

Connecting the Dots

Linking Gee Whiz Experiences with
Developmental Areas & Learning Indicators



“Let’s Make Music”



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 Make Music.” 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	Manuel the Musician LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, CA2, PD4, SS2	Sing and Hop LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, MK1, MK2, LR1, CA1, PD4	"Feel" the Music LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, CA1, CA3, PD5	Meet Manuel LD1, LD2, SE1, SE4, AL1, SK1, CA1
DAY 2	Movin' to the Beat LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK4, MK6, CA1, CA2, PD4, SS1	Dancing Rings LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, MK3, CA3, PD5	Freeze! LD1, LD2, LD3, LD4, SE1, SE2, SES3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, CA2, PD4, PD5	It Makes Music LD1, LD2, SE1, SE4, AL1, SK1, LR1, CA1, PD5
DAY 3	Singing in Style LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK2, LK3, LK4, LR1, CA1, SS1	Singing for an Audience LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA1, CA4, PD5	Sound Travels LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK1, MK2, MK5, PD5	Lulled to Sleep LD1, LD2, SE1, SE4, AL1, SK1, CA1
DAY 4	Clap! Tap! Stomp! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK4, CA1, PD4, PD5	Clap 'N Paint LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK4, CA1, CA3, PD5	Stomp, Stomp...Stomp LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK4, CA1, PD4	Clap a Tune LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5
DAY 5	Moving and Music LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, CA1, PD1, PD5, SS1	Riding to Music LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, CA1, PD4, SS1	Working Out to Music LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, MK1, MK2, CA1, PD1, PD4	Bicycle Legs LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD4
DAY 6	Different Dances LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK6, CA1, CA2, PD4, SS1	Dancing Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, LR1, LR2, CA1, CA3, PD5	Number Dance LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK1, MK2, CA1, PD4	Dancing, Dancing LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD4
DAY 7	How Do You Play It? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LK2, LK3, LK4, LR1, CA1, PD5	Loose Parts Drums LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, CA1, PD5, SS3	A Rainbow Xylophone LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, MK5, MK6, CA1, PD3, PD5	Banging Out a Tune LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5
DAY 8	Pluck, Strum, Bow LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, MK6, CA1, CA4, PD5	Stepping Over Guitar Strings LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, MK1, MK2, MK3, CA1, PD4	Do You Hear That Sound? LD1, LD2, LD3, LD4, SE1 SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, CA3, PD5	You Did That! LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5
DAY 9	Too! Too! Too! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LR1, MK4, MK6, CA1, CA4, PD5	Can You Kazoo? LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, CA1, PD5	A Kazoo Parade! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, CA1, CA2, PD4	Music & Books LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
DAY 10	Fun with Music LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LK1, LR1, LR2, MK3, CA1, PD4, PD5	Making Instruments LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LK2, LK3, LK4, LK5, LR1, LR2, CA1, CA3, PD5, SS3	Act It Out LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LR1, LR2, CA1, CA4, PD5	Singing Songs LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1

School-Age Experiences		
Writing Music LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, CA1, SS1, SS2	Jumping Around LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, MK4, MK6, CA1, PD1, PD4	Shake, Shake, Shake LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, CA1, CA3, PD5
Singing in Rounds LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK4, CA1	Working Out to the Beat LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, MK1, MK2, CA1, PD1, PD4, SS1	"Hello" LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, PD3, PD5

Unit: “Let’s Make Music”

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>Manuel the Musician (p. 4) Sing and Hop (p. 5) “Feel” the Music (p. 5) Meet Manuel (p. 5) Movin’ to the Beat (p. 6) Dancing Rings (p. 7) Freeze! (p. 7) It Makes Music (p. 7) Singing in Style (p. 8) Singing for an Audience (p. 9) Sound Travels (p. 9) Lulled to Sleep (p. 9) Clap! Tap! Stomp! (p. 10) Clap ‘N Paint (p. 11) Stomp, Stomp...Stomp (p. 11) Clap a Tune (p. 11) Moving and Music (p. 12) Riding to Music (p. 13)</p>	<p>Working Out to Music (p. 13) Bicycle Legs (p. 13) Different Dances (p. 14) Dancing Art (p. 15) Number Dance (p. 15) Dancing, Dancing (p. 15) How Do You Play It? (p. 16) Loose Parts Drums (p. 17) A Rainbow Xylophone (p. 17) Banging Out a Tune (p. 17) Pluck, Strum, Bow (p. 18) Stepping Over Guitar Strings (p. 19) Do You Hear That Sound? (p. 19) You Did That! (p. 19)</p>	<p>Toot! Toot! Toot! (p. 20) Can You Kazoo? (p. 21) A Kazoo Parade (p. 21) Music & Books (p. 21) Fun with Music (p. 22) Making Instruments (p. 23) Act It Out (p. 23) Singing Songs (p. 23) Writing Music (p. 24) Singing in Rounds (p. 24) Jumping Around (p. 25) Working Out to the Beat (p. 25) Shake, Shake, Shake (p. 26) “Hello” (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>Manuel the Musician (p. 4) Sing and Hop (p. 5) “Feel” the Music (p. 5) Meet Manuel (p. 5) Movin’ to the Beat (p. 6) Dancing Rings (p. 7) Freeze! (p. 7) It Makes Music (p. 7) Singing in Style (p. 8) Singing for an Audience (p. 9) Sound Travels (p. 9) Lulled to Sleep (p. 9) Clap! Tap! Stomp! (p. 10) Clap ‘N Paint (p. 11) Stomp, Stomp...Stomp (p. 11) Clap a Tune (p. 11) Moving and Music (p. 12) Riding to Music (p. 13)</p>	<p>Working Out to Music (p. 13) Bicycle Legs (p. 13) Different Dances (p. 14) Dancing Art (p. 15) Number Dance (p. 15) Dancing, Dancing (p. 15) How Do You Play It? (p. 16) Loose Parts Drums (p. 17) A Rainbow Xylophone (p. 17) Banging Out a Tune (p. 17) Pluck, Strum, Bow (p. 18) Stepping Over Guitar Strings (p. 19) Do You Hear That Sound? (p. 19) You Did That! (p. 19)</p>	<p>Toot! Toot! Toot! (p. 20) Can You Kazoo? (p. 21) A Kazoo Parade (p. 21) Music & Books (p. 21) Fun with Music (p. 22) Making Instruments (p. 23) Act It Out (p. 23) Singing Songs (p. 23) Writing Music (p. 24) Singing in Rounds (p. 24) Jumping Around (p. 25) Working Out to the Beat (p. 25) Shake, Shake, Shake (p. 26) “Hello” (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>Manuel the Musician (p. 4) Sing and Hop (p. 5) “Feel” the Music (p. 5) Movin’ to the Beat (p. 6) Dancing Rings (p. 7) Freeze! (p. 7) Singing in Style (p. 8) Singing for an Audience (p. 9) Sound Travels (p. 9) Clap! Tap! Stomp! (p. 10) Clap ‘N Paint (p. 11) Stomp, Stomp...Stomp (p. 11) Moving and Music (p. 12) Riding to Music (p. 13)</p>	<p>Working Out to Music (p. 13) Different Dances (p. 14) Dancing Art (p. 15) Number Dance (p. 15) How Do You Play It? (p. 16) Loose Parts Drums (p. 17) A Rainbow Xylophone (p. 17) Pluck, Strum, Bow (p. 18) Stepping Over Guitar Strings (p. 19) Do You Hear That Sound? (p. 19)</p>	<p>Toot! Toot! Toot! (p. 20) Can You Kazoo? (p. 21) A Kazoo Parade (p. 21) Fun with Music (p. 22) Making Instruments (p. 23) Act It Out (p. 23) Writing Music (p. 24) Singing in Rounds (p. 24) Jumping Around (p. 25) Working Out to the Beat (p. 25) Shake, Shake, Shake (p. 26) “Hello” (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>

Unit: "Let's Make Music"

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>Manuel the Musician (p. 4)</p> <p>Sing and Hop (p. 5)</p> <p>"Feel" the Music (p. 5)</p> <p>Movin' to the Beat (p. 6)</p> <p>Dancing Rings (p. 7)</p> <p>Freeze! (p. 7)</p> <p>Singing in Style (p. 8)</p> <p>Singing for an Audience (p. 9)</p> <p>Sound Travels (p. 9)</p> <p>Clap! Tap! Stomp! (p. 10)</p> <p>Clap 'N Paint (p. 11)</p> <p>Stomp, Stomp...Stomp (p. 11)</p> <p>Moving and Music (p. 12)</p> <p>Riding to Music (p. 13)</p>	<p>Working Out to Music (p. 13)</p> <p>Different Dances (p. 14)</p> <p>Dancing Art (p. 15)</p> <p>Number Dance (p. 15)</p> <p>How Do You Play It? (p. 16)</p> <p>Loose Parts Drums (p. 17)</p> <p>A Rainbow Xylophone (p. 17)</p> <p>Pluck, Strum, Bow (p. 18)</p> <p>Stepping Over Guitar Strings (p. 19)</p> <p>Do You Hear That Sound? (p. 19)</p>	<p>Toot! Toot! Toot! (p. 20)</p> <p>Can You Kazoo? (p. 21)</p> <p>A Kazoo Parade (p. 21)</p> <p>Fun with Music (p. 22)</p> <p>Making Instruments (p. 23)</p> <p>Act It Out (p. 23)</p> <p>Writing Music (p. 24)</p> <p>Singing in Rounds (p. 24)</p> <p>Jumping Around (p. 25)</p> <p>Working Out to the Beat (p. 25)</p> <p>Shake, Shake, Shake (p. 26)</p> <p>"Hello" (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>Music & Books (p. 21)</p> <p>Fun with Music (p. 22)</p> <p>We will be using internet resources during this unit to help the children learn more about musical instruments and dance from around the world. When utilizing the internet, be sure to reach text on the screen to the children (just as you would a book).</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>Singing in Style (p. 8)</p> <p>How Do You Play It? (p. 16)</p> <p>Pluck, Strum, Bow (p. 18)</p> <p>Toot! Toot! Toot! (p. 20)</p> <p>Making Instruments (p. 23)</p> <p>Act It Out (p. 23)</p> <p>Jumping Around (p. 25)</p>		<p>Please see our Letters & Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well</p>	
				<p>Additional experiences I planned to address this skill:</p>

Unit: “Let’s Make Music”

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>Singing in Style (p. 8) How Do You Play It? (p. 16) Pluck, Strum, Bow (p. 18) Toot! Toot! Toot! (p. 20) Making Instruments (p. 23) Act It Out (p. 23) Jumping Around (p. 25)</p>	<p>Please see our Letters & Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well</p>	<p>Additional experiences I planned to address this skill:</p>
<p>LK4 - <i>Understands concepts about print (e.g., reading from left to right, logos as symbols, etc.)</i></p> <p>Objective/Skill on my formal child assessment that correlates to this skill is:</p> <p>_____</p> <p>_____</p>	<p>Singing in Style (p. 8) How Do You Play It? (p. 16) Pluck, Strum, Bow (p. 18) Toot! Toot! Toot! (p. 20) Making Instruments (p. 23) Act It Out (p. 23) Jumping Around (p. 25)</p>	<p>Please see our Letters & Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well</p>	<p>Additional experiences I planned to address this skill:</p>
<p>LK5 - <i>Begins to use a variety of writing tools to use writing (invented or true) as a way to convey thoughts & ideas</i></p> <p>Objective/Skill on my formal child assessment that correlates to this skill is:</p> <p>_____</p> <p>_____</p>	<p>Singing in Style (p. 8) Making Instruments (p. 23) Jumping Around (p. 25)</p>	<p>Please see our Letters & Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well</p>	<p>Additional experiences I planned to address this skill:</p>

Unit: “Let’s Make Music”

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>Sing and Hop (p. 5) Sound Travels (p. 9) Working Out to Music (p. 13) Number Dance (p. 15) Stepping Over Guitar Strings (p. 19) Working Out to the Beat (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>Sing and Hop (p. 5) Sound Travels (p. 9) Working Out to Music (p. 13) Number Dance (p. 15) Stepping Over Guitar Strings (p. 19) Working Out to the Beat (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>Dancing Rings (p. 7) Stepping Over Guitar Strings (p. 19) Fun with Music (p. 22)</p> <p>Also, be sure to reinforce positional concepts when children are engaged in free play. This would be the perfect time to reinforce positional concepts such are <i>in/out, up/down, under, between, around, etc.</i></p>	<p>Additional experiences I planned to address this skill:</p>	
<p>MK4 - <i>Creates, imitates and/or extends patterns</i></p> <p>Objective/Skill on my formal child assessment that correlates to this skill is:</p> <p>_____</p> <p>_____</p>	<p>Movin’ to the Beat (p. 6) Clap! Tap! Stomp! (p. 10) Clap ‘N Paint (p. 11) Stomp, Stomp...Stomp (p. 11) Toot! Toot! Toot! (p. 20) Singing in Rounds (p. 24)</p> <p>As you explore music, be sure to talk about patterns as well. Patterns occur in all forms of music!</p>	<p>Additional experiences I planned to address this skill:</p>	

Unit: “Let’s Make Music”

LEARNING INDICATORS (specific skills)	These experiences address Math Knowledge ① (continued)			
MK5 - Utilizes measurement (standard and nonstandard) to compare and contrast objects (includes graphing) Objectives/Skills on my formal child assessment that correlates to this skill are: 				

Unit: “Let’s Make Music”

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/>	Sound Travels (p. 9) Clap 'N Paint (p. 11) Moving and Music (p. 12) Dancing Art (p. 15) How Do You Play It? (p. 16) Loose Parts Drums (p. 17) A Rainbow Xylophone (p. 17) Pluck, Strum, Bow (p. 18) Do You Hear That Sound? (p. 19) Can You Kazoo? (p. 21)	Fun with Music (p. 22) Making Instruments (p. 23) Shake, Shake, Shake (p. 26) "Hello" (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/>	Singing in Style (p. 8) Sound Travels (p. 9) Clap 'N Paint (p. 9) Moving and Music (p. 10) Working Out to Music (p. 11) A Rainbow Xylophone (p. 17) "Hello" (p. 26)	Musical instruments all involved science. As the children explore musical instruments during this unit, be sure to explore the scientific concepts related to sound (e.g., how it travels, how it is made, controlling volume, etc.)		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/>	Manuel the Musician (p. 4) Sing and Hop (p. 5) "Feel" the Music (p. 5) Movin' to the Beat (p. 6) Dancing Rings (p. 7) Freeze! (p. 7) It Makes Music (p. 7) Singing in Style (p. 8) Singing for an Audience (p. 9) Sound Travels (p. 9) Clap! Tap! Stomp! (p. 10) Clap 'N Paint (p. 11) Stomp, Stomp...Stomp (p. 11) Moving and Music (p. 12) Riding to Music (p. 13)	Working Out to Music (p. 13) Different Dances (p. 14) Dancing Art (p. 15) Number Dance (p. 15) How Do You Play It? (p. 16) Loose Parts Drums (p. 17) A Rainbow Xylophone (p. 17) Pluck, Strum, Bow (p. 18) Stepping Over Guitar Strings (p. 19) Do You Hear That Sound? (p. 19)	Toot! Toot! Toot! (p. 20) Can You Kazoo? (p. 21) A Kazoo Parade (p. 21) Fun with Music (p. 22) Making Instruments (p. 23) Act It Out (p. 23) Writing Music (p. 24) Singing in Rounds (p. 24) Jumping Around (p. 25) Working Out to the Beat (p. 25) Shake, Shake, Shake (p. 26) "Hello" (p. 26)	Additional experiences I planned to address this skill:

Unit: “Let’s Make Music”

LEARNING INDICATORS (specific skills)	These experiences address Logic & Reasoning ? (continued)			
LR2 - <i>Understands that symbols or objects can be used to represent different things</i> Objectives/Skills on my formal child assessment that correlates to this skill are: 	Dancing Rings (p. 7) Singing for an Audience (p. 9) Sound Travels (p. 9) Clap 'N Paint (p. 11) Dancing Art (p. 15) Loose Parts Drums (p. 17) A Rainbow Xylophone (p. 17) Pluck, Strum, Bow (p. 18) Stepping Over Guitar Strings (p. 19) Do You Hear That Sound? (p. 19) Can You Kazoo? (p. 21)	Fun with Music (p. 22) Making Instruments (p. 23) Act It Out (p. 23) Shake, Shake, Shake (p. 26) "Hello" (p. 26)	Additional experiences I planned to address this skill:	
LEARNING INDICATORS (specific skills)	These experiences address Approaches to Learning 😊			
AL1 - <i>Shows interest in many topics and a desire to try new things</i> Objectives/Skills on my formal child assessment that correlates to this skill are: 	Manuel the Musician (p. 4) Sing and Hop (p. 5) "Feel" the Music (p. 5) Meet Manuel (p. 5) Movin' to the Beat (p. 6) Dancing Rings (p. 7) Freeze! (p. 7) It Makes Music (p. 7) Singing in Style (p. 8) Singing for an Audience (p. 9) Sound Travels (p. 9) Lulled to Sleep (p. 9) Clap! Tap! Stomp! (p. 10) Clap 'N Paint (p. 11) Stomp, Stomp...Stomp (p. 11) Clap a Tune (p. 11) Moving and Music (p. 12) Riding to Music (p. 13)	Working Out to Music (p. 13) Bicycle Legs (p. 13) Different Dances (p. 14) Dancing Art (p. 15) Number Dance (p. 15) Dancing, Dancing (p. 15) How Do You Play It? (p. 16) Loose Parts Drums (p. 17) A Rainbow Xylophone (p. 17) Banging Out a Tune (p. 17) Pluck, Strum, Bow (p. 18) Stepping Over Guitar Strings (p. 19) Do You Hear That Sound? (p. 19) You Did That! (p. 19)	Toot! Toot! Toot! (p. 20) Can You Kazoo? (p. 21) A Kazoo Parade (p. 21) Music & Books (p. 21) Fun with Music (p. 22) Making Instruments (p. 23) Act It Out (p. 23) Singing Songs (p. 23) Writing Music (p. 24) Singing in Rounds (p. 24) Jumping Around (p. 25) Working Out to the Beat (p. 25) Shake, Shake, Shake (p. 26) "Hello" (p. 26)	Additional experiences I planned to address this skill:
AL2 - <i>Displays persistence when completing tasks and is able to avoid distractions</i> Objective/Skill on my formal child assessment that correlates to this skill is: 	Manuel the Musician (p. 4) Sing and Hop (p. 5) "Feel" the Music (p. 5) Movin' to the Beat (p. 6) Dancing Rings (p. 7) Freeze! (p. 7) Singing in Style (p. 8) Singing for an Audience (p. 9) Sound Travels (p. 9) Clap! Tap! Stomp! (p. 10) Clap 'N Paint (p. 11) Stomp, Stomp...Stomp (p. 11) Moving and Music (p. 12) Riding to Music (p. 13)	Working Out to Music (p. 13) Different Dances (p. 14) Dancing Art (p. 15) Number Dance (p. 15) How Do You Play It? (p. 16) Loose Parts Drums (p. 17) A Rainbow Xylophone (p. 17) Pluck, Strum, Bow (p. 18) Stepping Over Guitar Strings (p. 19) Do You Hear That Sound? (p. 19)	Toot! Toot! Toot! (p. 20) Can You Kazoo? (p. 21) A Kazoo Parade (p. 21) Fun with Music (p. 22) Making Instruments (p. 23) Act It Out (p. 23) Writing Music (p. 24) Singing in Rounds (p. 24) Jumping Around (p. 25) Working Out to the Beat (p. 25) Shake, Shake, Shake (p. 26) "Hello" (p. 26)	Additional experiences I planned to address this skill:



Unit: “Let’s Make Music”

LEARNING INDICATORS (specific skills)	These experiences address Approaches to Learning 😊 (continued)			
AL3 - Engages in cooperative group experiences Objectives/Skills on my formal child assessment that correlates to this skill are: _____ _____	Manuel the Musician (p. 4) Sing and Hop (p. 5) Movin' to the Beat (p. 6) Freeze! (p. 7) Singing in Style (p. 8) Clap! Tap! Stomp! (p. 10) Stomp, Stomp...Stomp! (p. 11) Moving and Music (p. 12) Working Out to Music (p. 13) Different Dances (p. 14) Number Dance (p. 15) How Do You Play It? (p. 16) A Rainbow Xylophone (p. 17) Pluck, Strum, Bow (P. 18)	Toot! Toot! Toot! (p. 20) A Kazoo Parade! (p. 21) Fun with Music (p. 22) Act It Out (p. 23) Singing in Rounds (p. 24) Jumping Around (p. 25) "Hello" (p. 26)	Additional experiences I planned to address this skill:	
LEARNING INDICATORS (specific skills)	These experiences address Social & Emotional Development ♥			
SE1 - Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children Objectives/Skills on my formal child assessment that correlates to this skill are: _____ _____	Manuel the Musician (p. 4) Sing and Hop (p. 5) "Feel" the Music (p. 5) Meet Manuel (p. 5) Movin' to the Beat (p. 6) Dancing Rings (p. 7) Freeze! (p. 7) It Makes Music (p. 7) Singing in Style (p. 8) Singing for an Audience (p. 9) Sound Travels (p. 9) Lulled to Sleep (p. 9) Clap! Tap! Stomp! (p. 10) Clap 'N Paint (p. 11) Stomp, Stomp...Stomp (p. 11) Clap a Tune (p. 11) Moving and Music (p. 12) Riding to Music (p. 13)	Working Out to Music (p. 13) Bicycle Legs (p. 13) Different Dances (p. 14) Dancing Art (p. 15) Number Dance (p. 15) Dancing, Dancing (p. 15) How Do You Play It? (p. 16) Loose Parts Drums (p. 17) A Rainbow Xylophone (p. 17) Banging Out a Tune (p. 17) Pluck, Strum, Bow (p. 18) Stepping Over Guitar Strings (p. 19) Do You Hear That Sound? (p. 19) You Did That! (p. 19)	Toot! Toot! Toot! (p. 20) Can You Kazoo? (p. 21) A Kazoo Parade (p. 21) Music & Books (p. 21) Fun with Music (p. 22) Making Instruments (p. 23) Act It Out (p. 23) Singing Songs (p. 23) Writing Music (p. 24) Singing in Rounds (p. 24) Jumping Around (p. 25) Working Out to the Beat (p. 25) Shake, Shake, Shake (p. 26) "Hello" (p. 26)	Additional experiences I planned to address this skill:
SE2 - Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence Objective/Skill on my formal child assessment that correlates to this skill is: _____	Manuel the Musician (p. 4) Sing and Hop (p. 5) "Feel" the Music (p. 5) Movin' to the Beat (p. 6) Dancing Rings (p. 7) Freeze! (p. 7) Singing in Style (p. 8) Singing for an Audience (p. 9) Sound Travels (p. 9) Clap! Tap! Stomp! (p. 10) Clap 'N Paint (p. 11) Stomp, Stomp...Stomp (p. 11) Moving and Music (p. 12) Riding to Music (p. 13)	Working Out to Music (p. 13) Different Dances (p. 14) Dancing Art (p. 15) Number Dance (p. 15) How Do You Play It? (p. 16) Loose Parts Drums (p. 17) A Rainbow Xylophone (p. 17) Pluck, Strum, Bow (p. 18) Stepping Over Guitar Strings (p. 19) Do You Hear That Sound? (p. 19)	Toot! Toot! Toot! (p. 20) Can You Kazoo? (p. 21) A Kazoo Parade (p. 21) Fun with Music (p. 22) Making Instruments (p. 23) Act It Out (p. 23) Writing Music (p. 24) Singing in Rounds (p. 24) Jumping Around (p. 25) Working Out to the Beat (p. 25) Shake, Shake, Shake (p. 26) "Hello" (p. 26)	Additional experiences I planned to address this skill:


Unit: “Let’s Make Music”

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/>	Manuel the Musician (p. 4) Sing and Hop (p. 5) Movin’ to the Beat (p. 6) Freeze! (p. 7) Singing in Style (p. 8) Clap! Tap! Stomp! (p. 10) Stomp, Stomp...Stomp! (p. 11) Moving and Music (p. 12) Working Out to Music (p. 13) Different Dances (p. 14) Number Dance (p. 15) How Do You Play It? (p. 16) A Rainbow Xylophone (p. 17) Pluck, Strum, Bow (P. 18)	Toot! Toot! Toot! (p. 20) A Kazoo Parade! (p. 21) Fun with Music (p. 22) Act It Out (p. 23) Singing in Rounds (p. 24) Jumping Around (p. 25) “Hello” (p. 26)	Additional experiences I planned to address this skill:	
SE4 - <i>Demonstrates a range of emotions</i> Objectives/Skills on my formal child assessment that correlates to this skill are: <hr/> <hr/>	Manuel the Musician (p. 4) Sing and Hop (p. 5) “Feel” the Music (p. 5) Meet Manuel (p. 5) Movin’ to the Beat (p. 6) Dancing Rings (p. 7) Freeze! (p. 7) It Makes Music (p. 7) Singing in Style (p. 8) Singing for an Audience (p. 9) Sound Travels (p. 9) Lulled to Sleep (p. 9) Clap! Tap! Stomp! (p. 10) Clap ‘N Paint (p. 11) Stomp, Stomp...Stomp (p. 11) Clap a Tune (p. 11) Moving and Music (p. 12) Riding to Music (p. 13)	Working Out to Music (p. 13) Bicycle Legs (p. 13) Different Dances (p. 14) Dancing Art (p. 15) Number Dance (p. 15) Dancing, Dancing (p. 15) How Do You Play It? (p. 16) Loose Parts Drums (p. 17) A Rainbow Xylophone (p. 17) Banging Out a Tune (p. 17) Pluck, Strum, Bow (p. 18) Stepping Over Guitar Strings (p. 19) Do You Hear That Sound? (p. 19) You Did That! (p. 19)	Toot! Toot! Toot! (p. 20) Can You Kazoo? (p. 21) A Kazoo Parade (p. 21) Music & Books (p. 21) Fun with Music (p. 22) Making Instruments (p. 23) Act It Out (p. 23) Singing Songs (p. 23) Writing Music (p. 24) Singing in Rounds (p. 24) Jumping Around (p. 25) Working Out to the Beat (p. 25) Shake, Shake, Shake (p. 26) “Hello” (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/>	Manuel the Musician (p. 4) Sing and Hop (p. 5) “Feel” the Music (p. 5) Meet Manuel (p. 5) Movin’ to the Beat (p. 6) Freeze! (p. 7) It Makes Music (p. 7) Singing in Style (p. 8) Singing for an Audience (p. 9) Lulled to Sleep (p. 9) Clap! Tap! Stomp! (p. 10) Clap ‘N Paint (p. 11) Stomp, Stomp...Stomp (p. 11) Clap a Tune (p. 11) Moving and Music (p. 12) Riding to Music (p. 13)	Working Out to Music (p. 13) Bicycle Legs (p. 13) Different Dances (p. 14) Dancing Art (p. 15) Number Dance (p. 15) Dancing, Dancing (p. 15) How Do You Play It? (p. 16) Loose Parts Drums (p. 17) A Rainbow Xylophone (p. 17) Banging Out a Tune (p. 17) Pluck, Strum, Bow (p. 18) Stepping Over Guitar Strings (p. 19) You Did That! (p. 19)	Toot! Toot! Toot! (p. 20) Can You Kazoo? (p. 21) A Kazoo Parade (p. 21) Fun with Music (p. 22) Making Instruments (p. 23) Act It Out (p. 23) Singing Songs (p. 23) Writing Music (p. 24) Singing in Rounds (p. 24) Jumping Around (p. 25) Working Out to the Beat (p. 25) Shake, Shake, Shake (p. 26)	Additional experiences I planned to address this skill:



Unit: “Let’s Make Music”

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>Manuel the Musician (p. 4) Movin' to the Beat (p. 6) Freeze! (p. 7) Different Dances (p. 14) A Kazoo Parade! (p. 21)</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>“Feel” the Music (p. 5) Dancing Rings (p. 7) Clap ‘N Paint (p. 11) Dancing Art (p. 15) Do You Hear That Sound? (p. 19) Making Instruments (p. 23) Shake, Shake, Shake (p. 26)</p> <p>Please refer to the Add and Enhance component for materials you can add to your art area to promote this skill during free play time.</p>	<p>Additional experiences I planned to address this skill:</p>
<p>CA4 - <i>Engages in pretend play with, or without, the use of props</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>A Home for a Family (p. 5) Family Fun (p. 7) They Are Family, Too! (p. 8) Off We Go! (p. 9) Cookin' in the Kitchen (p. 13) I Am on TV! (p. 15) Off to Bed (p. 16) Squeaky Clean (p. 18) Who's in the Tub? (p. 19)</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: “Let’s Make Music”

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>Moving and Music (p. 12) Working Out to Music (p. 13) Jumping Around (p. 25) Working Out to the Beat (p. 25)</p> <p>Be sure to discuss this concept with the children as they engage in gross motor experiences during free play.</p>		<p>Additional experiences I planned to address this skill:</p>
<p>PD2 - <i>Takes pride in caring for self (e.g., brushing teeth, washing hands, eating healthy foods, etc.)</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/>	<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>Additional experiences I planned to address this skill:</p>	
<p>PD3 - <i>Practices safe habits and understands basic safety rules</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/>	<p>A Rainbow Xylophone (p. 17) "Hello" (p. 26)</p> <p>Be sure to reinforce safety as it relates to playing musical instruments and hearing.</p> <p>Be sure to look for safety tips under the "Be Healthy & Safe" section that is included every day. Be sure to also reinforce safety when the children are climbing & playing outdoors or engaged in group games.</p>		<p>Additional experiences I planned to address this skill:</p>
<p>PD4 - <i>Demonstrates gross motor skills (e.g., crawling, walking, running, climbing, pedaling, etc.)</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/>	<p>Manuel the Musician (p. 4) Sing and Hop (p. 5) Movin' to the Beat (p. 6) Freeze! (p. 7) Clap! Tap! Stomp! (p. 10) Stomp, Stomp...Stomp (p. 11) Moving and Music (p. 12) Riding to Music (p. 13) Working Out to Music (p. 13) Bicycle Legs (p. 13) Different Dances (p. 14) Number Dance (p. 15) Dancing, Dancing (p. 15)</p>	<p>Stepping Over Guitar Strings (p. 19) A Kazoo Parade! (p. 21) Fun with Music (p. 22) Jumping Around (p. 25) Working Out to the Beat (p. 25)</p>	<p>Additional experiences I planned to address this skill:</p>

Unit: “Let’s Make Music”

LEARNING INDICATORS (specific skills)	These experiences address Physical Development & Health 			
<p>PD5 - <i>Demonstrates fine motor control (e.g., grasping, holding, pouring, writing/ drawing, cutting, manipulating objects, etc.)</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>“Feel” the Music (p. 5) Dancing Rings (p. 7) Freeze! (p. 7) It Makes Music (p. 7) Singing for an Audience (p. 9) Sound Travels (p. 9) Clap! Tap! Stomp! (p. 10) Clap ‘N Paint (p. 11) Clap a Tune (p. 11)</p>	<p>Dancing Art (p. 15) How Do You Play It? (p. 16) Loose Parts Drums (p. 17) A Rainbow Xylophone (p. 17) Banging Out a Tune (p. 17) Pluck, Strum, Bow (p. 18) Do You Hear That Sound? (p. 19) You Did That! (p. 19)</p>	<p>Too! Too! Too! (p. 20) Can You Kazoo? (p. 21) Music & Books (p. 21) Fun with Music (p. 22) Making Instruments (p. 23) Act It Out (p. 23) Writing Music (p. 24) Shake, Shake, Shake (p. 26) “Hello” (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>Movin’ to the Beat (p. 6) Singing in Style (p. 8) Moving and Music (p. 12) Riding to Music (p. 13) Different Dances (p. 14)</p> <p>As you explore different instruments and elements of music (e.g., dance), be sure to incorporate information about family members. For instance, if one of the children’s parents/guardians plays the piano, be sure to incorporate this information when exploring this instrument.</p>		<p>Be sure to incorporate information about the families in your group throughout this unit. This includes language, culture, family composition, etc.</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>Manuel the Musician (p. 4) Writing Music (p. 24)</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: "Let's Make Music"

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>Loose Parts Drums (p. 17) Making Instruments (p. 23)</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>This is a fun unit for integrating an exploration of history! The types of instruments used over centuries has, in some cases, stayed very much the same while in others, it has changed dramatically. Use the internet to explore instruments from long ago and compare them to instruments today.</p>	<p>Additional experiences I planned to address this skill:</p>