

Connecting the Dots

Linking Gee Whiz Experiences with
Developmental Areas & Learning Indicators



"Friendship Fun" Unit



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, “Friendship Fun.” 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	Who Are My Friends? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, CA1, SS1, PD5, LR1	Find Your Name Game LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, PD4, PD5, LK2, LK3, LK4, LK5, LR1, MK3	Fun with Friends LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, SK1, PD5, LK2, LK3, LK4, LR1, MK3	I See a Friend LD1, LD2, SE1, SE4, AL1, SK1, CA1
DAY 2	I Care! LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL3, SK1, CA4, LR1, PD2, PD5, SS1	I Will Take Care of You LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, CA4, LR1, LR2, LK1, PD2, PD5	Building a Word LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LR1, LR2, MK1, MK2, MK3, PD5	My Friends Like to... LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
DAY 3	Do You Need Help? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, MK6, LR1, PD5, SS1	Friends Fingerprint Mural LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, PD2, PD5, CA3, LR1, MK6	Mixed-Up Puzzles LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, MK6, PD5	More Photo Fun! LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
DAY 4	We Can Share LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, MK1, MK2, LR1, CA1, PD5	Water and Sharing LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, SK1, SK2, SK3, LR1, LR2, PD5	To Share or Not to Share LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, PD3, PD5, LR1, LK2, LK3, LK4, LK5, MK1, MK2, MK6	Let's Share LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5
DAY 5	Everyone is Included LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, PD3, PD4, PD5, LR1, LK2, LK3, LK4, MK1, MK2, MK6	Water Fun for Everyone LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, SK1, SK3, LR1, PD1, PD3, PD4	Mixing and Making Together LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, PD5, MK1, MK2, MK5, SS1	Read Me a Story LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
DAY 6	R.E.S.P.E.C.T. LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, PD3, PD4, LR1, SS1	I Am Respectful Crowns LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LK2, LK3, LK4, LK5, PD3, PD5	Respectful Bubble Fun LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, SK2, SK3, LR1, MK3, PD4	Peek-a-Boo LD1, LD2, SE1, SE4, AL1, AL2, SK1
DAY 7	My Friend Feels... LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, PD4, LR1, CA4, SS1	Find a Feeling LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, CA1, LR1, LR2, PD4, MK6	Feelings and Fingerprint LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, PD2, PD5, CA3, LR1	If You're Happy LD1, LD2, SE1, SE4, AL1, SK1, PD5, CA1
DAY 8	Alike and Different LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, SK3, PD5, LR1, SS1, CA1, MK6	Paper Plate Self-Portraits LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, PD5, CA3, LR1, LR2	Choosing Activities LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, CA3, MK6, PD4, PD5	Who Is That? LD1, LD2, SE1, SE4, AL1, SK1
DAY 9	Perfect Pen Pals LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LK2, LK3, LK4, PD5, CA1, SS1, MK1	Pen Pal Writing Station LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LK2, LK3, LK4, LK5, PD5, CA3, MK6	Off to My Friend's House LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, SK1, CA4, PD3, PD4, LR1, LR2	Letters In. Letters Out. LD1, LD2, SE1, SE4, AL1, SK1, MK3, PD5
DAY 10	Friendship Day LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LK2, LK3, LK4, LK5, PD2, PD3, PD5, CA3, LR1, MK6, SS1	Elbow Bump Dance LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, PD3, PD4, CA1, CA2	A Friendship Chain LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, PD5, CA3, LK2, LK3, LK4, LK5, MK1, MK2	So Many Songs LD1, LD2, SE1, SE4, AL1, SK1, CA1

School-Age Experiences		
An Alphabet of Friends LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, LR1, LK2, LK3, LK4, LK5, PD5	Pass the Hula Hoop LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, PD4	I Feel... LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, LR1, PD5
A Snack to Share LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL3, SK1, LR1, MK1, MK2, MK5, SS1, PD2, PD3, PD5	How Do You Show Respect? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, LR1, CA4, PD3, PD5	Likes and Dislikes Posters LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, PD5, LK2, LK3, LK4, LK5, LR1, MK6

Unit: "Friendship Fun"

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>Who Are My Friends? (p. 4) Find Your Name Game (p. 5) Fun with Friends (p. 5) I See a Friend (p. 5) I Care! (p. 6) I Will Take Care of You (p. 7) Building a Word (p. 7) My Friends Like to... (p. 7) Do You Need Help? (p. 8) Friends Fingerprint Mural (p. 9) Mixed-Up Puzzles (p. 9) More Photo Fun! (p. 9) We Can Share (p. 10) Water and Sharing (p. 11) To Share or Not to Share (p. 11) Let's Share (p. 11)</p>	<p>Everyone is Included (p. 12) Water Fun for Everyone (p. 13) Mixing and Making Together (p. 13) Read Me a Story (p. 13) R.E.S.P.E.C.T. (p. 14) I Am Respectful Crowns (p. 15) Respectful Bubble Fun (p. 15) Peek-a-Boo (p. 15) My Friend Feels... (p. 16) Find a Feeling (p. 17) Feelings and Fingerprint (p. 17) If You're Happy (p. 17) Alike and Different (p. 18) Paper Plate Self-Portraits (p. 19)</p>	<p>Who is That? (p. 19) Perfect Pen Pals (p. 20) Pen Pal Writing Station (p. 21) Off to My Friend's House (p. 21) Letters In. Letters Out. (p. 21) Friendship Day (p. 22) Elbow Bump Dance (p. 23) A Friendship Chain (p. 23) So Many Songs (p. 23) An Alphabet of Friends (p. 24) A Snack to Share (p. 24) Pass the Hula Hoop (p. 25) How Do You Show Respect? (p. 25) I Feel... (p. 26) Likes and Dislikes Posters (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>Who Are My Friends? (p. 4) Find Your Name Game (p. 5) Fun with Friends (p. 5) I See a Friend (p. 5) I Care! (p. 6) I Will Take Care of You (p. 7) Building a Word (p. 7) My Friends Like to... (p. 7) Do You Need Help? (p. 8) Friends Fingerprint Mural (p. 9) Mixed-Up Puzzles (p. 9) More Photo Fun! (p. 9) We Can Share (p. 10) Water and Sharing (p. 11) To Share or Not to Share (p. 11) Let's Share (p. 11)</p>	<p>Everyone is Included (p. 12) Water Fun for Everyone (p. 13) Mixing and Making Together (p. 13) Read Me a Story (p. 13) R.E.S.P.E.C.T. (p. 14) I Am Respectful Crowns (p. 15) Respectful Bubble Fun (p. 15) Peek-a-Boo (p. 15) My Friend Feels... (p. 16) Find a Feeling (p. 17) Feelings and Fingerprint (p. 17) If You're Happy (p. 17) Alike and Different (p. 18) Paper Plate Self-Portraits (p. 19)</p>	<p>Who is That? (p. 19) Perfect Pen Pals (p. 20) Pen Pal Writing Station (p. 21) Off to My Friend's House (p. 21) Letters In. Letters Out. (p. 21) Friendship Day (p. 22) Elbow Bump Dance (p. 23) A Friendship Chain (p. 23) So Many Songs (p. 23) An Alphabet of Friends (p. 24) A Snack to Share (p. 24) Pass the Hula Hoop (p. 25) How Do You Show Respect? (p. 25) I Feel... (p. 26) Likes and Dislikes Posters (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>Who Are My Friends? (p. 4) Find Your Name Game (p. 5) Fun with Friends (p. 5) I Care! (p. 6) I Will Take Care of You (p. 7) Building a Word (p. 7) Do You Need Help? (p. 8) Friends Fingerprint Mural (p. 9) Mixed-Up Puzzles (p. 9) We Can Share (p. 10) Water and Sharing (p. 11) To Share or Not to Share (p. 11)</p>	<p>Everyone is Included (p. 12) Water Fun for Everyone (p. 13) Mixing and Making Together (p. 13) R.E.S.P.E.C.T. (p. 14) I Am Respectful Crowns (p. 15) Respectful Bubble Fun (p. 15) My Friend Feels... (p. 16) Find a Feeling (p. 17) Feelings and Fingerprint (p. 17) Alike and Different (p. 18) Paper Plate Self-Portraits (p. 19) Choosing Activities (p. 19)</p>	<p>Perfect Pen Pals (p. 20) Pen Pal Writing Station (p. 21) Off to My Friend's House (p. 21) Friendship Day (p. 22) Elbow Bump Dance (p. 23) A Friendship Chain (p. 23) So Many Songs (p. 23) An Alphabet of Friends (p. 24) A Snack to Share (p. 24) Pass the Hula Hoop (p. 25) How Do You Show Respect? (p. 25) I Feel... (p. 26) Likes and Dislikes Posters (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>

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LEARNING INDICATORS (specific skills)	These experiences address Language Development 🗣️ (continued)			
<p>LD4 - <i>Increasingly engages adults and other children in conversations</i></p> <p>Objective/Skill on my formal child assessment that correlates to this skill is:</p> <p>_____</p> <p>—</p>	<p>Who Are My Friends? (p. 4)</p> <p>Find Your Name Game (p. 5)</p> <p>Fun with Friends (p. 5)</p> <p>I Care! (p. 6)</p> <p>I Will Take Care of You (p. 7)</p> <p>Building a Word (p. 7)</p> <p>Do You Need Help? (p. 8)</p> <p>Friends Fingerprint Mural (p. 9)</p> <p>Mixed-Up Puzzles (p. 9)</p> <p>We Can Share (p. 10)</p> <p>Water and Sharing (p. 11)</p> <p>To Share or Not to Share (p. 11)</p>	<p>Everyone is Included (p. 12)</p> <p>Water Fun for Everyone (p. 13)</p> <p>Mixing and Making Together (p. 13)</p> <p>R.E.S.P.E.C.T. (p. 14)</p> <p>I Am Respectful Crowns (p. 15)</p> <p>Respectful Bubble Fun (p. 15)</p> <p>My Friend Feels... (p. 16)</p> <p>Find a Feeling (p. 17)</p> <p>Feelings and Fingerpaint (p. 17)</p> <p>Alike and Different (p. 18)</p> <p>Paper Plate Self-Portraits (p. 19)</p> <p>Choosing Activities (p. 19)</p>	<p>Perfect Pen Pals (p. 20)</p> <p>Pen Pal Writing Station (p. 21)</p> <p>Off to My Friend's House (p. 21)</p> <p>Friendship Day (p. 22)</p> <p>Elbow Bump Dance (p. 23)</p> <p>A Friendship Chain (p. 23)</p> <p>So Many Songs (p. 23)</p> <p>An Alphabet of Friends (p. 24)</p> <p>A Snack to Share (p. 24)</p> <p>Pass the Hula Hoop (p. 25)</p> <p>How Do You Show Respect? (p. 25)</p> <p>I Feel... (p. 26)</p> <p>Likes and Dislikes Posters (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>
LEARNING INDICATORS (specific skills)	These experiences address Literacy Knowledge 📖			
<p>LK1 - <i>Shows an interest in books and understands stories are a way of sharing information</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>I Will Take Care of You (p. 7)</p> <p>My Friends Like to... (p. 7)</p> <p>More Photo Fun (p. 9)</p> <p>Read Me a Story (p. 13)</p> <p>Friendship Day (p. 22)</p>		<p>Additional experiences I planned to address this skill:</p>	
<p>LK2 - <i>Understands that language is made up of words, which can be broken down into syllables</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Find Your Name Game (p. 5)</p> <p>Fun with Friends (p. 5)</p> <p>Building a Word (p. 7)</p> <p>Friends Fingerprint Mural (p. 9)</p> <p>To Share or Not to Share (p. 11)</p> <p>Everyone is Included (p. 12)</p> <p>I Am Respectful Crowns (p. 15)</p> <p>Perfect Pen Pals (p. 20)</p> <p>Pen Pal Writing Station (p. 21)</p> <p>Friendship Day (p. 22)</p> <p>A Friendship Chain (p. 23)</p> <p>An Alphabet of Friends (p. 24)</p> <p>Likes and Dislikes Posters (p. 26)</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>	

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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>Find Your Name Game (p. 5) Fun with Friends (p. 5) Building a Word (p. 7) Friends Fingerprint Mural (p. 9) To Share or Not to Share (p. 11) Everyone is Included (p. 12) I Am Respectful Crowns (p. 15) Perfect Pen Pals (p. 20) Pen Pal Writing Station (p. 21) Friendship Day (p. 22) A Friendship Chain (p. 23) An Alphabet of Friends (p. 24) Likes and Dislikes Posters (p. 26)</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>Find Your Name Game (p. 5) Fun with Friends (p. 5) Building a Word (p. 7) Friends Fingerprint Mural (p. 9) To Share or Not to Share (p. 11) Everyone is Included (p. 12) I Am Respectful Crowns (p. 15) Perfect Pen Pals (p. 20) Pen Pal Writing Station (p. 21) Friendship Day (p. 22) A Friendship Chain (p. 23) An Alphabet of Friends (p. 24) Likes and Dislikes Posters (p. 26)</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>Find Your Name Game (p. 5) To Share or Not to Share (p. 11) I Am Respectful Crowns (p. 15) Pen Pal Writing Station (p. 21) Friendship Day (p. 22) A Friendship Chain (p. 23) An Alphabet of Friends (p. 24) Likes and Dislikes Posters (p. 26)</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>

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LEARNING INDICATORS (specific skills)	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>Building a Word (p. 7) My Friends Like to... (p. 7) More Photo Fun (p. 9) We Can Share (p. 10) To Share or Not To Share (p. 11) Everyone is Included (p. 12) Mixing & Making Together (p. 13) Perfect Pen Pals (p. 20) A Friendship Chain (p. 23) A Snack to Share (p. 24)</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>Building a Word (p. 7) We Can Share (p. 10) Everyone is Included (p. 12) Mixing & Making Together (p. 13) A Friendship Chain (p. 23) A Snack to Share (p. 24)</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>Find Your Name Game (p. 5) Fun with Friends (p. 5) Building a Word (p. 7) Respectful Bubble Fun (p. 15) Letters In. Letters Out. (p. 21)</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>Not covered specifically during this unit.</p>	<p>Additional experiences I planned to address this skill:</p>

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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: 	Mixing and Measuring Together (p. 13) A Snack to Share (p. 24)	Additional experiences I planned to address this skill:		
MK6 - Sort or groups objects based on common characteristics Objectives/Skills on my formal child assessment that correlates to this skill are: 	Do You Need Help? (p. 8) Friends Fingerprint Mural (p. 9) Mixed-Up Puzzles (p. 9) To Share or Not to Share (p. 11) Everyone is Included (p. 12) Find a Feeling (p. 17) Alike & Different (p. 18) Choosing Activities (p. 19) Pen Pal Writing Station (p. 21) Friendship Day (p. 22) Likes & Dislikes Posters (p. 26)	Additional experiences I planned to address this skill:		
LEARNING INDICATORS (specific skills)	These experiences address Science Knowledge ②			
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: 	Who Are My Friends? (p. 4) Find Your Name Game (p. 5) Fun with Friends (p. 5) I See a Friend (p. 5) I Care! (p. 6) I Will Take Care of You (p. 7) Building a Word (p. 7) My Friends Like to... (p. 7) Do You Need Help? (p. 8) Friends Fingerprint Mural (p. 9) Mixed-Up Puzzles (p. 9) More Photo Fun! (p. 9) We Can Share (p. 10) Water and Sharing (p. 11) To Share or Not to Share (p. 11) Let's Share (p. 11)	Everyone is Included (p. 12) Water Fun for Everyone (p. 13) Mixing and Making Together (p. 13) Read Me a Story (p. 13) R.E.S.P.E.C.T. (p. 14) I Am Respectful Crowns (p. 15) Respectful Bubble Fun (p. 15) Peek-a-Boo (p. 15) My Friend Feels... (p. 16) Find a Feeling (p. 17) Feelings and Fingerprint (p. 17) If You're Happy (p. 17) Alike and Different (p. 18) Paper Plate Self-Portraits (p. 19) Choosing Activities (p. 19)	Who is That? (p. 19) Perfect Pen Pals (p. 20) Pen Pal Writing Station (p. 21) Off to My Friend's House (p. 21) Letters In. Letters Out. (p. 21) Friendship Day (p. 22) Elbow Bump Dance (p. 23) A Friendship Chain (p. 23) So Many Songs (p. 23) An Alphabet of Friends (p. 24) A Snack to Share (p. 24) Pass the Hula Hoop (p. 25) How Do You Show Respect? (p. 25) I Feel... (p. 26) Likes and Dislikes Posters (p. 26)	Additional experiences I planned to address this skill:

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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/>	Mixed-Up Puzzles (p. 9) Water and Sharing (p. 11) Mixing and Making Together (p. 13) Respectful Bubble Fun (p. 15) Feelings and Fingerpaint (p. 17) Friendship Day (p. 22)		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/>	Water and Sharing (p. 11) Everyone is Included (p. 12) Water Fun for Everyone (p. 13) Mixing and Making Together (p. 13) Respectful Bubble Fun (p. 15) Feelings and Fingerpaint (p. 17) Alike and Different (p. 18) Choosing Activities (p. 19) Friendship Day (p. 22)		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/>	Who Are My Friends? (p. 4) Find Your Name Game (p. 5) Fun with Friends (p. 5) I Care! (p. 6) I Will Take Care of You (p. 7) Building a Word (p. 7) Do You Need Help? (p. 8) Friends Fingerprint Mural (p. 9) Mixed-Up Puzzles (p. 9) We Can Share (p. 10) Water and Sharing (p. 11) To Share or Not to Share (p. 11)	Everyone is Included (p. 12) Water Fun for Everyone (p. 13) Mixing and Making Together (p. 13) R.E.S.P.E.C.T. (p. 14) I Am Respectful Crowns (p. 15) Respectful Bubble Fun (p. 15) My Friend Feels... (p. 16) Find a Feeling (p. 17) Feelings and Fingerpaint (p. 17) Alike and Different (p. 18) Paper Plate Self-Portraits (p. 19) Choosing Activities (p. 19)	Perfect Pen Pals (p. 20) Pen Pal Writing Station (p. 21) Off to My Friend's House (p. 21) Friendship Day (p. 22) An Alphabet of Friends (p. 24) A Snack to Share (p. 24) Pass the Hula Hoop (p. 25) How Do You Show Respect? (p. 25) I Feel... (p. 26) Likes and Dislikes Posters (p. 26)	Additional experiences I planned to address this skill:

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



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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: 	Who Are My Friends? (p. 4) Find Your Name Game (p. 5) I Care! (p. 6) I Will Take Care of You (p. 7) Building a Word (p. 7) Do You Need Help? (p. 8) Friends Fingerprint Mural (p. 9) Mixed-Up Puzzles (p. 9) We Can Share (p. 10) To Share or Not to Share (p. 11) Everyone is Included (p. 12) Mixing and Making Together (p. 13) R.E.S.P.E.C.T (p. 14)	Respectful Bubble Fun (p. 15) My Friend Feels... (p. 16) Find a Feeling (p. 17) Alike and Different (p. 18) Perfect Pen Pals (p. 20) Friendship Day (p. 22) Elbow Bump Dance (p.23) A Friendship Chain (p. 23) An Alphabet of Friends (p. 24) A Snack to Share (p. 24) Pass the Hula Hoop (p. 25) How Do You Show Respect? (p. 25) I Feel... (p. 26)	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: 	Who Are My Friends? (p. 4) Find Your Name Game (p. 5) Fun with Friends (p. 5) I See a Friend (p. 5) I Care! (p. 6) I Will Take Care of You (p. 7) Building a Word (p. 7) My Friends Like to... (p. 7) Do You Need Help? (p. 8) Friends Fingerprint Mural (p. 9) Mixed-Up Puzzles (p. 9) More Photo Fun! (p. 9) We Can Share (p. 10) Water and Sharing (p. 11) To Share or Not to Share (p. 11) Let's Share (p. 11)	Everyone is Included (p. 12) Water Fun for Everyone (p. 13) Mixing and Making Together (p. 13) Read Me a Story (p. 13) R.E.S.P.E.C.T. (p. 14) I Am Respectful Crowns (p. 15) Respectful Bubble Fun (p. 15) Peek-a-Boo (p. 15) My Friend Feels... (p. 16) Find a Feeling (p. 17) Feelings and Fingerprint (p. 17) If You're Happy (p. 17) Alike and Different (p. 18) Paper Plate Self-Portraits (p. 19) Choosing Activities (p. 19)	Who is That? (p. 19) Perfect Pen Pals (p. 20) Pen Pal Writing Station (p. 21) Off to My Friend's House (p. 21) Letters In. Letters Out. (p. 21) Friendship Day (p. 22) Elbow Bump Dance (p. 23) A Friendship Chain (p. 23) So Many Songs (p. 23) An Alphabet of Friends (p. 24) A Snack to Share (p. 24) Pass the Hula Hoop (p. 25) How Do You Show Respect? (p. 25) I Feel... (p. 26) Likes and Dislikes Posters (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: 	Who Are My Friends? (p. 4) Find Your Name Game (p. 5) Fun with Friends (p. 5) I Care! (p. 6) I Will Take Care of You (p. 7) Building a Word (p. 7) Do You Need Help? (p. 8) Friends Fingerprint Mural (p. 9) Mixed-Up Puzzles (p. 9) We Can Share (p. 10) Water and Sharing (p. 11) To Share or Not to Share (p. 11)	Everyone is Included (p. 12) Water Fun for Everyone (p. 13) Mixing and Making Together (p. 13) R.E.S.P.E.C.T. (p. 14) I Am Respectful Crowns (p. 15) Respectful Bubble Fun (p. 15) My Friend Feels... (p. 16) Find a Feeling (p. 17) Feelings and Fingerprint (p. 17) Alike and Different (p. 18) Paper Plate Self-Portraits (p. 19)	Perfect Pen Pals (p. 20) Pen Pal Writing Station (p. 21) Off to My Friend's House (p. 21) Friendship Day (p. 22) Elbow Bump Dance (p. 23) A Friendship Chain (p. 23) An Alphabet of Friends (p. 24) A Snack to Share (p. 24) Pass the Hula Hoop (p. 25) How Do You Show Respect? (p. 25) I Feel... (p. 26) Likes and Dislikes Posters (p. 26)	Additional experiences I planned to address this skill:


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LEARNING INDICATORS (specific skills)	These experiences address Social & Emotional Development ♥ (continued)			
SE3 - <i>Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules</i> Objectives/Skills on my formal child assessment that correlates to this skill are: <hr/> <hr/>	Who Are My Friends? (p. 4) Find Your Name Game (p. 5) Fun with Friends (p. 5) Building a Word (p. 7) Do You Need Help? (p. 8) Mixed-Up Puzzles (p. 9) We Can Share (p. 10) Water and Sharing (p. 11)	Everyone is Included (p. 12) Mixing and Making Together (p. 13) R.E.S.P.E.C.T. (p. 14) Respectful Bubble Fun (p. 15) My Friend Feels... (p. 16) Find a Feeling (p. 17) Alike and Different (p. 18)	Perfect Pen Pals (p. 20) Off to My Friend's House (p. 21) Friendship Day (p. 22) Elbow Bump Dance (p. 23) Pass the Hula Hoop (p. 25) How Do You Show Respect? (p. 25) I Feel... (p. 26)	Additional experiences I planned to address this skill:
SE4 - <i>Demonstrates a range of emotions</i> Objectives/Skills on my formal child assessment that correlates to this skill are: <hr/> <hr/>	Who Are My Friends? (p. 4) Find Your Name Game (p. 5) Fun with Friends (p. 5) I See a Friend (p. 5) I Care! (p. 6) I Will Take Care of You (p. 7) Building a Word (p. 7) My Friends Like to... (p. 7) Do You Need Help? (p. 8) Friends Fingerprint Mural (p. 9) Mixed-Up Puzzles (p. 9) More Photo Fun! (p. 9) We Can Share (p. 10) Water and Sharing (p. 11) To Share or Not to Share (p. 11) Let's Share (p. 11)	Everyone is Included (p. 12) Water Fun for Everyone (p. 13) Mixing and Making Together (p. 13) Read Me a Story (p. 13) R.E.S.P.E.C.T. (p. 14) I Am Respectful Crowns (p. 15) Respectful Bubble Fun (p. 15) Peek-a-Boo (p. 15) My Friend Feels... (p. 16) Find a Feeling (p. 17) Feelings and Fingerprint (p. 17) If You're Happy (p. 17) Alike and Different (p. 18) Paper Plate Self-Portraits (p. 19)	Who is That? (p. 19) Perfect Pen Pals (p. 20) Pen Pal Writing Station (p. 21) Off to My Friend's House (p. 21) Letters In. Letters Out. (p. 21) Friendship Day (p. 22) Elbow Bump Dance (p. 23) A Friendship Chain (p. 23) So Many Songs (p. 23) An Alphabet of Friends (p. 24) A Snack to Share (p. 24) Pass the Hula Hoop (p. 25) How Do You Show Respect? (p. 25) I Feel... (p. 26) Likes and Dislikes Posters (p. 26)	Additional experiences I planned to address this skill:
LEARNING INDICATORS (specific skills)	These experiences address Creative Arts and Music 🖋️ & 🎵			
CA1 - <i>Participates in musical activities including singing and utilizing instruments</i> Objectives/Skills on my formal child assessment that correlates to this skill are: <hr/> <hr/>	Who Are My Friends? (p. 4) I See a Friend (p. 5) We Can Share (p. 10) Let's Share (p. 11) Find a Feeling (p. 17) If You're Happy (p. 17) Alike and Different (p. 18) Perfect Pen Pals (p. 20) Elbow Bump Dance (p. 23) So Many Songs (p. 23)	Additional experiences I planned to address this skill: 		



Unit: “Friendship Fun”

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> <p>_____</p> <p>_____</p>	<p>Elbow Bump Dance (p. 23)</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> <p>_____</p> <p>_____</p>	<p> Friends Fingerprint Mural (p. 9) Feelings and Fingerprint (p. 17) Paper Plate Self-Portraits (p. 19) Choosing Activities (p. 19) Pen Pal Writing Station (p. 21) Friendship Day (p. 22) A Friendship Chain (p. 23) </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> <p>_____</p> <p>_____</p>	<p> I Care! (p. 6) I Will Take Care of You (p. 7) My Friend Feels... (p. 16) Off to My Friend's House (p. 21) How Do You Show Respect? (p. 25) </p>	<p>Additional experiences I planned to address this skill:</p>


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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> <hr/>	<p>Water Fun for Everyone (p. 13)</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> <hr/>	<p>I Care! (p. 6) I Will Take Care of You (p. 7) Friends Fingerprint Mural (p. 9) Feelings & Fingerprint (p. 17) Friendship Day (p. 22) A Snack to Share (p. 24)</p> <p>Plus ... any experience where children must wash hands before, or after, participating (e.g., cooking)</p>		<p>Additional experiences I planned to address this skill:</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> <hr/>	<p>To Share or Not to Share (p. 11) Everyone is Included (p.12) Water Fun for Everyone (p.13) R.E.S.P.E.C.T (p. 14) I Am Respectful Crowns (p. 15) Off to My Friend’s House (p. 21) Friendship Day (p. 22) Elbow Bump Dance (p. 23) A Snack to Share (p. 24) How Do You Show Respect? (p. 25)</p>	<p>Additionally, all gross motor activities (see below) require children to follow basic safety rules as they participate.</p> <p>Plus, be sure to look for safety tips under the “Be Healthy & Safe” section that is included every day.</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> <hr/>	<p>Find Your Name Game (p. 5) Water Fun for Everyone (p. 13) R.E.S.P.E.C.T (p. 14) Respectful Bubble Fun (p. 15) My Friend Feels... (p. 16) Find a Feeling (p. 17) Choosing Activities (p. 19) Off to My Friend’s House (p. 21)</p>	<p>Elbow Bump Dance (p. 23) Pass the Hula Hoop (p. 25)</p>	<p>Additional experiences I planned to address this skill:</p>

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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>Who Are My Friends? (p. 4) Find Your Name Game (p. 5) Fun with Friends (p. 5) I Care! (p. 6) I Will Take Care of You (p. 7) Building a Word (p. 7) My Friends Like to... (p. 7) Do You Need Help? (p. 8) Friends Fingerprint Mural (p. 9) Mixed-Up Puzzles (p. 9) More Photo Fun! (p. 9) We Can Share (p. 10) Water and Sharing (p. 11) To Share or Not to Share (p. 11) Let's Share (p. 11) Everyone is Included (p. 12) Mixing and Making Together (p. 13) Read Me a Story (p. 13)</p>	<p>I Am Respectful Crowns (p. 15) Feelings & Fingerprint (p. 17) If You're Happy (p. 17) Alike & Different (p. 18) Paper Plate Self-Portraits (p. 19) Choosing Activities (p. 19) Perfect Pen Pals (p. 20) Pen Pal Writing Station (p. 21) Letters In. Letters Out. (p. 21) Friendship Day (p. 22) A Friendship Chain (p. 23) An Alphabet of Friends (p. 24) A Snack to Share (p. 24) How Do You Show Respect? (p. 25) I Feel... (p. 26) Likes & Dislikes Posters (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>Who Are My Friends? (p. 4) I Care! (p. 6) Do You Need Help? (p. 8) Mixing and Making Together (p. 13) R.E.S.P.E.C.T (p. 14) My Friend Feels (p. 16) Alike & Different (p. 18) Perfect Pen Pals (p. 20) Friendship Day (p. 22) A Snack to Share (p. 24)</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 the perfect unit to explore libraries and librarians when looking for books about friendship.</p> <p>This would also be a great unit for discussing volunteering.</p>	<p>Additional experiences I planned to address this skill:</p>	

Unit: "Friendship Fun"

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>Because you will be discussing respect, take time when children recycle materials or conserve water to reinforce the importance of respect 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>During this unit, show the children pictures of your childhood friends and/or tell stories about them.</p>	<p>Additional experiences I planned to address this skill:</p>