

Connecting the Dots

Linking Gee Whiz Experiences with
Developmental Areas & Learning Indicators



“Fun at the Fair”




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, “Fun at the Fair.” 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	The Fair is Coming! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, MK1, MK2, SS1, SS2	Traveling to the Fair LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, CA4, PD4	Tickets to the Fair LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, MK1, MK2, PD5	We're Going to the Fair LD1, LD2, SE1, SE4, AL1, SK1, CA1
DAY 2	Bunnies, Chicks & Ducks...Oh My! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, MK1, MK2, CA1, CA4, PD4	Bunny Tail Tag LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK1, MK2, CA4, PD4	Waddling in Water LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, MK3, CA4, PD5	So Soft LD1, LD2, SE1, SE4, AL1, SK1, SK3, MK1, MK2, PD5
DAY 3	Moo, Neigh, Baa LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, MK1, MK2, CA1, CA4, PD5	Giddy Up! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, LR2, MK3, PD4	Milking Time LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, MK1, MK2, MK5, CA4, PD5	Moo! Moo! Moo! LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1, PD4
DAY 4	Made by Hand LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, MK3, MK4, MK6, PD5, SS1	In and Out. In and Out. LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, MK6, PD5	Creating with Fabric & Yarn LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, MK6, CA3, PD5	Fabric Fun LD1, LD2, SE1, SE4, AL1, SK1, PD4
DAY 5	That Looks Yummy! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, MK1, MK2, MK6, PD5, SS1, SS2	Canning & Baking LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA4, PD5, SS1	Canned vs. Fresh LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LR1, MK6, PD2, PD5, SS1	More Fair Fun LD1, LD2, SE1, SE4, AL1, SK1, CA1
DAY 6	Make & Display LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, MK1, MK2, MK6, PD4, PD5, SS1	Woodworkers Are We LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, LR2, CA4, PD5, SS1	I Am an Artist LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, CA3, PD5	Building with Wood LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 7	Movin' to the Music LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, CA2, PD4	Making Instruments LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA1, CA4, PD5, SS1, SS3	Swing Your Partner! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, MK3, LR1, CA1, CA2, PD4	Bang! Bang! Bang! LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1, PD5
DAY 8	Around and Around LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, MK1, MK2, CA1, CA4, PD3, PD4, PD5, SS1, SS2	Going for a Ride LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK2, LK3, LK4, LK5, LR1, LR2, MK3, CA4, PD3, PD4	Many Moving Parts LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, LR2, PD5, SS2	The Merry-Go-Round LD1, LD2, SE1, SE4, AL1, SK1, CA1
DAY 9	Games to Play LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK1, MK2, PD4, PD5, SS1, SS2	Come Play Our Games! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, LR2, PD4, PD5, SS1, SS2	Dream Prize LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, CA3, PD5	Balls in the Bowl LD1, LD2, SE1, SE4, AL1, SK1, SK3, MK1, MK2, PD5
DAY 10	Come to the Fair! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, LR2, MK1, MK2, CA4, PD4, PD5, SS1	A Yummy Fair Treat LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK3, PD2, PD5, SS1	Who Is Ready for a Story? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, PD5	A Tune for You LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1

School-Age Experiences		
When I Went to the Fair... LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, CA3, PD5, SS1, SS2	Do-Si-Do LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, CA2, PD4, SS1	Being Crafty LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA3, PD5, SS3
Galloping Races LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, LR2, CA4, PD4	Toss, Count, Win! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK1, MK2, PD5	Sand and Water Cake Decorating LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, LR2, PD5, SS1, SS2


Unit: "Fun at the Fair"

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>The Fair is Coming! (p. 4) Traveling to the Fair (p. 5) Tickets for the Fair (p. 5) We're Going to the Fair (p. 5) Bunnies, Chicks & Ducks...Oh My! (p. 6) Bunny Tail Tag (p. 7) Waddling in Water (p. 7) So Soft (p. 7) Moo, Neigh, Baa (p. 8) Giddy Up! (p. 9) Milking Time (p. 9) Moo! Moo! Moo! (p. 9) Made by Hand (p. 10) In and Out. In and Out. (p. 11) Creating with Fabric & Yarn (p. 11) Fabric Fun (p.11) That Looks Yummy! (p. 12)</p>	<p>Canning & Baking (p. 13) Canned vs. Fresh (p. 13) More Fair Fun (p. 13) Make & Display (p. 14) Woodworkers Are We (p. 15) I Am an Artist (p. 15) Building with Wood (p. 15) Movin' to the Music (p. 16) Making Instruments (p. 17) Swing Your Partner! (p. 17) Bang! Bang! Bang! (p. 17) Around and Around (p. 18) Going for a Ride (p. 19) Many Moving Parts (p. 19) The Merry-Go-Round (p. 19)</p>	<p>Games to Play (p. 20) Come Play Our Games! (p. 21) Dream Prize (p. 21) Balls in the Bowl (p. 21) Come to the Fair! (p. 22) A Yummy Fair Treat (p. 23) Who is Ready for a Story? (p. 23) A Tune for You (p. 23) When I Went to the Fair... (p. 24) Galloping Races (p. 24) Do-Si-Do (p. 25) Toss, Count, Win! (p. 25) Being Crafty (p. 26) Sand and Water Cake Decorating (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>The Fair is Coming! (p. 4) Traveling to the Fair (p. 5) Tickets for the Fair (p. 5) We're Going to the Fair (p. 5) Bunnies, Chicks & Ducks...Oh My! (p. 6) Bunny Tail Tag (p. 7) Waddling in Water (p. 7) So Soft (p. 7) Moo, Neigh, Baa (p. 8) Giddy Up! (p. 9) Milking Time (p. 9) Moo! Moo! Moo! (p. 9) Made by Hand (p. 10) In and Out. In and Out. (p. 11) Creating with Fabric & Yarn (p. 11) Fabric Fun (p.11) That Looks Yummy! (p. 12)</p>	<p>Canning & Baking (p. 13) Canned vs. Fresh (p. 13) More Fair Fun (p. 13) Make & Display (p. 14) Woodworkers Are We (p. 15) I Am an Artist (p. 15) Building with Wood (p. 15) Movin' to the Music (p. 16) Making Instruments (p. 17) Swing Your Partner! (p. 17) Bang! Bang! Bang! (p. 17) Around and Around (p. 18) Going for a Ride (p. 19) Many Moving Parts (p. 19) The Merry-Go-Round (p. 19)</p>	<p>Games to Play (p. 20) Come Play Our Games! (p. 21) Dream Prize (p. 21) Balls in the Bowl (p. 21) Come to the Fair! (p. 22) A Yummy Fair Treat (p. 23) Who is Ready for a Story? (p. 23) A Tune for You (p. 23) When I Went to the Fair... (p. 24) Galloping Races (p. 24) Do-Si-Do (p. 25) Toss, Count, Win! (p. 25) Being Crafty (p. 26) Sand and Water Cake Decorating (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>The Fair is Coming! (p. 4) Traveling to the Fair (p. 5) Tickets for the Fair (p. 5) Bunnies, Chicks & Ducks...Oh My! (p. 6) Bunny Tail Tag (p. 7) Waddling in Water (p. 7) Moo, Neigh, Baa (p. 8) Giddy Up! (p. 9) Milking Time (p. 9) Made by Hand (p. 10) In and Out. In and Out. (p. 11) Creating with Fabric & Yarn (p. 11) That Looks Yummy! (p. 12)</p>	<p>Canning & Baking (p. 13) Canned vs. Fresh (p. 13) Make & Display (p. 14) Woodworkers Are We (p. 15) I Am an Artist (p. 15) Movin' to the Music (p. 16) Making Instruments (p. 17) Swing Your Partner! (p. 17) Around and Around (p. 18) Going for a Ride (p. 19) Many Moving Parts (p. 19)</p>	<p>Games to Play (p. 20) Come Play Our Games! (p. 21) Dream Prize (p. 21) Come to the Fair! (p. 22) A Yummy Fair Treat (p. 23) Who is Ready for a Story? (p. 23) When I Went to the Fair... (p. 24) Galloping Races (p. 24) Do-Si-Do (p. 25) Toss, Count, Win! (p. 25) Being Crafty (p. 26) Sand and Water Cake Decorating (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>The Fair is Coming! (p. 4)</p> <p>Traveling to the Fair (p. 5)</p> <p>Tickets for the Fair (p. 5)</p> <p>Bunnies, Chicks & Ducks...Oh My! (p. 6)</p> <p>Bunny Tail Tag (p. 7)</p> <p>Waddling in Water (p. 7)</p> <p>Moo, Neigh, Baa (p. 8)</p> <p>Giddy Up! (p. 9)</p> <p>Milking Time (p. 9)</p> <p>Made by Hand (p. 10)</p> <p>In and Out. In and Out. (p. 11)</p> <p>Creating with Fabric & Yarn (p. 11)</p> <p>That Looks Yummy! (p. 12)</p>	<p>Canning & Baking (p. 13)</p> <p>Canned vs. Fresh (p. 13)</p> <p>Make & Display (p. 14)</p> <p>Woodworkers Are We (p. 15)</p> <p>I Am an Artist (p. 15)</p> <p>Movin' to the Music (p. 16)</p> <p>Making Instruments (p. 17)</p> <p>Swing Your Partner! (p. 17)</p> <p>Around and Around (p. 18)</p> <p>Going for a Ride (p. 19)</p> <p>Many Moving Parts (p. 19)</p>	<p>Games to Play (p. 20)</p> <p>Come Play Our Games! (p. 21)</p> <p>Dream Prize (p. 21)</p> <p>Come to the Fair! (p. 22)</p> <p>A Yummy Fair Treat (p. 23)</p> <p>Who is Ready for a Story? (p. 23)</p> <p>When I Went to the Fair... (p. 24)</p> <p>Galloping Races (p. 24)</p> <p>Do-Si-Do (p. 25)</p> <p>Toss, Count, Win! (p. 25)</p> <p>Being Crafty (p. 26)</p> <p>Sand and Water Cake Decorating (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>
LEARNING INDICATORS	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>The Fair is Coming! (p. 4)</p> <p>Bunnies, Chicks & Ducks...Oh My! (p. 6)</p> <p>Moo. Neigh. Baa. (p. 8)</p> <p>Made by Hand (p. 10)</p> <p>That Looks Yummy! (p. 12)</p> <p>Make & Display (p. 14)</p> <p>Around and Around (p. 18)</p> <p>Who Is Ready for a Story? (p. 23)</p> <p>When I Went to the Fair... (p. 24)</p>		<p>Additional experiences I planned to address this skill:</p> <p>Reading any of the books on the Book List plus any from your own library would 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>Tickets for the Fair (p. 5)</p> <p>Canned vs. Fresh (p. 13)</p> <p>Going for a Ride (p. 19)</p> <p>Many Moving Parts (p. 19)</p> <p>When I Went to the Fair... (p. 24)</p> <p>Sand and Water Cake Decorating (p. 26)</p>		<p>Additional experiences I planned to address this skill:</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>	

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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>Tickets for the Fair (p. 5) Canned vs. Fresh (p. 13) Going for a Ride (p. 19) Many Moving Parts (p. 19) When I Went to the Fair... (p. 24) Sand and Water Cake Decorating (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>Tickets for the Fair (p. 5) Canned vs. Fresh (p. 13) Going for a Ride (p. 19) Many Moving Parts (p. 19) When I Went to the Fair... (p. 24) Sand and Water Cake Decorating (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>Tickets for the Fair (p. 5) Going for a Ride (p. 19) Many Moving Parts (p. 19) When I Went to the Fair... (p. 24) Sand and Water Cake Decorating (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>The Fair is Coming! (p. 4) Tickets for the Fair (p. 5) Bunnies, Chicks & Ducks...Oh My! (p. 6) Bunny Tail Tag (p. 7) So Soft (p. 7) Moo. Neigh. Baa. (p. 8) Milking Time (p. 9) That Looks Yummy! (p. 12) Make & Display (p. 14) Around and Around (p. 18) Games to Play (p. 20) Balls in the Bowl (p. 21) Come to the Fair! (p. 22) Toss. Count. Win. (p. 25)</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>The Fair is Coming! (p. 4) Tickets for the Fair (p. 5) Bunnies, Chicks & Ducks...Oh My! (p. 6) Bunny Tail Tag (p. 7) So Soft (p. 7) Moo. Neigh. Baa. (p. 8) Milking Time (p. 9) That Looks Yummy! (p. 12) Make & Display (p. 14) Around and Around (p. 18) Games to Play (p. 20) Balls in the Bowl (p. 21) Come to the Fair! (p. 22) Toss. Count. Win. (p. 25)</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>Waddling in Water (p. 7) Giddy Up! (p. 9) Made by Hand (p. 10) Swing Your Partner (p. 17) Going for a Ride (p. 19) A Yummy Fair Treat (p. 23)</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>Made by Hand (p. 10)</p> <p>You can also reinforce patterns while listening to square dance music and also while exploring rides and games at the fair.</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: <hr/> <hr/>	Milking Time (p. 9) Be you could expose children to measurement while cooking, telling time, etc. You could also compare/contrast the weight of common forest animals while learning about them.	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: <hr/> <hr/>	Made by Hand (p. 10) In and Out. In and Out. (p. 11) That Looks Yummy! (p. 12) Canned vs. Fresh (p. 13) Make & Display (p. 14)		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: <hr/> <hr/>	The Fair is Coming! (p. 4) Traveling to the Fair (p. 5) Tickets for the Fair (p. 5) We're Going to the Fair (p. 5) Bunnies, Chicks & Ducks...Oh My! (p. 6) Bunny Tail Tag (p. 7) Waddling in Water (p. 7) So Soft (p. 7) Moo, Neigh, Baa (p. 8) Giddy Up! (p. 9) Milking Time (p. 9) Moo! Moo! Moo! (p. 9) Made by Hand (p. 10) In and Out. In and Out. (p. 11) Creating with Fabric & Yarn (p. 11) Fabric Fun (p.11) That Looks Yummy! (p. 12)	Canning & Baking (p. 13) Canned vs. Fresh (p. 13) More Fair Fun (p. 13) Make & Display (p. 14) Woodworkers Are We (p. 15) I Am an Artist (p. 15) Building with Wood (p. 15) Movin' to the Music (p. 16) Making Instruments (p. 17) Swing Your Partner! (p. 17) Bang! Bang! Bang! (p. 17) Around and Around (p. 18) Going for a Ride (p. 19) Many Moving Parts (p. 19) The Merry-Go-Round (p. 19)	Games to Play (p. 20) Come Play Our Games! (p. 21) Dream Prize (p. 21) Balls in the Bowl (p. 21) Come to the Fair! (p. 22) A Yummy Fair Treat (p. 23) Who is Ready for a Story? (p. 23) A Tune for You (p. 23) When I Went to the Fair... (p. 24) Galloping Races (p. 24) Do-Si-Do (p. 25) Toss, Count, Win! (p. 25) Being Crafty (p. 26) Sand and Water Cake Decorating (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/>	Milking Time (p. 9) That Looks Yummy! (p. 12) Canned vs. Fresh (p. 13) Making Instruments (p. 17) Many Moving Parts (p. 19) Come Play Our Games! (p. 21) A Yummy Fair Treat (p. 23) Sand and Water Cake Decorating (p. 26)			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/>	Bunnies, Chicks & Ducks... Oh, My! (p. 6) Waddling in Water (p. 7) So Soft (p. 7) Moo. Neigh. Baa. (p. 8) Giddy Up! (p. 9) Milking Time (p. 9) Moo! Moo! Moo! (p. 9) That Looks Yummy! (p. 10) Canned vs. Fresh (p. 11) Make & Display (p. 12) Woodworkers Are We (p. 13) Building with Wood (p. 13) Making Instruments (p. 17) Bang! Bang! Bang! (p. 17)	Going for a Ride (p. 19) Many Moving Parts (p. 19) Balls in the Bowl (p. 21) Come to the Fair! (p. 22) A Yummy Fair Treat (p. 23) Galloping Races (p. 24) Sand and Water Cake Decorating (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/>	The Fair is Coming! (p. 4) Traveling to the Fair (p. 5) Tickets for the Fair (p. 5) Bunnies, Chicks & Ducks...Oh My! (p. 6) Bunny Tail Tag (p. 7) Waddling in Water (p. 7) Moo, Neigh, Baa (p. 8) Giddy Up! (p. 9) Milking Time (p. 9) Made by Hand (p. 10) In and Out. In and Out. (p. 11) Creating with Fabric & Yarn (p. 11) That Looks Yummy! (p. 12)	Canning & Baking (p. 13) Canned vs. Fresh (p. 13) Make & Display (p. 14) Woodworkers Are We (p. 15) I Am an Artist (p. 15) Movin' to the Music (p. 16) Making Instruments (p. 17) Swing Your Partner! (p. 17) Around and Around (p. 18) Going for a Ride (p. 19) Many Moving Parts (p. 19)	Games to Play (p. 20) Come Play Our Games! (p. 21) Dream Prize (p. 21) Come to the Fair! (p. 22) A Yummy Fair Treat (p. 23) Who is Ready for a Story? (p. 23) When I Went to the Fair... (p. 24) Galloping Races (p. 24) Do-Si-Do (p. 25) Toss, Count, Win! (p. 25) Being Crafty (p. 26) Sand and Water Cake Decorating (p. 26)	Additional experiences I planned to address this skill:

Unit: "Fun at the Fair"

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: 	The Fair is Coming! (p. 4) Bunnies, Chicks & Ducks ... Oh My! (p. 6) Bunny Tail Tag (p. 7) Waddling in Water (p. 7) Moo. Neigh. Baa. (p. 8) Giddy Up! (p. 9) Milking Time (p. 9) Made by Hand (p. 10) That Looks Yummy! (p. 12) Canned vs. Fresh (p. 13) Make & Display (p. 14) Movin' to the Music (p. 16) Swing Your Partner! (p. 17) Around and Around (p. 18) Going for a Ride (p. 18)	Games to Play (p. 20) Come Play Our Games! (p. 21) Come to the Fair! (p. 22) A Yummy Fair Treat (p. 23) Who Is Ready for a Story? (p. 23) Galloping Races (p. 24) Do-Si-Do (p. 25) Toss. Count. Win! (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: 	The Fair is Coming! (p. 4) Traveling to the Fair (p. 5) Tickets for the Fair (p. 5) We're Going to the Fair (p. 5) Bunnies, Chicks & Ducks...Oh My! (p. 6) Bunny Tail Tag (p. 7) Waddling in Water (p. 7) So Soft (p. 7) Moo, Neigh, Baa (p. 8) Giddy Up! (p. 9) Milking Time (p. 9) Moo! Moo! Moo! (p. 9) Made by Hand (p. 10) In and Out. In and Out. (p. 11) Creating with Fabric & Yarn (p. 11) Fabric Fun (p.11) That Looks Yummy! (p. 12)	Canning & Baking (p. 13) Canned vs. Fresh (p. 13) More Fair Fun (p. 13) Make & Display (p. 14) Woodworkers Are We (p. 15) I Am an Artist (p. 15) Building with Wood (p. 15) Movin' to the Music (p. 16) Making Instruments (p. 17) Swing Your Partner! (p. 17) Bang! Bang! Bang! (p. 17) Around and Around (p. 18) Going for a Ride (p. 19) Many Moving Parts (p. 19) The Merry-Go-Round (p. 19)	Games to Play (p. 20) Come Play Our Games! (p. 21) Dream Prize (p. 21) Balls in the Bowl (p. 21) Come to the Fair! (p. 22) A Yummy Fair Treat (p. 23) Who is Ready for a Story? (p. 23) A Tune for You (p. 23) When I Went to the Fair... (p. 24) Galloping Races (p. 24) Do-Si-Do (p. 25) Toss, Count, Win! (p. 25) Being Crafty (p. 26) Sand and Water Cake Decorating (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: 	The Fair is Coming! (p. 4) Traveling to the Fair (p. 5) Tickets for the Fair (p. 5) Bunnies, Chicks & Ducks...Oh My! (p. 6) Bunny Tail Tag (p. 7) Waddling in Water (p. 7) Moo, Neigh, Baa (p. 8) Giddy Up! (p. 9) Milking Time (p. 9) Made by Hand (p. 10) In and Out. In and Out. (p. 11) Creating with Fabric & Yarn (p. 11) That Looks Yummy! (p. 12)	Canning & Baking (p. 13) Canned vs. Fresh (p. 13) Make & Display (p. 14) Woodworkers Are We (p. 15) I Am an Artist (p. 15) Movin' to the Music (p. 16) Making Instruments (p. 17) Swing Your Partner! (p. 17) Around and Around (p. 18) Going for a Ride (p. 19) Many Moving Parts (p. 19)	Games to Play (p. 20) Come Play Our Games! (p. 21) Dream Prize (p. 21) Come to the Fair! (p. 22) A Yummy Fair Treat (p. 23) Who is Ready for a Story? (p. 23) When I Went to the Fair... (p. 24) Galloping Races (p. 24) Do-Si-Do (p. 25) Toss, Count, Win! (p. 25) Being Crafty (p. 26) Sand and Water Cake Decorating (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/>	The Fair is Coming! (p. 4) Bunnies, Chicks & Ducks ... Oh My! (p. 6) Bunny Tail Tag (p. 7) Waddling in Water (p. 7) Moo. Neigh. Baa. (p. 8) Giddy Up! (p. 9) Milking Time (p. 9) Made by Hand (p. 10) That Looks Yummy! (p. 12) Canned vs. Fresh (p. 13) Make & Display (p. 14) Movin' to the Music (p. 16) Swing Your Partner! (p. 17) Around and Around (p. 18) Going for a Ride (p. 18)	Games to Play (p. 20) Come Play Our Games! (p. 21) Come to the Fair! (p. 22) A Yummy Fair Treat (p. 23) Who Is Ready for a Story? (p. 23) Galloping Races (p. 24) Do-Si-Do (p. 25) Toss. Count. Win! (p. 25)	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/>	The Fair is Coming! (p. 4) Traveling to the Fair (p. 5) Tickets for the Fair (p. 5) We're Going to the Fair (p. 5) Bunnies, Chicks & Ducks...Oh My! (p. 6) Bunny Tail Tag (p. 7) Waddling in Water (p. 7) So Soft (p. 7) Moo, Neigh, Baa (p. 8) Giddy Up! (p. 9) Milking Time (p. 9) Moo! Moo! Moo! (p. 9) Made by Hand (p. 10) In and Out. In and Out. (p. 11) Creating with Fabric & Yarn (p. 11) Fabric Fun (p.11) That Looks Yummy! (p. 12)	Canning & Baking (p. 13) Canned vs. Fresh (p. 13) More Fair Fun (p. 13) Make & Display (p. 14) Woodworkers Are We (p. 15) I Am an Artist (p. 15) Building with Wood (p. 15) Movin' to the Music (p. 16) Making Instruments (p. 17) Swing Your Partner! (p. 17) Bang! Bang! Bang! (p. 17) Around and Around (p. 18) Going for a Ride (p. 19) Many Moving Parts (p. 19) The Merry-Go-Round (p. 19)	Games to Play (p. 20) Come Play Our Games! (p. 21) Dream Prize (p. 21) Balls in the Bowl (p. 21) Come to the Fair! (p. 22) A Yummy Fair Treat (p. 23) Who is Ready for a Story? (p. 23) A Tune for You (p. 23) When I Went to the Fair... (p. 24) Galloping Races (p. 24) Do-Si-Do (p. 25) Toss, Count, Win! (p. 25) Being Crafty (p. 26) Sand and Water Cake Decorating (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/>	We're Going to the Fair (p. 5) Bunnies, Chicks & Ducks ... Oh My! (p. 6) Moo. Neigh. Baa. (p. 8) Moo! Moo! Moo! (p. 9) More Fair Fun (p. 13) Movin' to the Music (p. 16) Making Instruments (p. 17) Swing Your Partner! (p. 17) Bang! Bang! Bang! (p. 17) Around and Around (p. 18) The Merry-Go-Round (p. 19) A Tune for You (p. 23) Do-Si-Do (p. 25)		Additional experiences I planned to address this skill:	



Unit: “Fun at the Fair”

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>Movin' to the Music (p. 16) Swing Your Partner! (p. 17) Do-Si-Do (p. 25)</p> <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>Creating with Fabric & Yarn (p. 11) I Am an Artist (p. 15) Dream Prize (p. 21) When I Went to the Fair... (p. 24) Being Crafty (p. 25)</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>Traveling to the Fair (p. 5) Bunnies, Chicks & Ducks ... Oh, My! (p. 6) Bunny Tail Tag (p. 7) Waddling in Water (p. 7) Moo. Neigh. Baa. (p. 8) Milking Time (p. 9) Woodworkers Are We (p. 15) Making Instruments (p. 16) Around and Around (p. 18) Going for a Ride (p. 19) Come to the Fair! (p. 22) Gallop Races (p. 24)</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: “Fun at the Fair”

LEARNING INDICATORS	These experiences address Physical Development & Health 		
<p>PD1 - Understands the importance of exercise and rest</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 - Takes pride in caring for self (e.g., brushing teeth, washing hands, eating healthy foods, etc.)</p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Canned vs. Fresh (p. 13) A Yummy Fair Treat (p. 23)</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 - Practices safe habits and understands basic safety rules</p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Going for a Ride (p. 19)</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 - Demonstrates gross motor skills (e.g., crawling, walking, running, climbing, pedaling, etc.)</p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Traveling to the Fair (p. 5) Bunnies, Chicks & Ducks... Oh, My! (p. 6) Bunny Tail Tag (p. 7) Waddling in Water (p. 7) Moo. Neigh. Baa. (p. 8) Giddy Up! (p. 9) Moo! Moo! Moo! (p. 9) Fabric Fun (p. 11) Make & Display (p. 14) Movin’ to the Music (p. 16) Swing Your Partner! (p. 17) Going for a Ride (p. 19)</p>	<p>Games to Play (p. 20) Come Play Our Game! (p. 21) Come to the Fair! (p. 22) Galloping Races (p. 24) Do-Si-Do (p. 25)</p>	<p>Additional experiences I planned to address this skill:</p>

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LEARNING INDICATORS	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>Tickets for the Fair (p. 5) So Soft (p. 7) Moo, Neigh, Baa (p. 8) Milking Time (p. 9) Made by Hand (p. 10) In and Out. In and Out. (p. 11) Creating with Fabric & Yarn (p. 11) That Looks Yummy! (p. 12)</p>	<p>Canning & Baking (p. 13) Canned vs. Fresh (p. 13) Make & Display (p. 14) Woodworkers Are We (p. 15) I Am an Artist (p. 15) Building with Wood (p. 15) Making Instruments (p. 17) Bang! Bang! Bang! (p. 17) Around and Around (p. 18) Many Moving Parts (p. 19) The Merry-Go-Round (p. 19)</p>	<p>Games to Play (p. 20) Come Play Our Games! (p. 21) Dream Prize (p. 21) Balls in the Bowl (p. 21) Come to the Fair! (p. 22) A Yummy Fair Treat (p. 23) Who is Ready for a Story? (p. 23) When I Went to the Fair... (p. 24) Toss, Count, Win! (p. 25) Being Crafty (p. 26) Sand and Water Cake Decorating (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>
LEARNING INDICATORS	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>The Fair is Coming! (p. 4) Made by Hand (p. 10) That Looks Yummy! (p. 12) Canning & Baking (p. 13) Canned vs. Fresh (p. 13) Make & Display (p. 14) Woodworkers Are We (p. 15) Making Instruments (p. 17) Around and Around (p. 18) Games to Play (p. 20) Come Play Our Games (p. 21) Come to the Fair! (p. 22) A Yummy Fair Treat (p. 23) When I Went to the Fair... (p. 24) Do-S-Do (p. 25) Sand and Water Cake Decorating (p. 26)</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>The Fair is Coming! (p. 4) That Looks Yummy! (p. 12) Around and Around (p. 18) Many Moving Parts (p. 19) Games to Play (p. 20) Come Play Our Games (p. 21) When I Went to the Fair... (p. 24) Sand and Water Cake Decorating (p. 26)</p> <p>See the Add & Enhance component for ideas of props you could add to dramatic play during this unit.</p>	<p>Additional experiences I planned to address this skill:</p>		

Unit: "Fun at the Fair"

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> <hr/> <hr/>	<p>Making Instruments (p. 17) Being Crafty (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> <hr/> <hr/>	<p>As you explore this unit with the children, use the internet to learn more about the World's Fair.</p>	<p>Additional experiences I planned to address this skill:</p>