Unit 4 Overview: *World Of Color*

In Unit 4, children explore the world of color and the colors in their world. They learn about the functionality of color: color communicates information & ideas and is an identifying feature in art and nature. Children refine their experience with color mixing to include tinting & shading. They learn about permanent and temporary colors, staining and fading, and they dramatize washing and drying by creating a Laundromat. Children learn that color names can be inspired by objects, emotions, and experiences.

Children explore the concepts of same & different, the richness of diversity, and the aesthetic appeal of color. They learn how colors, feelings, attitudes and perspectives can transform.

Basic 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 Texts	*Max's Dragon Shirt*, Rosemary Wells *Dog's Colorful Day*, Emma Dodd *Nana in the City*, Lauren Castillo *The Lion and the Little Red Bird*, Elisa Kleven *The Colors of Us*, Karen Katz
Supplemental Texts: SWPL	*Cat's Colors* by Jane Cabrera *Bringing the Rain to Kapiti Plain* by Verna Aardema
Supplemental Texts: LFOAI	

Supplemental Texts: Math	● *I Spy Shapes in Art* (2004) by Lucy Micklethwait ● *Is it Red? Is it Yellow? Is it Blue?* (1978) By Tana Hoban ● *Mouse Shapes* (2001) by Walsh ● *Perfect Square* (2011) by Michael Hall ● *Swan Harbor: A nature Counting Book* (2003) by Laura Rankin ● *The Crayola Sorting Book by* Jodie Shepard
Supplemental Texts: Outdoor Learning	● *About Birds by* Cathryn Sill ● *Backyard Birds by* Robert Bateman ● *Sugaring by* Jessie Haas ● *Grandpa's Sugar Bush by* Margaret Carney ● *Gilberto and the Wind (unit 3 story)*
Maine Early Learning Standards (MELDS)	*A Note Regarding the Maine Early Learning Standards:* In the course of a quality early learning classroom, every minute of the day is focused on providing support to young children. In *PreK for ME*, intentional activities are designed to address each child's unique development, as well as the development of the classroom community. The MELDS Standards for Social & Emotional Development and Standards for Approaching Learning are embedded in the curriculum design, approach, and pedagogy. While some of these standards may be highlighted in particular lessons, facets of these standards are embedded in all minutes of the day to support each developing whole child.
	Standards for Social & Emotional Development *Emotional Development* ● Emotional Development- Self Concept MELDS.SED.ED.SC.PS.1 Has an awareness of self as having certain abilities, characteristics, preferences and rights MELDS.SED.ED.SC.PS.2 Demonstrates self-direction by making choices among peers, activities and materials MELDS.SED.ED.SC.PS.3 Takes on new tasks and improves skills with practice MELDS.SED.ED.SC.PS.4 Initiates actions or activities with peers MELDS.SED.ED.SC.PS.5 Expresses delight over a successful project and want others to like it too MELDS.SED.ED.SC.PS.6 Demonstrates confidence in own abilities and delights in the

mastery of a skill
MELDS.SED.ED.SC.PS.7
Demonstrates an understanding of and follows through with basic responsibilities

- Emotional Development- Self-Regulation
  MELDS.SED.ED.SR.PS.1
  Expresses self in safe and appropriate ways through words and actions
  MELDS.SED.ED.SR.PS.2
  Seeks peaceful resolutions to conflict
  MELDS.SED.ED.SR.PS.3
  Stops and listens to instructions before jumping into activity, with guidance
  MELDS.SED.ED.SR.PS.4
  Follows rules and routines
  MELDS.SED.ED.SR.PS.5
  Respects the rights and property of others
  MELDS.SED.ED.SR.PS.6
  Uses materials appropriately
  MELDS.SED.ED.SR.PS.7
  Is able to share materials or caregiver's/teacher's attention
  MELDS.SED.ED.SR.PS.8
  Can wait for turn in simple game or use of equipment
  MELDS.SED.ED.SR.PS.9
  Accepts consequences of own actions
  MELDS.SED.ED.SR.PS.10
  Regulates own emotions and behaviors
  MELDS.SED.ED.SR.PS.11
  Refrains from disruptive, aggressive, angry or defiant behaviors
  MELDS.SED.ED.SR.PS.12
  Asks what and why questions to understand effects of behavior

- Emotional Development- Sympathy and Empathy
  MELDS.SED.ED.SE.PS.1
  Expresses empathy for others
  MELDS.SED.ED.SE.PS.2
  Comforts physically hurt or emotionally upset child through appropriate words or actions
  MELDS.SED.ED.SE.PS.3
  Labels own emotions and, increasingly, the emotions of others
  MELDS.SED.ED.SE.PS.4
  Demonstrates understanding of the consequences of own actions

on others
MELDS.SED.ED.SE.PS.5
Understands the reasons for rules and routines within the group and accepts them
MELDS.SED.ED.SE.PS.6
Asks "what" and "why" questions to understand effects of behavior
MELDS.SED.ED.SE.PS.7
Shows progress in expressing feelings, needs, and opinions, in difficult situations and conflicts, without harming self, others, or property

- Emotional Development- Adapting to Diverse Settings
  MELDS.SED.ED.ADS.PS.1
  Demonstrates ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/ attendance
  MELDS.SED.ED.ADS.PS.2
  Adjusts to transitions from one activity setting to the next during the day with appropriate emotions and behaviors
  MELDS.SED.ED.ADS.PS.3
  Anticipates with assistance what will be needed in diverse settings
  MELDS.SED.ED.ADS.PS.4
  Follows rules in diverse settings

Social Development
- Social Development- Building Relationships with ChildrenMELDS.SED.SD.BRC.PS.1
  Participates cooperatively in large and small group activities
  MELDS.SED.SD.BRC.PS.2
  Participates in classroom and group routines
  MELDS.SED.SD.BRC.PS.3
  Uses different turn-taking strategies
  MELDS.SED.SD.BRC.PS.4
  Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers
  MELDS.SED.SD.BRC.PS.5
  Develops consideration for the needs or interests of peers
  MELDS.SED.SD.BRC.PS.6
  Develops friendships with peers
  MELDS.SED.SD.BRC.PS.7
  Notices and comments on who is absent from routine group settings

MELDS.SED.SD.BRC.PS.8
Shows concern for personal fairness within a peer group
MELDS.SED.SD.BRC.PS.9
Defends own rights and the rights of others
MELDS.SED.SD.BRC.PS.10
Gives social support to others
MELDS.SED.SD.BRC.PS.11
Demonstrates knowledge that fairness involves a recognition that respects the needs of individuals as well as sharing and turn-taking
MELDS.SED.SD.BRC.PS.12
Identifies and expresses self a part of several groups (e.g. family, preschool class, faith community, etc.)
MELDS.SED.SD.BRC.PS.13
Uses play to explore, practice and understand social roles
MELDS.SED.SD.BRC.PS.14
Joins in the middle of an on-going group activity with friends independently
MELDS.SED.SD.BRC.PS.15
Invents and sets up activities that include more than one child
MELDS.SED.SD.BRC.PS.16
Gives social support to others

- Social Development- Respecting Similarities and Differences
  MELDS.SED.SD.RSD.PS.1
  Names and accepts differences and similarities in preferences
  MELDS.SED.SD.RSD.PS.2
  Notices that other children might communicate differently or use different words for the same object
  MELDS.SED.SD.RSD.PS.3
  Begins to examine a situation from others' perspective
  MELDS.SED.SD.RSD.PS.4
  Shows concern about personal fairness within a peer group

Standards for Approaching Learning
Initiative and Curiosity
MELDS.ATL.IC.PS.1
Initiates participation in a widening ranges of topics, ideas, and tasks
MELDS.ATL.IC.PS.2
Invents projects and works on them with little assistance
MELDS.ATL.IC.PS.3
Wonders and asks questions about change in his/her world
MELDS.ATL.IC.PS.4

| | Uses "wh" questions to get information a variety of topics (why, who, what, where and when)
MELDS.ATL.IC.PS.5
Approaches tasks and activities with increasing flexibility, imagination, and inventiveness
MELDS.ATL.IC.PS.6
Invents games and new activities

Engagement & Persistence
    MELDS.ATL.EP.PS.1
    Persists in and completes an increasing variety of tasks, activities, projects, and experiences despite frustrations
    MELDS.ATL.EP.PS.2
    Demonstrates resiliency and coping skills when faced with challenges (i.e. concentrates despite distractions and/ or increasingly manages own level of frustration)
    MELDS.ATL.EP.PS.3
    Chooses to leave a project and returns to it later for completion or elaboration
    MELDS.ATL.EP.PS.4
    Sets goals, develops plans, and completes tasks with increasing independence
    MELDS.ATL.EP.PS.5
    Maintains concentration despite distractions

Reflection & Problem Solving
    MELDS.ATL.RPS.PS.1
    Predicts when something might be a problem or challenge
    MELDS.ATL.RPS.PS.2
    Makes predictions about what will happen next
    MELDS.ATL.RPS.PS.3
    Looks for more than one solution to a question, task, or problem
    MELDS.ATL.RPS.PS.4
    Applies prior experiences, senses, and knowledge to new learning situations
    MELDS.ATL.RPS.PS.5
    Considers and implements different approaches to carrying out a task
    MELDS.ATL.RPS.PS.6
    Independently alters approach to tasks when initial approach does not work
    MELDS.ATL.RPS.PS.7
    Discusses or documents important aspects of an experience and |

	identifies what was learned MELDS.ATL.RPS.PS.8 Solves increasingly complex problems and an increased number of problems