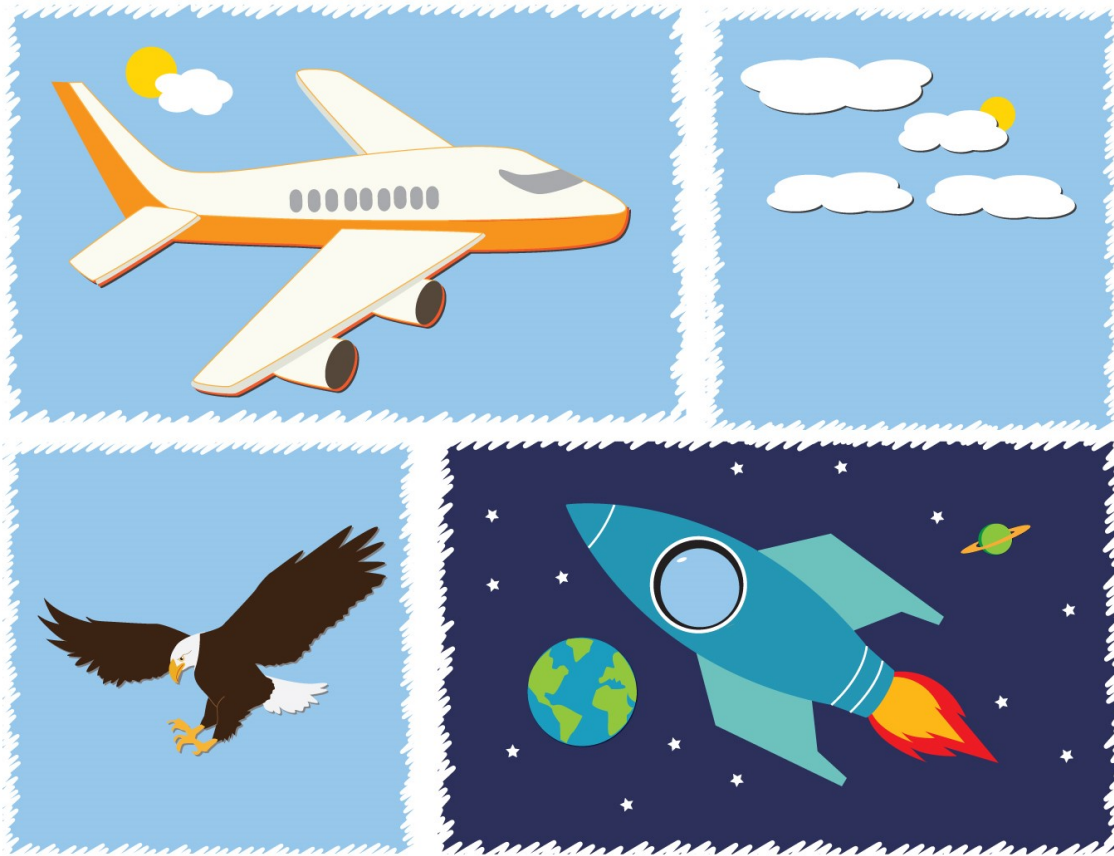


Connecting the Dots

Linking Gee Whiz Experiences with
Developmental Areas & Learning Indicators



“Look Up!”




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, “Look Up!” 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	Look Who Flew In LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, CA1, CA4, PD4, SS1, SS2	What Do You See? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, PD3, PD5	Fluffy Cloud Art LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, CA3, PD4	Flying Up in the Sky LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1
DAY 2	Time for Take Off! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK6, CA1, PD4, PD5, SS1, SS2	Off We Go! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, CA4, PD5, SS2	How Far Will It Fly? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK1, MK2, MK5, MK6, PD5	Airplanes Flying LD1, LD2, SE1, SE4, AL1, SK1
DAY 3	Spinning 'Round LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA4, PD4	Paper Helicopter Fun LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, MK6, PD5	Landing Pads & Strips LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, PD5	Turn the Pages LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
DAY 4	Up in Outer Space LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, MK1, MK2, LR1, CA1, CA4, PD4, PD5	Our Rocket LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, LR1, LR2, MK1, MK2, CA4, PD5, SS2	Rocket Engineers LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, MK1, MK2, CA3, PD5	Star Art LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA3, PD5
DAY 5	Flap Those Wings! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, MK3, MK6, LR1, CA4, PD4, PD5	Birdhouse & Next Builders LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, MK1, MK2, LR1, LR2, PD5, SS3	Feathery Fun Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD5	See the Little Birdies LD1, LD2, SE1, SE4, AL1, SK1, SK3
DAY 6	A Noisy Bird LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK1, MK2, CA4, PD4, PD5	Tap, Tap...Tap, Tap, Tap LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, MK4, CA4, PD5	"Pecking" Holes LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, MK1, MK2, MK6, LR1, LR2, CA4, PD5	Tapping Tummy Time LD1, LD2, SE1, SE4, AL1, SK1, PD4
DAY 7	Soaring Like an Eagle LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, MK1, MK2, MK5, MK6, CA1, CA4, PD4, PD5	Tongs for Talons LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK1, MK2, MK6, CA4, PD5	Flying High, Flying Low LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK3, CA4, PD4	Eaglet in the Nest LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1, PD5
DAY 8	Night Flight LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, CA4, PD4	A Bat Snack LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, MK1, MK2, MK6, PD2, PD5, SS1	Bats in Flight...What a Sight! LD1, LD2, LD3, LD4, SE1 SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK6, PD3, PD5	Catch the Bat LD1, LD2, SE1, SE4, AL1, AL2, SK1, SK3, PD5
DAY 9	Can You Make It Fly? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK3, MK6, PD4, PD5, SS1	Cups, Bowls and Balls LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, MK1, MK2, MK6, PD4, PD5	Watch It Fly! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, LR2, MK1, MK2, MK5, MK6, PD5	The Ball Bounces Up LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1, PD5
DAY 10	Up, Up and Away Day! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK2, LK3, LK4, LK5, LR1, LR2, MK1, MK2, MK3, PD4, PD5, SS2	Edible Airplanes LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, PD2, PD5, SS1	Reading to Learn LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LK1, LR1, PD5	One More Time LD1, LD2, SE1, SE4, AL1, SK1, CA1

School-Age Experiences

If I Were a Pilot... LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK1, LK2, LK3, LK4, LK5, LR1, CA3, PD5, SS2	Watch and Record LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LK2, LK3, LK4, LK5, LR1, CA3, PD5	As Wide As an Eagle's Wings LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, MK1, MK2, MK5, MK6, PD6
Watch It Go! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LK2, LK3, LK4, LK5, LR1, CA3, PD5, SS2	Pecking Holes LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, MK1, MK2, MK6, LR1, LR2, CA4, PD3, PD5	Hold It Down LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, PD3, PD5


Unit: "Look Up!"

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>Look Who Flew In (p. 4) What Do You See? (p. 5) Fluffy Cloud Art (p. 5) Flying Up in the Sky (p. 5) Time for Take Off! (p. 6) Off We Go! (p. 7) How Far Will It Fly? (p. 7) Airplanes Flying (p. 7) Spinning 'Round (p. 8) Paper Helicopter Fun (p. 9) Landing Pads & Strips (p. 9) Turn the Page (p. 9) Up in Outer Space (p. 10) Our Rocket (p. 11) Rocket Engineers (p. 11) Star Art (p. 11) Flap Those Wings! (p. 12) Birdhouse & Nest Builders (p. 13)</p>	<p>Feathery Fun Art (p. 13) See the Little Birdies (p. 13) A Noisy Bird (p. 14) Tap, Tap...Tap, Tap, Tap (p. 15) "Pecking" Holes (p. 15) Tapping Tummy Time (p. 15) Soaring Like an Eagle (p. 16) Tongs for Talons (p. 17) Flying High, Flying Low (p. 17) Eaglet in the Nest (p. 17) Night Flight (p. 18) A Bat Snack (p. 19) Bats in Flight...What a Sight! (p. 19) Catch the Bat (p. 19)</p>	<p>Can You Make It Fly? (p. 20) Cups, Bowls & Balls (p. 21) Watch It Fly! (p. 21) The Ball Bounces Up (p. 21) Up, Up & Away Day! (p. 22) Edible Airlplanes (p. 23) Reading to Learn (p. 23) One More Time (p. 23) If It Were a Pilot... (p. 24) Watch It Go! (p. 24) Watch and Record (p. 25) Pecking Holes (p. 25) As Wide As an Eagle's Wings (p. 26) Hold It Down (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 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>Look Who Flew In (p. 4) What Do You See? (p. 5) Fluffy Cloud Art (p. 5) Flying Up in the Sky (p. 5) Time for Take Off! (p. 6) Off We Go! (p. 7) How Far Will It Fly? (p. 7) Airplanes Flying (p. 7) Spinning 'Round (p. 8) Paper Helicopter Fun (p. 9) Landing Pads & Strips (p. 9) Turn the Page (p. 9) Up in Outer Space (p. 10) Our Rocket (p. 11) Rocket Engineers (p. 11) Star Art (p. 11) Flap Those Wings! (p. 12) Birdhouse & Nest Builders (p. 13)</p>	<p>Feathery Fun Art (p. 13) See the Little Birdies (p. 13) A Noisy Bird (p. 14) Tap, Tap...Tap, Tap, Tap (p. 15) "Pecking" Holes (p. 15) Tapping Tummy Time (p. 15) Soaring Like an Eagle (p. 16) Tongs for Talons (p. 17) Flying High, Flying Low (p. 17) Eaglet in the Nest (p. 17) Night Flight (p. 18) A Bat Snack (p. 19) Bats in Flight...What a Sight! (p. 19) Catch the Bat (p. 19)</p>	<p>Can You Make It Fly? (p. 20) Cups, Bowls & Balls (p. 21) Watch It Fly! (p. 21) The Ball Bounces Up (p. 21) Up, Up & Away Day! (p. 22) Edible Airlplanes (p. 23) Reading to Learn (p. 23) One More Time (p. 23) If It Were a Pilot... (p. 24) Watch It Go! (p. 24) Watch and Record (p. 25) Pecking Holes (p. 25) As Wide As an Eagle's Wings (p. 26) Hold It Down (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 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>Look Who Flew In (p. 4) What Do You See? (p. 5) Fluffy Cloud Art (p. 5) Time for Take Off! (p. 6) Off We Go! (p. 7) How Far Will It Fly? (p. 7) Spinning 'Round (p. 8) Paper Helicopter Fun (p. 9) Landing Pads & Strips (p. 9) Up in Outer Space (p. 10) Our Rocket (p. 11) Rocket Engineers (p. 11) Flap Those Wings! (p. 12) Birdhouse & Nest Builders (p. 13)</p>	<p>Feathery Fun Art (p. 13) A Noisy Bird (p. 14) Tap, Tap...Tap, Tap, Tap (p. 15) "Pecking" Holes (p. 15) Soaring Like an Eagle (p. 16) Tongs for Talons (p. 17) Flying High, Flying Low (p. 17) Night Flight (p. 18) A Bat Snack (p. 19) Bats in Flight...What a Sight! (p. 19)</p>	<p>Can You Make It Fly? (p. 20) Cups, Bowls & Balls (p. 21) Watch It Fly! (p. 21) Up, Up & Away Day! (p. 22) Edible Airplanes (p. 23) Reading to Learn (p. 23) If It Were a Pilot... (p. 24) Watch It Go! (p. 24) Watch and Record (p. 25) Pecking Holes (p. 25) As Wide As an Eagle's Wings (p. 26) Hold It Down (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>

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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> <hr style="border: 0.5px solid red;"/> <p style="text-align: center;">-</p>	<p>Look Who Flew In (p. 4) What Do You See? (p. 5) Fluffy Cloud Art (p. 5) Time for Take Off! (p. 6) Off We Go! (p. 7) How Far Will It Fly? (p. 7) Spinning 'Round (p. 8) Paper Helicopter Fun (p. 9) Landing Pads & Strips (p. 9) Up in Outer Space (p. 10) Our Rocket (p. 11) Rocket Engineers (p. 11) Flap Those Wings! (p. 12) Birdhouse & Nest Builders (p. 13)</p>	<p>Feathery Fun Art (p. 13) A Noisy Bird (p. 14) Tap, Tap...Tap, Tap, Tap (p. 15) "Pecking" Holes (p. 15) Soaring Like an Eagle (p. 16) Tongs for Talons (p. 17) Flying High, Flying Low (p. 17) Night Flight (p. 18) A Bat Snack (p. 19) Bats in Flight...What a Sight! (p. 19)</p>	<p>Can You Make It Fly? (p. 20) Cups, Bowls & Balls (p. 21) Watch It Fly! (p. 21) Up, Up & Away Day! (p. 22) Edible Airplanes (p. 23) Reading to Learn (p. 23) If It Were a Pilot... (p. 24) Watch It Go! (p. 24) Watch and Record (p. 25) Pecking Holes (p. 25) As Wide As an Eagle's Wings (p. 26) Hold It Down (p. 26)</p>	<p>Additional experiences I planned to address this skill:</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> <hr style="border: 0.5px solid red;"/> <hr style="border: 0.5px solid red;"/>	<p>Turn the Page (p. 9) Reading to Learn (p. 23) If I Were a Pilot... (p. 24)</p> <p>Reading any of the books on the Book List plus any from your own library would address this skill.</p>			<p>Additional experiences I planned to 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 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>Fluffy Cloud Art (p. 5) Landing Pads & Strips (p. 9) Our Rocket (p. 11) Rocket Engineers (p. 11) Watch It Fly! (p. 21) Up, Up and Away Day! (p. 22) If I Were a Pilot... (p. 24) Watch and Record (p. 25) As Wide As an Eagle's Wings (p. 26)</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: "Look Up!"

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>Fluffy Cloud Art (p. 5) Landing Pads & Strips (p. 9) Our Rocket (p. 11) Rocket Engineers (p. 11) Watch It Fly! (p. 21) Up, Up and Away Day! (p. 22) If I Were a Pilot... (p. 24) Watch and Record (p. 25) As Wide As an Eagle's Wings (p. 26)</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>Fluffy Cloud Art (p. 5) Landing Pads & Strips (p. 9) Our Rocket (p. 11) Rocket Engineers (p. 11) Watch It Fly! (p. 21) Up, Up and Away Day! (p. 22) If I Were a Pilot... (p. 24) Watch and Record (p. 25) As Wide As an Eagle's Wings (p. 26)</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>Fluffy Cloud Art (p. 5) Landing Pads & Strips (p. 9) Our Rocket (p. 11) Rocket Engineers (p. 11) Watch It Fly! (p. 21) Up, Up and Away Day! (p. 22) If I Were a Pilot... (p. 24) Watch and Record (p. 25) As Wide As an Eagle's Wings (p. 26)</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>

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LEARNING INDICATORS (specific skills)	These experiences address Math Knowledge 1 (continued)	
<p>MK1 - <i>Understands that numbers tell "how many"</i></p> <p style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>How Far Will It Fly? (p. 7) Up in Outer Space (p. 10) Our Rocket (p. 11) Rocket Engineers (p. 11) Birdhouse & Nest Builders (p. 13) A Noisy Bird (p. 14) "Pecking" Holes (p. 14) Soaring Like an Eagle (p. 16) Tongs for Talons (p. 17) A Bat Snack (p. 19) Cups, Bowls and Balls (p. 21) Watch It Fly! (p. 21) Up, Up and Away Day! (p. 22) Watch It Go! (p. 24) Pecking Holes (p. 25) As Wide As an Eagle's Wings (p. 26)</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 style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>How Far Will It Fly? (p. 7) Up in Outer Space (p. 10) Our Rocket (p. 11) Rocket Engineers (p. 11) Birdhouse & Nest Builders (p. 13) A Noisy Bird (p. 14) "Pecking" Holes (p. 14) Soaring Like an Eagle (p. 16) Tongs for Talons (p. 17) A Bat Snack (p. 19) Cups, Bowls and Balls (p. 21) Watch It Fly! (p. 21) Up, Up and Away Day! (p. 22) Watch It Go! (p. 24) Pecking Holes (p. 25) As Wide As an Eagle's Wings (p. 26)</p>	<p>Additional experiences I planned to address this skill:</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>Flap Those Wings! (p. 12) Flying High, Flying Low (p. 17) Can You Make It Fly? (p. 20) Up, Up and Away 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 as <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 style="color: red;">Objective/Skill on my formal child assessment that correlates to this skill is:</p> <p>_____</p> <p>_____</p>	<p>Tap, Tap...Tap, Tap, Tap (p. 14)</p> <p>While this skill is not specifically covered in the activities, it is an easy one to reinforce when playing, "Simon Says." Opposites actions are fun to do in patterns (e.g., jump up, jump up, sit down, jump up, jump up, sit down).</p>	<p>Additional experiences I planned to address this skill:</p>

Unit: "Look Up!"

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 style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr style="border: 0.5px solid red;"/>	<p>How Far Will It Fly? (p. 7) Soaring Like an Eagle (p. 16) Watch It Fly! (p. 21) Watch It Go! (p. 24) As Wide As an Eagle's Wings (p. 26)</p> <p>Be sure to expose children to measurement while cooking, telling time, driving in the car, etc. during daily routines.</p>	<p>Additional experiences I planned to address this skill:</p>		
<p>MK6 - Sort or groups objects based on common characteristics</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;"/>	<p>Time for Take Off! (p. 6) How Far Will It Fly? (p. 7) Paper Helicopter Fun (p. 9) Flap Those Wings! (p. 12) "Pecking" Holes (p. 14) Soaring Like an Eagle (p. 16) Tongs for Talons (p. 17) A Bat Snack (p. 19) Bats in Flight...What a Sight! (p. 19)</p>	<p>Can You Make It Fly? (p. 20) Cups, Bowls and Balls (p. 21) Watch It Fly! (p. 21) Watch It Go! (p. 24) Pecking Holes (p. 25) As Wide As an Eagle's Wings (p. 26)</p>	<p>Additional experiences I planned to address this skill:</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 style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr style="border: 0.5px solid red;"/>	<p>Look Who Flew In (p. 4) What Do You See? (p. 5) Fluffy Cloud Art (p. 5) Flying Up in the Sky (p. 5) Time for Take Off! (p. 6) Off We Go! (p. 7) How Far Will It Fly? (p. 7) Airplanes Flying (p. 7) Spinning 'Round (p. 8) Paper Helicopter Fun (p. 9) Landing Pads & Strips (p. 9) Turn the Page (p. 9) Up in Outer Space (p. 10) Our Rocket (p. 11) Rocket Engineers (p. 11) Star Art (p. 11) Flap Those Wings! (p. 12) Birdhouse & Nest Builders (p. 13)</p>	<p>Feathery Fun Art (p. 13) See the Little Birdies (p. 13) A Noisy Bird (p. 14) Tap, Tap...Tap, Tap, Tap (p. 15) "Pecking" Holes (p. 15) Tapping Tummy Time (p. 15) Soaring Like an Eagle (p. 16) Tongs for Talons (p. 17) Flying High, Flying Low (p. 17) Eaglet in the Nest (p. 17) Night Flight (p. 18) A Bat Snack (p. 19) Bats in Flight...What a Sight! (p. 19) Catch the Bat (p. 19)</p>	<p>Can You Make It Fly? (p. 20) Cups, Bowls & Balls (p. 21) Watch It Fly! (p. 21) The Ball Bounces Up (p. 21) Up, Up & Away Day! (p. 22) Edible Ariplanes (p. 23) Reading to Learn (p. 23) One More Time (p. 23) If It Were a Pilot... (p. 24) Watch It Go! (p. 24) Watch and Record (p. 25) Pecking Holes (p. 25) As Wide As an Eagle's Wings (p. 26) Hold It Down (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>

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LEARNING INDICATORS (specific skills)	These experiences address Science Knowledge ☯ (continued)			
<p>SK2 - <i>Makes and tests predictions using simple experimentation</i></p> <p style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr style="border: 0.5px solid red;"/> <hr style="border: 0.5px solid red;"/>	<p>What Do You See? (p. 5) Time for Take Off! (p. 6) How Far Will It Fly? (p. 7) Paper Helicopter Fun (p. 9) Feathery Fun Art (p. 13) A Noisy Bird (p. 14) "Pecking" Holes (p. 14) Tongs for Talons (p. 17) Night Flight (p. 18) Bats in Flight...What a Sight! (p. 19) Cups, Bowls and Balls (p. 21)</p>	<p>Watch It Fly! (p. 21) Watch It Go! (p. 24) Watch and Record (p. 25) Pecking Holes (p. 25) As Wide As an Eagle's Wings (p. 26) Hold It Down (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>	
<p>SK3 - <i>Gathers information about the natural world through hands-on exploration</i></p> <p style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr style="border: 0.5px solid red;"/> <hr style="border: 0.5px solid red;"/>	<p>Look Who Flew In (p. 4) What Do You See? (p. 5) Flying Up in the Sky (p. 5) Time for Take Off! (p. 6) How Far Will It Fly? (p. 7) Paper Helicopter Fun (p. 9) Star Art (p. 11) Flap Those Wings! (p. 12) Birdhouse & Nest Builders (p. 13) Feathery Fun Art (p. 13) See the Little Birdies (p. 13) A Noisy Bird (p. 14) Soaring Like an Eagle (p. 16) Tongs for Talons (p. 17) Eaglet in the Nest (p. 17) Night Flight (p. 18) A Bat Snack (p. 19) Bats in Flight...What a Sight! (p. 19)</p>	<p>Catch the Bat (p. 19) Can You Make It Fly? (p. 20) Watch It Fly! (p. 21) The Ball Bounces Up (p. 21) Up, Up, and Away Day! (p. 22) Reading to Learn (p. 23) Watch It Go! (p. 24) Watch and Record (p. 25) Pecking Holes (p. 25) As Wide As an Eagle's Wings (p. 26) Hold It Down (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>	
LEARNING INDICATORS (specific skills)	These experiences address Logic & Reasoning ?			
<p>LR1 - <i>Demonstrates the ability to identify a problem and then seeks ways to solve it</i></p> <p style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr style="border: 0.5px solid red;"/> <hr style="border: 0.5px solid red;"/>	<p>Look Who Flew In (p. 4) What Do You See? (p. 5) Fluffy Cloud Art (p. 5) Time for Take Off! (p. 6) Off We Go! (p. 7) How Far Will It Fly? (p. 7) Spinning 'Round (p. 8) Paper Helicopter Fun (p. 9) Landing Pads & Strips (p. 9) Up in Outer Space (p. 10) Our Rocket (p. 11) Rocket Engineers (p. 11) Flap Those Wings! (p. 12) Birdhouse & Nest Builders (p. 13)</p>	<p>Feathery Fun Art (p. 13) A Noisy Bird (p. 14) Tap, Tap...Tap, Tap, Tap (p. 15) "Pecking" Holes (p. 15) Soaring Like an Eagle (p. 16) Tongs for Talons (p. 17) Flying High, Flying Low (p. 17) Night Flight (p. 18) A Bat Snack (p. 19) Bats in Flight...What a Sight! (p. 19)</p>	<p>Can You Make It Fly? (p. 20) Cups, Bowls & Balls (p. 21) Watch It Fly! (p. 21) Up, Up & Away Day! (p. 22) Edible Airplanes (p. 23) Reading to Learn (p. 23) If It Were a Pilot... (p. 24) Watch It Go! (p. 24) Watch and Record (p. 25) Pecking Holes (p. 25) As Wide As an Eagle's Wings (p. 26) Hold It Down (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>

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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>Fluffy Cloud Art (p. 5) Landing Pads & Strips (p. 9) Our Rocket (p. 11) Rocket Engineers (p. 11) Birdhouse & Nest Builders (p. 13) Feathery Fun Art (p. 13) "Pecking" Holes (p. 14) Tongs for Talons (p. 17) Cups, Bowls and Balls (p. 21) Watch It Fly! (p. 21) Up, Up and Away Day (p. 22) Edible Airplanes (p. 23) Watch It Go! (p. 24) Pecking Holes (p. 25) Hold It Down (p. 26)</p>	<p>Additional experiences I planned to address this skill:</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>Look Who Flew In (p. 4) What Do You See? (p. 5) Fluffy Cloud Art (p. 5) Flying Up in the Sky (p. 5) Time for Take Off! (p. 6) Off We Go! (p. 7) How Far Will It Fly? (p. 7) Airplanes Flying (p. 7) Spinning 'Round (p. 8) Paper Helicopter Fun (p. 9) Landing Pads & Strips (p. 9) Turn the Page (p. 9) Up in Outer Space (p. 10) Our Rocket (p. 11) Rocket Engineers (p. 11) Star Art (p. 11) Flap Those Wings! (p. 12) Birdhouse & Nest Builders (p. 13)</p>	<p>Feathery Fun Art (p. 13) See the Little Birdies (p. 13) A Noisy Bird (p. 14) Tap, Tap...Tap, Tap, Tap (p. 15) "Pecking" Holes (p. 15) Tapping Tummy Time (p. 15) Soaring Like an Eagle (p. 16) Tongs for Talons (p. 17) Flying High, Flying Low (p. 17) Eaglet in the Nest (p. 17) Night Flight (p. 18) A Bat Snack (p. 19) Bats in Flight...What a Sight! (p. 19) Catch the Bat (p. 19)</p>	<p>Can You Make It Fly? (p. 20) Cups, Bowls & Balls (p. 21) Watch It Fly! (p. 21) The Ball Bounces Up (p. 21) Up, Up & Away Day! (p. 22) Edible Airplanes (p. 23) Reading to Learn (p. 23) One More Time (p. 23) If It Were a Pilot... (p. 24) Watch It Go! (p. 24) Watch and Record (p. 25) Pecking Holes (p. 25) As Wide As an Eagle's Wings (p. 26) Hold It Down (p. 26)</p>	<p>Additional experiences I planned to address this skill:</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>Look Who Flew In (p. 4) What Do You See? (p. 5) Fluffy Cloud Art (p. 5) Time for Take Off! (p. 6) Off We Go! (p. 7) How Far Will It Fly? (p. 7) Spinning 'Round (p. 8) Paper Helicopter Fun (p. 9) Landing Pads & Strips (p. 9) Up in Outer Space (p. 10) Our Rocket (p. 11) Rocket Engineers (p. 11) Flap Those Wings! (p. 12) Birdhouse & Nest Builders (p. 13)</p>	<p>Feathery Fun Art (p. 13) A Noisy Bird (p. 14) Tap, Tap...Tap, Tap, Tap (p. 15) "Pecking" Holes (p. 15) Soaring Like an Eagle (p. 16) Tongs for Talons (p. 17) Flying High, Flying Low (p. 17) Night Flight (p. 18) A Bat Snack (p. 19) Bats in Flight...What a Sight! (p. 19)</p>	<p>Can You Make It Fly? (p. 20) Cups, Bowls & Balls (p. 21) Watch It Fly! (p. 21) Up, Up & Away Day! (p. 22) Edible Airplanes (p. 23) Reading to Learn (p. 23) If It Were a Pilot... (p. 24) Watch It Go! (p. 24) Watch and Record (p. 25) Pecking Holes (p. 25) As Wide As an Eagle's Wings (p. 26) Hold It Down (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>

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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>Look Who Flew In (p. 4) What Do You See? (p. 5) Time for Take Off! (p. 6) Off We Go! (p. 7) How Far Will It Fly? (p. 7) Spinning 'Round (p. 8) Up in Outer Space (p. 10) Our Rocket (p. 11) Flap Those Wings! (p. 12) A Noisy Bird (p. 14) Tap, Tap...Tap, Tap, Tap (p. 14) Soaring Like an Eagle (p. 16) Flying High, Flying Low (p. 17) Night Flight (p. 18) A Bat Snack (p. 19)</p>	<p>Bats in Flight...What a Sight! (p. 19) Can You Make It Fly? (p. 20) Watch It Fly! (p. 21) Up, Up and Away Day! (p. 22) Edible Airplanes (p. 23) Watch It Go! (p. 24) As Wide As an Eagle's Wings (p. 26) Hold It Down (p. 26)</p>	<p>Additional experiences I planned to address this skill:</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>Look Who Flew In (p. 4) What Do You See? (p. 5) Fluffy Cloud Art (p. 5) Flying Up in the Sky (p. 5) Time for Take Off! (p. 6) Off We Go! (p. 7) How Far Will It Fly? (p. 7) Airplanes Flying (p. 7) Spinning 'Round (p. 8) Paper Helicopter Fun (p. 9) Landing Pads & Strips (p. 9) Turn the Page (p. 9) Up in Outer Space (p. 10) Our Rocket (p. 11) Rocket Engineers (p. 11) Star Art (p. 11) Flap Those Wings! (p. 12) Birdhouse & Nest Builders (p. 13)</p>	<p>Feathery Fun Art (p. 13) See the Little Birdies (p. 13) A Noisy Bird (p. 14) Tap, Tap...Tap, Tap, Tap (p. 15) "Pecking" Holes (p. 15) Tapping Tummy Time (p. 15) Soaring Like an Eagle (p. 16) Tongs for Talons (p. 17) Flying High, Flying Low (p. 17) Eaglet in the Nest (p. 17) Night Flight (p. 18) A Bat Snack (p. 19) Bats in Flight...What a Sight! (p. 19) Catch the Bat (p. 19)</p>	<p>Can You Make It Fly? (p. 20) Cups, Bowls & Balls (p. 21) Watch It Fly! (p. 21) The Ball Bounces Up (p. 21) Up, Up & Away Day! (p. 22) Edible Airplanes (p. 23) Reading to Learn (p. 23) One More Time (p. 23) If It Were a Pilot... (p. 24) Watch It Go! (p. 24) Watch and Record (p. 25) Pecking Holes (p. 25) As Wide As an Eagle's Wings (p. 26) Hold It Down (p. 26)</p>	<p>Additional experiences I planned to address this skill:</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>Look Who Flew In (p. 4) What Do You See? (p. 5) Fluffy Cloud Art (p. 5) Time for Take Off! (p. 6) Off We Go! (p. 7) How Far Will It Fly? (p. 7) Spinning 'Round (p. 8) Paper Helicopter Fun (p. 9) Landing Pads & Strips (p. 9) Up in Outer Space (p. 10) Our Rocket (p. 11) Rocket Engineers (p. 11) Flap Those Wings! (p. 12) Birdhouse & Nest Builders (p. 13)</p>	<p>Feathery Fun Art (p. 13) A Noisy Bird (p. 14) Tap, Tap...Tap, Tap, Tap (p. 15) "Pecking" Holes (p. 15) Soaring Like an Eagle (p. 16) Tongs for Talons (p. 17) Flying High, Flying Low (p. 17) Night Flight (p. 18) A Bat Snack (p. 19) Bats in Flight...What a Sight! (p. 19)</p>	<p>Can You Make It Fly? (p. 20) Cups, Bowls & Balls (p. 21) Watch It Fly! (p. 21) Up, Up & Away Day! (p. 22) Edible Airplanes (p. 23) Reading to Learn (p. 23) If It Were a Pilot... (p. 24) Watch It Go! (p. 24) Watch and Record (p. 25) Pecking Holes (p. 25) As Wide As an Eagle's Wings (p. 26) Hold It Down (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>

Unit: "Look Up!"

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>Look Who Flew In (p. 4) What Do You See? (p. 5) Time for Take Off! (p. 6) Off We Go! (p. 7) How Far Will It Fly? (p. 7) Spinning 'Round (p. 8) Up in Outer Space (p. 10) Our Rocket (p. 11) Flap Those Wings! (p. 12) A Noisy Bird (p. 14) Tap, Tap...Tap, Tap, Tap (p. 14) Soaring Like an Eagle (p. 16) Flying High, Flying Low (p. 17) Night Flight (p. 18) A Bat Snack (p. 19)</p>	<p>Bats in Flight...What a Sight! (p. 19) Can You Make It Fly? (p. 20) Watch It Fly! (p. 21) Up, Up and Away Day! (p. 22) Edible Airplanes (p. 23) Watch It Go! (p. 24) As Wide As an Eagle's Wings (p. 26) Hold It Down (p. 26)</p>	<p>Additional experiences I planned to address this skill:</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>Look Who Flew In (p. 4) What Do You See? (p. 5) Fluffy Cloud Art (p. 5) Flying Up in the Sky (p. 5) Time for Take Off! (p. 6) Off We Go! (p. 7) How Far Will It Fly? (p. 7) Airplanes Flying (p. 7) Spinning 'Round (p. 8) Paper Helicopter Fun (p. 9) Landing Pads & Strips (p. 9) Turn the Page (p. 9) Up in Outer Space (p. 10) Our Rocket (p. 11) Rocket Engineers (p. 11) Star Art (p. 11) Flap Those Wings! (p. 12) Birdhouse & Nest Builders (p. 13)</p>	<p>Feathery Fun Art (p. 13) See the Little Birdies (p. 13) A Noisy Bird (p. 14) Tap, Tap...Tap, Tap, Tap (p. 15) "Pecking" Holes (p. 15) Tapping Tummy Time (p. 15) Soaring Like an Eagle (p. 16) Tongs for Talons (p. 17) Flying High, Flying Low (p. 17) Eaglet in the Nest (p. 17) Night Flight (p. 18) A Bat Snack (p. 19) Bats in Flight...What a Sight! (p. 19) Catch the Bat (p. 19)</p>	<p>Can You Make It Fly? (p. 20) Cups, Bowls & Balls (p. 21) Watch It Fly! (p. 21) The Ball Bounces Up (p. 21) Up, Up & Away Day! (p. 22) Edible Airplanes (p. 23) Reading to Learn (p. 23) One More Time (p. 23) If It Were a Pilot... (p. 24) Watch It Go! (p. 24) Watch and Record (p. 25) Pecking Holes (p. 25) As Wide As an Eagle's Wings (p. 26) Hold It Down (p. 26)</p> <p>Additional experiences I planned to address this skill:</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>Look Who Flew In (p. 4) Flying Up in the Sky (p. 5) Time for Take Off! (p. 6) Up in Outer Space (p. 10) Eaglet in the Nest (p. 17) The Ball Bounces Up (p. 21) One More Time (p. 23)</p>	<p>Additional experiences I planned to address this skill:</p>	



Unit: "Look Up!"

LEARNING INDICATORS (specific skills)	These experiences address Creative Arts and Music & 	
<p>CA2 - <i>Uses movement and dance to express ideas and emotions</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>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> <p>_____</p> <p>_____</p>	<p>Fluffy Cloud Art (p. 5) Rocket Engineers (p. 11) Star Art (p. 11) Feathery Fun Art (p. 13) If I Were a Pilot... (p. 24) Watch and Record (p. 25)</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> <p>_____</p> <p>_____</p>	<p>Look Who Flew In (p. 4) Off We Go! (p. 7) Spinning 'Round (p. 8) Up in Outer Space (p. 10) Our Rocket (p. 11) Flap Those Wings! (p. 12) A Noisy Bird (p. 14) Tap, Tap...Tap, Tap, Tap (p. 14) "Pecking" Holes (p. 14) Soaring Like an Eagle (p. 16) Tongs for Talons (p. 17) Flying High, Flying Low (p. 17) Night Flight (p. 18) Pecking Holes (p. 25)</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: "Look Up!"

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>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> <p>_____</p>	<p>A Bat Snack (p. 19) Edible Airplanes (p. 23)</p> <p>Plan to reinforce this skill during routine times AND during any planned experience where children will need to wash their hands before or after (e.g., painting).</p>	<p>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> <p>_____</p>	<p>What Do You See? (p. 5) Bats in Flight...What a Sight! (p. 19) Watch It Go! (p. 24) Pecking Holes (p. 25) Hold it Down (p. 26)</p> <p>Please see the 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> <p>_____</p>	<p>Look Who Flew In (p. 4) Time for Take Off! (p. 6) Spinning 'Round (p. 8) Up in Outer Space (p. 10) Flap Those Wings! (p. 12) A Noisy Bird (p. 14) Tapping Tummy Time (p. 14) Soaring Like an Eagle (p. 16) Flying High, Flying Low (p. 17) Night Flight (p. 18) Can You Make It Fly? (p. 20)</p>	<p>Cups, Bowls and Balls (p. 21) Up, Up and Away Day! (p. 22)</p>	<p>Additional experiences I planned to address this skill:</p>

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LEARNING INDICATORS	These experiences address Physical Development & Health 			
<p>PD5 - <i>Demonstrates fine motor control (e.g., grasping, holding, pouring, writing/drawing, cutting, manipulating objects, etc.)</i></p> <p 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>What Do You See? (p. 5) Fluffy Cloud Art (p. 5) Time for Take Off! (p. 6) Off We Go! (p. 7) How Far Will It Fly? (p. 7) Paper Helicopter Fun (p. 9) Landing Pads & Strips (p. 9) Turn the Page (p. 9) Up in Outer Space (p. 10) Our Rocket (p. 11) Rocket Engineers (p. 11) Star Art (p. 11) Flap Those Wings! (p. 12) Birdhouse & Nest Builders (p. 13) Feathery Fun Art (p. 13) A Noisy Bird (p. 14) Tap, Tap...Tap, Tap, Tap (p. 15) "Pecking" Holes (p. 15)</p>	<p>Soaring Like an Eagle (p. 16) Tongs for Talons (p. 17) Eaglet in the Nest (p. 17) A Bat Snack (p. 19) Bats in Flight...What a Sight! (p. 19) Catch the Bat (p. 19) Can You Make It Fly? (p. 20) Cups, Bowls and Balls (p. 21) Watch It Fly! (p. 21) The Ball Bounces Up (p. 21) Up, Up and Away Day! (p. 22) Edible Airplanes (p. 23) Reading to Learn (p. 23)</p>	<p>If I Were a Pilot... (p. 24) Watch It Go! (p. 24) Watch and Record (p. 25) Pecking Holes (p. 25) As Wide As an Eagle's Wings (p. 26) Hold It Down (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 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>Look Who Flew In (p. 4) Time for Take Off! (p. 6) A Bat Snack (p. 19) Can You Make It Fly? (p. 20) Edible Airplanes (p. 23)</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 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>Look Who Flew In (p. 4) Time for Take Off! (p. 6) Off We Go! (p. 7) Our Rocket (p. 11) Up, Up and Away Day! (p. 22) If I Were a Pilot... (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: "Look Up!"

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> <p>_____</p> <p>_____</p>	<p>Birdhouse & Nest Builders (p. 13)</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 style="text-align: center;">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 style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>This unit opens the door for you to use the internet to help the children learn more about the history of flight. What did the first airplane look like? What about the first helicopter? Explore together to find out!</p>	<p style="text-align: center;">Additional experiences I planned to address this skill:</p>