

Connecting the Dots

Linking Gee Whiz Experiences with
Developmental Areas & Learning Indicators



"Fairy Tales & Fables"




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, "Fairy Tales & Fables." 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

	Exploring Together	Small Group	Small Group	Infant
DAY 1	Real or Make-Believe? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, MK6, PD5	Different Types of Books LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK1, LR1, MK1, MK2, MK6, PD5, SS1	Let's Pretend! LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA4, PD2, PD5	Let's Turn the Pages LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
DAY 2	"The Ugly Duckling" LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, CA1, CA4, PD4, PD5	Feather Fun LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD5	You Are Special! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, LR1, PD5	Little Duck LD1, LD2, SE1, SE4, AL1, SK1, SK3, MK3, PD5
DAY 3	Beans & a Giant LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, CA4, PD4, PD5	Golden Egg Hunt LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, LR2, MK1, MK2, MK3, PD4	Golden Egg Makers LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK1, MK2, MK5, MK6, PD5	Fee, Fi, Foe, Fum! LD1, LD2, SE1, SE4, AL1, SK1, PD4
DAY 4	Up the Beanstalk LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LK1, LR1, CA1, CA4, PD4	Climbing Beanstalks LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, LR1, LR2, CA4, PD3, PD4	Planting Magic Beans LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, CA4, PD5, SS1	Let's Climb the Beanstalk LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5
DAY 5	Bears, Porridge & Beds LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, MK1, MK2, MK3, MK6, CA4, PD4	Making Masks LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA4, PD5	Playdough & Bears LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, CA3, PD5	3 Bears LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 6	Real & Make-Believe Bears LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, MK1, MK2, MK3, PD4, PD5	Preparing Porridge LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK1, MK2, MK5, PD3, PD5, SS1	Small, Medium, Large LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK1, MK2, MK5, PD5	Beautiful Bear Art LD1, LD2, SE1, SE4, AL1, SK1, CA3, PD5
DAY 7	A Windy Wolf LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, MK1, MK2, CA4, PD4, PD5	Home Builders Are We LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD5	I'll Huff... and I'll Puff LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK6, PD5	Little Pig Fingerplay LD1, LD2, SE1, SE4, AL1, SK1, PD5
DAY 8	The Wolf Says... LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, MK1, MK2, MK3, PD4, PD5, SS1	Oink! Oink! Grrr! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK4, CA4, PD5	The House We Built LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, LR2, CA4, PD5	Oink! Oink! Oink! LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 9	What Can You Be? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, LR2, CA4, PD5	Perfect Puppets LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK1, LR1, LR2, CA3, PD5	Who Should We Be Next? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, CA4, PD5	Puppet Fun LD1, LD2, SE1, SE4, AL1, SK1, PD5
DAY 10	Story Day! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, LR2, MK3, CA4, PD4, PD5	How Many Will Fit? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK5, LR1, LR2, MK1, MK2, MK6, PD5	My Own Story LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, CA3, PD5	Again! Again! LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1

School-Age Experiences

You Are Beautiful Because... LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, LR1, PD5	Making "Magic" Beans LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK3, LK2, LK3, LK4, LK5, LR1, CA3, PD5	Wolf Tag LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, MK1, MK2, PD4
Castle Builders LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, LR2, CA3, PD5, SS3	Bear Toast LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, PD2, PD5, SS1	Making Costumes. Telling Tales. LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK1, LR1, LR2, CA3, CA4, PD5, SS3

Unit: "Fairy Tales & Fables"

LEARNING INDICATORS (specific skills)	These experiences address Language Development 			
<p>LD1 - <i>Understands spoken language</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Real or Make-Believe? (p. 4) Different Types of Bears (p. 5) Let's Pretend! (p. 5) Let's Turn the Pages (p. 5) "The Ugly Duckling" (p. 6) Feather Fun (p. 7) You Are Special! (p. 7) Little Duck (p. 7) Beans & a Giant (p. 8) Golden Egg Hunt (p. 9) Golden Egg Makers (p. 9) Fee, Fi, Fo, Fum! (p. 9) Up the Beanstalk (p. 10) Climbing Beanstalks (p. 11) Planting Magic Beans (p. 11) Let's Climb the Beanstalk (p. 11) Bears, Porridge & Beds (p. 12)</p>	<p>Making Masks (p. 13) Playdough & Bears (p. 13) 3 Bears (p. 13) Real & Make-Believe Bears (p. 14) Preparing Porridge (p. 15) Small, Medium, Large (p. 15) Beautiful Bear Art (p. 15) A Windy Wolf (p. 16) Home Builders Are We (p. 17) I'll Huff... and I'll Puff (p. 17) Little Pig Fingerplay (p. 17) The Wolf Says... (p. 18) Oink! Oink! Grrr! (p. 19) The House We Built (p. 19) Oink! Oink! Oink! (p. 19)</p>	<p>What Can You Be? (p. 20) Perfect Puppets (p. 21) Who Should We Be Next? (p. 21) Puppet Fun (p. 21) Story Day! (p. 22) How Many Will Fit? (p. 23) My Own Story (p. 23) Again! Again! (p. 23) You Are Beautiful Because... (p. 24) Castle Builders (p. 24) Making "Magic" Beans (p. 25) Bear Toast (p. 25) Wolf Tag (p. 26) Making Costumes. Telling Tales. (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>
<p>LD2 - <i>Understands and then uses an ever-increasing vocabulary</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Real or Make-Believe? (p. 4) Different Types of Bears (p. 5) Let's Pretend! (p. 5) Let's Turn the Pages (p. 5) "The Ugly Duckling" (p. 6) Feather Fun (p. 7) You Are Special! (p. 7) Little Duck (p. 7) Beans & a Giant (p. 8) Golden Egg Hunt (p. 9) Golden Egg Makers (p. 9) Fee, Fi, Fo, Fum! (p. 9) Up the Beanstalk (p. 10) Climbing Beanstalks (p. 11) Planting Magic Beans (p. 11) Let's Climb the Beanstalk (p. 11) Bears, Porridge & Beds (p. 12)</p>	<p>Making Masks (p. 13) Playdough & Bears (p. 13) 3 Bears (p. 13) Real & Make-Believe Bears (p. 14) Preparing Porridge (p. 15) Small, Medium, Large (p. 15) Beautiful Bear Art (p. 15) A Windy Wolf (p. 16) Home Builders Are We (p. 17) I'll Huff... and I'll Puff (p. 17) Little Pig Fingerplay (p. 17) The Wolf Says... (p. 18) Oink! Oink! Grrr! (p. 19) The House We Built (p. 19) Oink! Oink! Oink! (p. 19)</p>	<p>What Can You Be? (p. 20) Perfect Puppets (p. 21) Who Should We Be Next? (p. 21) Puppet Fun (p. 21) Story Day! (p. 22) How Many Will Fit? (p. 23) My Own Story (p. 23) Again! Again! (p. 23) You Are Beautiful Because... (p. 24) Castle Builders (p. 24) Making "Magic" Beans (p. 25) Bear Toast (p. 25) Wolf Tag (p. 26) Making Costumes. Telling Tales. (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>
<p>LD3 - <i>Uses language to express ideas, wants, and needs</i></p> <p>Objective/Skill on my formal child assessment that correlates to this skill is:</p> <hr/>	<p>Real or Make-Believe? (p. 4) Different Types of Bears (p. 5) Let's Pretend! (p. 5) "The Ugly Duckling" (p. 6) Feather Fun (p. 7) You Are Special! (p. 7) Beans & a Giant (p. 8) Golden Egg Hunt (p. 9) Golden Egg Makers (p. 9) Up the Beanstalk (p. 10) Climbing Beanstalks (p. 11) Planting Magic Beans (p. 11) Bears, Porridge & Beds (p. 12)</p>	<p>Making Masks (p. 13) Playdough & Bears (p. 13) Real & Make-Believe Bears (p. 14) Preparing Porridge (p. 15) Small, Medium, Large (p. 15) A Windy Wolf (p. 16) Home Builders Are We (p. 17) I'll Huff... and I'll Puff (p. 17) The Wolf Says... (p. 18) Oink! Oink! Grrr! (p. 19) The House We Built (p. 19)</p>	<p>What Can You Be? (p. 20) Perfect Puppets (p. 21) Who Should We Be Next? (p. 21) Story Day! (p. 22) How Many Will Fit? (p. 23) My Own Story (p. 23) You Are Beautiful Because... (p. 24) Castle Builders (p. 24) Making "Magic" Beans (p. 25) Bear Toast (p. 25) Wolf Tag (p. 26) Making Costumes. Telling Tales. (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>

Unit: “Fairy Tales & Fables”

LEARNING INDICATORS (specific skills)	These experiences address Language Development 🗣️ (continued)			
LD4 - <i>Increasingly engages adults and other children in conversations</i> Objective/Skill on my formal child assessment that correlates to this skill is: _____ -	Real or Make-Believe? (p. 4) Different Types of Bears (p. 5) Let's Pretend! (p. 5) "The Ugly Duckling" (p. 6) Feather Fun (p. 7) You Are Special! (p. 7) Beans & a Giant (p. 8) Golden Egg Hunt (p. 9) Golden Egg Makers (p. 9) Up the Beanstalk (p. 10) Climbing Beanstalks (p. 11) Planting Magic Beans (p. 11) Bears, Porridge & Beds (p. 12)	Making Masks (p. 13) Playdough & Bears (p. 13) Real & Make-Believe Bears (p. 14) Preparing Porridge (p. 15) Small, Medium, Large (p. 15) A Windy Wolf (p. 16) Home Builders Are We (p. 17) I'll Huff... and I'll Puff (p. 17) The Wolf Says... (p. 18) Oink! Oink! Grrr! (p. 19) The House We Built (p. 19)	What Can You Be? (p. 20) Perfect Puppets (p. 21) Who Should We Be Next? (p. 21) Story Day! (p. 22) How Many Will Fit? (p. 23) My Own Story (p. 23) You Are Beautiful Because... (p. 24) Castle Builders (p. 24) Making "Magic" Beans (p. 25) Bear Toast (p. 25) Wolf Tag (p. 26) Making Costumes. Telling Tales. (p. 26)	Additional experiences I planned to address this skill:
LEARNING INDICATORS (specific skills)	These experiences address Literacy Knowledge 📖			
LK1 - <i>Shows an interest in books and understands stories are a way of sharing information</i> Objectives/Skills on my formal child assessment that correlates to this skill are: _____ _____	Different Types of Books (p. 5) Let's Turn the Pages (p. 5) "The Ugly Duckling" (p. 6) Beans & a Giant (p. 8) Up the Beanstalk (p. 10) Bears, Porridge & Beds (p. 12) Real & Make-Believe Bears (p. 14) A Windy Wolf (p. 16) The Wolf Says... (p. 18) What Can You Be? (p. 20) Perfect Puppets (p. 21) Who Should We Be Next? (p. 21) Story Day! (p. 22) Wolf Tag (p. 26) Making Costumes. Telling Tales (p. 26)		Additional experiences I planned to address this skill: Reading any of the books on the Book List plus any from your own library would address this skill.	
LK2 - <i>Understands that language is made up of words, which can be broken down into syllables</i> Objectives/Skills on my formal child assessment that correlates to this skill are: _____ _____	You Are Special! (p. 7) You Are Beautiful Because... (p. 24) Making "Magic" Beans (p. 25)		Additional experiences I planned to address this skill: Please see our Letters & Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well	

Unit: “Fairy Tales & Fables”

LEARNING INDICATORS (specific skills)	These experiences address Literacy Knowledge 📖 (continued)		
<p>LK3 - <i>Begins to name letters and identify their sounds</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>You Are Special! (p. 7) You Are Beautiful Because... (p. 24) Making “Magic” Beans (p. 25)</p>	<p>Please see our Letters & Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well</p>	<p>Additional experiences I planned to address this skill:</p>
<p>LK4 - <i>Understands concepts about print (e.g., reading from left to right, logos as symbols, etc.)</i></p> <p>Objective/Skill on my formal child assessment that correlates to this skill is:</p> <p>_____</p> <p>_____</p>	<p>You Are Special! (p. 7) You Are Beautiful Because... (p. 24) Making “Magic” Beans (p. 25)</p>	<p>Please see our Letters & Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well</p>	<p>Additional experiences I planned to address this skill:</p>
<p>LK5 - <i>Begins to use a variety of writing tools to use writing (invented or true) as a way to convey thoughts & ideas</i></p> <p>Objective/Skill on my formal child assessment that correlates to this skill is:</p> <p>_____</p> <p>_____</p>	<p>You Are Special! (p. 7) How Many Will Fit? (p. 23) You Are Beautiful Because... (p. 24) Making “Magic” Beans (p. 25)</p>	<p>Please see our Letters & Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well</p>	<p>Additional experiences I planned to address this skill:</p>

Unit: "Fairy Tales & Fables"

LEARNING INDICATORS	These experiences address Math Knowledge ① (continued)	
<p>MK1 - <i>Understands that numbers tell "how many"</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Different Types of Books (p. 5) Golden Egg Hunt (p. 9) Golden Egg Makers (p. 9) Bears, Porridge & Beds (p. 12) Real & Make-Believe Bears (p. 14) Preparing Porridge (p. 15) Small, Medium, Large (p. 15) A Windy Wolf (p. 16) The Wolf Says... (p. 18) How Many Will Fit? (p. 23) Wolf Tag (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>
<p>MK2 - <i>Recognizes that numbers go in a specific order</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Different Types of Books (p. 5) Golden Egg Hunt (p. 9) Golden Egg Makers (p. 9) Bears, Porridge & Beds (p. 12) Real & Make-Believe Bears (p. 14) Preparing Porridge (p. 15) Small, Medium, Large (p. 15) A Windy Wolf (p. 16) The Wolf Says... (p. 18) How Many Will Fit? (p. 23) Wolf Tag (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>
<p>MK3 - <i>Recognizes shapes and positional concepts</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Little Duck (p. 7) Golden Egg Hunt (p. 9) Bears, Porridge & Beds (p. 12) Real & Make-Believe Bears (p. 14) The Wolf Says... (p. 18) Story Day! (p. 22)</p> <p>Also, be sure to reinforce positional concepts when children are engaged in free play. This would be the perfect time to reinforce positional concepts such are <i>in/out, up/down, under, between, around, etc.</i></p>	<p>Additional experiences I planned to address this skill:</p>
<p>MK4 - <i>Creates, imitates and/or extends patterns</i></p> <p>Objective/Skill on my formal child assessment that correlates to this skill is:</p> <p>_____</p> <p>_____</p>	<p>Oink! Oink! Grrrr! (p. 19)</p> <p>Be sure to also talk about patterns that occur in stories such as when the Giant in "Jack & the Beanstalk" says, "Fee, fi, fo, fum" repeatedly.</p>	<p>Additional experiences I planned to address this skill:</p>

Unit: “Fairy Tales & Fables”

LEARNING INDICATORS (specific skills)	These experiences address Math Knowledge ① (continued)			
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: <				

Unit: "Fairy Tales & Fables"

LEARNING INDICATORS (specific skills)	These experiences address Science Knowledge ¶ (continued)			
SK2 - <i>Makes and tests predictions using simple experimentation</i> Objectives/Skills on my formal child assessment that correlates to this skill are: <hr/> <hr/>	Feather Fun (p. 7) Golden Egg Hunt (p. 9) Golden Egg Makers (p. 9) Up the Beanstalk (p. 10) Planting Magic Beans (p. 11) Bears, Porridge & Beds (p. 12) Playdough & Bears (p. 13) Preparing Porridge (p. 15) Small, Medium, Large (p. 15) Home Builders Are We (p. 17) I'll Huff...and I'll Puff (p. 17) The House We Built (p. 19) Story Day! (p. 22)	How Many Will Fit? (p. 23) Bear Toast (p. 25)	Additional experiences I planned to address this skill:	
SK3 - <i>Gathers information about the natural world through hands-on exploration</i> Objectives/Skills on my formal child assessment that correlates to this skill are: <hr/> <hr/>	Real or Make-Believe? (p. 4) "The Ugly Duckling" (p. 6) Feather Fun (p. 7) Little Duck (p. 7) Golden Egg Makers (p. 9) Planting Magic Beans (p. 11) Bears, Porridge & Beds (p. 12) Playdough & Bears (p. 13) 3 Bears (p. 13) Real & Make-Believe Bears (p. 14) Preparing Porridge (p. 15) Small, Medium & Large (p. 15) A Windy Wolf (p. 16) Home Builders Are We (p. 17)	I'll Huff...and I'll Puff (p. 17) Oink! Oink! Oink! (p. 19) How Many Will Fit? (p. 23) Making "Magic" Beans (p. 25) Bear Toast (p. 25) Wolf Tag (p. 26)		Additional experiences I planned to address this skill:
LEARNING INDICATORS (specific skills)	These experiences address Logic & Reasoning ?			
LR1 - <i>Demonstrates the ability to identify a problem and then seeks ways to solve it</i> Objectives/Skills on my formal child assessment that correlates to this skill are: <hr/> <hr/>	Real or Make-Believe? (p. 4) Different Types of Bears (p. 5) Let's Pretend! (p. 5) "The Ugly Duckling" (p. 6) Feather Fun (p. 7) You Are Special! (p. 7) Beans & a Giant (p. 8) Golden Egg Hunt (p. 9) Golden Egg Makers (p. 9) Up the Beanstalk (p. 10) Climbing Beanstalks (p. 11) Planting Magic Beans (p. 11) Bears, Porridge & Beds (p. 12)	Making Masks (p. 13) Playdough & Bears (p. 13) Real & Make-Believe Bears (p. 14) Preparing Porridge (p. 15) Small, Medium, Large (p. 15) A Windy Wolf (p. 16) Home Builders Are We (p. 17) I'll Huff... and I'll Puff (p. 17) The Wolf Says... (p. 18) Oink! Oink! Grrr! (p. 19) The House We Built (p. 19)	What Can You Be? (p. 20) Perfect Puppets (p. 21) Who Should We Be Next? (p. 21) Story Day! (p. 22) How Many Will Fit? (p. 23) My Own Story (p. 23) You Are Beautiful Because... (p. 24) Castle Builders (p. 24) Making "Magic" Beans (p. 25) Bear Toast (p. 25) Wolf Tag (p. 26) Making Costumes. Telling Tales. (p. 26)	Additional experiences I planned to address this skill:

Unit: "Fairy Tales & Fables"

LEARNING INDICATORS (specific skills)	These experiences address Logic & Reasoning ? (continued)			
LR2 - <i>Understands that symbols or objects can be used to represent different things</i> Objectives/Skills on my formal child assessment that correlates to this skill are: <				



Unit: "Fairy Tales & Fables"

LEARNING INDICATORS (specific skills)	These experiences address Approaches to Learning 😊 (continued)			
AL3 - <i>Engages in cooperative group experiences</i> Objectives/Skills on my formal child assessment that correlates to this skill are: 	Real or Make-Believe? (p. 4) "The Ugly Duckling" (p. 6) You Are Special! (p. 7) Beans & a Giant (p. 8) Golden Egg Hunt (p. 9) Golden Egg Makers (p. 9) Up the Beanstalk (p. 10) Planting Magic Beans (p. 11) Bears, Porridge & Beds (p. 12) Real & Make-Believe Bears (p. 14) Preparing Porridge (p. 15) A Windy Wolf (p. 16) The Wolf Says... (p. 18) Oink! Oink! Grrr! (p. 19)	The House We Built (p. 19) What Can You Be? (p. 20) Who Should We Be Next? (p. 21) Story Day! (p. 22) How Many Will Fit? (p. 23) You Are Beautiful Because... (p. 24) Castle Builders (p. 24) Bear Toast (p. 25) Wolf Tag (p. 25)	Additional experiences I planned to address this skill:	
LEARNING INDICATORS (specific skills)	These experiences address Social & Emotional Development ❤️			
SE1 - <i>Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children</i> Objectives/Skills on my formal child assessment that correlates to this skill are: 	Real or Make-Believe? (p. 4) Different Types of Bears (p. 5) Let's Pretend! (p. 5) Let's Turn the Pages (p. 5) "The Ugly Duckling" (p. 6) Feather Fun (p. 7) You Are Special! (p. 7) Little Duck (p. 7) Beans & a Giant (p. 8) Golden Egg Hunt (p. 9) Golden Egg Makers (p. 9) Fee, Fi, Fo, Fum! (p. 9) Up the Beanstalk (p. 10) Climbing Beanstalks (p. 11) Planting Magic Beans (p. 11) Let's Climb the Beanstalk (p. 11) Bears, Porridge & Beds (p. 12)	Making Masks (p. 13) Playdough & Bears (p. 13) 3 Bears (p. 13) Real & Make-Believe Bears (p. 14) Preparing Porridge (p. 15) Small, Medium, Large (p. 15) Beautiful Bear Art (p. 15) A Windy Wolf (p. 16) Home Builders Are We (p. 17) I'll Huff... and I'll Puff (p. 17) Little Pig Fingerplay (p. 17) The Wolf Says... (p. 18) Oink! Oink! Grrr! (p. 19) The House We Built (p. 19) Oink! Oink! Oink! (p. 19)	What Can You Be? (p. 20) Perfect Puppets (p. 21) Who Should We Be Next? (p. 21) Puppet Fun (p. 21) Story Day! (p. 22) How Many Will Fit? (p. 23) My Own Story (p. 23) Again! Again! (p. 23) You Are Beautiful Because... (p. 24) Castle Builders (p. 24) Making "Magic" Beans (p. 25) Bear Toast (p. 25) Wolf Tag (p. 26) Making Costumes. Telling Tales. (p. 26)	Additional experiences I planned to address this skill:
SE2 - <i>Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence</i> Objective/Skill on my formal child assessment that correlates to this skill is: 	Real or Make-Believe? (p. 4) Different Types of Bears (p. 5) Let's Pretend! (p. 5) "The Ugly Duckling" (p. 6) Feather Fun (p. 7) You Are Special! (p. 7) Beans & a Giant (p. 8) Golden Egg Hunt (p. 9) Golden Egg Makers (p. 9) Up the Beanstalk (p. 10) Climbing Beanstalks (p. 11) Planting Magic Beans (p. 11) Bears, Porridge & Beds (p. 12)	Making Masks (p. 13) Playdough & Bears (p. 13) Real & Make-Believe Bears (p. 14) Preparing Porridge (p. 15) Small, Medium, Large (p. 15) A Windy Wolf (p. 16) Home Builders Are We (p. 17) I'll Huff... and I'll Puff (p. 17) The Wolf Says... (p. 18) Oink! Oink! Grrr! (p. 19) The House We Built (p. 19)	What Can You Be? (p. 20) Perfect Puppets (p. 21) Who Should We Be Next? (p. 21) Story Day! (p. 22) How Many Will Fit? (p. 23) My Own Story (p. 23) You Are Beautiful Because... (p. 24) Castle Builders (p. 24) Making "Magic" Beans (p. 25) Bear Toast (p. 25) Wolf Tag (p. 26) Making Costumes. Telling Tales. (p. 26)	Additional experiences I planned to address this skill:


Unit: "Fairy Tales & Fables"

LEARNING INDICATORS (specific skills)	These experiences address Social & Emotional Development ♥ (continued)			
<p>SE3 - <i>Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Real or Make-Believe? (p. 4) "The Ugly Duckling" (p. 6) You Are Special! (p. 7) Beans & a Giant (p. 8) Golden Egg Hunt (p. 9) Golden Egg Makers (p. 9) Up the Beanstalk (p. 10) Planting Magic Beans (p. 11) Climbing Beanstalks (p. 11) Bears, Porridge & Beds (p. 12) Real & Make-Believe Bears (p. 14) Preparing Porridge (p. 15) A Windy Wolf (p. 16) The Wolf Says... (p. 18) Oink! Oink! Grrr! (p. 19)</p>	<p>The House We Built (p. 19) What Can You Be? (p. 20) Who Should We Be Next? (p. 21) Story Day! (p. 22) How Many Will Fit? (p. 23) You Are Beautiful Because... (p. 24) Castle Builders (p. 24) Bear Toast (p. 25) Wolf Tag (p. 25)</p>	Additional experiences I planned to address this skill:	
<p>SE4 - <i>Demonstrates a range of emotions</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Real or Make-Believe? (p. 4) Different Types of Bears (p. 5) Let's Pretend! (p. 5) Let's Turn the Pages (p. 5) "The Ugly Duckling" (p. 6) Feather Fun (p. 7) You Are Special! (p. 7) Little Duck (p. 7) Beans & a Giant (p. 8) Golden Egg Hunt (p. 9) Golden Egg Makers (p. 9) Fee, Fi, Fo, Fum! (p. 9) Up the Beanstalk (p. 10) Climbing Beanstalks (p. 11) Planting Magic Beans (p. 11) Let's Climb the Beanstalk (p. 11) Bears, Porridge & Beds (p. 12)</p>	<p>Making Masks (p. 13) Playdough & Bears (p. 13) 3 Bears (p. 13) Real & Make-Believe Bears (p. 14) Preparing Porridge (p. 15) Small, Medium, Large (p. 15) Beautiful Bear Art (p. 15) A Windy Wolf (p. 16) Home Builders Are We (p. 17) I'll Huff... and I'll Puff (p. 17) Little Pig Fingerplay (p. 17) The Wolf Says... (p. 18) Oink! Oink! Grrr! (p. 19) The House We Built (p. 19) Oink! Oink! Oink! (p. 19)</p>	<p>What Can You Be? (p. 20) Perfect Puppets (p. 21) Who Should We Be Next? (p. 21) Puppet Fun (p. 21) Story Day! (p. 22) How Many Will Fit? (p. 23) My Own Story (p. 23) Again! Again! (p. 23) You Are Beautiful Because... (p. 24) Castle Builders (p. 24) Making "Magic" Beans (p. 25) Bear Toast (p. 25) Wolf Tag (p. 26) Making Costumes. Telling Tales. (p. 26)</p>	Additional experiences I planned to address this skill:
LEARNING INDICATORS (specific skills)	These experiences address Creative Arts and Music 🖋️ & 🎵			
<p>CA1 - <i>Participates in musical activities including singing and utilizing instruments</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>"The Ugly Duckling" (p. 6) Up the Beanstalk (p. 10) Let's Climb the Beanstalk (p. 11) Again! Again! (p. 23)</p>		Additional experiences I planned to address this skill:	



Unit: "Fairy Tales & Fables"

LEARNING INDICATORS (specific skills)	These experiences address Creative Arts and Music  & 	
<p>CA2 - <i>Uses movement and dance to express ideas and emotions</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Any of the music experiences can incorporate this skill (see CA1) Also, during this unit, be sure to add music to your outdoor play space when children are moving and exercising.</p>	<p>Additional experiences I planned to address this skill:</p>
<p>CA3 - <i>Utilizes a variety of art materials (both two and three dimensional) to express self</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Feather Fun (p. 7) Playdough & Bears (p. 13) Beautiful Bear Art (p. 15) Perfect Puppets (p. 21) My Own Story (p. 23) Castle Builders (p. 24) Making "Magic" Beans (p. 25) Making Costumes. Telling Tales. (p. 26)</p> <p>Please refer to the Add and Enhance component for materials you can add to your art area to promote this skill during free play time.</p>	<p>Additional experiences I planned to address this skill:</p>
<p>CA4 - <i>Engages in pretend play with, or without, the use of props</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Let's Pretend! (p. 5) "The Ugly Duckling" (p. 6) Beans and a Giant (p. 8) Up the Beanstalk (p. 10) Climbing Beanstalks (p. 11) Planting Magic Beans (p. 11) Bears, Porridge & Beds (p. 12) Making Masks (p. 13) A Windy Wolf (p. 16) Oink! Oink! Grrr! (p. 19) The House We Built (p. 19) What Can You Be? (p. 20) Who Should We Be Next? (p. 21) Story Day! (p. 22) Making Costumes. Telling Tales. (p. 26)</p> <p>Please refer to the Add and Enhance component for materials you can add to your dramatic play area to promote this skill during this unit as the children engage in free play.</p>	<p>Additional experiences I planned to address this skill:</p>


Unit: "Fairy Tales & Fables"

LEARNING INDICATORS (specific skills)	These experiences address Physical Development & Health 		
<p>PD1 - <i>Understands the importance of exercise and rest</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Be sure to discuss this concept with the children as they engage in gross motor experiences during free play.</p>		<p>Additional experiences I planned to address this skill:</p>
<p>PD2 - <i>Takes pride in caring for self (e.g., brushing teeth, washing hands, eating healthy foods, etc.)</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Preparing Porridge (p. 15) Bear Toast (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p> <p>Plan to reinforce this skill during routine times AND during any planned experience where children will need to wash their hands before or after (e.g., painting).</p>	
<p>PD3 - <i>Practices safe habits and understands basic safety rules</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p>	<p>Climbing Beanstalks (p. 11) Preparing Porridge (p. 15)</p> <p>Be sure to look for safety tips under the "Be Healthy & Safe" section that is included every day. Be sure to also reinforce safety when the children are climbing & playing outdoors or engaged in group games.</p>		<p>Additional experiences I planned to address this skill:</p>
<p>PD4 - <i>Demonstrates gross motor skills (e.g., crawling, walking, running, climbing, pedaling, etc.)</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p>	<p>"The Ugly Duckling" (p. 6) Beans & a Giant (p. 8) Golden Egg Hunt (p. 9) Fee, Fi, Fo, Fum (p. 9) Up the Beanstalk (p. 10) Climbing Beanstalks (p. 11) Bears, Porridge & Beds (p. 12) Real & Make-Believe Bears (p. 14) A Windy Wolf (p. 16) Wolf Tag (p. 26)</p>		<p>Additional experiences I planned to address this skill:</p>

Unit: "Fairy Tales & Fables"

LEARNING INDICATORS (specific skills)	These experiences address Physical Development & Health 			
<p>PD5 - <i>Demonstrates fine motor control (e.g., grasping, holding, pouring, writing/ drawing, cutting, manipulating objects, etc.)</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Real or Make-Believe? (p. 4) Different Types of Bears (p. 5) Let's Pretend! (p. 5) Let's Turn the Pages (p. 5) "The Ugly Duckling" (p. 6) Feather Fun (p. 7) You Are Special! (p. 7) Little Duck (p. 7) Beans & a Giant (p. 8) Golden Egg Makers (p. 9) Planting Magic Beans (p. 11) Let's Climb the Beanstalk (p. 11)</p>	<p>Making Masks (p. 13) Playdough & Bears (p. 13) 3 Bears (p. 13) Real & Make-Believe Bears (p. 14) Preparing Porridge (p. 15) Small, Medium, Large (p. 15) Beautiful Bear Art (p. 15) A Windy Wolf (p. 16) Home Builders Are We (p. 17) I'll Huff... and I'll Puff (p. 17) Little Pig Fingerplay (p. 17) The Wolf Says... (p. 18) Oink! Oink! Grrr! (p. 19) The House We Built (p. 19) Oink! Oink! Oink! (p. 19)</p>	<p>What Can You Be? (p. 20) Perfect Puppets (p. 21) Who Should We Be Next? (p. 21) Puppet Fun (p. 21) Story Day! (p. 22) How Many Will Fit? (p. 23) My Own Story (p. 23) You Are Beautiful Because... (p. 24) Castle Builders (p. 24) Making "Magic" Beans (p. 25) Bear Toast (p. 25) Making Costumes. Telling Tales. (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>
LEARNING INDICATORS (specific skills)	These experiences address Social Studies Knowledge 			
<p>SS1 - <i>Understands how families are unique and different</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Different Types of Books (p. 5) Planting Magic Beans (p. 11) Preparing Porridge (p. 15) The Wolf Says... (p. 18) Bear Toast (p. 25)</p>	<p>If you have families that speak languages other than English in your program, be sure to incorporate their languages into this entire unit as much as possible.</p>		<p>Additional experiences I planned to address this skill:</p>
<p>SS2 - <i>Develops a basic understanding of community, including common jobs</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>This would be a great unit to visit the library and talk with a librarian about his/her job.</p>	<p>Additional experiences I planned to address this skill:</p>		

Unit: "Fairy Tales & Fables"

LEARNING INDICATORS (specific skills)	These experiences address Social Studies Knowledge 	
<p>SS3 - <i>Recognizes the importance of caring for the environment</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Castle Builders (p. 24) Making Costumes. Telling Tales. (p. 26)</p> <p>Any time the children are using recyclable materials and "repurposing" them, be sure to point out how this is good for the environment.</p>	<p>Additional experiences I planned to address this skill:</p>
<p>SS4 - <i>Develops a baseline understanding of how the past affects us and our community</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Use the internet to research how long common fairy tales (such as those introduced during this unit) have been around. Talk about why the children think fairy tales were created. Do they think new fairy tales will be written in the future? Why or why not?</p>	<p>Additional experiences I planned to address this skill:</p>