

Connecting the Dots

Linking Gee Whiz Experiences with
Developmental Areas & Learning Indicators



"Pond Friends"



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, “Pond Friends.” 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	Pretty Pond LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, PD5, SS2	Pond Building 101 LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, MK6, PD5	Learning about Ponds LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LK1, LR1, PD5	A Pretty Pond LD1, LD2, SE1, SE4, AL1, SK1, CA3, PD5
DAY 2	Pond Plants LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, CA1, PD5, SS3	Clean the Water LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK6, PD5, SS3	Tall, Tall Cattails LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, LR2, MK5, PD5	Shake It! LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 3	Rocks and Stones LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, MK1, MK2, MK6, PD5	Rocks and Ripples LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK3, MK6, PD5	Ripple Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK3, MK6, CA3, PD5	The Stone is... LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 4	Sliding Across the Water LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, CA4, PD4	On the Water. In the Water. LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK6, PD5	Oil and Water Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, CA3, PD5	Floating on the Water LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 5	Tiny Tadpoles LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, CA1, CA4, PD4, SS2	Fingerprint Tadpole Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, CA3, PD5	What Happens Next? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK2, PD5	Touch the Tadpoles LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 6	Hippity Hop LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, CA4, PD4	Hop! Hop! Hop! Then...Stop! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, CA1, CA2, CA4, PD4	Count the Croaks LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, MK1, MK2, PD5	See the Froggie LD1, LD2, SE1, SE4, AL1, AL2, SK1, SK3, PD4
DAY 7	Fish in the Pond LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, MK1, MK2, MK6, PD4, PD5	A "Fishy" Snack LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, MK1, MK2, PD2, PD5	Fish Underwater LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, CA3, PD5	My Beautiful Fish LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA3, PD5
DAY 8	Who Lives in That Shell? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, CA1, CA4, PD4, PD5	Turtle Fun LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA4, PD4	"The Tortoise and the Hare" LD1, LD2, LD3, LD4, SE1 SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, PD4	It's a Turtle! LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 9	What is Flying by the Pond? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, CA4, PD4	Dump It Out! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, PD3, PD5, SS1, SS2	My Own Dragonfly Wings LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, LR2, MK1, MK2, CA3, CA4, PD5	Learning about the Pond LD1, LD2, SE1, SE4, AL1, SK1, SK3, LK1, PD5
DAY 10	Pond Fun Day! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, LK1, LK2, LK3, LK4, LK5, LR1, LR2, CA4, PD4, PD5, SS2	I Am Pretending to Be... LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, CA4, PD4	Can You Answer My Riddles? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, PD5	All Together Now LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1

School-Age Experiences

I Went to the Pond and I Saw... LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, PD5	Exploring Surface Tension LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, MK6, PD5	My Pond Diorama LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, LR2, CA3, PD5
A Healthy Pond LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, CA3, PD5, SS3	Freshwater vs. Saltwater LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK6, PD5	Colorful Dragonflies LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, LR2, CA3, PD5


Unit: "Pond Friends"

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>Pretty Pond (p. 4) Pond Building 101 (p. 5) Learning about Ponds (p. 5) A Pretty Pond (p. 5) Pond Plants (p. 6) Clean the Water (p. 7) Tall, Tall Cattails (p. 7) Shake It! (p. 7) Rocks and Stones (p. 8) Rocks and Ripples (p. 9) Ripple Art (p. 9) The Stone is... (p. 9) Sliding Across the Water (p. 10) On the Water. In the Water. (p. 11) Oil and Water Art (p. 11) Floating on the Water (p. 11) Tiny Tadpoles (p. 12)</p>	<p>Fingerprint Tadpole Art (p. 13) What Happens Next? (p. 13) Touch the Tadpoles (p. 13) Hippity Hop (p. 14) Hop! Hop! Hop! Then... Stop! (p. 15) Count the Croaks (p. 15) See the Froggie (p. 15) Fish in the Pond (p. 16) A "Fishy" Snack (p. 17) Fish Underwater (p. 17) My Beautiful Fish (p. 17) Who Lives in that Shell? (p. 18) Turtle Fun (p. 19) "The Tortoise and the Hare" (p. 19) It's a Turtle! (p. 19)</p>	<p>What is Flying by the Pond? (p. 20) Dump It Out! (p. 21) My Own Dragonfly Wings (p. 21) Learning about the Pond (p. 21) Pond Fun Day! (p. 22) I Am Pretending to Be... (p. 23) Can You Answer My Riddles? (p. 23) All Together Now (p. 23) I Went to the Pond and I Saw... (p. 24) A Healthy Pond (p. 24) Exploring Surface Tension (p. 25) Freshwater vs. Saltwater (p. 25) My Pond Diorama (p. 26) Colorful Dragonflies (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>
<p>LD2 - <i>Understands and then uses an ever-increasing vocabulary</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Pretty Pond (p. 4) Pond Building 101 (p. 5) Learning about Ponds (p. 5) A Pretty Pond (p. 5) Pond Plants (p. 6) Clean the Water (p. 7) Tall, Tall Cattails (p. 7) Shake It! (p. 7) Rocks and Stones (p. 8) Rocks and Ripples (p. 9) Ripple Art (p. 9) The Stone is... (p. 9) Sliding Across the Water (p. 10) On the Water. In the Water. (p. 11) Oil and Water Art (p. 11) Floating on the Water (p. 11) Tiny Tadpoles (p. 12)</p>	<p>Fingerprint Tadpole Art (p. 13) What Happens Next? (p. 13) Touch the Tadpoles (p. 13) Hippity Hop (p. 14) Hop! Hop! Hop! Then... Stop! (p. 15) Count the Croaks (p. 15) See the Froggie (p. 15) Fish in the Pond (p. 16) A "Fishy" Snack (p. 17) Fish Underwater (p. 17) My Beautiful Fish (p. 17) Who Lives in that Shell? (p. 18) Turtle Fun (p. 19) "The Tortoise and the Hare" (p. 19) It's a Turtle! (p. 19)</p>	<p>What is Flying by the Pond? (p. 20) Dump It Out! (p. 21) My Own Dragonfly Wings (p. 21) Learning about the Pond (p. 21) Pond Fun Day! (p. 22) I Am Pretending to Be... (p. 23) Can You Answer My Riddles? (p. 23) All Together Now (p. 23) I Went to the Pond and I Saw... (p. 24) A Healthy Pond (p. 24) Exploring Surface Tension (p. 25) Freshwater vs. Saltwater (p. 25) My Pond Diorama (p. 26) Colorful Dragonflies (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>
<p>LD3 - <i>Uses language to express ideas, wants, and needs</i></p> <p>Objective/Skill on my formal child assessment that correlates to this skill is:</p> <hr/>	<p>Pretty Pond (p. 4) Pond Building 101 (p. 5) Learning about Ponds (p. 5) Pond Plants (p. 6) Clean the Water (p. 7) Tall, Tall Cattails (p. 7) Rocks and Stones (p. 8) Rocks and Ripples (p. 9) Ripple Art (p. 9) Sliding Across the Water (p. 10) On the Water. In the Water. (p. 11) Oil and Water Art (p. 11) Tiny Tadpoles (p. 12)</p>	<p>Fingerprint Tadpole Art (p. 13) What Happens Next? (p. 13) Hippity Hop (p. 14) Hop! Hop! Hop! Then... Stop! (p. 15) Count the Croaks (p. 15) Fish in the Pond (p. 16) A "Fishy" Snack (p. 17) Fish Underwater (p. 17) Who Lives in that Shell? (p. 18) Turtle Fun (p. 19) "The Tortoise and the Hare" (p. 19)</p>	<p>What is Flying by the Pond? (p. 20) Dump It Out! (p. 21) My Own Dragonfly Wings (p. 21) Pond Fun Day! (p. 22) I Am Pretending to Be... (p. 23) Can You Answer My Riddles? (p. 23) I Went to the Pond and I Saw... (p. 24) A Healthy Pond (p. 24) Exploring Surface Tension (p. 25) Freshwater vs. Saltwater (p. 25) My Pond Diorama (p. 26) Colorful Dragonflies (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>Objective/Skill on my formal child assessment that correlates to this skill is:</p> <p>_____</p> <p>_____</p>	<p>Pretty Pond (p. 4)</p> <p>Pond Building 101 (p. 5)</p> <p>Learning about Ponds (p. 5)</p> <p>Pond Plants (p. 6)</p> <p>Clean the Water (p. 7)</p> <p>Tall, Tall Cattails (p. 7)</p> <p>Rocks and Stones (p. 8)</p> <p>Rocks and Ripples (p. 9)</p> <p>Ripple Art (p. 9)</p> <p>Sliding Across the Water (p. 10)</p> <p>On the Water. In the Water. (p. 11)</p> <p>Oil and Water Art (p. 11)</p> <p>Tiny Tadpoles (p. 12)</p>	<p>Fingerprint Tadpole Art (p. 13)</p> <p>What Happens Next? (p. 13)</p> <p>Hippity Hop (p. 14)</p> <p>Hop! Hop! Hop! Then... Stop! (p. 15)</p> <p>Count the Croaks (p. 15)</p> <p>Fish in the Pond (p. 16)</p> <p>A "Fishy" Snack (p. 17)</p> <p>Fish Underwater (p. 17)</p> <p>Who Lives in that Shell? (p. 18)</p> <p>Turtle Fun (p. 19)</p> <p>"The Tortoise and the Hare" (p. 19)</p>	<p>What is Flying by the Pond? (p. 20)</p> <p>Dump It Out! (p. 21)</p> <p>My Own Dragonfly Wings (p. 21)</p> <p>Pond Fun Day! (p. 22)</p> <p>I Am Pretending to Be... (p. 23)</p> <p>Can You Answer My Riddles? (p. 23)</p> <p>I Went to the Pond and I Saw... (p. 24)</p> <p>A Healthy Pond (p. 24)</p> <p>Exploring Surface Tension (p. 25)</p> <p>Freshwater vs. Saltwater (p. 25)</p> <p>My Pond Diorama (p. 26)</p> <p>Colorful Dragonflies (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>
LEARNING INDICATORS	These experiences address Literacy Knowledge 📖			
<p>LK1 - <i>Shows an interest in books and understands stories are a way of sharing information</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Pretty Pond (p. 4)</p> <p>Learning about Ponds (p. 5)</p> <p>Pond Plants (p. 6)</p> <p>Rocks and Stones (p. 8)</p> <p>Sliding Across the Water (p. 10)</p> <p>Tiny Tadpoles (p. 12)</p> <p>Hippity Hop (p. 14)</p> <p>Fish in the Pond (p. 16)</p> <p>Who Lives in that Shell? (p. 18)</p> <p>"The Tortoise and the Hare" (p. 19)</p> <p>What is Flying by the Pond? (p. 20)</p> <p>Pond Fun Day! (p. 22)</p> <p>Can You Answer My Riddles? (p. 23)</p> <p>I Went to the Pond and I Saw... (p. 24)</p>			<p>Additional experiences I planned to address this skill:</p> <p>Reading any of the books on the Book List plus any from your own library would address this skill.</p>
<p>LK2 - <i>Understands that language is made up of words, which can be broken down into syllables</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Pond Fun Day! (p. 22)</p> <p>A Healthy Pond (p. 24)</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 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>Pond Fun Day! (p. 22) A Healthy Pond (p. 24)</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>Pond Fun Day! (p. 22) A Healthy Pond (p. 24)</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>Pond Fun Day! (p. 22) A Healthy Pond (p. 24)</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>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Rocks and Stones (p. 8) Count the Croaks (p. 15) Fish in the Pond (p. 16) A "Fishy" Snack (p. 17) My Own Dragonfly Wings (p. 21)</p>	<p>Additional experiences I planned to address this skill:</p>
<p>MK2 - <i>Recognizes that numbers go in a specific order</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Rocks and Stones (p. 8) What Happens Next? (p. 13) Count the Croaks (p. 15) Fish in the Pond (p. 16) A "Fishy" Snack (p. 17) My Own Dragonfly Wings (p. 21)</p>	<p>Additional experiences I planned to address this skill:</p>
<p>MK3 - <i>Recognizes shapes and positional concepts</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Rocks and Ripples (p. 9) Ripple Art (p. 9)</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>Objective/Skill on my formal child assessment that correlates to this skill is:</p> <p>_____</p> <p>_____</p>	<p>Make It! #2 is a Pond Life Patterning material. Make a set (or two) of the strips and cards and use these with the children to practice copying, extending and creating patterns.</p> <p>You can also reinforce this skill when playing games with the children. There are often times to incorporate patterning.</p>	<p>Additional experiences I planned to address this skill:</p>

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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: _____ _____	Tall, Tall Cattails (p. 7) Be sure to expose children to measurement while cooking, telling time, driving in the car, etc. during daily routines.	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: _____ _____	Pond Building 101 (p. 5) Clean the Water (p. 7) Rocks and Stones (p. 8) Rocks and Ripples (p. 9) Ripple Art (p. 9) On the Water. In the Water. (p. 10) Fish in the Pond (p. 16) Exploring Surface Tension (p. 25) Freshwater vs. Saltwater (p. 25)		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: _____ _____	Pretty Pond (p. 4) Pond Building 101 (p. 5) Learning about Ponds (p. 5) A Pretty Pond (p. 5) Pond Plants (p. 6) Clean the Water (p. 7) Tall, Tall Cattails (p. 7) Shake It! (p. 7) Rocks and Stones (p. 8) Rocks and Ripples (p. 9) Ripple Art (p. 9) The Stone is... (p. 9) Sliding Across the Water (p. 10) On the Water. In the Water. (p. 11) Oil and Water Art (p. 11) Floating on the Water (p. 11) Tiny Tadpoles (p. 12)	Fingerprint Tadpole Art (p. 13) What Happens Next? (p. 13) Touch the Tadpoles (p. 13) Hippity Hop (p. 14) Hop! Hop! Hop! Then... Stop! (p. 15) Count the Croaks (p. 15) See the Froggie (p. 15) Fish in the Pond (p. 16) A "Fishy" Snack (p. 17) Fish Underwater (p. 17) My Beautiful Fish (p. 17) Who Lives in that Shell? (p. 18) Turtle Fun (p. 19) "The Tortoise and the Hare" (p. 19) It's a Turtle! (p. 19)	What is Flying by the Pond? (p. 20) Dump It Out! (p. 21) My Own Dragonfly Wings (p. 21) Learning about the Pond (p. 21) Pond Fun Day! (p. 22) I Am Pretending to Be... (p. 23) Can You Answer My Riddles? (p. 23) All Together Now (p. 23) I Went to the Pond and I Saw... (p. 24) A Healthy Pond (p. 24) Exploring Surface Tension (p. 25) Freshwater vs. Saltwater (p. 25) My Pond Diorama (p. 26) Colorful Dragonflies (p. 26)	Additional experiences I planned to address this skill:

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LEARNING INDICATORS (specific skills)	These experiences address Science Knowledge 𐀀 (continued)			
SK2 - <i>Makes and tests predictions using simple experimentation</i> Objectives/Skills on my formal child assessment that correlates to this skill are: <				

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LEARNING INDICATORS (specific skills)	These experiences address Logic & Reasoning ? (continued)			
LR2 - <i>Understands that symbols or objects can be used to represent different things</i> Objectives/Skills on my formal child assessment that correlates to this skill are: 	Pond Building 101 (p. 5) Clean the Water (p. 7) Tall, Tall Cattails (p. 7) Ripple Art (p. 9) On the Water. In the Water. (p. 11) Turtle Fun (p. 19) My Own Dragonfly Wings (p. 21) Pond Fun Day! (p. 22) Exploring Surface Tension (p. 25) My Pond Diorama (p. 26) Colorful Dragonflies (p. 26)	Additional experiences I planned to address this skill:		
LEARNING INDICATORS (specific skills)	These experiences address Approaches to Learning 😊			
AL1 - <i>Shows interest in many topics and a desire to try new things</i> Objectives/Skills on my formal child assessment that correlates to this skill are: 	Pretty Pond (p. 4) Pond Building 101 (p. 5) Learning about Ponds (p. 5) A Pretty Pond (p. 5) Pond Plants (p. 6) Clean the Water (p. 7) Tall, Tall Cattails (p. 7) Shake It! (p. 7) Rocks and Stones (p. 8) Rocks and Ripples (p. 9) Ripple Art (p. 9) The Stone is... (p. 9) Sliding Across the Water (p. 10) On the Water. In the Water. (p. 11) Oil and Water Art (p. 11) Floating on the Water (p. 11) Tiny Tadpoles (p. 12)	Fingerprint Tadpole Art (p. 13) What Happens Next? (p. 13) Touch the Tadpoles (p. 13) Hippity Hop (p. 14) Hop! Hop! Hop! Then... Stop! (p. 15) Count the Croaks (p. 15) See the Froggie (p. 15) Fish in the Pond (p. 16) A "Fishy" Snack (p. 17) Fish Underwater (p. 17) My Beautiful Fish (p. 17) Who Lives in that Shell? (p. 18) Turtle Fun (p. 19) "The Tortoise and the Hare" (p. 19) It's a Turtle! (p. 19)	What is Flying by the Pond? (p. 20) Dump It Out! (p. 21) My Own Dragonfly Wings (p. 21) Learning about the Pond (p. 21) Pond Fun Day! (p. 22) I Am Pretending to Be... (p. 23) Can You Answer My Riddles? (p. 23) All Together Now (p. 23) I Went to the Pond and I Saw... (p. 24) A Healthy Pond (p. 24) Exploring Surface Tension (p. 25) Freshwater vs. Saltwater (p. 25) My Pond Diorama (p. 26) Colorful Dragonflies (p. 26)	Additional experiences I planned to address this skill:
AL2 - <i>Displays persistence when completing tasks and is able to avoid distractions</i> Objective/Skill on my formal child assessment that correlates to this skill is: 	Pretty Pond (p. 4) Pond Building 101 (p. 5) Learning about Ponds (p. 5) Pond Plants (p. 6) Clean the Water (p. 7) Tall, Tall Cattails (p. 7) Rocks and Stones (p. 8) Rocks and Ripples (p. 9) Ripple Art (p. 9) Sliding Across the Water (p. 10) On the Water. In the Water. (p. 11) Oil and Water Art (p. 11) Tiny Tadpoles (p. 12)	Fingerprint Tadpole Art (p. 13) What Happens Next? (p. 13) Hippity Hop (p. 14) Hop! Hop! Hop! Then... Stop! (p. 15) Count the Croaks (p. 15) Fish in the Pond (p. 16) A "Fishy" Snack (p. 17) Fish Underwater (p. 17) Who Lives in that Shell? (p. 18) Turtle Fun (p. 19) "The Tortoise and the Hare" (p. 19)	What is Flying by the Pond? (p. 20) Dump It Out! (p. 21) My Own Dragonfly Wings (p. 21) Pond Fun Day! (p. 22) I Am Pretending to Be... (p. 23) Can You Answer My Riddles? (p. 23) I Went to the Pond and I Saw... (p. 24) A Healthy Pond (p. 24) Exploring Surface Tension (p. 25) Freshwater vs. Saltwater (p. 25) My Pond Diorama (p. 26) Colorful Dragonflies (p. 26)	Additional experiences I planned to address this skill:



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LEARNING INDICATORS (specific skills)	These experiences address Approaches to Learning 😊 (continued)			
AL3 - Engages in cooperative group experiences Objectives/Skills on my formal child assessment that correlates to this skill are: 	Pretty Ponds (p. 4) Pond Plants (p. 6) Rocks and Stones (p. 8) Rocks and Ripples (p. 9) Sliding Across the Water (p. 10) Tiny Tadpoles (p. 12) What Happens Next? (p. 13) Hippity Hop (p. 14) Hop! Hop! Hop! Then... Stop! (p. 15) Count the Croaks (p. 15) Fish in the Pond (p. 16) A "Fishy" Snack (p. 17) Who Lives in that Shell? (p. 18) "The Tortoise and the Hare" (p. 19)	What is Flying by the Pond? (p. 20) Dump It Out! (p. 21) Pond Fun Day! (p. 22) Can You Answer My Riddles? (p. 23) I Went to the Pond and I Saw... (p. 24) A Healthy Pond (p. 24) Exploring Surface Tension (p. 25) Freshwater vs. Saltwater (p. 25)	Additional experiences I planned to address this skill:	
LEARNING INDICATORS (specific skills)	These experiences address Social & Emotional Development ♥			
SE1 - Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children Objectives/Skills on my formal child assessment that correlates to this skill are: 	Pretty Pond (p. 4) Pond Building 101 (p. 5) Learning about Ponds (p. 5) A Pretty Pond (p. 5) Pond Plants (p. 6) Clean the Water (p. 7) Tall, Tall Cattails (p. 7) Shake It! (p. 7) Rocks and Stones (p. 8) Rocks and Ripples (p. 9) Ripple Art (p. 9) The Stone is... (p. 9) Sliding Across the Water (p. 10) On the Water. In the Water. (p. 11) Oil and Water Art (p. 11) Floating on the Water (p. 11) Tiny Tadpoles (p. 12)	Fingerprint Tadpole Art (p. 13) What Happens Next? (p. 13) Touch the Tadpoles (p. 13) Hippity Hop (p. 14) Hop! Hop! Hop! Then... Stop! (p. 15) Count the Croaks (p. 15) See the Froggie (p. 15) Fish in the Pond (p. 16) A "Fishy" Snack (p. 17) Fish Underwater (p. 17) My Beautiful Fish (p. 17) Who Lives in that Shell? (p. 18) Turtle Fun (p. 19) "The Tortoise and the Hare" (p. 19) It's a Turtle! (p. 19)	What is Flying by the Pond? (p. 20) Dump It Out! (p. 21) My Own Dragonfly Wings (p. 21) Learning about the Pond (p. 21) Pond Fun Day! (p. 22) I Am Pretending to Be... (p. 23) Can You Answer My Riddles? (p. 23) All Together Now (p. 23) I Went to the Pond and I Saw... (p. 24) A Healthy Pond (p. 24) Exploring Surface Tension (p. 25) Freshwater vs. Saltwater (p. 25) My Pond Diorama (p. 26) Colorful Dragonflies (p. 26)	Additional experiences I planned to address this skill:
SE2 - Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence Objective/Skill on my formal child assessment that correlates to this skill is: 	Pretty Pond (p. 4) Pond Building 101 (p. 5) Learning about Ponds (p. 5) Pond Plants (p. 6) Clean the Water (p. 7) Tall, Tall Cattails (p. 7) Rocks and Stones (p. 8) Rocks and Ripples (p. 9) Ripple Art (p. 9) Sliding Across the Water (p. 10) On the Water. In the Water. (p. 11) Oil and Water Art (p. 11) Tiny Tadpoles (p. 12)	Fingerprint Tadpole Art (p. 13) What Happens Next? (p. 13) Hippity Hop (p. 14) Hop! Hop! Hop! Then... Stop! (p. 15) Count the Croaks (p. 15) Fish in the Pond (p. 16) A "Fishy" Snack (p. 17) Fish Underwater (p. 17) Who Lives in that Shell? (p. 18) Turtle Fun (p. 19) "The Tortoise and the Hare" (p. 19)	What is Flying by the Pond? (p. 20) Dump It Out! (p. 21) My Own Dragonfly Wings (p. 21) Pond Fun Day! (p. 22) I Am Pretending to Be... (p. 23) Can You Answer My Riddles? (p. 23) I Went to the Pond and I Saw... (p. 24) A Healthy Pond (p. 24) Exploring Surface Tension (p. 25) Freshwater vs. Saltwater (p. 25) My Pond Diorama (p. 26)	Additional experiences I planned to address this skill:


Unit: "Pond Friends"

LEARNING INDICATORS (specific skills)	These experiences address Social & Emotional Development ♥ (continued)			
SE3 - <i>Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules</i> Objectives/Skills on my formal child assessment that correlates to this skill are: 	Pretty Ponds (p. 4) Pond Plants (p. 6) Rocks and Stones (p. 8) Rocks and Ripples (p. 9) Sliding Across the Water (p. 10) Tiny Tadpoles (p. 12) What Happens Next? (p. 13) Hippity Hop (p. 14) Hop! Hop! Hop! Then... Stop! (p. 15) Count the Croaks (p. 15) Fish in the Pond (p. 16) A "Fishy" Snack (p. 17) Who Lives in that Shell? (p. 18) "The Tortoise and the Hare"	What is Flying by the Pond? (p. 20) Dump It Out! (p. 21) Pond Fun Day! (p. 22) Can You Answer My Riddles? (p. 23) I Went to the Pond and I Saw... (p. 24) A Healthy Pond (p. 24) Exploring Surface Tension (p. 25) Freshwater vs. Saltwater (p. 25)	Additional experiences I planned to address this skill:	
SE4 - <i>Demonstrates a range of emotions</i> Objectives/Skills on my formal child assessment that correlates to this skill are: 	Pretty Pond (p. 4) Pond Building 101 (p. 5) Learning about Ponds (p. 5) A Pretty Pond (p. 5) Pond Plants (p. 6) Clean the Water (p. 7) Tall, Tall Cattails (p. 7) Shake It! (p. 7) Rocks and Stones (p. 8) Rocks and Ripples (p. 9) Ripple Art (p. 9) The Stone is... (p. 9) Sliding Across the Water (p. 10) On the Water. In the Water. (p. 11) Oil and Water Art (p. 11) Floating on the Water (p. 11) Tiny Tadpoles (p. 12)	Fingerprint Tadpole Art (p. 13) What Happens Next? (p. 13) Touch the Tadpoles (p. 13) Hippity Hop (p. 14) Hop! Hop! Hop! Then... Stop! (p. 15) Count the Croaks (p. 15) See the Froggie (p. 15) Fish in the Pond (p. 16) A "Fishy" Snack (p. 17) Fish Underwater (p. 17) My Beautiful Fish (p. 17) Who Lives in that Shell? (p. 18) Turtle Fun (p. 19) "The Tortoise and the Hare" (p. 19) It's a Turtle! (p. 19)	What is Flying by the Pond? (p. 20) Dump It Out! (p. 21) My Own Dragonfly Wings (p. 21) Learning about the Pond (p. 21) Pond Fun Day! (p. 22) I Am Pretending to Be... (p. 23) Can You Answer My Riddles? (p. 23) All Together Now (p. 23) I Went to the Pond and I Saw... (p. 24) A Healthy Pond (p. 24) Exploring Surface Tension (p. 25) Freshwater vs. Saltwater (p. 25) My Pond Diorama (p. 26)	Additional experiences I planned to address this skill:
LEARNING INDICATORS (specific skills)	These experiences address Creative Arts and Music 🖋️ & 🎵			
CA1 - <i>Participates in musical activities including singing and utilizing instruments</i> Objectives/Skills on my formal child assessment that correlates to this skill are: 	Pond Plants (p. 6) Tiny Tadpoles (p. 12) Hop! Hop! Hop! Then... Stop! (p. 15) Who Lives in that Shell? (p. 18) All Together Now (p. 23)	Additional experiences I planned to address this skill:		



Unit: "Pond Friends"

LEARNING INDICATORS (specific skills)	These experiences address Creative Arts and Music  & 	
<p>CA2 - Uses movement and dance to express ideas and emotions</p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<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 - Utilizes a variety of art materials (both two and three dimensional) to express self</p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>A Pretty Pond (p. 5) Ripple Art (p. 9) Oil and Water Art (p. 11) Fingerprint Tadpole Art (p. 13) Fish Underwater (p. 17) My Beautiful Fish (p. 17) My Own Dragonfly Wings (p. 21) My Pond Diorama (p. 26) Colorful Dragonflies (p. 26)</p> <p>Please refer to the Add and Enhance component for materials you can add to your art area to promote this skill during free play time.</p>	<p>Additional experiences I planned to address this skill:</p>
<p>CA4 - Engages in pretend play with, or without, the use of props</p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Sliding Across the Water (p. 10) Tiny Tadpoles (p. 12) Hippity Hop (p. 14) Hop! Hop! Hop! Then... Stop! (p. 15) Who Lives in that Shell? (p. 18) Turtle Fun (p. 19) What is Flying by the Pond? (p. 20) My Own Dragonfly Wings (p. 21) Pond Fun Day! (p. 22) I Am Pretending to Be... (p. 23)</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: "Pond Friends"

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>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>_____</p>	<p>A "Fishy" Snack (p. 17)</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>_____</p>	<p>Dump It Out! (p. 21)</p> <p>Take time during this unit to reinforce water safety!</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>_____</p>	<p>Sliding Across the Water (p. 10)</p> <p>Tiny Tadpoles (p. 12)</p> <p>Hippity Hop (p. 14)</p> <p>Hop! Hop! Hop! Than... Stop! (p. 15)</p> <p>See the Froggie (p. 15)</p> <p>Fish in the Pond (p. 16)</p> <p>Who Lives in that Shell? (p. 18)</p> <p>Turtle Fun (p. 19)</p> <p>"The Tortoise and the Hare" (p. 19)</p>	<p>What is Flying by the Pond? (p. 20)</p> <p>Pond Fun Day! (p. 22)</p> <p>I Am Pretending to Be... (p. 23)</p>	<p>Additional experiences I planned to address this skill:</p>

Unit: "Pond Friends"

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>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Pretty Pond (p. 4) Pond Building 101 (p. 5) Learning about Ponds (p. 5) A Pretty Pond (p. 5) Pond Plants (p. 6) Clean the Water (p. 7) Tall, Tall Cattails (p. 7) Shake It! (p. 7) Rocks and Stones (p. 8) Rocks and Ripples (p. 9) Ripple Art (p. 9) The Stone is... (p. 9) On the Water. In the Water. (p. 11) Oil and Water Art (p. 11) Floating on the Water (p. 11)</p>	<p>Fingerprint Tadpole Art (p. 13) What Happens Next? (p. 13) Touch the Tadpoles (p. 13) Count the Croaks (p. 15) Fish in the Pond (p. 16) A "Fishy" Snack (p. 17) Fish Underwater (p. 17) My Beautiful Fish (p. 17) Who Lives in that Shell? (p. 18) It's a Turtle! (p. 19)</p>	<p>Dump It Out! (p. 21) My Own Dragonfly Wings (p. 21) Learning about the Pond (p. 21) Pond Fun Day! (p. 22) Can You Answer My Riddles? (p. 23) I Went to the Pond and I Saw... (p. 24) A Healthy Pond (p. 24) Exploring Surface Tension (p. 25) Freshwater vs. Saltwater (p. 25) My Pond Diorama (p. 26) Colorful Dragonflies (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>
LEARNING INDICATORS (specific skills)	These experiences address Social Studies Knowledge 			
<p>SS1 - <i>Understands how families are unique and different</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Dump It Out! (p. 21)</p>	<p>Be sure to incorporate information about the families in your group throughout this unit. This includes language, culture, family composition, etc.</p>		<p>Additional experiences I planned to address this skill:</p>
<p>SS2 - <i>Develops a basic understanding of community, including common jobs</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Pretty Pond (p. 4) Tiny Tadpoles (p. 12) Dump It Out! (p. 21) Pond Fun Day! (p. 22)</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: "Pond Friends"

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>Pond Plants (p. 6) Clean the Water (p. 7) A Healthy Pond (p. 24)</p> <p>Any time the children are using recyclable materials and "repurposing" them, be sure to point out how this is good for the environment.</p>	<p>Additional experiences I planned to address this skill:</p>
<p>SS4 - <i>Develops a baseline understanding of how the past affects us and our community</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Use the internet to explore how pollution (specifically water pollution) has affected our water supply over the past 50 years.</p>	<p>Additional experiences I planned to address this skill:</p>