

Unit 3 Overview: *Wind and Water*

In Unit 3, children continue to develop their understanding of the concepts related to interpersonal interactions and extend the skills from units 1 and 2, particularly non-fiction writing. A multi-dimensional study of weather and its impact on humans and animals provides a lens for conducting research, exploring scientific concepts, and representing ideas and understandings in multiple ways. The Showcase of Learning at the end of the unit provides the opportunity for children to reflect thoughtfully on the processes that they engage in as they move through each week’s learning experiences.

Children continue to develop skills related to rhyming, letter-sound correspondence, vocabulary development and story comprehension.

<p>Basic Unit Concepts/Goals:</p>	<ul style="list-style-type: none"> ● Weather affects living things. ● Living things respond in different ways to different kinds of weather. ● Weather can inspire artistic expression and provide opportunities for recreation. ● Living things often depend on each other for shelter and protection. ● Water soaks into or is absorbed by some things but is repelled by others. ● Gathering information helps us make decisions.
<p>Core Read Aloud Texts</p>	<ul style="list-style-type: none"> ● <i>Gilberto and the Wind</i>, Marie Hall Ets ● <i>Thunder Cake</i>, Patricia Polacco ● <i>Rabbits and Raindrops</i>, Jim Arnosky ● <i>A Hat for Minerva Louise</i>, Janet Morgan Stoeke ● <i>The Snowy Day</i>, Ezra Jack Keats
<p>Supplemental Texts SWPL</p>	<ul style="list-style-type: none"> ● <i>Time for Bed</i>, Mem Fox ● <i>Bringing the Rain to Kapati Plain</i>, Verna Aardema ● <i>Swimmy</i>, Leo Lionni ● <i>Down East in the Ocean</i> by Peter Roop ● <i>Going Lobstering</i> by Jerry Pallotta
<p>Supplemental</p>	<ul style="list-style-type: none"> ● <i>Living Things Need Water</i>, Bobbie Kalman

<p>Texts LFOAI</p>	
<p>Supplemental Texts Math</p>	<ul style="list-style-type: none"> ● <i>Like a Windy Day</i> by Frank Asch & Devin Asch ● <i>The Big Storm: A Very Soggy Counting Book</i> by Tafuri ● <i>Rosie’s Walk</i> by Pat Hutchins ● <i>Down East in the Ocean</i> by Peter Roop ● <i>Going Lobstering</i> by Jerry Pallotta ● <i>Goldilocks and the 3 Bears as retold</i> by Delmege
<p>Supplemental Texts outdoor learning</p>	<ul style="list-style-type: none"> ● <i>Snowflake Bentley</i> by Jacqueline Briggs Martin and Mary Azarian ● <i>Whose Tracks Are These?</i> By Jim Nail
<p>Maine Early Learning Standards (MELDS)</p>	<p><i>A Note Regarding the Maine Early Learning Standards:</i> In the course of a quality early learning classroom, every minute of the day is focused on providing support to young children. In <i>PreK for ME</i>, 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.</p> <p>Standards for Social & Emotional Development <i>Emotional Development</i></p> <ul style="list-style-type: none"> ● Emotional Development- Self Concept <u>MELDS.SED.ED.SC.PS.1</u> Has an awareness of self as having certain abilities, characteristics, preferences and rights <u>MELDS.SED.ED.SC.PS.2</u> Demonstrates self-direction by making choices among peers, activities and materials <u>MELDS.SED.ED.SC.PS.3</u> Takes on new tasks and improves skills with practice <u>MELDS.SED.ED.SC.PS.4</u> 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