

# Connecting the Dots

Linking Gee Whiz Experiences with  
Developmental Areas & Learning Indicators



"Let's Travel" 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 Travel." 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>	How Did You Travel Today? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, CA4, PD3, PD4, SS1, SS2	Transportation Sensory Bin LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, MK6, PD5, SS1	So Many Ways to Travel LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK1, LR1, PD5, SS2	Let's Move & Sing LD1, LD2, SE1, SE4, AL1, SK1, CA1
<b>DAY 2</b>	People-Powered Transport LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, LR1, MK6, CA4, PD4, SS1, SS2	Off We Go! LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, PD3, PD4, SS1, SS2	Walking Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, MK1, MK2, MK6, CA3, PD5, SS1	Walk, Walk, Walk LD1, LD2, SE1, SE4, AL1, AL2, SK1, CA1, PD4
<b>DAY 3</b>	Drive Time! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK1, MK2, MK3, MK6, PD5, SS1, SS2	Car Painting LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, MK1, MK2, MK6, CA3, PD5, SS1	Roads, Roads, Roads LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, MK3, PD5	Little Car LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5
<b>DAY 4</b>	Please Take a Seat LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, CA1, PD4, SS1, SS2	Let's Ride the Bus! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR1, MK1, MK2, CA4, PD5, SS1, SS2	Which Wheel Goes Where? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, MK3, MK6, PD5, SS1, SS2	The Wheels on the Bus LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5
<b>DAY 5</b>	Choo! Choo! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, CA1, CA4, PD4, PD5, SS1, SS2	Workin' on the Railroad LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, MK1, MK2, PD5	Train Track Rubbings LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, MK3, CA3, PD5	Chugga, Choo, Choo LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5
<b>DAY 6</b>	Pack It Up LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK1, MK2, PD4, PD5, SS1	Snazzy Backpacks & Suitcases LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, CA4, PD5, SS3	Pack and Unpack LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LK2, LK3, LK4, LK5, LR1, LR2, MK1, MK2, PD5	What's in the Suitcase? LD1, LD2, SE1, SE4, AL1, SK1, PD5
<b>DAY 7</b>	How Do We Get There? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LK2, LK3, LK4, LR1, PD5, SS2	Map Puzzles LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, PD5, SS2	Where Would You Go? LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, CA3, PD5, SS1, SS2	Traveling All Around LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
<b>DAY 8</b>	Up, Up and Away! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK3, MK6, CA4, PD4, PD5, SS1	Awesome Airplanes LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK1, MK2, MK5, PD3, PD5	Flying in an Airplane LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, LR1, LR2, CA4, PD5	Fly, Little Airplane LD1, LD2, SE1, SE4, AL1, SK1, CA1
<b>DAY 9</b>	How Would You Travel to...? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, MK6, CA1, CA4, PD4, PD5, SS2	Different Types of Wheels LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, MK1, MK2, MK3, MK4, MK6, PD5	Transportation Loose Parts Play LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, PD5	Makin' Tracks LD1, LD2, SE1, SE4, AL1, SK1, SK3, LR1, PD5
<b>DAY 10</b>	Transportation Day LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, LR2, MK1, MK2, MK3, PD2, PD4, PD5	Through the Tube LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK1, MK2, MK5, PD5	Spying Vehicles LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, PD5	One More Time LD1, LD2, SE1, SE4, AL1, SK1, CA1

## School-Age Experiences

Constructing Cars LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, MK1, MK2, PD5, SS1, SS2, SS3	Pick Public Transport LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, PD5, SS1, SS3	Where Are We Going? LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, CA3, PD5, SS2
Out of the Bus Window LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, CA3, PD5, SS1, SS2	We're Going on a Trip LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1	How Far Will My Plane Fly? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, LR2, MK1, MK2, MK5, MK6, PD5

## Unit: "Let's Travel"

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>How Did You Travel Today? (p. 4)</p> <p>Transportation Sensory Bin (p. 5)</p> <p>So Many Ways to Travel (p. 5)</p> <p>Let's Move &amp; Sing (p. 5)</p> <p>People-Powered Transport (p. 6)</p> <p>Off We Go! (p. 7)</p> <p>Walking Art (p. 7)</p> <p>Walk, Walk, Walk (p. 7)</p> <p>Drive Time! (p. 8)</p> <p>Car Painting (p. 9)</p> <p>Roads, Roads, Roads (p. 9)</p> <p>Little Car (p. 9)</p> <p>Please Take a Seat (p. 10)</p> <p>Let's Ride the Bus! (p. 11)</p> <p>Which Wheel Goes Where? (p. 11)</p> <p>The Wheels on the Bus (p. 11)</p>	<p>Choo! Choo! (p. 12)</p> <p>Workin' on the Railroad (p. 13)</p> <p>Train Track Rubbings (p. 13)</p> <p>Chugga, Choo, Choo (p. 13)</p> <p>Pack It Up (p. 14)</p> <p>Snazzy Backpacks &amp; Suitcases (p. 15)</p> <p>Pack and Unpack (p. 15)</p> <p>What's in the Suitcase? (p. 15)</p> <p>How Do We Get There? (p. 16)</p> <p>Map Puzzles (p. 17)</p> <p>Where Would You Go? (p. 17)</p> <p>Traveling All Around (p. 17)</p> <p>Up, Up &amp; Away! (p. 18)</p>	<p>Awesome Airplanes (p. 19)</p> <p>Flying in an Airplane (p. 19)</p> <p>Fly, Little Airplane (p. 19)</p> <p>How Would You Travel to.... (p. 20)</p> <p>Different Types of Wheels (p. 21)</p> <p>Transportation Loose Parts Play (p. 21)</p> <p>Makin' Tracks (p. 21)</p> <p>Transportation Day (p. 22)</p> <p>Through the Tube (p. 23)</p> <p>Spying Vehicles (p. 23)</p> <p>One More Time (p. 23)</p> <p>Constructing Cars (p. 24)</p> <p>Out the Bus Window (p. 24)</p> <p>Pick Public Transport (p. 25)</p> <p>We're Going on a Trip (p. 25)</p> <p>Where Are We Going? (p. 26)</p> <p>How Far Will My Plane Fly? (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>
<p>LD2 - <i>Understands and then uses an ever-increasing vocabulary</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>How Did You Travel Today? (p. 4)</p> <p>Transportation Sensory Bin (p. 5)</p> <p>So Many Ways to Travel (p. 5)</p> <p>Let's Move &amp; Sing (p. 5)</p> <p>People-Powered Transport (p. 6)</p> <p>Off We Go! (p. 7)</p> <p>Walking Art (p. 7)</p> <p>Walk, Walk, Walk (p. 7)</p> <p>Drive Time! (p. 8)</p> <p>Car Painting (p. 9)</p> <p>Roads, Roads, Roads (p. 9)</p> <p>Little Car (p. 9)</p> <p>Please Take a Seat (p. 10)</p> <p>Let's Ride the Bus! (p. 11)</p> <p>Which Wheel Goes Where? (p. 11)</p> <p>The Wheels on the Bus (p. 11)</p>	<p>Choo! Choo! (p. 12)</p> <p>Workin' on the Railroad (p. 13)</p> <p>Train Track Rubbings (p. 13)</p> <p>Chugga, Choo, Choo (p. 13)</p> <p>Pack It Up (p. 14)</p> <p>Snazzy Backpacks &amp; Suitcases (p. 15)</p> <p>Pack and Unpack (p. 15)</p> <p>What's in the Suitcase? (p. 15)</p> <p>How Do We Get There? (p. 16)</p> <p>Map Puzzles (p. 17)</p> <p>Where Would You Go? (p. 17)</p> <p>Traveling All Around (p. 17)</p> <p>Up, Up &amp; Away! (p. 18)</p>	<p>Awesome Airplanes (p. 19)</p> <p>Flying in an Airplane (p. 19)</p> <p>Fly, Little Airplane (p. 19)</p> <p>How Would You Travel to.... (p. 20)</p> <p>Different Types of Wheels (p. 21)</p> <p>Transportation Loose Parts Play (p. 21)</p> <p>Makin' Tracks (p. 21)</p> <p>Transportation Day (p. 22)</p> <p>Through the Tube (p. 23)</p> <p>Spying Vehicles (p. 23)</p> <p>One More Time (p. 23)</p> <p>Constructing Cars (p. 24)</p> <p>Out the Bus Window (p. 24)</p> <p>Pick Public Transport (p. 25)</p> <p>We're Going on a Trip (p. 25)</p> <p>Where Are We Going? (p. 26)</p> <p>How Far Will My Plane Fly? (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>
<p>LD3 - <i>Uses language to express ideas, wants, and needs</i></p> <p>Objective/Skill on my formal child assessment that correlates to this skill is:</p> <hr/>	<p>How Did You Travel Today? (p. 4)</p> <p>Transportation Sensory Bin (p. 5)</p> <p>So Many Ways to Travel (p. 5)</p> <p>People-Powered Transport (p. 6)</p> <p>Off We Go! (p. 7)</p> <p>Walking Art (p. 7)</p> <p>Drive Time! (p. 8)</p> <p>Car Painting (p. 9)</p> <p>Roads, Roads, Roads (p. 9)</p> <p>Please Take a Seat (p. 10)</p> <p>Let's Ride the Bus! (p. 11)</p> <p>Which Wheel Goes Where? (p. 11)</p>	<p>Choo! Choo! (p. 12)</p> <p>Workin' on the Railroad (p. 13)</p> <p>Train Track Rubbings (p. 13)</p> <p>Pack It Up (p. 14)</p> <p>Snazzy Backpacks &amp; Suitcases (p. 15)</p> <p>Pack and Unpack (p. 15)</p> <p>How Do We Get There? (p. 16)</p> <p>Map Puzzles (p. 17)</p> <p>Where Would You Go? (p. 17)</p> <p>Up, Up &amp; Away! (p. 18)</p>	<p>Awesome Airplanes (p. 19)</p> <p>Flying in an Airplane (p. 19)</p> <p>How Would You Travel to.... (p. 20)</p> <p>Different Types of Wheels (p. 21)</p> <p>Transportation Loose Parts Play (p. 21)</p> <p>Transportation Day (p. 22)</p> <p>Through the Tube (p. 23)</p> <p>Spying Vehicles (p. 23)</p> <p>Constructing Cars (p. 24)</p> <p>Out the Bus Window (p. 24)</p> <p>Pick Public Transport (p. 25)</p> <p>We're Going on a Trip (p. 25)</p> <p>Where Are We Going? (p. 26)</p> <p>How Far Will My Plane Fly? (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>

## Unit: "Let's Travel"

<b>LEARNING INDICATORS</b> (specific skills)	<b>These experiences address Language Development 🗣️ (continued)</b>			
<p>LD4 - <i>Increasingly engages adults and other children in conversations</i></p> <p>Objective/Skill on my formal child assessment that correlates to this skill is:</p> <p>_____</p> <p>—</p>	<p>How Did You Travel Today? (p. 4)</p> <p>Transportation Sensory Bin (p. 5)</p> <p>So Many Ways to Travel (p. 5)</p> <p>People-Powered Transport (p. 6)</p> <p>Off We Go! (p. 7)</p> <p>Walking Art (p. 7)</p> <p>Drive Time! (p. 8)</p> <p>Car Painting (p. 9)</p> <p>Roads, Roads, Roads (p. 9)</p> <p>Please Take a Seat (p. 10)</p> <p>Let's Ride the Bus! (p. 11)</p> <p>Which Wheel Goes Where? (p. 11)</p>	<p>Choo! Choo! (p. 12)</p> <p>Workin' on the Railroad (p. 13)</p> <p>Train Track Rubbings (p. 13)</p> <p>Pack It Up (p. 14)</p> <p>Snazzy Backpacks &amp; Suitcases (p. 15)</p> <p>Pack and Unpack (p. 15)</p> <p>How Do We Get There? (p. 16)</p> <p>Map Puzzles (p. 17)</p> <p>Where Would You Go? (p. 17)</p> <p>Up, Up &amp; Away! (p. 18)</p>	<p>Awesome Airplanes (p. 19)</p> <p>Flying in an Airplane (p. 19)</p> <p>How Would You Travel to.... (p. 20)</p> <p>Different Types of Wheels (p. 21)</p> <p>Transportation Loose Parts Play (p. 21)</p> <p>Transportation Day (p. 22)</p> <p>Through the Tube (p. 23)</p> <p>Spying Vehicles (p. 23)</p> <p>Constructing Cars (p. 24)</p> <p>Out the Bus Window (p. 24)</p> <p>Pick Public Transport (p. 25)</p> <p>We're Going on a Trip (p. 25)</p> <p>Where Are We Going? (p. 26)</p> <p>How Far Will My Plane Fly? (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 Literacy Knowledge 📖</b>			
<p>LK1 - <i>Shows an interest in books and understands stories are a way of sharing information</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>So Many Ways to Travel (p. 5)</p> <p>Traveling All Around (p. 17)</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>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>People-Powered Transportation (p. 6)</p> <p>Snazzy Backpacks &amp; Suitcases (p. 15)</p> <p>Pack and Unpack (p. 15)</p> <p>How Do We Get There? (p. 16)</p> <p>Where Would You Go? (p. 17)</p> <p>Flying in an Airplane (p. 19)</p> <p>Pick Public Transport (p. 25)</p> <p>Where Are We Going? (p. 26)</p> <p>How Far Will My Plane Fly? (p. 26)</p> <p><b>Please see our Letters &amp; Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well.</b></p>		<p><b>Additional experiences I planned to address this skill:</b></p>	

## Unit: “Let’s Travel”

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>People-Powered Transportation (p. 6)            Snazzy Backpacks &amp; Suitcases (p. 15)            Pack and Unpack (p. 15)            How Do We Get There? (p. 16)            Where Would You Go? (p. 17)            Flying in an Airplane (p. 19)            Pick Public Transport (p. 25)            Where Are We Going? (p. 26)            How Far Will My Plane Fly? (p. 26)</p> <p><b>Please see our Letters &amp; Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well.</b></p>	<p><b>Additional experiences I planned to address this skill:</b></p>
<p>LK4 - <i>Understands concepts about print (e.g., reading from left to right, logos as symbols, etc.)</i></p> <p>Objective/Skill on my formal child assessment that correlates to this skill is:</p> <p>_____</p> <p>_____</p>	<p>People-Powered Transportation (p. 6)            Snazzy Backpacks &amp; Suitcases (p. 15)            Pack and Unpack (p. 15)            How Do We Get There? (p. 16)            Where Would You Go? (p. 17)            Flying in an Airplane (p. 19)            Pick Public Transport (p. 25)            Where Are We Going? (p. 26)            How Far Will My Plane Fly? (p. 26)</p> <p><b>Please see our Letters &amp; Literacy booklet for activities that address this learning indicator. These activities apply to school-age</b></p>	<p><b>Additional experiences I planned to address this skill:</b></p>
<p>LK5 - <i>Begins to use a variety of writing tools to use writing (invented or true) as a way to convey thoughts &amp; ideas</i></p> <p>Objective/Skill on my formal child assessment that correlates to this skill is:</p> <p>_____</p> <p>_____</p>	<p>People-Powered Transportation (p. 6)            Snazzy Backpacks &amp; Suitcases (p. 15)            Pack and Unpack (p. 15)            Where Would You Go? (p. 17)            Flying in an Airplane (p. 19)            Pick Public Transport (p. 25)            Where Are We Going? (p. 26)            How Far Will My Plane Fly? (p. 26)</p> <p><b>Please see our Letters &amp; Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well.</b></p>	<p><b>Additional experiences I planned to address this skill:</b></p>

## Unit: "Let's Travel"

LEARNING INDICATORS	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>Walking Art (p. 7)  Drive Time! (p. 8)  Car Painting (p. 9)  Let's Ride the Bus! (p. 11)  Workin' on the Railroad (p. 13)  Pack It Up (p. 14)  Pack and Unpack (p. 15)  Awesome Airplanes (p. 19)  Different Types of Wheels (p. 21)  Transportation Day (p. 22)  Through the Tube (p. 23)  Constructing Cars (p. 24)  How Far Will My Plane Fly? (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>
<p>MK2 - <i>Recognizes that numbers go in a specific order</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Walking Art (p. 7)  Drive Time! (p. 8)  Car Painting (p. 9)  Let's Ride the Bus! (p. 11)  Workin' on the Railroad (p. 13)  Pack It Up (p. 14)  Pack and Unpack (p. 15)  Awesome Airplanes (p. 19)  Different Types of Wheels (p. 21)  Transportation Day (p. 22)  Through the Tube (p. 23)  Constructing Cars (p. 24)  How Far Will My Plane Fly? (p. 26)</p>	<p><b>Additional experiences I planned to address this skill:</b></p>
<p>MK3 - <i>Recognizes shapes and positional concepts</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Drive Time! (p. 8)  Roads, Roads, Roads (p. 9)  Which Wheel Goes Where? (p. 11)  Train Track Rubbings (p. 13)  Up, Up and Away! (p. 18)  Different Types of Wheels (p. 21)  Transportation Day (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><b>Additional experiences I planned to address this skill:</b></p>
<p>MK4 - <i>Creates, imitates and/or extends patterns</i></p> <p>Objective/Skill on my formal child assessment that correlates to this skill is:</p> <p>_____</p> <p>_____</p>	<p>Different Types of Wheels (p. 21)</p> <p>Be sure to also discuss patterns as children explore toy vehicles. Often, the treads on the tires have patterns.</p>	<p><b>Additional experiences I planned to address this skill:</b></p>



## Unit: “Let’s Travel”

LEARNING INDICATORS (specific skills)	These experiences address Math Knowledge ❶ (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:       	Awesome Airplanes (p. 19) Through the Tube (p. 23) How Far Will My Plane Fly? (p. 26)  Additionally, be sure to note how you are using numerals and measurements when cooking/following recipes during daily activities.	Additional experiences I planned to address this skill:		
MK6 - Sort or groups objects based on common characteristics  Objectives/Skills on my formal child assessment that correlates to this skill are:       	Transportation Sensory Bin (p. 5) People-Powered Transportation (p. 6) Walking Art (p. 7) Drive Time! (p. 8) Car Painting (p. 9) Which Wheel Goes Where? (p. 11) Up, Up and Away! (p. 18)	How Would You Travel to... (p. 20) Different Types of Wheels (p. 21) How Far Will My Plane Fly? (p. 26)	Additional experiences I planned to address this skill:	
LEARNING INDICATORS (specific skills)	These experiences address Science Knowledge ❷			
SK1 - Utilizes observation and other senses to explore and gather information about objects and experiences  Objectives/Skills on my formal child assessment that correlates to this skill are:       	How Did You Travel Today? (p. 4) Transportation Sensory Bin (p. 5) So Many Ways to Travel (p. 5) Let's Move & Sing (p. 5) People-Powered Transport (p. 6) Off We Go! (p. 7) Walking Art (p. 7) Walk, Walk, Walk (p. 7) Drive Time! (p. 8) Car Painting (p. 9) Roads, Roads, Roads (p. 9) Little Car (p. 9) Please Take a Seat (p. 10) Let's Ride the Bus! (p. 11) Which Wheel Goes Where? (p. 11) The Wheels on the Bus (p. 11)	Choo! Choo! (p. 12) Workin' on the Railroad (p. 13) Train Track Rubbings (p. 13) Chugga, Choo, Choo (p. 13) Pack It Up (p. 14) Snazzy Backpacks & Suitcases (p. 15) Pack and Unpack (p. 15) What's in the Suitcase? (p. 15) How Do We Get There? (p. 16) Map Puzzles (p. 17) Where Would You Go? (p. 17) Traveling All Around (p. 17) Up, Up & Away! (p. 18)	Awesome Airplanes (p. 19) Flying in an Airplane (p. 19) Fly, Little Airplane (p. 19) How Would You Travel to.... (p. 20) Different Types of Wheels (p. 21) Transportation Loose Parts Play (p. 21) Makin' Tracks (p. 21) Transportation Day (p. 22) Through the Tube (p. 23) Spying Vehicles (p. 23) One More Time (p. 23) Constructing Cars (p. 24) Out the Bus Window (p. 24) Pick Public Transport (p. 25) We're Going on a Trip (p. 25) Where Are We Going? (p. 26) How Far Will My Plane Fly? (p. 26)	Additional experiences I planned to address this skill:



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LEARNING INDICATORS (specific skills)	These experiences address Science Knowledge ☯ (continued)			
SK2 - <i>Makes and tests predictions using simple experimentation</i>  <b>Objectives/Skills on my formal child assessment that correlates to this skill are:</b>  <hr/> <hr/>	Walking Art (p. 7) Car Painting (p. 9) Which Wheel Goes Where? (p. 11) Train Track Rubbings (p. 13) Pack and Unpack (p. 15) How Do We Get There? (p. 16) Map Puzzles (p. 17) Awesome Airplanes (p. 19) How Would You Travel to.... (p. 20) Different Types of Wheels (p. 21)	Transportation Loose Parts Play (p. 21) Transportation Day (p. 22) Through the Tube (p. 23) Spying Vehicles (p. 23) Constructing Cars (p. 23) How Far Will My Plane Fly? (p. 26)	<b>Additional experiences I planned to address this skill:</b>	
SK3 - <i>Gathers information about the natural world through hands-on exploration</i>  <b>Objectives/Skills on my formal child assessment that correlates to this skill are:</b>  <hr/> <hr/>	Awesome Airplanes (p. 19) Through the Tube (p. 23) How Far Will My Plane Fly? (p. 26)			<b>Additional experiences I planned to address this skill:</b>
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>  <b>Objectives/Skills on my formal child assessment that correlates to this skill are:</b>  <hr/> <hr/>	How Did You Travel Today? (p. 4) Transportation Sensory Bin (p. 5) So Many Ways to Travel (p. 5) People-Powered Transport (p. 6) Off We Go! (p. 7) Walking Art (p. 7) Drive Time! (p. 8) Car Painting (p. 9) Roads, Roads, Roads (p. 9) Please Take a Seat (p. 10) Let's Ride the Bus! (p. 11) Which Wheel Goes Where? (p. 11)	Choo! Choo! (p. 12) Workin' on the Railroad (p. 13) Train Track Rubbings (p. 13) Pack It Up (p. 14) Snazzy Backpacks & Suitcases (p. 15) Pack and Unpack (p. 15) How Do We Get There? (p. 16) Map Puzzles (p. 17) Where Would You Go? (p. 17) Up, Up & Away! (p. 18)	Awesome Airplanes (p. 19) Flying in an Airplane (p. 19) How Would You Travel to.... (p. 20) Different Types of Wheels (p. 21) Transportation Loose Parts Play (p. 21) Transportation Day (p. 22) Through the Tube (p. 23) Spying Vehicles (p. 23) Constructing Cars (p. 24) Out the Bus Window (p. 24) Pick Public Transport (p. 25) We're Going on a Trip (p. 25) Where Are We Going? (p. 26) How Far Will My Plane Fly?	<b>Additional experiences I planned to address this skill:</b>

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LEARNING INDICATORS (specific skills)	These experiences address Logic & Reasoning ? (continued)			
LR2 - Understands that symbols or objects can be used to represent different things  Objectives/Skills on my formal child assessment that correlates to this skill are:   				



## Unit: "Let's Travel"

LEARNING INDICATORS (specific skills)	These experiences address Approaches to Learning 😊 (continued)			
AL3 - <i>Engages in cooperative group experiences</i>  Objectives/Skills on my formal child assessment that correlates to this skill are:    	How Did You Travel Today? (p. 4) People-Powered Transport (p. 6) Drive Time! (p. 8) Please Take a Seat (p. 10) Which Wheel Goes Where? (p. 11) Choo! Choo! (p. 12) Pack It Up (p. 14) How Do We Get There? (p. 16) Up, Up and Away! (p. 18) Flying in an Airplane (p. 19)	How Would You Travel to... (p. 20) Different Types of Wheels (p. 21) Transportation Day (p. 22) Spying Vehicles (p. 23) We're Going on a Trip (p. 25)	Additional experiences I planned to address this skill:	
LEARNING INDICATORS (specific skills)	These experiences address Social & Emotional Development ♥			
SE1 - <i>Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children</i>  Objectives/Skills on my formal child assessment that correlates to this skill are:    	How Did You Travel Today? (p. 4) Transportation Sensory Bin (p. 5) So Many Ways to Travel (p. 5) Let's Move & Sing (p. 5) People-Powered Transport (p. 6) Off We Go! (p. 7) Walking Art (p. 7) Walk, Walk, Walk (p. 7) Drive Time! (p. 8) Car Painting (p. 9) Roads, Roads, Roads (p. 9) Little Car (p. 9) Please Take a Seat (p. 10) Let's Ride the Bus! (p. 11) Which Wheel Goes Where? (p. 11) The Wheels on the Bus (p. 11)	Choo! Choo! (p. 12) Workin' on the Railroad (p. 13) Train Track Rubbings (p. 13) Chugga, Choo, Choo (p.13) Pack It Up (p. 14) Snazzy Backpacks & Suitcases (p. 15) Pack and Unpack (p. 15) What's in the Suitcase? (p. 15) How Do We Get There? (p. 16) Map Puzzles (p. 17) Where Would You Go? (p. 17) Traveling All Around (p. 17) Up, Up & Away! (p. 18)	Awesome Airplanes (p. 19) Flying in an Airplane (p. 19) Fly, Little Airplane (p. 19) How Would You Travel to.... (p. 20) Different Types of Wheels (p. 21) Transportation Loose Parts Play (p. 21) Makin' Tracks (p. 21) Transportation Day (p. 22) Through the Tube (p. 23) Spying Vehicles (p. 23) One More Time (p. 23) Constructing Cars (p. 24) Out the Bus Window (p. 24) Pick Public Transport (p. 25) We're Going on a Trip (p. 25) Where Are We Going? (p. 26) How Far Will My Plane Fly? (p. 26)	Additional experiences I planned to address this skill:
SE2 - <i>Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence</i>  Objective/Skill on my formal child assessment that correlates to this skill is:    	How Did You Travel Today? (p. 4) Transportation Sensory Bin (p. 5) So Many Ways to Travel (p. 5) People-Powered Transport (p. 6) Off We Go! (p. 7) Walking Art (p. 7) Drive Time! (p. 8) Car Painting (p. 9) Roads, Roads, Roads (p. 9) Please Take a Seat (p. 10) Let's Ride the Bus! (p. 11) Which Wheel Goes Where? (p. 11)	Choo! Choo! (p. 12) Workin' on the Railroad (p. 13) Train Track Rubbings (p. 13) Pack It Up (p. 14) Snazzy Backpacks & Suitcases (p. 15) Pack and Unpack (p. 15) How Do We Get There? (p. 16) Map Puzzles (p. 17) Where Would You Go? (p. 17) Up, Up & Away! (p. 18)	Awesome Airplanes (p. 19) Flying in an Airplane (p. 19) How Would You Travel to.... (p. 20) Different Types of Wheels (p. 21) Transportation Loose Parts Play (p. 21) Transportation Day (p. 22) Through the Tube (p. 23) Spying Vehicles (p. 23) Constructing Cars (p. 24) Out the Bus Window (p. 24) Pick Public Transport (p. 25) We're Going on a Trip (p. 25) Where Are We Going? (p. 26) How Far Will My Plane Fly? (p. 26)	Additional experiences I planned to address this skill:


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<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>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>How Did You Travel Today? (p. 4)</p> <p>People-Powered Transport (p. 6)</p> <p>Drive Time! (p. 8)</p> <p>Please Take a Seat (p. 10)</p> <p>Which Wheel Goes Where? (p. 11)</p> <p>Choo! Choo! (p. 12)</p> <p>Pack It Up (p. 14)</p> <p>How Do We Get There? (p. 16)</p> <p>Up, Up and Away! (p. 18)</p> <p>Flying in an Airplane (p. 19)</p>	<p>How Would You Travel to... (p. 20)</p> <p>Different Types of Wheels (p. 21)</p> <p>Transportation Day (p. 22)</p> <p>Spying Vehicles (p. 23)</p> <p>We're Going on a Trip (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>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>How Did You Travel Today? (p. 4)</p> <p>Transportation Sensory Bin (p. 5)</p> <p>So Many Ways to Travel (p. 5)</p> <p>Let's Move &amp; Sing (p. 5)</p> <p>People-Powered Transport (p. 6)</p> <p>Off We Go! (p. 7)</p> <p>Walking Art (p. 7)</p> <p>Walk, Walk, Walk (p. 7)</p> <p>Drive Time! (p. 8)</p> <p>Car Painting (p. 9)</p> <p>Roads, Roads, Roads (p. 9)</p> <p>Little Car (p. 9)</p> <p>Please Take a Seat (p. 10)</p> <p>Let's Ride the Bus! (p. 11)</p> <p>Which Wheel Goes Where? (p. 11)</p> <p>The Wheels on the Bus (p. 11)</p>	<p>Choo! Choo! (p. 12)</p> <p>Workin' on the Railroad (p. 13)</p> <p>Train Track Rubbings (p. 13)</p> <p>Chugga, Choo, Choo (p.13)</p> <p>Pack It Up (p. 14)</p> <p>Snazzy Backpacks &amp; Suitcases (p. 15)</p> <p>Pack and Unpack (p. 15)</p> <p>What's in the Suitcase? (p. 15)</p> <p>How Do We Get There? (p. 16)</p> <p>Map Puzzles (p. 17)</p> <p>Where Would You Go? (p. 17)</p> <p>Traveling All Around (p. 17)</p> <p>Up, Up &amp; Away! (p. 18)</p>	<p>Awesome Airplanes (p. 19)</p> <p>Flying in an Airplane (p. 19)</p> <p>Fly, Little Airplane (p. 19)</p> <p>How Would You Travel to.... (p. 20)</p> <p>Different Types of Wheels (p. 21)</p> <p>Transportation Loose Parts Play (p. 21)</p> <p>Makin' Tracks (p. 21)</p> <p>Transportation Day (p. 22)</p> <p>Through the Tube (p. 23)</p> <p>Spying Vehicles (p. 23)</p> <p>One More Time (p. 23)</p> <p>Constructing Cars (p. 24)</p> <p>Out the Bus Window (p. 24)</p> <p>Pick Public Transport (p. 25)</p> <p>We're Going on a Trip (p. 25)</p> <p>Where Are We Going? (p. 26)</p> <p>How Far Will My Plane Fly?</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>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>How Did You Travel Today? (p. 4)</p> <p>Let's Move &amp; Sing (p. 5)</p> <p>Walk, Walk, Walk (p. 7)</p> <p>Little Car (p. 9)</p> <p>Please Take a Seat (p. 10)</p> <p>The Wheels on the Bus (p. 11)</p> <p>Choo! Choo! (p. 12)</p> <p>Chugga, Choo, Choo (p. 13)</p> <p>Fly, Little Airplane (p. 19)</p> <p>How Would You Travel to.... (p. 20)</p> <p>One More Time (p. 23)</p>		<p><b>Additional experiences I planned to address this skill:</b></p>

## Unit: "Let's Travel"

<b>LEARNING INDICATORS</b> (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>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Any of the music experiences can incorporate this skill (see CA1) Also, be sure to search your favorite music streaming service for songs about different types of transportation. Play these during free play time both inside and out.</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>Walking Art (p. 7)            Car Painting (p. 9)            Train Track Rubbings (p. 13)            Where Would You Go? (p. 17)            Out the Bus Window (p. 24)            Where Are We Going? (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><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>How Did You Travel Today? (p. 4)            People-Powered Transport (p. 6)            Let's Ride the Bus! (p. 11)            Choo! Choo! (p. 12)            Snazzy Backpacks &amp; Suitcases (p. 15)            Up, Up and Away! (p. 18)            Flying in an Airplane (p. 19)            How Would You Fly to... (p. 20)</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 Travel"


LEARNING INDICATORS (specific skills)	These experiences address Physical Development & Health 		
<p>PD1 - <i>Understands the importance of exercise and rest</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Be sure to discuss this concept with the children as they engage in gross motor experiences during free play.</p>		<p><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> <p>_____</p> <p>_____</p>	<p>Transportation Day (p. 22)</p>		<p><b>Additional experiences I planned to address this skill:</b></p> <p>Plan to reinforce this skill during routine times AND during any planned experience where children will need to wash their hands before or after (e.g., painting).</p>
<p>PD3 - <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> <p>_____</p>	<p>How Did You Travel Today? (p. 4) Off We Go! (p. 6) Awesome Airplanes (p. 19)</p>		<p><b>Additional experiences I planned to address this skill:</b></p> <p>Plus, be sure to look for safety tips under the "Be Healthy &amp; Safe" section that is included every day. Be sure to also reinforce safety when the children are climbing &amp; playing outdoors or engaged in group games.</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> <p>_____</p>	<p>How Did You Travel Today? (p. 4) People-Powered Transport (p. 6) Off We Go! (p. 7) Walk, Walk, Walk (p. 7) Please Take a Seat (p. 8) Pack It Up (p. 14) Up, Up and Away! (p. 18) How Would You Travel to.... (p. 20) Transportation Day (p. 22)</p>		<p><b>Additional experiences I planned to address this skill:</b></p>

## Unit: "Let's Travel"

LEARNING INDICATORS (specific skills)	These experiences address Physical Development & Health 🖐			
PD5 - Demonstrates fine motor control (e.g., grasping, holding, pouring, writing/ drawing, cutting, manipulating objects, etc.)  Objectives/Skills on my formal child assessment that correlates to this skill are:       	Transportation Sensory Bin (p. 5) So Many Ways to Travel (p. 5) Walking Art (p. 7) Drive Time! (p. 8) Car Painting (p. 9) Roads, Roads, Roads (p. 9) Little Car (p. 9) Let's Ride the Bus! (p. 11) Which Wheel Goes Where? (p. 11) The Wheels on the Bus (p. 11)	Choo! Choo! (p. 12) Workin' on the Railroad (p. 13) Train Track Rubbings (p. 13) Chugga, Choo, Choo (p.13) Pack It Up (p. 14) Snazzy Backpacks & Suitcases (p. 15) Pack and Unpack (p. 15) What's in the Suitcase? (p. 15) How Do We Get There? (p. 16) Map Puzzles (p. 17) Where Would You Go? (p. 17) Traveling All Around (p. 17) Up, Up & Away! (p. 18)	Awesome Airplanes (p. 19) Flying in an Airplane (p. 19) How Would You Travel to.... (p. 20) Different Types of Wheels (p. 21) Transportation Loose Parts Play (p. 21) Makin' Tracks (p. 21) Transportation Day (p. 22) Through the Tube (p. 23) Spying Vehicles (p. 23) Constructing Cars (p. 24) Out the Bus Window (p. 24) Pick Public Transport (p. 25) Where Are We Going? (p. 26) How Far Will My Plane Fly? (p. 26)	Additional experiences I planned to address this skill:
LEARNING INDICATORS (specific skills)	These experiences address Social Studies Knowledge 🖐			
SS1 - Understands how families are unique and different  Objectives/Skills on my formal child assessment that correlates to this skill are:       	How Did You Travel Today? (p. 4) Transportation Sensory Bin (p. 5) People-Powered Transport (p. 6) Off We Go! (p. 7) Walking Art (p. 7) Drive Time! (p. 8) Car Painting (p. 9) Please Take a Seat (p. 10) Let's Ride the Bus! (p. 11) Which Wheel Goes Where? (p. 11) Choo! Choo! (p. 12)	Pack It Up (p. 14) Where Would You Go? (p. 17) Up, Up and Away! (p. 18) Constructing Cars (p. 24) Out the Bus Window (p. 24) Pick Public Transport (p. 25)	Additional experiences I planned to address this skill:       Also, if you have children in your group that speak a language other than English, incorporate their home languages into all experiences.	
SS2 - Develops a basic understanding of community, including common jobs  Objectives/Skills on my formal child assessment that correlates to this skill are:       	How Did You Travel Today? (p. 4) So Many Ways to Travel (p. 5) People-Powered Transport (p. 6) Off We Go! (p. 7) Drive Time! (p. 8) Please Take a Seat (p. 10) Let's Ride the Bus! (p. 11) Which Wheel Goes Where? (p. 11) Choo! Choo! (p. 12) How Do We Get There? (p. 16) Map Puzzles (p. 17) Where Would You Go? (p. 17) How Would You Travel to... (p. 20)	Constructing Cars (p. 24) Out the Bus Window (p. 24) Where Are We Going? (p. 26)	Additional experiences I planned to address this skill:	



## Unit: "Let's Travel"

LEARNING INDICATORS	These experiences address Social Studies Knowledge 	
<p>SS3 - <i>Recognizes the importance of caring for the environment</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Snazzy Backpacks &amp; Suitcases (p. 15) Constructing Cars (p. 24) Pick Public Transport (p. 25)</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>You incorporate the idea that public transportation is great for the environment because it reduces emissions.</p>	<p><b>Additional experiences I planned to address this skill:</b></p>
<p>SS4 - <i>Develops a baseline understanding of how the past affects us and our community</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>While this skill is not specifically addressed during this unit, use the internet to pull up pictures of cars, trucks, buses, trains, etc. from the past. Compare the pictures to these vehicles now. Talk about how they have changed and why.</p>	<p><b>Additional experiences I planned to address this skill:</b></p>