

Connecting the Dots

Linking Gee Whiz Experiences with
Developmental Areas & Learning Indicators



"My Five Senses" Unit - September



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, “My Five Senses” (September 2023). 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	I Have Five Senses LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, CA1, CA4, LR1, MK1, MK2, PD4	Senses & Sand LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, SK3, LR1, LR2, MK6, PD5	Our Sensory Bin LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, LR2, MK6, PD5	A Senses Song LD1, LD2, SE1, SE4, AL1, SK1, CA1
DAY 2	How Does It Feel? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, SK3, LR1, CA1, CA2, MK6, PD4, PD5	Bumpy Fingerpaint LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, CA3, MK6, PD2, PD5	Mixing Warm and Cold LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, LR1, SS1, LK2, LK3, LK4, PD3, PD5	Ooooh! It Feels... LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 3	Safe to Touch? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, CA1, PD3, PD5	Goopy, Goopy Goop LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, MK1, MK5, LR1, PD2, PD5	Bubble Wrap Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, CA3, MK3, LR1, LR2, PD2, PD5	Feel 'N Explore LD1, LD2, SE1, SE4, AL1, SK1, PD5
DAY 4	Oh, See What I See LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK2, LK3, LK4, LR1, SS1, PD3, PD5	Don't Peek! LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, MK6, CA3, PD5	Seeing Detail LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, LK2, LK3, LK4, LK5, CA3, PD5	Look Up There! LD1, LD2, SE1, SE4, AL1, SK1
DAY 5	Sight Safety LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, SS1, CA1, PD3	See and Count LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, MK1, MK2, PD5, LR1	My Own Sun Visor LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, CA3, LK2, LK3, LK4, LK5, LR1, MK6, PD3, PD5	Mixing Colors LD1, LD2, SE1, SE4, AL1, SK1, CA3
DAY 6	What Do You Hear? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, LK1, MK6, PD3, PD5	Musical Parade LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, SS1, CA1, CA4, LR1, MK6, PD4	Sound Exploration Center LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, PD5	Shake 'N Listen LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 7	That Smells Good! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LR1, PD5	Sniff It Out LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, LR1, LR2, CA4, MK3	Scented Playdough Fun LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, SK1, SK2, SK3, LR1, PD5	Let's Change Your Diaper LD1, LD2, SE1, SE4, AL1, SK1, CA1
DAY 8	A Tasting Party LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, SS1, LR1, MK1, MK3, MK5, PD2, PD5	Yummy in My Tummy LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, CA3, SS1, SS2, PD5	Cooking My Favorites LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, SK1, LR1, SS1, CA4, PD5	Mmmmmm! LD1, LD2, SE1, SE4, AL1, AL2, SK1, PD2, PD5
DAY 9	What Would You Do? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, PD3, PD5	Is It a Food? LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, LR1, MK1, MK2, PD3, PD5	Smells Good Enough to Eat LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, SK1, LR1, PD3, PD5	Crunchy & Soft LD1, LD2, SE1, SE4, AL1, AL2, SK1, PD2, PD5
DAY 10	Senses Day LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, CA1, CA3, LR1, PD1, PD4, PD5	Apple Turnovers - Yum! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, MK1, MK2, MK5, LR1, PD2, PD5	Safe to Touch? Story Time LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, LK1, LR1, PD3, PD5	Tunes for You LD1, LD2, SE1, SE4, AL1, CA1, SK1

School-Age Experiences		
Touch & Feel Bookmakers LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, CA3, PD5	Shhhhhh! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1	Bitter? Sweet? Salty? Sour? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK3, LR1, SS1, PD2, PD5
Our Eyes Help Us LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, SS1, LR1, LR2, PD4	Making Scratch 'N Sniff Stickers LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, CA3, PD3, PD5	Never Ever LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, PD3, PD5

Unit: "My Five Senses" - September 2023

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>I Have Five Senses (p. 4) Senses & Sand (p. 5) Our Sensory Bin (p. 5) A Senses Song (p. 5) How Does It Feel? (p. 6) Bumpy Fingerpaint (p. 7) Mixing Warm and Cold (p. 7) Oooh! It Feels... (p. 7) Safe to Touch (p. 8) Goopy, Goopy, Goop (p. 9) Bubble Wrap Art (p. 9) Feel 'N Explore (p. 9) Oh, See What I See (p. 10) Don't Peek! (p. 11) Seeing Detail (p. 11) Look Up There (p. 11) Sight Safety (p. 12) See and Count (p. 13)</p>	<p>My Own Sun Visor (p. 13) Mixing Colors (p. 13) What Do You Hear? (p. 14) Musical Parade (p. 15) Sound Exploration Center (p. 15) Shake 'N Listen (p. 15) That Smells Good (p. 16) Sniff it Out (p. 17) Scented Playdough Fun (p. 17) Let's Change Your Diaper (p. 17) A Tasting Party (p. 18) Yummy in My Tummy (p. 19) Cooking My Favorites (p. 19) Mmmmm! (p. 19)</p>	<p>What Would You Do? (p. 20) Is it a Food? (p. 21) Smells Good Enough to Eat (p. 21) Crunchy & Soft (p. 21) Senses Day (p. 22) Apple Turnovers...Yum! (p. 23) Safe to Touch? Story Time (p. 23) Tunes for You (p. 23) Touch & Feel Bookmakers (p. 24) Our Eyes Help Us (p. 24) Shhhhh! (p. 25) Making Scratch 'N Sniff Stickers (p. 25) Bitter? Sweet? Salty? Sour? (p. 26) Never Ever (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>I Have Five Senses (p. 4) Senses & Sand (p. 5) Our Sensory Bin (p. 5) A Senses Song (p. 5) How Does It Feel? (p. 6) Bumpy Fingerpaint (p. 7) Mixing Warm and Cold (p. 7) Oooh! It Feels... (p. 7) Safe to Touch (p. 8) Goopy, Goopy, Goop (p. 9) Bubble Wrap Art (p. 9) Feel 'N Explore (p. 9) Oh, See What I See (p. 10) Don't Peek! (p. 11) Seeing Detail (p. 11) Look Up There (p. 11) Sight Safety (p. 12) See and Count (p. 13)</p>	<p>My Own Sun Visor (p. 13) Mixing Colors (p. 13) What Do You Hear? (p. 14) Musical Parade (p. 15) Sound Exploration Center (p. 15) Shake 'N Listen (p. 15) That Smells Good (p. 16) Sniff it Out (p. 17) Scented Playdough Fun (p. 17) Let's Change Your Diaper (p. 17) A Tasting Party (p. 18) Yummy in My Tummy (p. 19) Cooking My Favorites (p. 19) Mmmmm! (p. 19)</p>	<p>What Would You Do? (p. 20) Is it a Food? (p. 21) Smells Good Enough to Eat (p. 21) Crunchy & Soft (p. 21) Senses Day (p. 22) Apple Turnovers...Yum! (p. 23) Safe to Touch? Story Time (p. 23) Tunes for You (p. 23) Touch & Feel Bookmakers (p. 24) Our Eyes Help Us (p. 24) Shhhhh! (p. 25) Making Scratch 'N Sniff Stickers (p. 25) Bitter? Sweet? Salty? Sour? (p. 26) Never Ever (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>I Have Five Senses (p. 4) Senses & Sand (p. 5) Our Sensory Bin (p. 5) How Does It Feel? (p. 6) Bumpy Fingerpaint (p. 7) Mixing Warm and Cold (p. 7) Safe to Touch (p. 8) Goopy, Goopy, Goop (p. 9) Bubble Wrap Art (p. 9) Oh, See What I See (p. 10) Don't Peek! (p. 11) Seeing Detail (p. 11) Sight Safety (p. 12) See and Count (p. 13)</p>	<p>My Own Sun Visor (p. 13) What Do You Hear? (p. 14) Musical Parade (p. 15) Sound Exploration Center (p. 15) That Smells Good (p. 16) Sniff it Out (p. 17) Scented Playdough Fun (p. 17) A Tasting Party (p. 18) Yummy in My Tummy (p. 19) Cooking My Favorites (p. 19)</p>	<p>What Would You Do? (p. 20) Is it a Food? (p. 21) Smells Good Enough to Eat (p. 21) Senses Day (p. 22) Apple Turnovers...Yum! (p. 23) Safe to Touch? Story Time (p. 23) Touch & Feel Bookmakers (p. 24) Our Eyes Help Us (p. 24) Shhhhh! (p. 25) Making Scratch 'N Sniff Stickers (p. 25) Bitter? Sweet? Salty? Sour? (p. 26) Never Ever (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>

Unit: "My Five Senses" - September 2023

LEARNING INDICATORS (specific skills)	These experiences address Language Development 🗨️ (continued)			
<p>LD4 - <i>Increasingly engages adults and other children in conversations</i></p> <p style="color: red;">Objective/Skill on my formal child assessment that correlates to this skill is:</p> <p>_____</p> <p>–</p>	<p>I Have Five Senses (p. 4)</p> <p>Senses & Sand (p. 5)</p> <p>Our Sensory Bin (p. 5)</p> <p>How Does It Feel? (p. 6)</p> <p>Bumpy Fingerpaint (p. 7)</p> <p>Mixing Warm and Cold (p. 7)</p> <p>Safe to Touch (p. 8)</p> <p>Goopy, Goopy, Goop (p. 9)</p> <p>Bubble Wrap Art (p. 9)</p> <p>Oh, See What I See (p. 10)</p> <p>Don't Peek! (p. 11)</p> <p>Seeing Detail (p. 11)</p> <p>Sight Safety (p. 12)</p> <p>See and Count (p. 13)</p>	<p>My Own Sun Visor (p. 13)</p> <p>What Do You Hear? (p. 14)</p> <p>Musical Parade (p. 15)</p> <p>Sound Exploration Center (p. 15)</p> <p>That Smells Good (p. 16)</p> <p>Sniff it Out (p. 17)</p> <p>Scented Playdough Fun (p. 17)</p> <p>A Tasting Party (p. 18)</p> <p>Yummy in My Tummy (p. 19)</p> <p>Cooking My Favorites (p. 19)</p>	<p>What Would You Do? (p. 20)</p> <p>Is it a Food? (p. 21)</p> <p>Smells Good Enough to Eat (p. 21)</p> <p>Senses Day (p. 22)</p> <p>Apple Turnovers...Yum! (p. 23)</p> <p>Safe to Touch? Story Time (p. 23)</p> <p>Touch & Feel Bookmakers (p. 24)</p> <p>Our Eyes Help Us (p. 24)</p> <p>Shhhhh! (p. 25)</p> <p>Making Scratch 'N Sniff Stickers (p. 25)</p> <p>Bitter? Sweet? Salty? Sour? (p. 26)</p> <p>Never Ever (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> <p>_____</p> <p>_____</p>	<p>Safe to Touch? (p. 8)</p> <p>What Do You Hear? (p. 14)</p> <p>Safe to Touch? Story Time (p. 23)</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> <p>_____</p> <p>_____</p>	<p>Mixing Warm & Cold (p. 7)</p> <p>Oh, See What I See (p. 10)</p> <p>Seeing Detail (p. 11)</p> <p>My Own Sun Visor (p. 13)</p> <p>That Smells Good! (p. 16)</p> <p>Yummy in My Tummy (p. 19)</p> <p>Touch & Feel Bookmakers (p. 24)</p> <p style="text-align: center;">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>Mixing Warm & Cold (p. 7) Oh, See What I See (p. 10) Seeing Detail (p. 11) My Own Sun Visor (p. 13) That Smells Good! (p. 16) Yummy in My Tummy (p. 19) Touch & Feel Bookmakers (p. 24)</p> <p style="text-align: center;">Please see our Letters & Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well.</p>	<p style="text-align: center;">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>Mixing Warm & Cold (p. 7) Oh, See What I See (p. 10) Seeing Detail (p. 11) My Own Sun Visor (p. 13) That Smells Good! (p. 16) Yummy in My Tummy (p. 19) Touch & Feel Bookmakers (p. 24)</p> <p style="text-align: center;">Please see our Letters & Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well.</p>	<p style="text-align: center;">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>Seeing Detail (p. 11) My Own Sun Visor (p. 13) Yummy in My Tummy (p. 19) Touch & Feel Bookmakers (p. 24)</p> <p style="text-align: center;">Please see our Letters & Literacy booklet for activities that address this learning indicator. These activities apply to school-age children as well.</p>	<p style="text-align: center;">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>I Have Five Senses (p. 4) Goopy, Goopy, Goop (p. 9) See and Count (p. 13) A Tasting Party (p. 18) Is it a Food? (p. 21) Apple Turnovers, Yum! (p. 23)</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>I Have Five Senses (p. 4) See and Count (p. 13) Is it a Food? (p. 21) Apple Turnovers, Yum! (p. 23)</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>Bubble Wrap Art (p. 9) Sniff it Out (p. 17) A Tasting Party (p. 18)</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>While this skill is not specifically addressed during this unit, you can talk about patterning while exploring the sense of hearing. Music contains patterns. Even birds chirping create patterns!</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>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> <p>_____</p> <p>_____</p>	<p>Goopy, Goopy, Goop (p. 9) A Tasting Party (p. 18) Apple Turnovers, Yum! (p. 23)</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> <p>_____</p> <p>_____</p>	<p>Senses & Sand (p. 5) Our Sensory Bin (p. 5) How Does It Feel? (p. 6) Bumpy Fingerpaint (p. 7) Don't Peek! (p. 11) My Own Sun Visor (p. 13) What Do You Hear? (p. 14) Musical Parade (p. 15)</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> <p>_____</p> <p>_____</p>	<p>I Have Five Senses (p. 4) Senses & Sand (p. 5) Our Sensory Bin (p. 5) A Senses Song (p. 5) How Does It Feel? (p. 6) Bumpy Fingerpaint (p. 7) Mixing Warm and Cold (p. 7) Oooh! It Feels... (p. 7) Safe to Touch (p. 8) Goopy, Goopy, Goop (p. 9) Bubble Wrap Art (p. 9) Feel 'N Explore (p. 9) Oh, See What I See (p. 10) Don't Peek! (p. 11) Seeing Detail (p. 11) Look Up There (p. 11) Sight Safety (p. 12) See and Count (p. 13)</p>	<p>My Own Sun Visor (p. 13) Mixing Colors (p. 13) What Do You Hear? (p. 14) Musical Parade (p. 15) Sound Exploration Center (p. 15) Shake 'N Listen (p. 15) That Smells Good (p. 16) Sniff it Out (p. 17) Scented Playdough Fun (p. 17) Let's Change Your Diaper (p. 17) A Tasting Party (p. 18) Yummy in My Tummy (p. 19) Cooking My Favorites (p. 19) Mmmmm! (p. 19)</p>	<p>What Would You Do? (p. 20) Is it a Food? (p. 21) Smells Good Enough to Eat (p. 21) Crunchy & Soft (p. 21) Senses Day (p. 22) Apple Turnovers...Yum! (p. 23) Safe to Touch? Story Time (p. 23) Tunes for You (p. 23) Touch & Feel Bookmakers (p. 24) Our Eyes Help Us (p. 24) Shhhhh! (p. 25) Making Scratch 'N Sniff Stickers (p. 25) Bitter? Sweet? Salty? Sour? (p. 26) Never Ever (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/> <hr/>	<p>Mixing Warm and Cold (p. 7) Goopy, Goopy, Goop (p. 9) Bubble Wrap Art (p. 9) Don't Peek! (p. 11) My Own Sun Visor (p. 13) What Do You Hear? (p. 14) Sound Exploration Station (p. 15) That Smells Good! (p. 16) Scented Playdough Fun (p. 17) Senses Day (p. 22) Apple Turnovers, Yum! (p. 23) Our Eyes Help Us (p. 24) Never Ever (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/> <hr/>	<p>I Have Five Senses (p. 4) Senses & Sand (p. 5) Our Sensory Bin (p. 5) How Does It Feel? (p. 6) Bumpy Fingerpaint (p. 7) Mixing Warm & Cold (p. 7) Oooh! It Feels... (p. 7) Safe to Touch? (p. 8) Goopy, Goopy, Goop (p. 9) Bubble Wrap Art (p. 9) Oh, See What I See (p. 10) Don't Peek! (p. 11) Seeing Detail (p. 11) Sight Safety (p. 12) My Own Sun Visor (p. 13) Sound Exploration Center (p. 15)</p>	<p>Shake 'N Listen (p. 15) That Smells Good! (p. 16) Scented Playdough Fun (p. 17) A Tasting Party (p. 18) Senses Day (p. 22) Apple Turnovers, Yum! (p. 23) Our Eyes Help Us (p. 24) Bitter? Sweet? Salty? Sour? (p. 26) Never Ever (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/> <hr/>	<p>I Have Five Senses (p. 4) Senses & Sand (p. 5) Our Sensory Bin (p. 5) How Does It Feel? (p. 6) Bumpy Fingerpaint (p. 7) Mixing Warm and Cold (p. 7) Safe to Touch (p. 8) Goopy, Goopy, Goop (p. 9) Bubble Wrap Art (p. 9) Oh, See What I See (p. 10) Don't Peek! (p. 11) Seeing Detail (p. 11) Sight Safety (p. 12) See and Count (p. 13)</p>	<p>My Own Sun Visor (p. 13) What Do You Hear? (p. 14) Musical Parade (p. 15) Sound Exploration Center (p. 15) That Smells Good (p. 16) Sniff it Out (p. 17) Scented Playdough Fun (p. 17) A Tasting Party (p. 18) Yummy in My Tummy (p. 19) Cooking My Favorites (p. 19)</p>	<p>What Would You Do? (p. 20) Is it a Food? (p. 21) Smells Good Enough to Eat (p. 21) Senses Day (p. 22) Apple Turnovers...Yum! (p. 23) Safe to Touch? Story Time (p. 23) Touch & Feel Bookmakers (p. 24) Our Eyes Help Us (p. 24) Shhhhh! (p. 25) Making Scratch 'N Sniff Stickers (p. 25) Bitter? Sweet? Salty? Sour? (p. 26) Never Ever (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>Senses & Sand (p. 5) Our Sensory Bin (p. 5) Bubble Wrap Art (p. 9) Sound Exploration Center (p. 15) Sniff it Out (p. 17) Our Eyes Help Us (p. 24)</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>I Have Five Senses (p. 4) Senses & Sand (p. 5) Our Sensory Bin (p. 5) A Senses Song (p. 5) How Does It Feel? (p. 6) Bumpy Fingerpaint (p. 7) Mixing Warm and Cold (p. 7) Oooh! It Feels... (p. 7) Safe to Touch (p. 8) Goopy, Goopy, Goop (p. 9) Bubble Wrap Art (p. 9) Feel 'N Explore (p. 9) Oh, See What I See (p. 10) Don't Peek! (p. 11) Seeing Detail (p. 11) Look Up There (p. 11) Sight Safety (p. 12) See and Count (p. 13)</p>	<p>My Own Sun Visor (p. 13) Mixing Colors (p. 13) What Do You Hear? (p. 14) Musical Parade (p. 15) Sound Exploration Center (p. 15) Shake 'N Listen (p. 15) That Smells Good (p. 16) Sniff it Out (p. 17) Scented Playdough Fun (p. 17) Let's Change Your Diaper (p. 17) A Tasting Party (p. 18) Yummy in My Tummy (p. 19) Cooking My Favorites (p. 19) Mmmmm! (p. 19)</p>	<p>What Would You Do? (p. 20) Is it a Food? (p. 21) Smells Good Enough to Eat (p. 21) Crunchy & Soft (p. 21) Senses Day (p. 22) Apple Turnovers...Yum! (p. 23) Safe to Touch? Story Time (p. 23) Tunes for You (p. 23) Touch & Feel Bookmakers (p. 24) Our Eyes Help Us (p. 24) Shhhhh! (p. 25) Making Scratch 'N Sniff Stickers (p. 25) Bitter? Sweet? Salty? Sour? (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>I Have Five Senses (p. 4) Our Sensory Bin (p. 5) Bumpy Fingerpaint (p. 7) Mixing Warm & Cold (p. 7) Safe to Touch? (p. 8) Goopy, Goopy, Goop (p. 9) Bubble Wrap Art (p. 9) Oh See What I See (p. 10) Don't Peek! (p. 11) Seeing Detail (p. 11) Sight Safety (p. 12) See and Count (p. 13) My Own Sun Visor (p. 13) What Do You Hear? (p. 14) Sound Exploration Center (p. 15) That Smells Good! (p. 16) A Tasting Party (p. 18)</p>	<p>Yummy in My Tummy (p. 19) Mmmmm! (p. 19) What Would You Do? (p. 20) Is It a Food? (p. 21) Crunchy & Soft (p. 21) Senses Day (p. 22) Apple Turnovers, Yum! (p. 23) Safe to Touch? Story Time (p. 23) Touch & Feel Bookmakers (p. 24) Our Eyes Help Us (p. 24) Shhh! (p. 25) Making Scratch 'N Sniff Stickers (p. 25) Bitter? Sweet? Salty? Sour? (p. 26) Never Ever (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 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>I Have Five Senses (p. 4) Senses & Sand (p. 5) How Does It Feel? (p. 6) Safe to Touch? (p. 8) Oh, See What I See (p. 10) Sight Safety (p. 12) See and Count (p. 13) What Do You Hear? (p. 14) Musical Parade (p. 15) Sound Exploration Center (p. 15) That Smells Good! (p. 16) Sniff it Out (p. 17) A Tasting Party (p. 18) What Would You Do? (p. 20)</p>	<p>Is it a Food? (p. 21) Senses Day (p. 22) Safe to Touch? Story Time (p. 23) Our Eyes Help Us (p. 24) Shhhh! (p. 25) Never Ever (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 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>I Have Five Senses (p. 4) Senses & Sand (p. 5) Our Sensory Bin (p. 5) A Senses Song (p. 5) How Does It Feel? (p. 6) Bumpy Fingerpaint (p. 7) Mixing Warm and Cold (p. 7) Oooh! It Feels... (p. 7) Safe to Touch (p. 8) Goopy, Goopy, Goop (p. 9) Bubble Wrap Art (p. 9) Feel 'N Explore (p. 9) Oh, See What I See (p. 10) Don't Peek! (p. 11) Seeing Detail (p. 11) Look Up There (p. 11) Sight Safety (p. 12) See and Count (p. 13)</p>	<p>My Own Sun Visor (p. 13) Mixing Colors (p. 13) What Do You Hear? (p. 14) Musical Parade (p. 15) Sound Exploration Center (p. 15) Shake 'N Listen (p. 15) That Smells Good (p. 16) Sniff it Out (p. 17) Scented Playdough Fun (p. 17) Let's Change Your Diaper (p. 17) A Tasting Party (p. 18) Yummy in My Tummy (p. 19) Cooking My Favorites (p. 19) Mmmmm! (p. 19)</p>	<p>What Would You Do? (p. 20) Is it a Food? (p. 21) Smells Good Enough to Eat (p. 21) Crunchy & Soft (p. 21) Senses Day (p. 22) Apple Turnovers...Yum! (p. 23) Safe to Touch? Story Time (p. 23) Tunes for You (p. 23) Touch & Feel Bookmakers (p. 24) Our Eyes Help Us (p. 24) Shhhhh! (p. 25) Making Scratch 'N Sniff Stickers (p. 25) Bitter? Sweet? Salty? Sour? (p. 26) Never Ever (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 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>I Have Five Senses (p. 4) Senses & Sand (p. 5) Our Sensory Bin (p. 5) How Does It Feel? (p. 6) Bumpy Fingerpaint (p. 7) Mixing Warm and Cold (p. 7) Safe to Touch (p. 8) Goopy, Goopy, Goop (p. 9) Bubble Wrap Art (p. 9) Oh, See What I See (p. 10) Don't Peek! (p. 11) Seeing Detail (p. 11) Sight Safety (p. 12) See and Count (p. 13)</p>	<p>My Own Sun Visor (p. 13) What Do You Hear? (p. 14) Musical Parade (p. 15) Sound Exploration Center (p. 15) That Smells Good (p. 16) Sniff it Out (p. 17) Scented Playdough Fun (p. 17) A Tasting Party (p. 18) Yummy in My Tummy (p. 19) Cooking My Favorites (p. 19)</p>	<p>What Would You Do? (p. 20) Is it a Food? (p. 21) Smells Good Enough to Eat (p. 21) Senses Day (p. 22) Apple Turnovers...Yum! (p. 23) Safe to Touch? Story Time (p. 23) Touch & Feel Bookmakers (p. 24) Our Eyes Help Us (p. 24) Shhhhh! (p. 25) Making Scratch 'N Sniff Stickers (p. 25) Bitter? Sweet? Salty? Sour? (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>

Unit: "My Five Senses" - September 2023

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>I Have Five Senses (p. 4) Senses & Sand (p. 5) How Does It Feel? (p. 6) Mixing Warm and Cold (p. 7) Safe to Touch? (p. 8) Goopy, Goopy, Goop (p. 9) Oh, See What I See (p. 10) Sight Safety (p. 12) What Do You Hear? (p. 14) Musical Parade (p. 15) Sound Exploration Center (p. 15) That Smells Good! (p. 16) Sniff it Out (p. 17) A Tasting Party (p. 18)</p>	<p>What Would You Do? (p. 20) Smells Good Enough to Eat (p. 21) Senses Day (p. 22) Apple Turnovers, Yum! (p. 23) Our Eyes Help Us (p. 24) Shhhh! (p. 25) Bitter? Sweet? Salty? Sour? (p. 26) Never Ever (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>I Have Five Senses (p. 4) Senses & Sand (p. 5) Our Sensory Bin (p. 5) A Senses Song (p. 5) How Does It Feel? (p. 6) Bumpy Fingerpaint (p. 7) Mixing Warm and Cold (p. 7) Oooh! It Feels... (p. 7) Safe to Touch (p. 8) Goopy, Goopy, Goop (p. 9) Bubble Wrap Art (p. 9) Feel 'N Explore (p. 9) Oh, See What I See (p. 10) Don't Peek! (p. 11) Seeing Detail (p. 11) Look Up There (p. 11) Sight Safety (p. 12) See and Count (p. 13)</p>	<p>My Own Sun Visor (p. 13) Mixing Colors (p. 13) What Do You Hear? (p. 14) Musical Parade (p. 15) Sound Exploration Center (p. 15) Shake 'N Listen (p. 15) That Smells Good (p. 16) Sniff it Out (p. 17) Scented Playdough Fun (p. 17) Let's Change Your Diaper (p. 17) A Tasting Party (p. 18) Yummy in My Tummy (p. 19) Cooking My Favorites (p. 19) Mmmmm! (p. 19)</p>	<p>What Would You Do? (p. 20) Is it a Food? (p. 21) Smells Good Enough to Eat (p. 21) Crunchy & Soft (p. 21) Senses Day (p. 22) Apple Turnovers...Yum! (p. 23) Safe to Touch? Story Time (p. 23) Tunes for You (p. 23) Touch & Feel Bookmakers (p. 24) Our Eyes Help Us (p. 24) Shhhhhh! (p. 25) Making Scratch 'N Sniff Stickers (p. 25) Bitter? Sweet? Salty? Sour? (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>I Have Five Senses (p. 4) A Senses Song (p. 5) How Does It Feel? (p. 6) Safe to Touch? (p. 8) Sight Safety (p. 12) Musical Parade (p. 15) Let's Change Your Diaper (p. 17) What Would You Do? (p. 20) Senses Day (p. 22) Tunes for You (p. 23)</p>		<p>Additional experiences I planned to address this skill:</p>	

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LEARNING INDICATORS (specific skills)	These experiences address Creative Arts and Music &	
<p>CA2 - Uses movement and dance to express ideas and emotions</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 Does It Feel? (p. 6)</p> <p>Any of the music experiences (CA1) can also address this skill.</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 style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>Bumpy Fingerpaint (p. 7)</p> <p>Bubble Wrap Art (p. 9)</p> <p>Don't Peek! (p. 11)</p> <p>Seeing Detail (p. 11)</p> <p>My Own Sun Visor (p. 13)</p> <p>Mixing Colors (p. 13)</p> <p>Yummy in My Tummy (p. 19)</p> <p>Senses Day (p. 22)</p> <p>Touch & Feel Bookmakers (p. 24)</p> <p>Making Scratch 'N Sniff Stickers (p. 25)</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 style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <p>_____</p> <p>_____</p>	<p>I Have Five Senses (p. 4)</p> <p>Musical Parade (p. 15)</p> <p>Sniff it Out (p. 17)</p> <p>Cooking My Favorites (p. 19)</p>	<p>Additional experiences I planned to address this skill:</p>

Unit: "My Five Senses" - September 2023

LEARNING INDICATORS (specific skills)	These experiences address Physical Development & Health		
<p>PD1 - <i>Understands the importance of exercise and rest</i></p> <p style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr style="border: 0.5px solid red;"/>	<p>Senses Day (p. 22)</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 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>Bumpy Fingerpaint (p. 7) Goopy, Goopy, Goop (p. 9) Bubble Wrap Art (p. 9) A Tasting Party (p. 18) Mmmmm! (p. 19) Crunchy & Soft (p. 21) Apple Turnovers, Yum! (p. 23) Bitter? Sweet? Salty? Sour? (p. 26)</p> <p>Plus ... any experience where children must wash hands before, or after, participating (e.g., cooking)</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 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>Mixing Warm & Cold (p. 7) Safe to Touch? (p. 8) Oh, See What I See (p. 10) Sight Safety (p. 12) My Own Sun Visor (p. 13) What Do You Hear? (p. 14) What Would You Do? (p. 20) Is It a Food? (p. 21) Smells Good Enough to Eat (p. 21) Safe to Touch? Story Time (p. 23) Making Scratch 'N Sniff Stickers (p. 25) Never Ever (p. 26)</p>	<p>Plus, be sure to look for safety tips under the "Be Healthy & Safe" section that is included every day.</p> <p>Additionally, all gross motor activities (see below) require children to follow basic safety rules as they participate</p>	<p>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 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>I Have Five Senses (p. 4) How Does It Feel? (p. 6) Musical Parade (p. 15) Senses Day (p. 22) Our Eyes Help Us (p. 24)</p>		<p>Additional experiences I planned to address this skill:</p>

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LEARNING INDICATORS (specific skills)	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>Senses & Sand (p. 5) Our Sensory Bin (p. 5) How Does It Feel? (p. 6) Bumpy Fingerpaint (p. 7) Mixing Warm & Cold (p. 7) Oooh! It Feels... (p. 7) Safe to Touch? (p. 8) Goopy, Goopy, Goop (p. 9) Bubble Wrap Art (p. 9) Feel 'N Explore (p. 9) Oh, See What I See (p. 10) Don't Peek! (p. 11) Seeing Detail (p. 11) See and Count (p. 13) My Own Sun Visor (p. 13) What Do You Hear? (p. 14) Sound Exploration Center (p. 15) Shake 'N Listen (p. 15) That Smells Good! (p. 16)</p>	<p>Scented Playdough Fun (p. 17) A Tasting Party (p. 18) Yummy in My Tummy (p. 19) Cooking My Favorites (p. 19) Mmmmm! (p. 19) What Would You Do? (p. 20) Is it a Food? (p. 21) Smells Good Enough to Eat (p. 21) Crunchy & Soft (p. 21) Senses Day (p. 22) Apple Turnovers...Yum! (p. 23) Safe to Touch? Story Time (p. 23) Touch & Feel Bookmarkers (p. 24) Making Scratch 'N Sniff Stickers (p. 25) Bitter? Sweet? Salty? Sour? (p. 26) Never Ever (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 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>Mixing Warm & Cold (p. 7) Oh, See What I See (p. 10) Sight Safety (p. 12) Musical Parade (p. 15) A Tasting Party (p. 18) Yummy in My Tummy (p. 19) Cooking My Favorites (p. 19) Our Eyes Help Us (p. 24) Bitter? Sweet? Salty? Sour? (p. 26)</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>Yummy in My Tummy (p. 19)</p>	<p>Additional experiences I planned to address this skill:</p>	

Unit: "My Five Senses" - September 2023

LEARNING INDICATORS	These experiences address Social Studies Knowledge 	
<p>SS3 - <i>Recognizes the importance of caring for the environment</i></p> <p style="color: red;">Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr style="border: 0.5px solid red;"/> <hr style="border: 0.5px solid red;"/>	<p>Not specifically addressed during this unit BUT always reinforce the importance of conserving water when children are washing hands or brushing teeth.</p> <p>Also, when children are using recyclables for art activities or other experiences, talk about how this helps 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 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>Talk with the children about how using your senses to learn changes from the time you are an infant until the time you are an adult.</p>	<p>Additional experiences I planned to address this skill:</p>