

A dark blue silhouette of a child sitting and reading a book, positioned on the left side of the slide. The background is a dark blue gradient.

MAINE DEPARTMENT  
OF EDUCATION

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# Pre-K for ME Unit 1 Overview Family

**Presented by:** The Early Learning Team



# Our Maine DOE Early Learning Team



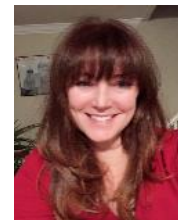
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# Early Learning Vision

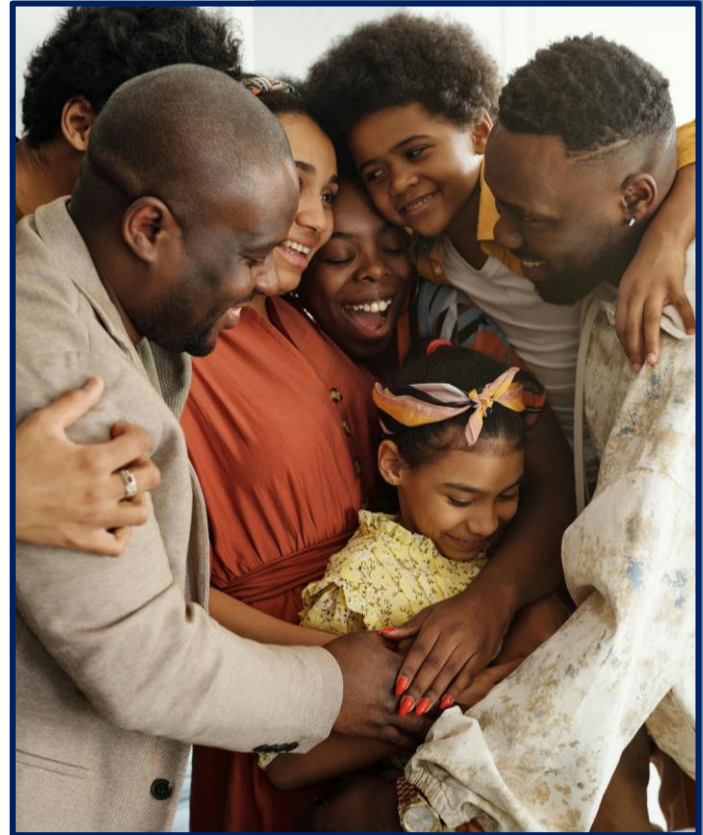
All of Maine's children are prepared to transition into their adolescent years as healthy, engaged and inquisitive learners.



## Early Learning Mission

To collaborate with all stakeholders to promote the well-being of the whole child to support children's learning opportunities from birth through the early elementary grades.

# Unit 1: Family





## Goals for Unit 1 Overview

- Learn the overall unit concepts
- Connect concepts to Read A-louds, Centers, and Small groups
- Gain tips to support instruction and flow of the unit

### ✓ **Foundational Concepts**

Learn the overarching big ideas and concepts of Unit 1.

### ✓ **Component overviews and connections**

Weekly overviews for each curriculum component and connections to concepts

### ✓ **See Pre-K for ME in Maine Classrooms!**

See images from classrooms in Maine and learn some tips and suggestions!



# Family: The Big Ideas



- Children will explore and talk about families and the different ways family members relate to and help one another.
- Children will explore how families work together to solve problems, conflicts, and dilemmas.
- Children will consider the roles and responsibilities of family members.

# Family: Unit Concepts



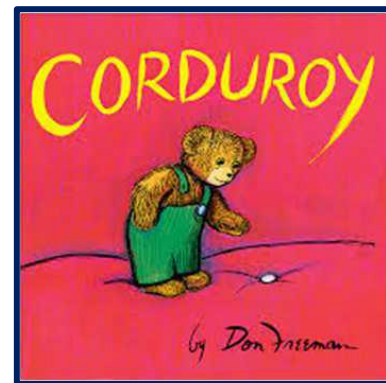
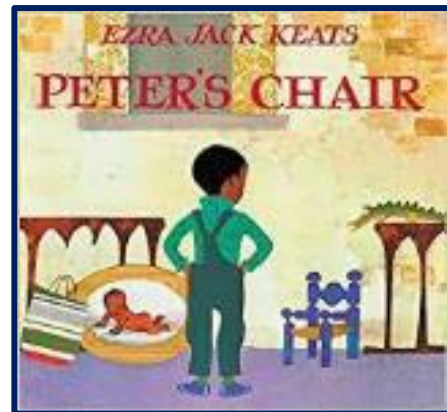
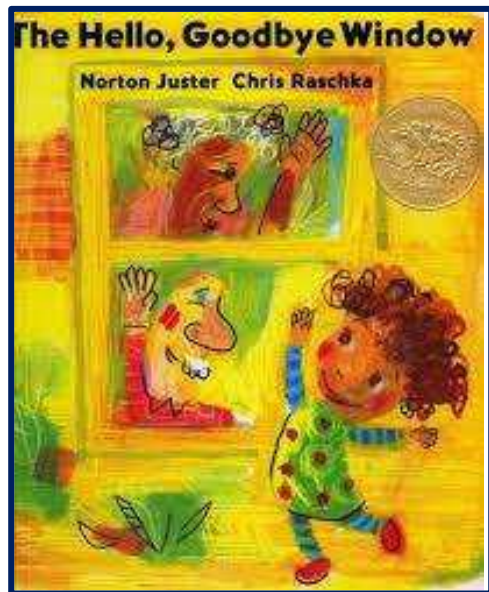
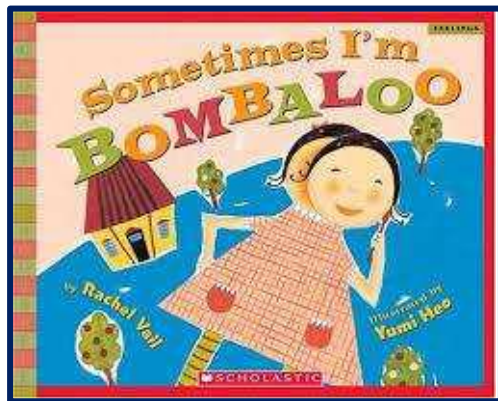
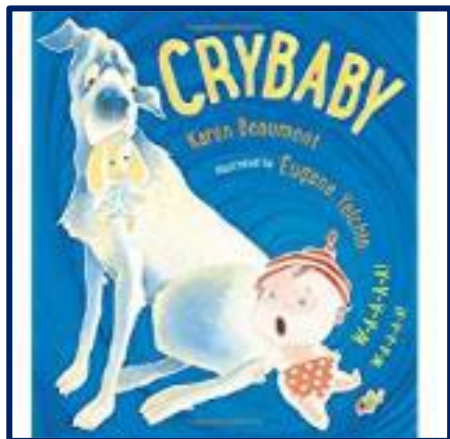
- Family members have role names.
- Some family members live together. Sometimes family members live apart.
- Grown-ups in the family take care of the children. Younger children need more care and sometimes older children can help care for younger siblings.
- Sometimes grown-ups in families tell the children they need to stop doing something or be quiet.
- Sometimes children get upset at their parents.
- Families do fun things together.
- Family members support each other.
- Family members express their emotions.


# Pre-K Classroom





# Core Read Aloud Books



Unit 1  Week 1	<b>Crybaby Read Aloud</b>	<b>Standards:</b> ELA.SL.CC.PS.1.a ELA.SL.CC.PS.1.b ELA.SL.CC.PS.2 ELA.SL.CC.PS.3
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<b>Materials:</b> <ul style="list-style-type: none"> <li>• Crybaby, Karen Beaumont</li> <li>• “Woolly” stuffed animal (optional)</li> <li>• Vocabulary word picture cards</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• <b>quiet:</b> making little or no noise.</li> <li>• <b>tickled</b></li> <li>• <b>sleepy:</b> ready for sleep, to go to bed</li> <li>• <b>woolly:</b> made of wool, fine soft curly or wavy hair forming the coat of a sheep</li> <li>• <b>joy:</b> feeling happy</li> <li>• <b>Hurried:</b> to go quickly or faster</li> <li>• <b>Rush:</b> to move towards something quickly</li> <li>• <b>Slurp:</b> eat or drink something with a loud sloppy sucking noise</li> <li>• <b>retriever</b></li> </ul>
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**Preparation:**

Set up materials.

**First Read:**

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice. If none of those are possible, by inserting a short definition.
- Give comprehension asides: comment during the story about the main character’s emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. “I’m thinking....”

# Supporting Vocabulary and Language in Core Books

Read Aloud Lesson Plans highlight key vocabulary and include notes for teachers to support vocabulary, language, and concept development.

# Unit 1

## Centers



## Caring For Babies



Standards:  
CA.DE.PS.1 -  
CA.DE.PS.3  
CA.DP.PS.1 -  
CA.DP.PS.2



### Materials:

- Crybaby
- Peter's Chair
- baby bottles
- baby food containers
- bibs
- burping cloths
- baby dolls
- baby furniture

### Vocabulary:

- feed: give food to someone or something
- calm: quiet and peaceful
- upset: angry or unhappy
- hush: to make calm, to soothe
- Soothe: to make calm

**Preparation:** Set up materials.

### Intro to Centers:

"In Crybaby, there was a Baby. In Peter's Chair, Peter and his mother and father prepared to care for his baby sister Susie. What do you notice?"

"Peter's family prepared baby furniture for Susie. Why do babies need special furniture?"

"In Crybaby, the family tried to **hush** the baby when she was **upset**. They tried to change her diaper, burp her, **feed** her, and rock her; the **dog soothed** her and made her **calm** by giving her the stuffed toy.

"Why can't babies care for themselves?"

"Today in Dramatization, you can care for babies with these materials."

Show illustrations. Children respond.

Show illustrations. Children respond.

Show illustrations. Model 'whisper.'

Children respond.

Show materials. Model burping/feeding/soothing baby.

# Supporting Vocabulary and Language in Centers

### During Centers:

Model using sequential vocabulary, i.e., "First, let's soothe the baby; second, let's change her diaper; third, let's feed her." Encourage children to act out scenes from Crybaby and Peter's Chair. Encourage children to act out multiple roles, and roles they do not typically take on, i.e., "Isabelle, you usually like to play the mother, maybe this time you'd like to try being the baby sister?" Support children in creating nametags in Writing and Drawing with characters' images/ names for children to wear as a prompt, i.e., "Jayden is pretending to be Peter (point to nametag), what would he say/act like?"

### Guiding Questions during Centers:

- How did you decide who will be the brother, cousin, mother, grandma etc.?
- How is Baby's family similar to or different from Peter's family?
- How is your family similar to or different from Baby's or Peter's family?
- How does your family take care of babies/you/each other?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe any challenges they encountered.

**Documentation:** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

### Provocation:

Encourage children to draw and write stories about their families to act out in Dramatization. Encourage children to create items in Blocks and the Art Studio for babies, i.e., baby carriages, rattles, soft toys, etc.

Discovery Table: Water Transfer

Naming Words	Action Words		Describing Words
container	dip	squirt	prime
funnel	submerge	target	narrow
bottle	fill	squeeze	pump (bottle)
tool	transfer	pour	
cap	flow	spill	
tube	refill	unscrew	
	aim		



Comments/ Questions/Expanded Conversations

- **Use parallel talk (describe what the child is doing) + open ended questions.**  
**For example:** I notice you are pouring water back and forth from one container to another. How does the water move when you **transfer** it from one bottle to another?
- **Use self talk (describe what you are doing) + repeated use of vocabulary words.**  
**For example:** I am really interested in this **funnel** because I have one at my house just like it. I am going to place the **funnel** on top of this **bottle** and **pour** water into it. The **funnel** helps me **fill** this **bottle** with water. I have to be careful not to **spill** water out of the water table!

## Center Language Supports

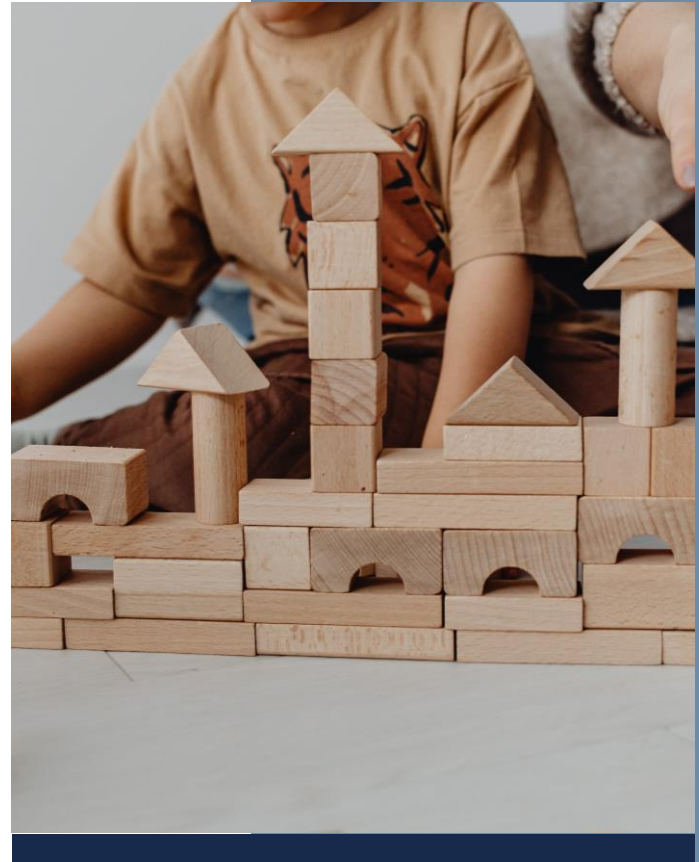
The Center Language Supports are helpful tools in supporting students with vocabulary, language, and concept development.



# Block Center in Unit 1

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- Build towers
- Build homes
- Play with family figures in homes
- Create signs for the block center
- Build homes with window



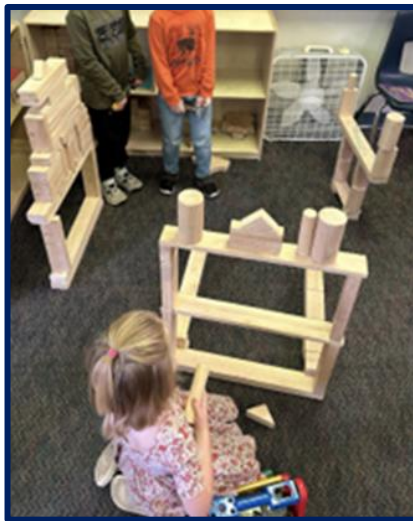
# Building Towers



! Introduce brainstorming and planning to your students early!

Using the drawing tool in SeeSaw to make a tower building plan for the block center.





## Building Homes and adding Families

# Creating Signs and Using Signs





# Dramatization in Unit 1

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- Care for babies
- Paint furniture
- Swaddle and transport babies
- Give baths and dress babies





# Caring for Babies



Students will feed babies, dress babies, put babies to sleep, wrap babies in blankets

# Transporting Babies and Washing and Dressing Babies



- ! Don't forget to create a visual:  
• How to Give a Baby a Bath



## Painting Furniture



# Art Studio and Easel in Unit 1

- Printing with objects
- Paintings inspired by books
- Creating bubble prints on paper
- Create toys and animals
- Experiment with paint mixing
- Make piggy banks
- Paint to music
- Paint with watercolor
- Create collages



# Paintings



It can be helpful to have the book visually represented at the easel.





# Collages



Fine Motor skill building: Teach cutting skills during your first few weeks of school. Have students cut scrap paper and save the pieces for collages! (This could be done in the discovery center)

# Object Printing



Use stamp pads and/or trays of paint for object printing. Consider adding printing to collages.

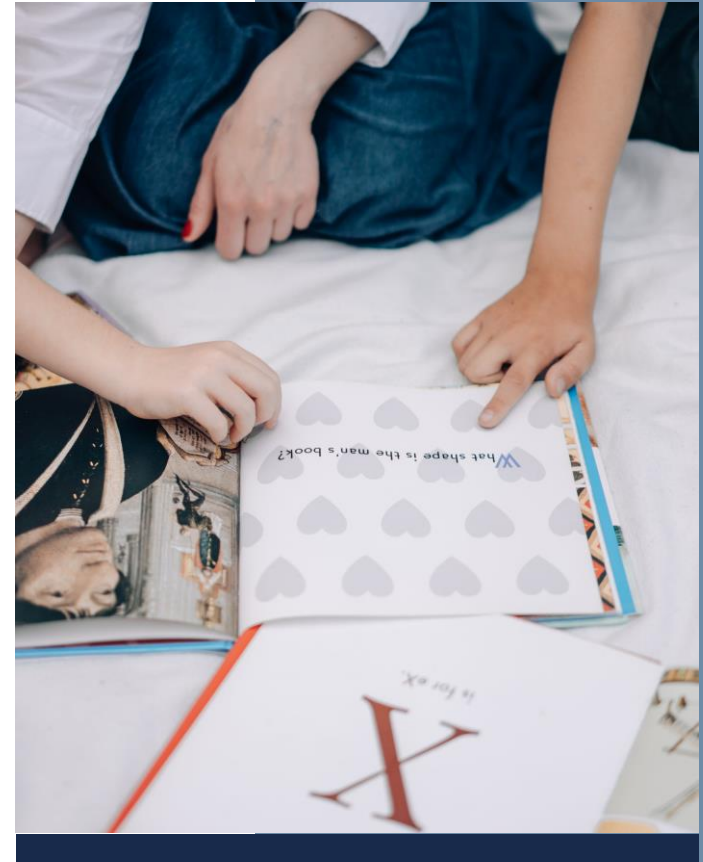
# Creating Animals/Stuffed Toys



# Library in Unit 1

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- Read books about families and caring for babies
- Read books to classroom dolls





# Reading to Babies





# Discovery in Unit 1

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- Explore transferring water with various containers, bottles, and funnels
- Explore water wheels
- Explore moving water faster or slower with funnels and tubes



# Transferring Water and Moving Water



# Water Wheels



After exploring moving water, students explore water wheels.



# Manipulatives in Unit 1

- Explore letters with environmental print
- Match paint chips
- Explore fabric swatches
- Spell names with letter tiles







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## Manipulatives – Exploring letters



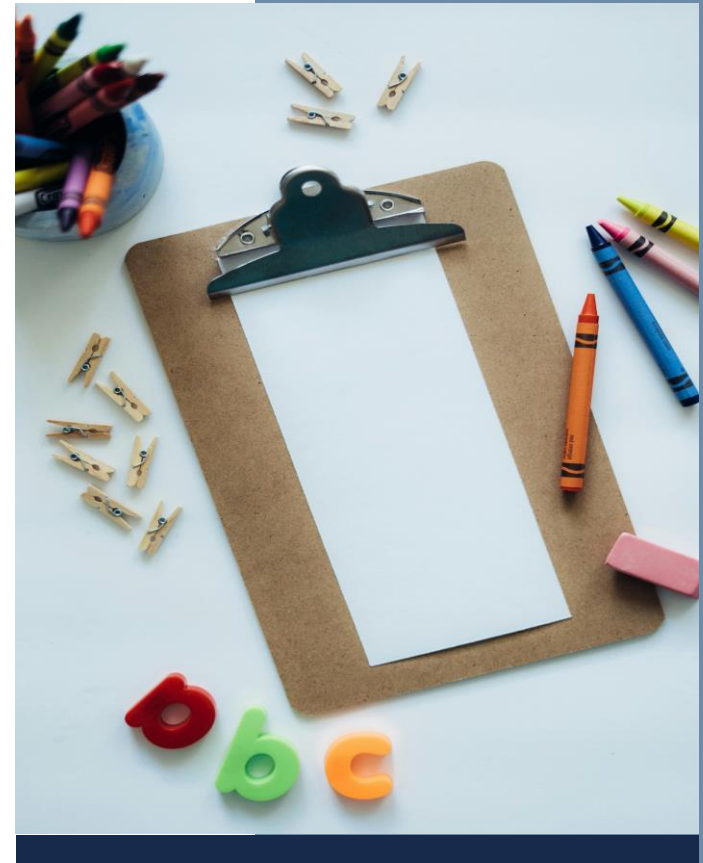
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## Manipulatives – Paint Chip Matching

# Writing and Drawing in Unit 1

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- Write names and family names
- Make names with various letter manipulatives
- Create birth announcements
- Create pictures inspired by a read aloud
- Create vocabulary cards for unit vocabulary





# Examples of Writing and Drawing Activities



Names with letter manipulatives



Hello, Goodbye Window Drawings



Creating Birth Announcements



# Outdoor Learning and Nature Extensions in Unit 1

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- Nature Family Portraits
- Butterfly Metamorphosis
- Families of Trees
- Farmers Market
- Geese and Ducks
- Other extensions suggested



# Nature and Outdoor Learning



Nature Portraits



Constructing  
homes outside

# Additional Extensions

Be sure to check out  
the additional Nature  
Extensions and Outdoor  
Connections

## Nature Extensions and Outdoor Connections for Individual Lessons in Unit 1

### Week 1

#### Building Homes

- Using natural items to construct a building
- Building fairy houses
- Building homes for animals

#### Painting with Objects

- Painting with natural objects – evergreen branches, pine needles, pine cones, feathers, flowers (flower presses), grasses, sticks, acorns (like marble painting), leaves

#### Caring for Babies

- Caring for insects or animals
- Bringing logs with things on it to observe (sow bugs, millipedes, spiders, slugs)
- Pet worms
- Ants – how they bring food to their families

#### Writing My Name and Family Names

- Tracing names with sticks in sand
- Using natural items to glue to letters of names
- Could link to nature family portrait activity (using natural objects)

#### Building Block Towers

- Building rock towers (inside or outside) out of a variety of rocks (different sizes) that the children collect outside

#### Paper Collages

- Nature collages using natural materials that the children have collected and attach to a flat surface
- Using contact paper, children collect items and attach to the sticky part of the contact paper. These can be displayed as a suncatcher in the window and then can play the I Spy Game.

#### Books About Caring for Babies (nature books)

- Animal Babies
- Owl Babies

#### Small Group – Draw and Label Family Picture

- Nature Family Portrait activity using natural objects

# Unit 1

## Small Groups

- Book Browsing
- Exploring Manipulatives
- Drawing Families
- Story Telling with Pictures
- Letter Matching
- Drawing Emotions
- Pen and Watercolor Outdoor Illustrations
- Bombaloo Masks
- Button Sorting
- Playing with Numbers
- Rhyming Words

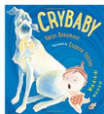




Unit 1  
Week 1

### Small Groups: Storytelling With Pictures and Words High Support

**Standards:**  
ELA.SL.CC.PS.1.a  
ELA.SL.CC.PS.1.b  
ELA.SL.CC.PS.2  
ELA.SL.CC.PS.3  
ELA.SL.PKI.PS.1 - 3



**Preparation:**  
Set up materials.

**Materials:**

- *Crybaby*
- *Peter's Chair*
- blank paper
- writing utensils

**Vocabulary:**

- illustration
- storytelling
- (non-) fiction
- beginning
- middle
- end

**Procedure:**

Refer to *Peter's Chair* and *Crybaby* as stories that are fictional, but that might be based on the author's real experiences. Tell children that today they will tell and draw their own stories about their families. Discuss the stories the children will illustrate. Encourage children to turn and talk to a friend and then share out their ideas.

Ask children to begin illustrating. If you have started Storytelling, discuss how this process is different as they will first draw and then add words to their pictures.

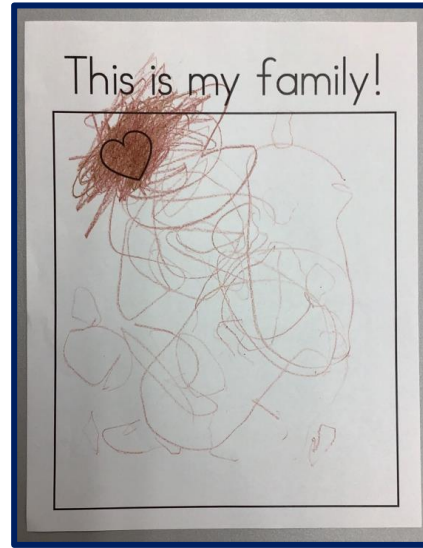
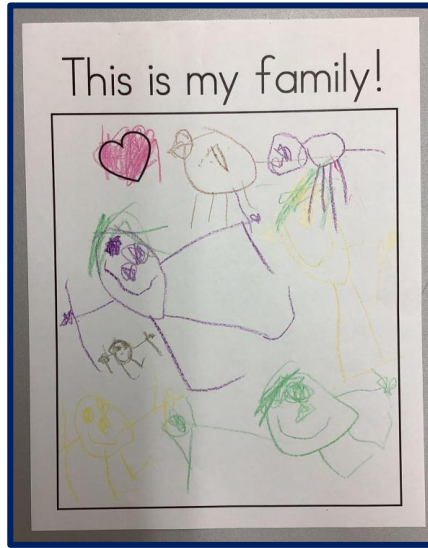
When children finish their illustrations, ask them if they would like to dictate words for their story.

**Guiding Questions:**

- What is the beginning, middle, and end of your story?
- How is your story the same as or different from *Peter's Chair*, *Crybaby* and/or your friend's story?
- Is your story fiction or non-fiction?
- How do your illustrations help tell your story?
- How did the illustrations in *Peter's Chair* and/or *Crybaby* help tell the story?

# Supporting Vocabulary and Language in Small Groups

Small group lesson plans include vocabulary and guiding questions to assist teachers in supporting students' vocabulary, language, and concept development.



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## Small Groups – Drawing Families



## Small Groups

Book Browsing



Bombaloo Masks



Drawing Emotions



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## Small Groups

Exploring Manipulatives

Exploring Fasteners

Button Sorting



# Unit 1

## Let's Find Out About It

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- Caring for Babies
- Baby Furniture
- Hardware Store
- Pets
- Fasteners
- Masks
- Signs
- Musical Instruments
- How People Get Around



Let's Find Out About It: How People Get Around

Standards:  
SS.G.PS.4  
SS.G.PS.4



**Materials:**

- Peter's Chair
- On The Go
- pretend vehicles and animals
- images of transportation (see Resources)

**Vocabulary:**

- vehicle
- transportation
- travel

**Preparation:** Set up materials.

**Let's Find Out About It:**

"In Peter's Chair, Peter got around using his feet."

*Show illustrations.*

"People use different forms of **transportation** to **travel**—get around—from place to place."

"What do you notice about the ways people get around?"

*Read On The Go.*

"Sometimes people use **vehicles** to **travel**. Sometimes people ride animals. Sometimes people walk from one place to another."

*Show illustrations.  
Children respond.*

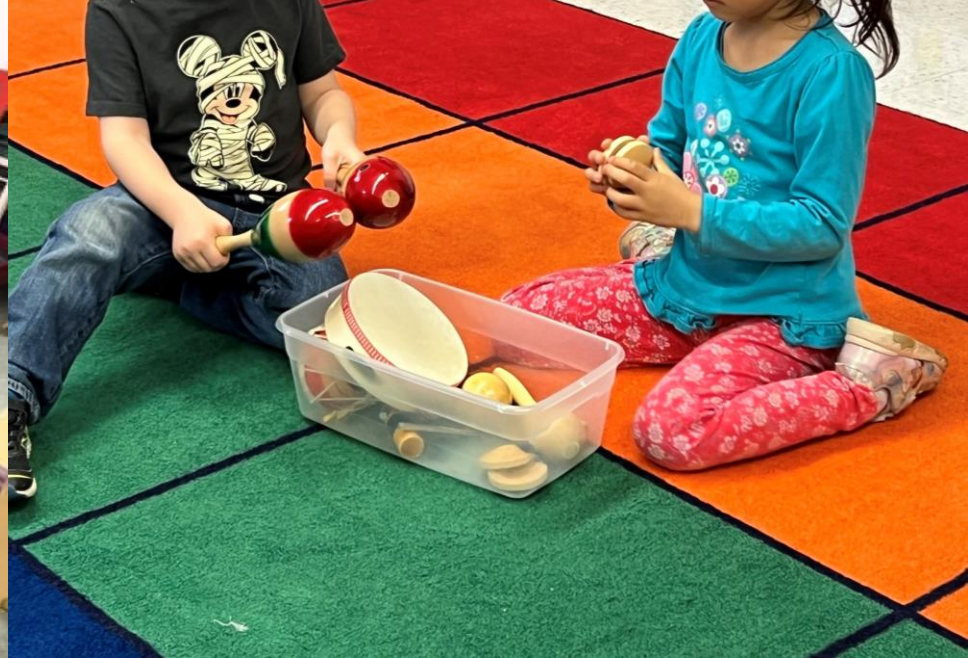
"How does your family travel?"

"How can you be safe in a car or on the bus?"

*Children respond.*

# Supporting Vocabulary and Language in LFOAI

Lesson Plans for LFOAI provide vocabulary words, questions and discussion points to support vocabulary, language, and concept development.



## LFOAI – Musical Instruments

Songs, Word Play, Letters, and Numbers

# SWPLN

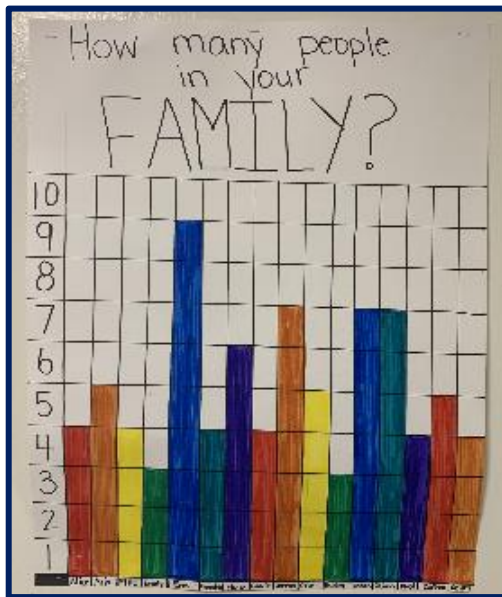
## Songs, Word Play, Letters & Numbers: Additional Resources

BINGO	POEMS	CLUE GAME	OTHER
<a href="#">Letters</a>	<a href="#">Diddle</a>	<a href="#">Written Clues</a>	<a href="#">Brown Bear Felt Board</a>
<a href="#">Hand Clapping</a> <a href="#">(Back to Back Print)</a>	<a href="#">Hands</a> <a href="#">Stand Up</a>	<a href="#">Picture Cards</a>	<a href="#">Frog Template</a>
	<a href="#">10 Little Finger</a>		





# Math



Math comes in during...

Whole Groups, Small Groups, Manipulatives and other centers, and SWPLN!



# Unit 1 Tips

- Have families send in family/caregiver photos to use and post throughout the unit.
- Think about posting an “our families” bulletin board. This could stay up all year!
- Survey your families to better understand the family make-ups.
- Have books that represent many different families! Especially families of your students.
- Materials from SWPLN will be used throughout the year. Don’t put them in storage after the unit.



Helpful Links

## Helpful Links:

[Pre-K for ME Unit 1](#)

[Pre-K for ME](#)

[DOE Early Learning](#)



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