

Connecting the Dots

Linking Gee Whiz Experiences with
Developmental Areas & Learning Indicators



"Rhyme Time"



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, “Rhyme Time.” 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	Who Had a Great Fall? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, CA4, PD4	All the King's Horses LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK3, PD4	Putting Humpty Together Again LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, MK6, PD5	Clap, Clap Humpty LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
DAY 2	The Cow Jumped Over the Moon LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, MK3, CA4, PD4	Dishes and Spoons LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, PD5, SS1	Don't Laugh LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, SS1	Who Jumped Over the Moon? LD1, LD2, SE1, SE4, AL1, SK1, LK1
DAY 3	Catching Fish LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, CA4, PD4, PD5, SS1, SS2	Catch...Count...Eat LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK1, MK2, PD2, PD5, SS1	Fancy Fish Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LK1, LR1, CA3, PD5	My Own Fish LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
DAY 4	Are You Nimble? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, LR2, CA4, PD2, PD4, SS1	Jump Over It! LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK1, LR1, LR2, MK3, PD4	Sorting Candles LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK1, MK2, MK6, PD5	Just Like Jack LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD4, PD5
DAY 5	A Thumb in a Pie LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LK1, LR1, MK1, MK2, PD5, SS1	Pie Making 101 LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK1, LR1, LR2, CA4, PD5, SS1, SS2	Perfect Pudding Pie LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, SK2, LR1, MK1, MK2, MK5, PD5	Pie Plate Fun LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
DAY 6	A Spider! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, LR2, CA1, CA4, PD3, PD4	I Am Frightened by... LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, CA3, PD5	My Silly Spider LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, LR2, MK1, MK2, CA3, PD5, SS3	See the Spider LD1, LD2, SE1, SE4, AL1, AL2, SK1, SK3, LK1, PD4
DAY 7	It's Bedtime LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LK1, LR1, MK1, MK2, MK5, CA4, PD1, PD4	Time for Bed...Sleepy Head LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA4, PD1, PD5, SS1	Rap...Rap, Rap, Rap LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK4, PD5	Wee Willie LD1, LD2, SE1, SE4, AL1, SK1, LK1
DAY 8	Stars Sparkle LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, CA1	Twinkle Stars LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, CA3, PD5	Star Bowling LD1, LD2, LD3, LD4, SE1 SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK1, MK2, PD4, PD5, SS3	Twinkle, Twinkle LD1, LD2, SE1, SE4, AL1, SK1, LK1, CA1, CA3, PD5
DAY 9	What Rhymes with... LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LR1, CA4, PD4	Rhyme Readers LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK1, LR1, PD5	More Star Bowling LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK1, MK2, PD4, PD5, SS3	Reading Rhymes LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
DAY 10	Happy Rhyme Fun Day! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LK2, LR1, CA1, CA2, CA4, PD4, PD5	Finish It! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LK2, LR1, PD5	Rhyme Time for All! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, PD5	Rhyme Review LD1, LD2, SE1, SE4, AL1, SK1, LK1, CA1

School-Age Experiences		
Wonderful Word Families LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, MK6, LR1, PD5	How Nimble Are You? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, PD4	Bedtime Graph LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LK2, LK3, LK4, LK5, LR1, MK1, MK2, MK5, PD1, PD5, SS1
How Does It Work? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, PD5	Plum Pie Bakers LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, MK1, MK2, MK5, LR1, PD5, SS1	My Own Nursery Rhyme LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, CA3, PD5

Unit: "Rhyme Time"

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>Who Had a Great Fall? (p. 4) All the King's Horses (p. 5) Putting Humpty Together Again (p. 5) Clap, Clap, Humpty (p. 5) The Cow Jumped Over the Moon (p. 6) Dishes and Spoons (p. 7) Don't Laugh (p. 7) Who Jumped Over the Moon? (p. 7) Catching Fish (p. 8) Catch...Count...Eat (p. 9) Fancy Fish Art (p. 9) My Own Fish (p. 9) Are You Nimble? (p. 10) Jump Over It! (p. 11) Sorting Candles (p. 11) Just Like Jack (p. 11) A Thumb in a Pie (p. 12)</p>	<p>Pie Making 101 (p. 13) Perfect Pudding Pie (p. 13) Pie Plate Fun (p. 13) A Spider! (p. 14) I Am Frightened by... (p. 15) My Silly Spider (p. 15) See the Spider (p. 15) It's Bedtime (p. 16) Time for Bed...Sleepy Head (p. 17) Rap...Rap, Rap, Rap (p. 17) Wee Willie (p. 17) Stars Sparkle (p. 18) Twinkle Stars (p. 19) Star Bowling (p. 19) Twinkle, Twinkle (p. 19) What Rhymes with ... (p. 20) Rhyme Readers (p. 21)</p>	<p>More Star Bowling (p. 21) Reading Rhymes (p. 21) Happy Rhyme Fun Day! (p. 22) Finish It! (p. 23) Rhyme Time for All! (p. 23) Rhyme Review (p. 23) Wonderful Word Families (p. 24) How Does It Work? (p. 24) How Nimble Are You? (p. 25) Plum Pie Bakers (p. 25) Bedtime Graph (p. 26) My Own Nursery Rhyme (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>Who Had a Great Fall? (p. 4) All the King's Horses (p. 5) Putting Humpty Together Again (p. 5) Clap, Clap, Humpty (p. 5) The Cow Jumped Over the Moon (p. 6) Dishes and Spoons (p. 7) Don't Laugh (p. 7) Who Jumped Over the Moon? (p. 7) Catching Fish (p. 8) Catch...Count...Eat (p. 9) Fancy Fish Art (p. 9) My Own Fish (p. 9) Are You Nimble? (p. 10) Jump Over It! (p. 11) Sorting Candles (p. 11) Just Like Jack (p. 11) A Thumb in a Pie (p. 12)</p>	<p>Pie Making 101 (p. 13) Perfect Pudding Pie (p. 13) Pie Plate Fun (p. 13) A Spider! (p. 14) I Am Frightened by... (p. 15) My Silly Spider (p. 15) See the Spider (p. 15) It's Bedtime (p. 16) Time for Bed...Sleepy Head (p. 17) Rap...Rap, Rap, Rap (p. 17) Wee Willie (p. 17) Stars Sparkle (p. 18) Twinkle Stars (p. 19) Star Bowling (p. 19) Twinkle, Twinkle (p. 19) What Rhymes with ... (p. 20) Rhyme Readers (p. 21)</p>	<p>More Star Bowling (p. 21) Reading Rhymes (p. 21) Happy Rhyme Fun Day! (p. 22) Finish It! (p. 23) Rhyme Time for All! (p. 23) Rhyme Review (p. 23) Wonderful Word Families (p. 24) How Does It Work? (p. 24) How Nimble Are You? (p. 25) Plum Pie Bakers (p. 25) Bedtime Graph (p. 26) My Own Nursery Rhyme (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>Who Had a Great Fall? (p. 4) All the King's Horses (p. 5) Putting Humpty Together Again (p. 5) The Cow Jumped Over the Moon (p. 6) Dishes and Spoons (p. 7) Don't Laugh (p. 7) Catching Fish (p. 8) Catch...Count...Eat (p. 9) Fancy Fish Art (p. 9) Are You Nimble? (p. 10) Jump Over It! (p. 11) Sorting Candles (p. 11) A Thumb in a Pie (p. 12)</p>	<p>Pie Making 101 (p. 13) Perfect Pudding Pie (p. 13) A Spider! (p. 14) I Am Frightened by... (p. 15) My Silly Spider (p. 15) It's Bedtime (p. 16) Time for Bed...Sleepy Head (p. 17) Rap...Rap, Rap, Rap (p. 17) Stars Sparkle (p. 18) Twinkle Stars (p. 19) Star Bowling (p. 19) What Rhymes with ... (p. 20) Rhyme Readers (p. 21)</p>	<p>More Star Bowling (p. 21) Happy Rhyme Fun Day! (p. 22) Finish It! (p. 23) Rhyme Time for All! (p. 23) Wonderful Word Families (p. 24) How Does It Work? (p. 24) How Nimble Are You? (p. 25) Plum Pie Bakers (p. 25) Bedtime Graph (p. 26) My Own Nursery Rhyme (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>Who Had a Great Fall? (p. 4)</p> <p>All the King's Horses (p. 5)</p> <p>Putting Humpty Together Again (p. 5)</p> <p>The Cow Jumped Over the Moon (p. 6)</p> <p>Dishes and Spoons (p. 7)</p> <p>Don't Laugh (p. 7)</p> <p>Catching Fish (p. 8)</p> <p>Catch...Count...Eat (p. 9)</p> <p>Fancy Fish Art (p. 9)</p> <p>Are You Nimble? (p. 10)</p> <p>Jump Over It! (p. 11)</p> <p>Sorting Candles (p. 11)</p> <p>A Thumb in a Pie (p. 12)</p>	<p>Pie Making 101 (p. 13)</p> <p>Perfect Pudding Pie (p. 13)</p> <p>A Spider! (p. 14)</p> <p>I Am Frightened by... (p. 15)</p> <p>My Silly Spider (p. 15)</p> <p>It's Bedtime (p. 16)</p> <p>Time for Bed...Sleepy Head (p. 17)</p> <p>Rap...Rap, Rap, Rap (p. 17)</p> <p>Stars Sparkle (p. 18)</p> <p>Twinkle Stars (p. 19)</p> <p>Star Bowling (p. 19)</p> <p>What Rhymes with ... (p. 20)</p> <p>Rhyme Readers (p. 21)</p>	<p>More Star Bowling (p. 21)</p> <p>Happy Rhyme Fun Day! (p. 22)</p> <p>Finish It! (p. 23)</p> <p>Rhyme Time for All! (p. 23)</p> <p>Wonderful Word Families (p. 24)</p> <p>How Does It Work? (p. 24)</p> <p>How Nimble Are You? (p. 25)</p> <p>Plum Pie Bakers (p. 25)</p> <p>Bedtime Graph (p. 26)</p> <p>My Own Nursery Rhyme (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>Who Had a Great Fall? (p. 4)</p> <p>Clap, Clap, Humpty (p. 5)</p> <p>The Cow Jumped Over the Moon (p. 6)</p> <p>Who Jumped Over the Moon? (p. 7)</p> <p>Catching Fish (p. 8)</p> <p>My Own Fish (p. 9)</p> <p>Are You Nimble? (p. 10)</p> <p>Jump Over It! (p. 11)</p> <p>Just Like Jack (p. 11)</p> <p>A Thumb in a Pie (p. 12)</p> <p>Pie Making 101 (p. 13)</p> <p>Pie Plate Fun (p. 13)</p> <p>A Spider! (p. 14)</p> <p>See the Spider (p. 15)</p> <p>It's Bedtime (p. 16)</p>	<p>Wee Willie (p. 17)</p> <p>Stars Sparkle (p. 18)</p> <p>Twinkle, Twinkle (p. 19)</p> <p>Rhyme Readers (p. 21)</p> <p>Reading Rhymes (p. 21)</p> <p>Happy Rhyme Fun Day! (p. 22)</p> <p>Finish It! (p. 23)</p> <p>Rhyme Time for All! (p. 23)</p> <p>Rhyme Review (p. 23)</p> <p>How Nimble Are You? (p. 25)</p> <p>Plum Pie Bakers (p. 25)</p> <p>Bedtime Graph (p. 26)</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>I Am Frightened by... (p. 15)</p> <p>Wonderful Word Families (p. 24)</p> <p>Bedtime Graph (p. 26)</p> <p>My Own Nursery Rhyme (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 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>I Am Frightened by... (p. 15) Wonderful Word Families (p. 24) Bedtime Graph (p. 26) My Own Nursery Rhyme (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>I Am Frightened by... (p. 15) Wonderful Word Families (p. 24) Bedtime Graph (p. 26) My Own Nursery Rhyme (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>I Am Frightened by... (p. 15) Wonderful Word Families (p. 24) Bedtime Graph (p. 26) My Own Nursery Rhyme (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>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Catch...Count...Eat (p. 9) Sorting Candles (p. 11) A Thumb in a Pie (p. 12) Perfect Pudding Pie (p. 13) My Silly Spider (p. 15) It's Bedtime (p. 16) Star Bowling (p. 19) More Star Bowling (p. 21) Plum Pie Bakers (p. 25) Bedtime Graph (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>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Catch...Count...Eat (p. 9) Sorting Candles (p. 11) A Thumb in a Pie (p. 12) Perfect Pudding Pie (p. 13) My Silly Spider (p. 15) It's Bedtime (p. 16) Star Bowling (p. 19) More Star Bowling (p. 21) Plum Pie Bakers (p. 25) Bedtime Graph (p. 26)</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>All the King's Horses (p. 5) The Cow Jumped Over the Moon (p. 6) Jump Over It! (p. 11)</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>Rap...Rap, Rap, Rap (p. 17)</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: <				

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LEARNING INDICATORS (specific skills)	These experiences address Science Knowledge ¶ (continued)			
SK2 - <i>Makes and tests predictions using simple experimentation</i> Objectives/Skills on my formal child assessment that correlates to this skill are: <hr/> <hr/>	A Thumb in a Pie (p. 12) Perfect Pudding Pie (p. 13) A Spider! (p. 14) It's Bedtime (p. 16) How Does It Work? (p. 24) How Nimble Are You? (p. 25) Plum Pie Bakers (p. 25)	Additional experiences I planned to address this skill:		
SK3 - <i>Gathers information about the natural world through hands-on exploration</i> Objectives/Skills on my formal child assessment that correlates to this skill are: <hr/> <hr/>	The Cow Jumped Over the Moon (p. 6) Dishes and Spoons (p. 7) Catching Fish (p. 8) Fancy Fish Art (p. 9) A Spider! (p. 14) My Silly Spider (p. 15) See the Spider (p. 15) Stars Sparkle (p. 18) Twinkle Stars (p. 19) How Does It Work? (p. 24) How Nimble Are You? (p. 25) Plum Pie Bakers (p. 25)	Additional experiences I planned to address this skill:		
LEARNING INDICATORS (specific skills)	These experiences address Logic & Reasoning ?			
LR1 - <i>Demonstrates the ability to identify a problem and then seeks ways to solve it</i> Objectives/Skills on my formal child assessment that correlates to this skill are: <hr/> <hr/>	Who Had a Great Fall? (p. 4) All the King's Horses (p. 5) Putting Humpty Together Again (p. 5) The Cow Jumped Over the Moon (p. 6) Dishes and Spoons (p. 7) Don't Laugh (p. 7) Catching Fish (p. 8) Catch...Count...Eat (p. 9) Fancy Fish Art (p. 9) Are You Nimble? (p. 10) Jump Over It! (p. 11) Sorting Candles (p. 11) A Thumb in a Pie (p. 12)	Pie Making 101 (p. 13) Perfect Pudding Pie (p. 13) A Spider! (p. 14) I Am Frightened by... (p. 15) My Silly Spider (p. 15) It's Bedtime (p. 16) Time for Bed...Sleepy Head (p. 17) Rap...Rap, Rap, Rap (p. 17) Stars Sparkle (p. 18) Twinkle Stars (p. 19) Star Bowling (p. 19) What Rhymes with ... (p. 20) Rhyme Readers (p. 21)	More Star Bowling (p. 21) Happy Rhyme Fun Day! (p. 22) Finish It! (p. 23) Rhyme Time for All! (p. 23) Wonderful Word Families (p. 24) How Does It Work? (p. 24) How Nimble Are You? (p. 25) Plum Pie Bakers (p. 25) Bedtime Graph (p. 26) My Own Nursery Rhyme (p. 26)	Additional experiences I planned to address this skill:

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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: 	All the King's Horses (p. 5) Putting Humpty Together Again (p. 5) Catch...Count...Eat (p. 9) Are You Nimble? (p. 10) Jump Over It! (p. 11) Pie Making 101 (p. 13) A Spider! (p. 14) My Silly Spider (p. 15) Time for Bed...Sleepy Head (p. 17) Star Bowling (p. 19) More Star Bowling (p. 21)	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: 	Who Had a Great Fall? (p. 4) All the King's Horses (p. 5) Putting Humpty Together Again (p. 5) Clap, Clap, Humpty (p. 5) The Cow Jumped Over the Moon (p. 6) Dishes and Spoons (p. 7) Don't Laugh (p. 7) Who Jumped Over the Moon? (p. 7) Catching Fish (p. 8) Catch...Count...Eat (p. 9) Fancy Fish Art (p. 9) My Own Fish (p. 9) Are You Nimble? (p. 10) Jump Over It! (p. 11) Sorting Candles (p. 11) Just Like Jack (p. 11) A Thumb in a Pie (p. 12)	Pie Making 101 (p. 13) Perfect Pudding Pie (p. 13) Pie Plate Fun (p. 13) A Spider! (p. 14) I Am Frightened by... (p. 15) My Silly Spider (p. 15) See the Spider (p. 15) It's Bedtime (p. 16) Time for Bed...Sleepy Head (p. 17) Rap...Rap, Rap, Rap (p. 17) Wee Willie (p. 17) Stars Sparkle (p. 18) Twinkle Stars (p. 19) Star Bowling (p. 19) Twinkle, Twinkle (p. 19) What Rhymes with ... (p. 20) Rhyme Readers (p. 21)	More Star Bowling (p. 21) Reading Rhymes (p. 21) Happy Rhyme Fun Day! (p. 22) Finish It! (p. 23) Rhyme Time for All! (p. 23) Rhyme Review (p. 23) Wonderful Word Families (p. 24) How Does It Work? (p. 24) How Nimble Are You? (p. 25) Plum Pie Bakers (p. 25) Bedtime Graph (p. 26) My Own Nursery Rhyme (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: 	Who Had a Great Fall? (p. 4) All the King's Horses (p. 5) Putting Humpty Together Again (p. 5) The Cow Jumped Over the Moon (p. 6) Dishes and Spoons (p. 7) Don't Laugh (p. 7) Catching Fish (p. 8) Catch...Count...Eat (p. 9) Fancy Fish Art (p. 9) Are You Nimble? (p. 10) Jump Over It! (p. 11) Sorting Candles (p. 11) A Thumb in a Pie (p. 12)	Pie Making 101 (p. 13) Perfect Pudding Pie (p. 13) A Spider! (p. 14) I Am Frightened by... (p. 15) My Silly Spider (p. 15) See the Spider (p. 15) It's Bedtime (p. 16) Time for Bed...Sleepy Head (p. 17) Rap...Rap, Rap, Rap (p. 17) Stars Sparkle (p. 18) Twinkle Stars (p. 19) Star Bowling (p. 19) What Rhymes with ... (p. 20) Rhyme Readers (p. 21)	More Star Bowling (p. 21) Happy Rhyme Fun Day! (p. 22) Finish It! (p. 23) Rhyme Time for All! (p. 23) Wonderful Word Families (p. 24) How Does It Work? (p. 24) How Nimble Are You? (p. 25) Plum Pie Bakers (p. 25) Bedtime Graph (p. 26) My Own Nursery Rhyme (p. 26)	Additional experiences I planned to address this skill:



Unit: "Rhyme Time"

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> <p>_____</p> <p>_____</p>	<p>Who Had a Great Fall? (p. 4)</p> <p>All the King's Horses (p. 5)</p> <p>The Cow Jumped Over the Moon (p. 6)</p> <p>Don't Laugh (p. 7)</p> <p>Catching Fish (p. 8)</p> <p>Catch...Count...Eat (p. 9)</p> <p>Are You Nimble? (p. 10)</p> <p>Sorting Candles (p. 11)</p> <p>A Thumb in a Pie (p. 12)</p> <p>Perfect Pudding Pie (p. 13)</p> <p>A Spider! (p. 14)</p> <p>It's Bedtime (p. 16)</p> <p>Rap...Rap, Rap, Rap (p. 17)</p> <p>Stars Sparkle (p. 18)</p> <p>Star Bowling (p. 19)</p> <p>What Rhymes with...? (p. 20)</p>	<p>More Star Bowling (p. 21)</p> <p>Happy Rhyme Fun Day (p. 22)</p> <p>Finish It! (p. 23)</p> <p>Rhyme Time for All (p. 23)</p> <p>Wonderful Word Families (p. 24)</p> <p>How Does It Work? (p. 24)</p> <p>How Nimble Are You? (p. 25)</p> <p>Plum Pie Bakers (p. 25)</p> <p>Bedtime Graph (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> <p>_____</p> <p>_____</p>	<p>Who Had a Great Fall? (p. 4)</p> <p>All the King's Horses (p. 5)</p> <p>Putting Humpty Together Again (p. 5)</p> <p>Clap, Clap, Humpty (p. 5)</p> <p>The Cow Jumped Over the Moon (p. 6)</p> <p>Dishes and Spoons (p. 7)</p> <p>Don't Laugh (p. 7)</p> <p>Who Jumped Over the Moon? (p. 7)</p> <p>Catching Fish (p. 8)</p> <p>Catch...Count...Eat (p. 9)</p> <p>Fancy Fish Art (p. 9)</p> <p>My Own Fish (p. 9)</p> <p>Are You Nimble? (p. 10)</p> <p>Jump Over It! (p. 11)</p> <p>Sorting Candles (p. 11)</p> <p>Just Like Jack (p. 11)</p> <p>A Thumb in a Pie (p. 12)</p>	<p>Pie Making 101 (p. 13)</p> <p>Perfect Pudding Pie (p. 13)</p> <p>Pie Plate Fun (p. 13)</p> <p>A Spider! (p. 14)</p> <p>I Am Frightened by... (p. 15)</p> <p>My Silly Spider (p. 15)</p> <p>See the Spider (p. 15)</p> <p>It's Bedtime (p. 16)</p> <p>Time for Bed...Sleepy Head (p. 17)</p> <p>Rap...Rap, Rap, Rap (p. 17)</p> <p>Wee Willie (p. 17)</p> <p>Stars Sparkle (p. 18)</p> <p>Twinkle Stars (p. 19)</p> <p>Star Bowling (p. 19)</p> <p>Twinkle, Twinkle (p. 19)</p> <p>What Rhymes with ... (p. 20)</p> <p>Rhyme Readers (p. 21)</p>	<p>More Star Bowling (p. 21)</p> <p>Reading Rhymes (p. 21)</p> <p>Happy Rhyme Fun Day! (p. 22)</p> <p>Finish It! (p. 23)</p> <p>Rhyme Time for All! (p. 23)</p> <p>Rhyme Review (p. 23)</p> <p>Wonderful Word Families (p. 24)</p> <p>How Does It Work? (p. 24)</p> <p>How Nimble Are You? (p. 25)</p> <p>Plum Pie Bakers (p. 25)</p> <p>Bedtime Graph (p. 26)</p> <p>My Own Nursery Rhyme (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> <p>_____</p>	<p>Who Had a Great Fall? (p. 4)</p> <p>All the King's Horses (p. 5)</p> <p>Putting Humpty Together Again (p. 5)</p> <p>The Cow Jumped Over the Moon (p. 6)</p> <p>Dishes and Spoons (p. 7)</p> <p>Don't Laugh (p. 7)</p> <p>Catching Fish (p. 8)</p> <p>Catch...Count...Eat (p. 9)</p> <p>Fancy Fish Art (p. 9)</p> <p>Are You Nimble? (p. 10)</p> <p>Jump Over It! (p. 11)</p> <p>Sorting Candles (p. 11)</p> <p>A Thumb in a Pie (p. 12)</p>	<p>Pie Making 101 (p. 13)</p> <p>Perfect Pudding Pie (p. 13)</p> <p>A Spider! (p. 14)</p> <p>I Am Frightened by... (p. 15)</p> <p>My Silly Spider (p. 15)</p> <p>It's Bedtime (p. 16)</p> <p>Time for Bed...Sleepy Head (p. 17)</p> <p>Rap...Rap, Rap, Rap (p. 17)</p> <p>Stars Sparkle (p. 18)</p> <p>Twinkle Stars (p. 19)</p> <p>Star Bowling (p. 19)</p> <p>What Rhymes with ... (p. 20)</p> <p>Rhyme Readers (p. 21)</p>	<p>More Star Bowling (p. 21)</p> <p>Happy Rhyme Fun Day! (p. 22)</p> <p>Finish It! (p. 23)</p> <p>Rhyme Time for All! (p. 23)</p> <p>Wonderful Word Families (p. 24)</p> <p>How Does It Work? (p. 24)</p> <p>How Nimble Are You? (p. 25)</p> <p>Plum Pie Bakers (p. 25)</p> <p>Bedtime Graph (p. 26)</p> <p>My Own Nursery Rhyme (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>


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LEARNING INDICATORS (specific skills)	These experiences address Social & Emotional Development ♥ (continued)		
SE3 - <i>Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules</i> Objectives/Skills on my formal child assessment that correlates to this skill are: <hr/> <hr/>	Who Had a Great Fall? (p. 4) All the King's Horses (p. 5) The Cow Jumped Over the Moon (p. 6) Don't Laugh (p. 7) Catching Fish (p. 8) Catch...Count...Eat (p. 9) Are You Nimble? (p. 10) Sorting Candles (p. 11) A Thumb in a Pie (p. 12) Perfect Pudding Pie (p. 13) A Spider! (p. 14) It's Bedtime (p. 16) Rap...Rap, Rap, Rap (p. 17) Stars Sparkle (p. 18) Star Bowling (p. 19) What Rhymes with...? (p. 20)	More Star Bowling (p. 21) Happy Rhyme Fun Day (p. 22) Finish It! (p. 23) Rhyme Time for All (p. 23) Wonderful Word Families (p. 24) How Does It Work? (p. 24) How Nimble Are You? (p. 25) Plum Pie Bakers (p. 25) Bedtime Graph (p. 26)	Additional experiences I planned to address this skill:
SE4 - <i>Demonstrates a range of emotions</i> Objectives/Skills on my formal child assessment that correlates to this skill are: <hr/> <hr/>	Who Had a Great Fall? (p. 4) All the King's Horses (p. 5) Putting Humpty Together Again (p. 5) Clap, Clap, Humpty (p. 5) The Cow Jumped Over the Moon (p. 6) Dishes and Spoons (p. 7) Don't Laugh (p. 7) Who Jumped Over the Moon? (p. 7) Catching Fish (p. 8) Catch...Count...Eat (p. 9) Fancy Fish Art (p. 9) My Own Fish (p. 9) Are You Nimble? (p. 10) Jump Over It! (p. 11) Sorting Candles (p. 11) Just Like Jack (p. 11) A Thumb in a Pie (p. 12)	Pie Making 101 (p. 13) Perfect Pudding Pie (p. 13) Pie Plate Fun (p. 13) A Spider! (p. 14) I Am Frightened by... (p. 15) My Silly Spider (p. 15) See the Spider (p. 15) It's Bedtime (p. 16) Time for Bed...Sleepy Head (p. 17) Rap...Rap, Rap, Rap (p. 17) Wee Willie (p. 17) Stars Sparkle (p. 18) Twinkle Stars (p. 19) Star Bowling (p. 19) Twinkle, Twinkle (p. 19) What Rhymes with ... (p. 20) Rhyme Readers (p. 21)	More Star Bowling (p. 21) Reading Rhymes (p. 21) Happy Rhyme Fun Day! (p. 22) Finish It! (p. 23) Rhyme Time for All! (p. 23) Rhyme Review (p. 23) Wonderful Word Families (p. 24) How Does It Work? (p. 24) How Nimble Are You? (p. 25) Plum Pie Bakers (p. 25) Bedtime Graph (p. 26) My Own Nursery Rhyme (p. 26) Additional experiences I planned to address this skill:
LEARNING INDICATORS (specific skills)	These experiences address Creative Arts and Music ✍️ & 🎵		
CA1 - <i>Participates in musical activities including singing and utilizing instruments</i> Objectives/Skills on my formal child assessment that correlates to this skill are: <hr/> <hr/>	A Spider! (p. 14) Stars Sparkle (p. 18) Twinkle, Twinkle (p. 19) Happy Rhyme Fun Day! (p. 22) Rhyme Review (p. 23)	Additional experiences I planned to address this skill: 	



Unit: “Rhyme Time”

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>Happy Rhyme Fun Day! (p. 22)</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>Fancy Fish Art (p. 9) I Am Frightened by... (p. 15) My Silly Spider (p. 15) Twinkle Stars (p. 19) Twinkle, Twinkle (p. 19) My Own Nursery Rhyme (p. 26)</p> <p>Please refer to the Add and Enhance component for materials you can add to your art area to promote this skill during free play time.</p>	<p>Additional experiences I planned to address this skill:</p>
<p>CA4 - <i>Engages in pretend play with, or without, the use of props</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Who Had a Great Fall? (p. 4) The Cow Jumped Over the Moon (p. 6) Catching Fish (p. 8) Are You Nimble? (p. 10) Pie Making 101 (p. 13) A Spider! (p. 14) It's Bedtime (p. 16) Time for Bed...Sleepy Head (p. 17) What Rhymes with...? (p. 20) Happy Rhyme Fun Day! (p. 22)</p> <p>Please refer to the Add and Enhance component for materials you can add to your dramatic play area to promote this skill during this unit as the children engage in free play.</p>	<p>Additional experiences I planned to address this skill:</p>


Unit: "Rhyme Time"

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>It's Bedtime (p. 16) Time for Bed...Sleepy Head (p. 17) Bedtime Graph (p. 26)</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>Catch...Count...Eat (p. 9)</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>A Spider! (p. 14)</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>Who Had a Great Fall? (p. 4) All the King's Horses (p. 5) The Cow Jumped Over the Moon (p. 6) Catching Fish (p. 8) Are You Nimble? (p. 10) Jump Over It! (p. 11) Just Like Jack (p. 11) A Spider! (p. 14) See the Spider (p. 15) It's Bedtime (p. 16) Star Bowling (p. 19)</p>	<p>What Rhymes with...? (p. 20) Happy Rhyme Fun Day! (p. 22) How Nimble Are You? (p. 25)</p>	<p>Additional experiences I planned to address this skill:</p>

Unit: "Rhyme Time"

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/>	Putting Humpty Together Again (p. 5) Clap, Clap, Humpty (p. 5) Dishes and Spoons (p. 7) Catching Fish (p. 8) Catch...Count...Eat (p. 9) Fancy Fish Art (p. 9) My Own Fish (p. 9) Sorting Candles (p. 11) Just Like Jack (p. 11) A Thumb in a Pie (p. 12) Pie Making 101 (p. 13) Perfect Pudding Pie (p. 13) Pie Plate Fun (p. 13) I Am Frightened by... (p. 15) My Silly Spider (p. 15) Time for Bed...Sleepy Head (p. 17) Rap...Rap, Rap, Rap (p. 17)	Twinkle Stars (p. 19) Star Bowling (p. 19) Twinkle, Twinkle (p. 19) Rhyme Readers (p. 21) More Star Bowling (p. 21) Reading Rhymes (p. 21) Happy Rhyme Fun Day! (p. 22) Finish It! (p. 23) Rhyme Time for All! (p. 23) Wonderful Word Families (p. 24) How Does It Work? (p. 24) Plum Pie Bakers (p. 25) Bedtime Graph (p. 26) My Own Nursery Rhyme (p. 26)	Additional experiences I planned to address this skill:
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/>	Dishes and Spoons (p. 7) Don't Laugh (p. 7) Catching Fish (p. 8) Catch...Count...Eat (p. 9) Are You Nimble? (p. 10) A Thumb in a Pie (p. 12) Pie Making 101 (p. 13) Time for Bed...Sleepy Head (p. 17) Plum Pie Bakers (p. 25) Bedtime Graph (p. 26)	Be sure to incorporate information about the families in your group throughout this unit. This includes language, culture, family composition, etc.	Additional experiences I planned to address this skill:
<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/>	Catching Fish (p. 8) Pie Making 101 (p. 13)	See the Add & Enhance component for ideas of props you could add to dramatic play during this unit.	Additional experiences I planned to address this skill:

Unit: "Rhyme Time"

LEARNING INDICATORS (specific skills)	These experiences address Social Studies Knowledge 	
<p>SS3 - <i>Recognizes the importance of caring for the environment</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>My Silly Spider (p. 15) Star Bowling (p. 19) More Star Bowling (p. 21)</p> <p>Any time the children are using recyclable materials and "repurposing" them, be sure to point out how this is good for the environment.</p>	<p>Additional experiences I planned to address this skill:</p>
<p>SS4 - <i>Develops a baseline understanding of how the past affects us and our community</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Use the internet to explore nursery rhymes to see if you can find some that are the oldest. Then, find some that are newer. How are they the same? How are they different?</p>	<p>Additional experiences I planned to address this skill:</p>