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Welcome to
The Creative Curriculum® for Preschool

As an early childhood educator, your first commitment is to children—to helping them succeed in school and in life. At Teaching Strategies our first commitment is to you. That’s why, when you partner with us to build quality in your program, you can be sure that you’ll have the support you need to succeed, every step of the way. Let’s take a look at how!
The Evolution of The Creative Curriculum® for Preschool

The evolution of *The Creative Curriculum*® for Preschool is grounded in our commitment to early childhood educators. Over the years we’ve embraced innovation, updating the curriculum to keep pace with what teachers need in the classroom. What began as a focus on room arrangement is now a comprehensive collection of resources that offer moment-to-moment support. And every edition has incorporated current research on the best ways to help children succeed.

1978
*Room Arrangement as a Teaching Strategy* is a precursor to *The Creative Curriculum*®.

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 fourth edition of The Creative Curriculum*® for Preschool offers a comprehensive update, resting on a firm foundation of research and responding to new requirements for addressing academic content.

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

The fifth edition of *The Creative Curriculum*® for Preschool is made up of 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 offers teachers even more of the resources they’ve grown to know and love. Expanded Daily Resources give teachers more choice when it comes to implementing studies and integrating learning into every part of the day. The sixth edition of The Foundation offers updated research and more opportunities for teacher reflection and a new volume that builds teachers’ knowledge about science and technology, social studies, and the arts. The updated Objectives for Development & Learning volume presents a clear picture of all of the early childhood years, with progressions from birth through third grade.

The fifth edition of The Creative Curriculum® for Preschool is made up of 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 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) available in both English and Spanish.
The Creative Curriculum® for Preschool

*The Creative Curriculum® for Preschool* is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills. It is 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.

6 Volumes

Spanish and bilingual editions available August 2016!
Teaching Sequence

1. Invite the children to explore the number cards. Show them the numeral on one side of the card. Turn the other side over and count the number of dots together.

Materials:
- PURPLE Include cards 1–20. Create piles of 10–20 objects. Invite the child to count and select the number of large dots, e.g., 3.
- BLUE Shuffle the cards from 1–10 and place them in a stack. Have the child pick a card and then count to 10 to match objects to dots.
- GREEN Lay out the cards from 1–5 with the numeral side facing up. Ask the child to count from 1–5 and match the dots.
- GREEN Show cards 1-5 and ask the child to name the ones he or she knows.
- YELLOW Use cards with the numbers 1–3, focusing on the side with the dots. Introduce one card at a time and ask the child to point to the number one?
- Gold Use a set of cards with a numeral and its corresponding number of large dots. Create a pile of more than 20 objects. Invite the child to count the objects, and write the numeral 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.

"How many are in this pile? Can you find the numeral that means this number of objects?"
"You picked the card with an 8 on it. Can you count out 8 beads to go with it?"
"Now we have two buttons. Let's try to put a button on each dot that you see."
"This card has one dot on it. Can you put a button on the dot?"

2. Encourage the children to use their fingers, buttons, or other small manipulatives in the Toys and Games area for them to use during their choice time.

3. Continue the activity as long as it interests the child.

4. Add texture, such as Velcro® dots, to the cards for tactile learning.

5. Include cards 21–30. Create piles of 10–20 objects. Invite the child to count and select the number of large dots, e.g., 3.

6. Include other manipulatives such as dough in the Toys and Games area for them to use during their choice time.

7. Make numeral cards out of cardstock and laminate to make them easier to pick up.

8. Lay a felt square down on the table to make clean and neat picking up of manipulatives easier for the child.

9. Add texture, such as Velcro® dots, to the cards for tactile learning.

10. Use raised numerals and dots on the cards.

Questions to Guide

• Watch for nonverbal cues that signal readiness.
• Use raised numerals and dots on the cards.
• Lay a felt square down on the table to make picking up of manipulatives easier for the child.
• Make numeral cards out of cardstock and laminate to make them easier to pick up.
• Add texture, such as Velcro® dots, to the cards for tactile learning.

Your Observations

• How was the child able to count with the number cards?
• Was the child able to place one button on each dot?
• How many are in this pile? Can you find the numeral that means this number of objects?

Incidental Learning

• Dog, Goose, and Cat did not see that Little Red Hen was hardworking.
• "The other animals won’t help the Little Red Hen because they are doing nothing but talkative."
• "The Little Red Hen tries to get help to make the delicious bread."
• "The Little Red Hen feels bad about not picking foods such as wheat, as the wind blew it into the barnyard." No one’s willing to help a hardworking hen as she harvests her wheat… but everyone wants the warm aroma of the delicious bread. Come to those who help out.
• "Dog, Goose, and Cat did not see Little Red Hen give them the bread."
• "Man, Woman, and Child were very disappointed about something?"
• "Does taking care of yourself mean things to make clean and neat?"
• "Little Red Hen did not want to make clean and neat." Does taking care of yourself mean things to take care of themselves.
• "Little Red Hen because they are doing everyday work or job around the house or farm."
• "The Little Red Hen tries to get help from her friends to let them know she is disappointed about something?"
• "The Little Red Hen feels bad about not pressing with your hands to make clean and neat." Does taking care of yourself mean things to take care of themselves.
• "Does taking care of yourself mean things to make clean and neat?"

Objective 20

Toys and Games

M04

Supporting Social–Emotional Development

Vocabulary

- Interacts during reading experiences, book conversations, and text reflections (1a)
- Comprehends and responds to books and other texts (2b, 2c, 8a, 9a, 11a, 15a, 25, 27, 32)
- Interacts with peers (2c)
- Manages feelings (1a)
- Focuses on the outcome (1c)

*Also available: Expanded Daily Resources, featuring five additional studies and comprehensive daily teaching tools, and supplemental Teaching Guides, each available for separate purchase. Please see pages 50-53 for more information.
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 research-based, 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 six curriculum volumes that make up The Foundation. They contain everything teachers 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 the Head Start Early Learning Outcomes 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, a component of the Daily Resources, 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>Interest Areas</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art</strong></td>
<td>Clothing of different sizes and textures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>eBook version of Goldilocks and the Three Bears</td>
<td>Blocks: standard measuring tools; e.g., rulers, protractors</td>
<td>Toys and Games: baby, child, and adult clothes; standard and nonstandard measuring tools</td>
<td>Technology: eBook version of Goldilocks and the Three Bears</td>
</tr>
<tr>
<td><strong>Library</strong></td>
<td>People from Goldilocks and the Three Bears</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Question of the Day

**What do you know about the story Goldilocks and the Three Bears?**

- Is the tag inside your shirt marked with a number or the letter S, M, or L? (Have a sticky note available for answers.)
- What shapes do you see on your clothes?
- What size clothes do you think best fit your body?
- How many buttons do you have on your clothes?

#### Large Group

**Song:** "Tunero en el Cielo"

**Discussion and Shared Writing:** Exploring Sizes of Clothes

**Materials:** Mighty Minutes 06, "Clap the Missing Word"; small circle of clothing, small, medium, and large Tolietos; digital camera

**Rhyme:** "Goldilocks and the Three Bears"

**Discussion and Shared Writing:** Measurement Tools

**Materials:** Mighty Minutes 06, "Golden Bear"; bag of clothes with a variety of standard and nonstandard measurement tools

**Game:** Finding Shapes on Clothing

**Discussion and Shared Writing:** Looking at Large Clothes

**Materials:** Mighty Minutes 06, "Goldilocks and the Three Bears"; shop clothes; standard and nonstandard measuring tools; digital camera

**Rhyme:** "Goldilocks and the Three Bears"

**Discussion and Shared Writing:** Baby Visit

**Materials:** Mighty Minutes 06, "Goldilocks and the Three Bears"; a sample of baby clothes; digital camera

#### Read-Aloud

**Goldilocks and the Three Bears**

**Materials:** pop-up book Goldilocks and the Three Bears; Interventional Teaching Card 02, "Dramatic Story Retelling"

**A Pocket for Cinderella**

**Materials:** Intentional Teaching Card 04, "Dramatic Story Retelling"

#### Small Group

**Option 1: Play Dough**

Interventional Teaching Card M13, "Micado" (Sun; used for equipment, ingredients, and shapes)

**Option 2: Biscuits**

Interventional Teaching Card M10, "Micado" (Sun; used for equipment, ingredients, and shapes)

**Option 3: What’s Missing?**

Interventional Teaching Card L18, "What’s Missing?"; clothing collection; large piece of paper

**Option 2: Memory Card Game**

Interventional Teaching Card L108, "Memory Game"; a memory game; set of duplicates pieces of clothing

**Option 3: Bigger Than, Smaller Than, Equal To**

Interventional Teaching Card M09, "Bigger Than, Smaller Than, Equal To"; measuring blocks; nonstandard measuring tools

**Option 3: Compare**

Interventional Teaching Card M12, "Comparing"; nonstandard measuring tools; standard measuring tools; digital camera

**Mighty Minutes**

Mighty Minutes 06, "The Things We Wear"

Mighty Minutes 09, "I Can Make a Circle"

#### Wow! Experiences

**Portraits**

- Ask a family member to bring in old baby clothes for children to record measurements of objects.

**Physical Fun**

Interventional Teaching Card P12, "Exploring Patterns"

**Family Partnerships**

- Ask family members to bring in old baby clothes that their children wore as babies.

#### Outdoor Experiences

- Ask family members to bring in old baby clothes.

#### Dolls, Relationships, Language, & Art

- Ask family members to bring in old baby clothes.

#### Materials:

- Provide diplomatic pencils for children to record measurements of objects.

**Library:**

- Intentional Teaching Card P12, "Exploring Patterns"

**Family Partnerships**

- Ask family members to bring in old baby clothes that their children wore as babies.

### Wrap-up

- Ask family members to bring in old baby clothes.

**Materials:**

- Intentional Teaching Card P12, "Exploring Patterns"

**Family Partnerships**

- Ask family members to bring in old baby clothes that their children wore as babies.
The Teaching Guides provide detailed guidance for using the other rich curricular resources and give teachers the unique flexibility to adapt learning experiences for each child. This ensures that every day teachers are helping all children participate fully and meet important early learning standards.

What Are Studies?
Most Teaching Guides feature studies, hands-on, project-based investigations of topics that are relevant to children’s everyday experiences. Studies are exciting and engaging. They tap into children’s natural curiosity, resulting in a learning environment that is both fun and intentional.

The study approach is a method of integrating content learning through children’s in-depth investigations of a meaningful topic. Children raise questions about the topic, and through exploration and discovery they find answers to their questions.

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

The five study topics 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
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 Early Learning Outcomes Framework.

<table>
<thead>
<tr>
<th>SOCIAL–EMOTIONAL</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regulates own emotions and behaviors</td>
<td>8. Listens to and understands increasingly complex language</td>
</tr>
<tr>
<td>a. Manages feelings</td>
<td>a. Comprehends language</td>
</tr>
<tr>
<td>b. Follows limits and expectations</td>
<td>b. Follows directions</td>
</tr>
<tr>
<td>c. Takes care of own needs appropriately</td>
<td></td>
</tr>
<tr>
<td>2. Establishes and sustains positive relationships</td>
<td>9. Uses language to express thoughts and needs</td>
</tr>
<tr>
<td>a. Forms relationships with adults</td>
<td>a. Uses an expanding expressive vocabulary</td>
</tr>
<tr>
<td>b. Responds to emotional cues</td>
<td>b. Speaks clearly</td>
</tr>
<tr>
<td>c. Interacts with peers</td>
<td>c. Uses conventional grammar</td>
</tr>
<tr>
<td>d. Makes friends</td>
<td>d. Tells about another time or place</td>
</tr>
<tr>
<td>3. Participates cooperatively and constructively in group situations</td>
<td>10. Uses appropriate conversational and other communication skills</td>
</tr>
<tr>
<td>a. Balances needs and rights of self and others</td>
<td>a. Engages in conversations</td>
</tr>
<tr>
<td>b. Solves social problems</td>
<td>b. Uses social rules of language</td>
</tr>
<tr>
<td>PHYSICAL</td>
<td>COGNITIVE</td>
</tr>
<tr>
<td>4. Demonstrates traveling skills</td>
<td>11. Demonstrates positive approaches to learning</td>
</tr>
<tr>
<td>5. Demonstrates balancing skills</td>
<td>a. Attends and engages</td>
</tr>
<tr>
<td>6. Demonstrates gross-motor manipulative skills</td>
<td>b. Persists</td>
</tr>
<tr>
<td>7. Demonstrates fine-motor strength and coordination</td>
<td>c. Solves problems</td>
</tr>
<tr>
<td>a. Uses fingers and hands</td>
<td>d. Shows curiosity and motivation</td>
</tr>
<tr>
<td>b. Uses writing and drawing tools</td>
<td>e. Shows flexibility and inventiveness in thinking</td>
</tr>
<tr>
<td></td>
<td>12. Remembers and connects experiences</td>
</tr>
<tr>
<td></td>
<td>a. Recognizes and recalls</td>
</tr>
<tr>
<td></td>
<td>b. Makes connections</td>
</tr>
<tr>
<td></td>
<td>13. Uses classification skills</td>
</tr>
<tr>
<td></td>
<td>14. Uses symbols and images to represent something not present</td>
</tr>
<tr>
<td></td>
<td>a. Thinks symbolically</td>
</tr>
<tr>
<td></td>
<td>b. Engages in sociodramatic play</td>
</tr>
</tbody>
</table>
Our latest edition of the curriculum features expanded objectives for development and learning from birth through third grade. New progressions for first, second, and third grade enable teachers to see children's development and learning along a progression across the whole of the early childhood years. The objectives cover 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many objectives also include dimensions that guide teachers’ thinking about various aspects of that objective and help clarify what it addresses.

<table>
<thead>
<tr>
<th>LITERACY</th>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Demonstrates phonological awareness, phonics skills, and word recognition</td>
<td>20. Uses number concepts and operations</td>
</tr>
<tr>
<td>a. Notices and discriminates rhyme</td>
<td>a. Counts</td>
</tr>
<tr>
<td>b. Notices and discriminates alliteration</td>
<td>b. Quantifies</td>
</tr>
<tr>
<td>c. Notices and discriminates discrete units of sound</td>
<td>c. Connects numerals with their quantities</td>
</tr>
<tr>
<td>d. Applies phonics rules and knowledge of word structure to decode text</td>
<td>d. Understands and uses place value and base ten</td>
</tr>
<tr>
<td>16. Demonstrates knowledge of the alphabet</td>
<td>e. Applies properties of mathematical operations and relationships</td>
</tr>
<tr>
<td>a. Identifies and names letters</td>
<td>f. Applies number combinations and mental number strategies in mathematical operations</td>
</tr>
<tr>
<td>b. Identifies letter-sound correspondences</td>
<td></td>
</tr>
<tr>
<td>17. Demonstrates knowledge of print and its uses</td>
<td></td>
</tr>
<tr>
<td>a. Uses and appreciates books and other texts</td>
<td></td>
</tr>
<tr>
<td>b. Uses print concepts</td>
<td>21. Explores and describes spatial relationships and shapes</td>
</tr>
<tr>
<td>18. Comprehends and responds to books and other texts</td>
<td>a. Understands spatial relationships</td>
</tr>
<tr>
<td>a. Interacts during reading experiences, book conversations, and text reflections</td>
<td>b. Understands shapes</td>
</tr>
<tr>
<td>b. Uses emergent reading skills</td>
<td></td>
</tr>
<tr>
<td>c. Retells stories and recounts details from informational texts</td>
<td></td>
</tr>
<tr>
<td>d. Uses context clues to read and comprehend texts</td>
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</tr>
<tr>
<td>e. Reads fluently</td>
<td>22. Compares and measures</td>
</tr>
<tr>
<td>19. Demonstrates emergent writing skills</td>
<td>a. Measures objects</td>
</tr>
<tr>
<td>a. Writes name</td>
<td>b. Measures time and money</td>
</tr>
<tr>
<td>b. Writes to convey meaning</td>
<td>c. Represents and analyzes data</td>
</tr>
<tr>
<td>c. Writes using conventions</td>
<td></td>
</tr>
<tr>
<td>23. Demonstrates knowledge of patterns</td>
<td></td>
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<tr>
<td>24. Uses scientific inquiry skills</td>
<td></td>
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<tr>
<td>25. Demonstrates knowledge of the characteristics of living things</td>
<td></td>
</tr>
<tr>
<td>26. Demonstrates knowledge of the physical properties of objects and materials</td>
<td></td>
</tr>
<tr>
<td>27. Demonstrates knowledge of Earth’s environment</td>
<td></td>
</tr>
<tr>
<td>28. Uses tools and other technology to perform tasks</td>
<td></td>
</tr>
<tr>
<td>29. Demonstrates knowledge about self</td>
<td></td>
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<tr>
<td>30. Shows basic understanding of people and how they live</td>
<td></td>
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<tr>
<td>31. Explores change related to familiar people or places</td>
<td></td>
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<tr>
<td>32. Demonstrates simple geographic knowledge</td>
<td></td>
</tr>
<tr>
<td>33. Explores the visual arts</td>
<td></td>
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<tr>
<td>34. Explores musical concepts and expression</td>
<td></td>
</tr>
<tr>
<td>35. Explores dance and movement concepts</td>
<td></td>
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<tr>
<td>36. Explores drama through actions and language</td>
<td></td>
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<tr>
<td>37. Demonstrates progress in listening to and understanding English</td>
<td></td>
</tr>
<tr>
<td>38. Demonstrates progress in speaking English</td>
<td></td>
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</tbody>
</table>
How Curriculum and Assessment Are Linked

Before beginning any journey, you need to know where teachers are heading. When teachers begin to implement the curriculum, they can look to the Objectives for Development & Learning to guide them. These objectives, now expanded through third grade, define the skills, knowledge, and behaviors that teachers are helping children acquire in their program. Teachers now have a complete picture along a progression across the whole of the early childhood years, from birth through third grade.

Objective 20  Uses number concepts and operations

<table>
<thead>
<tr>
<th>b. Quantifies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrates understanding of the concepts of one, two, and more:</strong></td>
</tr>
<tr>
<td>• Says, “More apples!” to indicate he wants more pieces than given</td>
</tr>
<tr>
<td>• Takes two crackers when prompted. “Take two crackers.”</td>
</tr>
<tr>
<td><strong>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:</strong></td>
</tr>
<tr>
<td>• Looks at the sand table and says instantly, without counting. “There are three children at the table.”</td>
</tr>
<tr>
<td>• Says, “I have four cubes. Two are red, and two are blue.”</td>
</tr>
<tr>
<td>• Puts three bunnies in the box with the two bears. Counts and says, “Now I have five.”</td>
</tr>
<tr>
<td><strong>Solves simple equal share problems; makes sets of 6–10 objects and then describes the parts:</strong></td>
</tr>
<tr>
<td>• Cuts a banana in half and says to a friend, “Now we each have a fair share because we each have the same.”</td>
</tr>
<tr>
<td>• Uses two-sided counters to determine different number combinations for 34.</td>
</tr>
<tr>
<td>• Counts the students in the circle, and says, “There were 32 of us from Mrs. Holt’s class, and four more kids came. That means there are 36.”</td>
</tr>
<tr>
<td><strong>Answers how much questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole:</strong></td>
</tr>
<tr>
<td>• Cuts a paper pizza into two equal parts; gives one part to a friend and says, “We have equal amounts. We each have half of the pizza.”</td>
</tr>
<tr>
<td>• Divides a clay length into four equal parts when asked by the teacher to make fourths. Shows, “It’s three fourths,” when asked what three pieces of the whole represent</td>
</tr>
<tr>
<td><strong>Compares fractions and explains them using physical models, pictorial representations, and number lines:</strong></td>
</tr>
<tr>
<td>• Partitions the space in a number line from 0 to 1 into six equal parts. Puts a red dot to indicate 4/6, a green dot to indicate 2/6, and a blue dot to indicate a whole. Signs, “That’s six sixths.”</td>
</tr>
<tr>
<td>• Given a plate divided into eighths, shows one piece for 1/8, three pieces for 3/8, and four pieces for 4/8. Then says, “Hey, these 4/8 are equal to one half because they are the same size!”</td>
</tr>
</tbody>
</table>
In *The Creative Curriculum® for Preschool*, the objectives inform every aspect of teaching. Teachers 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 research-based, widely held expectations of learning and development across the whole of the early childhood years, from birth through third grade. 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 color bands and what they mean on pages 20-21.

### Story Problems

**What You Do**

**Materials:** collection of manipulatives

1. Invite the children to explore the collection of manipulatives. Count the objects together, and invite the children to divide the groups into smaller piles.
   
   “We have 10 counting chips in a pile. Let’s move five of them over here. Now we have two piles of counting chips. Can you count how many are in each pile?”

2. Present various story problems. Ask the children to solve them by using the manipulatives.
   
   “Let’s pretend that we’re feeding these chips to the birds that come to our window. If we see four birds, we need four chips. Uh-oh! One bird flew away! How many chips do we need now?”

3. Invite the children to count as a way to solve the story problem.
   
   “Six of you are standing by the table. Now let’s have two children in that group go read by the table. How many children are left in the table?”

4. Pass story problems that involve adding and subtracting.
   
   “Let’s pretend we have seven children at the table for snack, but we only have four napkins. How many more napkins do we need?”

5. Continue the activity for as long as it interests the children. Explain that they can think about story problems when they are playing with materials in any interest area. Encourage them to create story problems with their classmates during choice time.

### Teaching Sequence

<table>
<thead>
<tr>
<th>Color</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YELLOW</strong></td>
<td>Invite the child to pair objects, using sets of one to three objects. Offer the same number of objects in each set.</td>
</tr>
<tr>
<td></td>
<td>“I see two dolls in the cradle that need blankets. Can you give each doll a blanket?”</td>
</tr>
<tr>
<td><strong>GREEN</strong></td>
<td>Invite the child to verbally count using one number name for each object. Encourage her or him to solve story problems with up to five items.</td>
</tr>
<tr>
<td></td>
<td>“Here are four penguins standing on the ice. One penguin jumps in the water. How many penguins are on the ice now? Let’s touch each one as we count.”</td>
</tr>
<tr>
<td><strong>GREEN</strong></td>
<td>Include one to five objects in story problems. Encourage the child to count all of the objects correctly and add them together.</td>
</tr>
<tr>
<td></td>
<td>“We have two pears and three apples. How many pieces of fruit do we have all together? Let’s count: one, two, three…”</td>
</tr>
<tr>
<td><strong>BLUE</strong></td>
<td>Invite the child to solve story problems involving up to 10 objects. Assist by counting aloud with the child, if necessary, to show her how to count on.</td>
</tr>
<tr>
<td></td>
<td>“If we have seven children who want to jump rope, but we only have three jump ropes, how many more jump ropes do we need so that each child has one?”</td>
</tr>
<tr>
<td><strong>BLUE</strong></td>
<td>Invite the child to solve story problems involving up to 10 objects. Assist by counting aloud with the child, if necessary, to show her how to count on.</td>
</tr>
<tr>
<td></td>
<td>“We have six pears and three apples. How many pieces of fruit altogether? Let’s start with the pears: six, seven, eight, nine…”</td>
</tr>
<tr>
<td><strong>PURPLE</strong></td>
<td>Invite the child to create new story problems using addition and subtraction of 3 to 10 objects.</td>
</tr>
<tr>
<td></td>
<td>“Here is a bucket full of buttons. Let’s see what story problems we can create with them. How many buttons should we use to start?”</td>
</tr>
</tbody>
</table>

### Related LearningGames®

- 115. Stories With Three

### Questions to Guide Your Observations

- Did the child understand and solve story problems using the objects? (20a)
- Was the child able to grasp and use the manipulatives to add and subtract? (7a)
- How long was the child able to attend to this experience? (11a)
- How many objects was the child able to accurately count? (20a)

**M22**

**Toys and Games**

**Objective 20**

Uses number concepts and operations.

**Related Objectives:** 1b, 2c, 7a, 8a, 9c, 11a, 14b, 20a

**Including All Children**

- Use manipulatives of various sizes, colors, and textures.
- Provide boxes or containers to help define story problems and solutions.
- Place objects on a nontoxic material to keep them from moving around.
- If children are beginning to speak in sentences, give them plenty of opportunities to talk. Be sure to model the correct use of English, but do not correct their grammar.
- Speak slowly and clearly, using gestures to pantomime the story problems.

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Research-Based. Innovative. Engaging.
Curriculum Components

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.

All components of The Creative Curriculum® for Preschool were designed to fit together to create a seamless day of teaching and help teachers 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 teachers organize and manage their days 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* provides teachers with 'Early Childhood 101’—an overview of everything they need to know to build a high-quality program.

**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: Science and Technology, Social Studies & the Arts** helps teachers make these essential content areas part of children’s everyday learning. With this new volume, teachers can encourage children to make and test hypotheses, develop skills for using technology, explore their world and the people in it, and engage their creative thinking skills.

**Volume 6: Objectives for Development & Learning** describes in detail the 38 objectives in *The Creative Curriculum® for Preschool*. The volume is newly expanded, with progressions for first, second, and third grade, helping teachers see the important role they play in building a strong foundation for every child’s development and learning. Based on an extensive review of the latest research and professional literature in early childhood education, these objectives include predictors of school success and are aligned with the *Head Start Early Learning Outcomes 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. Each *Teaching Guide* recognizes that children are curious, active learners who are capable of deep cognitive engagement with topics relevant to their lives.

The *Teaching Guides* feature 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—giving them the flexibility to follow children’s interests while ensuring they’re continuing to address all the important areas of learning and development.
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 of topics that are familiar and fascinating to children. Each study is divided into a series of investigation questions, and each investigation lasts 3 to 5 days. Beginning on page 34, you’ll find excerpts from the Teaching Guide featuring the 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 experiences that can be implemented throughout the day, with directions to help teachers individualize each experience 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 allow teachers to quickly adapt an experience to make it more or less challenging, 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 fully engaging English- and- dual language learners in the experience. With the Spanish activity on one side of the card and the English on the other, Intentional Teaching Cards™ offer teachers the flexibility to support children’s individual needs.

Colors—Correspond to widely held expectations for specified ages and classes/grades.

Yellow
Two to 3 Years

Green
Preschool 3

Blue
Pre-K 4

Purple
Kindergarten
Question Basket

What You Do—Lists the materials to use and describes how to do the experience.

**Title—**Presents the title of the experience.

**ITC_Language_Literacy 1-63.indd   59**

**Teaching Sequence**

1. **YELLOW**
   - Invite the child to write phrases and sentences to answer the question. Provide support by offering to sound out words.
   - "You would like to write the word chalk. What sounds do you hear when you say it?" **(19b)**

2. **GREEN**
   - Invite the child to draw or scribble on the paper to answer the question. Describe the markings the child makes.
   - "You made a lot of little circles in a row on your paper."

3. **GREEN**
   - Invite the child to write familiar letters as he draws or scribbles. Ask questions that help him identify the letters he has written.
   - "Can you tell me which letters you wrote on your paper?"

4. **GREEN**
   - 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.
   - "You said your favorite thing to do outside is draw with sidewalk chalk. What letters make the /s/ sound in sidewalk?"

5. **BLUE**
   - Show children the basket of questions. Explain that you've written questions on small strips of paper.
   - "There are lots of different questions to choose from in this basket. Let's pick one and read the question. Then you can write your answer on the paper."

6. **BLUE**
   - 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."

**Additional Ideas**

- **Objective 19**
  - Demonstrates writing skills
  - b. Writes to convey ideas and information
  - Related Objectives: 3a, 7b, 8a, 12a, 14a, 16b, 20a, 29, 30, 33

- **Questions to Guide Your Observations**
  - What letters and words was the child able to write? **(19b)**
  - How did the child spell his or her name? **(19a)**
  - How did the child manipulate the writing tool? **(19a)**
  - Did the child understand the purpose of writing or drawing? **(18a)**

- **Related LearningGames®**
  - 364. Serious Questions

- **Related LearningGames®—**
  - Suggests one or more of The Creative Curriculum® LearningGames® that teachers can share with families to extend children's learning at home.

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**Teaching Strategies®**

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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.

Photo represents 50% of the bilingual Teaching Strategies® Children’s Book Collection. Visit TeachingStrategies.com/ChildrensBooks for a complete list of titles.
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. Each book was selected for its rich vocabulary; diverse characters, families, and cultures; or the new ideas and information in its pages. Our 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.
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. They help teachers engage children in rich, analytical book discussions that encourage critical-thinking skills and support social–emotional development. Children develop skills to reconstruct, as opposed to retell, a story, which prepares them for literacy experiences in kindergarten.

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

The 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.
“In The Little Red Hen: A Dog, a Goose, and a Cat help her plant the wheat, they say no. Now she has to do the work alone. She works hard around the house, but she doesn’t have the bread with them.”

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.

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

**Vocabulary**
- grain: a small piece of food
- to make clean and neat
- ingredient
- to pick foods such as wheat, corn, beans
- growing with your hands

The First Read-Aloud section helps teachers introduce the problem in the story, present new ideas and ways of thinking, and ask questions after reading.

The Third Read-Aloud section helps children recall the problem and solution.

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

A dog, a goose, and a cat help her plant the wheat, they say no. Now she has to do the work alone. She works hard around the house, but she doesn’t have the bread with them.”

The Second Read-Aloud section guides teachers to ask different questions and add clarifying comments as they read.

**Before Reading**
- Introduce characters and the problem.
  - “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 finds a bag of wheat seeds and decides to grow wheat so she can bake bread. When she asks her friends to help her plant the seeds and harvest the wheat, they say no! Now she has to decide whether or not she will share the work.”

**While Reading**
- Expand vocabulary by pointing to pictures, using gestures to dramatize, and describing:
  - green, cultivate, grow, brood, harvest, mill, husk, knead, churn, braid, corn, aroma, drifted
- 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 knows 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 something else.”
  - “Maybe Little Red Hen is the bread herself to teach her friends a lesson about being more helpful. It looks like her lesson worked!”

**After Reading**
- Invite explanations, wonder aloud, and ask follow-up questions.
  - “Why do you think Little Red Hen asked for help with something? What would you do? What do you think she wishes her friends would do? What would you do if you were Little Red Hen?”
  - “What could Little Red Hen have said to her friends to help them understand she was disappointed that they wouldn’t help her?”

**While Reading**
- Use vocabulary:
  - bread, brood, harvest, mill, husk, knead, churn, corn, aroma
- Comment on and ask follow-up questions about the other characters.
  - “How do you think Dog, Goose, and Cat feel when Little Red Hen asks them for help planting the seeds when she already knows her friends aren’t very helpful? They play all day while Little Red Hen does all the work.”
  - “What if Dog, Goose, and Cat don’t want 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?”

**Supporting Social–Emotional Development**
- **Mantra Reading (25)**
  - Little Red Hen tried to get help from her friends to help her plant the wheat, grind it, and make the bread. Do you think there are times when you can’t help others? Why do you think so?

**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?”
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®, a teacher favorite, 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 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*.

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**Objective 20**

Uses number concepts and operations

**Related Objectives:** 1, 3, 5, 7, 8, 11, 34

**What You Do**

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

**On the Back**

- Place several small manipulatives inside a container with a lid. Shake the container as you say the rhyme. When you say the last line, dump the objects on the floor or a table. Have one or more children count the objects, or identify the number of objects by sight (subitize) without actually counting them.

- "Appy, tappy, tappy, Now it’s time for you! [Point to a child and ask, “How many?”]"

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**La bamba**

**Objetivo 35**

Explora conceptos del baile y el movimiento

**Referencia:** 1, 2, 3, 4, 5, 6, 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, ya, arriba y arriba, ya, 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.

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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.
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.

**Discussion and Shared Writing:**
- Weight and Bounciness
  - Gather a collection of heavy and light balls.
  - Invite each child to hold a ball and describe its weight.

**Choice Time**
- As you interact with children in the interest areas, make time to
  - Listen to how children describe the balls (spheres) and circles in the Toys and Games area.
  - Show a sphere and a circle from the collection of items and ask, “Can you tell me how these two objects are the same? How are they different?”
  - Record children’s responses.
- Use the word sphere when describing the round balls.

*Embedded professional development,* shown here within a Teaching Guide, ensures that teachers are supported in a variety of ways.

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**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 Early Learning Outcomes 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.

**Online Classroom and Family Resources**

Teachers can visit a password-protected website to easily download “Letters to Families,” “Weekly Planning Forms,” and *Learning Game*. 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 were written or adapt them as necessary.

**Weekly Plans**

These pre-filled “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.
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 DVDs make 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

Day 1 Investigation 5

What are balls made of?

Opening Routine
- Sing a welcome song and talk about why you’re here.

Movement: More Like a Balloon
- “Pose like a Pilgrim (or a Latex Balloon)” Follow the guidance on the card.

Discussion and Shared Writing: Using the Names to Explore Balls
- Gather several kinds of different materials, e.g., a rubber ball, follow plunger ball, plastic ball, leather or vinyl hollow ball, styrofoam ball, yarn ball, rubber laced ball, cotton ball, felt ball, styrofoam ball, bean bag.

Group: Ball Exploration
- Ask children to explore the balls, ask the children which balls are more rough or bumpy, and count the holes in the balls.

Transition: Ball Exploration
- Share the results of the exploration with other balls.

Choice Time
- As you interact with children in the interest areas, make time to
  - Offer opportunities for children to use the paper punch block. Say, “Zip the paper in the punch block, and then pull the paper through the hole or tear a hole with your fingers to get all the extra glue off.”

30
The Creative Curriculum for Preschool

**Curriculum Components**

- 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.

**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.

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**English-language learners**

When reading the phrase “the doorbell rang,” pantomime ringing a doorbell or ring a bell. Combining actions with words helps all children understand and learn vocabulary.
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 teachers 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 teachers will be using that day. To help make sure teachers are fully prepared, the “At a Glance” pages for each investigation provide a list of all the materials that teachers will need to assemble for any given day. Those pages precede each investigation (see pages 38-39).

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

## Table of Contents

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Why Investigate Balls?

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

All the study topics in *The Creative Curriculum® for Preschool*—such as balls, trees, and buildings—are topics that already interest children and are familiar and fascinating to them. 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.

**The Balls Study**

Getting Started

Children love balls. They play with them in many different ways. They throw them, catch them, kick them, and roll them with seemingly endless delight. Children learn how natural forces, such as gravity and friction, affect the movement of balls, and they enjoy making balls, marbles, and other rolling objects change speed and direction. The universal and enduring appeal of balls is evident in the traditional games children play with them and in the ways they invent their own ball games.

This study shows how to use children’s interest in balls to help them explore social studies and science concepts related to the features and nature of balls, and to use skills in literacy, math, technology, and the arts as they investigate.

How do the children in your room show their interest in balls? What do they say about balls?
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.
At a Glance, Investigation 1

Next Step:
Plan and Prepare

The "At a Glance" pages that precede every exploration and investigation help teachers with planning. They provide a bird’s-eye view of what the next few days will look like.

The number of days the teacher sees on the “At a Glance” chart will vary according to the question(s) being investigated and how involved children become.

Questions for Exploration or Investigation—
In addition to children’s own questions, these preselected questions actively involve children in the topic they are studying. Children explore them by engaging in hands-on experiences that enable them to practice important investigatory skills.

Question of the Day—
As part of the morning arrival routine and with help from the teacher or a family member, children answer a question related to something planned for that day.

Materials—The "At a Glance” chart shows all the materials and books the teacher needs to gather for each day of the investigation.

Children’s Literature—
During each study, the teacher uses both fiction and nonfiction books from the Teaching Strategies® Children’s Book Collection. The nonfiction titles relate closely to the study topic.

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Investigation 1

Do all balls bounce?

Vocabulary—English: circumference, length, shorter, longer, sphere

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### Day 3

#### Make Time for…

| **Toys and Games:** | add spheres and circles to sort |
| **Technology:** | eBook version of *The Three Billy Goats Gruff* |

- **Do heavy balls bounce?**

**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.

**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 that can enhance children’s experiences, such as having visitors in the classroom, going on site visits, or engaging in celebrations of learning.

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- **Spanish:** circunferencia, longitud, más corto, más largo, esfera
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.

An important feature of The Creative Curriculum® for Preschool is that the daily plans offer a structure, not a script. As children raise questions about a topic, the teacher can adapt the plans to follow children’s interests. 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

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

Question of the Day: Do you think all balls bounce?

Open 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.

**Instead of praising children by saying, “Good job,” encourage children by explaining exactly what they are doing that is appropriate and noteworthy.** For more information on this topic see Intentional Teaching Card SE18, “Encouragement.”

#### 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 Technology area.

**English-language learners**
*After the reading, retell the story in your own words with gestures. Point to illustrations or objects in the room, as appropriate.** This strategy helps children understand the story and learn new vocabulary.

#### 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.

For more information on supporting children’s phonological awareness, see Volume 6: Objectives for Development & Learning.

#### Mighty Minutes®
- Use Mighty Minutes 30, “Bounce, Bounce, Bounce.” Follow the guidance on the card.

#### Large-Group Roundup
- Recall the day’s events.
- Show the rhyming chart you made during small-group time. Invite the children to recall rhyming words.
Day 1, Investigation 1
Book Discussion Card™ 06, “The Three Billy Goats Gruff”

During Day 1, Investigation 1 of the Balls Study, teachers are directed to Book Discussion Card™ 06, “The Three Billy Goats Gruff.”

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?”

Vocabulary

- valley: land in between mountains or hills that often has a tree or stream running through it
- boulder: a very big, heavy rock
- hooves: (plural of hoof) the hard covering of an animal such as horses, deer, and goats over the lower part of the feet of land in between mountains or hills
- hideous: very, very skinny
- nubs: (plural of nub) the hard covering of an animal such as horses, deer, and goats over the lower part of the feet of land in between mountains or hills
- wobbled: didn’t walk very稳edly
- stomped: didn’t walk very稳edly
- gulped: swallowed very big gulps of air
- trembled: shook very, very skinny
- planks: (plural of plank) pieces of wood
- boulder: a very big, heavy rock
- gully: a running through it valley, hideous, gulp
- trembed: gulped, wobbled, stomped
- nubs
- planks
- boulder

Objectives: 1a. Interacts during reading experiences, book conversations, and text reflections

Supporting Social–Emotional Development

- Solves social problems (3b)
- Encourage children to recall the characters and the problem.
- Ask children to think of ways the Billy Goats Gruff could have solved the problem.
- Encourage children to think of how they could have helped the Billy Goats Gruff.

While Reading

- Guide children to reconstruct the story as you turn the pages.
- Read a few pages and allow the children to think about what happens next.
- Invite explanations, wonder aloud, and ask follow-up questions.

After Reading

- Guide children to reconstruct the story as you turn the pages.
- Read a few pages and allow the children to think about what happens next.
- Invite explanations, wonder aloud, and ask follow-up questions.

Objectives 10: Comprehends and responds to books and other texts

- a. Interacts during reading experiences, book conversations, and text reflections

Related Objectives: 1a, 3a, 5a, 9a, 20b, 22a, 32

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Three billy goats named Gruff have eaten all the grass in their valley that is home to a hungry troll. Can they cross the bridge—a bridge where a hungry troll lives—to get to the meadow of fresh grass? Must they cross the bridge without getting eaten?

1. First Read-Aloud

While Reading
- “Little Billy Goat Gruff thought of a plan to get across the bridge, but all three billy goats had to work together to make the plan work. What problems have you solved by working with a friend?”

After Reading
- Ask children about a time when they solved a problem by working with another person.

Supporting Social–Emotional Development

Manages feelings (3a)
- “How would you feel and act differently if you were very big?”
- “If you were in the middle and had others bigger or smaller than you, how would you feel?”
- “Tell us about a time when you waited not very long. Tell us what happened and how you felt.”

Solves social problems (3b)
- “Little Billy Goat Gruff thought of a plan to get across the bridge, but all three billy goats had to work together to make the plan work. What problems have you solved by working with a friend?”

2. Second Read-Aloud

While Reading
- “What lesson do you think the troll learned about Billy Goats Gruff?”

After Reading
- Ask children to explain what the troll learned from the Billy Goats Gruff's plan.

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 hiding under the bridge who is hungry and quite eager for a tasty goat supper. Can the brothers outsmart the hideous 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?”

The Three Billy Goats Gruff

Retold by Bonnie Dobkin

And the three Billy Goats Gruff they lived happily in the valley for the rest of their lives, eating the green, green grass on both sides of the river. And getting very fat.
Day 1, Investigation 1
Intentional Teaching Card SE18

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.

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.”

   Instead of, “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.”

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

   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
   • 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.**
   • Be sure you have the child’s attention. Using simple words and gestures, point out specific details.**

   Questions to Guide Your Observations
   • How did the child respond to the encouragement? (Gc)
   • What language did the child use to describe his actions? (Ba)

   Related LearningGames®
   • 106. Seeing Feelings

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!”

“Najee, you’re sharing your paints with Peter. I saw that you gave him the cup with red paint.”

“I see you’re painting using long, up-and-down strokes with your brush.”

“Miguel and Jenna, you put all the blocks back on the shelf in the right spots!”

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?”

“Vijsy and Isaiah, I saw that you both wanted the new doctor kit. How did you decide to take turns with it?”

“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?”

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

GREEN
GREEN
BLUE
PURPLE

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.

Statements that acknowledge and encourage can also help children self-evaluate.
Day 1, Investigation 1
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,” uses 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? (15a)
- How did the child interact with you and join in singing? (2a)
- How long was the child able to attend to this experience? (11a)

Related LearningGames®

- 194. Rhyming
Day 1, Investigation 1
Intentional Teaching Card LL14

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.
   
   “Did you ever see a ___ wearing a _____, down by the bay?”

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.

6. 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.

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.**
• Speak slowly and clearly, exaggerating the rhyming sounds of the words.**
• Video record the children rhyming in English and using the pictures. Make the recording available in the Technology area for children to replay during choice time.**

Questions to Guide Your Observations

• Was the child able to recognize and name the rhyming words? Was the child able to produce a rhyming word related to a specific animal? (15a)
• Did the child follow along as you reviewed the word pairs on the chart? (17b)
• Was the child able to participate by singing along? (34)

Related LearningGames®

• 104. Rhyming
Day 1, Investigation 1
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.

Objective 29
Demonstrates knowledge about self
Related Objectives: 1, 3, 4, 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.
3. 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?

The Imaginary Ball 41

• 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.
Day 1, Investigation 1
Volume 6: Objectives for Development & Learning

During Day 1, Investigation 1 of the Balls Study, teachers are referred to Volume 6: Objectives for Development & Learning to obtain more information about supporting children’s phonological awareness.

Objective 15

Demonstrates phonological awareness

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).

Children who are learning two or more languages must learn very different sound systems (Gonzalez, 1998). They must distinguish English phonemes that may not be part of their native languages. A child may therefore have difficulty hearing and/or producing the sounds of English.
**Objective 15**  Demonstrates phonological awareness, phonics skills, and word recognition

### a. Notices and discriminates rhyme

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<tr>
<td><strong>Joins in rhyming songs and games</strong></td>
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<td>- Humes along and joins in random words in rhyme</td>
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<td>- Sings with a group, “One, two, buckle my shoe...”</td>
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<td><strong>Fills in the missing rhyming word; generates rhyming words spontaneously</strong></td>
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<td>- Completes the rhyme in the phrase, “The fat cat sat on the _____ (mat).”</td>
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<td>- Charts spontaneously, “Me, fee, lee, lee, Lee, bee.”</td>
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<td><strong>Decides whether two words rhyme</strong></td>
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<td>- “Does this word rhyme?”</td>
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<td>- “What about here and there?”</td>
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<td>- “Matches rhyming picture cards.”</td>
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<td><strong>Generates a group of rhyming words when given a word</strong></td>
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<td>- “Says, ‘Hat, sat, lat,’ when asked, ‘Can you think of a word that rhymes with cat?’”</td>
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<td><strong>Generates rhyming words without a prompt word; identifies rhyming words in written text; uses rhyme to decode text</strong></td>
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<td>- Makes the word list with the plastic alphabet letters and then changes the first letter to create the words cat, hat, mat. Reads each one and says, “I made a list of rhyming words.”</td>
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<td>- Identifies all the rhyming words after reading a simple story told in rhyme.</td>
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### b. Notices and discriminates alliteration

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<td><strong>Sings songs and recites rhymes and refrains with repeating initial sounds</strong></td>
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<td>- Sings, “I’m bringing home a baby bumblebee...”</td>
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<td><strong>Shows awareness that some words begin the same way</strong></td>
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<td>- Says, “Max and Maya... our names start the same!”</td>
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<td><strong>Matches beginning sounds of some words</strong></td>
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<td>- Groups objects or pictures that begin with the same sound</td>
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<td>- Pins up a toy bear when asked, “What begins the same way as you, lady and Charlie?”</td>
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<td><strong>Isolates and identifies the beginning beginning sound of a word</strong></td>
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<td>- Says, “m-m-m!” when asked “What is the first sound of the word milk?”</td>
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<td>- Responds, “/r/,” after being asked, “What’s the beginning sound of toy, toe, for, and teeth?”</td>
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### c. Notices and discriminates discrete units of sound

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<td><strong>Shows awareness of separate words in sentences</strong></td>
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<td>- “Doesn’t it look like an ice cream?”</td>
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<td>- Jumps upon hearing a specified word in a story</td>
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<td><strong>Shows awareness of separate syllables in words</strong></td>
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<td>- Counts each syllable of a name, Triva and Chris by finger and counts the syllables in each word</td>
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<td>- Puts together pan and of to say pencil</td>
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<td>- Puts together feet and ball to say football</td>
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<td><strong>Verbally blends and separates onset and rime in one syllable /c/</strong></td>
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<td>- Says, “All of a sudden a teacher and rake”</td>
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<td>- Points to Jack what plan to ask, “If when it stands for short vowel /a/ and if it is the first sound of the word milk?!”</td>
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<td><strong>Verbally blends, separates, and adds or substitutes</strong></td>
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<td>- Distinguishes short from long vowel sounds in one word</td>
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<td><strong>Reads grade-appropriate irregularly spelled words</strong></td>
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<td>- Reads grade-appropriate irregularly spelled words such as: “what young girl playing to them out back?” Because similar to the words such as, “hat, sat, lat.”</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 (Bonito, 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 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).
The Creative Curriculum® for Preschool, Expanded Daily Resources

When it came time to update *The Creative Curriculum® for Preschool*, we took to heart what teachers had been telling us: They wanted more choice in the classroom.

Now when teachers choose *The Creative Curriculum® for Preschool*—with *The Foundation* and the *Daily Resources*—they can also choose to add the *Expanded Daily Resources*. With these brand-new editions of the daily teaching tools, teachers have even more options for managing and organizing their day and creating meaningful learning opportunities.

The *Expanded Daily Resources* give teachers even more options for engaging children in project-based investigations. They feature five brand-new studies of fascinating and familiar topics, with new daily plans that offer guidance for every part of the day. They offer a rich collection of additional instructional tools, including more resources for promoting language and literacy skills, more tools for adapting activities to each learner, and more support for integrating learning into every part of the day.

Supporting English Language Development

Available in the *Expanded Daily Resources*, brand-new literacy tools help teachers support English-language learners and introduce Spanish to non-Spanish-speaking children.
Expanded Daily Resources

- **5 Guides**
  - Planning for Change
  - The Creative Curriculum for Preschool Teaching Guide
  - Simple Machines
  - Owning the Insects Study
  - Owning the Sand Study
  - Owning the Tubes and Tunnels Study

- **Children’s Book Collection**
  - (25 fiction books, 5 nonfiction books)

- **Intentional Teaching Cards™**
  - (50 cards, bilingual)

- **More Mighty Minutes®**
  - (100 cards; also sold separately)

- **Highlights High Five Bilingüe™**
  - (10 issues plus an additional set of 10 issues for sharing)

- **Book Discussion Cards™**
  - (15 cards)

- **Book Conversation Cards™**
  - (10 cards)
Supplemental Teaching Guides

The supplemental Teaching Guides, which are sold individually, offer a wide range of options for studies, allowing teachers to explore the topics that most interest the children in their class or that relate to their community’s unique characteristics and needs.

**Supplemental Teaching Guides**—Teachers can choose from the Boxes, Music Making, Bread, Exercise, Roads, Pets, and Getting Ready for Kindergarten Teaching Guides. Each comes with three Book Discussion Cards™ (see pages 24-25) and three related children's books. To support English- and dual-language learners during read-alouds, “Spanish Book Packs” are available with three Book Discussion Cards™ and three related children’s books in Spanish.
Every child is different – it’s no surprise that they learn differently, too. At Teaching Strategies, we celebrate those differences—and are committed to developing tools that help you meet the individual needs of each child. That’s why GOLDplus® was created.

GOLDplus® harnesses the power of The Creative Curriculum® to create a single, revolutionary solution for individualizing instruction. It’s assessment plus instruction. Observation and documentation plus curricular experiences. Child-specific information plus automatically-tailored learning opportunities. GOLDplus® takes the guesswork out of individualizing instruction, so you can get back to doing what you love most—building strong relationships and connecting with each child.

Effective Teaching:
GOLDplus® automatically populates children’s names into the color-coded teaching sequence, based on their individual assessment data. So you’ll know just how to modify the learning experience to meet each child’s unique needs.

Objective 20b. Quantifies, Level 2
Demonstrates understanding of the concepts of one, two, and more

Objective 20b. Quantifies, Level 4
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

Objective 20b. Quantifies, Level 6
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
Streamlined & Simplified Planning: GOLDplus®, powered by The Creative Curriculum®, streamlines and simplifies your planning process with weekly and monthly calendars and innovative tools that let you populate or rearrange your day with just a few taps.

More Accuracy & Confidence: GOLDplus® helps make teaching and assessing a seamless, continuous process that’s ongoing throughout every day, with “Teach” and “Assess” prompts that allow teachers to toggle between teaching and assessing in the moment, with just the tap of a finger.
We hope you’ve enjoyed this tour of *The Creative Curriculum® for Preschool* and that it has helped you understand the curriculum’s many benefits for teachers, administrators, and families.

**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 extend the investigation, incorporate their own activities and themes, and adapt the study to follow children’s interests or draw on the resources in the community.

**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.

**Support for teacher professional development:** Extensive online and in-person training opportunities are readily available, and six foundational volumes offer teachers ongoing support for building professional knowledge.

**Tools for teachers at all experience levels:** Daily resources ensure that new teachers have everything they need to be successful, and veteran teachers can apply to the studies everything they know and have learned. In either case, administrators can be confident that every teacher is meeting important learning objectives.

**Benefits for Families**

**Regular opportunities for family involvement:** Guidance and support for including families are built right into daily plans, with regular opportunities to invite and include family participation in children’s learning.

**Family communication tools:** Pre-filled “Weekly Planning Forms” are available to share with families, offering important information about what children are doing at school and encouraging families to support learning at home.
Teaching children to be creative, confident thinkers.
In its latest edition, The Creative Curriculum® for Preschool is still everything that teachers love: a comprehensive, research-based curriculum that features exploration and discovery as the way of learning.

TeachingStrategies.com/Preschool