

# Connecting the Dots

Linking Gee Whiz Experiences with  
Developmental Areas & Learning Indicators



“Let’s Make a Mess” 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 Make a Mess.” 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>	Clean It Up! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, PD2, PD5, SS1, SS2	Sweep It Up LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, PD2, PD5, SS1	Recycle It! LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, LR1, LR2, MK6, CA3, PD2, PD5, SS1, SS3	Cleaning Up LD1, LD2, SE1, SE4, AL1, SK1, LR1, MK3, PD5
<b>DAY 2</b>	Messy, Messy Art LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, CA4, SS2, PD5	Water and Paint LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, MK6, CA3, PD2, PD5	Inventing Painting Tools LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, MK6, LR1, LR2, CA3, PD5	I Am a Painter LD1, LD2, SE1, SE4, AL1, SK1, CA3, PD5
<b>DAY 3</b>	Chalk It Up! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, CA3, MK1, MK2, PD2, PD5	Creating with Chalk LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LK2, LK3, LK4, LK5, LR1, MK6, CA3, PD5	Keeping My Hands Clean LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD2, PD5	Chalk Bundles LD1, LD2, SE1, SE4, AL1, SK1, CA3, PD5
<b>DAY 4</b>	That's Sticky LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, CA3, PD2, PD5, SS1	Colorful Glue Designs LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA3, PD2, PD5	Put the Cap on the Gluestick LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, CA1, PD2, PD5	Sticky but Fun LD1, LD2, SE1, SE4, AL1, SK1, CA3, PD5
<b>DAY 5</b>	Kitchen Messes LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, PD2, PD5, SS1	Making Muffins LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LR1, MK1, MK2, MK5, PD2, PD5, SS1	Writing in Bread Crumbs & Cornstarch LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, MK6, PD2, PD5	Cornstarch & Water Fun LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
<b>DAY 6</b>	Dirty, Sandy & Fun LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, CA1, LR1, PD5	Sand Shakers LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA1, CA2, PD2, PD4, PD5	Dirty or Clean? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, MK6, PD5	Damp Sandy Fun LD1, LD2, SE1, SE4, AL1, SK1, PD5
<b>DAY 7</b>	Stay Out of the Mud LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, CA1, CA2, PD4, PD5	Making Mud Mixtures LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, PD2, PD5	My Muddy Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD2, PD5, SS1, SS2	Squishy Mud LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
<b>DAY 8</b>	Messy Scientists LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LR1, MK1, MK2, MK5, PD2, PD4, PD5	Experimentation Station LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, MK1, MK2, MK5, MK6, PD5	A Messy Explosion LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, PD5	Tummy Time LD1, LD2, SE1, SE4, AL1, AL2, SK1, PD4
<b>DAY 9</b>	Cleaning Up LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, LR2, MK1, MK2, MK5, PD4, PD5, SS1	Where Does It Go? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, PD2, PD5	A Place for My Books LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, MK1, MK2, CA3, PD5	Blocks in the Box LD1, LD2, SE1, SE4, AL1, SK1, PD5
<b>DAY 10</b>	More Messy Fun! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, CA3, CA4, PD2, PD5, SS1	Making Goop LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, MK1, MK2, PD2, PD5	Dirty/Clean Card Fun LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK6, PD5	Sing! Say! LD1, LD2, SE1, SE4, AL1, SK1, CA1

## School-Age Experiences

Take a Deep Breath... LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD2, PD5	Making Paste LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, PD5	Mixin' Up Messes LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, PD2, PD5
Chalky Outlines LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA3, PD2, PD5	Messy Foods LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, MK6, PD5	Making Clean Up Easy LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, PD2, PD5


## Unit: "Let's Make a Mess"

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>Clean It Up! (p. 4) Sweep It Up (p. 5) Recycle It! (p. 5) Cleaning Up (p. 5) Messy, Messy Art (p. 6) Water and Paint (p. 7) Inventing Painting Tools (p. 7) I Am a Painter (p. 7) Chalk It Up! (p. 8) Creating with Chalk (p. 9) Keeping My Hands Clean (p. 9) Chalk Bundles (p. 9) That's Sticky (p. 10) Colorful Glue Designs (p. 11) Put the Cap on the Gluestick (p. 11) Sticky but Fun (p. 11)</p>	<p>Kitchen Messes (p. 12) Making Muffins (p. 13) Writing in Bread Crumbs &amp; Cornstarch (p. 13) Cornstarch &amp; Water (p. 13) Dirty, Sandy &amp; Fun (p. 14) Sand Shakers (p. 15) Dirty or Clean? (p. 15) Damp Sandy Fun (p. 15) Stay Out of the Mud (p. 16) Making Mud Mixtures (p. 17) My Muddy Art (p. 17) Squishy Mud (p. 17) Messy Scientists (p. 18) Experimentation Station (p. 19)</p>	<p>A Messy Explosion (p. 19) Tummy Time (p. 19) Cleaning Up (p. 20) Where Does It Go? (p. 21) A Place for My Books (p. 21) Blocks in the Box (p. 21) More Messy Fun! (p. 22) Making Goop (p. 23) Dirty/Clean Card Fun (p. 23) Sing! Say! (p. 23) Take a Deep Breath... (p. 24) Chalky Outlines (p. 24) Making Paste (p. 25) Messy Foods (p. 25) Mixin' Up Messes (p. 26) Making Clean Up Easy (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>Clean It Up! (p. 4) Sweep It Up (p. 5) Recycle It! (p. 5) Cleaning Up (p. 5) Messy, Messy Art (p. 6) Water and Paint (p. 7) Inventing Painting Tools (p. 7) I Am a Painter (p. 7) Chalk It Up! (p. 8) Creating with Chalk (p. 9) Keeping My Hands Clean (p. 9) Chalk Bundles (p. 9) That's Sticky (p. 10) Colorful Glue Designs (p. 11) Put the Cap on the Gluestick (p. 11) Sticky but Fun (p. 11)</p>	<p>Kitchen Messes (p. 12) Making Muffins (p. 13) Writing in Bread Crumbs &amp; Cornstarch (p. 13) Cornstarch &amp; Water (p. 13) Dirty, Sandy &amp; Fun (p. 14) Sand Shakers (p. 15) Dirty or Clean? (p. 15) Damp Sandy Fun (p. 15) Stay Out of the Mud (p. 16) Making Mud Mixtures (p. 17) My Muddy Art (p. 17) Squishy Mud (p. 17) Messy Scientists (p. 18) Experimentation Station (p. 19)</p>	<p>A Messy Explosion (p. 19) Tummy Time (p. 19) Cleaning Up (p. 20) Where Does It Go? (p. 21) A Place for My Books (p. 21) Blocks in the Box (p. 21) More Messy Fun! (p. 22) Making Goop (p. 23) Dirty/Clean Card Fun (p. 23) Sing! Say! (p. 23) Take a Deep Breath... (p. 24) Chalky Outlines (p. 24) Making Paste (p. 25) Messy Foods (p. 25) Mixin' Up Messes (p. 26) Making Clean Up Easy (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>Clean It Up! (p. 4) Sweep It Up (p. 5) Recycle It! (p. 5) Messy, Messy Art (p. 6) Water and Paint (p. 7) Inventing Painting Tools (p. 7) Chalk It Up! (p. 8) Creating with Chalk (p. 9) Keeping My Hands Clean (p. 9) That's Sticky (p. 10) Colorful Glue Designs (p. 11) Put the Cap on the Gluestick (p. 11)</p>	<p>Kitchen Messes (p. 12) Making Muffins (p. 13) Writing in Bread Crumbs &amp; Cornstarch (p. 13) Dirty, Sandy &amp; Fun (p. 14) Sand Shakers (p. 15) Dirty or Clean? (p. 15) Stay Out of the Mud (p. 16) Making Mud Mixtures (p. 17) My Muddy Art (p. 17) Messy Scientists (p. 18) Experimentation Station (p. 19)</p>	<p>A Messy Explosion (p. 19) Cleaning Up (p. 20) Where Does It Go? (p. 21) A Place for My Books (p. 21) More Messy Fun! (p. 22) Making Goop (p. 23) Dirty/Clean Card Fun (p. 23) Take a Deep Breath... (p. 24) Chalky Outlines (p. 24) Making Paste (p. 25) Messy Foods (p. 25) Mixin' Up Messes (p. 26) Making Clean Up Easy (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>

## Unit: "Let's Make a Mess"

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>Clean It Up! (p. 4) Sweep It Up (p. 5) Recycle It! (p. 5) Messy, Messy Art (p. 6) Water and Paint (p. 7) Inventing Painting Tools (p. 7) Chalk It Up! (p. 8) Creating with Chalk (p. 9) Keeping My Hands Clean (p. 9) That's Sticky (p. 10) Colorful Glue Designs (p. 11) Put the Cap on the Gluestick (p. 11)</p>	<p>Kitchen Messes (p. 12) Making Muffins (p. 13) Writing in Bread Crumbs &amp; Cornstarch (p. 13) Dirty, Sandy &amp; Fun (p. 14) Sand Shakers (p. 15) Dirty or Clean? (p. 15) Stay Out of the Mud (p. 16) Making Mud Mixtures (p. 17) My Muddy Art (p. 17) Messy Scientists (p. 18) Experimentation Station (p. 19)</p>	<p>A Messy Explosion (p. 19) Cleaning Up (p. 20) Where Does It Go? (p. 21) A Place for My Books (p. 21) More Messy Fun! (p. 22) Making Goop (p. 23) Dirty/Clean Card Fun (p. 23) Take a Deep Breath... (p. 24) Chalky Outlines (p. 24) Making Paste (p. 25) Messy Foods (p. 25) Mixin' Up Messes (p. 26) Making Clean Up Easy (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>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>Recycle It! (p. 5) Creating with Chalk (p. 9) Making Muffins (p. 13) Writing in Bread Crumbs &amp; Cornstarch (p. 13) Messy Scientists (p. 18) A Place for My Books (p. 21) Messy Foods (p. 25) Making Clean Up Easy (p. 26)</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 Make a Mess"

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> <hr/> <hr/>	<p>Recycle It! (p. 5)            Creating with Chalk (p. 9)            Making Muffins (p. 13)            Writing in Bread Crumbs &amp; Cornstarch (p. 13)            Messy Scientists (p. 18)            A Place for My Books (p. 21)            Messy Foods (p. 25)            Making Clean Up Easy (p. 26)</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> <hr/> <hr/>	<p>Recycle It! (p. 5)            Creating with Chalk (p. 9)            Making Muffins (p. 13)            Writing in Bread Crumbs &amp; Cornstarch (p. 13)            Messy Scientists (p. 18)            A Place for My Books (p. 21)            Messy Foods (p. 25)            Making Clean Up Easy (p. 26)</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</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> <hr/> <hr/>	<p>Recycle It! (p. 5)            Creating with Chalk (p. 9)            Writing in Bread Crumbs &amp; Cornstarch (p. 13)            A Place for My Books (p. 21)            Messy Foods (p. 25)            Making Clean Up Easy (p. 26)</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 Make a Mess"

LEARNING INDICATORS (specific skills)	<b>These experiences address Math Knowledge 1 (continued)</b>	
<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>Chalk It Up! (p. 8)            Making Muffins (p. 13)            Messy Scientists (p. 18)            Experimentation Station (p. 19)            Cleaning Up (p. 20)            A Place for My Books (p. 21)            Making Goop (p. 23)</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>Chalk It Up! (p. 8)            Making Muffins (p. 13)            Messy Scientists (p. 18)            Experimentation Station (p. 19)            Cleaning Up (p. 20)            A Place for My Books (p. 21)            Making Goop (p. 23)</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>Cleaning Up (p. 5)</p> <p>Be sure to talk about shapes and positional concepts as they children engage in free play.</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>This skills is not addressed directly during this unit but you can reinforce patterns as the children create art, build with blocks, sing songs, etc.</p>	<p><b>Additional experiences I planned to address this skill:</b></p>

## Unit: "Let's Make a Mess"

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>Making Muffins (p. 13) Messy Scientists (p. 18) Experimentation Station (p. 19) Cleaning Up (p. 20)</p> <p>Additionally, be sure to note how you are using numerals and measurements when cooking/following recipes during daily activities.</p>	<p><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>Recycle It! (p. 5) Water and Paint (p. 7) Inventing Painting Tools (p. 7) Creating with Chalk (p. 9) Writing in Bread Crumbs and Cornstarch (p. 13) Dirty or Clean? (p. 15) Experimentation Station (p. 19) Dirty/Clean Card Fun (p. 23)</p>	<p>Messy Foods (p. 25)</p>	<p><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>Clean It Up! (p. 4) Sweep It Up (p. 5) Recycle It! (p. 5) Cleaning Up (p. 5) Messy, Messy Art (p. 6) Water and Paint (p. 7) Inventing Painting Tools (p. 7) I Am a Painter (p. 7) Chalk It Up! (p. 8) Creating with Chalk (p. 9) Keeping My Hands Clean (p. 9) Chalk Bundles (p. 9) That's Sticky (p. 10) Colorful Glue Designs (p. 11) Put the Cap on the Gluestick (p. 11) Sticky but Fun (p. 11)</p>	<p>Kitchen Messes (p. 12) Making Muffins (p. 13) Writing in Bread Crumbs &amp; Cornstarch (p. 13) Cornstarch &amp; Water (p. 13) Dirty, Sandy &amp; Fun (p. 14) Sand Shakers (p. 15) Dirty or Clean? (p. 15) Damp Sandy Fun (p. 15) Stay Out of the Mud (p. 16) Making Mud Mixtures (p. 17) My Muddy Art (p. 17) Squishy Mud (p. 17) Messy Scientists (p. 18) Experimentation Station (p. 19)</p>	<p>A Messy Explosion (p. 19) Tummy Time (p. 19) Cleaning Up (p. 20) Where Does It Go? (p. 21) A Place for My Books (p. 21) Blocks in the Box (p. 21) More Messy Fun! (p. 22) Making Goop (p. 23) Dirty/Clean Card Fun (p. 23) Sing! Say! (p. 23) Take a Deep Breath... (p. 24) Chalky Outlines (p. 24) Making Paste (p. 25) Messy Foods (p. 25) Mix-in' Up Messes (p. 26) Making Clean Up Easy (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>

## Unit: "Let's Make a Mess"

<b>LEARNING INDICATORS</b> (specific skills)	<b>These experiences address Science Knowledge ☯ (continued)</b>			
<p>SK2 - <i>Makes and tests predictions using simple experimentation</i></p> <p><b>Objectives/Skills on my formal child assessment that correlates to this skill are:</b></p> <hr/> <hr/>	<p>Water and Paint (p. 7) Inventing Painting Tools (p. 7) Chalk It Up! (p. 8) Creating with Chalk (p. 9) Keeping My Hands Clean (p. 9) That's Sticky (p. 10) Put the Cap on the Gluestick (p. 11) Kitchen Messes (p. 12) Making Muffins (p. 13) Dirty, Sandy &amp; Fun (p. 14) Sand Shakers (p. 15) Dirty or Clean? (p. 15) Stay Out of the Mud (p. 16) Making Mud Mixtures (p. 17) My Muddy Art (p. 17)</p>	<p>Messy Scientists (p. 18) Experimentation Station (p. 19) A Messy Explosion (p. 19) Cleaning Up (p. 20) More Messy Fun! (p. 22) Making Goop (p. 23) Take a Deep Breath... (p. 24) Making Paste (p. 25) Messy Foods (p. 25) Mixin' Up Messes (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><b>Objectives/Skills on my formal child assessment that correlates to this skill are:</b></p> <hr/> <hr/>	<p>Water and Paint (p. 7) Keeping My Hands Clean (p. 9) Put the Cap on the Gluestick (p. 11) Making Muffins (p. 13) Cornstarch &amp; Water Fun (p. 13) Dirty, Sandy &amp; Fun (p. 14) Sand Shakers (p. 15) Dirty or Clean? (p. 15) Stay Out of the Mud (p. 16) Making Mud Mixtures (p. 17) My Muddy Art (p. 17) Squishy Mud (p. 17) Messy Scientists (p. 18) Experimentation Station (p. 19) A Messy Explosion (p. 19) More Messy Fun! (p. 22) Take a Deep Breath... (p. 23) Making Paste (p. 25) Messy Foods (p. 25) Mixin' Up Messes (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 Logic &amp; Reasoning ?</b>			
<p>LR1 - <i>Demonstrates the ability to identify a problem and then seeks ways to solve it</i></p> <p><b>Objectives/Skills on my formal child assessment that correlates to this skill are:</b></p> <hr/> <hr/>	<p>Clean It Up! (p. 4) Sweep It Up (p. 5) Recycle It! (p. 5) Messy, Messy Art (p. 6) Water and Paint (p. 7) Inventing Painting Tools (p. 7) Chalk It Up! (p. 8) Creating with Chalk (p. 9) Keeping My Hands Clean (p. 9) That's Sticky (p. 10) Colorful Glue Designs (p. 11) Put the Cap on the Gluestick (p. 11)</p>	<p>Kitchen Messes (p. 12) Making Muffins (p. 13) Writing in Bread Crumbs &amp; Cornstarch (p. 13) Dirty, Sandy &amp; Fun (p. 14) Sand Shakers (p. 15) Dirty or Clean? (p. 15) Stay Out of the Mud (p. 16) Making Mud Mixtures (p. 17) My Muddy Art (p. 17) Messy Scientists (p. 18) Experimentation Station (p. 19)</p>	<p>A Messy Explosion (p. 19) Cleaning Up (p. 20) Where Does It Go? (p. 21) A Place for My Books (p. 21) More Messy Fun! (p. 22) Making Goop (p. 23) Dirty/Clean Card Fun (p. 23) Take a Deep Breath... (p. 24) Chalky Outlines (p. 24) Making Paste (p. 25) Messy Foods (p. 25) Mixin' Up Messes (p. 26) Making Clean Up Easy (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>

## Unit: "Let's Make a Mess"

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>Recycle It! (p. 5) Inventing Painting Tools (p. 7) Keeping My Hands Clean (p. 9) Colorful Glue Designs (p. 11) Writing in Bread Crumbs &amp; Cornstarch (p. 13) Sand Shakers (p. 15) Dirty or Clean? (p. 15) Stay Out of the Mud (p. 16) Making Mud Mixtures (p. 17) My Muddy Art (p. 17) Experimentation Station (p. 19) A Messy Explosion (p. 19)</p>	<p>Cleaning Up (p. 20) A Place for My Books (p. 21) More Messy Fun! (p. 22) Take a Deep Breath ... (p. 24) Chalky Outlines (p. 24) Making Paste (p. 25) Mixin' Up Messes (p. 26) Making Clean Up Easy (p. 26)</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>Clean It Up! (p. 4) Sweep It Up (p. 5) Recycle It! (p. 5) Cleaning Up (p. 5) Messy, Messy Art (p. 6) Water and Paint (p. 7) Inventing Painting Tools (p. 7) I Am a Painter (p. 7) Chalk It Up! (p. 8) Creating with Chalk (p. 9) Keeping My Hands Clean (p. 9) Chalk Bundles (p. 9) That's Sticky (p. 10) Colorful Glue Designs (p. 11) Put the Cap on the Gluestick (p. 11) Sticky but Fun (p. 11)</p>	<p>Kitchen Messes (p. 12) Making Muffins (p. 13) Writing in Bread Crumbs &amp; Cornstarch (p. 13) Cornstarch &amp; Water (p. 13) Dirty, Sandy &amp; Fun (p. 14) Sand Shakers (p. 15) Dirty or Clean? (p. 15) Damp Sandy Fun (p. 15) Stay Out of the Mud (p. 16) Making Mud Mixtures (p. 17) My Muddy Art (p. 17) Squishy Mud (p. 17) Messy Scientists (p. 18) Experimentation Station (p. 19)</p>	<p>A Messy Explosion (p. 19) Tummy Time (p. 19) Cleaning Up (p. 20) Where Does It Go? (p. 21) A Place for My Books (p. 21) Blocks in the Box (p. 21) More Messy Fun! (p. 22) Making Goop (p. 23) Dirty/Clean Card Fun (p. 23) Sing! Say! (p. 23) Take a Deep Breath... (p. 24) Chalky Outlines (p. 24) Making Paste (p. 25) Messy Foods (p. 25) Mixin' Up Messes (p. 26) Making Clean Up Easy (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>Clean It Up! (p. 4) Sweep It Up (p. 5) Recycle It! (p. 5) Messy, Messy Art (p. 6) Water and Paint (p. 7) Inventing Painting Tools (p. 7) Chalk It Up! (p. 8) Creating with Chalk (p. 9) Keeping My Hands Clean (p. 9) That's Sticky (p. 10) Colorful Glue Designs (p. 11) Put the Cap on the Gluestick (p. 11)</p>	<p>Kitchen Messes (p. 12) Making Muffins (p. 13) Writing in Bread Crumbs &amp; Cornstarch (p. 13) Dirty, Sandy &amp; Fun (p. 14) Sand Shakers (p. 15) Dirty or Clean? (p. 15) Stay Out of the Mud (p. 16) Making Mud Mixtures (p. 17) My Muddy Art (p. 17) Messy Scientists (p. 18) Experimentation Station (p. 19)</p>	<p>A Messy Explosion (p. 19) Cleaning Up (p. 20) Where Does It Go? (p. 21) A Place for My Books (p. 21) More Messy Fun! (p. 22) Making Goop (p. 23) Dirty/Clean Card Fun (p. 23) Take a Deep Breath... (p. 24) Chalky Outlines (p. 24) Making Paste (p. 25) Messy Foods (p. 25) Mixin' Up Messes (p. 26) Making Clean Up Easy (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>

## Unit: "Let's Make a Mess"

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>Clean It Up! (p. 4) Recycle It! (p. 5) Messy, Messy Art (p. 6) Chalk It Up! (p. 8) That's Sticky (p. 10) Kitchen Messes (p. 12) Making Muffins (p. 13) Dirty, Sandy &amp; Fun (p. 14) Dirty or Clean? (p. 15) Stay Out of the Mud (p. 16) Messy Scientists (p. 18) Experimentation Station (p. 19) A Messy Explosion (p. 19) Cleaning Up (p. 20) Where Does It Go? (p. 21) More Messy Fun! (p. 22)</p>	<p>Making Goop (p. 23) Dirty/Clean Card Fun (p. 23) Messy Foods (p. 25)</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>Clean It Up! (p. 4) Sweep It Up (p. 5) Recycle It! (p. 5) Cleaning Up (p. 5) Messy, Messy Art (p. 6) Water and Paint (p. 7) Inventing Painting Tools (p. 7) I Am a Painter (p. 7) Chalk It Up! (p. 8) Creating with Chalk (p. 9) Keeping My Hands Clean (p. 9) Chalk Bundles (p. 9) That's Sticky (p. 10) Colorful Glue Designs (p. 11) Put the Cap on the Gluestick (p. 11) Sticky but Fun (p. 11)</p>	<p>Kitchen Messes (p. 12) Making Muffins (p. 13) Writing in Bread Crumbs &amp; Cornstarch (p. 13) Cornstarch &amp; Water (p. 13) Dirty, Sandy &amp; Fun (p. 14) Sand Shakers (p. 15) Dirty or Clean? (p. 15) Damp Sandy Fun (p. 15) Stay Out of the Mud (p. 16) Making Mud Mixtures (p. 17) My Muddy Art (p. 17) Squishy Mud (p. 17) Messy Scientists (p. 18) Experimentation Station (p. 19)</p>	<p>A Messy Explosion (p. 19) Tummy Time (p. 19) Cleaning Up (p. 20) Where Does It Go? (p. 21) A Place for My Books (p. 21) Blocks in the Box (p. 21) More Messy Fun! (p. 22) Making Goop (p. 23) Dirty/Clean Card Fun (p. 23) Sing! Say! (p. 23) Take a Deep Breath... (p. 24) Chalky Outlines (p. 24) Making Paste (p. 25) Messy Foods (p. 25) Mixin' Up Messes (p. 26) Making Clean Up Easy (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>Clean It Up! (p. 4) Sweep It Up (p. 5) Recycle It! (p. 5) Messy, Messy Art (p. 6) Water and Paint (p. 7) Inventing Painting Tools (p. 7) Chalk It Up! (p. 8) Creating with Chalk (p. 9) Keeping My Hands Clean (p. 9) That's Sticky (p. 10) Colorful Glue Designs (p. 11) Put the Cap on the Gluestick (p. 11)</p>	<p>Kitchen Messes (p. 12) Making Muffins (p. 13) Writing in Bread Crumbs &amp; Cornstarch (p. 13) Dirty, Sandy &amp; Fun (p. 14) Sand Shakers (p. 15) Dirty or Clean? (p. 15) Stay Out of the Mud (p. 16) Making Mud Mixtures (p. 17) My Muddy Art (p. 17) Messy Scientists (p. 18) Experimentation Station (p. 19)</p>	<p>A Messy Explosion (p. 19) Cleaning Up (p. 20) Where Does It Go? (p. 21) A Place for My Books (p. 21) More Messy Fun! (p. 22) Making Goop (p. 23) Dirty/Clean Card Fun (p. 23) Take a Deep Breath... (p. 24) Chalky Outlines (p. 24) Making Paste (p. 25) Messy Foods (p. 25) Mixin' Up Messes (p. 26) Making Clean Up Easy (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>

## Unit: "Let's Make a Mess"

LEARNING INDICATORS (specific skills)	These experiences address Social & Emotional Development ♥ (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> <p>_____</p> <p>_____</p>	<p>Clean It Up! (p. 4) Messy, Messy Art (p. 6) Chalk It Up (p. 8) That's Sticky (p. 10) Kitchen Messes (p. 12) Making Muffins (p. 13) Dirty, Sandy &amp; Fun (p. 14) Dirty or Clean? (p. 15) Stay Out of the Mud (p. 16) Messy Scientists (p. 18) Experimentation Station (p. 19) A Messy Explosion (p. 19) Cleaning Up (p. 20)</p>	<p>Where Does It Go? (p. 21) More Messy Fun! (p. 22) Making Goop (p. 23) Dirty/Clean Card Fun (p. 23) Messy Foods (p. 25)</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> <p>_____</p> <p>_____</p>	<p>Clean It Up! (p. 4) Sweep It Up (p. 5) Recycle It! (p. 5) Cleaning Up (p. 5) Messy, Messy Art (p. 6) Water and Paint (p. 7) Inventing Painting Tools (p. 7) I Am a Painter (p. 7) Chalk It Up! (p. 8) Creating with Chalk (p. 9) Keeping My Hands Clean (p. 9) Chalk Bundles (p. 9) That's Sticky (p. 10) Colorful Glue Designs (p. 11) Put the Cap on the Gluestick (p. 11) Sticky but Fun (p. 11)</p>	<p>Kitchen Messes (p. 12) Making Muffins (p. 13) Writing in Bread Crumbs &amp; Cornstarch (p. 13) Cornstarch &amp; Water (p. 13) Dirty, Sandy &amp; Fun (p. 14) Sand Shakers (p. 15) Dirty or Clean? (p. 15) Damp Sandy Fun (p. 15) Stay Out of the Mud (p. 16) Making Mud Mixtures (p. 17) My Muddy Art (p. 17) Squishy Mud (p. 17) Messy Scientists (p. 18) Experimentation Station (p. 19)</p>	<p>A Messy Explosion (p. 19) Tummy Time (p. 19) Cleaning Up (p. 20) Where Does It Go? (p. 21) A Place for My Books (p. 21) Blocks in the Box (p. 21) More Messy Fun! (p. 22) Making Goop (p. 23) Dirty/Clean Card Fun (p. 23) Sing! Say! (p. 23) Take a Deep Breath... (p. 24) Chalky Outlines (p. 24) Making Paste (p. 25) Messy Foods (p. 25) Mixin' Up Messes (p. 26) Making Clean Up Easy (p. 26)</p> <p><b>Additional experiences I planned to address this skill:</b></p>
LEARNING INDICATORS (specific skills)	These experiences address Creative Arts and Music 🖌️ & 🎵		
<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> <p>_____</p> <p>_____</p>	<p>Clean It Up! (p. 4) Messy, Messy Art (p. 6) Put the Cap on the Gluestick (p. 11) Dirty, Sandy &amp; Fun (p. 14) Sand Shakers (p. 15) Stay Out of the Mud (p. 16) Sing! Say! (p. 23)</p>		<p><b>Additional experiences I planned to address this skill:</b></p>

## Unit: "Let's Make a Mess"

LEARNING INDICATORS (specific skills)	<b>These experiences address Creative Arts and Music  &amp; </b>	
<p>CA2 - <i>Uses movement and dance to express ideas and emotions</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>Sand Shakers (p. 15) Stay Out of the Mud (p. 16)</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 style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Recycle It! (p. 5) Water and Paint (p. 7) Inventing Painting Tools (p. 7) I Am a Painter (p. 7) Chalk It Up! (p. 8) Creating with Chalk (p. 9) Keeping My Hands Clean (p. 9) Chalk Bundles (p. 9) That's Sticky (p. 10) Colorful Glue Designs (p. 11) Sticky but Fun (p. 11) My Muddy Art (p. 17) A Place for My Books (p. 21) More Messy Fun! (p. 22) Take a Deep Breath... (p. 24) Chalky Outlines (p. 24)</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 style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Messy, Messy Art (p. 6) More Messy Fun! (p. 22)</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 Make a Mess"

LEARNING INDICATORS (specific skills)	These experiences address Physical Development & Health		
<p>PD1 - <i>Understands the importance of exercise and rest</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>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 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>Clean It Up! (p. 4) Sweep It Up (p. 5) Recycle It! (p. 5) Water and Paint (p. 7) Chalk It Up! (p. 8) Keeping My Hands Clean (p. 9) That's Sticky (p. 10) Colorful Glue Designs (p. 11) Put the Cap on the Gluestick (p. 11) Kitchen Messes (p. 12) Making Muffins (p. 13) Writing in Bread Crumbs &amp; Cornstarch (p. 13)</p>	<p>Sand Shakers (p. 15) Making Mud Mixtures (p. 17) My Muddy Art (p. 17) Messy Scientists (p. 18) Where Does It Go? (p. 21) More Messy Fun! (p. 22) Making Goop (p. 23) Take a Deep Breath... (p. 24) Chalky Outlines (p. 24) Mixin' Up Messes (p. 26) Making Clean Up Easy (p. 26)</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 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>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 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>Sand Shakers (p. 15) Stay Out of the Mud (p. 16) Messy Scientists (p. 18) Tummy Time (p. 19) Cleaning Up (p. 20)</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><b>Additional experiences I planned to address this skill:</b></p>

## Unit: "Let's Make a Mess"

<b>LEARNING INDICATORS</b> (specific skills)	<b>These experiences address Physical Development &amp; Health</b>			
<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 style="border: 0.5px solid red;"/> <hr style="border: 0.5px solid red;"/>	<p>Clean It Up! (p. 4) Sweep It Up (p. 5) Recycle It! (p. 5) Cleaning Up (P. 5) Messy, Messy Art (p. 6) Water and Paint (p. 7) Inventing Painting Tools (p. 7) I Am a Painter (p. 7) Chalk It Up! (p. 8) Creating with Chalk (p. 9) Keeping My Hands Clean (p. 9) Chalk Bundles (p. 9) That's Sticky (p. 10) Colorful Glue Designs (p. 11) Put the Cap on the Gluestick (p. 11) Sticky but Fun (p. 11)</p>	<p>Kitchen Messes (p. 12) Making Muffins (p. 13) Writing in Bread Crumbs &amp; Cornstarch (p. 13) Cornstarch &amp; Water Fun (p. 13) Dirty, Sandy &amp; Fun (p. 14) Sand Shakers (p. 15) Dirty or Clean? (p. 15) Damp Sandy Fun (p. 15) Stay Out of the Mud (p. 16) Making Mud Mixtures (p. 17) My Muddy Art (p. 17) Squishy Mud (p. 17) Messy Scientists (p. 18) Experimentation Station (p. 19)</p>	<p>A Messy Explosion (p. 19) Cleaning Up (p. 20) Where Does It Go? (p. 21) A Place for My Books (p. 21) Blocks in the Box (p. 21) More Messy Fun! (p. 22) Making Goop (p. 23) Dirty/Clean Card Fun (p. 23) Take a Deep Breath... (p. 24) Chalky Outlines (p. 24) Making Paste (p. 25) Messy Foods (p. 25) Mixin' Up Messes (p. 26) Making Clean Up Easy (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 Social Studies Knowledge</b>			
<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 style="border: 0.5px solid red;"/> <hr style="border: 0.5px solid red;"/>	<p>Clean It Up! (p. 4) Sweep It Up (p. 5) Recycle It! (p. 5) That's Sticky (p. 10) Kitchen Messes (p. 12) Making Muffins (p. 13) Cleaning Up (p. 20) More Messy Fun! (p. 22)</p>	<p><b>Additional experiences I planned to address this skill:</b></p> <p>Also, if you have children in your group that speak a language other than English, incorporate their home languages into all experiences.</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 style="border: 0.5px solid red;"/> <hr style="border: 0.5px solid red;"/>	<p>Clean It Up! (p. 4) Messy, Messy Art (p. 6)</p> <p>Also, during this unit be sure to talk with children about people in their community that have jobs that involve cleaning.</p>	<p><b>Additional experiences I planned to address this skill:</b></p>		

## Unit: "Let's Make a Mess"

LEARNING INDICATORS	These experiences address Social Studies Knowledge 	
<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>Recycle It! (p. 5)</p> <p>Plus, 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><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>Take time during this unit to talk with children about how their ability to help clean up changes as they get older. This is also a great time to discuss responsibility.</p>	<p><b>Additional experiences I planned to address this skill:</b></p>