

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

Pre-K for ME Unit 4 Overview World of Color

Presented by: The Early Learning Team



Early Learning Vision

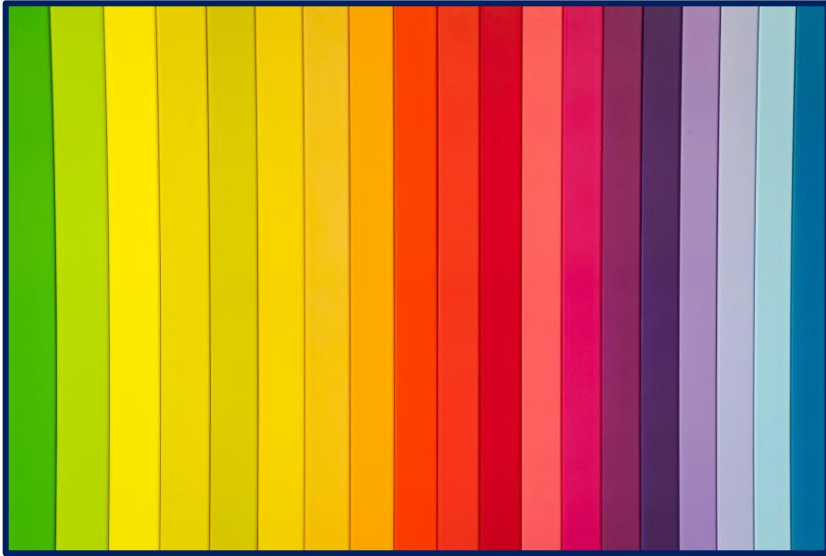
All of Maine's children are prepared to transition into their adolescent years as healthy, engaged and inquisitive learners.



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 4: World of Color





✓ **Foundational Concepts**

Learn the overarching big ideas and concepts of Unit 4.

✓ **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!

Goals for Unit 4 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

World of Color: The Big Ideas



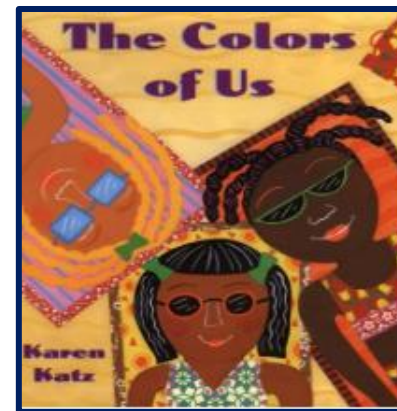
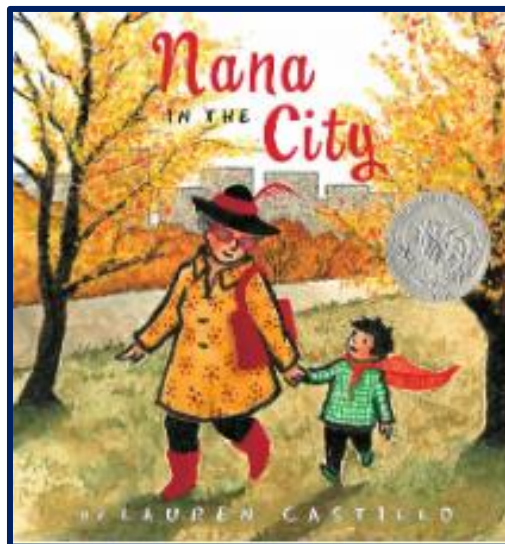
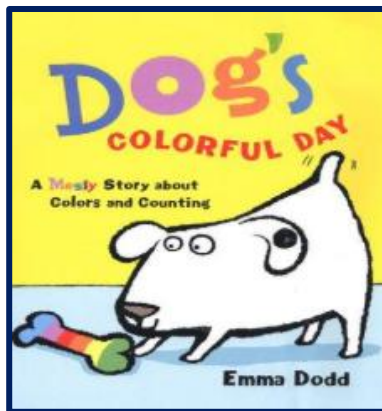
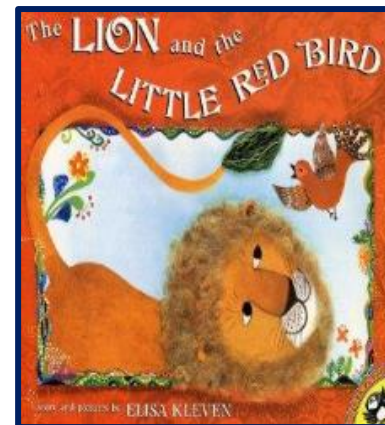
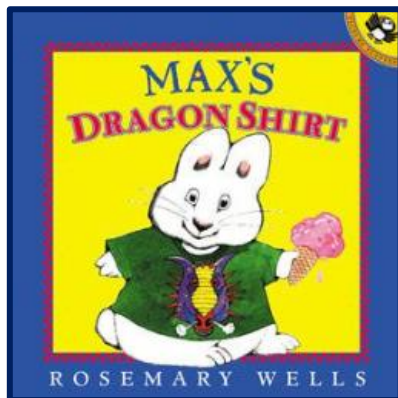
- Children will explore the world of color and colors in their world. They will learn that color can communicate information and ideas.
- They will experiment with color mixing, including tinting and shading. They will explore permanent and temporary colors, stains, and fading.
- Children will explore same and different and richness of diversity.

World of Color: Unit Concepts



- Color can carry information.
- Different substances create stains of different colors.
- Color is an identifying feature of many natural things.
- There is an infinite variety of colors.
- Colors can be mixed to make new colors.
- Paints and dyes are used to color other things.
- Vegetables and fruits are often used as a source of dyes.
- Color variations provide many different shades and hues.
- Sun and washing often bleach colors- make them fade.

Core Read Aloud Books



Unit 4 Week 1	Read Aloud: Max's Dragon Shirt	Standards: ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3 ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2 ELA.RL.LTC.PS.1
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Materials:

- Max's Dragon Shirt

Vocabulary:

- disgusting - dirty or unpleasant
- changing room - a place to try on clothes
- escalator - set of constantly moving stairs.
- appliances - machines
- stain
- sales lady - a lady who sells things in a store
- tight - too small
- worried - scared
- teenager
- damaged - ruined
- purchase - buy

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 or by inserting a short definition.
- Provide 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 Read Aloud

Discussion Question(s):

- Why did Max leave the dressing room to look for Ruby?
- Why did Max think the teenager was Ruby? How did he feel when he discovered it wasn't his sister?

Second Read

Children will:

- Demonstrate increased level of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

"We read this story once before, so we know the title is... Max's Dragon Shirt and the author is Rosemary Wells."

"...up to boys' Sportswear', the department where they will find boy's pants."

"Remember, Ruby's yellow dress is still hanging in the *changing room*."

Hold up book, linger before reading title to encourage children's input.

p. 4

pgs. 5-8 Read - pointing out/commenting on the change in Max's eyes, showing that he fell asleep.

p. 10

p. 13

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

Unit 3 Centers



Washing Stains



Standards:
CA.VA.PS.1 - 5
ATL.RPS.PS.1-2
ELA.LS.VAU.PS.2.b



Materials:

- Dog's Colorful Day
- dish detergent/hand soap/bar soap
- small containers/squeeze/spray bottles of liquid watercolor
- smocks
- white washcloths
- goggles
- gloves

Vocabulary:

- stain
- soap(-y)
- run
- fade
- predict: what you think will happen
- experiment: try something

Preparation: Be aware of sensory, skin, and eye sensitivities. Set up materials.

Intro to Centers:

"In *Dog's Colorful Day*, what happened to Dog's fur when he went on a walk?"

"Dog's fur was **stained**, so Vicky gave him a bath with **soap** and water. What do you notice?"

"Here is a washcloth that is white like Dog's fur. I am going to **stain** it."

"Now I will put the washcloth in water. What do you notice?"

"The **stain** is beginning to **run/fade**, but not completely disappear. I'm going to put **soap** on the stain. What do you notice?"

"The **stain** is still not completely gone, so I'm going to rub the washcloth together. What do you notice?"

"Today in Discovery, you can **experiment** with washing out **stains** using **soap** and water."

*Show illustrations
Children respond.*

*Show illustrations
Children respond.*

Show washcloth and small container of water. Squirt liquid watercolor on washcloth.

Children respond.

Children respond.

Children respond.

Show materials.

Supporting Vocabulary and Language in Centers

During Centers:

Encourage children to experiment with adding more or less soap to the water, rubbing the stain harder, faster, slower, for a longer/ shorter amount of time, etc. Compare and contrast Dog's bath to Peter's bath in *The Snowy Day*/ the hen's dishwashing in *The Little Red Hen Makes A Pizza*. Encourage children to collaborate, i.e., one child applies the liquid watercolor/soap, another child rubs the washcloth in water. Compare and contrast solid bar soap to liquid soap. Compare and contrast washing stains from washcloths to washing hands in the sink. Encourage children to use information they learn from Laundry Research to support their activity.

Guiding Questions during Centers:

- How did you remove the stain from your washcloth?
- What happens to the water when you add soap?
- When have you seen soap and water used to clean, i.e., at a carwash, at a laundromat, etc.
- What happens if you don't rinse all the soap off?
- How is staining washcloths similar to or different from painting with watercolors?

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: Encourage children to experiment with making bubbles using soap and water. Encourage children to make bubble wands of various sizes and shapes using pipe cleaners, straws, string, etc. and encourage children to notice how different bubbles are made with different tools.

Building a Store		
NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
department store floor department section fitting room appliance cashier customer escalator clothing	build construct sell buy purchase plan design assist	similar different alike large enormous full busy complete

Comments / Questions / Expanded Conversations

RIGHT HERE:

- **Use Parallel Talk + Indirect Question – for example:**

It looks like you have constructed a lot of departments and you have filled the departments with different things. Tell me about the departments that you have arranged in your store.

- **Model Social Skills (Teamwork) – for example:**

Let's work together as a team to build a new department store. Maybe some of us could be on the design team to create the furniture for the new building. Teams work together to get things done.

CONNECT TO TEXT:

In the book, *Max's Dragon Shirt*, Max and his sister went to a department store to buy new pants and in the book, *Corduroy*, Corduroy wandered into the furniture department of the store and fell asleep in a big bed. Let's make some beds like that one.

NON-IMMEDIATE EVENTS:

I went to a department store to buy clothes. I bought pants and shirts. There were many customers, it was very crowded. Have you ever been to a department store? Tell me what you did.

Developed by Hanson Initiative for Language & Literacy, based on Center Time conversation tips in *Opening the World of Learning* (2005) by Schickedanz & Dickinson

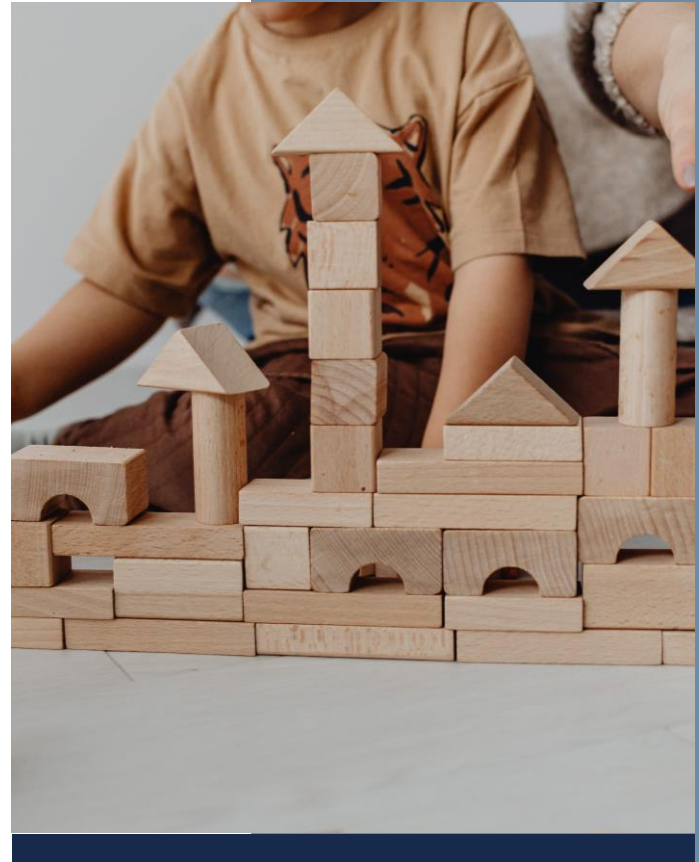
8-10

Center Language Supports

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

Block Center in Unit 4

- Building a Store
- Building a City
- Building a Cave



Building a Store



Building a City



Print the resource for signs. Also, include images of area towns/cities.



Building Lion Caves



Consider including beautiful stuff and nature items in your center.

Dramatization in Unit 4

- Laundromat
- Using Brave Capes
- The Lion's Cave



Laundromat



! Images of laundromats are in the Art Studio Resource.

Laundromat



Using Brave Capes





Lion Cave

Art Studio and Easel in Unit 4

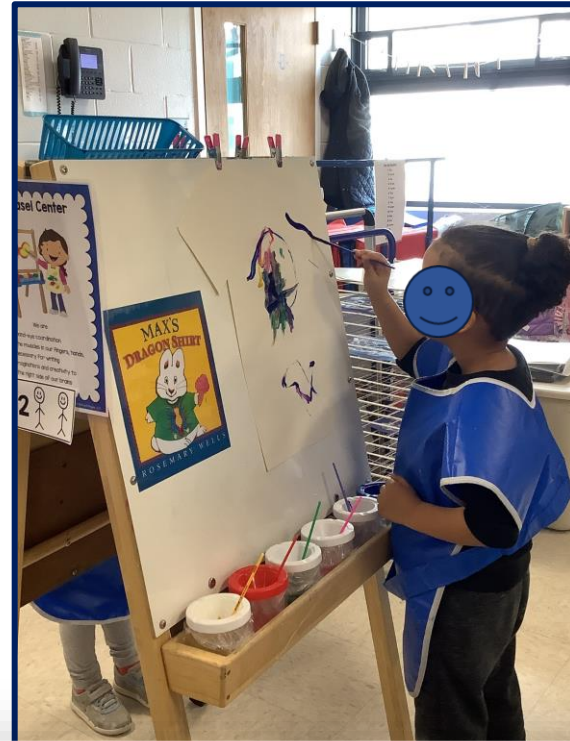
- Building a Laundromat
- Shirt Painting
- Mosaics
- Brave Capes
- Painting the Lion's Cave
- Tinting and Shading
- Self Portraits



Making the Laundromat



T-Shirt Painting



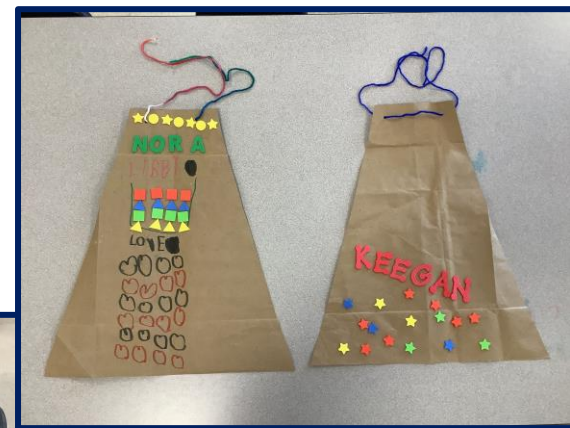
You could consider creating the t-shirts on green paper.

Mosaics





Brave Capes



Painting a Lion Cave

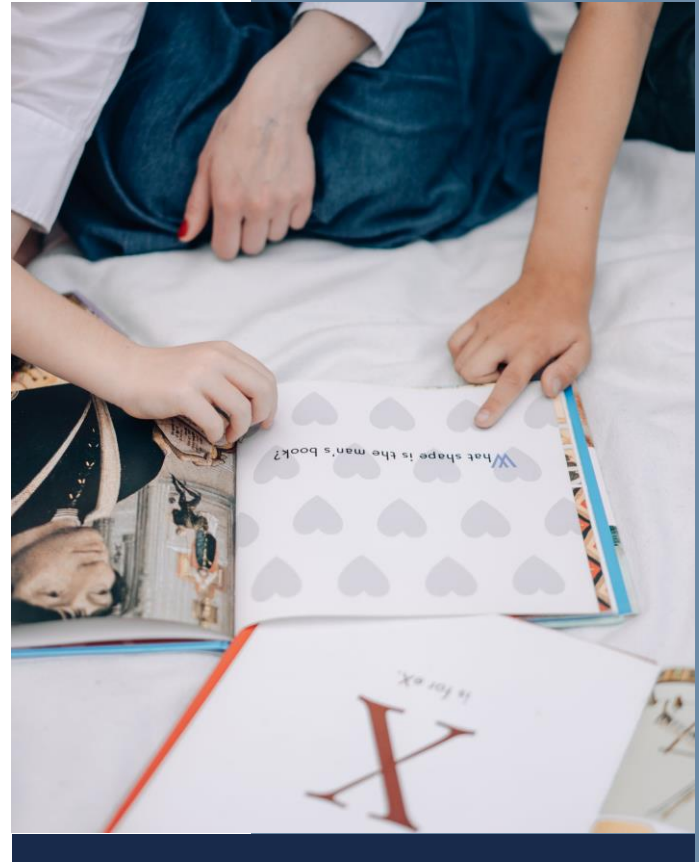


Tinting and Shading



Library in Unit 4

- Laundry Research
- Signs
- Researching Paint Colors



Researching – Laundry and Paint colors



The Journey of Laundry



Print the resource books for researching laundry.

Signs



Discovery in Unit 4

- Washing Stains
- Color Mixing
- Paint Mixing
- Mixing Colors in Shaving Cream



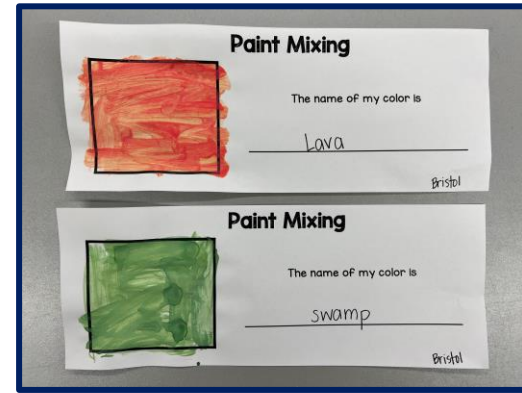
Washing Stains



Color Mixing



Paint Mixing



Mixing Colors in Shaving Cream



Manipulatives in Unit 4

- Pattern Blocks
- Paint Chip Matching
- Color Word Matching

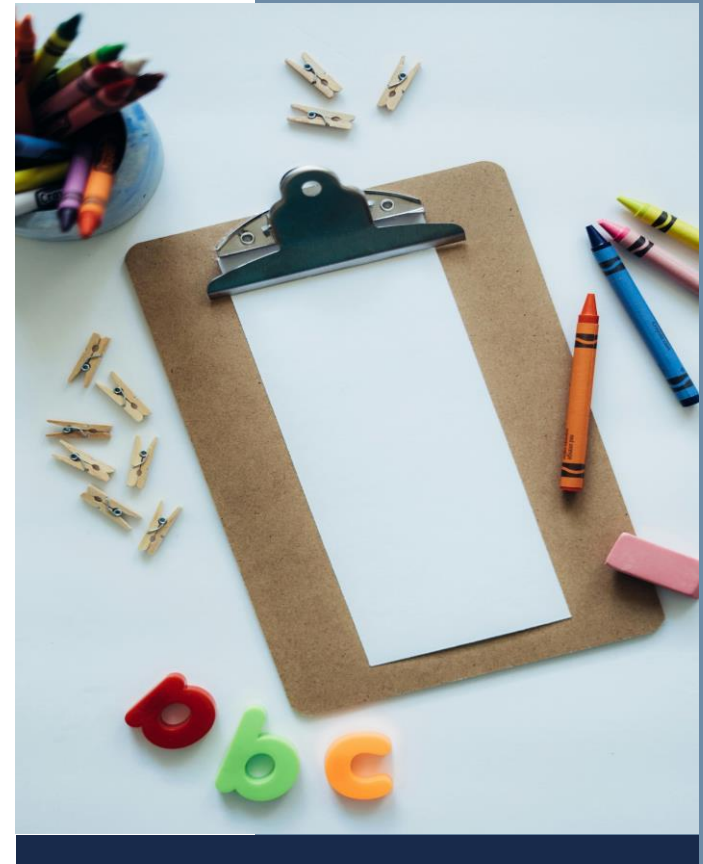


Manipulatives

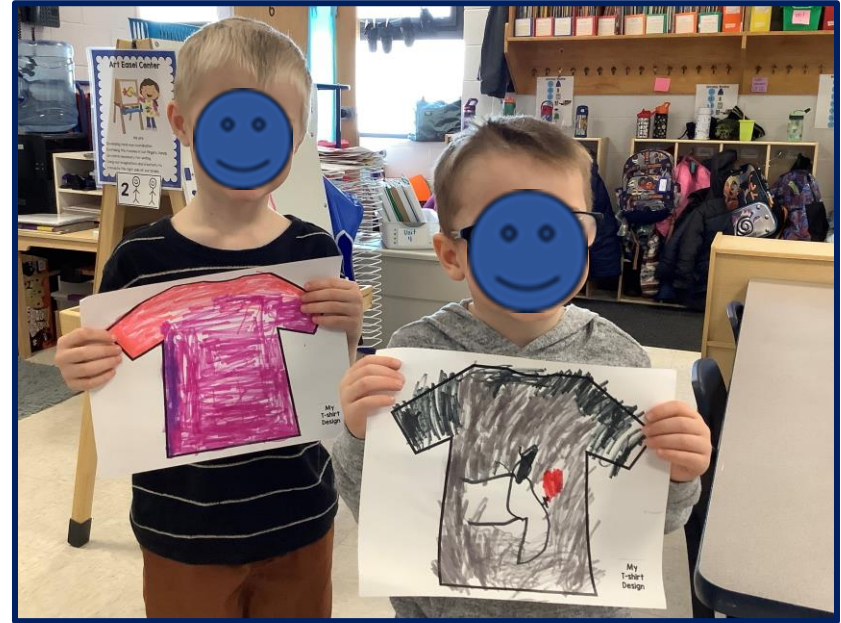


Writing and Drawing in Unit 4

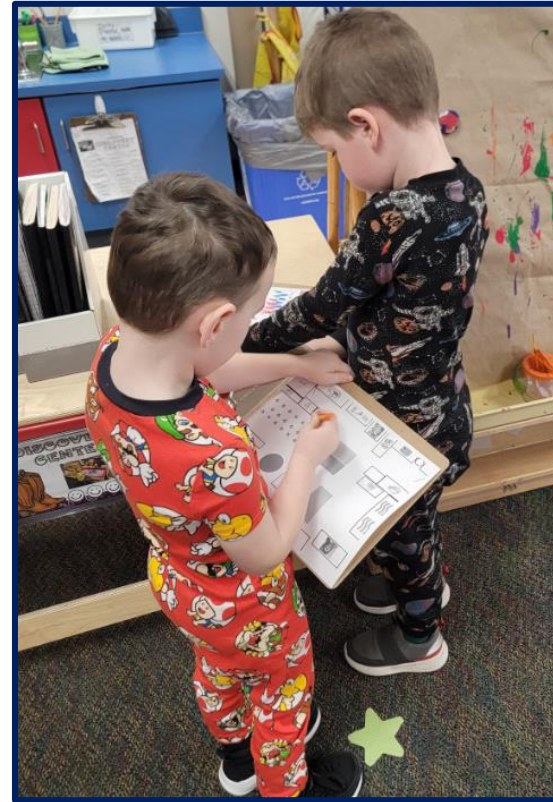
- T-Shirt Design
- Classroom Color Search
- Labeling Paint Colors
- Self Portraits



T-shirt Designs



Classroom Color Search



Outdoor Learning and Nature Extensions in Unit 4

- Colors of Nature
- Winter Birds
- Maple Sugaring
- March Winds
- Signs of Spring
- Other extensions suggested



Technology



Using BeeBots in retelling Dog's Colorful Day

Unit 4

Small Groups

- Classroom Maps
- Stains
- Color and Shape Bingo
- Alphabet Memory
- Clay Towns
- Color Word Matching Game
- Partner Portraits
- Comparing Self Portraits



Small Groups: Clay Towns

Support: High

Standards:
ATL.I.C.PS.2, 5
ATL.EP.PS.4
CA.VA.PS.1-5



Materials:

- *Nana In The City*
- *Score And Slip* visual (see Unit 3 Resources)
- clay
- cups of water
- trays
- placemats
- smocks
- plastic knives, spoons, forks
- Beautiful Stuff
- bucket for washing hands
- images of home town and surrounding towns

Vocabulary:

- slip
- score
- sculpture
- knead
- pinch
- city

Preparation: Create small balls of clay. Make 'slip' in cups or bowls by mixing clay with lukewarm water. Set out trays/placemats children to define workspaces.

Procedure:

Show illustrations from *Nana In The City* and discuss what children notice about the city. Show children materials to create clay towns, similar to *Clay Sculptures*. Refer to *Score And Slip* technique/visual. Encourage children to create a plan for their town and incorporate Beautiful Stuff.



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



Partner Portraits



Clay Towns



Color and
Shape Bingo

Unit 4

Let's Find Out About It

- Maps
- Color Fading
- Washable and Permanent Colors
- Traffic Lights and Signs
- Tinting and Shading
- Color Names
- Portraits
- Similar and Different
- Creating Paint
- Bird Beaks
- Distinctive Colors of Plants



Let's Find Out About It: Color Fading

Standards:
ELA.SL.CC.PS.1-3
ELA.LS.VAU.PS.1-3



Materials:

- Max's Dragon Shirt
- colored construction paper, cut into strips
- tape
- See procedure in LFOAI Resource: Color Fading

Vocabulary:

- stain
- fade
- experiment: try something
- predict

Preparation: Set up materials.

Let's Find Out About It:

"In *Max's Dragon Shirt*, Max spilled ice cream on his dragon shirt. What do you notice?"

"Max's shirt was **stained**. You experimented with making and **washing stains**. What do you notice?"

"The **stains** disappeared or **faded**—become lighter in color."

"Washing with soap and water can fade **stains**. We will **experiment** with **fading** using these materials."

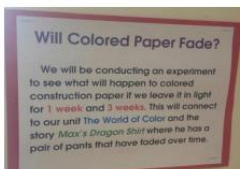
"Instead of washing washcloths, we will hang colored paper in the window. What do you **predict** will happen to the paper?"

Show illustrations.
Children respond.

Show documentation of Washing Stains.
Children respond.

Show materials. Model.

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.

Songs, Word Play, Letters, and Numbers

SWPLN

Songs, Word Play, Letters and Numbers

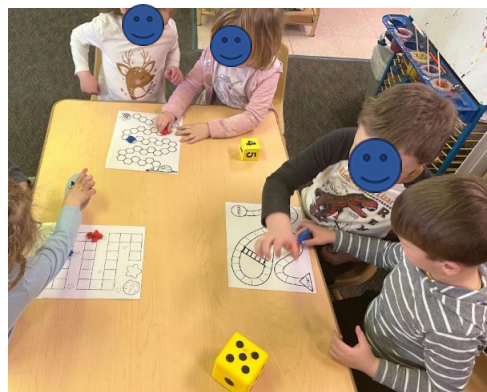
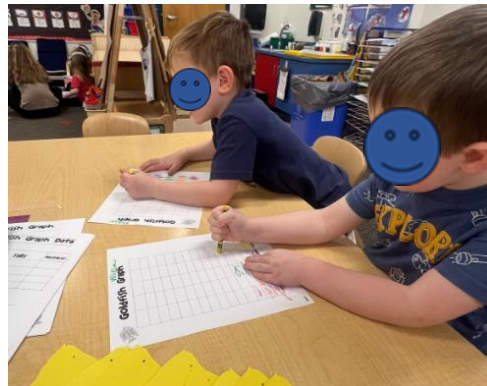
Poems	Flannel Board Pieces	Clue Game			
Boom Bang	Farm Animals	Game Descriptions	Boot	Bumble Bee	Clothespins
Cloud	Felt Animals	Clover	Footprints	Grasshopper	Hood
My Big Balloon Raindrops		Pinwheel	Sombrero	Spider	



Math

Math comes in during...

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



Community Connections





Unit 4 Tips

- Many lessons contain resources and/or templates. Be sure to check those out and print as needed!
- Be creative with color mixing activities.
- Consider family and community connections you can make.



Helpful Links

Helpful Links:

[Pre-K for ME Unit 4](#)

[Pre-K for ME](#)

[DOE Early Learning](#)



Questions regarding Pre-K for ME:

Contact Marcy Whitcomb

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