

# Connecting the Dots

Linking Gee Whiz Experiences with  
Developmental Areas & Learning Indicators



“Let’s Explore Patterns” 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, "Let's Explore Patterns." 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>	Let's Find Patterns! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, MK4, PD5	Collaging with Patterns LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, MK3, MK4, CA3, PD5	Polka Dot Toss LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK1, MK2, MK4, PD3, PD5	Painting Polka Dots LD1, LD2, SE1, SE4, AL1, SK1, CA3, PD5
<b>DAY 2</b>	Following Patterns LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK4, MK6, CA1, CA2, SS1, PD1, PD3, PD4	Patterns & Shapes LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, MK3, MK4, MK6, CA3, PD5	Rub to Discover LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, MK4, CA3, PD5	Tactile Pattern Strip LD1, LD2, SE1, SE4, AL1, SK1, PD5
<b>DAY 3</b>	Animal Patterns LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, MK4, MK6, CA4, SS2, PD4	Make It! Wear It! Pretend! LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LK2, LK3, LK4, LK5, LR1, LR2, CA3, CA4, PD5	Count the Stripes LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK1, MK2, PD5	Stripes & Spots Tummy Time LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD4
<b>DAY 4</b>	Other Patterned Critters LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, MK4, MK6, CA4, SS1, PD4, PD5	Patterning Fun LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK4, PD5	Long, Long Snakes LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, LR2, MK1, MK2, MK4, MK5, MK6, PD5	An Edible Caterpillar LD1, LD2, SE1, SE4, AL1, AL2, SK1, PD2, PD5
<b>DAY 5</b>	What is Hiding? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, CA1, PD4, PD5	Can You Find It? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, MK4, MK6, LR1, PD5	Camouflage Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LK2, LK3, LK4, LK5, LR1, LR2, CA3, PD5	So Many Patterns to See LD1, LD2, SE1, SE4, AL1, SK1, SK3, LK1, PD5
<b>DAY 6</b>	A Natural Pattern LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, MK4, MK6, PD3, PD5, SS1	Press to Make Patterns LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, MK4, MK5, LR1, LR2, PD5	Natural Patterns Discovery Bin LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK4, MK6, SS1, PD3, PD5	See the Flowers LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1
<b>DAY 7</b>	Patterns You Can Hear LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK1, MK2, MK4, CA1, PD5	Musical Instrument Patterns LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK4, MK6, CA1, PD5, SS1	Sing After Me LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK4, CA1, SS1	Clapping to the Beat LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5
<b>DAY 8</b>	Pattern 'N Move LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK4, PD1, PD4	Over/Under Obstacle Course LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK1, MK2, MK3, MK4, PD1, PD3, PD4	Fast! S...l...o...w LD1, LD2, LD3, LD4, SE1 SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, MK3, MK4, PD1, PD4	Bouncing, Bouncing LD1, LD2, SE1, SE4, AL1, SK1, PD4, PD5
<b>DAY 9</b>	Up & Down Patterns LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, MK1, MK2, MK3, MK4, LR1, LR2, PD1, PD4	Pop! Pop! Stop! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, MK4, PD1, PD4	Block Patterns LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, MK1, MK2, MK4, MK5, MK6, LR1, LR2, PD5	Press 'N Pattern LD1, LD2, SE1, SE4, AL1, SK1, CA3, PD5
<b>DAY 10</b>	Pattern Party! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, MK1, MK2, MK3, MK4, MK6, LR1, CA3, PD4, PD5	Let's Pattern Some More LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, MK4, MK6, LR1, PD5	Pattern Kabobs LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, LR2, MK1, MK2, MK4, PD2, PD5, SS1	Words & Music LD1, LD2, SE1, SE4, AL1, CA1, SK1

## School-Age Experiences

Doily Patterns LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, MK4, MK6, CA3, PD5	Creating with Polka Dots LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, MK4, CA3, PD5	Creating Musical Patterns LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, MK4, MK6, CA1, SS1, PD5
Who Has Stripes? LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, MK4, PD5	Can You Hide It? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, CA3, PD5	Moving in Patterns LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK1, MK2, MK4, CA1, CA2, SS1, PD4


## Unit: "Let's Explore Patterns"

LEARNING INDICATORS (specific skills)	These experiences address Language Development			
<p>LD1 - <i>Understands spoken language</i></p> <p style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr style="border: 0.5px solid red;"/> <hr style="border: 0.5px solid red;"/>	<p>Let's Find Patterns! (p. 4) Collaging with Patterns (p. 5) Polka Dot Toss (p. 5) Painting with Polka Dots (p. 5) Following Patterns (p. 6) Patterns &amp; Shapes (p. 7) Rub to Discover (p. 7) Tactile Pattern Strip (p. 7) Animal Patterns (p. 8) Make It! Wear It! Pretend! (p. 9) Count the Stripes (p. 9) Stripes &amp; Spots Tummy Time (p. 9) Other Patterned Critters (p. 10) Patterning Fun (p. 11) Long, Long Snakes (p. 11)</p>	<p>An Edible Caterpillar (p. 11) What is Hiding? (p. 12) Can You Find It? (p. 13) Camouflage Art (p. 13) So Many Patterns to See (p. 13) A Natural Pattern (p. 14) Press to Make Patterns(p. 15) Natural Patterns Discovery Bin (p. 15) See the Flowers (p. 15) Patterns You Can Hear (p. 16) Musical Instrument Patterns (p. 17) Sing After Me (p. 17) Clapping to the Beat (p. 17) Pattern 'N Move (p. 18) Over/Under Obstacle Course (p. 19)</p>	<p>Fast! S...l...o...w (p. 19) Bouncing, Bouncing (p. 19) Up &amp; Down Patterns (p. 20) Pop! Pop! Stop! (p. 21) Block Patterns (p. 21) Press 'N Pattern (p. 21) Pattern Party! (p. 22) Let's Pattern Some More (p. 23) Pattern Kabobs (p. 23) Words &amp; Music (p. 23) Doily Patterns (p. 24) Who Has Stripes? (p. 24) Creating with Polka Dots (p. 25) Can You Hide It? (p. 25) Creating Musical Patterns (p. 26) Moving in Patterns (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 style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr style="border: 0.5px solid red;"/> <hr style="border: 0.5px solid red;"/>	<p>Let's Find Patterns! (p. 4) Collaging with Patterns (p. 5) Polka Dot Toss (p. 5) Painting with Polka Dots (p. 5) Following Patterns (p. 6) Patterns &amp; Shapes (p. 7) Rub to Discover (p. 7) Tactile Pattern Strip (p. 7) Animal Patterns (p. 8) Make It! Wear It! Pretend! (p. 9) Count the Stripes (p. 9) Stripes &amp; Spots Tummy Time (p. 9) Other Patterned Critters (p. 10) Patterning Fun (p. 11) Long, Long Snakes (p. 11)</p>	<p>An Edible Caterpillar (p. 11) What is Hiding? (p. 12) Can You Find It? (p. 13) Camouflage Art (p. 13) So Many Patterns to See (p. 13) A Natural Pattern (p. 14) Press to Make Patterns(p. 15) Natural Patterns Discovery Bin (p. 15) See the Flowers (p. 15) Patterns You Can Hear (p. 16) Musical Instrument Patterns (p. 17) Sing After Me (p. 17) Clapping to the Beat (p. 17) Pattern 'N Move (p. 18) Over/Under Obstacle Course (p. 19)</p>	<p>Fast! S...l...o...w (p. 19) Bouncing, Bouncing (p. 19) Up &amp; Down Patterns (p. 20) Pop! Pop! Stop! (p. 21) Block Patterns (p. 21) Press 'N Pattern (p. 21) Pattern Party! (p. 22) Let's Pattern Some More (p. 23) Pattern Kabobs (p. 23) Words &amp; Music (p. 23) Doily Patterns (p. 24) Who Has Stripes? (p. 24) Creating with Polka Dots (p. 25) Can You Hide It? (p. 25) Creating Musical Patterns (p. 26) Moving in Patterns (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 style="color: red;">Objective/Skill on my formal child assessment that correlates to this skill is:</p> <hr style="border: 0.5px solid red;"/>	<p>Let's Find Patterns! (p. 4) Collaging with Patterns (p. 5) Polka Dot Toss (p. 5) Following Patterns (p. 6) Patterns &amp; Shapes (p. 7) Rub to Discover (p. 7) Animal Patterns (p. 8) Make It! Wear It! Pretend! (p. 9) Count the Stripes (p. 9) Other Patterned Critters (p. 10) Patterning Fun (p. 11) Long, Long Snakes (p. 11)</p>	<p>What is Hiding? (p. 12) Can You Find It? (p. 13) Camouflage Art (p. 13) A Natural Pattern (p. 14) Press to Make Patterns(p. 15) Natural Patterns Discovery Bin (p. 15) Patterns You Can Hear (p. 16) Musical Instrument Patterns (p. 17) Sing After Me (p. 17) Pattern 'N Move (p. 18) Over/Under Obstacle Course (p. 19)</p>	<p>Fast! S...l...o...w (p. 19) Up &amp; Down Patterns (p. 20) Pop! Pop! Stop! (p. 21) Block Patterns (p. 21) Pattern Party! (p. 22) Let's Pattern Some More (p. 23) Pattern Kabobs (p. 23) Doily Patterns (p. 24) Who Has Stripes? (p. 24) Creating with Polka Dots (p. 25) Can You Hide It? (p. 25) Creating Musical Patterns (p. 26) Moving in Patterns (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>

## Unit: "Let's Explore Patterns"

LEARNING INDICATORS (specific skills)	These experiences address Language Development 🗨️ (continued)			
<p>LD4 - <i>Increasingly engages adults and other children in conversations</i></p> <p style="color: red;">Objective/Skill on my formal child assessment that correlates to this skill is:</p> <p>_____</p> <p>—</p>	<p>Let's Find Patterns! (p. 4)</p> <p>Collaging with Patterns (p. 5)</p> <p>Polka Dot Toss (p. 5)</p> <p>Following Patterns (p. 6)</p> <p>Patterns &amp; Shapes (p. 7)</p> <p>Rub to Discover (p. 7)</p> <p>Animal Patterns (p. 8)</p> <p>Make It! Wear It! Pretend! (p. 9)</p> <p>Count the Stripes (p. 9)</p> <p>Other Patterned Critters (p. 10)</p> <p>Patterning Fun (p. 11)</p> <p>Long, Long Snakes (p. 11)</p>	<p>What is Hiding? (p. 12)</p> <p>Can You Find It? (p. 13)</p> <p>Camouflage Art (p. 13)</p> <p>A Natural Pattern (p. 14)</p> <p>Press to Make Patterns (p. 15)</p> <p>Natural Patterns Discovery Bin (p. 15)</p> <p>Patterns You Can Hear (p. 16)</p> <p>Musical Instrument Patterns (p. 17)</p> <p>Sing After Me (p. 17)</p> <p>Pattern 'N Move (p. 18)</p> <p>Over/Under Obstacle Course (p. 19)</p>	<p>Fast! S...l...o...w (p. 19)</p> <p>Up &amp; Down Patterns (p. 20)</p> <p>Pop! Pop! Stop! (p. 21)</p> <p>Block Patterns (p. 21)</p> <p>Pattern Party! (p. 22)</p> <p>Let's Pattern Some More (p. 23)</p> <p>Pattern Kabobs (p. 23)</p> <p>Doily Patterns (p. 24)</p> <p>Who Has Stripes? (p. 24)</p> <p>Creating with Polka Dots (p. 25)</p> <p>Can You Hide It? (p. 25)</p> <p>Creating Musical Patterns (p. 26)</p> <p>Moving in Patterns (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></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 style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>So Many Patterns to See (p. 13)</p> <p>Up &amp; Down Patterns (p. 20)</p> <p>Pattern Party! (p. 22)</p> <p>Reading any of the books on the Book List plus any from your own library would address this skill.</p>	<p><b>Additional experiences I planned to address this skill:</b></p>		
<p>LK2 - <i>Understands that language is made up of words, which can be broken down into syllables</i></p> <p style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Make It! Wear It! Pretend! (p. 9)</p> <p>Camouflage Art (p. 13)</p> <p>A Natural Pattern (p. 14)</p> <p>Block Patterns (p. 21)</p> <p>Who Has Stripes? (p. 24)</p> <p style="text-align: center;"><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: "Let's Explore Patterns"

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>Make It! Wear It! Pretend! (p. 9) Camouflage Art (p. 13) A Natural Pattern (p. 14) Block Patterns (p. 21) Who Has Stripes? (p. 24)</p> <p style="text-align: center;"><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 style="text-align: center;"><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>Make It! Wear It! Pretend! (p. 9) Camouflage Art (p. 13) A Natural Pattern (p. 14) Who Has Stripes? (p. 24)</p> <p style="text-align: center;"><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 style="text-align: center;"><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>Make It! Wear It! Pretend! (p. 9) Camouflage Art (p. 13) A Natural Pattern (p. 14) Who Has Stripes? (p. 24)</p> <p style="text-align: center;"><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 style="text-align: center;"><b>Additional experiences I planned to address this skill:</b></p>

## Unit: "Let's Explore Patterns"

LEARNING INDICATORS (specific skills)	These experiences address Math Knowledge 1 (continued)			
<p>MK1 - <i>Understands that numbers tell "how many"</i></p> <p style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Polka Dot Toss (p. 5) Count the Stripes (p. 9) Long, Long Snakes (p. 11) Patterns You Can Hear (p. 16) Over/Under Obstacle Course (p. 19) Up &amp; Down Patterns (p. 20) Block Patterns (p. 21) Pattern Party! (p. 22) Pattern Kabobs (p. 23) Moving to Patterns (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 style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Polka Dot Toss (p. 5) Count the Stripes (p. 9) Long, Long Snakes (p. 11) Patterns You Can Hear (p. 16) Over/Under Obstacle Course (p. 19) Up &amp; Down Patterns (p. 20) Block Patterns (p. 21) Pattern Party! (p. 22) Pattern Kabobs (p. 23) Moving to Patterns (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 style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Collaging with Patterns (p. 5) Patterns &amp; Shapes (p. 7) Over/Under Obstacle Course (p. 19) Fast! S...l...o...w (p. 19) Up &amp; Down Patterns (p. 20) Pattern Party! (p. 22)</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 style="color: red;">Objective/Skill on my formal child assessment that correlates to this skill is:</p> <p>_____</p> <p>_____</p>	<p>Let's Find Patterns! (p. 4) Collaging with Patterns (p. 5) Polka Dot Toss (p. 5) Following Patterns (p. 6) Patterns &amp; Shapes (p. 7) Rub to Discover (p. 7) Animal Patterns (p. 8) Other Patterned Critters (p. 10) Patterning Fun (p. 11) Long, Long Snakes (p. 11) Can You Find It? (p. 13) A Natural Pattern (p. 14)</p>	<p>Press to Make Patterns (p. 15) Natural Patterns Discovery Bin (p. 15) Patterns You Can Hear (p. 16) Musical Instrument Patterns (p. 17) Sing After Me (p. 17) Pattern 'N Move (p. 18) Over/Under Obstacle Course (p. 19) Fast! S...l...o...w (p. 19) Up &amp; Down Patterns (p. 20)</p>	<p>Pop! Pop! Stop! (p. 21) Block Patterns (p. 21) Pattern Party! (p. 22) Let's Pattern Some More (p. 23) Pattern Kabobs (p. 23) Doily Patterns (p. 24) Who Has Stripes? (p. 24) Creating with Polka Dots (p. 25) Creating Musical Patterns (p. 26) Moving in Patterns (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>

## Unit: "Let's Explore Patterns"

LEARNING INDICATORS (specific skills)	These experiences address Math Knowledge ① (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> <hr/> <hr/>	<p>Long, Long Snakes (p. 11)                      Press to Make Patterns (p. 15)                      Block Patterns (p. 21)</p>	<p style="text-align: center;"><b>Additional experiences I planned to address this skill:</b></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> <hr/> <hr/>	<p>Following Patterns (p. 6)                      Patterns &amp; Stripes (p. 7)                      Animal Patterns (p. 8)                      Other Patterned Critters (p. 10)                      Long, Long Snakes (p. 11)                      A Natural Pattern (p. 14)                      Natural Patterns Discovery Bin (p. 15)                      Musical Instrument Patterns (p. 17)                      Block Patterns (p. 21)                      Pattern Party! (p. 22)</p>	<p>Let's Pattern Some More (p. 23)                      Doily Patterns (p. 24)                      Creating Musical Patterns (p. 26)</p>	<p style="text-align: center;"><b>Additional experiences I planned to address this skill:</b></p>	
LEARNING INDICATORS (specific skills)	These experiences address Science Knowledge ②			
<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> <hr/> <hr/>	<p>Let's Find Patterns! (p. 4)                      Collaging with Patterns (p. 5)                      Polka Dot Toss (p. 5)                      Painting with Polka Dots (p. 5)                      Following Patterns (p. 6)                      Patterns &amp; Shapes (p. 7)                      Rub to Discover (p. 7)                      Tactile Pattern Strip (p. 7)                      Animal Patterns (p. 8)                      Make It! Wear It! Pretend! (p. 9)                      Count the Stripes (p. 9)                      Stripes &amp; Spots Tummy Time (p. 9)                      Other Patterned Critters (p. 10)                      Patterning Fun (p. 11)                      Long, Long Snakes (p. 11)</p>	<p>An Edible Caterpillar (p. 11)                      What is Hiding? (p. 12)                      Can You Find It? (p. 13)                      Camouflage Art (p. 13)                      So Many Patterns to See (p. 13)                      A Natural Pattern (p. 14)                      Press to Make Patterns (p. 15)                      Natural Patterns Discovery Bin (p. 15)                      See the Flowers (p. 15)                      Patterns You Can Hear (p. 16)                      Musical Instrument Patterns (p. 17)                      Sing After Me (p. 17)                      Clapping to the Beat (p. 17)                      Pattern 'N Move (p. 18)                      Over/Under Obstacle Course (p. 19)</p>	<p>Fast! S...l...o...w (p. 19)                      Bouncing, Bouncing (p. 19)                      Up &amp; Down Patterns (p. 20)                      Pop! Pop! Stop! (p. 21)                      Block Patterns (p. 21)                      Press 'N Pattern (p. 21)                      Pattern Party! (p. 22)                      Let's Pattern Some More (p. 23)                      Pattern Kabobs (p. 23)                      Words &amp; Music (p. 23)                      Doily Patterns (p. 24)                      Who Has Stripes? (p. 24)                      Creating with Polka Dots (p. 25)                      Can You Hide It? (p. 25)                      Creating Musical Patterns (p. 26)                      Moving in Patterns (p. 26)</p>	<p style="text-align: center;"><b>Additional experiences I planned to address this skill:</b></p>

## Unit: "Let's Explore Patterns"

LEARNING INDICATORS (specific skills)	These experiences address Science Knowledge ☯ (continued)			
<p>SK2 - <i>Makes and tests predictions using simple experimentation</i></p> <p style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr style="border: 0.5px solid red;"/> <hr style="border: 0.5px solid red;"/>	<p>Let's Find Patterns! (p. 4)            Patterns &amp; Shapes (p. 7)            Rub to Discover (p. 7)            Patterning Fun (p. 11)            What is Hiding? (p. 12)            Can You Find It? (p. 13)            Camouflage Art (p. 13)            A Natural Pattern (p. 14)            Press to Make Patterns (p. 15)            Natural Patterns Discovery Bin (p. 15)            Musical Instrument Patterns (p. 17)            Fast! S...l...o...w (p. 19)            Up &amp; Down Patterns (p. 20)            Pop! Pop! Stop! (p. 21)            Doily Patterns (p. 24)            Who Has Stripes? (p. 24)            Can You Hide It? (p. 25)            Creating Musical Patterns (p. 26)</p>			<p><b>Additional experiences I planned to address this skill:</b></p>
<p>SK3 - <i>Gathers information about the natural world through hands-on exploration</i></p> <p style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr style="border: 0.5px solid red;"/> <hr style="border: 0.5px solid red;"/>	<p>Animal Patterns (p. 8)            Make It! Wear It! Pretend! (p. 9)            Stripes &amp; Spots Tummy Time (p. 9)            Other Patterned Critters (p. 10)            Patterning Fun (p. 11)            Long, Long Snakes (p. 11)            What is Hiding? (p. 12)            Can You Find It? (p. 13)            So Many Patterns to See (p. 13)            A Natural Pattern (p. 14)            Press to Make Patterns (p. 15)            Natural Patterns Discovery Bin (p. 15)            See the Flowers (p. 15)</p>	<p>Musical Instrument Parade (p. 17)            Up &amp; Down Patterns (p. 20)            Pop! Pop! Stop! (p. 21)            Pattern Party! (p. 22)            Pattern Kabobs (p. 23)            Who Has Stripes? (p. 24)            Can You Hide It? (p. 25)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>	
LEARNING INDICATORS (specific skills)	These experiences address Logic & Reasoning ?			
<p>LR1 - <i>Demonstrates the ability to identify a problem and then seeks ways to solve it</i></p> <p style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr style="border: 0.5px solid red;"/> <hr style="border: 0.5px solid red;"/>	<p>Let's Find Patterns! (p. 4)            Collaging with Patterns (p. 5)            Polka Dot Toss (p. 5)            Following Patterns (p. 6)            Patterns &amp; Shapes (p. 7)            Rub to Discover (p. 7)            Animal Patterns (p. 8)            Make It! Wear It! Pretend! (p. 9)            Count the Stripes (p. 9)            Other Patterned Critters (p. 10)            Patterning Fun (p. 11)            Long, Long Snakes (p. 11)</p>	<p>What is Hiding? (p. 12)            Can You Find It? (p. 13)            Camouflage Art (p. 13)            A Natural Pattern (p. 14)            Press to Make Patterns (p. 15)            Natural Patterns Discovery Bin (p. 15)            Patterns You Can Hear (p. 16)            Musical Instrument Patterns (p. 17)            Sing After Me (p. 17)            Pattern 'N Move (p. 18)            Over/Under Obstacle Course (p. 19)</p>	<p>Fast! S...l...o...w (p. 19)            Up &amp; Down Patterns (p. 20)            Pop! Pop! Stop! (p. 21)            Block Patterns (p. 21)            Pattern Party! (p. 22)            Let's Pattern Some More (p. 23)            Pattern Kabobs (p. 23)            Doily Patterns (p. 24)            Who Has Stripes? (p. 24)            Creating with Polka Dots (p. 25)            Can You Hide It? (p. 25)            Creating Musical Patterns (p. 26)            Moving in Patterns (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>

## Unit: "Let's Explore Patterns"

LEARNING INDICATORS (specific skills)	These experiences address Logic & Reasoning ? (continued)			
<p>LR2 - <i>Understands that symbols or objects can be used to represent different things</i></p> <p style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Collaging with Patterns (p. 5) Polka Dot Toss (p. 5) Following Patterns (p. 6) Patterns &amp; Shapes (p. 7) Rub to Discover (p. 7) Make It! Wear It! Pretend! (p. 9) Count the Stripes (p. 9) Long, Long Snakes (p. 11) Camouflage Art (p. 13) Press to Make Patterns (p. 15) Over/Under Obstacle Course (p. 19) Up &amp; Down Patterns (p. 20)</p>	<p>Pop! Pop! Stop! (p. 23) Pattern Kabobs (p. 23) Doily Patterns (p. 24) Creating with Polka Dots (p. 25) Can You Hide It? (p. 25)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>	
LEARNING INDICATORS (specific skills)	These experiences address Approaches to Learning ☺			
<p>AL1 - <i>Shows interest in many topics and a desire to try new things</i></p> <p style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Let's Find Patterns! (p. 4) Collaging with Patterns (p. 5) Polka Dot Toss (p. 5) Painting with Polka Dots (p. 5) Following Patterns (p. 6) Patterns &amp; Shapes (p. 7) Rub to Discover (p. 7) Tactile Pattern Strip (p. 7) Animal Patterns (p. 8) Make It! Wear It! Pretend! (p. 9) Count the Stripes (p. 9) Stripes &amp; Spots Tummy Time (p. 9) Other Patterned Critters (p. 10) Patterning Fun (p. 11) Long, Long Snakes (p. 11)</p>	<p>An Edible Caterpillar (p. 11) What is Hiding? (p. 12) Can You Find It? (p. 13) Camouflage Art (p. 13) So Many Patterns to See (p. 13) A Natural Pattern (p. 14) Press to Make Patterns (p. 15) Natural Patterns Discovery Bin (p. 15) See the Flowers (p. 15) Patterns You Can Hear (p. 16) Musical Instrument Patterns (p. 17) Sing After Me (p. 17) Clapping to the Beat (p. 17) Pattern 'N Move (p. 18) Over/Under Obstacle Course (p. 19)</p>	<p>Fast! S...l...o...w (p. 19) Bouncing, Bouncing (p. 19) Up &amp; Down Patterns (p. 20) Pop! Pop! Stop! (p. 21) Block Patterns (p. 21) Press 'N Pattern (p. 21) Pattern Party! (p. 22) Let's Pattern Some More (p. 23) Pattern Kabobs (p. 23) Words &amp; Music (p. 23) Doily Patterns (p. 24) Who Has Stripes? (p. 24) Creating with Polka Dots (p. 25) Can You Hide It? (p. 25) Creating Musical Patterns (p. 26) Moving in Patterns (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>
<p>AL2 - <i>Displays persistence when completing tasks and is able to avoid distractions</i></p> <p style="color: red;">Objective/Skill on my formal child assessment that correlates to this skill is:</p> <hr/> <hr/>	<p>Let's Find Patterns! (p. 4) Collaging with Patterns (p. 5) Polka Dot Toss (p. 5) Following Patterns (p. 6) Patterns &amp; Shapes (p. 7) Rub to Discover (p. 7) Animal Patterns (p. 8) Make It! Wear It! Pretend! (p. 9) Count the Stripes (p. 9) Other Patterned Critters (p. 10) Patterning Fun (p. 11) Long, Long Snakes (p. 11)</p>	<p>What is Hiding? (p. 12) Can You Find It? (p. 13) Camouflage Art (p. 13) A Natural Pattern (p. 14) Press to Make Patterns (p. 15) Natural Patterns Discovery Bin (p. 15) Patterns You Can Hear (p. 16) Musical Instrument Patterns (p. 17) Sing After Me (p. 17) Pattern 'N Move (p. 18) Over/Under Obstacle Course (p. 19)</p>	<p>Fast! S...l...o...w (p. 19) Up &amp; Down Patterns (p. 20) Pop! Pop! Stop! (p. 21) Block Patterns (p. 21) Pattern Party! (p. 22) Let's Pattern Some More (p. 23) Pattern Kabobs (p. 23) Doily Patterns (p. 24) Who Has Stripes? (p. 24) Creating with Polka Dots (p. 25) Can You Hide It? (p. 25) Creating Musical Patterns (p. 26) Moving in Patterns (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>



## Unit: "Let's Explore Patterns"

LEARNING INDICATORS (specific skills)	These experiences address Approaches to Learning 😊 (continued)			
<p>AL3 - <i>Engages in cooperative group experiences</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Let's Find Patterns! (p. 4) Polka Dot Toss (p. 5) Following Patterns (p. 6) Animal Patterns (p. 8) Count the Stripes (p. 9) Other Patterned Critters (p. 10) Patterning Fun (p. 11) What is Hiding (p. 12) Can You Find It? (p. 13) A Natural Pattern (p. 14) Natural Patterns Discovery Bin (p. 15) Patterns You Can Hear (p. 16) Musical Instrument Patterns (p. 17) Sing After Me (p. 17)</p>	<p>Pattern 'N Move (p. 18) Over/Under Obstacle Course (p. 19) Fast! S...l...o...w (p. 19) Up &amp; Down Patterns (p. 20) Pop! Pop! Stop! (p. 21) Pattern Party! (p. 22) Let's Pattern Some More (p. 23) Pattern Kabobs (p. 23) Who Has Stripes? (p. 24) Can You Hide It? (p. 25) Creating Musical Patterns (p. 26) Moving in Patterns (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>	
LEARNING INDICATORS (specific skills)	These experiences address Social & Emotional Development ❤️			
<p>SE1 - <i>Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Let's Find Patterns! (p. 4) Collaging with Patterns (p. 5) Polka Dot Toss (p. 5) Painting with Polka Dots (p. 5) Following Patterns (p. 6) Patterns &amp; Shapes (p. 7) Rub to Discover (p. 7) Tactile Pattern Strip (p. 7) Animal Patterns (p. 8) Make It! Wear It! Pretend! (p. 9) Count the Stripes (p. 9) Stripes &amp; Spots Tummy Time (p. 9) Other Patterned Critters (p. 10) Patterning Fun (p. 11) Long, Long Snakes (p. 11)</p>	<p>An Edible Caterpillar (p. 11) What is Hiding? (p. 12) Can You Find It? (p. 13) Camouflage Art (p. 13) So Many Patterns to See (p. 13) A Natural Pattern (p. 14) Press to Make Patterns (p. 15) Natural Patterns Discovery Bin (p. 15) See the Flowers (p. 15) Patterns You Can Hear (p. 16) Musical Instrument Patterns (p. 17) Sing After Me (p. 17) Clapping to the Beat (p. 17) Pattern 'N Move (p. 18) Over/Under Obstacle</p>	<p>Fast! S...l...o...w (p. 19) Bouncing, Bouncing (p. 19) Up &amp; Down Patterns (p. 20) Pop! Pop! Stop! (p. 21) Block Patterns (p. 21) Press 'N Pattern (p. 21) Pattern Party! (p. 22) Let's Pattern Some More (p. 23) Pattern Kabobs (p. 23) Words &amp; Music (p. 23) Doily Patterns (p. 24) Who Has Stripes? (p. 24) Creating with Polka Dots (p. 25) Can You Hide It? (p. 25) Creating Musical Patterns (p. 26) Moving in Patterns (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>
<p>SE2 - <i>Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence</i></p> <p>Objective/Skill on my formal child assessment that correlates to this skill is:</p> <hr/>	<p>Let's Find Patterns! (p. 4) Collaging with Patterns (p. 5) Polka Dot Toss (p. 5) Following Patterns (p. 6) Patterns &amp; Shapes (p. 7) Rub to Discover (p. 7) Animal Patterns (p. 8) Make It! Wear It! Pretend! (p. 9) Count the Stripes (p. 9) Other Patterned Critters (p. 10) Patterning Fun (p. 11) Long, Long Snakes (p. 11)</p>	<p>What is Hiding? (p. 12) Can You Find It? (p. 13) Camouflage Art (p. 13) A Natural Pattern (p. 14) Press to Make Patterns (p. 15) Natural Patterns Discovery Bin (p. 15) Patterns You Can Hear (p. 16) Musical Instrument Patterns (p. 17) Sing After Me (p. 17) Pattern 'N Move (p. 18) Over/Under Obstacle Course (p. 19)</p>	<p>Fast! S...l...o...w (p. 19) Up &amp; Down Patterns (p. 20) Pop! Pop! Stop! (p. 21) Block Patterns (p. 21) Pattern Party! (p. 22) Let's Pattern Some More (p. 23) Pattern Kabobs (p. 23) Doily Patterns (p. 24) Who Has Stripes? (p. 24) Creating with Polka Dots (p. 25) Can You Hide It? (p. 25) Creating Musical Patterns (p. 26) Moving in Patterns (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>


## Unit: "Let's Explore Patterns"

<b>LEARNING INDICATORS</b> (specific skills)	<b>These experiences address Social &amp; Emotional Development ♥</b> (continued)		
<p>SE3 - <i>Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules</i></p> <p style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/>	<p>Let's Find Patterns! (p. 4) Polka Dot Toss (p. 5) Following Patterns (p. 6) Animal Patterns (p. 8) Other Patterned Critters (p. 10) What is Hiding (p. 12) Can You Find It? (p. 13) A Natural Pattern (p. 14) Natural Patterns Discovery Bin (p. 15) Patterns You Can Hear (p. 16) Musical Instrument Patterns (p. 17) Sing After Me (p. 17)</p>	<p>Pattern 'N Move (p. 18) Over/Under Obstacle Course (p. 19) Fast! S...l...o...w (p. 19) Up &amp; Down Patterns (p. 20) Pop! Pop! Stop! (p. 21) Pattern Party! (p. 22) Let's Pattern Some More (p. 23) Pattern Kabobs (p. 23) Can You Hide It? (p. 25) Creating Musical Patterns (p. 26) Moving in Patterns (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>
<p>SE4 - <i>Demonstrates a range of emotions</i></p> <p style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/>	<p>Let's Find Patterns! (p. 4) Collaging with Patterns (p. 5) Polka Dot Toss (p. 5) Painting with Polka Dots (p. 5) Following Patterns (p. 6) Patterns &amp; Shapes (p. 7) Rub to Discover (p. 7) Tactile Pattern Strip (p. 7) Animal Patterns (p. 8) Make It! Wear It! Pretend! (p. 9) Count the Stripes (p. 9) Stripes &amp; Spots Tummy Time (p. 9) Other Patterned Critters (p. 10) Patterning Fun (p. 11) Long, Long Snakes (p. 11)</p>	<p>An Edible Caterpillar (p. 11) What is Hiding? (p. 12) Can You Find It? (p. 13) Camouflage Art (p. 13) So Many Patterns to See (p. 13) A Natural Pattern (p. 14) Press to Make Patterns (p. 15) Natural Patterns Discovery Bin (p. 15) See the Flowers (p. 15) Patterns You Can Hear (p. 16) Musical Instrument Patterns (p. 17) Sing After Me (p. 17) Clapping to the Beat (p. 17) Pattern 'N Move (p. 18) Over/Under Obstacle</p>	<p>Fast! S...l...o...w (p. 19) Bouncing, Bouncing (p. 19) Up &amp; Down Patterns (p. 20) Pop! Pop! Stop! (p. 21) Block Patterns (p. 21) Press 'N Pattern (p. 21) Pattern Party! (p. 22) Let's Pattern Some More (p. 23) Pattern Kabobs (p. 23) Words &amp; Music (p. 23) Doily Patterns (p. 24) Who Has Stripes? (p. 24) Creating with Polka Dots (p. 25) Can You Hide It? (p. 25) Creating Musical Patterns (p. 26) Moving in Patterns (p. 26)</p> <p><b>Additional experiences I planned to address this skill:</b></p>
<b>LEARNING INDICATORS</b> (specific skills)	<b>These experiences address Creative Arts and Music 🖋️ &amp; 🎵</b>		
<p>CA1 - <i>Participates in musical activities including singing and utilizing instruments</i></p> <p style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/>	<p>Following Patterns (p. 6) What is Hiding? (p. 12) See the Flowers (p. 15) Patterns You Can Hear (p. 16) Musical Instrument Patterns (p. 17) Sing After Me (p. 17) Clapping to the Beat (p. 17) Words &amp; Music (p. 23) Creating Musical Patterns (p. 26) Moving in Patterns (p. 26)</p>		<p><b>Additional experiences I planned to address this skill:</b></p>



## Unit: "Let's Explore Patterns"

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>Following Patterns (p. 6) Moving in Patterns (p. 26)</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>Collaging with Patterns (p. 5) Patterns &amp; Shapes (p. 7) Rub to Discover (p. 7) Make It! Wear It! Pretend! (p. 9) Camouflage Art (p. 13) Press 'N Pattern (p. 21) Pattern Party! (p. 22) Doily Patterns (p. 24) Creating with Polka Dots (p. 25) Can You Hide It? (p. 25)</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>Animal Patterns (p. 8) Make It! Wear It! Pretend! (p. 9) Other Patterned Critters (p. 10)</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><b>Additional experiences I planned to address this skill:</b></p>


## Unit: "Let's Explore Patterns"

LEARNING INDICATORS	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>Following Patterns (p. 6)                      Pattern 'N Move (p. 18)                      Over/Under Obstacle Course (p. 19)                      Fast! S...l...o...w (p. 19)                      Up &amp; Down Patterns (p. 20)                      Pop! Pop! Stop! (p. 21)</p> <p>Be sure to discuss this concept with the children as they engage in gross motor experiences during free play.</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>An Edible Caterpillar (p. 11)                      Pattern Kabobs (p. 23)</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><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>Polka Dot Toss (p. 5)                      Following Patterns (p. 6)                      A Natural Pattern (p. 14)                      Natural Patterns Discovery Bin (p. 15)                      Over/Under Obstacle Course (p. 19)</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>Following Patterns (p. 6)                      Animal Patterns (p. 8)                      Stripes &amp; Spots Tummy Time (p. 9)                      Other Patterned Critters (p. 10)                      What is Hiding? (p. 12)                      Pattern 'N Move (p. 18)                      Over/Under Obstacle Course (p. 19)                      Fast! S...l...o...w (p. 19)                      Bouncing, Bouncing (p. 19)</p> <p>Also, please see the Add and Enhance component for suggested materials to add to your gross motor/outdoor play area to reinforce this skill during free play.</p>	<p>Up &amp; Down Patterns (p. 20)                      Pop! Pop! Stop! (p. 21)                      Pattern Party! (p. 22)                      Moving in Patterns (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>

## Unit: "Let's Explore Patterns"

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 style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Let's Find Patterns! (p. 4) Collaging with Patterns (p. 5) Polka Dot Toss (p. 5) Painting with Polka Dots (p. 5) Patterns &amp; Shapes (p. 7) Rub to Discover (p. 7) Tactile Pattern Strip (p. 7) Make It! Wear It! Pretend! (p. 9) Count the Stripes (p. 9) Other Patterned Critters (p. 10) Patterning Fun (p. 11) Long, Long Snakes (p. 11)</p>	<p>An Edible Caterpillar (p. 11) What is Hiding? (p. 12) Can You Find It? (p. 13) Camouflage Art (p. 13) So Many Patterns to See (p. 13) A Natural Pattern (p. 14) Press to Make Patterns (p. 15) Natural Patterns Discovery Bin (p. 15) See the Flowers (p. 15) Patterns You Can Hear (p. 16) Musical Instrument Patterns (p. 17) Clapping to the Beat (p. 17)</p>	<p>Bouncing, Bouncing (p. 19) Block Patterns (p. 21) Press 'N Pattern (p. 21) Pattern Party! (p. 22) Let's Pattern Some More (p. 23) Pattern Kabobs (p. 23) Doily Patterns (p. 24) Who Has Stripes? (p. 24) Creating with Polka Dots (p. 25) Can You Hide It? (p. 25) Creating Musical Patterns (p. 26) Moving in Patterns (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 style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Following Patterns (p. 6) Other Patterned Critters (p. 10) A Natural Pattern (p. 14) Musical Instrument Patterns (p. 17) Sing After Me (p. 17) Pattern Kabobs (p. 23) Creating Musical Patterns (p. 26) Moving in Patterns (p. 26)</p> <p>If you have children in your group that speak a language other than English, incorporate their home languages into as many</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 style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Animal Patterns (p. 8)</p> <p>Be sure to also spend time learning more about zoologists as you utilize this unit with your group.</p>	<p><b>Additional experiences I planned to address this skill:</b></p>		

## Unit: "Let's Explore Patterns"

LEARNING INDICATORS	<b>These experiences address Social Studies Knowledge </b>	
<p>SS3 - <i>Recognizes the importance of caring for the environment</i></p> <p style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr style="border: 0.5px solid red;"/> <hr style="border: 0.5px solid red;"/>	<p>Any time the children are creating in the art center, you can reinforce this concept by discussing the importance of recycling.</p> <p>Also, when discussing patterned animals, you will want to note if any are endangered.</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 style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr style="border: 0.5px solid red;"/> <hr style="border: 0.5px solid red;"/>	<p>This unit opens up the door to discuss and explore how fabric was made in the past and how it is made now. Use the internet to help you.</p>	<p><b>Additional experiences I planned to address this skill:</b></p>