

Unit 5 Overview: *Shadows and Reflections*

In Unit 5, *Shadows and Reflections*, children explore the properties and aesthetics of light, as well as the ways light is beneficial to people and animals. Children learn the science of shadows and reflections through hands-on investigations and exploration. In Small Groups and in Centers, children explore how light is used to convey feelings, emotions, and ideas in art and design. In this Unit, there are numerous opportunities for children to investigate scientific concepts outdoors. In Unit 6, *Things That Grow*, the concepts and ideas studied in Unit 5 will be expanded and extended as children learn how light is necessary in life cycles of plants and animals.

Children continue to work collaboratively, develop interpersonal skills, and communicate their ideas and understandings effectively. Letter recognition, phonemic awareness, concepts of print, and vocabulary development skills continue to be developed and refined.

<p>Basic Unit Concepts</p>	<ul style="list-style-type: none"> ● Light comes from natural and artificial sources. ● Light affects people, animals, and things. ● Reflections are images thrown back from a shiny surface. ● Light must be present or there is no reflection. ● Mirrors and still water reflect light well; dull surfaces do not. ● Objects vary in the amount of light they allow to pass through, and in our ability to see through them. These variations are given the names opaque, translucent or transparent. ● Shadows are dark areas when light is blocked by an object.
<p>Core Read Aloud Texts</p>	<ul style="list-style-type: none"> ● <i>Play with Me</i>, Marie Hall Ets ● <i>Raccoon On His Own</i>, Jim Arnosky ● <i>Kitten’s First Full Moon</i>, Kevin Henkes ● <i>Moonbear’s Shadow</i>, Frank Asch ● <i>The Puddle Pail</i>, Elisa Kleven
<p>Supplemental Texts: SWPL</p>	<ul style="list-style-type: none"> ● <i>Clap Your Hands</i>, Lorinda Bryan Cauley ● <i>Night Job</i>, Karen Hesse
<p>Supplemental Texts: LFOAI</p>	<ul style="list-style-type: none"> ● <i>Guess Who’s Shadow</i>, Stephen R. Swinburne

<p>Supplemental Texts: Math</p>	<ul style="list-style-type: none"> ● <i>Five Creatures</i>, Emily Jenkins ● <i>Tall Tall Tree</i>, Fredricks and Wallace (in original book list distributed in August 2018, this book was mistitled <i>The Tall Tree</i>) ● <i>The Napping House</i>, Audrey Wood and Don Wood ● <i>Whose Shadow is This?</i>, Claire Berge
<p>Supplemental Texts: Outdoor Learning</p>	<ul style="list-style-type: none"> ● <i>Come on Rain</i>, Karen Hesse ● <i>Cradle In the Trees</i>, Patricia Brennan Demuth ● <i>Zinnia’s Flower Garden</i>, Monica Wellington
<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 <u>MELDS.SED.ED.SC.PS.5</u> Expresses delight over a successful project and want others to like it too <u>MELDS.SED.ED.SC.PS.6</u> Demonstrates confidence in own abilities and delights in the mastery of a skill <u>MELDS.SED.ED.SC.PS.7</u>

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
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