

# Connecting the Dots

Linking Gee Whiz Experiences with  
Developmental Areas & Learning Indicators



“Fun in the Kitchen” Unit




# How to Use this Document

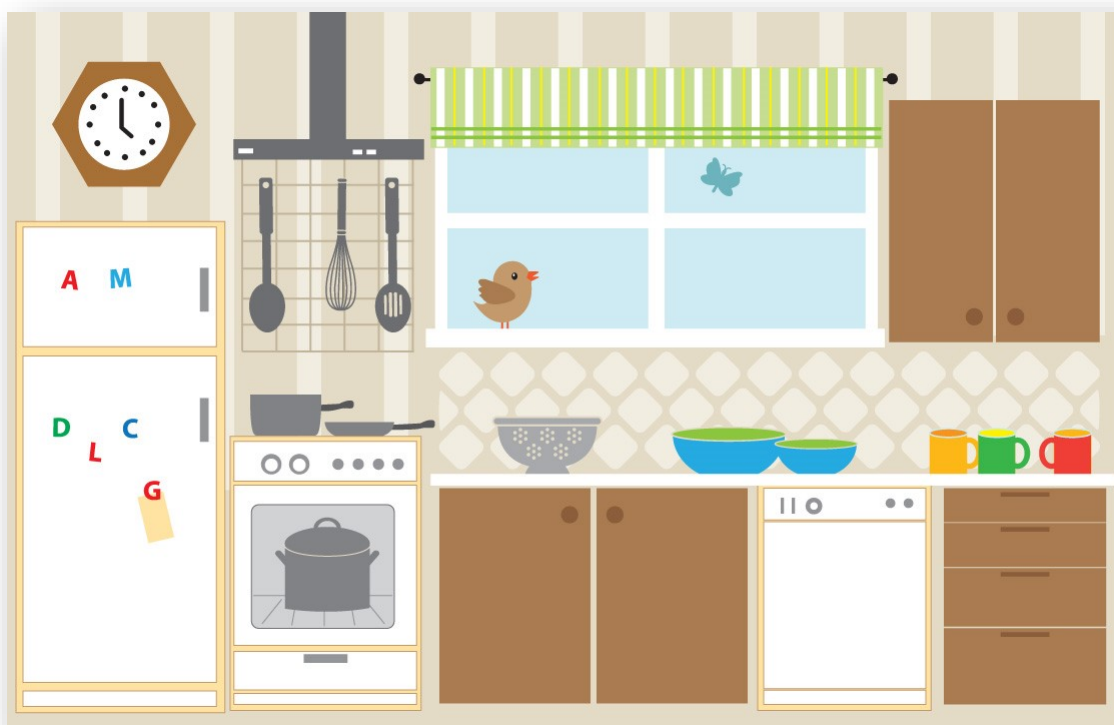
At Gee Whiz, we fully understand the importance of connecting the experiences we plan in the Teaching Guide to Developmental Areas and Learning Indications (skills). This document is designed to help you achieve this goal.

The following pages contain detailed information about each experience planned in the Gee Whiz unit, “Fun in the Kitchen.” 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
<b>DAY 1</b>	Kitchen "I Spy" LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, PD5, SS1, SS2	Cooking in the Kitchen LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL3, SK1, LR1, LR2, CA4, PD5	Being Kitchen Safe LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL3, SK1, LK2, LR1, PD3, PD4	Look around the Kitchen LD1, LD2, SE1, SE4, AL1, SK1, CA1
<b>DAY 2</b>	Keep It Cold! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LK2, LK3, LK4, LK5, LR1, MK1, MK2, MK6, CA1, SS1, PD3	What Will Happen? LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, MK6, PD5	Ice Art LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD5	Watch What Happens LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
<b>DAY 3</b>	Cans, Boxes and Jars LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK6, SS1, SS2, PD5	Food Box Props LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LR1, LR2, SS1, SS3, PD5	Playing Kitchen Memory LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, MK1, MK2, LR1, PD5	Big Box, Little Box LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
<b>DAY 4</b>	Cooking on the Stove LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, CA4, PD2, PD3, PD5, SS1	Cook It Up LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL3, SK1, SK3, LR1, LR2, PD5	Pots & Pans Parade LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, SK3, LR1, LR2, CA1, CA2, CA4, PD4, PD5	Cook It in the Pot LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5
<b>DAY 5</b>	Let's Bake! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, MK6, CA3, SS1, PD3, PD5	Catch It in Your Pan LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK3, MK3, LR1, LR2, PD4, PD5	Cookie Cutter Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, SS1, PD5	Press and Look LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
<b>DAY 6</b>	Wash First LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, CA1, PD2, PD3, PD5, SS1	Wash and Scrub LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, MK1, MK2, LR1, PD2, PD3, PD5	Memory Match LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, MK1, MK2, MK6, LR1, PD5	Dirty Potato. Clean Potato. LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1, PD5
<b>DAY 7</b>	Time to Eat! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, MK1, MK2, LR1, SS1, PD2, PD5	Spoon and Fork Sort LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, MK1, MK2, MK6, LR1, PD5	Painting with Spoons & Forks LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, MK6, LR1, LR2, CA3, PD5	Banging with a Spoon LD1, LD2, SE1, SE4, AL1, SK1, PD5
<b>DAY 8</b>	Kitchen Clean Up LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, PD2, PD5, SS1	Wash and Dry LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, SK3, LR1, CA4, PD2, PD5	What a Mess! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK3, PD2, PD5	Wet Sponge Fun LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
<b>DAY 9</b>	My Favorite Meal LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LK2, LK3, LK4, LK5, MK1, MK2, MK6, LR1, PD5, SS1, SS2	What Will You Cook? LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA3, PD5	Cookbook Crawl LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, LR2, PD4, PD5	Pease Porridge Hot LD1, LD2, SE1, SE4, AL1, SK1, PD5
<b>DAY 10</b>	Kitchen Fun! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, MK1, LR1, LR2, PD5, SS1	Find It! Match It! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, MK3, LR1, PD4, PD5	Preparing Pudding LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, MK1, MK2, MK5, MK6, PD2, PD5, LR1	Sing 'N Say LD1, LD2, SE1, SE4, AL1, CA1, SK1

## School-Age Experiences

How Long Before It Melts? LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, MK1, MK2, MK5, SS1, PD5	Flip 'N Catch LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, PD5	Set the Table Relay LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, MK1, MK2, LR1, PD2, PD4, PD5, SS1
Exploring Expiration Dates LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, SK3, MK1, LR1, PD3, PD5, SS1	Be Kitchen Safe! LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, PD3, PD5	Can You Make a Broom? LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD5, SS1, SS3

## Unit: “Fun in the Kitchen”

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>Kitchen “I Spy” (p. 4) Cooking in the Kitchen (p. 5) Being Kitchen Safe (p. 5) Look around the Kitchen (p. 5) Keep It Cold! (p. 6) What Will Happen? (p. 7) Ice Art (p. 7) Watch What Happens (p. 7) Cans, Boxes and Jars (p. 8) Food Box Props (p. 9) Playing Kitchen Memory (p. 9) Big Box, Little Box (p. 9) Cooking on the Stove (p. 10) Cook It Up (p. 11) Pots &amp; Pans Parade (p. 11) Cook It in the Pot (p. 11)</p>	<p>Let’s Bake! (p. 12) Catch it in Your Pan (p. 13) Cookie Cutter Art (p. 13) Press and Look (p. 13) Wash First (p. 14) Wash and Scrub (p. 15) Memory Match (p. 15) Dirty Potato. Clean Potato. (p. 15) Time to Eat! (p. 16) Spoon and Fork Sort (p. 17) Painting with Spoons &amp; Forks (p. 17) Banging a Spoon (p. 17) Kitchen Clean Up (p. 18) Wash and Dry (p. 19) What a Mess! (p. 19)</p>	<p>Wet Sponge Fun (p. 19) My Favorite Meal (p. 20) What Will You Cook? (p. 21) Cookbook Crawl (p. 21) Pease Porridge Hot (p. 21) Kitchen Fun! (p. 22) Find It! Match It! (p. 23) Preparing Pudding (p. 23) Sing ‘N Say (p. 23) How Long Before It Melts? (p. 24) Exploring Expiration Dates (p. 24) Flip ‘N Catch (p. 25) Be Kitchen Safe! (p. 25) Set the Table Relay (p. 26) Can You Make a Broom? (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></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>Kitchen “I Spy” (p. 4) Cooking in the Kitchen (p. 5) Being Kitchen Safe (p. 5) Look around the Kitchen (p. 5) Keep It Cold! (p. 6) What Will Happen? (p. 7) Ice Art (p. 7) Watch What Happens (p. 7) Cans, Boxes and Jars (p. 8) Food Box Props (p. 9) Playing Kitchen Memory (p. 9) Big Box, Little Box (p. 9) Cooking on the Stove (p. 10) Cook It Up (p. 11) Pots &amp; Pans Parade (p. 11) Cook It in the Pot (p. 11)</p>	<p>Let’s Bake! (p. 12) Catch it in Your Pan (p. 13) Cookie Cutter Art (p. 13) Press and Look (p. 13) Wash First (p. 14) Wash and Scrub (p. 15) Memory Match (p. 15) Dirty Potato. Clean Potato. (p. 15) Time to Eat! (p. 16) Spoon and Fork Sort (p. 17) Painting with Spoons &amp; Forks (p. 17) Banging a Spoon (p. 17) Kitchen Clean Up (p. 18) Wash and Dry (p. 19) What a Mess! (p. 19)</p>	<p>Wet Sponge Fun (p. 19) My Favorite Meal (p. 20) What Will You Cook? (p. 21) Cookbook Crawl (p. 21) Pease Porridge Hot (p. 21) Kitchen Fun! (p. 22) Find It! Match It! (p. 23) Preparing Pudding (p. 23) Sing ‘N Say (p. 23) How Long Before It Melts? (p. 24) Exploring Expiration Dates (p. 24) Flip ‘N Catch (p. 25) Be Kitchen Safe! (p. 25) Set the Table Relay (p. 26) Can You Make a Broom? (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></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>Kitchen “I Spy” (p. 4) Cooking in the Kitchen (p. 5) Being Kitchen Safe (p. 5) Keep It Cold! (p. 6) What Will Happen? (p. 7) Ice Art (p. 7) Cans, Boxes and Jars (p. 8) Food Box Props (p. 9) Playing Kitchen Memory (p. 9) Cooking on the Stove (p. 10) Cook It Up (p. 11) Pots &amp; Pans Parade (p. 11)</p>	<p>Let’s Bake! (p. 12) Catch it in Your Pan (p. 13) Cookie Cutter Art (p. 13) Wash First (p. 14) Wash and Scrub (p. 15) Memory Match (p. 15) Time to Eat! (p. 16) Spoon and Fork Sort (p. 17) Painting with Spoons &amp; Forks (p. 17) Kitchen Clean Up (p. 18) Wash and Dry (p. 19) What a Mess! (p. 19)</p>	<p>My Favorite Meal (p. 20) What Will You Cook? (p. 21) Cookbook Crawl (p. 21) Kitchen Fun! (p. 22) Find It! Match It! (p. 23) Preparing Pudding (p. 23) How Long Before It Melts? (p. 24) Exploring Expiration Dates (p. 24) Flip ‘N Catch (p. 25) Be Kitchen Safe! (p. 25) Set the Table Relay (p. 26) Can You Make a Broom? (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>

## Unit: “Fun in the Kitchen”

<b>LEARNING INDICATORS</b> (specific skills)	<b>These experiences address Language Development 🗣️ (continued)</b>			
<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>	Kitchen “I Spy” (p. 4) Cooking in the Kitchen (p. 5) Being Kitchen Safe (p. 5) Keep It Cold! (p. 6) What Will Happen? (p. 7) Ice Art (p. 7) Cans, Boxes and Jars (p. 8) Food Box Props (p. 9) Playing Kitchen Memory (p. 9) Cooking on the Stove (p. 10) Cook It Up (p. 11) Pots & Pans Parade (p. 11)	Let’s Bake! (p. 12) Catch it in Your Pan (p. 13) Cookie Cutter Art (p. 13) Wash First (p. 14) Wash and Scrub (p. 15) Memory Match (p. 15) Time to Eat! (p. 16) Spoon and Fork Sort (p. 17) Painting with Spoons & Forks (p. 17) Kitchen Clean Up (p. 18) Wash and Dry (p. 19) What a Mess! (p. 19)	My Favorite Meal (p. 20) What Will You Cook? (p. 21) Cookbook Crawl (p. 21) Kitchen Fun! (p. 22) Find It! Match It! (p. 23) Preparing Pudding (p. 23) How Long Before It Melts? (p. 24) Exploring Expiration Dates (p. 24) Flip ‘N Catch (p. 25) Be Kitchen Safe! (p. 25) Set the Table Relay (p. 26) Can You Make a Broom? (p. 26)	<b>Additional experiences I planned to address this skill:</b>
<b>LEARNING INDICATORS</b> (specific skills)	<b>These experiences address Literacy Knowledge 📖</b>			
<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>	Cooking in the Kitchen (p. 5) Cookbook Crawl (p. 21)  Reading any of the books on the Book List plus any from your own library would address this skill.		<b>Additional experiences I planned to address this skill:</b>	
<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>	Being Kitchen Safe (p. 5) Keep It Cold (p. 6) What Will Happen? (p. 7) Food Box Props (p. 9) Let’s Bake! (p. 12) My Favorite Meal (p. 20) Kitchen Fun! (p. 22) How Long Before It Melts? (p. 24) Be Kitchen Safe! (p. 25)  <b>Please see our Letters &amp; Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well.</b>		<b>Additional experiences I planned to address this skill:</b>	

## Unit: “Fun in the Kitchen”

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>Keep It Cold (p. 6)            What Will Happen? (p. 7)            Food Box Props (p. 9)            Let's Bake! (p. 12)            My Favorite Meal (p. 20)            Kitchen Fun! (p. 22)            How Long Before It Melts? (p. 24)            Be Kitchen Safe! (p. 25)</p> <p><b>Please see our Letters &amp; Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well.</b></p>	<p><b>Additional experiences I planned to address this skill:</b></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>Keep It Cold (p. 6)            What Will Happen? (p. 7)            Food Box Props (p. 9)            Let's Bake! (p. 12)            My Favorite Meal (p. 20)            Kitchen Fun! (p. 22)            How Long Before It Melts? (p. 24)            Be Kitchen Safe! (p. 25)</p> <p><b>Please see our Letters &amp; Literacy booklet for activities that address this learning indicator. These activities apply to school-age</b></p>	<p><b>Additional experiences I planned to address this skill:</b></p>
<p>LK5 - <i>Begins to use a variety of writing tools to use writing (invented or true) as a way to convey thoughts &amp; ideas</i></p> <p>Objective/Skill on my formal child assessment that correlates to this skill is:</p> <p>_____</p> <p>_____</p>	<p>Keep It Cold (p. 6)            What Will Happen? (p. 7)            Let's Bake! (p. 12)            My Favorite Meal (p. 20)            Kitchen Fun! (p. 22)            How Long Before It Melts? (p. 24)            Be Kitchen Safe! (p. 25)</p> <p><b>Please see our Letters &amp; Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well.</b></p>	<p><b>Additional experiences I planned to address this skill:</b></p>

## Unit: “Fun in the Kitchen”

<b>LEARNING INDICATORS</b> (specific skills)	<b>These experiences address Math Knowledge ① (continued)</b>	
<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>Keep It Cold! (p. 6)</p> <p>Playing Kitchen Memory (p. 9)</p> <p>Wash and Scrub (p. 15)</p> <p>Memory Match (p. 15)</p> <p>Time to Eat! (p. 16)</p> <p>Spoon and Fork Sort (p. 17)</p> <p>My Favorite Meal (p. 20)</p> <p>Kitchen Fun! (p. 22)</p> <p>Preparing Pudding (p. 23)</p> <p>How Long Before It Melts? (p. 24)</p> <p>Exploring Expiration Dates (p. 24)</p> <p>Set the Table Relay (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></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>Keep It Cold! (p. 6)</p> <p>Playing Kitchen Memory (p. 9)</p> <p>Wash and Scrub (p. 15)</p> <p>Memory Match (p. 15)</p> <p>Time to Eat! (p. 16)</p> <p>Spoon and Fork Sort (p. 17)</p> <p>My Favorite Meal (p. 20)</p> <p>Preparing Pudding (p. 23)</p> <p>How Long Before It Melts? (p. 24)</p> <p>Set the Table Relay (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></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>Catch It in Your Pan (p. 13)</p> <p>What a Mess! (p. 19)</p> <p>Find It! Match It! (p. 23)</p>	<p><b>Additional experiences I planned to address this skill:</b></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>This skill is not addressed specifically during this unit. However, you could use the cards from the Teaching Tool to reinforce creating, extending and copying patterns.</p>	<p><b>Additional experiences I planned to address this skill:</b></p>

## Unit: “Fun in the Kitchen”

LEARNING INDICATORS (specific skills)	These experiences address Math Knowledge ❶ (continued)			
<p>MK5 - Utilizes measurement (standard and nonstandard) to compare and contrast objects (includes graphing)</p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Preparing Pudding (p. 23)</p> <p>How Long Before It Melts? (p. 24)</p>	<p>Additional experiences I planned to address this skill:</p>		
<p>MK6 - Sort or groups objects based on common characteristics</p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Keep It Cold! (p. 6)</p> <p>What Will Happen? (p. 7)</p> <p>Cans, Boxes and Jars (p. 8)</p> <p>Let's Bake! (p. 12)</p> <p>Memory Match (p. 15)</p> <p>Spoon and Fork Sort (p. 17)</p> <p>Painting with Spoons and Forks (p. 17)</p> <p>My Favorite Meal (p. 20)</p> <p>Preparing Pudding (p. 23)</p>	<p>Additional experiences I planned to address this skill:</p>		
LEARNING INDICATORS (specific skills)	These experiences address Science Knowledge ❷			
<p>SK1 - Utilizes observation and other senses to explore and gather information about objects and experiences</p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Kitchen "I Spy" (p. 4)</p> <p>Cooking in the Kitchen (p. 5)</p> <p>Being Kitchen Safe (p. 5)</p> <p>Look around the Kitchen (p. 5)</p> <p>Keep It Cold! (p. 6)</p> <p>What Will Happen? (p. 7)</p> <p>Ice Art (p. 7)</p> <p>Watch What Happens (p. 7)</p> <p>Cans, Boxes and Jars (p. 8)</p> <p>Food Box Props (p. 9)</p> <p>Playing Kitchen Memory (p. 9)</p> <p>Big Box, Little Box (p. 9)</p> <p>Cooking on the Stove (p. 10)</p> <p>Cook It Up (p. 11)</p> <p>Pots &amp; Pans Parade (p. 11)</p> <p>Cook It in the Pot (p. 11)</p>	<p>Let's Bake! (p. 12)</p> <p>Catch it in Your Pan (p. 13)</p> <p>Cookie Cutter Art (p. 13)</p> <p>Press and Look (p. 13)</p> <p>Wash First (p. 14)</p> <p>Wash and Scrub (p. 15)</p> <p>Memory Match (p. 15)</p> <p>Dirty Potato. Clean Potato. (p. 15)</p> <p>Time to Eat! (p. 16)</p> <p>Spoon and Fork Sort (p. 17)</p> <p>Painting with Spoons &amp; Forks (p. 17)</p> <p>Banging a Spoon (p. 17)</p> <p>Kitchen Clean Up (p. 18)</p> <p>Wash and Dry (p. 19)</p> <p>What a Mess! (p. 19)</p>	<p>Wet Sponge Fun (p. 19)</p> <p>My Favorite Meal (p. 20)</p> <p>What Will You Cook? (p. 21)</p> <p>Cookbook Crawl (p. 21)</p> <p>Pease Porridge Hot (p. 21)</p> <p>Kitchen Fun! (p. 22)</p> <p>Find It! Match It! (p. 23)</p> <p>Preparing Pudding (p. 23)</p> <p>Sing 'N Say (p. 23)</p> <p>How Long Before It Melts? (p. 24)</p> <p>Exploring Expiration Dates (p. 24)</p> <p>Flip 'N Catch (p. 25)</p> <p>Be Kitchen Safe! (p. 25)</p> <p>Set the Table Relay (p. 26)</p> <p>Can You Make a Broom? (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>



## Unit: “Fun in the Kitchen”

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/>	Keep It Cold! (p. 6) What Will Happen? (p. 7) Ice Art (p. 7) Let's Bake! (p. 12) Cookie Cutter Art (p. 13) Time to Eat! (p. 16) Painting with Spoons and Forks (p. 17) What a Mess! (p. 19) My Favorite Meal (p. 20) Preparing Pudding (p. 23) How Long Before It Melts? (p. 24) Flip 'N Catch (p. 25) Can You Make a Broom? (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/>	What Will Happen? (p. 7) Ice Art (p. 7) Watch What Happens (p. 7) Big Box, Little Box (p. 9) Cook It Up (p. 11) Pots & Pans Parade (p. 11) Let's Bake! (p. 12) Catch It in Your Pan (p. 13) Cookie Cutter Art (p. 13) Press and Look (p. 13) Wash First (p. 14) Wash and Scrub (p. 15) Dirty Potato. Clean Potato. (p. 15) Painting with Spoons and Forks (p. 17) Wash and Dry (p. 19) What a Mess! (p. 19)	Wet Sponge Fun (p. 19) Preparing Pudding (p. 23) How Long Before It Melts? (p. 24) Exploring Expiration Dates (p. 24) Flip 'N Catch (p. 25) Can You Make a Broom? (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/>	Kitchen "I Spy" (p. 4) Cooking in the Kitchen (p. 5) Being Kitchen Safe (p. 5) Keep It Cold! (p. 6) What Will Happen? (p. 7) Ice Art (p. 7) Cans, Boxes and Jars (p. 8) Food Box Props (p. 9) Playing Kitchen Memory (p. 9) Cooking on the Stove (p. 10) Cook It Up (p. 11) Pots & Pans Parade (p. 11)	Let's Bake! (p. 12) Catch it in Your Pan (p. 13) Cookie Cutter Art (p. 13) Wash First (p. 14) Wash and Scrub (p. 15) Memory Match (p. 15) Time to Eat! (p. 16) Spoon and Fork Sort (p. 17) Painting with Spoons & Forks (p. 17) Kitchen Clean Up (p. 18) Wash and Dry (p. 19) What a Mess! (p. 19)	My Favorite Meal (p. 20) What Will You Cook? (p. 21) Cookbook Crawl (p. 21) Kitchen Fun! (p. 22) Find It! Match It! (p. 23) Preparing Pudding (p. 23) How Long Before It Melts? (p. 24) Exploring Expiration Dates (p. 24) Flip 'N Catch (p. 25) Be Kitchen Safe! (p. 25) Set the Table Relay (p. 26) Can You Make a Broom? (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:          	Cooking in the Kitchen (p. 5) Ice Art (p. 7) Food Box Props (p. 9) Cook It Up (p. 11) Pots & Pans Parade (p. 11) Catch It in Your Pan (p. 13) Cookie Cutter Art (p. 13) Painting with Spoons & Forks (p. 17) What Will You Cook? (p. 21) Cookbook Crawl (p. 21) Kitchen Fun! (p. 22) Flip 'N Catch (p. 25) Can You Make a Broom? (p. 26)	Additional experiences I planned to address this skill:		
LEARNING INDICATORS (specific skills)	These experiences address Approaches to Learning ☺			
AL1 - Shows interest in many topics and a desire to try new things  Objectives/Skills on my formal child assessment that correlates to this skill are:          	Kitchen "I Spy" (p. 4) Cooking in the Kitchen (p. 5) Being Kitchen Safe (p. 5) Look around the Kitchen (p. 5) Keep It Cold! (p. 6) What Will Happen? (p. 7) Ice Art (p. 7) Watch What Happens (p. 7) Cans, Boxes and Jars (p. 8) Food Box Props (p. 9) Playing Kitchen Memory (p. 9) Big Box, Little Box (p. 9) Cooking on the Stove (p. 10) Cook It Up (p. 11) Pots & Pans Parade (p. 11) Cook It in the Pot (p. 11)	Let's Bake! (p. 12) Catch it in Your Pan (p. 13) Cookie Cutter Art (p. 13) Press and Look (p. 13) Wash First (p. 14) Wash and Scrub (p. 15) Memory Match (p. 15) Dirty Potato. Clean Potato. (p. 15) Time to Eat! (p. 16) Spoon and Fork Sort (p. 17) Painting with Spoons & Forks (p. 17) Banging a Spoon (p. 17) Kitchen Clean Up (p. 18) Wash and Dry (p. 19) What a Mess! (p. 19)	Wet Sponge Fun (p. 19) My Favorite Meal (p. 20) What Will You Cook? (p. 21) Cookbook Crawl (p. 21) Pease Porridge Hot (p. 21) Kitchen Fun! (p. 22) Find It! Match It! (p. 23) Preparing Pudding (p. 23) Sing 'N Say (p. 23) How Long Before It Melts? (p. 24) Exploring Expiration Dates (p. 24) Flip 'N Catch (p. 25) Be Kitchen Safe! (p. 25) Set the Table Relay (p. 26) Can You Make a Broom? (p. 26)	Additional experiences I planned to address this skill:
AL2 - Displays persistence when completing tasks and is able to avoid distractions  Objective/Skill on my formal child assessment that correlates to this skill is:          	Kitchen "I Spy" (p. 4) Keep It Cold! (p. 6) What Will Happen? (p. 7) Ice Art (p. 7) Cans, Boxes and Jars (p. 8) Food Box Props (p. 9) Playing Kitchen Memory (p. 9) Cooking on the Stove (p. 10) Let's Bake! (p. 12) Catch It in Your Pan (p. 13) Cookie Cutter Art (p. 13) Wash First (p. 14) Wash and Scrub (p. 15) Memory Match (p. 15) Time to Eat! (p. 16) Spoon and Fork Sort (p. 17) Painting with Spoons & Forks (p. 17)	Kitchen Clean Up (p. 18) Wash and Dry (p. 19) What a Mess! (p. 19) My Favorite Meal (p. 20) What Will You Cook? (p. 21) Cookbook Crawl (p. 21) Kitchen Fun! (p. 22) Find It! Match It! (p. 23) Preparing Pudding (p. 23) How Long Before It Melts? (p. 24) Exploring Expiration Dates (p. 24) Flip 'N Catch (p. 25) Be Kitchen Safe (p. 25) Set the Table Relay (p. 26) Can You Make a Broom? (p. 26)	Additional experiences I planned to address this skill:	



## Unit: “Fun in the Kitchen”

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:          	Kitchen "I Spy" (p. 4) Cooking in the Kitchen (p. 5) Being Kitchen Safe (p. 5) Keep It Cold! (p. 6) What Will Happen? (p. 7) Cans, Boxes and Jars (p. 8) Playing Kitchen Memory (p. 9) Cooking on the Stove (p. 10) Cook It Up (p. 11) Pots & Pans Parade (p. 11) Let's Bake! (p. 12) Wash First (p. 14) Time to Eat! (p. 16) Spoon and Fork Sort (p. 17) Kitchen Clean Up (p. 18)	Wash and Dry (p. 19) What a Mess! (p. 19) My Favorite Meal (p. 20) Cookbook Crawl (p. 21) Kitchen Fun! (p. 22) Find It! Match It! (p. 23) Preparing Pudding (p. 23) Exploring Expiration Dates (p. 24) Set the Table Relay (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:          	Kitchen "I Spy" (p. 4) Cooking in the Kitchen (p. 5) Being Kitchen Safe (p. 5) Look around the Kitchen (p. 5) Keep It Cold! (p. 6) What Will Happen? (p. 7) Ice Art (p. 7) Watch What Happens (p. 7) Cans, Boxes and Jars (p. 8) Food Box Props (p. 9) Playing Kitchen Memory (p. 9) Big Box, Little Box (p. 9) Cooking on the Stove (p. 10) Cook It Up (p. 11) Pots & Pans Parade (p. 11) Cook It in the Pot (p. 11)	Let's Bake! (p. 12) Catch it in Your Pan (p. 13) Cookie Cutter Art (p. 13) Press and Look (p. 13) Wash First (p. 14) Wash and Scrub (p. 15) Memory Match (p. 15) Dirty Potato. Clean Potato. (p. 15) Time to Eat! (p. 16) Spoon and Fork Sort (p. 17) Painting with Spoons & Forks (p. 17) Banging a Spoon (p. 17) Kitchen Clean Up (p. 18) Wash and Dry (p. 19) What a Mess! (p. 19)	Wet Sponge Fun (p. 19) My Favorite Meal (p. 20) What Will You Cook? (p. 21) Cookbook Crawl (p. 21) Pease Porridge Hot (p. 21) Kitchen Fun! (p. 22) Find It! Match It! (p. 23) Preparing Pudding (p. 23) Sing 'N Say (p. 23) How Long Before It Melts? (p. 24) Exploring Expiration Dates (p. 24) Flip 'N Catch (p. 25) Be Kitchen Safe! (p. 25) Set the Table Relay (p. 26) Can You Make a Broom? (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:          	Kitchen "I Spy" (p. 4) Cooking in the Kitchen (p. 5) Being Kitchen Safe (p. 5) Keep It Cold! (p. 6) What Will Happen? (p. 7) Ice Art (p. 7) Cans, Boxes and Jars (p. 8) Food Box Props (p. 9) Playing Kitchen Memory (p. 9) Cooking on the Stove (p. 10) Cook It Up (p. 11) Pots & Pans Parade (p. 11)	Let's Bake! (p. 12) Catch it in Your Pan (p. 13) Cookie Cutter Art (p. 13) Wash First (p. 14) Wash and Scrub (p. 15) Memory Match (p. 15) Time to Eat! (p. 16) Spoon and Fork Sort (p. 17) Painting with Spoons & Forks (p. 17) Kitchen Clean Up (p. 18) Wash and Dry (p. 19) What a Mess! (p. 19)	My Favorite Meal (p. 20) What Will You Cook? (p. 21) Cookbook Crawl (p. 21) Kitchen Fun! (p. 22) Find It! Match It! (p. 23) Preparing Pudding (p. 23) How Long Before It Melts? (p. 24) Exploring Expiration Dates (p. 24) Flip 'N Catch (p. 25) Be Kitchen Safe! (p. 25) Set the Table Relay (p. 26) Can You Make a Broom? (p. 26)	Additional experiences I planned to address this skill:


## Unit: “Fun in the Kitchen”

<b>LEARNING INDICATORS</b> (specific skills)	<b>These experiences address Social &amp; Emotional Development ♥</b> (continued)			
SE3 - <i>Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules</i>  <b>Objectives/Skills on my formal child assessment that correlates to this skill are:</b> <hr/> <hr/>	Kitchen “I Spy” (p. 4) Keep It Cool! (p. 6) Ice Art (p. 7) Cans, Boxes and Jars (p. 8) Cooking on the Stove (p. 10) Pots & Pans Parade (p. 11) Let’s Bake! (p. 12) Catch It in Your Pan (p. 13) Wash First (p. 14) Time to Eat! (p.16) Painting with Spoons & Forks (p. 17) Kitchen Clean Up (p. 18) What a Mess! (p. 19) My Favorite Meal (p. 20)	Cookbook Crawl (p. 21) Kitchen Fun! (p. 22) Find It! Match It! (p. 23) Preparing Pudding (p. 23) Flip ‘N Catch (p. 25) Set the Table Relay (p. 26)		<b>Additional experiences I planned to address this skill:</b>
SE4 - <i>Demonstrates a range of emotions</i>  <b>Objectives/Skills on my formal child assessment that correlates to this skill are:</b> <hr/> <hr/>	Kitchen “I Spy” (p. 4) Cooking in the Kitchen (p. 5) Being Kitchen Safe (p. 5) Look around the Kitchen (p. 5) Keep It Cold! (p. 6) What Will Happen? (p. 7) Ice Art (p. 7) Watch What Happens (p. 7) Cans, Boxes and Jars (p. 8) Food Box Props (p. 9) Playing Kitchen Memory (p. 9) Big Box, Little Box (p. 9) Cooking on the Stove (p. 10) Cook It Up (p. 11) Pots & Pans Parade (p. 11) Cook It in the Pot (p. 11)	Let’s Bake! (p. 12) Catch it in Your Pan (p. 13) Cookie Cutter Art (p. 13) Press and Look (p. 13) Wash First (p. 14) Wash and Scrub (p. 15) Memory Match (p. 15) Dirty Potato. Clean Potato. (p. 15) Time to Eat! (p. 16) Spoon and Fork Sort (p. 17) Painting with Spoons & Forks (p. 17) Banging a Spoon (p. 17) Kitchen Clean Up (p. 18) Wash and Dry (p. 19) What a Mess! (p. 19)	Wet Sponge Fun (p. 19) My Favorite Meal (p. 20) What Will You Cook? (p. 21) Cookbook Crawl (p. 21) Pease Porridge Hot (p. 21) Kitchen Fun! (p. 22) Find It! Match It! (p. 23) Preparing Pudding (p. 23) Sing ‘N Say (p. 23) How Long Before It Melts? (p. 24) Exploring Expiration Dates (p. 24) Flip ‘N Catch (p. 25) Be Kitchen Safe! (p. 25) Set the Table Relay (p. 26) Can You Make a Broom? (p. 26)	<b>Additional experiences I planned to address this skill:</b>
<b>LEARNING INDICATORS</b> (specific skills)	<b>These experiences address Creative Arts and Music 🎨 &amp; 🎵</b>			
CA1 - <i>Participates in musical activities including singing and utilizing instruments</i>  <b>Objectives/Skills on my formal child assessment that correlates to this skill are:</b> <hr/> <hr/>	Kitchen “I Spy” (p. 4) Keep It Cool! (p. 6) Cooking on the Stove (p. 8) Pots & Pans Parade (p. 9) Cook It in the Pot (p. 9) Wash First (p. 14) Dirty Potato. Clean Potato. (p. 15) Kitchen Clean Up (p. 18) Sing ‘N Say (p. 23)			<b>Additional experiences I planned to address this skill:</b>



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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>Pots &amp; Pans Parade (p. 11)</p> <p>Any of the music experiences can incorporate this skill (see CA1)</p>	<p><b>Additional experiences I planned to address this skill:</b></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>Ice Art (p. 7)</p> <p>Let's Bake! (p. 12)</p> <p>Cookie Cutter Art (p. 13)</p> <p>Painting with Spoons &amp; Forks (p. 17)</p> <p>What Will You Cook? (p. 21)</p> <p>Can You Make a Broom? (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></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>Cooking in the Kitchen (p. 5)</p> <p>Cooking on the Stove (p. 10)</p> <p>Pots &amp; Pans Parade (p. 11)</p> <p>Wash &amp; Dry (p. 19)</p>	<p><b>Additional experiences I planned to address this skill:</b></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>This skill is not specifically addressed during this unit BUT you can discuss this concept with the children as they engage in gross motor experiences.</p>		<p><b>Additional experiences I planned to address this skill:</b></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>Cooking on the Stove (p. 10)  Wash First (p. 14)  Wash and Scrub (p. 15)  Time to Eat! (p. 16)  Kitchen Clean Up (p. 18)  Wash and Dry (p. 19)  What a Mess! (p. 19)  Preparing Pudding (p. 23)  Set the Table Relay (p. 26)</p> <p>Plus ... any experience where children must wash hands before, or after, participating (e.g., cooking)</p>	<p><b>Additional experiences I planned to address this skill:</b></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>Being Kitchen Safe (p. 5)  Keep It Cool! (p. 6)  Cooking on the Stove (p. 10)  Let's Bake! (p. 12)  Wash First (p. 14)  Wash and Scrub (p. 15)  Exploring Expiration Dates (p. 24)  Be Kitchen Safe! (p. 25)</p>	<p>Plus, be sure to look for safety tips under the “Be Healthy &amp; Safe” section that is included every day.</p> <p>Additionally, all gross motor activities (see below) require children to follow basic safety rules as they participate</p>	<p><b>Additional experiences I planned to address this skill:</b></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>Being Kitchen Safe (p. 5)  Pots &amp; Pans Parade (p. 11)  Catch It in Your Pan (p. 13)  Cookbook Crawl (p. 21)  Find It! Match It! (p. 23)  Set the Table Relay (p. 26)</p>		<p><b>Additional experiences I planned to address this skill:</b></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>Kitchen “I Spy” (p. 4)  Cooking in the Kitchen (p. 5)  What Will Happen? (p. 7)  Ice Art (p. 7)  Watch What Happens (p. 7)  Cans, Boxes and Jars (p. 8)  Food Box Props (p. 9)  Playing Kitchen Memory (p. 9)  Big Box. Little Box. (p. 9)  Cooking on the Stove (p. 10)  Cook It Up (p. 11)  Pots &amp; Pans Parade (p. 11)  Cook It in the Pot (p. 11)  Let’s Bake! (p. 12)  Catch It in the Pan (p. 13)  Cookie Cutter Art (p. 13)  Press and Look (p. 13)  Wash First! (p. 14)  Wash and Scrub (p. 15)  Memory Match (p. 15)  Dirty Potato. Clean Potato. (p. 15)  Time to Eat (p. 16)</p>	<p>Spoon and Fork Sort (p. 17)  Painting with Spoons and Forks (p. 17)  Banging with a Spoon (p. 17)  Kitchen Clean Up (p. 18)  Wash and Dry (p. 19)  What a Mess! (p. 19)  Wet Sponge Fun (p. 19)  My Favorite Meal (p. 20)  What Will You Cook? (p. 21)  Cookbook Crawl (p. 21)  Pease Porridge Hot (p. 21)  Kitchen Fun! (p. 22)  Find It! Match It! (p. 23)  Preparing Pudding (p. 23)  How Long Before It Melts? (p. 24)  Exploring Expiration Dates (p. 24)  Flip ‘N Catch (p. 25)  Be Kitchen Safe! (p. 25)</p>	<p>Set the Table Relay (p. 26)  Can You Make a Broom? (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></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>Kitchen “I Spy” (p. 4)  Keep It Cool! (p. 6)  Cans, Boxes and Jars (p. 8)  Food Box Props (p. 9)  Cooking on the Stove (p. 10)  Let’s Bake! (p. 12)  Cookie Cutter Art (p. 13)  Wash First (p. 14)  Time to Eat! (p. 16)  Kitchen Clean Up (p. 18)  My Favorite Meal (p. 20)  Kitchen Fun! (p. 22)  How Long Before It Melts? (p. 24)  Exploring Expiration Dates (p. 24)  Can You Make a Broom?</p>	<p><b>Additional experiences I planned to address this skill:</b></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>Kitchen “I Spy” (p. 4)  Cans, Boxes and Jars (p. 8)  My Favorite Meal (p. 20)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>		

## Unit: “Fun in the Kitchen”

LEARNING INDICATORS	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>Food Box Props (p. 9) Can You Make a Broom? (p. 26)</p> <p>Both of these experiences invite children to use recyclables in new ways.</p>	<p><b>Additional experiences I planned to address this skill:</b></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>Include discussions with the children about the types of foods they ate when they were younger and the types they eat now. You could also explore how food was prepared in the past and then compare it to how it is prepared now.</p>	<p><b>Additional experiences I planned to address this skill:</b></p>