

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

Pre-K for ME Unit 6 Overview Things That Grow

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.

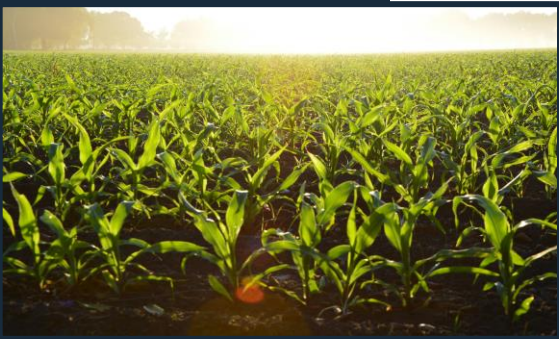


Early Learning Mission

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 6: Things That Grow





✓ **Foundational Concepts**

Learn the overarching big ideas and concepts of Unit 6.

✓ **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 6 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

Things That Grow: The Big Ideas



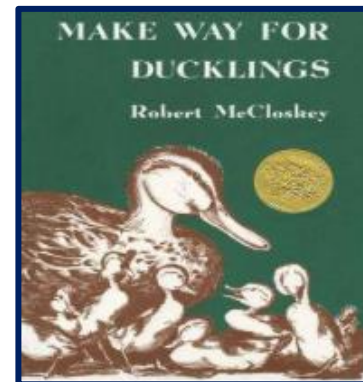
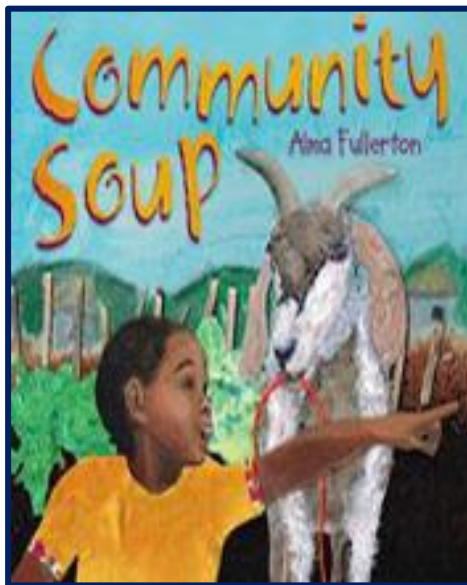
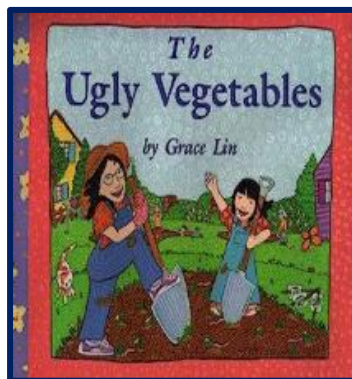
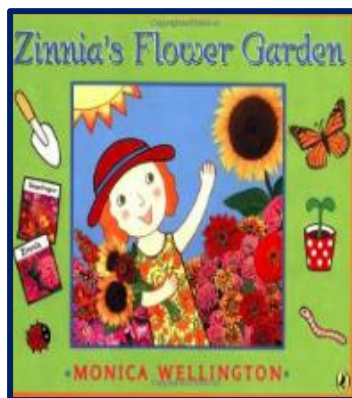
- Children will explore life cycles and learn how plants and animals grow and develop.
- Children will study, observe, plant and nurture seeds as well as research animals and gardens around the world.
- Children will examine their own growth and development from babies to children.

Things That Grow: Unit Concepts

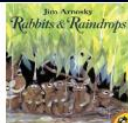


- Living things need food, water and proper conditions to survive and thrive.
- Living things are part of interdependent systems.
- People impact their environment in different ways.
- Living things grow and have life cycles.

Core Read Aloud Books



Unit 3 Week 2	Rabbits And Raindrops Read Aloud	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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Materials: <ul style="list-style-type: none"> Rabbits And Raindrops 	Vocabulary: <ul style="list-style-type: none"> bees: winged insects that make honey butterfly: a flying insect with large wings clover: a plant with three small leaflets and white or purple flowers grasshopper: an insect with strong legs for jumping hedge: a row of bushes hummingbird: a little bird that drinks from flowers lawn: a grassy area nibble: to chew taking tiny bites raindrops: drops of water that fall from the sky soaked: very wet shelter: a safe place shower: a short, gentle rain waterproof: keeps water out/ off
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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 6

Centers





Building a Garden



Standards:
SED.SO.BRC.PS.1 -4
CA.DE.PS.1-3
SED.SO.BRC.PS.1 -4
CA.DE.PS.1-3
ELA.SL.CC.PS.1-2
ELA.RL.KID.PS.1 -2
ELA.RL.CS.PS.2

Materials:

- Zinnia's Flower Garden
- The Ugly Vegetables
- garden images
- writing utensils
- paper
- children's Garden Signs
- tape
- plastic vegetables/flowers
- Beautiful Stuff

Preparation: Set up materials.

Vocabulary:

- garden
- seed
- plant
- row
- plot
- crop

Intro to Centers:

"In Zinnia's Flower Garden and in The Ugly Vegetables, Zinnia, the girl, and her mother, **planted seeds**. What do you notice?"

"Zinnia planted a flower **garden**. The girl and her mother planted a vegetable **garden**. What do you notice?"

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

"The **gardens** are different sizes, with different **crops**. The **crops** are planted in **rows**—straight lines, and labelled with **signs**. The community **gardens** are made up of smaller **plots**. The **gardeners** use tools like watering cans, hoes, and rakes to care for their **gardens**."

"Today in Blocks, you can build a **garden** with these materials."

"How can you use your **Garden Signs** to help you build your **garden**?"

Show illustrations. Children respond.

Children respond.

Show images. Children respond.

Show materials.

Show children's work. Children respond.

Supporting Vocabulary and Language in Centers

During Centers:

Encourage children to create a plan for their garden. Encourage children to create tools and props with Beautiful Stuff. Compare and contrast children's gardens to illustrations/images/each other's. Compare and contrast gardens to woodlands/farms. Encourage children to sell their garden crops in the *Garden Center*. Encourage transport their plants/ crops from their garden to sell at the *Garden Center*.

Guiding Questions during Centers:

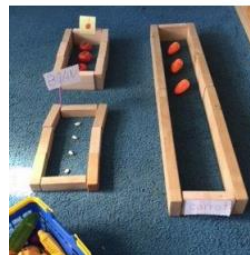
- How is your garden similar to or different from the illustrations/images/your friends'?
- How did you create tools to care for your garden?
- How are gardens similar to or different from woodlands/farms?
- How can you transport crops to the *Garden Center*?

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:

Invite gardeners from the community/children's families to the classroom. Arrange and document a field trip to a local garden.



Above and Below Garden Soil

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
garden	weed	plant
flower	bud	sprout
vegetable	bloom	weed
soil	blossom	bloom
dirt	seed	blossom
insect	row	
stem		
roots		
seedling		

Comments / Questions / Expanded Conversations

RIGHT HERE:

- **Use Parallel Talk to Build Up and Break Down Vocabulary – for example:**

You are using Beautiful Stuff to create a model of a garden. First you created a plan, then you chose materials, and now you are arranging the materials to create your design.

- **Use Self Talk + Forced Choice Questions – for example:**

I used two different colors to illustrate the flowers in my garden. I wonder if I should draw some more or if I should add some Beautiful Stuff?

- **Expand Children's Comments – for example:**

Child: I made a flower.

Teacher: You made an orange flower with three petals and a green stem.

CONNECT TO TEXT:

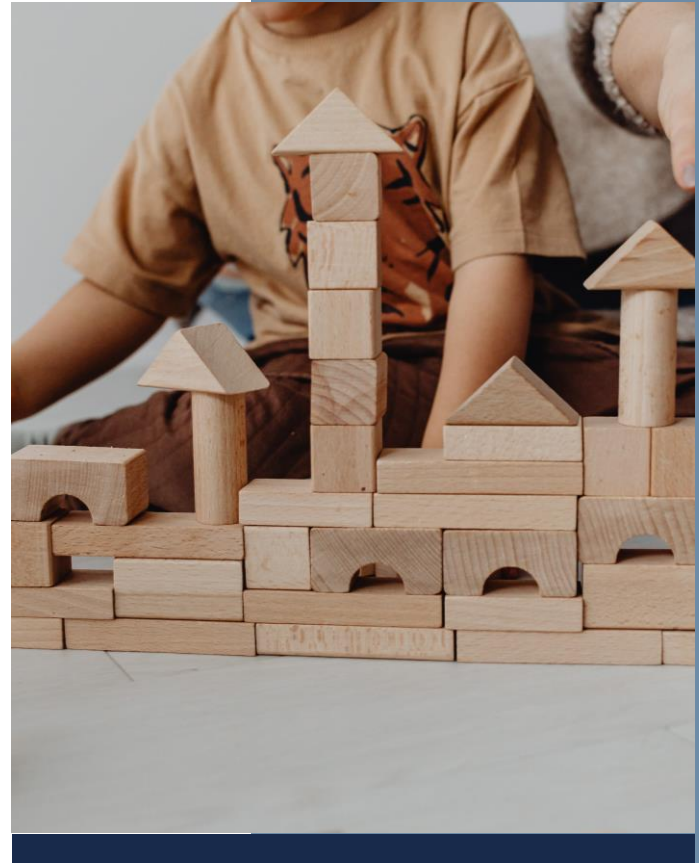
In *Zinnia's Flower Garden*, Zinnia planted seeds and they sprouted and grew roots. Let's look at the illustrations to find things that are above and below the soil in Zinnia's garden.

Center Language Supports

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

Block Center in Unit 6

- Building a Garden
- Building Make Way for Ducklings
- Bridges



Building A Garden



Print the resource of
examples of gardens.

Building A Garden

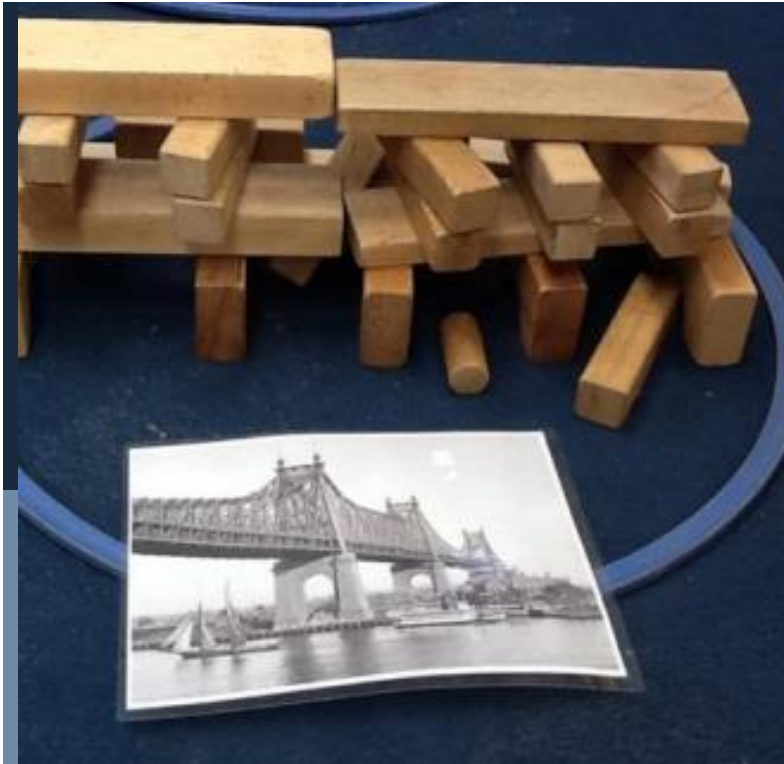


Building Make Way for Ducklings



Include Beautiful Stuff to make nests and felt pieces for different settings.

Building Bridges



Dramatization in Unit 6

- Garden Center
- Making Soup
- Kindergarten



Garden Center



Don't forget to print the resource!

A photograph showing two children engaged in a sensory bin activity. The child on the left, wearing a blue jacket and green polka-dot gloves, is pouring small brown objects from a green plastic cup into a black bucket. The child on the right, wearing a red shirt and green polka-dot gloves, is kneeling and sorting through similar objects on a dark mat. Various toys are scattered around, including a yellow shovel, a green shovel, a blue bucket, and a bag of 'Sensory Beans'. A large orange wheelbarrow is also visible on the right. The background shows a colorful patterned rug and other classroom equipment.



Making Soup



Remember to print the recipe on the resource page. Consider adding recipe books/cards that have other soup recipes.

Kindergarten



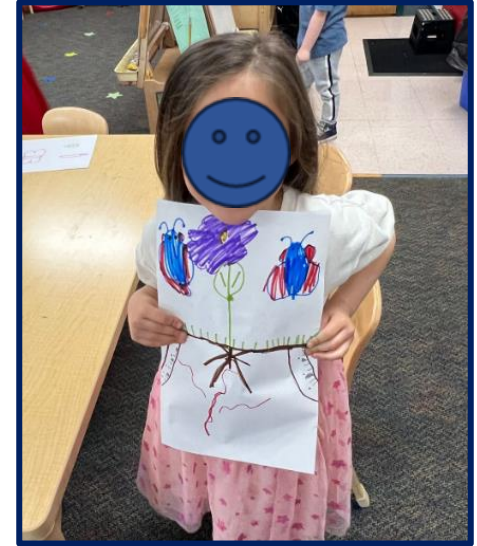
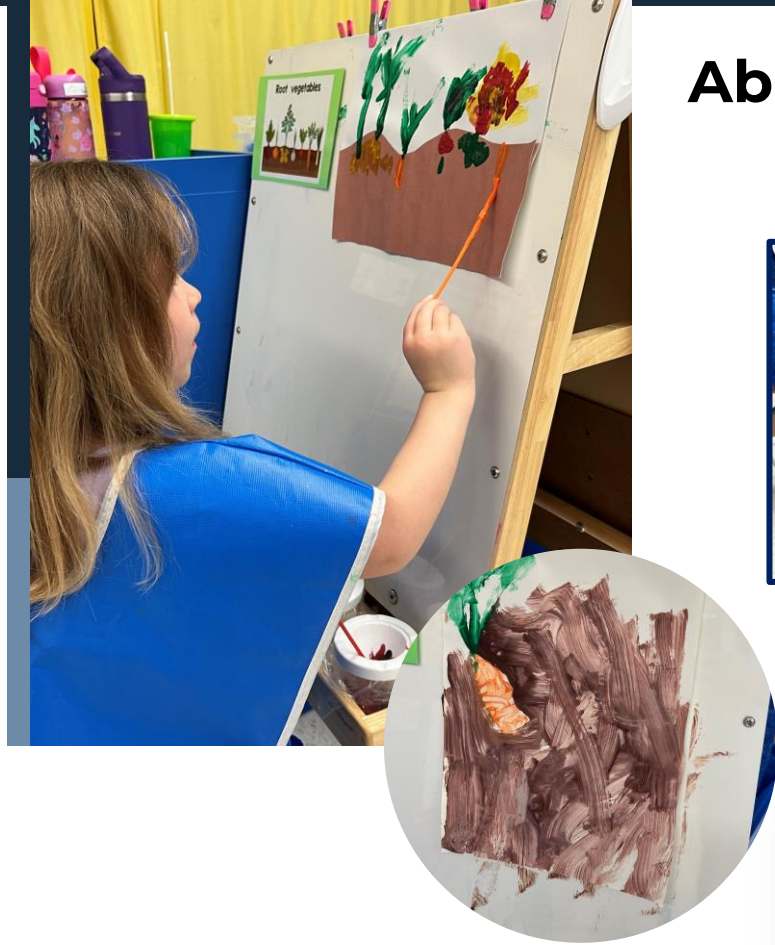
- Show students pictures of kindergarten classrooms and kindergarten activities
- Students will create their own kindergarten setting.

Art Studio and Easel in Unit 6

- Above and Below Garden Soil
- Chinese Calligraphy
- Community Garden
- Creating Cars
- Making Nests

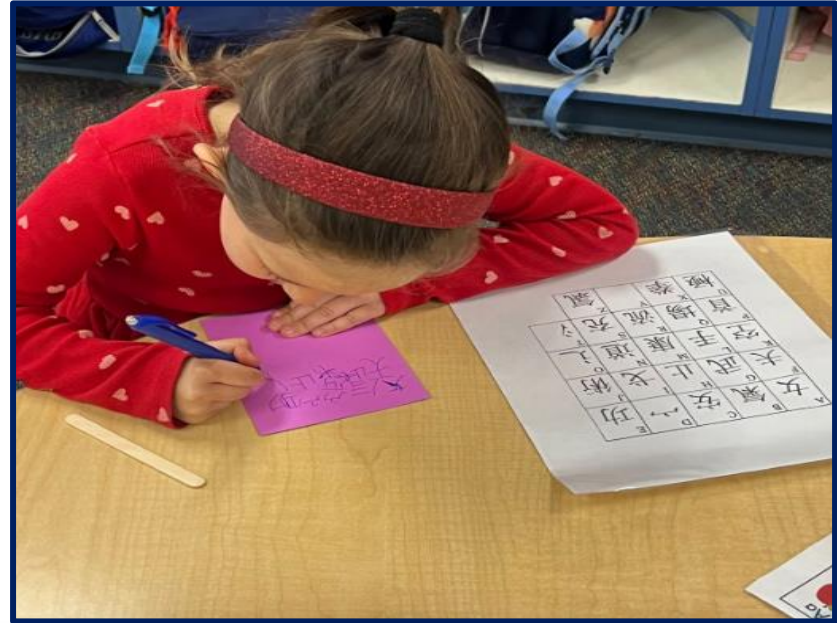
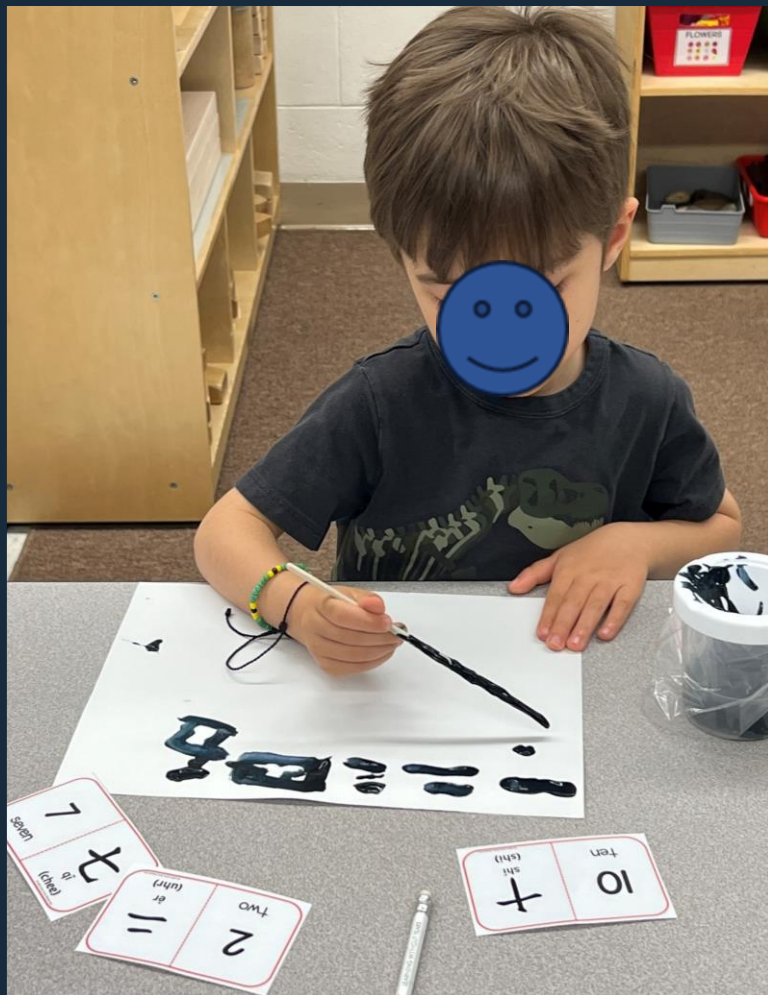


Above & Below Garden Soil



Use resources to help demonstrate what grows above and below soil.

Chinese Calligraphy



Remember to print the resource.
The resource has other examples
of the alphabet around the world.

Community Garden



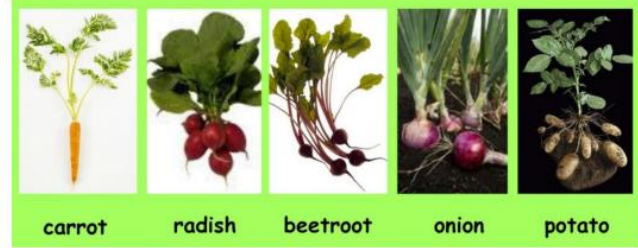
Making Nests



Library in Unit 6

- Researching Gardens
- What Part of the Plant Are We Eating
- Researching Oviparous Animals
- Researching Kindergarten

On some plants we eat the.....
bulbs and roots!



On some plants we eat the.....
stem!



Discovery in Unit 6

- Comparing Capacity
- Preparing Soil
- Building Nests



Comparing Capacities



Preparing Soil



Manipulatives in Unit 6

- Sorting Beans
- Make Way for Ducklings Story Sequencing
- Oviparous Animal Name-Letter Match

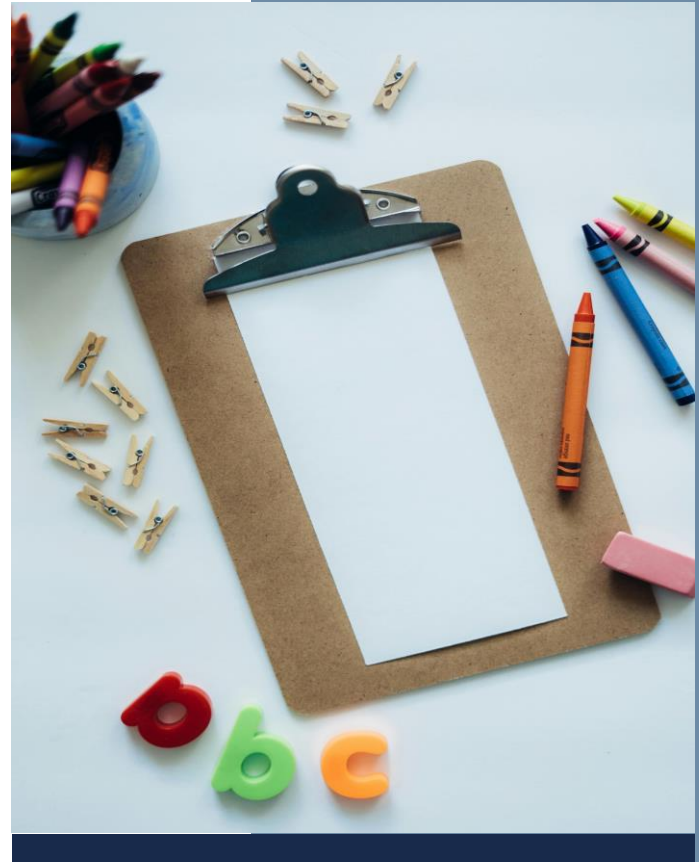


Sorting Beans/Seeds

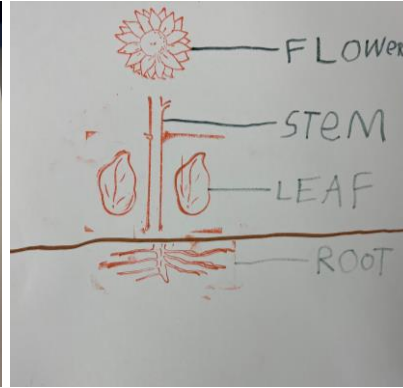
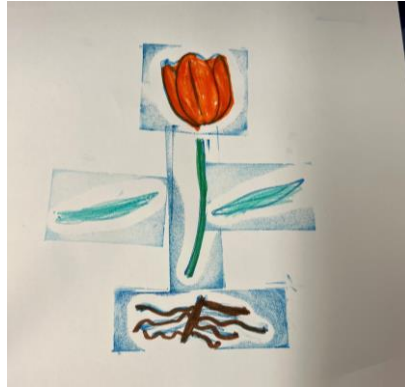


Writing and Drawing in Unit 6

- Garden Signs
- Diagrams



Writing and Drawing – Garden Signs and Diagrams



Outdoor Learning and Nature Extensions in Unit 6

- Gardening – Will it Grow?
- Animal Life Cycles
- Macroinvertebrates
- Tree Life Cycle
- Flower Parts
- Other extensions and books suggested



Unit 6

Small Groups

- Seed Experiment
- Planting Seeds
- Vegetable Memory
- Bird Feeders
- Rhyming Games
- Dear Pre-K Letters
- Story Sequencing



Small Groups: Seed Experiment

Support: Medium

Standards:
ELA.SL.CC.PS.1 -2
ATLEP.PS.1-4
ELA.W.R.PS.1 -2
S.LS.PS.5-6



Materials:

- Zinnia's Flower Garden
- The Ugly Vegetables
- Ziploc bags
- paper towels
- dry lima bean seeds
- science journals or blank books
- bowl
- water
- writing utensils
- magnifying glasses

Vocabulary:

- seed
- experiment
- sprout
- garden
- moist

Preparation: Set up materials.

Procedure:

Week 1

Show illustrations from *Zinnia's Flower Garden* and *The Ugly Vegetables*. Discuss how Zinnia, the girl, and her mother planted seeds in their gardens. Tell children they will conduct an experiment with lima bean seeds. Show materials for experiment. Model/provide visual for setting up experiment. Support children to:

1. Place paper towel in bowl of water.
2. Squeeze out water.
3. Place wet paper towel in front of child.
4. Place lima bean seed in center of paper towel.

Show materials for documenting experiment, i.e., blank book, science journal, template, etc. Give children magnifying glasses. Encourage children to write and draw observations. Provide sentence starters, i.e., *My bean is (small) and (white).*

Model/provide visual for remaining steps. Support children to:

1. Wrap bean seed by folding over paper towel.
2. Write name on Ziploc bag.
3. Place wrapped bean seed in Ziploc bag.
4. Seal bag.
5. Place bags in window.

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 – Planting Seeds



Unit 6

Let's Find Out About It

- What Does a Seed Need
- Garden Design
- Caring for Gardens
- Chinese Calligraphy
- Community Gardens
- Desert Gardens
- Edible Eggs
- Oviparous Animals
- Wheels and Tires
- Bridges
- Life Cycle Drawings
- Look at Pre-K Now



Let's Find Out About It: Oviparous Animals

Standards:
LA.IT.D.PS.1-3
ELA.IT.I.PS.1-2
ELA.IT.LTC.PS.1
S.LS.PS.6



Materials:

- Make Way for Ducklings
- Chickens Aren't the Only Ones

Vocabulary:

- egg
- **Oviparous**- animals that lay eggs
- **non-fiction**
- **fact**
- **Reptile** - a cold-blooded animal with a skeleton inside its body and dry scales or hard plates on its skin.
- **Amphibian** - a small animal that spends part of its life cycle in water and part of its life cycle on land
- **shell**

Preparation: Gather books.

Let's Find Out About It:

"In Make Way for Ducklings, Mrs. Mallard's ducklings hatched from **eggs**. What do you notice?"

"Ducks are **oviparous**--animals that lay eggs."

"The title of this book is *Chickens Aren't the Only Ones*. It is **non-fiction**; it has **facts**- information- about oviparous animals. What do you notice?"

"Frogs and salamanders are **amphibians**-- they live in water and on land. What do you notice?"

"Snakes and crocodiles are **reptiles**-- they live on land near the water. What do you notice?"

"How are bird **eggs** similar to or different from other **oviparous** animal eggs?"

*Show illustrations.
Children respond.*

*Show illustrations.
Children respond.*

*Page through the book, showing
illustrations.
Children respond.*

*Show illustrations.
Children respond.*

*Guide children to notice differences in
size, shape, and color; guide children to
understand that some eggs have shells
and some eggs do not.*

Supporting Vocabulary and Language in LFOAI

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

Observing Oviparous Animals



Songs, Word Play, Letters, and Numbers

SWPLN

Songs, Word Play, Letters and Numbers

Poems

- [Buttercups & Daisies](#)
- [Five Eggs & Five eggs](#)
- [When I was One](#)

Clap Your Hands

- [Word Cards](#)

Clue Game

Word Clues	Duck	Feather
Chicks	Hose	Island
Hatch	Shovel	Wheel Barrow
Molting	Worm	Wing





Unit 6 Tips

- Consider how you can involve families and the community. Invite people in to share their experiences with gardening and/or farming.
- Plant a variety of seeds for students to observe the growth.
- Consider if there is an opportunity for a community garden at your school.
- Keep up your supply of Beautiful Stuff. Students will use this building nests.



Helpful Links

Helpful Links:

[Pre-K for ME Unit 6](#)

[Pre-K for ME](#)

[DOE Early Learning](#)



Questions regarding Pre-K for ME:

Contact Marcy Whitcomb

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