Unit 2 Overview: *Friends*

In Unit 2, children will explore the concepts of friendship, how to be a good friend, and ways to resolve conflicts with friends. Through the Read Aloud texts, children will learn about the importance of being who you are, helping friends, enjoying special times together, and cooperating with each other. Recognizing that play is a primary vehicle for children to develop relationships with each other, adults will provide opportunities for children to play with and learn from each other. They also support children as they practice social skills and build friendships by helping them: enter into play, sustain play, and enhance play. Children build on their problem-solving skills developed in Unit 1 in when resolving conflicts with opportunities to identify feelings, describe problems, and alternative solutions. Peer interactions for children who are socially reserved, withdrawn and/or bullied or excluded will be supported.

In addition to listening to stories, children will learn to identify rhyming words and beginning letters and sounds in words, as they build vocabulary and comprehension skills. In this unit, children will also have multiple opportunities to develop beginning writing skills in a variety of genres.

Basic Unit Concepts/Goals:	<u>A Friend Defined:</u> A friend is an individual who supports and sympathizes with another individual and is a person on whom that person can confide. Friends welcome each other's company, share activities, regard each other with affection, and trust one another.
	- A friend is someone we like and want to spend time with. - Friends interact appropriately by cooperating, helping, sharing, and expressing an interest in each other. - We can have more than one good friend. We might like to do different things with different friends. - Friends help one another. - Friends may have arguments and get mad at one another. Usually friends work out their problems and continue to be friends. - Friends share feelings with one another, and identify and name emotions of anger, empathy and sadness by using language to resolve their differences. - Friends have shared interests.

	- We can make new friends and also keep old friends. - Friends build a sense of classroom community through conversations and problem solving. - Friends demonstrate awareness and respect for one another's culture and ethnicity.
Core Read Aloud Texts	*The Little Red Hen Makes a Pizza* by Philoman Sturges *A Letter to Amy* by Ezra Jack Keats *Matthew and Tilly by* Rebecca C Jones *Dandelion* by Don Freeman *Hooray a Pinata!* by Elsa Kleven
Supplemental Texts SWPL	- Hush!, A Tjhai Lullaby by Mingfong Ho *Dazzling Diggers* by Tony Mitton
Supplemental Texts LFOAI	*Road Builders by* B.G. Hennessy
Supplemental Texts Math	*Mouse's First Fall* by Lauren Thompson *Sort it Out!* By Barbara Mariconda *Count the Monkeys* by Mac Burnet *Actual Size* by Steve Jenkins *Everybody Counts!* By Stuart Murphy *Shape Capers* by Cathryn Falwell *Pigs Love Potatoes* by Anika and Christopher Denise
Supplemental Texts Outdoor Learning	*Nuts to You* by Lois Ehlert *The Tiny Seed* by Eric Carle
Maine Early Learning Standards (MELDS)	*A Note Regarding the Maine Early Learning Standards:* In the course of a quality early learning classroom, every minute of the day is focused on providing support to young children. In *PreK for ME*, intentional activities are designed to address each child's unique development, as well as the development of the classroom community. The MELDS Standards for Social & Emotional Development and Standards for Approaching Learning are embedded in the curriculum design, approach, and pedagogy. While some of these standards may be highlighted in particular lessons, facets of these standards are embedded

in all minutes of the day to support each developing whole child.

Standards for Social & Emotional Development
Emotional Development
- Emotional Development- Self Concept
  MELDS.SED.ED.SC.PS.1
  Has an awareness of self as having certain abilities, characteristics, preferences and rights
  MELDS.SED.ED.SC.PS.2
  Demonstrates self-direction by making choices among peers, activities and materials
  MELDS.SED.ED.SC.PS.3
  Takes on new tasks and improves skills with practice
  MELDS.SED.ED.SC.PS.4
  Initiates actions or activities with peers
  MELDS.SED.ED.SC.PS.5
  Expresses delight over a successful project and want others to like it too
  MELDS.SED.ED.SC.PS.6
  Demonstrates confidence in own abilities and delights in the mastery of a skill
  MELDS.SED.ED.SC.PS.7
  Demonstrates an understanding of and follows through with basic responsibilities

- Emotional Development- Self-Regulation
  MELDS.SED.ED.SR.PS.1
  Expresses self in safe and appropriate ways through words and actions
  MELDS.SED.ED.SR.PS.2
  Seeks peaceful resolutions to conflict
  MELDS.SED.ED.SR.PS.3
  Stops and listens to instructions before jumping into activity, with guidance
  MELDS.SED.ED.SR.PS.4
  Follows rules and routines
  MELDS.SED.ED.SR.PS.5
  Respects the rights and property of others
  MELDS.SED.ED.SR.PS.6
  Uses materials appropriately
  MELDS.SED.ED.SR.PS.7
  Is able to share materials or caregiver's/teacher's attention
  MELDS.SED.ED.SR.PS.8

Can wait for turn in simple game or use of equipment
MELDS.SED.ED.SR.PS.9
Accepts consequences of own actions
MELDS.SED.ED.SR.PS.10
Regulates own emotions and behaviors
MELDS.SED.ED.SR.PS.11
Refrains from disruptive, aggressive, angry or defiant behaviors
MELDS.SED.ED.SR.PS.12
Asks what and why questions to understand effects of behavior

- Emotional Development- Sympathy and Empathy
  MELDS.SED.ED.SE.PS.1
  Expresses empathy for others
  MELDS.SED.ED.SE.PS.2
  Comforts physically hurt or emotionally upset child through
  appropriate words or actions
  MELDS.SED.ED.SE.PS.3
  Labels own emotions and, increasingly, the emotions of others
  MELDS.SED.ED.SE.PS.4
  Demonstrates understanding of the consequences of own actions
  on others
  MELDS.SED.ED.SE.PS.5
  Understands the reasons for rules and routines within the group
  and accepts them
  MELDS.SED.ED.SE.PS.6
  Asks "what" and "why" questions to understand effects of
  behavior
  MELDS.SED.ED.SE.PS.7
  Shows progress in expressing feelings, needs, and opinions, in
  difficult situations and conflicts, without harming self, others, or
  property

- Emotional Development- Adapting to Diverse Settings
  MELDS.SED.ED.ADS.PS.1
  Demonstrates ability to be flexible or adjust to routine or
  unexpected changes including physical setting, daily schedule,
  staffing and group size/ attendance
  MELDS.SED.ED.ADS.PS.2
  Adjusts to transitions from one activity setting to the next during
  the day with appropriate emotions and behaviors
  MELDS.SED.ED.ADS.PS.3
  Anticipates with assistance what will be needed in diverse settings
  MELDS.SED.ED.ADS.PS.4

		Follows rules in diverse settings

Social Development
- ● Social Development- Building Relationships with Children
  MELDS.SED.SD.BRC.PS.1
  Participates cooperatively in large and small group activities
  MELDS.SED.SD.BRC.PS.2
  Participates in classroom and group routines
  MELDS.SED.SD.BRC.PS.3
  Uses different turn-taking strategies
  MELDS.SED.SD.BRC.PS.4
  Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers
  MELDS.SED.SD.BRC.PS.5
  Develops consideration for the needs or interests of peers
  MELDS.SED.SD.BRC.PS.6
  Develops friendships with peers
  MELDS.SED.SD.BRC.PS.7
  Notices and comments on who is absent from routine group settings
  MELDS.SED.SD.BRC.PS.8
  Shows concern for personal fairness within a peer group
  MELDS.SED.SD.BRC.PS.9
  Defends own rights and the rights of others
  MELDS.SED.SD.BRC.PS.10
  Gives social support to others
  MELDS.SED.SD.BRC.PS.11
  Demonstrates knowledge that fairness involves a recognition that respects the needs of individuals as well as sharing and turn-taking
  MELDS.SED.SD.BRC.PS.12
  Identifies and expresses self a part of several groups (e.g. family, preschool class, faith community, etc.)
  MELDS.SED.SD.BRC.PS.13
  Uses play to explore, practice and understand social roles
  MELDS.SED.SD.BRC.PS.14
  Joins in the middle of an on-going group activity with friends independently
  MELDS.SED.SD.BRC.PS.15
  Invents and sets up activities that include more than one child
  MELDS.SED.SD.BRC.PS.16
  Gives social support to others

- ● Social Development- Respecting Similarities and Differences

MELDS.SED.SD.RSD.PS.1
Names and accepts differences and similarities in preferences
MELDS.SED.SD.RSD.PS.2
Notices that other children might communicate differently or use different words for the same object
MELDS.SED.SD.RSD.PS.3
Begins to examine a situation from others' perspective
MELDS.SED.SD.RSD.PS.4
Shows concern about personal fairness within a peer group

Standards for Approaching Learning
Initiative and Curiosity
MELDS.ATL.IC.PS.1
Initiates participation in a widening ranges of topics, ideas, and tasks
MELDS.ATL.IC.PS.2
Invents projects and works on them with little assistance
MELDS.ATL.IC.PS.3
Wonders and asks questions about change in his/her world
MELDS.ATL.IC.PS.4
Uses "wh" questions to get information a variety of topics (why, who, what, where and when)
MELDS.ATL.IC.PS.5
Approaches tasks and activities with increasing flexibility, imagination, and inventiveness
MELDS.ATL.IC.PS.6
Invents games and new activities

Engagement & Persistence
MELDS.ATL.EP.PS.1
Persists in and completes an increasing variety of tasks, activities, projects, and experiences despite frustrations
MELDS.ATL.EP.PS.2
Demonstrates resiliency and coping skills when faced with challenges (i.e. concentrates despite distractions and/ or increasingly manages own level of frustration)
MELDS.ATL.EP.PS.3
Chooses to leave a project and returns to it later for completion or elaboration
MELDS.ATL.EP.PS.4
Sets goals, develops plans, and completes tasks with increasing independence
MELDS.ATL.EP.PS.5

	Maintains concentration despite distractions
	
	Reflection & Problem Solving
	     MELDS.ATL.RPS.PS.1
	     Predicts when something might be a problem or challenge
	     MELDS.ATL.RPS.PS.2
	     Makes predictions about what will happen next
	     MELDS.ATL.RPS.PS.3
	     Looks for more than one solution to a question, task, or problem
	     MELDS.ATL.RPS.PS.4
	     Applies prior experiences, senses, and knowledge to new learning situations
	     MELDS.ATL.RPS.PS.5
	     Considers and implements different approaches to carrying out a task
	     MELDS.ATL.RPS.PS.6
	     Independently alters approach to tasks when initial approach does not work
	     MELDS.ATL.RPS.PS.7
	     Discusses or documents important aspects of an experience and identifies what was learned
	     MELDS.ATL.RPS.PS.8
	     Solves increasingly complex problems and an increased number of problems