Connecting the Dots

Linking Gee Whiz Experiences with Developmental Areas & Learning Indicators

“Super Senses” Unit - September 2020
How to Use this Document

At Gee Whiz, we fully understand the importance of connecting the experiences we plan in the Teaching Guide to Developmental Areas and Learning Indications (skills). This document is designed to help you achieve this goal.

The following pages contain detailed information about each experience planned in the Gee Whiz unit, “Super Senses” (September 2020). You can look at the chart for a specific Learning Indicator (skill) and quickly see which experience in this unit address that particular skill. There is also plenty of space for you to document your own experiences and how they connect to the Gee Whiz indicators.

Connect to your formal assessment tool!

We know that most of you are required to utilize a formal child assessment tool. You can easily link the information in this guide with that assessment by simply looking at each Learning Indicator (skill) and matching it with the same one on your formal assessment tool. For instance, let’s say that a Gee Whiz experience addresses Physical Development and Health (picture code = ⚚). The specific Learning Indicator addressed in this area is fine motor skills (PD5 = Demonstrates fine motor control (e.g., grasping, holding, pouring, cutting, drawing, writing, etc.).

Just look at the skills/objectives used by your formal assessment tool and find the one that most closely matches our Learning Indicator. Then, you can evaluate each child in this area as you observe the Gee Whiz experience.
Learning Indicators Addressed By Activity

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>Exploring Together</th>
<th>Small Group</th>
<th>Small Group</th>
<th>Infant</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Have Five Senses</td>
<td>I Have Five Senses</td>
<td>Our Sensory Bin</td>
<td>A Senses Song</td>
<td>A Senses Song</td>
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<tr>
<td>LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, CA1, CA4, LR1, MK1, MK2, PD4</td>
<td>LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, LR2, PD5</td>
<td>LD1, LD2, SE1, SE4, AL1, SK1, CA1</td>
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<td></td>
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<tr>
<td>How Does It Feel?</td>
<td>Bumpy Fingerpaint</td>
<td>Mixing Warm and Cold</td>
<td>Ooooh! It Feels...</td>
<td>Ooooh! It Feels...</td>
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<td>LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, LR2, PD4</td>
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<td>LD1, LD2, SE1, SE4, AL1, SK1, PD5</td>
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<td></td>
</tr>
<tr>
<td>Safe to Touch?</td>
<td>Goopy, Goopy Goop</td>
<td>Bubble Wrap Art</td>
<td>Feel 'N Explore</td>
<td>Feel 'N Explore</td>
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<tr>
<td>LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, LR2, CA1, PD3, LD3, PD5</td>
<td>LD1, LD2, LD3, LD4, SE1, SE2, SE3, AL1, AL2, SK1, SK2, SK3, MK1, MK5, LR1, PD2, PD5</td>
<td>LD1, LD2, SE1, SE4, AL1, SK1, PD5</td>
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<td></td>
</tr>
<tr>
<td>Oh, See What I See</td>
<td>See and Count</td>
<td>My Own Sun Visor</td>
<td>Mixing Colors</td>
<td>Mixing Colors</td>
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<tr>
<td>LD1, LD2, LD3, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, LR2, CA1, PD3</td>
<td>LD1, LD2, LD3, SE1, SE2, SE3, AL1, AL2, SK1, SK2, MK1, MK2, LR1</td>
<td>LD1, LD2, SE1, SE4, AL1, SK1, CA3</td>
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<tr>
<td>What Do You Hear?</td>
<td>Musical Parade</td>
<td>Sound Exploration Center</td>
<td>Shake 'N Listen</td>
<td>Shake 'N Listen</td>
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<tr>
<td>LD1, LD2, LD3, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, LR2, CA1, PD3, LD3, PD5</td>
<td>LD1, LD2, LD3, SE1, SE2, SE3, AL1, AL2, SK1, MK2, LR1</td>
<td>LD1, LD2, SE1, SE4, AL1, SK1, PD5</td>
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<tr>
<td>That Smells Good!</td>
<td>Sniff It Out</td>
<td>Scented Playdough Fun</td>
<td>Let's Change Your Diaper</td>
<td>Let's Change Your Diaper</td>
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<tr>
<td>LD1, LD2, LD3, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, MK2, LR1</td>
<td>LD1, LD2, LD3, SE1, SE2, SE3, AL1, AL2, SK1, MK2, LR1, SK2, MK2, LR1</td>
<td>LD1, LD2, SE1, SE4, AL1, SK1, CA1</td>
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<tr>
<td>A Tasting Party</td>
<td>Yummy in My Tummy</td>
<td>Cooking My Favorites</td>
<td>Mmmmmmm!</td>
<td>Mmmmmmm!</td>
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<tr>
<td>LD1, LD2, LD3, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, SS1, LR1, MK1, MK3, MK5, LR1, PD2, PD5</td>
<td>LD1, LD2, LD3, SE1, SE2, SE3, AL1, AL2, SK1, LR1, SK1, LR1, SS1, CA4, PD5</td>
<td>LD1, LD2, SE1, SE4, AL1, AL2, SK1, PD2, PD5</td>
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</tr>
<tr>
<td>What Would You Do?</td>
<td>Is It a Food?</td>
<td>Smells Good Enough to Eat</td>
<td>Crunchy &amp; Soft</td>
<td>Crunchy &amp; Soft</td>
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<tr>
<td>LD1, LD2, LD3, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, CA1, CA3, LR1, PD1, PD4, PD5</td>
<td>LD1, LD2, LD3, SE1, SE2, SE3, AL1, AL2, SK1, LR1, MK1, MK2, PD2, PD5</td>
<td>LD1, LD2, SE1, SE4, AL1, AL2, SK1, PD2, PD5</td>
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<tr>
<td>Senses Day</td>
<td>Apple Turnovers - Yum!</td>
<td>Safe to Touch? Story Time</td>
<td>Tunes for You</td>
<td>Tunes for You</td>
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<tr>
<td>LD1, LD2, LD3, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, SS1, LR1, LR2, PD4</td>
<td>LD1, LD2, LD3, SE1, SE2, SE3, AL1, AL2, SK1, MK1, MK2, LR1, PD2, PD5</td>
<td>LD1, LD2, SE1, SE4, AL1, CA1, SK1</td>
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</tr>
</tbody>
</table>

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**Touch & Feel Bookmakers**
- LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR2, LR1, PD1, PD4
- Shhhhh!
- LD1, LD2, LD3, SE1, SE2, SE3, SE4, AL1, AL2, SK1, LR1
- Bitter? Sweet? Salty? Sour?
- LD1, LD2, LD3, SE1, SE2, SE3, SE4, AL1, AL2, SK1, LR2, PD1, PD4

**Our Eyes Help Us**
- LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, PD4
- Making Scratch 'N Sniff Stickers
- LD1, LD2, LD3, SE1, SE2, SE3, SE4, AL1, AL2, SK1, LR1, CA3, PD3, PD5
- Never Ever
- LD1, LD2, LD3, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, PD3, PD5

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**School-Age Experiences**

<table>
<thead>
<tr>
<th>Touch &amp; Feel Bookmakers</th>
<th>Shhhhh!</th>
<th>Bitter? Sweet? Salty? Sour?</th>
</tr>
</thead>
<tbody>
<tr>
<td>LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, LR2, LR1, PD1, PD4</td>
<td>LD1, LD2, LD3, SE1, SE2, SE3, SE4, AL1, AL2, SK1, LR1</td>
<td>LD1, LD2, LD3, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK3, LR1, SS1, PD2, PD5</td>
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</tbody>
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<table>
<thead>
<tr>
<th>LEARNING INDICATORS (specific skills)</th>
<th>These experiences address Language Development</th>
<th>Additional experiences I planned to address this skill:</th>
</tr>
</thead>
</table>
## LEARNING INDICATORS (specific skills)

### These experiences address Language Development 🤝 (continued)

<table>
<thead>
<tr>
<th>LD4 - Increasingly engages adults and other children in conversations</th>
<th>I Have Five Senses (p. 4)</th>
<th>My Own Sun Visor (p. 13)</th>
<th>What Would You Do? (p. 20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective/Skill on my formal child assessment that correlates to this skill is:</td>
<td>Senses &amp; Sand (p. 5)</td>
<td>What Do You Hear? (p. 14)</td>
<td>Is it a Food? (p. 21)</td>
</tr>
<tr>
<td></td>
<td>Our Sensory Bin (p. 5)</td>
<td>Musical Parade (p. 15)</td>
<td>Smells Good Enough to Eat (p. 21)</td>
</tr>
<tr>
<td></td>
<td>How Does It Feel? (p. 6)</td>
<td>Sound Exploration Center (p. 15)</td>
<td>Senses Day (p. 22)</td>
</tr>
<tr>
<td></td>
<td>Bumpy Fingerpaint (p. 7)</td>
<td>That Smells Good (p. 16)</td>
<td>Apple Turnovers...Yum! (p. 23)</td>
</tr>
<tr>
<td></td>
<td>Mixing Warm and Cold (p. 7)</td>
<td>Sniff It Out (p. 17)</td>
<td>Safe to Touch? Story Time (p. 23)</td>
</tr>
<tr>
<td></td>
<td>Safe to Touch (p. 8)</td>
<td>A Tasting Party (p. 18)</td>
<td>Touch &amp; Feel Bookmakers (p. 24)</td>
</tr>
<tr>
<td></td>
<td>Goopy, Goopy, Goop (p. 9)</td>
<td>Yummy in My Tummy (p. 19)</td>
<td>Our Eyes Help Us (p. 24)</td>
</tr>
<tr>
<td></td>
<td>Bubble Wrap Art (p. 9)</td>
<td>Cooking My Favorites (p. 19)</td>
<td>Shhhhh! (p. 25)</td>
</tr>
<tr>
<td></td>
<td>Oh, See What I See (p. 10)</td>
<td></td>
<td>Making Scratch ‘N Sniff Stickers (p. 25)</td>
</tr>
<tr>
<td></td>
<td>Seeing Detail (p. 11)</td>
<td></td>
<td>Never Ever (p. 26)</td>
</tr>
<tr>
<td></td>
<td>Sight Safety (p. 12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>See and Count (p. 13)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional experiences I planned to address this skill:

- Safe to Touch? (p. 8)
- What Do You Hear? (p. 14)
- Safe to Touch? Story Time (p. 23)
- Reading any of the books on the Book List plus any from your own library would address this skill.

## LEARNING INDICATORS (specific skills)

### These experiences address Literacy Knowledge 📚

<table>
<thead>
<tr>
<th>LK1 - Shows an interest in books and understands stories are a way of sharing information</th>
<th>Safe to Touch? (p. 8)</th>
<th>Additional experiences I planned to address this skill:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives/Skills on my formal child assessment that correlates to this skill are:</td>
<td>What Do You Hear? (p. 14)</td>
<td>Reading any of the books on the Book List plus any from your own library would address this skill.</td>
</tr>
<tr>
<td></td>
<td>Safe to Touch? Story Time (p. 23)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LK2 - Understands that language is made up of words, which can be broken down into syllables</th>
<th>Mixing Warm &amp; Cold (p. 7)</th>
<th>Additional experiences I planned to address this skill:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives/Skills on my formal child assessment that correlates to this skill are:</td>
<td>Oh, See What I See (p. 10)</td>
<td>Please see our Letters &amp; Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well.</td>
</tr>
<tr>
<td></td>
<td>Seeing Detail (p. 11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My Own Sun Visor (p. 13)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>That Smells Good! (p. 16)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yummy in My Tummy (p. 19)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Touch &amp; Feel Bookmakers (p. 24)</td>
<td></td>
</tr>
</tbody>
</table>
## Learning Indicators (specific skills)

### LK3 - Begins to name letters and identify their sounds

- **Objectives/Skills on my formal child assessment that correlates to this skill are:**
  - Mixing Warm & Cold (p. 7)
  - Oh, See What I See (p. 10)
  - Seeing Detail (p. 11)
  - My Own Sun Visor (p. 13)
  - That Smells Good! (p. 16)
  - Yummy in My Tummy (p. 19)
  - Touch & Feel Bookmakers (p. 24)

**Please see our Letters & Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well.**

### LK4 - Understands concepts about print (e.g., reading from left to right, logos as symbols, etc.)

- **Objective/Skill on my formal child assessment that correlates to this skill is:**
  - Mixing Warm & Cold (p. 7)
  - Oh, See What I See (p. 10)
  - Seeing Detail (p. 11)
  - My Own Sun Visor (p. 13)
  - That Smells Good! (p. 16)
  - Yummy in My Tummy (p. 19)
  - Touch & Feel Bookmakers (p. 24)

**Please see our Letters & Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well.**

### LK5 - Begins to use a variety of writing tools to use writing (invented or true) as a way to convey thoughts & ideas

- **Objective/Skill on my formal child assessment that correlates to this skill is:**
  - Seeing Detail (p. 11)
  - My Own Sun Visor (p. 13)
  - Yummy in My Tummy (p. 19)
  - Touch & Feel Bookmakers (p. 24)

**Please see our Letters & Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well.**

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**Unit: “Super Senses” - September 2020**
<table>
<thead>
<tr>
<th>LEARNING INDICATORS (specific skills)</th>
<th>These experiences address Math Knowledge ⚪ (continued)</th>
<th>Additional experiences I planned to address this skill:</th>
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<tbody>
<tr>
<td>MK1 - Understands that numbers tell “how many”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Objectives/Skills on my formal child assessment that correlates to this skill are: | I Have Five Senses (p. 4)  
Goopy, Goopy, Goop (p. 9)  
See and Count (p. 13)  
A Tasting Party (p. 18)  
Is it a Food? (p. 21)  
Apple Turnovers, Yum! (p. 23) |  |
| | | |
| MK2 - Recognizes that numbers go in a specific order  |  |
| Objectives/Skills on my formal child assessment that correlates to this skill are: | I Have Five Senses (p. 4)  
See and Count (p. 13)  
Is it a Food? (p. 21)  
Apple Turnovers, Yum! (p. 23) |  |
| | | |
| MK3 - Recognizes shapes and positional concepts  |  |
| Objectives/Skills on my formal child assessment that correlates to this skill are: | Bubble Wrap Art (p. 9)  
Sniff it Out (p. 17)  
A Tasting Party (p. 18) |  |
| | | |
| MK4 - Creates, imitates and/or extends patterns  |  |
| Objective/Skill on my formal child assessment that correlates to this skill is: | This skill is not specifically address during this unit. |  |
| | | |
### LEARNING INDICATORS (specific skills)

#### MK5 - Utilizes measurement (standard and nonstandard) to compare and contrast objects (includes graphing)

- **Objectives/Skills on my formal child assessment that correlates to this skill are:**

  - Goopy, Goopy, Goop (p. 9)
  - A Tasting Party (p. 18)
  - Apple Turnovers, Yum! (p. 23)

**Additional experiences I planned to address this skill:**

- Goopy, Goopy, Goop (p. 9)
- A Tasting Party (p. 18)
- Apple Turnovers, Yum! (p. 23)

#### MK6 - Sort or groups objects based on common characteristics

- **Objectives/Skills on my formal child assessment that correlates to this skill are:**

  - How Does It Feel? (p. 6)
  - Bumpy Fingerpaint (p. 7)
  - What Do You Hear? (p. 14)

**Additional experiences I planned to address this skill:**

- How Does It Feel? (p. 6)
- Bumpy Fingerpaint (p. 7)
- What Do You Hear? (p. 14)

### LEARNING INDICATORS (specific skills)

#### SK1 - Utilizes observation and other senses to explore and gather information about objects and experiences

- **Objectives/Skills on my formal child assessment that correlates to this skill are:**

  - I Have Five Senses (p. 4)
  - Senses & Sand (p. 5)
  - Our Sensory Bin (p. 5)
  - A Senses Song (p. 5)
  - How Does It Feel? (p. 6)
  - Bumpy Fingerpaint (p. 7)
  - Mixing Warm and Cold (p. 7)
  - Oooh! It Feels... (p. 7)
  - Safe to Touch (p. 8)
  - Goopy, Goopy, Goop (p. 9)
  - Bubble Wrap Art (p. 9)
  - Feel ‘N Explore (p. 9)
  - Oh, See What I See (p. 10)
  - Don’t Peek! (p. 11)
  - Seeing Detail (p. 11)
  - Look Up There (p. 11)
  - Sight Safety (p. 12)
  - See and Count (p. 13)

**Additional experiences I planned to address this skill:**

- What Would You Do? (p. 20)
- Is it a Food? (p. 21)
- Smells Good Enough to Eat? (p. 21)
- Crunchy & Soft (p. 21)
- Senses Day (p. 22)
- Apple Turnovers...Yum! (p. 23)
- Safe to Touch? Story Time (p. 23)
- Tunes for You (p. 23)
- Touch & Feel Bookmakers (p. 24)
- Our Eyes Help Us (p. 24)
- Shhhhh! (p. 25)
- Making Scratch ‘N Sniff Stickers (p. 25)
- Never Ever (p. 26)
### Unit: “Super Senses” - September 2020

<table>
<thead>
<tr>
<th>LEARNING INDICATORS (specific skills)</th>
<th>These experiences address Science Knowledge</th>
<th>Additional experiences I planned to address this skill:</th>
</tr>
</thead>
</table>
| SK2 - Makes and tests predictions using simple experimentation | Mixing Warm and Cold (p. 7)  
Goopy, Goopy, Goop (p. 9)  
Bubble Wrap Art (p. 9)  
Don't Peek! (p. 11)  
My Own Sun Visor (p. 13)  
What Do You Hear? (p. 14)  
Sound Exploration Station (p. 15)  
That Smells Good! (p. 16)  
Scented Playdough Fun (p. 17)  
Senses Day (p. 22)  
Apple Turnovers, Yum! (p. 23)  
Our Eyes Help Us (p. 24)  
Never Ever (p. 26) | |
| SK3 - Gathers information about the natural world through hands-on exploration | I Have Five Senses (p. 4)  
Senses & Sand (p. 5)  
Our Sensory Bin (p. 5)  
How Does It Feel? (p. 6)  
Bumpy Fingerpaint (p. 7)  
Mixing Warm & Cold (p. 7)  
Oooh! It Feels… (p. 7)  
Safe to Touch? (p. 8)  
Goopy, Goopy, Goop (p. 9)  
Bubble Wrap Art (p. 9)  
Oh, See What I See (p. 10)  
Don’t Peek! (p. 11)  
Seeing Detail (p. 11)  
Sight Safety (p. 12)  
My Own Sun Visor (p. 13)  
Sound Exploration Center (p. 15) | Shake 'N Listen (p. 15)  
That Smells Good! (p. 16)  
Scented Playdough Fun (p. 17)  
A Tasting Party (p. 18)  
Senses Day (p. 22)  
Apple Turnovers, Yum! (p. 23)  
Our Eyes Help Us (p. 24)  
Never Ever (p. 26) |

### LEARNING INDICATORS (specific skills)

<table>
<thead>
<tr>
<th>LEARNING INDICATORS (specific skills)</th>
<th>These experiences address Logic &amp; Reasoning?</th>
<th>Additional experiences I planned to address this skill:</th>
</tr>
</thead>
</table>
| LR1 - Demonstrates the ability to identify a problem and then seeks ways to solve it | I Have Five Senses (p. 4)  
Senses & Sand (p. 5)  
Our Sensory Bin (p. 5)  
How Does It Feel? (p. 6)  
Bumpy Fingerpaint (p. 7)  
Mixing Warm and Cold (p. 7)  
Safe to Touch (p. 8)  
Goopy, Goopy, Goop (p. 9)  
Bubble Wrap Art (p. 9)  
Oh, See What I See (p. 10)  
Don’t Peek! (p. 11)  
Seeing Detail (p. 11)  
Sight Safety (p. 12)  
See and Count (p. 13) | What Would You Do? (p. 20)  
Is it a Food? (p. 21)  
Smells Good Enough to Eat (p. 21)  
Senses Day (p. 22)  
Apple Turnovers...Yum! (p. 23)  
Touch & Feel Bookmakers (p. 24)  
Our Eyes Help Us (p. 24)  
Shhhhh! (p. 25)  
Making Scratch ‘N Sniff Stickers (p. 25)  
Never Ever (p. 26) |
### These experiences address Logic & Reasoning

<table>
<thead>
<tr>
<th>LEARNING INDICATORS (specific skills)</th>
<th>Additional experiences I planned to address this skill:</th>
</tr>
</thead>
</table>
| LR2 - Understands that symbols or objects can be used to represent different things | Senses & Sand (p. 5)  
Our Sensory Bin (p. 5)  
Sound Exploration Center (p. 15)  
Sniff it Out (p. 17)  
Our Eyes Help Us (p. 24) |

Objectives/Skills on my formal child assessment that correlates to this skill are:

____________________
____________________

### These experiences address Approaches to Learning

<table>
<thead>
<tr>
<th>LEARNING INDICATORS (specific skills)</th>
<th>Additional experiences I planned to address this skill:</th>
</tr>
</thead>
</table>
| AL1 - Shows interest in many topics and a desire to try new things | I Have Five Senses (p. 4)  
Senses & Sand (p. 5)  
Our Sensory Bin (p. 5)  
A Senses Song (p. 5)  
How Does It Feel? (p. 6)  
Bumpy Fingerpaint (p. 7)  
Mixing Warm and Cold (p. 7)  
Ooooh! It Feels... (p. 7)  
Safe to Touch (p. 8)  
Goopy, Goopy, Goop (p. 9)  
Bubble Wrap Art (p. 9)  
Feel ’N Explore (p. 9)  
Oh, See What I See (p. 10)  
Don’t Peek! (p. 11)  
Seeing Detail (p. 11)  
Look Up There (p. 11)  
Sight Safety (p. 12)  
See and Count (p. 13) |

What Would You Do? (p. 20)  
Is it a Food? (p. 21)  
Smells Good Enough to Eat (p. 21)  
Crunchy & Soft (p. 21)  
Senses Day (p. 22)  
Apple Turnovers...Yum! (p. 23)  
Safe to Touch? Story Time (p. 23)  
Tunes for You (p. 23)  
Touch & Feel Bookmakers (p. 24)  
Our Eyes Help Us (p. 24)  
Shhshhh! (p. 25)  
Making Scratch ’N Sniff Stickers (p. 25)  
Never Ever (p. 26) |

| AL2 - Displays persistence when completing tasks and is able to avoid distractions | I Have Five Senses (p. 4)  
Our Sensory Bin (p. 5)  
Bumpy Fingerpaint (p. 7)  
Mixing Warm & Cold (p. 7)  
Safe to Touch? (p. 8)  
Goopy, Goopy, Goop (p. 9)  
Bubble Wrap Art (p. 9)  
Oh See What I See (p. 10)  
Don’t Peek! (p. 11)  
Seeing Detail (p. 11)  
Sight Safety (p. 12)  
See and Count (p. 13)  
My Own Sun Visor (p. 13)  
What Do You Hear? (p. 14) |

Yummy in My Tummy (p. 19)  
Mmmmmm! (p. 19)  
What Would You Do? (p. 20)  
Is It a Food? (p. 21)  
Crunchy & Soft (p. 21)  
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Shhshhh! (p. 25)  
Making Scratch ’N Sniff Stickers (p. 25)  
Never Ever (p. 26) |
### Unit: “Super Senses” - September 2020

<table>
<thead>
<tr>
<th>LEARNING INDICATORS (specific skills)</th>
<th>These experiences address Approaches to Learning 😊 (continued)</th>
<th>Additional experiences I planned to address this skill:</th>
</tr>
</thead>
</table>
| **AL3 - Engages in cooperative group experiences** | I Have Five Senses (p. 4)  
Senses & Sand (p. 5)  
How Does It Feel? (p. 6)  
Safe to Touch? (p. 8)  
Oh, See What I See (p. 10)  
Sight Safety (p. 12)  
See and Count (p. 13)  
What Do You Hear? (p. 14)  
Musical Parade (p. 15)  
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That Smells Good! (p. 16)  
Sniff it Out (p. 17)  
A Tasting Party (p. 18)  
What Would You Do? (p. 20) | Is it a Food? (p. 21)  
Senses Day (p. 22)  
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Our Eyes Help Us (p. 24)  
Shhhh! (p. 25)  
Never Ever (p. 26) |

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<tr>
<th>LEARNING INDICATORS (specific skills)</th>
<th>These experiences address Social &amp; Emotional Development ❤</th>
<th>Additional experiences I planned to address this skill:</th>
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</thead>
</table>
| **SE1 - Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children** | I Have Five Senses (p. 4)  
Senses & Sand (p. 5)  
Our Sensory Bin (p. 5)  
A Senses Song (p. 5)  
How Does It Feel? (p. 6)  
Bumpy Fingerpaint (p. 7)  
Mixing Warm and Cold (p. 7)  
Ooooh! It Feels… (p. 7)  
Safe to Touch (p. 8)  
Goopy, Goopy, Goop (p. 9)  
Bubble Wrap Art (p. 9)  
Feel ‘N Explore (p. 9)  
Oh, See What I See (p. 10)  
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Sight Safety (p. 12)  
See and Count (p. 13) | My Own Sun Visor (p. 13)  
Mixing Colors (p. 13)  
What Do You Hear? (p. 14)  
Musical Parade (p. 15)  
Sound Exploration Center (p. 15)  
That Smells Good (p. 16)  
Sniff it Out (p. 17)  
Scented Playdough Fun (p. 17)  
Let’s Change Your Diaper (p. 17)  
A Tasting Party (p. 18)  
Yummy in My Tummy (p. 19)  
Cooking My Favorites (p. 19)  
Mmmmmm! (p. 19) | Is it a Food? (p. 21)  
Smells Good Enough to Eat (p. 21)  
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Senses Day (p. 22)  
Apple Turnovers…Yum! (p. 23)  
Safe to Touch? Story Time (p. 23)  
Tunes for You (p. 23)  
Touch & Feel Bookmakers (p. 24)  
Our Eyes Help Us (p. 24)  
Shhhhh! (p. 25)  
Making Scratch ‘N Sniff Stickers (p. 25)  
Never Ever (p. 26) |

| **SE2 - Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence** | I Have Five Senses (p. 4)  
Senses & Sand (p. 5)  
Our Sensory Bin (p. 5)  
How Does It Feel? (p. 6)  
Bumpy Fingerpaint (p. 7)  
Mixing Warm and Cold (p. 7)  
Safe to Touch (p. 8)  
Goopy, Goopy, Goop (p. 9)  
Bubble Wrap Art (p. 9)  
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Never Ever (p. 26) |
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<th>LEARNING INDICATORS (specific skills)</th>
<th>These experiences address Social &amp; Emotional Development ♥ (continued)</th>
<th>Additional experiences I planned to address this skill:</th>
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<tr>
<th>LEARNING INDICATORS (specific skills)</th>
<th>These experiences address Creative Arts and Music 🎨 &amp; 🎼</th>
<th>Additional experiences I planned to address this skill:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA1 - Participates in musical activities including singing and utilizing instruments</td>
<td>I Have Five Senses (p. 4) A Senses Song (p. 5) How Does It Feel? (p. 6) Safe to Touch? (p. 8) Sight Safety (p. 12) Musical Parade (p. 15) Let’s Change Your Diaper (p. 17) What Would You Do? (p. 20) Senses Day (p. 22) Tunes for You (p. 23)</td>
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<tr>
<td>CA2 - Uses movement and dance to express ideas and emotions</td>
<td>How Does It Feel? (p. 6)</td>
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<td>Objectives/Skills on my formal child assessment that correlates to this skill are:</td>
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<tr>
<td>CA3 - Utilizes a variety of art materials (both two and three dimensional) to express self</td>
<td>Bumpy Fingerpaint (p. 7)</td>
<td>Additional experiences I planned to address this skill:</td>
</tr>
<tr>
<td></td>
<td>Bubble Wrap Art (p. 9)</td>
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<td>Don’t Peek! (p. 11)</td>
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<tr>
<td>CA4 - Engages in pretend play with, or without, the use of props</td>
<td>I Have Five Senses (p. 4)</td>
<td>Additional experiences I planned to address this skill:</td>
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<tr>
<td></td>
<td>Musical Parade (p. 15)</td>
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<td>Sniff it Out (p. 17)</td>
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<td>Cooking My Favorites (p. 19)</td>
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<td>LEARNING INDICATORS (specific skills)</td>
<td>These experiences address Physical Development &amp; Health 🍌</td>
<td>Additional experiences I planned to address this skill:</td>
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<tr>
<td>PD1 - Understands the importance of exercise and rest</td>
<td>Senses Day (p. 22)</td>
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<td>Objectives/Skills on my formal child assessment that correlates to this skill are:</td>
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<td>PD2 - Takes pride in caring for self (e.g., brushing teeth, washing hands, eating healthy foods, etc.)</td>
<td>Bumpy Fingerpaint (p. 7) Goopy, Goopy, Goop (p. 9) Bubble Wrap Art (p. 9) A Tasting Party (p. 18) Mmmmm! (p. 19) Crunchy &amp; Soft (p. 21) Apple Turnovers, Yum! (p. 23) Bitter? Sweet? Salty? Sour? (p. 26)</td>
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<tr>
<td>PD3 - Practices safe habits and understands basic safety rules</td>
<td>Mixing Warm &amp; Cold (p. 7) Safe to Touch? (p. 8) Oh, See What I See (p. 10) Sight Safety (p. 12) My Own Sun Visor (p. 13) What Do You Hear? (p. 14) What Would You Do? (p. 20) Is It a Food? (p. 21) Smells Good Enough to Eat (p. 21) Safe to Touch? Story Time (p. 23) Making Scratch ‘N Sniff Stickers (p. 25) Never Ever (p. 26)</td>
<td>Plus, be sure to look for safety tips under the “Be Healthy &amp; Safe” section that is included every day. Additionally, all gross motor activities (see below) require children to follow basic safety rules as they participate</td>
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<tr>
<td>PD4 - Demonstrates gross motor skills (e.g., crawling, walking, running, climbing, pedaling, etc.)</td>
<td>I Have Five Senses (p. 4) How Does It Feel? (p. 6) Musical Parade (p. 15) Senses Day (p. 22) Our Eyes Help Us (p. 24)</td>
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</table>

Unit: “Super Senses” - September 2020
### LEARNING INDICATORS (specific skills)

#### These experiences address Physical Development & Health 🌈

<table>
<thead>
<tr>
<th>PDS - Demonstrates fine motor control (e.g., grasping, holding, pouring, writing/drawing, cutting, manipulating objects, etc.)</th>
<th>These experiences address Physical Development &amp; Health 🌈</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senses &amp; Sand (p. 5)</td>
<td>Scented Playdough Fun (p. 17)</td>
</tr>
<tr>
<td>Our Sensory Bin (p. 5)</td>
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<tr>
<td>Bumpy Fingerpaint (p. 7)</td>
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<td>Mmmm! (p. 19)</td>
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<td>Oooh! It Feels... (p. 7)</td>
<td>What Would You Do? (p. 20)</td>
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<td>Safe to Touch? (p. 8)</td>
<td>Is it a Food? (p. 21)</td>
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<td>Feel 'N Explore (p. 9)</td>
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<td>Never Ever (p. 26)</td>
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<td>Sound Exploration Center (p. 15)</td>
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<tr>
<td>Shake 'N Listen (p. 15)</td>
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<tr>
<td>That Smells Good! (p. 16)</td>
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</tbody>
</table>

#### Additional experiences I planned to address this skill:

- Senses & Sand (p. 5)
- Our Sensory Bin (p. 5)
- How Does It Feel? (p. 6)
- Bumpy Fingerpaint (p. 7)
- Mixing Warm & Cold (p. 7)
- Oooh! It Feels... (p. 7)
- Safe to Touch? (p. 8)
- Goopy, Goopy, Goop (p. 9)
- Bubble Wrap Art (p. 9)
- Feel 'N Explore (p. 9)
- Oh, See What I See (p. 10)
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- A Tasting Party (p. 18)
- Yummy in My Tummy (p. 19)
- Cooking My Favorites (p. 19)
- Mmmm! (p. 19)
- What Would You Do? (p. 20)
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- Smells Good Enough to Eat (p. 21)
- Crunchy & Soft (p. 21)
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- Apple Turnovers...Yum! (p. 23)
- Safe to Touch? Story Time (p. 23)
- Touch & Feel Bookmarkers (p. 24)
- Making Scratch 'N Sniff Stickers (p. 25)
- Never Ever (p. 26)

### LEARNING INDICATORS (specific skills)

#### These experiences address Social Studies Knowledge 🔵

<table>
<thead>
<tr>
<th>SS1 - Understands how families are unique and different</th>
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<tr>
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</table>

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- Mixing Warm & Cold (p. 7)
- Oh, See What I See (p. 10)
- Sight Safety (p. 12)
- Musical Parade (p. 15)
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- Yummy in My Tummy (p. 19)
- Cooking My Favorites (p. 19)
- Our Eyes Help Us (p. 24)

<table>
<thead>
<tr>
<th>SS2 - Develops a basic understanding of community, including common jobs</th>
<th>Additional experiences I planned to address this skill:</th>
</tr>
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<tbody>
<tr>
<td>Yummy in My Tummy (p. 19)</td>
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#### Additional experiences I planned to address this skill:

- Yummy in My Tummy (p. 19)
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<thead>
<tr>
<th>LEARNING INDICATORS</th>
<th>These experiences address Social Studies Knowledge</th>
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<tbody>
<tr>
<td>SS3 - Recognizes the importance of caring for the environment</td>
<td>Not specifically addressed during this unit BUT always reinforce the importance of conserving water when children are washing hands or brushing teeth.</td>
</tr>
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<tr>
<td>Objectives/Skills on my formal child assessment that correlates to this skill are:</td>
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|                                                                                   |                                                                                           |
| SS4 - Develops a baseline understanding of how the past affects us and our community | Not specifically addressed during this unit                                                                 |
|                                                                                   |                                                                                           |
| Objectives/Skills on my formal child assessment that correlates to this skill are:|                                                                                           |
| |                                                                                   |