

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 2 Overview Friends

Presented by: The Early Learning Team



Our Maine DOE Early Learning Team



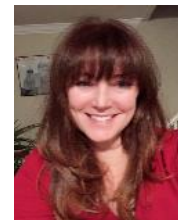
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Early Learning Vision

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 2: Friends





Goals for Unit 2 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 2.

✓ **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!

Friends: The Big Ideas



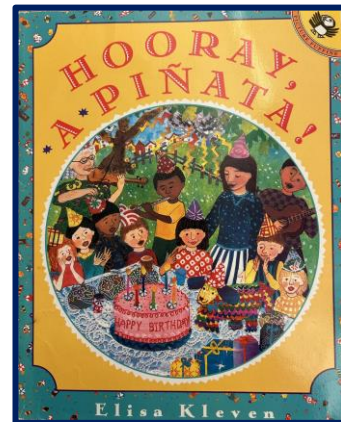
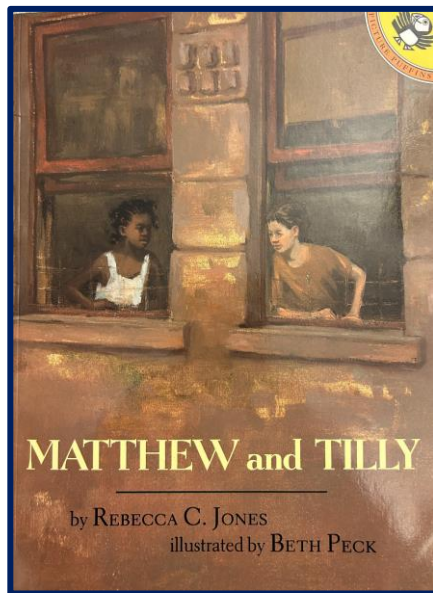
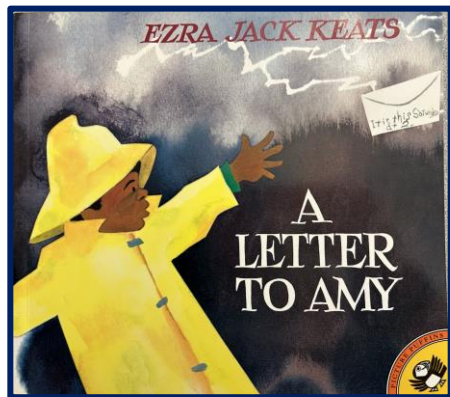
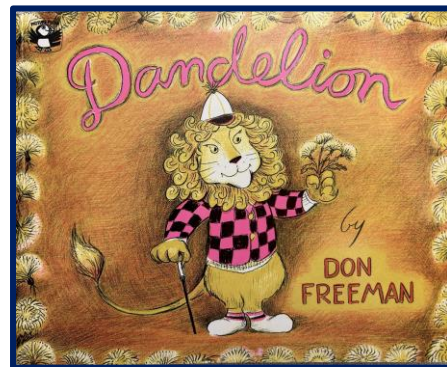
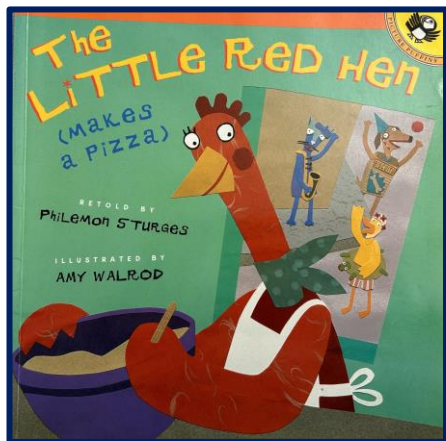
- Children will explore concepts of friendship and how to be a good friend.
- Children will explore ways to resolve conflicts with friends.
- Children will learn the importance of being who you are, helping friends, enjoying time together, and cooperating with each other.

Friends: Unit Concepts



- A friend is someone we like and want to spend time with.
- Friends interact appropriately by cooperating, helping, sharing, and expressing an interest in each other.
- We can have more than one good friend. We might like to do different things with different friends.
- Friends help one another.
- Friends may have arguments and get mad at one another. Usually, friends work out their problems and continue to be friends.
- Friends share feelings with one another, and identify and name emotions of anger, empathy and sadness by using language to resolve their differences.
- Friends have shared interests.

Core Read Aloud Books



Unit 2 Week 1	The Little Red Hen Makes A Pizza Read Aloud	Standards: ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1-3 ELA.RL.CS.PS.1 - 3; ELA.RL.KI.PS.1-2 ELA.RL.LTC.PS.1
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Materials: <ul style="list-style-type: none"> The Little Red Hen Makes a Pizza vocabulary word picture cards 	Vocabulary: <ul style="list-style-type: none"> apron: something you wear when cooking to keep your clothes clean. cupboard: a cabinet where food or dishes are stored. delicatessen: a store that sells ready-to-eat foods. delicious: tasting very good. dough: a soft, thick flour mixture used to make baked goods. fetch: to go and get knead: to mix by pushing hard mozzarella: a mild cheese used on pizza. pizza slicer: a round knife on a wheel for slicing pizza rummage: search by moving things around. sip: to take a very small drink. topping: something sprinkled over food.
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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.

Supporting Vocabulary and Language in Read Aloud

- 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...."

"I have a new book to read today. The title is *The Little Red Hen Makes A Pizza*. The author is Philemon Sturges—he wrote the words. The illustrator is Amy Walrod—she created the pictures."

Show cover, pointing to the title, author's, and illustrator's names.

"This is Hen and it looks like she's busy mixing something in a bowl in her kitchen, probably the dough for the pizza crust. Outside Hen's kitchen window, we see her animal friends—cat, dog, and duck."

Introduce the main characters, point to each as you name them

"Now, in this story, every time Hen starts to make some part of her pizza, she finds out that she doesn't have an important ingredient. Hen can't make her pizza unless someone goes to the store to buy what she needs. Let's read the story and find out how Little Red Hen solves this problem."

State the story problem.

p.1 Point to Hen while reading first page.

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

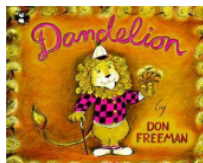
Unit 2 Centers



Barbershop



Standards:
CA.DE.PS.1 - 3
CA.DP.PS.1 - 2
ELA.SL.CC.PS.1-3



Materials:

- *Dandelion*
- tools found in a barbershop/salon (i.e., hair dryers, mirrors, etc.) (for hygienic reasons, use pretend versions of combs, brushes, etc.)
- large bowls
- images of barbershops resource
- Beautiful Stuff
- sample appointment book
- writing utensils
- magazines (for waiting area)

Preparation: Set up materials.

Intro to Centers:

"In *Dandelion*, Dandelion visited Lou's **barbershop** to get his hair cut. What do you notice?"

"Here are images of **barbershops** and **salons**—a store where someone could get a **manicure**—their fingernails cleaned and polished. How are these **barbershops** and **salons** the same as or different from Lou's/from each other?"

"Today in Dramatization, you can create a **barbershop** or **salon** with these materials. What do you notice?"

"You can be the **barbers** or **stylists**—people who work in a **barbershop** or **salon**. You can pretend to be customers like Dandelion at Lou's **barbershop**. You can make a waiting area for your **customers** and a **schedule** for **appointments**—when it is a **customer's** turn to get their **hair cut** or **styled**."

Vocabulary:

- barbershop: a store where people get their hair cut
- salon: a store where people get their hair cut or fingernails painted
- shave: to cut hair of a beard or mustache
- schedule: a time when you will do something
- appointment: a time to meet someone
- manicure: clean and polish fingernails

Show illustrations. Children respond.

Show images. Children respond.

Show materials.

Supporting Vocabulary and Language in Centers

During Centers:

Encourage children to create advertisements and signs for the services offered at their barbershop/salon in Writing and Drawing. Model conversations related to the barbershop/salon, i.e., "Oh my, when I look in the mirror, I see I need a haircut! I'd better make an appointment with my stylist! Hello, barbershop, I would like to come in at 3:00 on Saturday for a haircut. Thank you!" Compare and contrast the barbershops/salons children are creating to barbershops/salons in the community/neighborhood.

Guiding Questions during Centers:

- How did you use the materials to create your props/tools?
- How did you decide who would be the barbers/stylists/customers?
- How can customers make an appointment for a haircut/styling/manicure at the barbershop?
- How is a barbershop/salon similar to or different from a hardware/grocery store?

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

Documentation: Collect photographs and/or videos of the children's process. You might use videos to launch a discussion during Thinking and Feedback.

Provocation: Invite a family member who works in a barbershop/salon to speak as a guest expert. Visit a neighborhood barbershop/salon. Ask children to generate questions to interview the people who work there.

Building a Neighborhood

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
neighborhood	build	live
neighbor	design	inside
street	live	outside
sidewalk	occupy	tall
curb		low
business		high
residence		long
building		

Comments / Questions / Expanded Conversation

RIGHT HERE:

• Use Parallel Talk + Open Ended Questions –forexample:

You are building a tall building that has many floors. What kind of building is it?

It looks like that family has many pets. I see cats and dogs and they seem to be friends. What other pets do they have?

A big family lives there. They occupy the building. Tell me who all the family members are.

You connected these blocks. Tell me what you are building? Oh, a couch. It looks like a long couch. The whole family could sit on that couch. What other kinds of furniture can you design if you connect more blocks?

CONNECT TO TEXT:

In the book, *A Letter to Amy*, it looks like Peter lives in an apartment building. (look at the book together) Let's see what was in his neighborhood. What ideas do you get from this book to add to the buildings that you are creating?

NON-IMMEDIATE EVENTS:

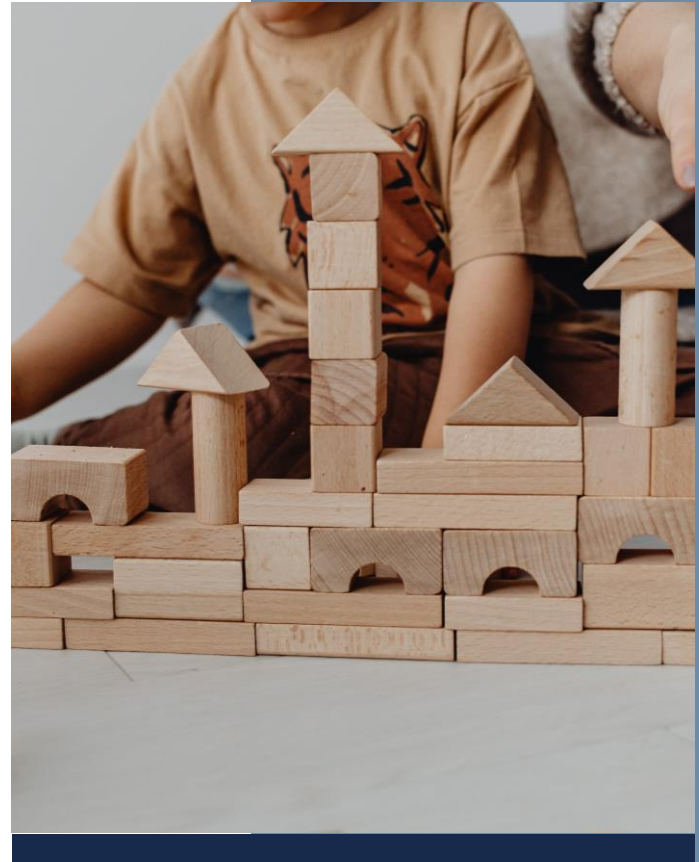
I live in a tall apartment building in a one bedroom apartment with my pet cat. Where do you live? Who lives with you? Do you have any pets? Tell me about them.

Center Language Supports

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

Block Center in Unit 2

- Building Neighborhoods
- Constructing a Playground
- Transporting Food
- Adding Beautiful Stuff



Building Neighborhoods



! Don't forget to have students plan and brainstorm their neighborhoods and structures.

Constructing a Playground



Be creative with materials here!
What could make a slide or a
swing? Have students brainstorm!

Transporting Food



Adding Beautiful Stuff



Sending in Beautiful Stuff is a wonderful opportunity for families to donate to your classrooms without having to buy items!

Dramatization in Unit 2

- Celebrations
- Grocery Store and Market
- Barber Shop



Celebrations



Grocery Store and Market



Barber Shop



Art Studio and Easel in Unit 2

- Making Stationery
- Pizza Painting
- Chalk Drawings
- Texture Rubbing
- Sorting Beautiful Stuff
- Collaborative Paintings
- Collaborative Creations
- Celebration Posters
- Crayon Resist



Making Stationery



Include examples of
invitations and stationery

Pizza Paintings



Tip: Mix glue and red paint to make the “sauce” then all your toppings stick to the sauce!



Pizza Paintings

- Can be done on the table or at the easel
- You can use a combination of pre-cut pieces and pieces students cut for toppings.
- A scrapbook circle punch works great for cutting pepperoni pieces!
- Paintings could be done on cardstock or even paper plates.

Chalk Drawings and Texture Rubbing



Collaborative Paintings and Creations



Crayon Resist



! Consider adding magnifying glasses for children to examine the crayon resist!

Library in Unit 2

- Research Recipes
- Pinata Book



Researching Recipes



Consider asking families to send in recipes to make a classroom cookbook



! Don't forget to print the recipe book resource!

Discovery in Unit 2

- Washing Dishes
- Molding Sand
- Roads and Sidewalks



Washing Dishes



Molding Sand and Roads and Sidewalks



Manipulatives in Unit 2

- Classroom Friends Puzzles
- Sorting Objects
- Classroom Friends Memory Match

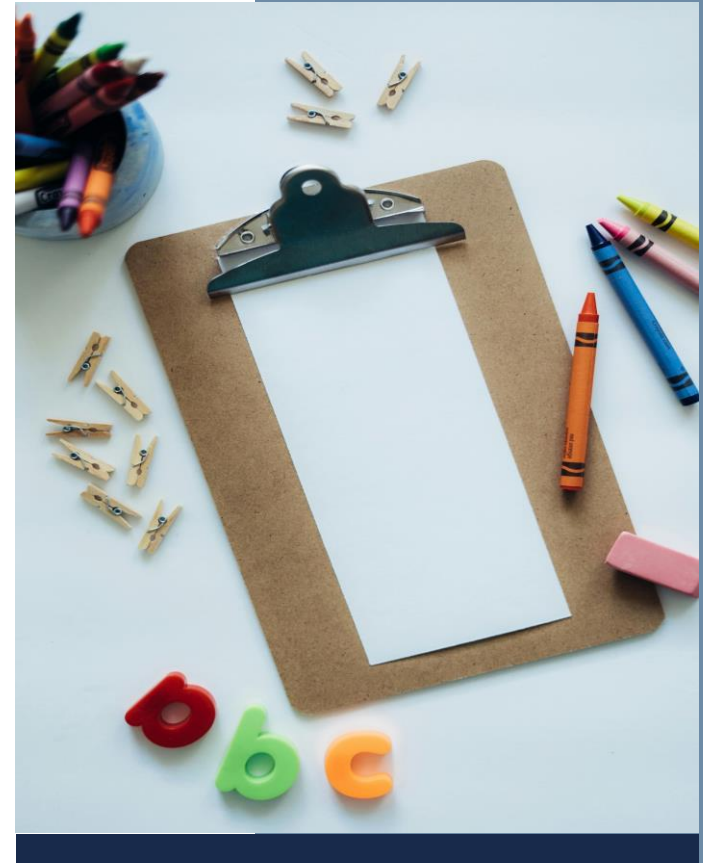


Manipulatives- Classroom Friends Puzzles and Sorting



Writing and Drawing in Unit 2

- Writing on Stationary
- Documenting a Process
- A Class Book about Friends



Writing on Stationary/Invitations



Set up a mailbox so students can mail the invitations and letters they make at the writing center!

Documenting a Process



		
snow pants	boots	jacket
		
hat	mittens	



Template and picture
resource available!

Outdoor Learning and Nature Extensions in Unit 2

- Chipmunks and Squirrels
- Seed Dispersal
- Migrate, Activate, Hibernate
- Bubbling Pinecone
- Other extensions suggested



Unit 2

Small Groups

- Making Pizzas
- Friendship Pictures
- Dough Letters
- Sorting Groceries
- Vocab Picture-Word Match
- Upper/Lowercase Letter Match
- Pinata Paper Mache
- Making Lemonade
- Vocabulary Picture Cards
- Decorating Pinata
- Celebration Invitations



Small Groups: Sorting Groceries

Medium Support

Standards:
ELA.SL.CC.PS.1 - 3
PHO.FM.PS.5
M.G.PS.1
ELA.LS.VAU.PS.2, 2a



Materials:

- Matthew and Tilly
- The Little Red Hen Makes A Pizza
- pretend or real food
- images of food from magazines/internet
- images of grocery store sections resource
- large trays
- aisle signs (resources)

Vocabulary:

- grocery/ market/ supermarket: a place where people buy and sell food and supplies
- fruit
- vegetable
- sort: put similar things together
- aisles: rows in a store with similar items
- dairy: food or liquids made from milk

Preparation: Based on the needs of the children in the group, decide whether to use pretend /real food, images of food from magazines, or boardmaker food icons, or a combination of these.

Procedure: Show *The Little Red Hen Makes A Pizza* and *Matthew and Tilly*. Explain to children that in grocery stores and supermarkets, like kinds of food are placed together, e.g. fruits are in one section of the store, meat is in a different section, vegetables are in a different section, etc. children in sorting the pretend food/ images of food into different categories on trays with the aisle signs. Scaffold by modeling. Point out the beginning letters and beginning sounds of words on the grocery store signs and encourage children to use these as clues to identify the words.

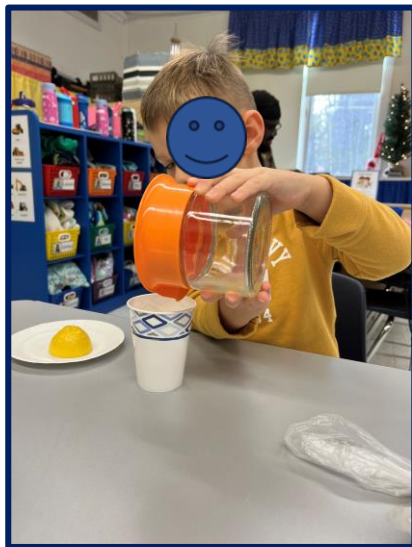
Guiding Questions:

- Why did the hen go to the supermarket?
- What could the hen have done if there hadn't been a supermarket for her to go to?
- What do you think this word on the sign says? Why do you think so?
- Why are you placing the carrot on that tray?
- What do butter and cheese have in common?
- Would you need a special place in the grocery store to keep dairy products? Why?



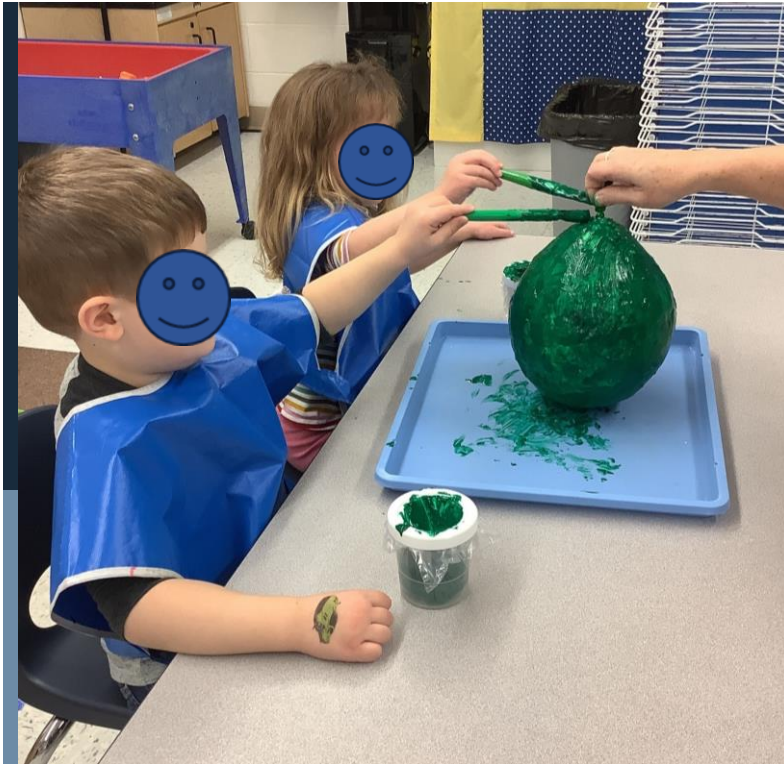
Supporting Vocabulary and Language in Small Groups

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



Small Groups – Making Lemonade

Small Groups



Painting the Pinata



Dough Letters

Unit 2

Let's Find Out About It

- Cooking Pans and Utensils
- From Farm to Table
- Beautiful Stuff
- Grocery Store Jobs
- Road Builders
- Markets Around the World
- Advertisement Signs
- Loveys
- Invitations to Celebrations
- Celebration Expectations
- Celebration Jobs and Tasks



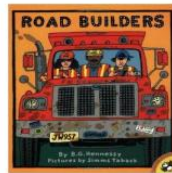


Let's Find Out About It: Road Builders

Standards:

ELA.SL.CC.PS.1 - 3

ELA.SL.PKI.PS.1 - 3



Materials:

- *Road Builders*
- images of construction vehicles resource

Vocabulary:

- teamwork: working together to do something
- cooperation: working together to do something
- construct: to build

Preparation: Set up materials.

Let's Find Out About It:

"In *The Little Red Hen Makes a Pizza*, what happened when the hen wanted her friends to work together?"

"The title of this book is *Road Builders*. It is about friends at work **constructing**- building- a road."

"How did Buddy and his friends **cooperate**- work together?"

"How is the **teamwork** in *Road Builders* similar to or different from the **teamwork** in *The Little Red Hen Makes A Pizza*?"

Children respond.

*Show cover of Road Builders.
Read book.*

Children respond.

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

Poems ▲	Flannel Board Pieces ▼	Clue Game ▼
Five Juicy Apples	Zoo Animals	Descriptions
Five Little Owls	Sheep	Picture Cards
Mix a Pancake		
Three Little Monkeys		





Unit 2 Tips

- Many lessons contain resources and/or templates. Be sure to check those out and print as needed!
- Send home the letter about Beautiful Stuff early!



Helpful Links

Helpful Links:

[Pre-K for ME Unit 2](#)

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[DOE Early Learning](#)



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