The Creative Curriculum®
for Preschool
Touring Guide
Dear Colleagues:

It gives us great pleasure to introduce you to *The Creative Curriculum for Preschool*, our award-winning research-based curriculum. *The Creative Curriculum for Preschool* features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and critical thinking skills.

*The Creative Curriculum for Preschool* is based on 38 objectives for development and learning. These objectives are fully aligned with the *Head Start Child Development and Early Learning Framework* and state early learning standards, and integrated into each and every one of the comprehensive collection of resources that makes up the curriculum. Educators can be confident that they are meeting important early learning standards every day, even while bringing their own creativity and expertise into daily planning. What’s more, the curriculum also offers daily opportunities to individualize instruction by helping teachers meet the needs of every learner, with a particular focus on English language development.

As many of you may know, *The Creative Curriculum* has a long, rich history, and has always offered teachers valuable insight into the most current research and best practices for early childhood education. But it hasn’t always offered the daily support that many teachers need to organize and manage their days intentionally and effectively. Over the years, we’ve recognized that most teachers have limited time to plan the range of experiences that make their classrooms the positive and exciting environments that all children deserve. That’s why our newest curriculum solution is one that combines *The Foundation*, five comprehensive knowledge-building volumes, with the *Daily Resources*, which offer detailed daily guidance for every day of the year. It helps ensure that all teachers have the tools they need to be successful, right from the very first days of school.

At Teaching Strategies, we understand why you entered the early childhood profession: to help children succeed, both in school and in life. We share that vision and hope you enjoy this “insider’s look” at *The Creative Curriculum*, our complete solution for effective teaching and successful learning.

*Diane Trister Dodge*  
Founder and President

*Kai-leé Berke*  
Vice President, Curriculum and Assessment
The Evolution of The Creative Curriculum® for Preschool

Over the years, Teaching Strategies has demonstrated our commitment to innovation by consistently updating and expanding our offerings and engaging with educators to implement best practices. In the last 25 years, our curriculum has evolved from a theory of room arrangement to a comprehensive collection of rich resources that offer moment-to-moment support. Every edition has always incorporated the most current research on the best ways to help children thrive.

- **1976**
  *Room Arrangement as a Teaching Strategy* was a precursor to The Creative Curriculum®.

- **1978**
  The first edition of The Creative Curriculum® is born—self-published by Diane Trister Dodge and based on using interest areas as a setting for learning.

- **1988**
  The second edition of The Creative Curriculum® is published, helping teachers organize their rooms into interest areas and use them effectively.

- **1992**
  The third edition of The Creative Curriculum® is published, presenting for the first time our philosophy, goals, and objectives for children’s learning as well as guidelines for teaching and working with families.

- **2002**
  The Creative Curriculum®, Fourth Edition offers a comprehensive update, resting on a firm foundation of research and responding to new requirements for addressing academic content.
Today

The Creative Curriculum® for Preschool combines the five volumes from the Fifth Edition (now known as The Foundation) with a comprehensive collection of daily practice resources (known as the Daily Resources).

2010

The fifth edition of The Creative Curriculum® for Preschool includes five volumes that build teachers’ professional knowledge of best practices, including a volume on the newly developed objectives for development and learning.
The Creative Curriculum® for Preschool
Available as a complete English, Spanish, or bilingual curriculum

The Creative Curriculum® for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.
No one’s willing to help a hardworking hen as she
used to dig up weeds)
ground using a hoe (a hoe is a tool
point to illustration
(hoed
in a hurtful way or share their secrets
to talk about people who aren’t there
gossip
to make clean and neat
groom

T eaching Cards
Intentional
Spanish, 6 T eaching Guides

English, 6 T eaching Guides

Book Discussion Cards™
(22 English, 22 Spanish)

Children’s Book Collection
142 Books and 8 Big Books
in English and Spanish.
Complete listing at
TeachingStrategies.com/
ChildrensBooks.

eBook Collection
(30 English, 30 Spanish)

Intentional
Teaching Cards™
(201 bilingual cards)

Mighty Minutes™
(100 English, 100 Spanish)

Curriculum Guide and
Getting Started DVD
(bilingual)

Classroom and Family
Resources CD-ROM
(bilingual)

Resource Organizer
Individualized. Supportive. Effective.
What is The Creative Curriculum® for Preschool?

At Teaching Strategies we believe that the best way to help children succeed is to teach them to be creative, confident thinkers. That means offering them opportunities for hands-on exploration and discovery that help build lifelong critical thinking skills and foster confidence. *The Creative Curriculum® for Preschool* provides teachers with the content and tools needed to encourage and support every type of learner and address all the important areas of learning.

*The Creative Curriculum® for Preschool* is a comprehensive collection of knowledge-building and daily practice resources that explains the “what,” “why,” and “how” of teaching. “What” and “why” are explained in the five curriculum volumes that comprise *The Foundation* of the curriculum. They contain everything you need to know to build and implement a high-quality preschool program. “How” is provided by way of step-by-step guidance found in the *Daily Resources*. These include *Teaching Guides* and additional instructional tools that provide a wealth of ideas and detailed plans for filling every day with meaningful and engaging experiences designed for all children. Special support helps teachers individualize for English- and dual-language learners in the classroom. What’s more, the curriculum takes the guesswork out of meeting *Head Start Child Development and Early Learning Framework* and early learning standards for each state.
How Does The Creative Curriculum® Work?

The Creative Curriculum for Preschool provides both The Foundation and Daily Resources to create a cohesive curriculum that supports teachers every step of the way throughout the year. The Foundation is the knowledge base of the curriculum, with detailed information about the most current research and best practices in early childhood education. The Teaching Guides offer daily plans to help teachers provide individualized instruction for every child and organize and manage every moment of their day, all year long.

### AT A GLANCE

#### Investigation 1

**What are the features of clothes?**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
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<tbody>
<tr>
<td><strong>Interest Areas</strong></td>
<td>Art: Sketching of different size and features; Computer: Book review of <em>Goldilocks and the Three Bears</em></td>
<td>Braille: standard measuring tools, e.g., rulers, yardstick, measuring tape; Computer: book review of <em>Goldilocks and the Three Bears</em></td>
<td>You and family: baby, child, and adult clothes, standard and nonstandard measuring tools; Computer: book review of <em>Auntie, Auntie, What’s the Measure?</em></td>
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<tr>
<td><strong>Question of the Day</strong></td>
<td>What do you know about the story <em>Goldilocks and the Three Bears</em>?</td>
<td>In the bag, make sure that it matches with a numeral on the list 1, 2, 3, or 4 (Here sticky notes available for interest)</td>
<td>What shapes do you see on your clothes?</td>
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<td><strong>Large Group</strong></td>
<td>Sing: &quot;Farmer in the Dell&quot;</td>
<td>Rhyme: &quot;Mighty Minutes Day 1&quot;</td>
<td>Game: &quot;Finding Shapes on Clothing&quot;</td>
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<tr>
<td><strong>Read Aloud</strong></td>
<td><em>Goldilocks and the Three Bears</em></td>
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<td><em>Goldilocks and the Three Bears</em></td>
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<tr>
<td><strong>Small Group</strong></td>
<td>Option 1: Play Dough <em>Intentional Teaching Card M08, &quot;Play Dough&quot;</em> (See card for equipment, ingredients, and recipe)</td>
<td>Option 1: Measuring <em>Intentional Teaching Card L12B, &quot;What’s Measuring&quot;</em>—clothing collection, large piece of paper</td>
<td>Option 3: Bigger Than, Smaller Than, Equal To <em>Intentional Teaching Card M49, &quot;Bigger Than, Smaller Than, Equal To&quot;</em>—blocks, sticks, fitness equipment, and plastic bowls</td>
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<tr>
<td><strong>Mighty Minutes™</strong></td>
<td><em>Mighty Minutes 18, &quot;I’m Thinking Of …&quot;</em></td>
<td><em>Mighty Minutes 20, &quot;I Can Make a Guide&quot;</em></td>
<td><em>Mighty Minutes 29, &quot;I Spy&quot;</em></td>
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*Attention to early literacy is crucial in creating a strong foundation for future success.*

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**Physical/Art**

- *Intentional Teaching Card 542, "Exploring Reflections"*

**Family Partnerships**

- Ask families to bring in baby clothes, children’s clothes, and adult clothes.

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*Be sure to try out activities in small groups before you show them to the whole class.*
The Creative Curriculum for Preschool

Day 1

Investigation 1

What are the features of clothes?

Vocabulary
English: small, medium, large, size
Spanish: pequeño, mediano, grande, tamaño

Large Group
Opening Routine
- Sing a welcome song and talk about who’s here.
- Song: “The Farmer in the Dell”
  - Review Mighty Minutes Card 02, “Clap your Hands and Sing”
  - Follow the guidance on the card using the song, “The Farmer in the Dell.”

Discussion and Shared Writing:
- Pretend to struggle to put on a piece of a child’s clothing that is obviously too small.

Choice Time
As you interact with children in the interest areas, make time to
- Observe how children use the clothing to inspire their paintings. Before they begin to paint, ask them a couple of questions to spark their imaginations. “What do you notice about these clothes? Which one do you think is the most interesting? Why?”

Small Group
Option 1: Play Dough
- Review Intentional Teaching Card M02, “Play Dough.”
- The play dough is made, invite children to create small, medium, and large objects.

Option 2: Biscuits
- Use small-, medium-, and large-sized biscuit cutters to cut out shapes or use the rims of glasses or cups to cut the biscuits. Talk to the children about the sizes as they work.

Why Studies?
The advantage of the study approach is that it allows for deep, firsthand exploration of topics that are of interest to children, offering myriad ways to learn about them. Plus, the study approach not only allows children to gain a deeper understanding of the topic but encourages them to develop skills across all domains as they apply the investigative process.

The five study topics that are featured in the Teaching Guides offer plenty of flexibility for teachers to incorporate many of the typical themes that are used in preschool classrooms all over the country. Just like themes, studies approach teaching and learning through a topic of interest to preschool children. Also like themes, studies integrate learning across developmental and content areas and enable teachers to plan primarily hands-on experiences. Many activities from a teacher’s existing themes can be built right in to one of the study topics.

Advantages of Studies
- allow children to explore science and social studies topics while developing skills in language and literacy, math, technology, and the arts
- let children apply their acquired skills in meaningful, real-life contexts
- encourage higher-level thinking, development of intellectual interests, and positive approaches to learning
- give children the necessary skills to solve problems and find answers to their questions in a creative way
- support the development of social-emotional skills such as resolving conflict, sharing responsibilities, and working collaboratively
- encourage family involvement

Study Topics
- Balls
- Buildings
- Trees
- Clothes
- Reduce, Reuse, Recycle

Read-Aloud
- Read Goldilocks and the Three Bears.
- Before you read, remind children about the question of the day. “What do you know about bears?”
- As you read, talk about the sizes of the bears, bowls, chairs, and beds and relate this information to the sizes of the shirts discussed at group time.
- After you read, ask what props are needed to act out the story. List them on a chart paper or a whiteboard. Invite the children to help you gather them.

English-language learners
To help English-language learners identify props, have them point to objects in the book’s illustrations or to objects in the room, such as chairs. Then confirm their comprehension and model language for talking about the items. For example, say, “Yes, we need a small chair to act out this story.” Emphasize the names of the props.
What are The Creative Curriculum® for Preschool Objectives for Development & Learning?

The 38 research-based objectives are the heart of the curriculum and define the path teachers take with children in their classroom. They inform every aspect of teaching, include predictors of school success, and are aligned with state early learning guidelines and the Head Start Child Development and Early Learning Framework. The objectives cover 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many of the objectives also include dimensions that guide teachers’ thinking about various aspects of that objective, and help clarify what it addresses.

### SOCIAL–EMOTIONAL

1. Regulates own emotions and behaviors  
   a. Manages feelings  
   b. Follows limits and expectations  
   c. Takes care of own needs appropriately  
2. Establishes and sustains positive relationships  
   a. Forms relationships with adults  
   b. Responds to emotional cues  
   c. Interacts with peers  
   d. Makes friends  
3. Participates cooperatively and constructively in group situations  
   a. Balances needs and rights of self and others  
   b. Solves social problems  

### PHYSICAL

4. Demonstrates traveling skills  
5. Demonstrates balancing skills  
6. Demonstrates gross-motor manipulative skills  
7. Demonstrates fine-motor strength and coordination  
   a. Uses fingers and hands  
   b. Uses writing and drawing tools  

### LANGUAGE

8. Listens to and understands increasingly complex language  
   a. Comprehends language  
   b. Follows directions  
9. Uses language to express thoughts and needs  
   a. Uses an expanding expressive vocabulary  
   b. Speaks clearly  
   c. Uses conventional grammar  
   d. Tells about another time or place  
10. Uses appropriate conversational and other communication skills  
    a. Engages in conversations  
    b. Uses social rules of language  

### COGNITIVE

11. Demonstrates positive approaches to learning  
    a. Attends and engages  
    b. Persists  
    c. Solves problems  
    d. Shows curiosity and motivation  
    e. Shows flexibility and inventiveness in thinking  
12. Remembers and connects experiences  
    a. Recognizes and recalls  
    b. Makes connections  
13. Uses classification skills  
14. Uses symbols and images to represent something not present  
    a. Thinks symbolically  
    b. Engages in sociodramatic play
### LITERACY

15. Demonstrates phonological awareness
   - Notices and discriminates rhyme
   - Notices and discriminates alliteration
   - Notices and discriminates smaller and smaller units of sound

16. Demonstrates knowledge of the alphabet
   - Identifies and names letters
   - Uses letter-sound knowledge

17. Demonstrates knowledge of print and its uses
   - Uses and appreciates books
   - Uses print concepts

18. Comprehends and responds to books and other texts
   - Interacts during read-alouds and book conversations
   - Uses emergent reading skills
   - Retells stories

19. Demonstrates emergent writing skills
   - Writes name
   - Writes to convey meaning

### MATHEMATICS

20. Uses number concepts and operations
   - Counts
   - Quantifies
   - Connects numerals with their quantities

21. Explores and describes spatial relationships and shapes
   - Understands spatial relationships
   - Understands shapes

22. Compares and measures

23. Demonstrates knowledge of patterns

### SCIENCE AND TECHNOLOGY

24. Uses scientific inquiry skills

25. Demonstrates knowledge of the characteristics of living things

26. Demonstrates knowledge of the physical properties of objects and materials

27. Demonstrates knowledge of Earth’s environment

28. Uses tools and other technology to perform tasks

### SOCIAL STUDIES

29. Demonstrates knowledge about self

30. Shows basic understanding of people and how they live

31. Explores change related to familiar people or places

32. Demonstrates simple geographic knowledge

### THE ARTS

33. Explores the visual arts

34. Explores musical concepts and expression

35. Explores dance and movement concepts

36. Explores drama through actions and language

### ENGLISH LANGUAGE ACQUISITION

37. Demonstrates progress in listening to and understanding English

38. Demonstrates progress in speaking English
How Curriculum and Assessment Are Linked

Before beginning any journey, you need to know where you are heading. When you begin to implement the curriculum, look to the Objectives for Development & Learning to guide you. These objectives define the skills, knowledge, and behaviors that you are helping children acquire in your program.

**Objective 20** Uses number concepts and operations

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<td>Verbally counts (not always in the correct order)</td>
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<td>• Says, “One, two, ten” as she pretends to count</td>
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<td>Verbally counts to 10; counts up to five objects accurately, using one number name for each object</td>
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<td>• Counts to ten when playing “Hide and Seek”</td>
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<td>• Counts out four scissors and puts them at the table</td>
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<td>Verbally counts to 10; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</td>
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<td>• Counts to twenty while walking across room</td>
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<td>• Counts ten plastic worms and says, “I have ten worms.”</td>
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<td>• When asked, “What comes after six?” says, “One, two, three, four, five, six, seven…seven.”</td>
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<td>Verbally counts to 20; counts 20 objects accurately; tells what number comes before and after a specified number up to 20</td>
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<td>• Counts twenty-eight steps to the cafeteria</td>
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<td>• When asked what comes after fifteen, says “Sixteen.”</td>
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<td>Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20</td>
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<td>• Uses ladybug counters to solve the problem, “You had eight ladybugs. Two flew away. How many ladybugs are left?”</td>
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<td>• Says, “I have ten cars. I left two at Grandma’s, so now I have ten, nine, eight left.”</td>
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<td>• Uses two-sided counters to determine different number combinations for fourteen</td>
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<th>b. Quantifies</th>
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<td>Demonstrates understanding of the concepts of one, two, and more</td>
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<td>• Says, “More apple,” to indicate he wants more pieces than given</td>
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<td>• Takes two crackers when prompted, “Take two crackers.”</td>
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<td>Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</td>
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<td>• Looks at the sand table and says instantly, without counting, “There are three children at the table.”</td>
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<td>• Says, “I have four cubes. Two are red, and two are blue.”</td>
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<td>• Puts three bunnies in the box with the two bears. Counts and says, “Now I have five.”</td>
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<td>Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</td>
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<td>• Says, “I have eight big buttons, and you have eight little buttons. We have the same.”</td>
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<td>• Tosses ten puff balls at the hoop. When three land outside she says, “More went inside.”</td>
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<td>• Puts two dominoes together, says, “Five dots,” and counts on “Six, seven, eight. Eight dots all together.”</td>
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<td>Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</td>
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<td>• Uses two-sided counters to determine different number combinations for fourteen</td>
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The Creative Curriculum® for Preschool, the objectives inform every aspect of teaching. You’ll see them addressed everywhere, from The Foundation to the Daily Resources. Two of the 38 objectives address English language acquisition, and they offer specific strategies to support children’s progress.

Color-coded charts graphically represent progressions of widely held expectations of learning and development for most children at particular ages and classes/grades. The same colors are used for the teaching sequences shown on the Intentional Teaching Cards™, making it easier for teachers to use assessment information to individualize instruction. Learn more about the colored bands and what they mean on pages 22–23 of this Touring Guide.
The Creative Curriculum® for Preschool and the Common Core State Standards

Just like the Common Core State Standards, which provide a consistent, clear understanding of what students are expected to learn, The Creative Curriculum’s 38 objectives for development and learning include progressions of development and learning that identify widely held expectations for children of particular ages or classes/grades. This means that when children enter kindergarten, their learning has already been focused on the skills that are essential for success with regard to the Common Core State Standards.

With both the Common Core State Standards and the curriculum’s 38 objectives, identifying age-appropriate expectations for development and learning helps educators and parents know what they need to do to help children get where they need to be.

Covering all important areas of children’s development and learning—social–emotional, physical, language, cognitive, literacy, math, science and technology, social studies, and the arts, as well as English-language acquisition—The Creative Curriculum’s objectives include predictors of school success and are based on school readiness standards. So throughout the early childhood learning experience, children are being prepared in all the ways that matter for later success in school.
The Creative Curriculum for Preschool prepares children for success with the Common Core State Standards through a rich collection of resources that help teachers guide all children to be as successful possible when they enter kindergarten. Specific support includes

- guidance for individualizing instruction, which supports each child’s advancement of important skills in Mathematics and Language & Literacy
- teaching sequences that allow kindergarten teachers to look back at the progression of development and learning prior to where Common Core State Standards begin
- Book Discussion Cards—probing questions to help teachers nurture the critical thinking skills that are essential for success in kindergarten and beyond; these also include guidance for emphasizing vocabulary and supporting social–emotional development
- a robust book collection that includes complex texts and a wide variety of literature, from fiction to non-fiction and poetry to picture books
- learning through studies, in which hands-on opportunities for exploration offer the chance for children to practice critical approaches to learning: attention, engagement, persistence, problem solving, flexibility, inventiveness in thinking, curiosity, and motivation
- support for encouraging the development of social–emotional skills such as resolving conflict, sharing responsibilities, and working collaboratively, all of which helps lay the foundation for children’s success in school and in meeting the Common Core State Standards

### Teaching Sequence

| YELLOW | Use cards with the numbers 1–3, focusing on the side with the dots. Introduce one card at a time to the child. Offer the exact number of objects needed to match the card.
|        | “This card has one dot on it. Can you put a button on the dot?”
|        | “Now we have two buttons. Let’s try to put a button on each dot that you see.”

| GREEN | Show cards 1–5 and ask the child to name the ones he or she knows.
|       | “Here are five cards with numbers written on them. Do you see any numbers you know?”
|       | Invite him to put an object on each dot while counting them out.
|       | “Let’s put a button on each dot. Can you count them as we go?”

| GREEN | Lay out the cards from 1–5 with the numeral side facing up. Ask the child to count from 1–5 as you point to each card. Invite the child to choose a card, name the numeral, and turn it over to match objects to dots.
|       | “Let’s start by counting to 5. Here are the numerals 1–5 to look at as you count. Can you point to the number one?”
|       | “Which card will you put pebbles on first?”

| BLUE | Shuffle the cards and place them in a stack. Have the child pick a card and then count to that number. Invite the child to count out the number of objects as she places buttons on the card.
|      | “You picked the card with an 8 on it. Can you count out 8 beads to go with it?”

| BLUE | Include cards 1–20. Create piles of 10–20 objects. Invite the child to count and select the numeral card that tells how many objects are in the pile.
|      | “How many are in this pile? Can you find the numeral that means this number of objects?”

| PURPLE | Create a pile of more than 20 objects. Invite the child to count the objects, and write the numeral that the number of objects represent.

### Vocabulary

- **Caps** - a person who walks around selling things (peddler), sometimes with monkeys (peddler and their monkey business) to irritate others.
- **Hands** - a person who handles objects, such as a peddler with his caps.
- **Legs** - a person who walks or runs, as a peddler with his caps.
- **Shoes** - footwear, such as the peddler’s own checked cap.
- **Hands** - a person who handles objects, such as a peddler with his caps.
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- **Shoes** - footwear, such as the peddler’s own checked cap.

### Supporting Social–Emotional Development

- **Isolation** - when someone imitates you?
- **In this story, the peddler gets angry because the monkeys take his caps and your own checked cap. Where on Earth can the others be?**
- **When he wakes up, the gray, brown, blue, and red monkeys had taken your caps?**
- **“The monkeys were teasing the peddler with his caps. Has anyone ever teased you? How did it make you feel?”
- **What would you have done if the peddler throws his cap on the ground. How does that make you feel?”**
- **Responsive to emotional cues** - when you imitate me?
- **Solves social problems** - if the peddler’s own checked cap. Where on Earth can the others be?
- **Solves social problems** - when someone imitates you?
- **In this story, the peddler gets angry because the monkeys take his caps and your own checked cap. Where on Earth can the others be?**
- **When he wakes up, the gray, brown, blue, and red monkeys had taken your caps?**
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- **Solves social problems** - when someone imitates you?
Research-Based. Innovative. Engaging.
The Creative Curriculum® for Preschool is a developmentally appropriate, comprehensive curriculum that promotes positive outcomes for preschool children.

Nationally known for its forward-thinking, rigorously researched model, The Creative Curriculum® has been trusted for decades by early childhood educators in classrooms across the country. It focuses on meeting the needs of individual children, while honoring and respecting the role that teachers play in making learning engaging and meaningful for every child.

The curriculum components were designed to provide everything you need to build an engaging and effective program. The Foundation offers insight into the most current research and best practices for early childhood education. The Daily Resources, including Teaching Guides, Intentional Teaching Cards™, Mighty Minutes™, and Book Discussion Cards™, help you organize and manage your day intentionally and effectively. The curriculum components also include built-in support for all learners, with specific sections of guidance for working with English- and dual-language learners, advanced learners, and children with disabilities. Let’s take an in-depth look at each curriculum component.
The Foundation

*The Foundation* is the “what” and “why” of high-quality early childhood education, helping teachers build a comprehensive understanding of best classroom practices.

**Volume 1: The Foundation** presents all the information teachers need to set up their programs. It summarizes the research foundation for the curriculum and addresses five key aspects of the curriculum: how children develop and learn, the learning environment, what children learn, caring and teaching, and partnering with families.

**Volume 2: Interest Areas** brings the five key aspects of the curriculum to life, applying them in each of the 10 interest areas and the outdoors. Each chapter describes materials that enhance children’s experiences, as well as strategies for guiding children’s development and learning.

**Volume 3: Literacy** prepares teachers with knowledge and tools that help them inspire children to read, write, and learn. It includes practical strategies for intentionally teaching critical language and literacy skills, such as letter knowledge, and for integrating rich and enjoyable literacy experiences into all the interest areas.
Volume 4: Mathematics helps teachers fully understand the mathematical concepts and skills they will be teaching, and shows them how to purposefully include mathematics learning throughout the day.

Volume 5: Objectives for Development & Learning describes in detail the 38 objectives in The Creative Curriculum® for Preschool. Based on an extensive review of the latest research and professional literature in early childhood education, these objectives include those that are highly predictive of future school success and are aligned with the Head Start Child Development and Early Learning Framework and early learning standards for each state.

Supporting English Language Development
The Foundation volumes guide teachers in scaffolding instruction for children with diverse proficiency levels. In addition, instructional and assessment strategies are provided for different levels of English language development.
Teaching Guides

The six Teaching Guides in The Creative Curriculum® for Preschool provide daily support for the entire school year. They help teachers create a positive classroom community and fill every period of each day with meaningful learning experiences. The Teaching Guides are comprehensive, detailed plans that span several weeks and offer moment-by-moment guidance for every day. They also offer teachers plenty of opportunities to incorporate their own creativity and expertise.
Throughout the Teaching Guides, you’ll find references to particular sections of The Foundation that provide more in-depth information. Remember, this is one of the ways the Daily Resources and The Foundation work together as a cohesive curriculum that supports teachers every step of the way throughout the year.

The first guide, Beginning the Year, addresses the first six weeks of school. The remaining five guides feature studies, which are project-based investigations that can be used in any order. Each study is divided into a series of investigation questions, and each investigation lasts 3–5 days. Beginning on page 36 of this Touring Guide, you’ll find excerpts in English and Spanish from the Teaching Guide: Balls Study to review.

How Studies Are Organized
• Getting Started
• Beginning the Study
• Investigating the Topic
• Celebrating Learning
• Resources

Supporting English Language Development
The Creative Curriculum® for Preschool Teaching Guides include strategies and tips for working with children who are English- or dual-language learners, including using nonverbal language and other visual cues such as props and pictures.
Intentional Teaching Cards™

Each day, with direction from the Teaching Guide, teachers select and use one or more Intentional Teaching Cards™. These cards describe playful and engaging activities that can be implemented throughout the day, with directions to help teachers individualize each activity to meet the needs of every learner.

Designed for ages 2–6, the experiences explained on these cards support social–emotional, physical, and language development, as well as development and learning in literacy and mathematics.

One of the most important features of the Intentional Teaching Cards™ is the color-coded teaching sequence. These sequences enable teachers to quickly adapt an activity to make it more or less challenging, thereby enabling every child to participate successfully. The “Including All Children” section of every card provides additional strategies.

Supporting English and Spanish Language Development

Intentional Teaching Cards™ provide additional strategies for engaging English- and dual language learners fully in the activity. With the Spanish activity on one side of the card and the English on the other, Intentional Teaching Cards™ offer teachers flexibility to support children’s individual needs.

Colors—correspond to widely held expectations for specified ages and classes/grades.
### Question Basket

#### What You Do

**Materials:** paper; pencils or markers; index cards; sentence strips with interesting questions and related pictures (one question per strip); basket

1. Show children the basket of questions. Explain that there are lots of different questions to choose from in the basket. Let’s pick one and read the question. Then you can write your answer on the paper.

2. Invite the children to choose a question from the basket. Read the question and talk about it with them.

   “This question says: ‘What is your favorite time of day?’ It has a picture of a clock on it. Let’s think of all the different times of day we have at school and at home.”

3. Give the children time to think about what they would like to write or draw. Ask open-ended questions that encourage them to think about what they would like to add.

   “What does it mean to be a good neighbor?”
   “What things can you do to be a good neighbor?”

4. Invite the children to scribble, draw, or write to record their ideas. Ask questions that will help them think purposefully about what they put on the paper.

5. Record children’s ideas when asked.

   “You asked me to write playground. I’ll put it here next to your writing.”

6. Let the children know that they can always add to their papers at choice time. Invite them to share their responses with family members during arrival and departure times.

#### Additional Ideas

“Question Basket” works well with Intentional Teaching Card LL39, “My Daily Journal.” Children can write their answers to the questions in their journals.

**Including All Children**

- Wrap foam around the pens to make them easier to hold.
- Make sure the child is seated comfortably at the table for writing and drawing.
- Place the drawing paper on a light box.
- Provide directions in the child’s home language.
- Include answer options in the phrasing of a question. For example, ask, “Which animal might you see in a tree: a bird or a fish?”

#### Questions to Guide Your Observations

- How did the child manipulate the writing tool?
- How did the child write his or her name?
- What letters and words was the child able to write?
- Did the child understand the purpose of writing or drawing?

**Related LearningGames®**

- “A Book About Me”

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**Teaching Sequence**

<table>
<thead>
<tr>
<th>Color</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YELLOW</strong></td>
<td>Invite the child to draw or scribble on the paper to answer the question. Describe the markings the child makes.</td>
</tr>
<tr>
<td><strong>GREEN</strong></td>
<td>Invite the child to draw or scribble on the paper. Point out any mock letters or letter-like forms the child makes.</td>
</tr>
<tr>
<td><strong>GREEN</strong></td>
<td>Invite the child to write familiar letters as he draws or scribbles. Ask questions that help him identify the letters he has written.</td>
</tr>
<tr>
<td><strong>BLUE</strong></td>
<td>Ask the child questions that help her hear the beginning and ending sounds of a word. Invite the child to use early invented spelling to write the word.</td>
</tr>
<tr>
<td><strong>BLUE</strong></td>
<td>“You said your favorite thing to do outside is draw with sidewalk chalk. What letters make the /ch/-/ch/-ch/ sound? /ch/-/ch/?”</td>
</tr>
<tr>
<td><strong>PURPLE</strong></td>
<td>Ask the child to write phrases and sentences to answer the question. Provide support by offering to sound out words.</td>
</tr>
<tr>
<td><strong>PURPLE</strong></td>
<td>“You would like to write the word chalk. What sounds do you hear when I say it slowly? /ch/ /a/ /l/ /k/?”</td>
</tr>
</tbody>
</table>

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**Related LearningGames®**

Suggests one or more of The Creative Curriculum® LearningGames® that teachers can share with families to extend children’s learning at home.
Mighty Minutes™

Research suggests that in many preschool classrooms valuable time that could be dedicated to learning is wasted. That won’t happen with The Creative Curriculum® for Preschool. Mighty Minutes™ are songs, chants, rhymes, games, and short activities that help turn every minute of the day into a learning opportunity.

Mighty Minutes™ can be used anywhere, any time to intentionally teach language, literacy, math, science, social studies, or physical skills during “in-between” times—such as when teachers are preparing to go outside or gathering children for large-group time. Like the other resources in the The Creative Curriculum® for Preschool, Mighty Minutes™ are rooted in curricular objectives. They aren’t just short, fun songs and games to pass the time; they’re short, fun songs and games that support children’s development and learning!

Opportunities to use Mighty Minutes™ are indicated throughout the Teaching Guides.

### Objective 20

**Uses number concepts and operations**

Related Objectives: 1, 3, 5, 7, 11, 34

#### What You Do

1. Chant, and snap, tap, or clap the beat.

   Appy, tappy, tappy.
   Appy, tappy, too.
   Appy, tappy, tappy.
   I’ll show my card to you!

2. Hold up a numeral card from 1–10.

3. Ask the children to name the numeral.

4. Invite them to perform a simple motion to demonstrate their knowledge of the quantity that it represents. Say, “Can you hold up four fingers? Can you jump four times?”

### Objective 35

**Explora conceptos del baile y el movimiento**

Related Objectives: 1, 3, 4, 5, 8, 9, 15, 34

#### Qué hacer

1. Enseñe a los niños la canción de “La bamba”.

2. Cree una coreografía sencilla y entusiasta.

   Para [bailar] la bamba, para [bailar] la bamba se necesita una poca de gracia, una poca de gracia y otra cosa.
   ay, arriba y arriba,
   ay, arriba y arriba, por ti seré,
   por ti seré, por ti seré.

3. Reemplace bailar con otras palabras de acción, por ejemplo, saltar, nadar, buscar.

Supporting Spanish Language Development

Many Mega Minutos use traditional Spanish songs and rhymes to maximize learning during brief transitional periods throughout the day. These unique Spanish resources can help support Spanish language development.
Children’s Book Collection

Reading aloud with children is the best way to inspire a love for reading and to promote language and literacy skills. The Teaching Strategies® Children’s Book Collection contains 79 high-quality children’s books, including 4 big books.

The book collection includes beloved classic tales, contemporary works by well-known authors, and original nonfiction books created especially to complement the studies featured in the Teaching Guides. Our rich collection of literature, in both English and Spanish, includes alphabet books, counting books, nonfiction books, concept books, and narrative picture books, all of which encourage children’s exploration, interaction, and enjoyment.

Many books in our children’s collection have been adapted for the eLearning environment. Fully translated and read in both English and Spanish, these eBooks encourage creative retelling of stories and let Spanish-speaking children experience the first reading of a story in their home language. Designed for use with computers and interactive whiteboard technology, eBooks build children’s confidence and excitement about reading.

Supporting English and Spanish Language Development

Our bilingual book collection supports language and literacy development in both English and Spanish. Spanish literature offers a rich vocabulary that encourages Spanish language development and relevant storylines that celebrate a variety of cultures. Providing stories in both languages allows for a first read-aloud experience in a child’s home language.

Photo represents 50% of the bilingual Teaching Strategies® Children’s Book Collection. Visit TeachingStrategies.com/ChildrensBooks for a complete list of titles.
Book Discussion Cards™

Because some of the best children’s books have fairly complex story lines, early childhood education experts recommend that they be read to children at least three times—each time in a slightly different way—for children to benefit fully.

Book Discussion Cards™ show teachers how to conduct multiple effective read-alouds, ensuring that children are getting the most out of these experiences. Intended as a quick reference for group read-alouds, Book Discussion Cards™ offer suggestions for introducing each book, emphasizing vocabulary as the story is read, commenting on characters, and asking probing questions. The cards also have specific guidance for supporting children’s social-emotional development.

Supporting Spanish Language Development
Teaching Strategies’ Children’s Book Collection and Book Discussion Cards™ in Spanish help teachers intentionally introduce new vocabulary and promote children’s receptive and expressive Spanish-language skills through repeated read-aloud sessions and meaningful exchanges.
The Little Red Hen

The Vocabulary section offers definitions in child-friendly language that a teacher would use to explain the words to a preschooler, not formal dictionary definitions.

In a field, a Dog, a Goose, and a Cat live with a Little Red Hen. She works hard around the house, but her friends don't help at all. One day she decides to grow wheat so she can bake bread. When she asks her friends to help her, they say no. Now she has to do all the work alone.

The Supporting Social-Emotional Development section describes how to use the story to support children's development in this all-important domain.

The First Read-Aloud

Before Reading

Introduce characters and the problem.

“In The Little Red Hen, a Dog, a Goose, and a Cat live with a Little Red Hen. She works hard around the house, but her friends don’t help at all. One day she decides to grow wheat so she can bake bread. When she asks her friends to help her, they say no. Now she has to do all the work alone.”

While Reading

Expand vocabulary: groom, gossip, hoed, harvest, miller, muss, chore, aroma

Comment on main characters’ thoughts and actions.

“I wonder how Little Red Hen feels about doing all the housework by herself. I think she wishes her friends would be more helpful.”

“I wonder why Little Red Hen asked for help planting the seeds when she already knew her friends aren’t very helpful. Maybe she thought they might say yes this time.”

“I think Little Red Hen is surprised that her friends agreed to help her eat the bread since they refused to help her with everything else.”

“Maybe Little Red Hen is teaching herself to teach her friends a lesson about being more helpful. It looks like her lesson worked!”

After Reading

Invite explorations, wonder aloud, and ask follow-up questions.

“When Little Red Hen asks her friends to help her, they say no. Little Red Hen did everything herself. What would you have done if you were Little Red Hen?”

“Why do you think Little Red Hen ate the bread all by herself? What could she have done to teach her friends a lesson about being helpful?”

Second Read-Aloud

Before Reading

Recall the characters and the problem.

“We’re going to read The Little Red Hen again. You may remember that Little Red Hen lives with Dog, Goose, and Cat, who are not very helpful around the house. Little Red Hen asks them to help her with something. What does she want help with? How do her friends answer? What happens when it’s time to eat the bread that Little Red Hen made from the wheat she grew without their help?”

While Reading

Expand vocabulary using more verbal explorations: bread, kneaded

Reinforce previously introduced words by pointing to picture and dramatizing:

groom, gossip, hoed, harvest, miller, muss, chore, aroma

Comment on and ask follow-up questions about the other characters.

“Do you think Dog, Goose, and Cat have a very easy life. They play all day while Little Red Hen does all the work.”

“Why do Dog, Goose, and Cat keep saying no when Little Red Hen asks them for help?”

“Dog, Goose, and Cat don’t seem to be paying attention to how hard Little Red Hen works.”

“How do you think Dog, Goose, and Cat feel when Little Red Hen tells them they can’t help her eat the bread?”

After Reading

Invite explorations, wonder aloud, and ask follow-up questions.

“How do you think Dog, Goose, and Cat won’t help Little Red Hen around the house? Why don’t they help her plant the wheat, harvest it, grind it, and make the bread?”

“What lesson did Dog, Cat, and Goose learn? How do you feel when someone refuses to help you?”

Third Read-Aloud

Before Reading

Encourage children to recall the problem and solution.

“A few days ago, we read The Little Red Hen. What is the problem in the story?”

While Reading

Expand vocabulary: music, chore, aroma

Guide children to reconstruct the story as you turn the pages.

After Reading

Wonder aloud and ask follow-up questions.

“How would the story be different if Dog, Goose, and Cat agreed to help Little Red Hen make bread? Did they change any of their actions? What could Little Red Hen have said to her friends to let them know she was disappointed that they wouldn’t help her?”

Supporting Social–Emotional Development

Sample question: “How do you think Dog, Goose, and Cat feel when Little Red Hen tells them they can’t help her eat the bread?”
Embedded Professional Development

Each of the resources in *The Creative Curriculum® for Preschool* contains embedded professional development support for teachers at all levels.

*Teaching Guides* include background information about each featured study topic, and references throughout draw teachers’ attention to the research behind each day’s activities. *Intentional Teaching Cards™* offer information to guide teachers’ observations and provide color-coded teaching sequences to help teachers individualize instruction. *The Creative Curriculum® for Preschool* provides moment-to-moment, day-to-day support for teachers who want it, but there’s also plenty of flexibility and choice for teachers at all levels of experience.

*Interactive Online Course*

This free 6-hour *Curriculum Overview* online training course demonstrates how the components of *The Creative Curriculum® for Preschool* work together to build individualized, project-based investigations in the classroom. Through highly interactive modules, teachers will practice gathering materials and planning for implementation.

*Getting Started DVD*

The *Getting Started DVD* helps educators do just that—begin using *The Creative Curriculum® for Preschool*. Narrated by Teaching Strategies authors, it provides a brief introduction and overview of each component of the curriculum. This inside look at the curriculum’s benefits helps ensure that all teachers have the support they need for successful implementation.
Embedded professional development, shown here within a Teaching Guide, ensures that teachers are supported in a variety of ways.

Guide to The Creative Curriculum® for Preschool:
The Guide walks teachers through The Creative Curriculum for Preschool. It provides a thorough overview of each component and explains how everything works together to help teachers build high-quality programs for children. With the Guide, teachers can easily see how the curriculum helps them to focus on what matters most for children and how they can meet the Head Start Child Development and Early Learning Framework and state early learning standards each and every day.
Making Connections With Families

Opportunities for involving families are built into The Creative Curriculum® for Preschool. The resources and guidance embedded throughout the curriculum help teachers build essential bridges between school and home and create meaningful partnerships with families.

The Classroom and Family Resources CD-ROM

This disc contains “Letters to Families”, “Weekly Planning Forms”, and LearningGames. Like the other curriculum materials, every family connection resource is available in both English and Spanish.

Letters to Families

These letters introduce families to learning in each interest area and study, informing them of opportunities for family participation and support. Teachers can use these letters as they are written or they may choose to adapt them as necessary.

Weekly Plans

These preformatted weekly planning forms help teachers prepare for each day and share information with families. Designed to be easily adapted by teachers, these convenient forms save time and assist with organization, allowing teachers to spend more time with children and less time on paperwork. Teachers can display these forms in the classroom or send them home with children so families can see what’s planned for the class that week.

The Balls Study: Getting Started

Dear Families:

We have noticed that the children are interested in different kinds of balls, how people use them, and how high they can bounce. We’d like you to invite your child to bring in a ball in the next week to share with the class.

If you can, we would like your help in gathering more diverse types of balls. Here’s a list of balls that are not on the list. We’ll take good care of them at the end of the study.

Basketball, basketball, beach ball, bowling ball, cotton ball, crystal ball, Juggling ball, pool (inflating) ball, Wiffle® ball, soccer ball, tennis ball, volleyball, Wiffle® ball

As we study balls, we will learn concepts and skills in literacy, math, science, social studies, the arts, and technology. We’ll also be using thinking skills to investigate, ask questions, solve problems, make predictions, and test our ideas.

What can you do at home?

Spend time with your child, playing with balls of all shapes, types, and sizes, such as spending time together, like finding out what else your child knows about balls, writing about balls, or reading books about balls. Teachers can also use letter books to organize the ball collection.

What do we know about balls? What do we want to find out?

We have noticed that the children are very interested in balls. They’re curious about what they are made of, what is inside them, and how high they can bounce. We’d like you to invite your child to bring in a ball in the next week to share with the class.

We’ll take good care of them at the end of the study.

What can you do at home?

Spend time with your child, playing with balls of all shapes, types, and sizes, such as spending time together, like finding out what else your child knows about balls, writing about balls, or reading books about balls. Teachers can also use letter books to organize the ball collection.

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What can you do at home?

Spend time with your child, playing with balls of all shapes, types, and sizes, such as spending time together, like finding out what else your child knows about balls, writing about balls, or reading books about balls. Teachers can also use letter books to organize the ball collection.
eBook DVD

*The Creative Curriculum® for Preschool* includes eBook DVDs. These DVDs contain English and Spanish titles from the *Teaching Strategies® Children’s Book Collection*. The eBook DVD makes it possible for family members to participate directly in literacy experiences that are essential for children’s development and learning.

**LearningGames®**

This award-winning, research-validated series offers 20 ready-to-print activities for teachers to use in the classroom and share with families to use at home. *LearningGames®* provide families with easy-to-use, engaging activities that bridge what is learned at school with what families can do at home.
How The Creative Curriculum® for Preschool Supports English Language Development

The Creative Curriculum® for Preschool offers complete support for working with English- and dual-language learners in classrooms where English is the language of instruction and in classrooms where English and other languages are spoken.

Best Practices for Teaching English- and Dual-Language Learners

With support through the curriculum for English- and dual-language learners, the curriculum volumes and daily practice resources help build teachers' knowledge about best practices. Detailed guidance throughout the resources helps teachers to individualize instruction to meet the needs of all children—regardless of their home language.

The curriculum provides educators with important background research and theory about English language development and second language acquisition. It tackles myths and misperceptions about learning a second language and describes, step-by-step, the developmental sequence of English language acquisition, with detailed descriptions of what teachers will observe in the classroom.

Beyond theory, the curriculum offers specific strategies to support the learning and development of all children:

- Ideas for incorporating children’s home values, cultures, and family traditions into the classroom
- Social-emotional strategies for building relationships and increasing children’s comfort and confidence in the classroom
- Instructional strategies to facilitate receptive and expressive language acquisition and understanding
- Strategies for promoting comprehension during read-aloud time
- Small group activities that support children’s learning in both English and Spanish
Fully Bilingual To Meet Your Needs.
To support classrooms where Spanish is spoken, *The Creative Curriculum for Preschool* is available in three ways: in English, in Spanish, or as a fully bilingual curriculum. The bilingual option offers all curriculum components in both Spanish and in English, meaning that programs can make the choice that best fits their unique needs.

- Practical tips embedded throughout the resources that support English-language learners throughout the day
- Assessment strategies based on a child’s level of English language acquisition
- Ways to meaningfully engage families in the program, and support the use of their home language
- Culturally and linguistically appropriate resources in Spanish, to help teachers support all aspects of development for Spanish-speaking children, including Spanish language and literacy

The curriculum ensures teachers are prepared with the tools they need to effectively promote the growth and development of all the children in their classroom—creating confident, successful bilingual learners.
Comprehensive. Inclusive. Intentional.
Putting It All Together

Now that you have an idea of the big picture—how The Creative Curriculum® for Preschool is organized and what the individual pieces are—it’s time to look at how everything fits together to create a seamless day of teaching.

**First Step: Get Organized.** The Resource Organizer is a specially designed binder in which you can assemble the resources for the day to keep them close at hand. The Teaching Guide slides into the center pocket of the binder. The side pockets are designed to hold the Intentional Teaching Cards™, Book Discussion Cards™, Mighty Minutes™, and children’s books that you’ll be using that day. To help make sure you’re fully prepared, the “At a Glance” pages for each investigation provide a list of all the materials that you’ll need to assemble for any given day. Those pages precede each investigation (see pages 40–43).

**Next Step: Review the Study.** On the following pages, you’ll find excerpts from the Balls Study, including each of the supporting resources you would need to implement one day of the study. These excerpts will give you a sense of the guidance that you’ll find in each component of the curriculum.
Balls Study: Table of Contents

Get started by reviewing the Table of Contents in the Teaching Guide.

The highlighted text indicates the sample resources found in this Touring Guide. The Teaching Guide provides all the information needed to go step-by-step and day-by-day through the entire study: background information to get started, preparatory resources to help begin the study and explore the topic, daily guidance for investigations, and suggestions on how to celebrate and close the experience.

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<td>Plan semanal</td>
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**Why Investigate Balls?**

At the start of every study is a “Why Investigate...?” section that helps provide context.

All the study topics in *The Creative Curriculum® for Preschool*—such as balls, trees, and buildings—are topics that are already of interest to children and relevant to their daily lives. This is one of the major distinguishing features of *The Creative Curriculum® for Preschool*: the study topics are relevant to—rather than removed from—the everyday lives of children. The studies involve children in hands-on exploration, problem solving, and communication.
Web of Investigations

A “Web of Investigations” is also included at the beginning of every study.

This section introduces the concept of an idea web, a way to think about the important ideas related to a topic and the areas that children might explore. Each study includes a preliminary idea web that has extra space for teachers to record their own ideas.

In this way, teachers can adapt the Teaching Guide to the resources that are available in the community and the particular learning they want to emphasize.
Putting It Into Practice

Here’s an example of one teacher’s idea web.

Notice how she begins with the study topic—balls—and branches out to identify many areas of exploration that interest the children in her classroom. From the idea web, this teacher and her class are able to identify what they already know about balls. Then they identify the questions they want to answer.
Do all balls bounce?

**Day 1**

<table>
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<tr>
<th>Interest Areas</th>
<th>Question of the Day</th>
<th>Large Group</th>
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<tr>
<td>Toys and Games: sorting trays; a variety of small balls</td>
<td>Do you think all balls bounce?</td>
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<td>Computer: ebook version of <em>The Three Billy Goats Gruff</em></td>
<td></td>
<td>Discussion and Shared Writing: Which Balls Will Bounce?</td>
</tr>
<tr>
<td><strong>Materials</strong>: Mighty Minutes 41, “The Imaginary Ball”; ball collection; numeral cards; digital camera; <em>Play Ball</em></td>
<td></td>
<td>Materials: Mighty Minutes 15, “Say It, Show It”; ball collection</td>
</tr>
</tbody>
</table>

**Read-Aloud**

- *The Three Billy Goats Gruff* Book Discussion Card 06 (first read-aloud)
- *Bounce* Book Discussion Card 06 (second read-aloud)

**Small Group**

- Option 1: Rhymes With Ball
  - Intentional Teaching Card LL10, “Rhyming Chart”; poem or song with rhyming words; prop that illustrates poem or song
- Option 2: Rhyming Zoo
  - Intentional Teaching Card LL14, “Did You Ever See…?”; pictures of familiar animals; audio recorder

**Mighty Minutes™**

- Mighty Minutes 30, “Bounce, Bounce, Bounce”
- Mighty Minutes 33, “Thumbs Up”; two items with the same initial sound
**Outdoor Experiences**

**Bouncing Balls**
- Test balls outside to see which balls bounce the highest. Invite the children to make predictions and test them.
- Invite the children to test how balls bounce on different surfaces, e.g., rocks, sand, grass, and concrete.
- If possible, have children test the balls by dropping them from various heights, e.g., slide, steps, and climber.

**Physical Fun**
- Use Intentional Teaching Card P05, “Throw Hard, Throw Far,” and follow the guidance on the card.

**Family Partnerships**
- Send home a note to families encouraging them to talk with their children about their favorite childhood ball games.
- Invite families to access the ebook, *The Three Billy Goats Gruff*.

---

### Day 3

<table>
<thead>
<tr>
<th>Make Time For…</th>
<th>Toys and Games: add spheres and circles to sort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Computer: ebook version of <em>The Three Billy Goats Gruff</em></td>
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</table>

**Outdoor Experiences—** These activities either relate to the study topic or present an intentional opportunity for promoting children’s gross motor skills.

**Family Partnerships—** This section offers suggestions for involving children’s families in the program.

**WOW! Experiences—** (not shown on this page) Each study suggests special events to enhance children’s experiences, such as having visitors in the classroom, site visits, or celebrations.

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<table>
<thead>
<tr>
<th>Outdoor Experiences</th>
<th>Family Partnerships</th>
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</thead>
<tbody>
<tr>
<td>Bouncing Balls</td>
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<tr>
<td>Do heavy balls bounce?</td>
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<tr>
<td>Song: Clap a Friend’s Name</td>
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<tr>
<td>Discussion and Shared Writing: Weight and Bounciness</td>
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</tr>
<tr>
<td>Materials: Mighty Minutes 40, “Clap a Friend’s Name”; ball collection</td>
<td></td>
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<tr>
<td><em>The Three Billy Goats Gruff</em> Book Discussion Card 06 (second read-aloud)</td>
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<table>
<thead>
<tr>
<th>Outdoor Experiences</th>
<th>Family Partnerships</th>
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<tr>
<td>Do all balls bounce?</td>
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<tr>
<td>Option 1: Letters, Letters</td>
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<td>Intentional Teaching Card LL07, “Letters, Letters, Letters”; alphabet rubber stamps; colored inks pads; construction paper</td>
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<tr>
<td>Option 2: Buried Treasures</td>
<td></td>
</tr>
<tr>
<td>Intentional Teaching Card LL21, “Buried Treasures”; magnetic letters; large magnet; ruler; tape; sand table with sand</td>
<td></td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Outdoor Experiences</th>
<th>Family Partnerships</th>
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<td></td>
</tr>
</tbody>
</table>

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**Mighty Minutes™**
- Mighty Minutes 30, “Bounce, Bounce, Bounce”
- Mighty Minutes 33, “Thumbs Up”
- Two items with the same initial sound
- Mighty Minutes 37, “Little Ball”; ball
Un vistazo, Investigación 1

Siguiente paso: Planificar y preparar

Las páginas "Un vistazo" que se encuentran antes de cada exploración o investigación lo ayudan a planificar. Estas le proveen una visión general de cómo serán sus siguientes días.

Los números de días que vea en la tabla “Un vistazo” variarán dependiendo de la pregunta que se esté investigando y cuan envueltos estén los niños.

**Preguntas de exploración o investigación**—Además de las preguntas de los niños, estas preguntas pre seleccionadas atraen activamente su atención al tema que están estudiando. Los niños las exploran participando en experiencias prácticas que apoyan su aprendizaje y el uso de importantes destrezas de investigación.

**Pregunta del día**—Como parte de la rutina de llegada en la mañana con su ayuda o la de un miembro de la familia, los niños contestarán una pregunta relacionada a algo planificado para ese día.

**Materiales**—La tabla de “Un vistazo” muestra todos los materiales y libros que necesitará para cada día de la investigación.

**Literatura infantil**—Durante cada estudio usted usará tanto libros de ficción como de no ficción de nuestra Colección de literatura infantil de Teaching Strategies. Los títulos de no ficción se relacionarán estrechamente con el tema del estudio.

### ¿Todas las pelotas, bolas y balones rebotan?

<table>
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<tr>
<th>UN VISTAZO</th>
<th>Investigación 1</th>
</tr>
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<td><strong>¿Todas las pelotas, bolas y balones rebotan?</strong></td>
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<td><strong>Áreas de interés</strong></td>
<td>Juguetes y juegos: bandejas para clasificar; bolas pequeñas distintas</td>
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<td>Computadoras: la versión electrónica de <em>Las tres cabritas</em></td>
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<td><strong>Pregunta del día</strong></td>
<td>¿Ustedes creen que todas las pelotas rebotan?</td>
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<tr>
<td><strong>Todo el grupo</strong></td>
<td>Movimiento: La pelota imaginaria</td>
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<tr>
<td></td>
<td>Comentarios y escritura compartida: ¿Qué pelotas rebotarán?</td>
</tr>
<tr>
<td></td>
<td><strong>Materiales</strong>: Mega Minutos 41, “La pelota imaginaria”; pelotas, bolas y balones; tarjetas de números; cámara digital; Pelota, pelota</td>
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<tr>
<td><strong>Lectura en voz alta</strong></td>
<td><em>Las tres cabritas</em> (primera lectura en voz alta)</td>
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<td><strong>Grupos pequeños</strong></td>
<td><strong>Opción 1: Rimas</strong></td>
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<tr>
<td></td>
<td>Enseñanza Intencional LL10, “Lista de rimas”; un poema o una canción con palabras que rimen; un accesorio que ilustre el poema o la canción</td>
</tr>
<tr>
<td></td>
<td><strong>Opción 2: Rimas con animales</strong></td>
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<tr>
<td></td>
<td>Enseñanza Intencional LL14, “A mi burro le duele…”; imágenes de animales conocidos; una grabadora</td>
</tr>
<tr>
<td><strong>Mega Minutos</strong></td>
<td>Mega Minutos 30, “¡Vámonos juntos!”</td>
</tr>
</tbody>
</table>
Día 3

Dedique tiempo para…

**Experiencias al aire libre**

Pelotas que rebotan
- Compruebe al aire libre qué pelotas rebotan más alto. Aníme a los niños a hacer predicciones y comprobarlas.
- Aníme a los niños a usar distintas superficies, p. ej., rocas, arena, pasto, concreto.
- Si es posible, pida a los niños que pongan a prueba las pelotas dejándolas caer desde distintas alturas, p. ej., el deslizador, las escaleras y el escalador.

**Ejercicio divertido**
- Use Enseñanza Intencional P05, “Lanzar fuerte y lejos”, y siga la orientación ofrecida en la tarjeta.

**La cooperación con las familias**
- Envíe una nota a las familias para animarlas a hablar con los niños acerca de los juegos de pelota preferidos en su infancia.
- Suggiera a las familias que busquen la versión electrónica de *Los tres cabritos*.

---

Juguetes y juegos: agregue esferas y círculos para clasificar

**Computadoras**: la versión electrónica de *Los tres cabritos*

¿Las pelotas pesadas rebotan?

Canción: “Tengo un amigo"  
**Comentarios y escritura compartida**: El peso y la capacidad de rebote

**Materiales**: Mega Minutos 40, “Tengo un amigo”; pelotas, bolas y balones

---

**Las tres cabritas**

**Hablemos de Libros 06** (segunda lectura en voz alta)

---

**Opción 1: Letras, letras y más letras**

Enseñanza Intencional 11.07, “Letras, letras y más letras”; sellos de caucho del alfabeto; almohadillas de tinta de color; papel de construcción

**Opción 2:Tesoros escondidos**

Enseñanza Intencional 11.21, “Tesoros escondidos”; letras magnéticas; imán grande; regla; cinta de enmascarar; mesa de arena con arena

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Mega Minutos 37, “La pelota”; pelota

---

**Experiencias al aire libre**—Estas actividades se relacionan al tema del estudio o presentan una oportunidad intencional para desarrollar las destrezas de motricidad gruesa de los niños.

**La cooperación con las familias**—Esta sección sugiere maneras de fomentar la participación de las familias de los niños en su programa.

**Experiencias sorprendentes**—(no aparecen en este ejemplo) Cada estudio sugiere eventos especiales que realzan las experiencias de los niños, tales como recibir visitantes en el salón de clase, visitar diferentes lugares o tener celebraciones.
Day 1, Investigation 1

Each Teaching Guide contains the day-by-day, step-by-step guidance that helps teachers implement each study.

Notice that guidance for using the additional resources, such as Intentional Teaching Cards™ and Book Discussion Cards™, is included throughout every daily plan.

Another important feature of The Creative Curriculum® for Preschool is that the investigations do not have to be followed in any particular order. If children are particularly interested in one aspect of the study, the teacher may start there. The teacher simply reviews the “At a Glance” pages and makes any adaptations that are necessary to ensure the flow of the content. The curriculum combines the flexibility many teachers want with the assurance that they’re still meeting their state and Head Start early learning standards.

**Day 1**

**Investigation 1**

**Do all balls bounce?**

**Vocabulary**

See Book Discussion Card 06, The Three Billy Goats Gruff (Los tres cabritos) for words.

**Large Group**

**Opening Routine**

- Sing a welcome song and talk about who’s here.

**Movement: The Imaginary Ball**

- Read Play Ball.
- Review Mighty Minutes 41, “The Imaginary Ball.” Follow the guidance on the card using the numeral card variation.

*An important concept in movement experiences is body awareness. This activity helps children explore what their bodies can do.*

**Discussion and Shared Writing: Which Balls Will Bounce?**

- Gather the collection of balls.
- Ask, “Do all balls bounce? I wonder which ones bounce best. Let’s find out.”
- Hold up each ball and ask, “Do you think this ball will bounce well?”

*Record children’s predictions about which balls will bounce, and create two groups: balls they think will bounce and balls they think will not bounce. Let each child test a prediction. Be sure to include some balls that won’t bounce and others that don’t bounce well, e.g., cotton ball, orange, or football. After testing each ball, have the children re-sort the balls. (They may want more than two categories.) Take photos of children testing their predictions and the sets of sorted balls. Call attention to the football and wonder aloud why it didn’t bounce like the others. Reinroduce the term sphere to describe balls and point out that the football is not a sphere.*

- Say, “I wonder which balls bounce the highest and why some bounce higher than others. During outdoor time today and tomorrow, we can try to find out.”

Before transitioning to interest areas, talk about the sorting trays and small ball collections in the Toys and Games area and how children can use them.
The Balls Study: Investigating the Topic

Choice Time
As you interact with children in the interest areas, make time to
• Observe children as they sort the balls in the Toys and Games area.

Read-Aloud
Read The Three Billy Goats Gruff.
• Use Book Discussion Card 06, The Three Billy Goats Gruff. Follow the guidance for the first read-aloud.
• Tell children that the book will be available to them on the computer in the Computer area.

Small Group
Option 1: Rhymes With Ball
• Review Intentional Teaching Card LL10, “Rhyming Chart.”
• Follow the guidance on the card using the word ball.

Option 2: Rhyming Zoo
• Review Intentional Teaching Card LL14, “Did You Ever See…?” Follow the guidance on the card.

Mighty Minutes™
• Use Mighty Minutes 30, “Bounce, Bounce, Bounce.” Follow the guidance on the card.

Large-Group Roundup
• Recall the day’s events.

Support for English- and dual-language acquisition—
Guidance to help teachers support the English- and dual-language learners in their classrooms is embedded throughout the Teaching Guides.

Book Discussion Cards™— The Book Discussion Card™ will help teachers with read-aloud experiences. See pages 48–51 to review Book Discussion Card™ 06 “Billy Goat’s Gruff.”

Intentional Teaching Cards™— Prompts to use particular Intentional Teaching Cards™ are included in every daily plan. See pages 52–57 to examine three Intentional Teaching Cards™.

Reference to Vol. 5—
The Teaching Guide prompts teachers to refer to the knowledge-building volumes for more detailed information. See pages 58–61 for this excerpt.

Mighty Minutes™—
Teachers are directed to Mighty Minutes™ activities during each day of the study. Refer to pages 62–63 to review the Mighty Minutes™ that are suggested for Day 1, Investigation 1 of the Balls Study.
Día 1, Investigación 1

Cada Guía de enseñanza contiene orientación diaria que ayuda a los maestros a implementar cada estudio.

Note que encontrará la orientación para usar los recursos adicionales, tales como las Tarjetas de enseñanza intencional y las Tarjetas: Hablemos de libros, a través de cada plan diario.

Otra característica importante de El Currículo Creativo para educación preescolar es que las investigaciones no tienen que hacerse en un orden en particular. Si nota que los niños están particularmente interesados en un punto específico del estudio, puede empezar ahí. Simplemente vea las páginas “Un vistazo” y haga las adaptaciones que sean necesarias para asegurarse que el contenido fluya adecuadamente. El currículo combina la flexibilidad que muchos maestros desean con la certeza de que ellos estarán cumpliendo con los estándares de aprendizaje infantil del estado y del programa Head Start.

¿Todas las pelotas, bolas y balones rebotan?

Vocabulario
Consulte vocabulario en Hablemos de Libros 06, Los tres cabritos (The Three Billy Goats Gruff).

Todo el grupo

Día 1

Rutina inicial
- Canten una bienvenida y hablen de quiénes están presentes.

Movimiento: La pelota imaginaria
- Lea Pelota, pelota.
- Repase Mega Minutos 41, “La pelota imaginaria”. Siga la orientación ofrecida en la tarjeta, usando la variación de las tarjetas de números.

Los tres cabritos
- Consulte Enseñanza Intencional LL10, “Dar ánimo”.
- Use Hablemos de Libros 06, los tres cabritos, para describir las pelotas e indique quiénes están presentes.

¿Qué pelotas rebotarán?
- Reúna la colección de pelotas, bolas y balones.
- Pregunte, “¿Todas las pelotas, bolas y balones rebotan? Me pregunto cuáles rebotan mejor. Vamos a averiguarlo”.
- Sostenga cada pelota y pregunte, “¿Creen que esta pelota rebotará bien?”
- Escriba las predicciones hechas por los niños acerca de qué pelotas rebotarán y forme dos grupos: las pelotas que creen que van a rebocar y las que creen que no van a rebocar. Permita que cada niño compruebe la predicción que haya hecho. Asegúrese de incluir algunas pelotas que no reboten y otras que no reboten bien, p. ej., una bola de algodón, una naranja o un balón de fútbol americano. Después de poner a prueba cada pelota, bola y balón pida a los niños que los clasifiquen otra vez. (Ellos podrían proponer más de dos categorías.) Tome fotos de los niños comprobando sus predicciones y de los grupos de pelotas clasificadas. Dirija la atención al balón de fútbol americano y pregúntese en voz alta por qué no rebotó como las otras. Vuelva a usar el término esfera para describir las pelotas e indique que el balón de fútbol americano no es una esfera.

- Diga, “Me pregunto qué pelotas rebotarán más alto y por qué algunas rebotan más alto que otras. Podemos tratar de averiguarlo hoy y mañana cuando salgamos al aire libre”.

Antes de hacer la transición a las áreas de interés, hable de las bandezas para clasificar y de la colección de bolas pequeñas, disponibles en el área de juguetes y juegos, y mencione cómo podrían usarlas.
Día 1
Todo el grupo
(The Three Billy Goats Gruff).
Consulte vocabulario en Hablemos de Libros 06, Los tres cabritos
Vocabulario y balones rebotan?
¿Qué pelotas rebotarán?
Comentarios y escritura compartida:

**Movimiento: La pelota imaginaria**

**Rutina inicial**

**Investigación 1**

**Forme dos grupos: las pelotas que creen**

**niños acerca de qué pelotas rebotarán y**

**Escriba las predicciones hechas por los •**

**“¿Creen que esta pelota rebotará bien?”**

**Sostenga cada pelota y pregunte, •**

**rebotan mejor. Vamos a averiguarlo”.**

**balones rebotan? Me pregunto cuáles**

**Pregunte, “¿Todas las pelotas, bolas y •**

**balones.**

**Reúna la colección de pelotas, bolas y •**

**pueden hacer con el cuerpo.**

**ayuda a que los niños exploren lo que**

**conciencia corporal**

**experiencias de movimiento es**

**una concepto importante en las**

**tarjetas de números.**

**en la tarjeta, usando la variación de las**

**imaginaria”. Siga la orientación ofrecida**

**Repase Mega Minutos 41, “La pelota •**

**quiénes están presentes.**

**Canten una bienvenida y hablen de •**

**Pelota, pelota.”

Esta actividad podrían usarlas.

**juguetes y juegos, y mencione cómo**

**pequeños, disponibles en el área de**

**clasificar y de la colección de bolas**

**de interés, hable de las bandejas para**

**Antes de hacer la transición a las áreas**

**p. ej., una bola de algodón, una naranja**

**no reboten y otras que no reboten bien,**

**Asegúrese de incluir algunas pelotas que**

**compruebe la predicción que haya hecho.**

**no van a rebotar. Permita que cada niño**

**que van a rebotar y las que creen que**

**Diga, “Me pregunto qué pelotas •**

**esfera**

**como las otras. Vuelva a usar el término**

**pregúntese en voz alta por qué no rebotó**

**comprobando sus predicciones y de los**

**dos categorías.) Tome fotos de los niños**

**Reunión final
• Recuerde los eventos del día.**

**Hora de escoger
Al interactuar con los niños en las áreas de interés, dedique tiempo a:
• Observarlos mientras clasifican las pelotas, bolas y balones en el área de juguetes y juegos.**

En lugar de elogiar a los niños diciendo “Buen trabajo”, déles ánimo explicando exactamente qué es lo que están haciendo correctamente y merece ser destacado. Para más información sobre este tema, consulte Enseñanza Intencional SE18, “Dar ánimo”.

Niños que aprenden una segunda lengua
Después de leer, relate de nuevo el cuento incorporando gestos. Señale las ilustraciones u objetos del salón. Esta estrategia ayuda a que los niños entiendan el cuento y aprendan vocabulario nuevo.

**Lectura en voz alta
Lea el libro Los tres cabritos.
• Use Hablaremos de Libros O6, Los tres cabritos, y siga la orientación ofrecida en la tarjeta para realizar la primera lectura en voz alta.
• Diga a los niños que el libro estará disponible en la computadora.**

**Opción 1: Rimas**

• Consulte Enseñanza Intencional LL10, “Lista de rimas”.

• Siga la orientación ofrecida en la tarjeta usando las palabras pelota, bola o balón.

Para obtener más información sobre cómo apoyar el desarrollo del conocimiento fonológico, consulte el Volúmen 5: Objetivos para el desarrollo y el aprendizaje.

**Opción 2: Rimas con animales**

• Consulte Enseñanza Intencional LL14, “A mi burro le duele…” y siga la orientación ofrecida en la tarjeta.

**Mega Minutos**

• Use Mega Minutos 30, “¡Bálatemos juntos!”. Siga la orientación ofrecida en la tarjeta.

**Reunión final
• Muestre la lista de rimas que haya hecho durante el periodo en grupos pequeños. Invite a los niños a recordar palabras que riman.**
Facing a shortage of food, three billy goat brothers

Introduce characters and the problem.

I wonder how Little Billy Goat plans
to get across the bridge without getting eaten?

I wonder what Big Billy Goat Gruff
will do when he meets the troll.

What do you think the troll thought
at him? I think no one had ever tried
doing that to him before.

“I think Little Billy Goat Gruff’s plan
would have been? What would you have done to
get past the troll?”

“What do you think the troll let the
Billy Goats Gruff through? Do you think
he knew he could trick the troll?”

Comment on main characters’
actions and thoughts.

Billy Goat Gruff didn’t stand very steadily
demonstrating movement
to illustrate the tall,
very, very ugly
troll.

triumphed (demonstrate movement)
shook
gulp
magnificent (noisy noise)
a big swallow
untiumnated
didn’t stand very steadily
stumped (demonstrate action) brought your foot
down quickly and hard on the ground

Infer explanations, wonder aloud, and
ask follow-up questions.

“Why do you think Little Billy Goat
Gruff’s plan worked? Do you think
he knew he could trick the troll?”

“Middle Billy Goat Gruff
looks nervous and worried about not
having enough to eat.”

“I wonder how Little Billy Goat
Gruff plans to get all three of them
past the troll?”

“I think Little Billy Goat Gruff’s plan
is very smart. He’s tricking the troll
into not eating him and his brothers.
I wonder what Big Billy Goat Gruff
will do when he meets the troll.”

“Little Billy Goat Gruff’s plan
worked. Each Billy Goat Gruff
played an important part in
the plan.”

Expand vocabulary in reading.

ly:foobar, banana, milk, skin and
d bones, hideous, plants, wobbled, gulp,
woobled, stomped

Comment on main characters’
thoughts and actions.

Middle Billy Goat Gruff looks
nervous and worried about not
having enough to eat.

“I wonder how Little Billy Goat
Gruff plans to get all three of them
past the troll?”

“I think Little Billy Goat Gruff’s plan
is very smart. He’s tricking the troll
into not eating him and his brothers.
I wonder what Big Billy Goat Gruff
will do when he meets the troll.”

“Middle Billy Goat Gruff’s plan
worked. Each Billy Goat Gruff
played an important part in
the plan.”

While Reading
Involve explanations, wonder aloud, and
ask follow-up questions.

“Middle Billy Goat Gruff looks
nervous and worried about not
having enough to eat.”

“I wonder how Little Billy Goat
Gruff plans to get all three of them
past the troll?”

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into not eating him and his brothers.
I wonder what Big Billy Goat Gruff
will do when he meets the troll.”

“Middle Billy Goat Gruff’s plan
worked. Each Billy Goat Gruff
played an important part in
the plan.”

After Reading
Expand vocabulary by pointing to
pictures, using gestures to dramatize,
and describing:

valley, hideous, bones, milk, skin and
d bones, boulder, hooves, nubs, hideous, planks,
wobbled, stomped

Comment on main characters’
thoughts and actions.

Middle Billy Goat Gruff looks
nervous and worried about not
having enough to eat.

“I wonder how Little Billy Goat
Gruff plans to get all three of them
past the troll?”

“I think Little Billy Goat Gruff’s plan
would have been? What would you have done to
get past the troll?”

What do you think the troll thought
at him? I think no one had ever tried
doing that to him before.

“I wonder what Big Billy Goat Gruff
will do when he meets the troll.

What do you think the troll thought
when Big Billy Goat Gruff charged
at him? I think no one had ever tried
doing that to him before.

“I wonder what the troll yelled to the
grain. I think the troll was not very
happy about what happened to him!”

While Reading
Involve explanations, wonder aloud, and
ask follow-up questions.

“What lesson do you think the troll
learned from his experience with the
three billy goats?”

“How would you tell this story if
you were very big?”

What do you think the troll
thought at him? I think no one had ever tried
doing that to him before.

“I wonder what the troll yelled to the
grain. I think the troll was not very
happy about what happened to him!”

While Reading
Expand vocabulary using more verbal
explanations:

bones, milk, stomped

Comment on and ask follow-up
questions about the other characters.

“Why do you think the troll let the
first two Billy Goats Gruff cross the
bridge? I don’t think anyone has ever
stuck him before, so he must not
be worried about whether he’ll catch
and eat the billy goats.”

“What do you think the troll thought
when Big Billy Goat Gruff charged
at him? I think no one had ever tried
doing that to him before.”

“I wonder what the troll yelled to the
grain. I think the troll was not very
happy about what happened to him!”

Supporting Social–Emotional Development

Vocabulary

walking land in between mountains or
hills that often has a river or stream
running through it

boulder a very big, heavy rock

hooves (point to illustration) the hard covering
over the lower part of the feet of
animals such as horses, donkeys, and
grass

male small bamps or bumps

skin and bones very, very skinny

hideous very, very ugly

plants (point to illustration) long, flat
pieces of wood

wormed (demonstrate movement)

shook

gulp

magnificent (noisy noise)
a big swallow

untiumnated

didn’t stand very steadily

stumped (demonstrate action) brought your foot
down quickly and hard on the ground

1. First Read-Aloud

During the first read-aloud, teachers focus
on the characters’ thoughts and actions:

“I wonder how Little Billy Goat plans
to get all three of them past the troll.”

2. Second Read-Aloud

During the second read-aloud, teachers
comment on and ask questions about
the other characters: “Why do you think
the troll let the first two Billy Goats
Gruff cross the bridge?”

Book Discussion Card™ 06, “Billy Goats Gruff”
The Three Billy Goats Gruff

Retold by Bonnie Dobkin

Facing a shortage of food, three billy goat brothers must cross a bridge to get to a meadow of fresh grass. But the journey is dangerous—there’s a disgusting troll living under the bridge who is hungry and quite eager for a very, very big meal. Can the brothers outsmart the mean-as-can-be troll who stands between them and their next meal? Let’s find out!

3. Third Read-Aloud
During the third read-aloud, teachers help children reconstruct the story themselves: “What is happening here?” “What happens next?”
**Tarjeta: Hablemos de libros 06, “Los tres cabritos”**

Durante el Día 1, Investigación 1 del Estudio de las pelotas, bolas y balones, los maestros son dirigidos a la Tarjeta: Hablemos de libros 06, “Los tres cabritos”.

### Vocabulario

<table>
<thead>
<tr>
<th>Palabra</th>
<th>Significado</th>
</tr>
</thead>
<tbody>
<tr>
<td>salto</td>
<td>hop, jump</td>
</tr>
<tr>
<td>piedra</td>
<td>stone</td>
</tr>
<tr>
<td>salvado</td>
<td>saved</td>
</tr>
<tr>
<td>pasto</td>
<td>grass</td>
</tr>
<tr>
<td>terreno</td>
<td>ground</td>
</tr>
<tr>
<td>valle</td>
<td>valley</td>
</tr>
<tr>
<td>bocado</td>
<td>bite</td>
</tr>
<tr>
<td>sacudir</td>
<td>shake</td>
</tr>
</tbody>
</table>

### Primera lectura en voz alta

**Antes de leer**

Presente a los personajes y la trama.

"Este libro se llama Los tres cabritos.

Tres cabritos se han comido todo el pasto de su valle. Hay más pasto para cruzar un puente donde vive un ogro comer en el otro lado del río. Pero que se los coma? ¡Descubrámoslo!

### Segunda lectura en voz alta

**Antes de leer**

Recuerde a los personajes y la trama.

"Vamos a leer Los tres cabritos otra vez. Unidos recuerdan que éste es un cuento acerca de tres cabritos hermanos que tienen que cruzar un puente donde vive un ogro hambriento. Por qué tienen que cruzar el puente? ¿Cómo pasan los cabritos por donde vive el ogro?"

**Mientras lee**

1. **Primera lectura en voz alta**

Durante la primera lectura en voz alta los maestros se enfocan en los pensamientos y acciones de los personajes: “Me pregunto cómo Cabrito Chiquito planea pasar a todos por donde vive el ogro”.

2. **Segunda lectura en voz alta**

Durante la segunda lectura en voz alta, los maestros comentan y hacen preguntas sobre los otros personajes: “¿Por qué creen ustedes que el ogro dejó pasar a los dos primeros cabritos por el puente?”. 

### Después de leer

**Antes de leer**

Recuerde a los personajes y la trama.

"¿Cómo contarían ustedes este cuento si ustedes fueran el ogro? ¿Aplicaron algunas palabras presentadas anteriormente? Comente sobre los pensamientos y acciones de los personajes principales.

"¿Crees que Cabrito Chiquito planea pasar a todos por donde vive el ogro?"

**Mientras leer**

1. **Primera lectura en voz alta**

Después de leer

Pida explicaciones, haga suposiciones en voz alta y haga preguntas de seguimiento.

- ¿Por qué creen ustedes que el plan de Cabrito Chiquito funciona?
- ¿Crees ustedes que él sabía que podía engañar al ogro?
- ¿Qué creen ustedes que habría sido el plan de Cabrito del Medio o Cabrito Grandulón? ¿Qué harían ustedes para pasar al ogro?"

2. **Segunda lectura en voz alta**

Después de leer

Pida explicaciones, haga suposiciones en voz alta y haga preguntas de seguimiento.

- ¿Cómo se sentirían y actuarían los cabritos hermanos después de su amenaza?
- ¿Cómo se sentirían y actuarían ustedes si fueran los cabritos en el cuento?
- ¿Cómo se sentirían y actuarían ustedes si fueran el ogro después de su experiencia con los tres cabritos?"

---

1. Primera lectura en voz alta

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---

**Maneja las emociones**

- ¿Qué hacen los personajes para mantenerse calentes después de pasar el puente?"
Los tres cabritos

Versión de Bonnie Dobkin

Enfrentándose a una escasez de comida, los tres cabritos hermanos deben cruzar un puente para conseguir llegar a una pradera de pasto fresco. Pero el viaje es peligroso – hay un ogro horrible que vive debajo del puente y está bastante hambriento y deseoso por tener una rica cena de cabritos. ¿Podrán los hermanos engañar al ogro trascender quien podría presentar que los cabritos lleguen a su próxima comida? ¡Descúbralo! 

Los tres cabritos

Antes de leer

¿Cómo lo sentirían los personajes si hubieran tenido que cruzar el puente hasta el otro lado del río sin comer en el otro lado? ¿Podrían los tres cabritos cruzar un puente donde vive un ogro que se los coma? ¡Descubramoslo!

Presente a los personajes y la trama.

Primera lectura en voz alta

Este libro se llama Los tres cabritos.

Segunda lectura en voz alta

Tres cabritos se han comido todo el pasto de su valle. Hay más pasto para donde vive el ogro.

¿Y los tres cabritos? Vieron felices en el valle, el pasto de sus diarias comidas, el verde pasto de cambio verde y acuñadase muy gorditos.

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Day 1, Investigation 1 of the Balls Study refers teachers to Intentional Teaching Card™ SE18, “Encouragement,” for more information on the most effective ways of acknowledging what children are doing.

### Encouragement

**What You Do**

1. Position yourself at the child’s level. Offer a gentle touch, if appropriate.

**Background:** Instead of praising children by saying, “Good job,” encourage children by explaining exactly what they are doing that is appropriate and noteworthy. By acknowledging what they are doing, you provide encouragement and show appreciation for children’s efforts without judging them. You call attention to a child’s specific behaviors and actions. This feedback helps children develop intrinsic motivation and the ability to self-evaluate. Statements that acknowledge and encourage can also help children persist through challenging tasks, which helps them develop one of the critical approaches to learning.

2. Describe a child’s behavior and actions accurately. Be specific. Avoid making value judgments.

   - Instead of, “Your picture is so pretty,” acknowledge and encourage the child’s effort to create the picture. “You painted your whole paper yellow with orange dots on top.”
   - Instead of, “You look handsome today,” you might say, “Seeing your big smile makes me smile too! You look really happy this morning.”
   - Instead of, “That’s a cool building,” offer encouragement. “You used all of the small square blocks. Can you tell me about your building?”
   - Instead of, “I like the way you’re sharing,” describe what the child did. “You offered Cameron some of your beads so she can make a necklace, too. She looks really happy about that.”

3. Show your feelings in your tone, body language, and facial expressions.

**Teaching Sequence**

- **Yellow** Use reflective statements to describe children’s actions and behaviors. Say what you saw the child doing.
  - “You waited until the other children were out of the way, and then you climbed all the way to the top of the climber!”

- **Green** Encourage the child to reflect on his process and decision making by asking questions about his actions and behaviors.
  - “Earlier, I noticed your tower fall a few times. Now it looks very sturdy. How did you solve your construction problem?”
  - “Vijay and Isaiah, I saw that you both wanted the new doctor kit. How did you decide to take turns with it?”

- **Purple** “I notice that part of your tree painting looks like it has a different texture. Why did you choose the sponge painters to make the top of your tree?”

- **Blue** “How did you feel when you climbed to the top of the climber without any help?”

### Additional Ideas

Try using these statements to reframe negative situations when responding to young children. For example, the statement, “I know you’re working hard to remember to use a polite tone of voice when you talk to me,” is more constructive than saying, “Stop using that tone of voice.”

### Including All Children

- Be sure you have the child’s attention. Using simple words and gestures, point out specific details.
- When asking questions about the child’s actions, offer two possibilities and let the child choose.
- Be sure to give the child enough time to think and respond.
- Include English-language learners along with English-speaking children.

### Questions to Guide Your Observations

- How did the child respond to the encouragement?
- What language did the child use to describe his actions?

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Intentional Teaching Card™ SE18

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Tarjeta de enseñanza intencional SE18

El Día 1, Investigación 1 del Estudio de las pelotas, bolas y balones remite a los maestros a la Tarjeta de enseñanza intencional SE18, “Dar ánimo”, para obtener más información sobre las maneras más eficaces de reconocer lo que los niños están haciendo.

Dar ánimo

Qué hacer

<table>
<thead>
<tr>
<th>AMARILLO</th>
<th>Uso afirmaciones reflexivas para describir las acciones y comportamientos de los niños. Diga lo que vio que el niño o niña estaba haciendo.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Espero que los otros niños se bajen y luego repase hasta la parte más alta del escáator!”</td>
<td></td>
</tr>
<tr>
<td>“Nicolás, tú estás compartiendo tus pinturas con Pedro. Vi que le diste el vaso con pintura roja”.</td>
<td></td>
</tr>
<tr>
<td>“Miguel y Jimena, ¡ustedes colocaron todos los bloques en el estante en el lugar correspondiente!”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VERDE</th>
<th>Colóquese al nivel de los ojos del niño o niña. Si es apropiado, tóquelo suavemente.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Te ves muy guapo”, podría decir: “¡Ver tu gran sonrisa me hace sonreír a mí también! Te ves muy contento esta mañana”.</td>
<td></td>
</tr>
<tr>
<td>“Hace un rato vi que tu torre se derrumbó varias veces. Ahora se ve resistente. ¿Cómo resolvió tu problema de construcción?”</td>
<td></td>
</tr>
<tr>
<td>“Me parece que esa parte del árbol que dibujaste tiene una textura diferente. ¿Por qué elegiste pintar con las esponjas para hacer la copa del árbol?”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AZUL</th>
<th>En lugar de decir “Tu dibujo es muy bonito”, reconstruya y haga que el estudiante se da cuenta de lo que el niño ha hecho para realizarlo. “Pintaste tu árbol como si estuviera en el centro de la escuela”.</th>
</tr>
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<tbody>
<tr>
<td>“Yo sé que te esfuerzas por recordar que debes usar un tono de voz respetuoso al hablar conmigo” en lugar de decir “Deja de usar ese tono de voz”.</td>
<td></td>
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<tr>
<td>“¿Cómo te sentiste cuando trepastes a la parte más alta del escáator sin ayuda?”</td>
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<th>En lugar de elogiar a los niños diciendo “bien hecho”, deles ánimo explicando exactamente qué están haciendo de manera apropiada, que merece ser destacado. Al reconocer lo que están haciendo, les darás fuerza y las mostrará apreciar por las acciones realizadas.</th>
</tr>
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<tbody>
<tr>
<td>“En lugar de decir “Ese es un gran edificio”, dele ánimo diciendo: “Usaste todos los bloques cuadrados pequeños. ¿Quieres contarme algo sobre ese edificio?””.</td>
<td></td>
</tr>
</tbody>
</table>

Ideas adicionales

1. Colóquese al nivel de los ojos del niño o niña. Si es apropiado, tóquelo suavemente.
2. Describa con precisión el comportamiento y las acciones del niño o niña. Sea específico y evite hacer juicios.
3. Expresé lo que estás viendo mediante su tono de voz, su lenguaje corporal y sus expresiones faciales.

Objetivo 1

Regula las emociones y los comportamientos

Objetivos relacionados: 2, 3, 8, 9, 10, 11, 12

Información básica: En lugar de elogiar a los niños diciendo “bien hecho”, deles ánimo explicando exactamente qué están haciendo de manera apropiada, que merece ser destacado. Al reconocer lo que están haciendo, les darás fuerza y las mostrará apreciar por las acciones realizadas.

Secuencia de enseñanza

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<tr>
<th>VERDE</th>
<th>Colóquese al nivel de los ojos del niño o niña. Si es apropiado, tóquelo suavemente.</th>
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<td>“Te ves muy guapo”, podría decir: “¡Ver tu gran sonrisa me hace sonreír a mí también! Te ves muy contento esta mañana”.</td>
<td></td>
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<td>“Hace un rato vi que tu torre se derrumbó varias veces. Ahora se ve resistente. ¿Cómo resolvió tu problema de construcción?”</td>
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<th>AZUL</th>
<th>En lugar de decir “Tu dibujo es muy bonito”, reconstruya y haga que el estudiante se da cuenta de lo que el niño ha hecho para realizarlo. “Pintaste tu árbol como si estuviera en el centro de la escuela”.</th>
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<th>MORADO</th>
<th>En lugar de elogiar a los niños diciendo “bien hecho”, deles ánimo explicando exactamente qué están haciendo de manera apropiada, que merece ser destacado. Al reconocer lo que están haciendo, les darás fuerza y las mostrará apreciar por las acciones realizadas.</th>
</tr>
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<tr>
<td>“En lugar de decir “Ese es un gran edificio”, dele ánimo diciendo: “Usaste todos los bloques cuadrados pequeños. ¿Quieres contarme algo sobre ese edificio?””.</td>
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</table>

Ideas adicionales

1. Colóquese al nivel de los ojos del niño o niña. Si es apropiado, tóquelo suavemente.
2. Describa con precisión el comportamiento y las acciones del niño o niña. Sea específico y evite hacer juicios.
3. Expresé lo que estás viendo mediante su tono de voz, su lenguaje corporal y sus expresiones faciales.

Objetivo 1

Regula las emociones y los comportamientos

Objetivos relacionados: 2, 3, 8, 9, 10, 11, 12

Información básica: En lugar de elogiar a los niños diciendo “bien hecho”, deles ánimo explicando exactamente qué están haciendo de manera apropiada, que merece ser destacado. Al reconocer lo que están haciendo, les darás fuerza y las mostrará apreciar por las acciones realizadas.

Secuencia de enseñanza

<table>
<thead>
<tr>
<th>AMARILLO</th>
<th>Uso afirmaciones reflexivas para describir las acciones y comportamientos de los niños. Diga lo que vio que el niño o niña estaba haciendo.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Espero que los otros niños se bajen y luego repase hasta la parte más alta del escáator!”</td>
<td></td>
</tr>
<tr>
<td>“Nicolás, tú estás compartiendo tus pinturas con Pedro. Vi que le diste el vaso con pintura roja”.</td>
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2. Describa con precisión el comportamiento y las acciones del niño o niña. Sea específico y evite hacer juicios.
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Objetivo 1

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Intentional Teaching Card™ LL10

During small-group time of Day 1, Investigation 1, teachers can select from two options that address the same learning objectives. The first option, "Rhymes with Ball," utilizes Intentional Teaching Card™ LL10, "Rhyming Chart."

Rhyming Chart

What You Do

Materials: chart paper and marker; poem or song with rhyming words; prop that illustrates the poem or song, e.g., mouse puppet for “Hickory, Dickory, Dock”

1. Find a short poem or song about your study topic. Write the poem or song on chart paper. Use pictures and symbols as well as words. Here are two examples:

   Clothes
   Cobbler, cobbler, mend my shoe.
   Get it done by half past two.
   Stitch it up, and stitch it down.
   Make the finest shoes in town.
   (Mother Goose)

   Trees
   Away up high in an apple tree,
   Two red apples smiled at me.
   I shook that tree as hard as I could;
   Down came those apples,
   And mmmm, they were good!
   (Traditional)

2. Invite the children to listen to the poem or sing the song with you.

3. Emphasize the idea that many poems have rhyming words. Reread the rhyming words.

   Including All Children

   To make sure all children can hear the rhyming words, limit distractions and the general noise level in the room. Use short poems with simple rhymes. Have a box ready with objects that rhyme with words in the poem. Pull an object out of the box and ask for a rhyming word. Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions.

   As children learn to produce letter sounds in English, accept their attempts without correcting errors. Model correct pronunciation.

   Questions to Guide Your Observations

   • Was the child able to identify rhyming words?
   • How many words was the child able to rhyme?
   • How did the child interact with you and join in singing?
   • How long was the child able to attend to this experience?

   Related LearningGames®

   • “Rhyming”
**Tarjeta de enseñanza intencional LL10**

Durante la reunión en grupo pequeño del Día 1, Investigación 1, los maestros pueden seleccionar entre dos opciones que abarcan los mismos objetivos de enseñanza. La primera opción, “Rimas”, utiliza la Tarjeta de enseñanza intencional LL10, “Lista de rimas”.

### Lista de rimas

#### Qué hacer

1. **Encuentre un poema o una canción que sean cortos y relacionados al tema de estudio.** Escribe el poema o la canción en el papel. Usa ilustraciones, símbolos y también palabras. Estas son dos ejemplos:
   - **Animales**
     - Los pollitos dicen pió, pió, pió, cuando tienen hambre, cuando tienen frío.
     - La gallina busca el maíz y el trigo, les da la comida y les presta abrigo. (Los pollitos dicen)
   - **Rimas**
     - “Qué else can you think of that rhymes with "clock"?”
     - “The monkey, he sat in a _.” The monkey got stung by a ____.

2. **Invita a los niños a escuchar el poema o a cantar la canción con usted.**

3. **Haga énfasis en que muchos poemas tienen palabras que ríman.** Vuelva a leer las palabras que ríman.

### Secuencia de enseñanza

<table>
<thead>
<tr>
<th>Color</th>
<th>Acción</th>
<th>EN ESPAÑOL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amarillo</strong></td>
<td>Elige una canción o un poema con rima que sean conocidos e invita al niño o niña a usar un libro u otro accesorio mientras usted canta o recita.</td>
<td>&quot;Escuchemos las palabras que ríman. Los pollitos dicen pió, pió, pió, cuando tienen hambre, cuando tienen frío.”</td>
</tr>
<tr>
<td><strong>Verde</strong></td>
<td>Invita al niño o niña a cantar la canción conocida con rimas o a recitar el poema con usted.</td>
<td>&quot;Cantemos juntos y escuchemos qué palabras ríman. &quot;El defeante del circo mueve sus patas así. Es muy grande y muy pesado y no se parece a ti.”</td>
</tr>
<tr>
<td><strong>Verde</strong></td>
<td>Anima al niño o niña a decir las palabras que faltan en una canción o un poema con rima. Dé audio enfatizando las palabras que ríman con la palabra que falta.</td>
<td>&quot;Pimpón es un muñeco de trapo y de ___.&quot;</td>
</tr>
<tr>
<td><strong>Azul</strong></td>
<td>Al cantar una canción con rima, usa una palabra incorrecta que no rima y delégete por que el niño o niña note el error y lo corrijan.</td>
<td>“Quis Queta, que Queta. La vieja está en la montaña.”</td>
</tr>
<tr>
<td><strong>Morado</strong></td>
<td>Dé ejemplos de palabras de una sílaba que ríman para explicar al niño o niña el concepto de ataque y rima. Luego pídale que piense en otras palabras que ríman.</td>
<td>“Escuchas: No sé quién soy, es adónde voy. ¿Qué palabras ríman? ¡Muy bien, soy y soy ríman. ¿Puedes pensar en otras palabra que rime con soy y soy? Así es, ¡hay rima con soy y soy!”</td>
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</table>

### Preguntas para guiar sus observaciones
Hágase las siguientes preguntas al observar a cada niño o niña:
- ¿Pudo identificar las palabras que ríman?
- ¿Cuántas palabras pudo rir?
- ¿Cómo interactúa el niño o niña con usted en el cantar?
- ¿Por cuánto tiempo prestó atención a esta actividad?

### Aprendamos jugando

Juegos relacionados
- “Hagamos rimas”

Objetivo 15
Demuestra conciencia fonológica
Objetivos relacionados: 2, 8, 11, 17, 34
Intentional Teaching Card™ LL14

The second option for small-group time during Day 1, Investigation 1 is “Rhyming Zoo.” This activity refers teachers to Intentional Teaching Card™ LL14, “Did You Ever See...?”

Did You Ever See...?

What You Do

Materials: pictures of familiar animals, e.g., cat, dog, sheep, mouse, and snake; audio recorder

1. Invite the children to join you in singing “Down By the Bay.” Sing the song together enough times for the children to become familiar with it. This is the first verse:
   Down by the bay, where the watermelons grow,
   Back to my home, I dare not go,
   For if I do, my mother will say,
   “Did you ever see a goose
   Kissing a moose,
   Down by the bay?”

2. Remind the children that rhyming words sound alike at the end. Give examples of rhyming words in the song (bay, say; go, grow; moose, goose). Invite a child to repeat rhymes from the song.
   “Roy, did you hear any other rhyming words in the song besides moose and goose?”

3. Explain to the children that they are going to make up new verses to the song. Show the children the animal pictures, and review their names. Invite the children to think of words that rhyme with the names of the animals they want to use in the song.
   “Yes, Nolan, sheep and sleep do rhyme. We can sing the song with those words. How about, ‘Did you ever see a sheep, falling asleep, down by the bay?’”

4. Write the rhyming word combinations on chart paper. Use an audio recorder to record the children singing each new verse. Create new verses for as long as the activity interests the children.

5. Explain that the recordings will be in the Music and Movement area and that children may play the recordings and listen for the rhyming words during choice time.

Questions to Guide Your Observations

- Was the child able to recognize and name the rhyming words?
- Was the child able to think of a rhyming word related to a specific animal?
- Did the child follow along as you reviewed the word pairs on the chart?
- Was the child able to participate by singing along?

Related LearningGames®

- “Rhyming”

Including All Children

- Record two or three pairs of rhyming words on a child’s communication device.
- Use animal props for a child to hold as you talk about rhyming.
- When English-language learners ask you to name an object in English, ask them to tell you its name in their home languages.**
- Give all children time to express themselves.**
A mi burro le duele...

Qué hacer

Materiales: ilustraciones de las siguientes partes del cuerpo y las palabras que riman: cabeza, cereza; nariz, lombriz; barriga, hormiga; orejas, cejas; ojos, anteojos rojos; grabadora de audio

1. Invítale a los niños a cantar la canción “A mi burro”.
   Cante con ellos tantas veces como sea necesario para que los niños se familiaricen con la letra de la canción.
   “Si, eso es la garganta. ¿Pudo reconocer y nombrar las partes del cuerpo mencionadas?”

2. Recuerde a los niños que las palabras que riman suenan igual al final. Dí ejemplos de palabras que riman en la canción (cabeza, cereza; nariz, lombriz; orejas, cejas; ojos, anteojos rojos). Invítelo a un niño o niña a repetir rimas de la canción.
   “Yo, ¿puedes repetir otra palabra que rima en la canción, además de ‘cereza’ y ‘lombriz’?”

3. Explique a los niños que van a inventar nuevos versos para la canción. Muestre imágenes de otras partes del cuerpo (p. ej., garganta, orejas y ojos) y nombres o ilustraciones de palabras que riman con ellos (p. ej., manta, cejas y rojos). Repita todas las palabras con los niños y pídeles que señalen los pares de palabras que rimen.
   “Sí, Nolan, ojos y rojos rinan. Podemos cantar la canción con esas palabras. ¿Qué les pareció si cantamos: ‘A mi burro, a mi burro le duelen los ojos. El médico le manda que compre anteojos rojos’?”

4. Escribe las combinaciones de palabras que ríman en un pliego de papel. Use una grabadora de audio para grabar a los niños cada vez que canten un nuevo verso. Siga cantando con los niños mientras estén interesados en la actividad.

5. Explique que las grabaciones estarán disponibles en el área de música y movimiento y que podrán escucharlas durante la hora de elegir actividades.

Secuencia de enseñanza

AMARILLO Mientras cantan cada verso, pída a un niño o niña que señale una parte del cuerpo mientras usted le pide la letra.
   “Si, eso es la garganta. Cantemos: ‘A mi burro, a mi burro le duele la garganta. El médico le manda bufandas y una manta’.”

VERDE Pída a un niño o niña que cante un verso con usted, pero digale que van a cantar la palabra que rime de una manera diferente, p. ej., más fuerte, más suave, más rápido o más despacio.
   “Aquí en la tabla tenemos cabezas y orejas. ¿Pudo reconocer y nombrar las partes del cuerpo mencionadas?”

VERDE Al cantar, omita el nombre de la parte del cuerpo y la palabra que rima. Ayude al niño o niña señalando las ilustraciones para que él o ella diga las palabras al cantar.
   “Vamos, si una vez puedes cantar las palabras que ríman sin ayuda”.  
   “A mi burro, a mi burro le duelen las _____, El médico le manda que se pinten las _____”.  

AZUL Combiné palabras que ríman y que no ríman. Anímee al niño o niña a elegir la pareja de palabras correcta para la canción.
   “Aquí en la tabla tenemos cabezas y orejas. ¿Pudo reconocer y nombrar las partes del cuerpo mencionadas?”

AZUL Anímee al niño o niña a crear varias series de palabras que ríman y a cantarlas de manera independiente. Escriba los pares de palabras en el pliego de papel para revisarlas con el o ella después de cantar.
   “Hagamos ahora una nueva serie de palabras que no ríman con partes del cuerpo que no tenemos en nuestras tarjetas!”

MORADO Anímee al niño o niña a crear varias series de palabras que ríman y a cantarlas de manera independiente. Escriba los pares de palabras en el pliego de papel para revisarlas con el o ella después de cantar.

La segunda opción para la reunión en grupo pequeño durante el Día 1, Investigación 1 es “Rimas con animales”. Esta actividad remite a los maestros a la Tarjeta de enseñanza intencional LL14, “A mi burro le duele...”

Mucho más que una traducción—Nuestros materiales en español son cultural y lingüísticamente apropiados. Por ejemplo, en vez de traducir “Down by the Bay”, aquí usamos “A mi burro”, una canción tradicional en español.
Phonological awareness, or phonological sensitivity, is the ability to discern the sounds and patterns of spoken language. As this awareness develops, children learn to hear the separate sounds of oral language that are blended in ordinary speech. For some children, distinguishing the parts of spoken language is difficult because it requires them to attend to the sounds of speech separately from meaning.

Phonological awareness is an important skill in learning to read. Children typically begin to demonstrate this awareness by about age 3, and their skills improve gradually over many years (Snow, Burns, & Griffin, 1998). Phonological sensitivity is a strong predictor of later reading, writing, and spelling ability (National Early Literacy Panel, 2004, 2008). Instruction that strengthens children’s phonological awareness has been shown to contribute to later reading success (Ehri et al., 2001; National Early Literacy Panel, 2008). Children become phonologically aware through experiences such as reciting poems, singing, and clapping the syllables of chanted words (Adams, 1990, 2001; Carroll, Snowling, Hulme, & Stevenson, 2003; Strickland & Schickedanz, 2004). Phonological awareness skills are typically learned in a particular order (Anthony, Lonigan, Driscoll, Phillips, & Burgess, 2003). However, children acquire these skills in an overlapping sequence rather than by mastering one level before the next (Dickinson & Neuman, 2006).
Objective 15  Demonstrates phonological awareness

a. Notices and discriminates rhyme

<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td>Joins in rhyming songs and games • Hums along and joins in random words in rhyme • Sings with a group, “One, two, buckle my shoe…”</td>
<td>Fills in the missing rhyming word; generates rhyming words spontaneously • Completes the rhyme in the phrase, “The fat cat sat on the _ (mat).” • Chants spontaneously, “Me, fee, kee, fee, lee, bee.”</td>
<td>Decides whether two words rhyme • “Do bear and chair rhyme? What about bear and goat?”</td>
<td>Generates a group of rhyming words when given a word • Says, “bat, sat, lat,” when asked, “What words rhyme with cat?”</td>
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b. Notices and discriminates alliteration

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<tr>
<td></td>
<td>Sings songs and recites rhymes and refrains with repeating initial sounds • Sings, “I’m bringing home a baby bumble bee…”</td>
<td>Shows awareness that some words begin the same way • Says, “Max and Maya…our names start the same!”</td>
<td>Matches beginning sounds of some words • Groups objects or pictures that begin with the same sound • Picks up a toy bear when asked, “What begins the same way as box, baby, and bike?”</td>
<td>Isolates and identifies the beginning sound of a word • Says /m-m-m/ when asked “What is the first sound of the word milk?” • Responds /t/ after being asked, “What’s the beginning sound of toy, tie, teeth?”</td>
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c. Notices and discriminates smaller and smaller units of sound

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<tr>
<td></td>
<td>Hears and shows awareness of separate words in sentences • Joins in clapping each word while chanting, “I like ice cream.” • Jumps upon hearing a specified word in a story</td>
<td>Hears and shows awareness of separate syllables in words • Claps each syllable of name, Tri-na • Puts together pen and cil to say pencil • Puts together foot and ball to say football</td>
<td>Verbally separates and blends onset and rime • Says, hat after hearing /h/…/at/ • Points to Jonathan when teacher plays game and asks, “Where’s Jonathan?”</td>
<td>Verbally separates and blends individual phonemes in words • Claps each phoneme of the word hat — /h/ /a/ /t/ • Says “hat” after hearing /h/ /a/ /t/</td>
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Strategies

- Know each child’s level of phonological awareness and provide appropriate experiences. Plan specific activities to help children attend to rhyme, alliteration, and smaller and smaller units of sound.
- Encourage children to listen to sounds in the environment. Record different sounds for children to identify.
- Use songs, stories, and rhymes that play with language. Informally, but intentionally, draw children’s attention to the sounds of language.
- Encourage children to play with words and to make up their own rhymes.
- Have children fill in rhyming words in a verse. For example, “The cat wore a ___ (hat). He slept on a ___ (mat). He played with a ___(bat).”
- Play games that focus on alliteration (initial sounds). For example, have children think of words that begin with the same sound as another child’s name (Bonita, Betty, baby, bath, buttons, etc.).
- Clap or tap rhythm sticks to mark the syllables of preschool and kindergarten children’s names as you say them.
- Draw children’s attention to the phonemes in spoken words during daily routines. For example, dismiss children to go to lunch by saying, “If your name begins with the /m/ sound like Matthew, you may go to lunch.”
- Plan activities with older preschool and kindergarten children that focus on onset and rime. For example, have children group words by their beginning sounds (cake, rat, rose) or create word families that emphasize the ending sounds (ring, sing, king).
- Encourage kindergarten children to draw pictures and write their own rhyming words to share with other children.
- Provide opportunities for older kindergarten children to make up their own alliteration sentences, e.g., a “T sentence” might be, “Tommy tells Tyron to tickle Terry.”
Volumen 5: Objetivos para el desarrollo y el aprendizaje
Apoyo para desarrollar el conocimiento fonológico

Durante el Día 1, Investigación 1 del Estudio de las pelotas, bolas y balones, los maestros son dirigidos al Volumen 5: Objetivos para el desarrollo y el aprendizaje para poder obtener más información sobre cómo apoyar el conocimiento fonológico de los niños.

Objetivo 15

Demuestra conocimiento fonológico

El conocimiento fonológico, o sensibilidad fonológica, es la capacidad de distinguir los sonidos y los patrones del lenguaje hablado. A medida que se desarrolla esta consciencia, los niños aprenden a oír los diferentes sonidos del lenguaje que se combinan en el habla cotidiana. Para algunos niños es difícil distinguir las partes del lenguaje hablado porque esto requiere que presten atención a los sonidos del habla, independientemente de su significado.


Los niños que aprenden dos o más lenguas deben aprender sistemas fonológicos muy diferentes (Gonzalez, 1998). Dada esta diferencia en los sistemas fonológicos, es importante que el niño o niña que aprende una segunda lengua use los sonidos de la nueva lengua y no los de su lengua que se habla en el hogar (Genesee, Paradís, & Crago, 2004). A muchos niños se los diagnostica con problemas en el habla por usar el sistema fonológico de la lengua que se habla en el hogar al hablar la nueva lengua. Se ha comprobado que el conocimiento fonológico se puede transferir de una lengua a otra. Por ejemplo, si el niño o niña en etapa preescolar puede identificar rimas en su lengua que se habla en el hogar, le será más fácil identificar las rimas en una segunda lengua (Lopez & Greenfield, 2004).

Las investigaciones han demostrado que conocimientos fonológicos sólidos en español pueden facilitar el aprendizaje del inglés en niños que adquieren el lenguaje de forma dual en ambos idiomas (August & Hakuta, 1997; August 2003). Por añadidura, se ha demostrado que la adquisición y la continuidad del conocimiento fonológico son muy parecidas en inglés y en español (Denton et al., 2000). Una de las principales diferencias en el conocimiento fonológico entre ambos idiomas es el concepto del sonido inicial y la rima. El “ataque” consiste en todos los sonidos consonantes que ocurren antes de la primera vocal en una palabra monosilábica. La “rima” es el primer sonido vocálico y todos los sonidos que le siguen en una palabra monosilábica. Dado que existen muy pocas palabras monosilábicas en español, aquí este concepto no es tan determinante. Al examinar las palabras en español que tienen rima, se encuentra que la rima comienza en la última vocal acentuada, ya sea que esté en la última sílaba de la palabra o no.
### Objetivo 15  Demuestra conocimiento fonológico

#### a. Nota y diferencia la rima

**Todavía no**  
1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  
--- | --- | --- | --- | --- | --- | --- | --- | ---  
Participa en oír canciones y juegos con rima  
- Tararea una canción conocida, diciendo sólo las palabras que rimen.  
- Canta en grupo canciones que rimen.  
Aporta la rima que falta: produce espontáneamente palabras que rimen.  
- Adviene qué palabra va a ocurrir según la repetición de la rima.  
- Entona espontáneamente palabras o sonidos al azar que rimen.  
 Decide si dos palabras riman  
- Debe decidir si riman dos palabras que presenta el maestro.  
- Decide si riman los nombres de dos tarjetas con ilustraciones que presenta el maestro.  
 Produce palabras que riman cuando se le da una palabra  
- Dice: “llan, van, Juan” cuando el maestro le pregunta qué palabras ríman con “diar”.

| Todavía no | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  
--- | --- | --- | --- | --- | --- | --- | --- | --- | ---  
Participa en oír canciones y juegos con rima  
- Tararea una canción conocida, diciendo sólo las palabras que rimen.  
- Canta en grupo canciones que rimen.  
Aporta la rima que falta: produce espontáneamente palabras que rimen.  
- Adviene qué palabra va a ocurrir según la repetición de la rima.  
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 Decide si dos palabras riman  
- Debe decidir si riman dos palabras que presenta el maestro.  
- Decide si riman los nombres de dos tarjetas con ilustraciones que presenta el maestro.  
 Produce palabras que riman cuando se le da una palabra  
- Dice: “llan, van, Juan” cuando el maestro le pregunta qué palabras ríman con “diar”.

#### b. Nota y diferencia la aliteración

**Todavía no**  
1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  
--- | --- | --- | --- | --- | --- | --- | --- | ---  
Participa en trabalenguas, rimas y canciones en las que se repite el mismo sonido varias veces  
- Acompaña al cantar canciones y rimas que contienen los mismos sonidos iniciales.  
Muestra conciencia de que algunas palabras comienzan con el mismo sonido  
- Dice: “María y Miguel: nuestros nombres comienzan igual.  
Identifica palabras con los mismos sonidos iniciales  
- Agrupa objetos o dibujos cuyos nombres comienzan con el mismo sonido.  
- Indica un payaso cuando le preguntan: “¿Qué empieza con el mismo sonido que pie, papá y pulpo?”.  
Aísla e identifica el sonido inicial de una palabra  
- Dice: “/l-l-l/” cuando el maestro le pregunta cuál es el sonido inicial de leche.  
- Dice: “/b-b-bl cuando el maestro le pregunta cuál es el sonido inicial de barco, bombero y burro.”

#### c. Nota y diferencia unidades cada vez más pequeñas del sonido

**Todavía no**  
1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  
--- | --- | --- | --- | --- | --- | --- | --- | ---  
Escucha y reconoce las palabras en oraciones  
- En un grupo, da una palma con cada palabra al recitar: “Yo soy un niño.”  
- Salta al escuchar una palabra.  
Muestra conciencia de las sílabas por separado y las puede reproducir  
- Da una palmada con cada sílaba de la palabra si-l-la.  
- Une las sílabas “si” y “lla” para decir sílita.  
- Une las sílabas “si” y “bro” para decir libro.  
Puede separar cada sílaba en su sonido inicial y su sonido final  
- Puede separar los sonidos en la sílaba “pa” diciendo /p/ y /a/.  
- Puede separar los sonidos en la sílaba “ma” diciendo /m/ y /a/.

**Estrategias**

- Conozca el nivel de conocimiento fonológico de cada niño o niña y proporcione experiencias adecuadas. Planifique actividades específicas que ayuden a los niños a prestarle atención a la rima, la aliteración y a unidades de sonido más y más pequeñas.
- Aníme a los niños a oír los sonidos de su entorno. Grabe diferentes sonidos para que los niños los identifiquen.
- Use canciones, cuentos y rimas que tengan juegos de palabras. De manera informal, pero deliberada, dirija la atención de los niños a los sonidos de la lengua.
- Aníme a los niños a hacer juegos de palabras y a inventar sus propias rimas.
- Pida a los niños que completen versos con palabras que rimen. Por ejemplo: “Tomás quiere ____ (más). Pide pan y no le ____ (das). Pide queso y le ____ (vas).”
- Haga juegos que se concentren en la aliteración (los sonidos iniciales). Por ejemplo, pida a los niños que piensen en palabras que comiencen con el mismo sonido con que comienza el nombre de otro niño o niña (María, Martín, mamá, mañana, mantel, etcétera).
- Mientras nombre a los niños de preescolar y de kindergarten, dé palmadas o use palitos rítmicos para marcar las sílabas de sus nombres.
- Dirija la atención de los niños a las fonemas de palabras habladas durante las rutinas diarias. Por ejemplo, déje que los niños vayan a almizcar diciendo: “Si tu nombre comienza con el sonido /s/ como en Selena, puedes ir a almizcar.”
- Planifique actividades para los niños mayores de preescolar y los de kindergarten que se concentren en el sonido inicial y la rima. Por ejemplo, pida a los niños que agrupen palabras monosilábicas por su sonido inicial (sin, sol, sal) o que formen familias de palabras que hagan énfasis en los sonidos finales (pan, dan, tan, van).
- Aníme a los niños de kindergarten a hacer dibujos y escribir sus propias palabras que riman, para compartirlos con demás.
- Dé a los niños mayores de kindergarten la oportunidad de crear sus propias oraciones aliterativas. Por ejemplo, una oración para la “P” sería “Pablo pide pan para Pepe.”
Mighty Minutes™

Day 1, Investigation 1 refers teachers to two opportunities to incorporate Mighty Minutes™ into the day’s activities. Mighty Minutes™ 41, “The Imaginary Ball,” encourages children to demonstrate knowledge about themselves. Mighty Minutes™ 30, “Bounce, Bounce, Bounce,” has children explore dance and movement concepts using music.

**The Imaginary Ball**

Objective 41
Demonstrates knowledge about self
Related Objectives: 1, 3, 8, 15, 35

What You Do

1. Invite children to pretend they are bouncing imaginary balls with their hands. Say, “Boing, boing!” as you pretend to bounce a ball.

2. Invite children to pretend they are bouncing the imaginary ball with different parts of their bodies. Moving from head to toe, demonstrate bouncing it with your head, shoulders, elbows, knees, and toes.

3. Play lively music during this activity, such as “Sweet Georgia Brown.”

**Objective 35**
Explores dance and movement concepts
Related Objectives: 1, 3, 4, 5, 8, 11, 14, 15, 34, 36

What You Do

1. Sing to the tune of “Row, Row, Row Your Boat.”

2. Use the children’s ideas for movements and incorporate them into the song, e.g., bounce, dance, twist, turn, march, kick, or fly.

   Bounce, bounce, bounce around
   Bounce around the floor.
   Bouncing, bouncing, bouncing, bouncing
   More and more and more.

   Fly, fly, fly around
   Fly around the floor.
   Flying, flying, flying, flying
   More and more and more.

   Adapt the song to other studies by creating new rhymes.

   Pound, pound, pound a nail
   Pound it into wood.
   Pounding, pounding, pounding, pounding
   That is strong and good.

   Smash, smash, smash a can
   Smash it nice and flat.
   Smashing, smashing, smashing, smashing
   What do you think of that?

   • Invite children to pretend to bounce and dribble in different ways and directions. Use spatial terms and model their meanings, e.g., left, right, behind, in front of, high, low, sideways, and in between.

   • Have a child hold up a numeral card and then name a body part. Have the children count aloud as they move that body part the same number of times as indicated on the card.

   • Bounce an imaginary ball. Each time it bounces, say a simple word and have the children call out words that rhyme with it.

   • Invite children to pretend to bounce and dribble in different ways and directions. Use spatial terms and model their meanings, e.g., left, right, behind, in front of, high, low, sideways, and in between.
Mega Minutos

El Día 1, Investigación 1 dirige a los maestros a dos oportunidades para incorporar los Mega Minutos en las actividades del día. Mega Minutos 41, “La pelota imaginaria” motiva a los niños a demostrar el conocimiento sobre sí mismos. Mega Minutos 30, “¡Bailemos juntos!”, invita a los niños a explorar los conceptos de baile y movimiento con la música.

• Invíte a los niños a simular que hacen rebote y driblar la pelota de distintos modos y en distintas direcciones. Use términos espaciales y demuestre el significado, por ejemplo, izquierda, derecha, atrás, al frente, arriba, abajo, al lado, en medio.

• Pida a un niño o niña que muestre una tarjeta numérica y diga el nombre de una parte del cuerpo. Los demás niños mueven esa parte del cuerpo el número de veces que indica la tarjeta y cuentan en voz alta.

• Haga rebote una pelota imaginaria. Cada vez que rebote, diga una palabra sencilla y pida a los niños que digan una palabra que rime.

Objetivo 29
Demuestra conocimiento de sí mismo
Objetivos relacionados: 1, 3, 4, 8, 15, 35

Qué hacer

1. Pida a los niños que hagan rebote pelotas imaginarias con la mano. Simule que hace rebote una pelota y diga: “tan, tan”.

2. Después, invite a los niños a hacer rebote pelotas imaginarias en distintas partes del cuerpo. Moviendo una pelota imaginaria de la cabeza a los pies, demuestre cómo rebotarla en la cabeza, los hombros, los codos, las rodillas y los dedos de los pies.

3. Toque música de fondo animada durante esta actividad, como el “Jarabe tapatío”.

Objetivo 35
Explora conceptos de baile y el movimiento
Objetivos relacionados: 1, 3, 4, 5, 8, 12, 14, 34, 36

Qué hacer

1. Cante esta canción al ritmo de “Naranja dulce”.

2. Use las ideas de los niños para agregar movimientos, por ejemplo, giremos, marchemos, saltémos, volémos, nademos.

Naranja dulce, limón partido, bailemos juntos, yo se los pido.
Bailemos juntos con mucha gracia, bailemos juntos con muchas ganas.

¡Bailemos juntos!

Mighty Minutes 41
La pelota imaginaria

Mighty Minutes 30
¡Bailemos juntos!

Naranja dulce, limón partido, comamos juntos, yo se los pido.
Comamos juntos con apetito, comamos juntos poco a poquito.

Naranja dulce, limón partido, leamos juntos, yo se los pido.
Leamos juntos con atención, leamos juntos con emoción.

Adapte la canción para usarla en otras actividades:

Naranja dulce, limón partido, comamos juntos, yo se los pido.
Comamos juntos con apetito, comamos juntos poco a poquito.

Naranja dulce, limón partido, leamos juntos, yo se los pido.
Leamos juntos con atención, leamos juntos con emoción.
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We hope you’ve enjoyed this tour of The Creative Curriculum® for Preschool and that it has helped you understand the many benefits it offers for teachers, administrators, and families. These include

**Benefits for Teachers**

**Daily support and guidance:** Daily plans for every day of the year offer all the tools teachers need to teach intentionally and plan meaningful learning experiences, right from the first days of school.

**Flexibility:** Studies offer plenty of flexibility: teachers can change the order, extend the investigation, or incorporate their own activities and themes.

**Differentiated instruction:** Daily resources enable teachers to quickly and easily adapt activities to make them more or less challenging, giving teachers the ability to differentiate instruction to meet the needs of every learner.

**Objectives for development and learning:** 38 objectives offer teachers assurance that they are meeting essential early learning standards every day and focusing on what’s most important for school readiness.

**Benefits for Administrators**

**Confidence that standards are being met:** 38 objectives aligned with Head Start and state early learning standards offer administrators confidence that important standards are being met.

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