

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

MAINE DEPARTMENT  
OF EDUCATION

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# Pre-K for ME Unit 3 Overview Wind and Water

**Presented by:** The Early Learning Team



# 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 3: Wind and Water





## Goals for Unit 3 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 3.

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

Overviews for curriculum components and connections to concepts

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

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

# Wind and Water: The Big Ideas



- Children will explore weather and its impacts on humans and animals.
- Children will conduct research, explore scientific concepts, and represent their ideas and understandings in multiple ways.

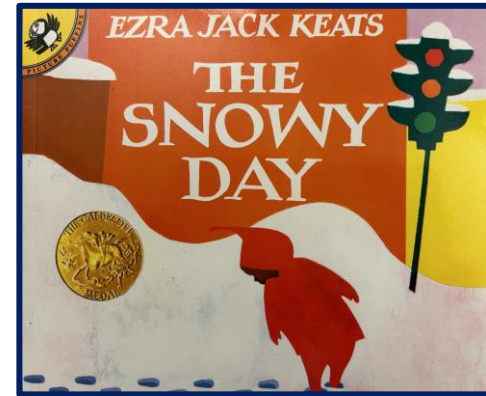
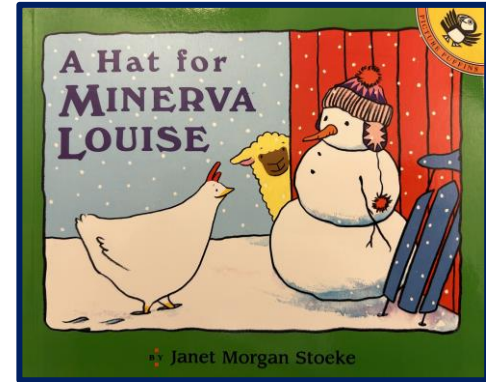
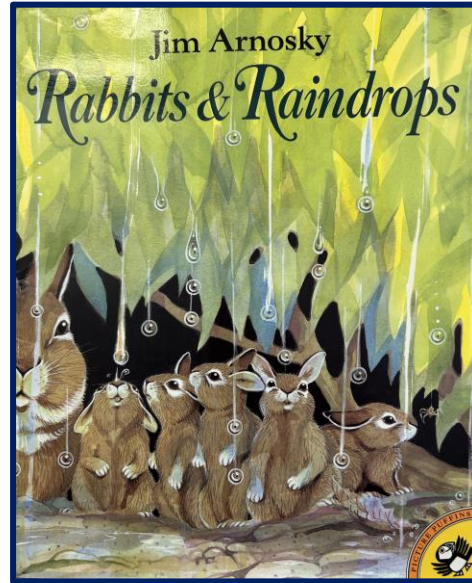
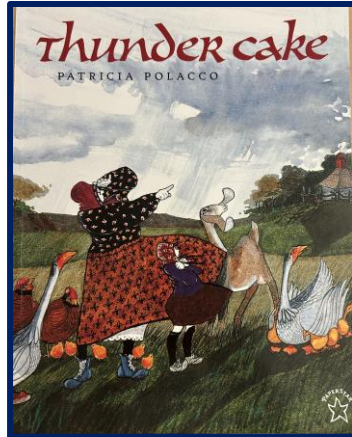
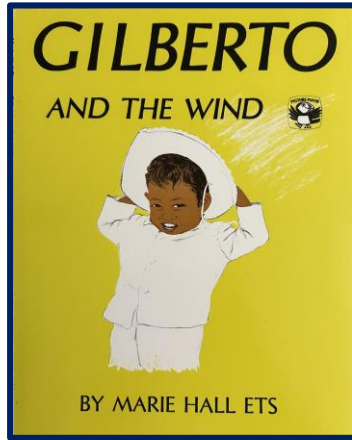
# Wind and Water: Unit Concepts



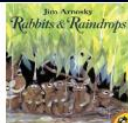
- Weather affects living things.
- Living things respond in different ways to different kinds of weather.
- Weather can inspire artistic expression and provide opportunities for recreation.
- Living things often depend on each other for shelter and protection.
- Water soaks into or is absorbed by some things but is repelled by others.
- Gathering information helps us make decisions.



# Core Read Aloud Books



Unit 3 Week 2	<b>Rabbits And Raindrops Read Aloud</b>	Standards: ELA.SL.CC.PS.1 - 3; ELA.RL.CS.PS.1 - 3; ELA.RL.LTC.PS.1	ELA.RL.KID.PS.1 - 3 ELA.RL.IKI.PS.1 - 2
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<b>Materials:</b> <ul style="list-style-type: none"> <li>Rabbits And Raindrops</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li><b>bees:</b> winged insects that make honey</li> <li><b>butterfly:</b> a flying insect with large wings</li> <li><b>clover:</b> a plant with three small leaflets and white or purple flowers</li> <li><b>grasshopper:</b> an insect with strong legs for jumping</li> <li><b>hedge:</b> a row of bushes</li> <li><b>hummingbird:</b> a little bird that drinks from flowers</li> <li><b>lawn:</b> a grassy area</li> <li><b>nibble:</b> to chew taking tiny bites</li> <li><b>raindrops:</b> drops of water that fall from the sky</li> <li><b>soaked:</b> very wet</li> <li><b>shelter:</b> a safe place</li> <li><b>shower:</b> a short, gentle rain</li> <li><b>waterproof:</b> keeps water out/ off</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.

Teacher(s) will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.

# Supporting Vocabulary and Language in Read Aloud

#### Third Read:

Children will:

- Reconstruct parts of the story
- practice saying and using story-related vocabulary words
- recall main events and characters in the story when prompted

Teacher(s) will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children's responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

"We have read this book together twice so we remember the title is... *Rabbits & Raindrops*. Today we are going to talk about and retell the story together."

"We remember...."

"We remember they nibbled..."

"All of a sudden..."

*Pause before reading the title for children to chime in.*

*p. 1 - Pause, use "we remember...." and point to rabbits to help begin conversations.*

*p. 3 - Read IF children do not contribute.*

*p. 5 - point at mother rabbit*

*pgs. 7 & 8 prompt and point at clovers & insects as needed.*

*p. 9 & 10*

*p. 13 & 14 Read if children do not contribute.*

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



## Unit 3 Centers



## Stability Challenge



**Standards:**  
ATL.C.PS.1 - 6  
ATL.EP.PS.1 - 5  
ATL.RPS.PS.1 - 8  
CA.VA.PS.1 - 5  
ELA.LS.VAU.PS.1 - 3  
PHD.FM.PS.5, 6



### Materials:

- *Gilberto And The Wind*
- Beautiful Stuff (include a variety of lighter material like paper towel rolls, plastic cups, foam blocks, Kapla blocks etc.)
- tape
- clipboards
- paper
- writing utensils
- images of structures resource
- images of children's *Block Towers*, Unit 1
- fan and/or hair dryer

### Vocabulary:

- structure: something built
- stability/stable: not easy to move
- sturdy: strong
- topple: fall over
- results

**Preparation:** Set up materials.

### Intro to Centers:

"In *Gilberto And The Wind*, the wind blew Gilberto's balloon, and the gate that he sat on. What do you notice?"

"What else did the wind blow in *Gilberto and the Wind*?"

"Today in Blocks, you can use Beautiful Stuff to build **stable structures** that the wind can't **topple**."

"After you build your **structure**, test its **stability** using these materials. I'm going to test this **structure**. How **sturdy**--strong--was it? How can I record my **results**?"

*Show illustrations.  
Children respond.*

*Children respond.*

*Show Beautiful Stuff.  
Build simple structure.*

*Show blow-dryer and/or fan. Model testing.  
Children respond.*



# Supporting Vocabulary and Language in Centers

### During Centers:

Encourage children to create plans before building their structures. Encourage children to collaborate, i.e., one child could draw the plan and another child builds the structure. Encourage children to illustrate and label their structures. Support children in using measurement vocabulary to describe their structures, i.e., "Which structure is taller, \_\_\_\_'s or \_\_\_\_'s? How do you know?", "Which structure is longer, \_\_\_\_'s or \_\_\_\_'s? How do you know?" Encourage children to make predictions and record results of stability testing. Compare and contrast the Beautiful Stuff that children are testing to the objects in *Gilberto and the Wind*.

### Guiding Questions during Centers:

- How does the position (closer, farther away) and/or the velocity (faster, slower) of the wind source, affect your structure?
- Why do you think your building tipped over?
- How can you improve your structure so the wind won't blow it over?
- Why do you think this material will be useful to create a stable structure?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have 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:

If there is construction happening in the neighborhood, visit the site with children and invite them to sketch and photograph what they notice about materials, design, process, etc.

Encourage children to think about the structure of their school, and what about the construction makes their school a stable structure.

Invite an architect or construction worker to the classroom to speak to the class about the design/construction process.

**Wind Illustrations**

NAMING WORDS		ACTION WORDS	DESCRIBING WORDS
charcoal	inspiration	depict	breezy
oil pastels		combine	realistic
illustrator		represent	energetic
image		interpret	relaxed
design		analyze	calm

**Comments / Questions / Expanded Conversation**

**RIGHT HERE:**

- **Use Parallel Talk + Open Ended Question - for example:** You are using oil pastels to create your illustration. What other materials would you like to use? .

- **Use Forced Choice Questions – for example:**

Are you illustrating a gentle wind like the one that blew Gilberto's sailboat, or are you illustrating a strong, fierce wind like the one that tried to blow open his door?

**CONNECT TO TEXT:** (after reading *Gilberto and the Wind*)

In the book, *Gilberto and the Wind*, the wind was very helpful and it also frightened Gilberto. Would you like to illustrate a helpful wind or a frightening wind?

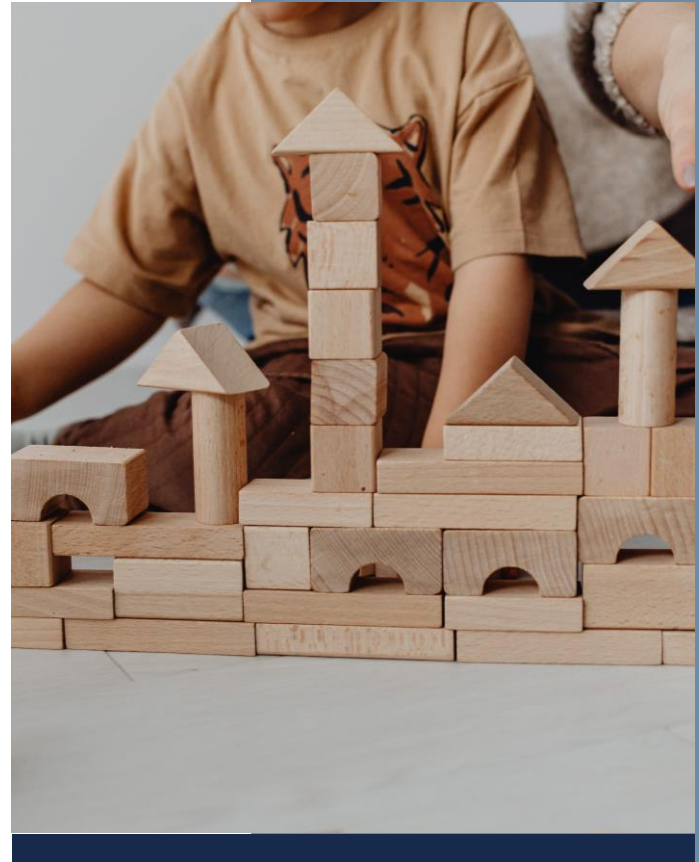
# Center Language Supports

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

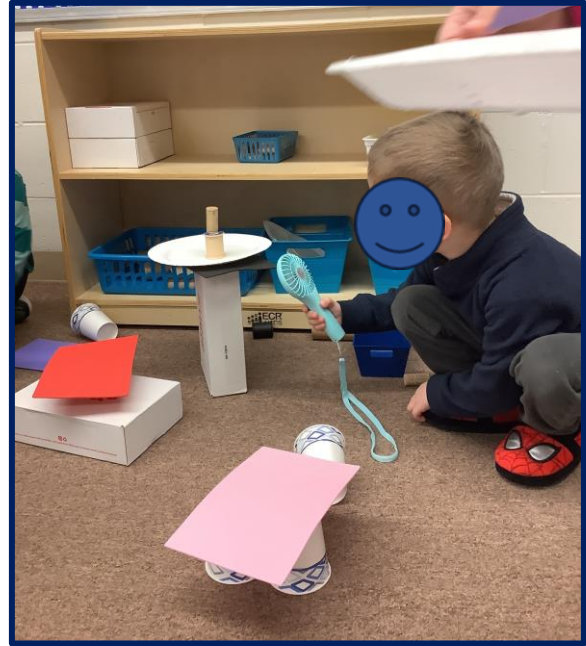
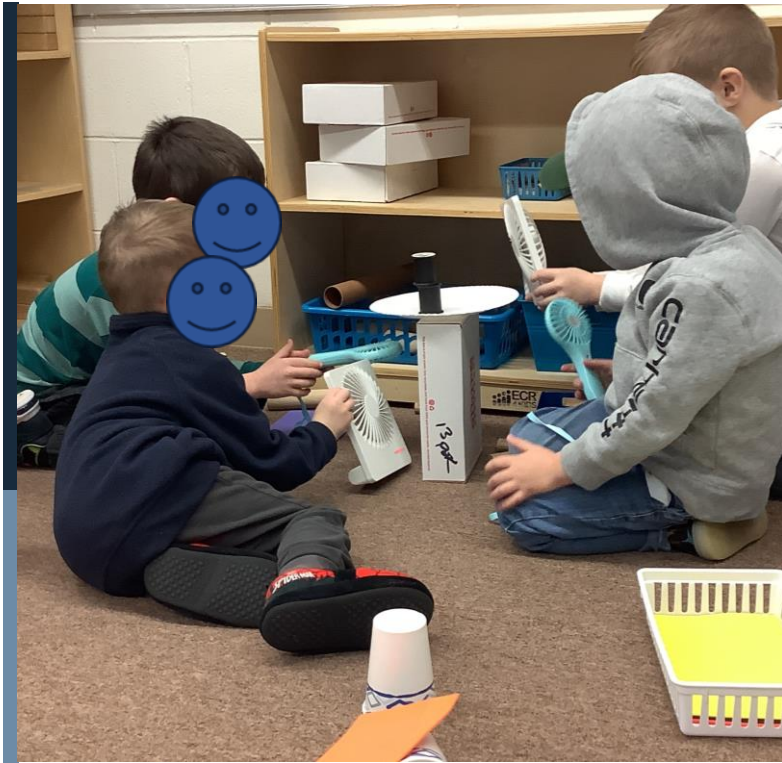
# Block Center in Unit 3

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- Stability Challenge
- Rabbit Habitats
- Animal Habitats
- Mountain Sledding

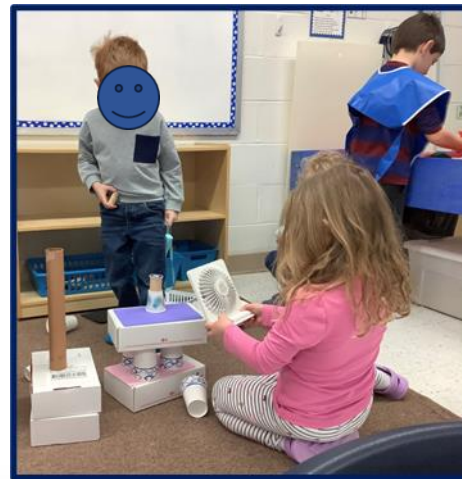


# Stability Challenge





# Stability Challenge



Be creative with materials here!  
Use a variety of materials and  
include Beautiful Stuff!

# Rabbit Habitats



Include Beautiful Stuff to make habitats! And don't forget the resource!



# Animal Habitats



# Mountain Sledding



# Dramatization in Unit 3

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- Baking Cakes
- Pretending to be Animals





# Baking Cakes



# Pretending to be Animals



Use the video  
resources to prompt  
discussions

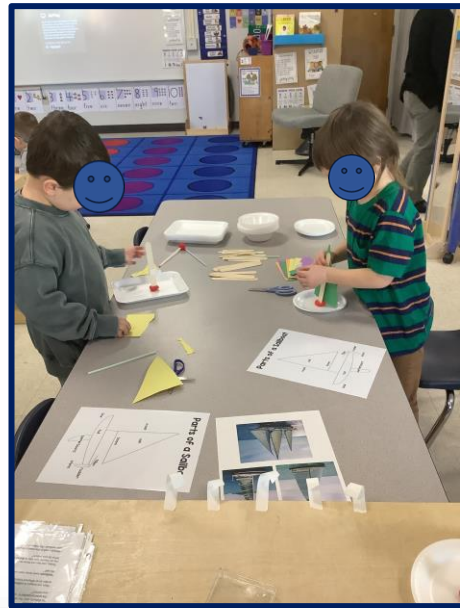
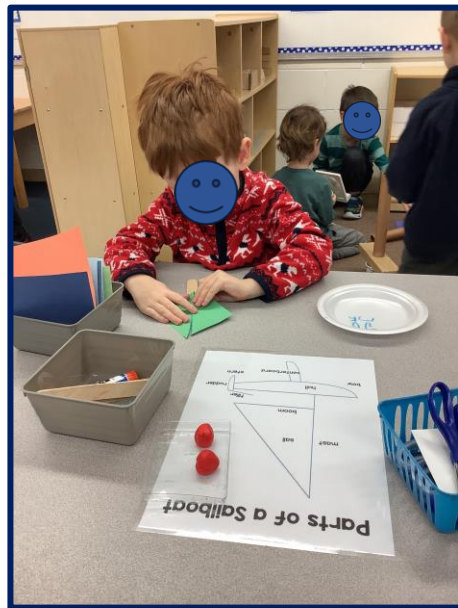
# Art Studio and Easel in Unit 3

- Making Sailboats
- Painting with Straws
- Storm Paintings
- Designing Clay Boats
- Box Lid Painting
- Wind Illustrations
- Animal Coverings
- Raindrop Illustrations
- Clouds
- Showcase of Learning





# Making Sailboats



You may want to save milk cartons or cereal containers from students' meals for this center



# Painting with Straws



Remember to dilute the paint to make it easier to move with air.





# Storm Paintings



# Wind Illustrations/Paintings



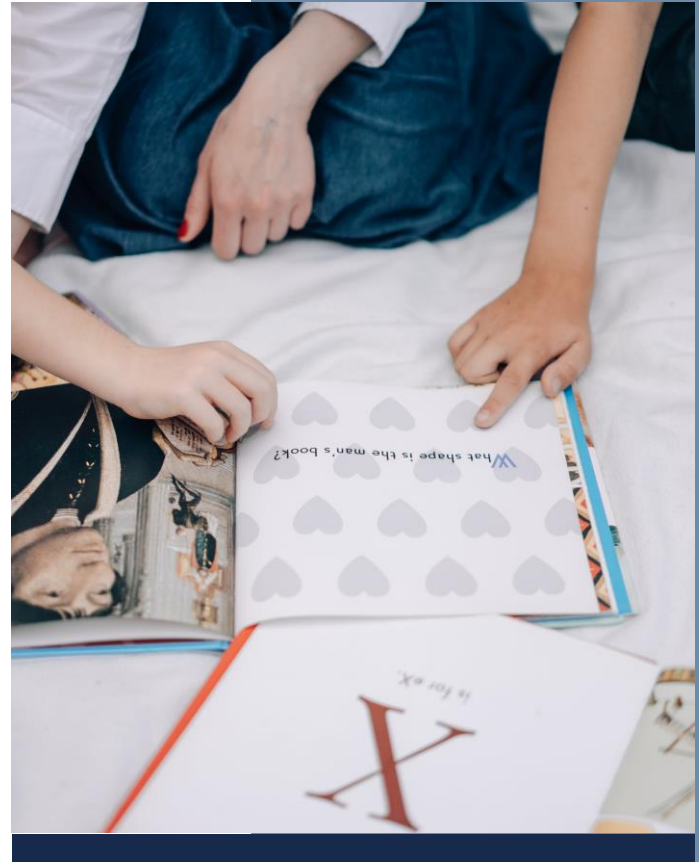
# Animal Coverings



# Library in Unit 3

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- Weather Research
- Animal Research





# Weather Research



Remember to  
print the  
resource book



## Animal Research

# Discovery in Unit 3

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- Using Sailboats
- Precipitation
- Ice Melting





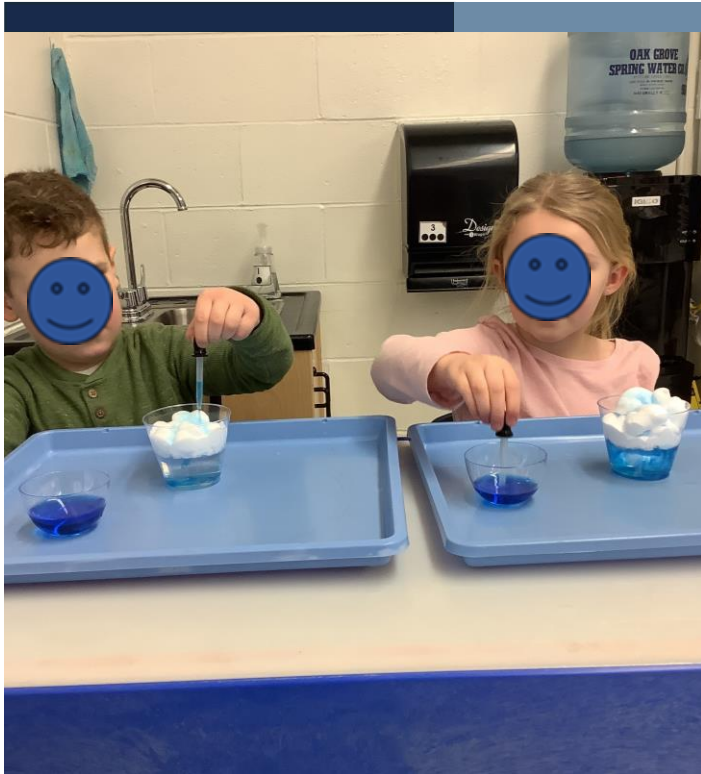
# Using Sailboats



The resources from the art center are also helpful here.



# Precipitation



# Ice Melting



# Manipulatives in Unit 3

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- Thunder Cake Recipe Cards
- Animal Habitat Puzzles





# Manipulatives- Recipe Cards and Animal Habitat Puzzles.



Don't forget to  
print the resources

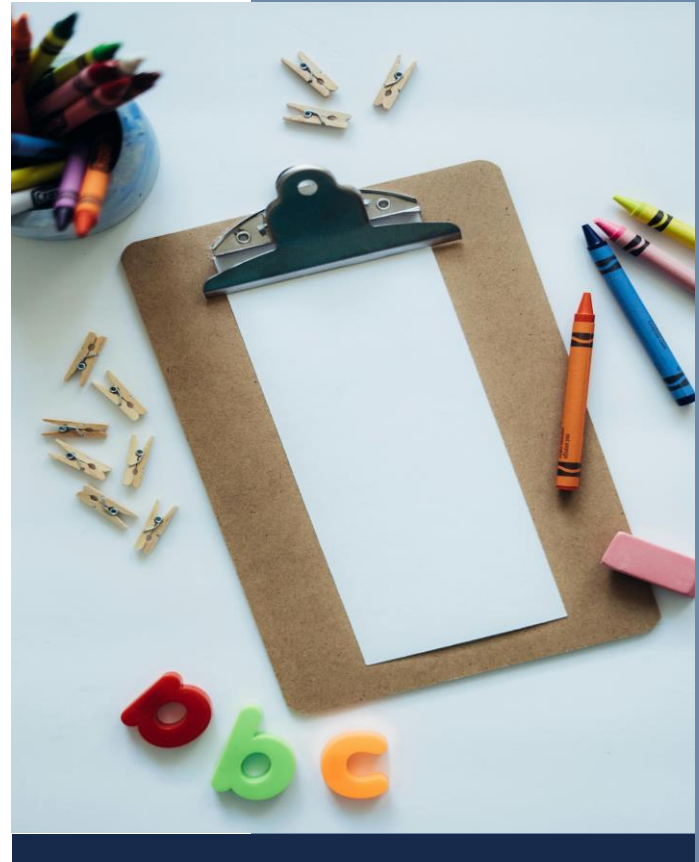




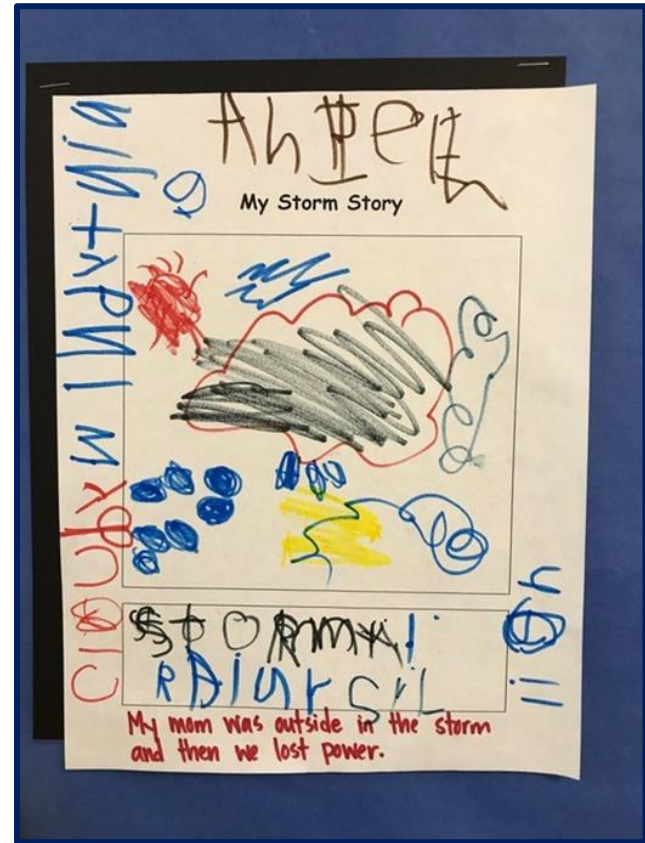
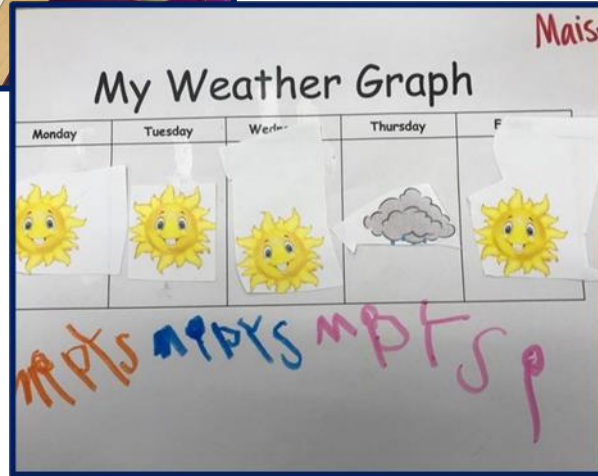
# Writing and Drawing in Unit 3

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- Weather Journals
- Storm Stories
- Animal Stories
- Winter Stories



# Writing and Drawing



# Outdoor Learning and Nature Extensions in Unit 3

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- Catching Snowflakes
- The 3 P's of Animal Tracks
- Animal Dens
- Hibernation Experiment
- Winter Tree Identification
- Other extensions suggested



# Outdoor Learning





# Unit 3

## Small Groups

- Blowing Objects
- Story Sequencing
- What Can Air Move?
- Rabbits and Raindrops Illustrations
- Sound Cans
- Absorbency of Materials
- Animal Babies
- Exploring Clay
- Rain Sticks
- Adult and Baby Animal Matching
- Clay Sculptures



## Small Groups: What Can Air Move?

Support level: High

Standards:  
ATL.IC.PS.2, 5  
CA.VA.PS.1, 2, 4  
ELA.SL.CC.PS.1 - 3  
PHD.FM.PS.1, 5, 6



### Materials:

- *Gilberto And The Wind*
- tabletop or hand-held fan
- hair dryer
- tray
- chart paper
- marker
- variety of objects of different sizes/ weights, i.e., corks, aluminum foil, ping pong balls, stapler, etc.

### Vocabulary:

- speed
- heavy
- light
- observe: watch and listen carefully
- results: what happened
- experiment: try something
- test
- predict: what you think will happen
- data

**Preparation:** Set up materials.

**Procedure:** Show illustrations from *Gilberto And The Wind*. Encourage children to notice how the wind moved some things very easily, but was unable to move other objects. Tell children that they will conduct an **experiment** to **test** whether wind is able to move various objects.

Set out tray with objects to be **tested**. Ask a child to pick one of the objects and to describe how the object feels, i.e., **light**, **heavy**, etc. Ask child to **predict** if the wind will move the object, and to explain why or why not. Have other children hold the object and make **predictions**. Use an **observational data** chart to record children's **predictions**.

Encourage children to **observe** and discuss what happens when the object is placed in front of fan/ hair dryer at low speed. If object did not move, turn fan/ hair dryer to high speed and re-test. Record **results** on observational **data** chart.

After all objects have been **tested**, **experiment** using wind to move objects on different surfaces, i.e., the rug, to see how that impacts the movement of the objects.

Encourage children to identify the variables that affected the movement of the objects..



# Supporting Vocabulary and Language in Small Groups

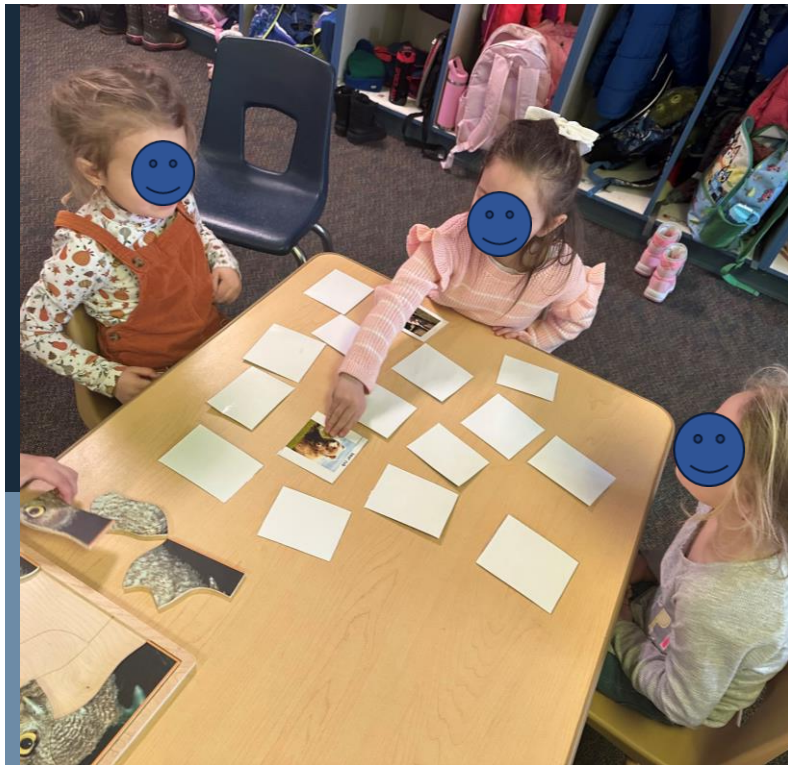
Small group lesson plans include vocabulary and guiding questions to assist teachers in supporting students' vocabulary, language, and concept development.

# Small Groups – What Can Air Move





# Small Groups



Animal Baby Machining



Rabbits and Raindrops Illustrations

# Unit 3

## Let's Find Out About It

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- What Does Air Move
- Pinwheels and Kites
- Umbrellas
- Sink and Float
- Animal Baby Care
- Living Things That Need Water
- How Animals Prepare for Winter
- Camouflaged Animals
- Dressing for Winter
- Preparing for the Showcase of Learning
- Melting
- Winter Activities





**Materials:**

- *Gilberto And The Wind*
- images of pinwheels and kites resources
- pinwheel
- kite

**Vocabulary:**

- pinwheel
- kite
- vane
- blur: blend together
- tail
- balance
- control
- rhombus
- spin: move in a circle

**Preparation:** Set up materials.

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

"In *Gilberto And The Wind*, the wind **spun** Gilberto's **pinwheel** and blew the kites of the older boys."

"What did the wind do when Gilberto tried to fly his kite?"

"Here are images of **pinwheels**. What do you notice?"

"A **pinwheel** has **vanes**—strips attached to the center. When the wind blows the **pinwheel**, it makes the vanes **spin**. When **pinwheels spin**, the colors **blur**-- blend together."

"Here are images of **kites**. What do you notice?"

"Some **kites**, like Gilberto's, are **rhombuses**. Other **kites** are different shapes."

"Many **kites** have a **tail**--a long strip of fabric or paper at the bottom. The **tail balances**--holds steady--the **kite** in the wind. You **control** the **kite** by moving the string you hold in your hand."

"You can make a **pinwheel spin** by blowing on it, but it takes a much stronger wind to fly a **kite**."

*Show illustrations.*

*Show illustration. Children respond.*

*Show images. Children respond.*

*Show images, pointing to the vanes of the pinwheels, or model, using a real pinwheel.*

*Show illustrations/ images. Children respond.*

*Show illustrations and images.*

*Show images or real kite, pointing to the tail. Model controlling the kite.*

# Supporting Vocabulary and Language in LFOAI

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



Songs, Word Play, Letters, and Numbers

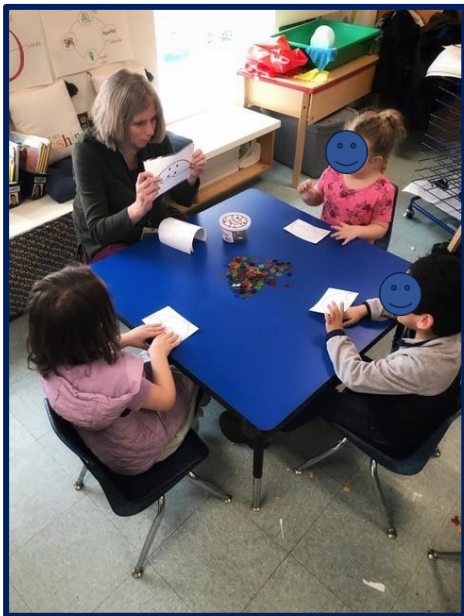
# SWPLN

## Songs, Word Play, Letters and Numbers

Poems	Flannel Board Pieces	Clue Game			
<a href="#">Boom Bang</a>	<a href="#">Farm Animals</a>	<a href="#">Game Descriptions</a>	<a href="#">Boot</a>	<a href="#">Bumble Bee</a>	<a href="#">Clothespins</a>
<a href="#">Cloud</a>	<a href="#">Felt Animals</a>	<a href="#">Clover</a>	<a href="#">Footprints</a>	<a href="#">Grasshopper</a>	<a href="#">Hood</a>
<a href="#">My Big Balloon</a>		<a href="#">Pinwheel</a>	<a href="#">Sombrero</a>	<a href="#">Spider</a>	
<a href="#">Raindrops</a>					



# Math



Math comes in during...

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

# Rosie's Walk





# Showcase of Learning



! Remember to save student work throughout the unit!



## Showcase of Learning







## Showcase of Learning







## Unit 3 Tips

- Many lessons contain resources and/or templates. Be sure to check those out and print as needed!
- Remember to save student work pieces for the Showcase of Learning!
- Continue to maintain your supply of Beautiful Stuff! This is a great opportunity to ask families to help support your classroom.
- The Showcase of Learning as an opportunity to bring families into your classrooms.



Helpful Links

## Helpful Links:

[Pre-K for ME Unit 3](#)

[Pre-K for ME](#)

[DOE Early Learning](#)



## Questions regarding Pre-K for ME:

Contact Marcy Whitcomb

[Marcy.R.Whitcomb@maine.gov](mailto:Marcy.R.Whitcomb@maine.gov)



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