your child before
   school and/or after school, you will need to send these additional items:
   ➢ A lunch
   ➢ Small blanket and pillow for rest time

What To Do Each Day When You Arrive
1. Arrival time is 9:00 - 9:10 a.m. It will be important for your child to be included in
   the morning meeting activities which begins at 9:10.
2. Connect with the teachers.
   - Share useful information about the child’s day.
   - Feel free to use the log book to leave any important phone numbers or other notes for the teachers.

3. Help your child hang-up his/her coat.
   - Please make sure each article of clothing is labeled with the child’s name.
   - Each child shares a cubbie with another child. Help your child learn how to hang items on the hook, so as not to fall off.
   - Boots (in winter) may be stored in the boot shelf.
   - Children staying for lunch may put their lunch box/bag on top of the boot shelf.

4. Help your child wash his/her hands.
   - Helping your child wash his/her hands at the beginning of the day will help prevent the spread of germs and keep all children healthier in our group setting.

5. Sign-in.
   - Provide the time of your arrival and signature on the attendance sheet.

6. Help the child sign-in.
   - The child takes the clothespin (from the clipboard) and gives it to the teacher.
   - The child put his/her name on the school side of the attendance board.

7. Say good-bye.
   - Some children benefit from having an established separation ritual (such as going to the window to wave, or pushing the parent out the door).
   - Parents are welcome to call or come by later in the morning to see how the child is doing and to participate in our 4K classroom at any time.

What To Do Each Day When You Leave
1. **Pick-up time is 11:55-12:00. It will be important for your child to be included in the full 4K program including the clean-up time at the end of the session.**

2. Connect with the teacher.
   - We will share information about the child's day.
   - Another way to learn more about the child’s day is to read the daily report which is posted near the sign-out sheet.

3. Help your child sign-out.
   - The child gets the clothespin from the teacher’s lanyard and put it back on the clipboard.
   - The child takes his/her name off of the attendance board.

4. Sign-out.
   - Provide your signature and time of departure on the attendance sheet.

5. Gather belongings.
   - Look in the hanging file for your child’s works of art and other projects. You may take home anything found in this file.
   - On Fridays, we will send home a “Purple Folder” with activities ideas and other information from the center. Be sure to return this folder on Monday of the following week.

   - We’d like to give your child a high-five, hug, and or a handshake at the end of each day and wish them adieu.