The Creative Curriculum® for Kindergarten
Touring Guide
Dear Colleagues:

I am so excited to introduce you to our newest curriculum solution for teachers of kindergarten children: The Creative Curriculum® for Kindergarten. Kindergarten is such a unique time in a young child’s life—often, a child’s first experience with formal schooling—and it’s so important that the curriculum reflect the exceptional and special time that kindergarten truly is. That’s why we are so delighted to be bringing kindergarten teachers a research-based, developmentally appropriate approach to project-based learning that builds upon the natural curiosity of kindergarten-aged children—because we know that when children investigate, discover, and play, they learn!

The Creative Curriculum® for Kindergarten continues our decades-long commitment to serving the early childhood community, from birth through third grade. We are so pleased to be giving kindergarten teachers the unique opportunity to place science and social studies project-based learning at the core of each day, while providing opportunities to meaningfully apply skills in mathematics, language and literacy, technology, and the arts. The curriculum was designed to support the way that kindergarten children learn best—through meaningful and purposeful hands-on investigations and play across all areas of learning. It also includes support for development of the whole child, including social–emotional, physical, and general cognitive development that are as critical to their future success as math and literacy skills.

Our new kindergarten curriculum explores The Creative Curriculum® approach to teaching and learning, explaining the latest research on kindergarten learning and how to support students’ learning through play, investigative thinking, and collaboration. It builds upon kindergarten teachers’ extensive understanding, expertise, and creativity as professional educators. It combines current research and knowledge about high-quality kindergarten programs and classrooms with a whole child approach to teaching and learning, while giving teachers explicit guidance on how to support children’s learning through studies. What’s perhaps most exciting is that kindergarten teachers now have the opportunity to bring project-based investigations and play into kindergarten classrooms!

We can’t wait for you to take a closer look at The Creative Curriculum® for Kindergarten. We are honored and excited to partner with you in making a positive and profound impact for children in the kindergarten classroom and beyond.

Warmly,

Kai-lee Berke
Chief Executive Officer
Teaching Strategies, LLC
A comprehensive curriculum that provides kindergarten children with opportunities to learn through investigation, discovery, and play.

Beginning kindergarten is a big step for young children. Whether it’s their first time in a classroom environment or they’ve had years of being cared for and taught outside of their homes, they all bring a wide range of knowledge, skills, and behaviors with them to the kindergarten classroom.

That’s why having a curriculum that helps teachers support each student’s unique strengths and needs is so important. High-quality curriculum resources help kindergarten teachers focus on the development of the whole child—not just in literacy and math, but in the social–emotional, cognitive, and physical skills that are equally important to children’s success in school.

The Creative Curriculum® for Kindergarten provides a research-based, whole-child focused approach to project-based learning in the kindergarten classroom. Through project-based investigations of science and social studies topics that integrate literacy and mathematics concepts into everyday instruction, kindergarten teachers can encourage all children to think critically, solve problems, and connect ideas. Ready to learn more? Let’s get started!
The Creative Curriculum® for Kindergarten builds upon decades of research, offering educators a developmentally appropriate, inquiry-based curriculum that incorporates best practices for teaching and learning in kindergarten. Two Foundation volumes outline the theory and research behind teaching kindergarten children and the 38 objectives for development and learning that are most critical for school success. Teaching Guides offer detailed daily plans to help teachers organize and plan their days. They can use them, along with the other Daily Resources, to integrate studies of science and social studies topics into everyday instruction while providing opportunities to meaningfully apply skills in mathematics, language and literacy, technology, and the arts.

The Foundation

2 Volumes

The Creative Curriculum® for Kindergarten also provides access to digital curriculum resources through the MyTeachingStrategies™ platform, including Intentional Teaching experiences, the six Teaching Guides, weekly and monthly planning calendars that can be populated or rearranged with just a few clicks, and much more. The first year of this subscription-based digital service is included within the cost of the print curriculum. See page 10.
How Does The Creative Curriculum® Work?

The Creative Curriculum® for Kindergarten draws upon decades of research on how children develop and learn and focuses on approaches to learning that help all children develop the essential process skills—like persistence, engagement, and attention—that are critical to future school success. It builds upon children’s natural curiosity by encouraging learning through meaningful and purposeful play, and it engages students at a deeper level of critical thinking as they explore study topics with in-depth questions, technical vocabulary, and opportunities to investigate on their own and with others.

What Are Studies?

Most Teaching Guides feature studies, which are hands-on, project-based investigations of engaging topics that are relevant to children’s everyday experiences. Research suggests that project-based investigations in the earliest years are critical to engaging children in learning—teaching them how to critically analyze information and apply content knowledge in real-world situations.

Why Studies?

The study approach is a method of supporting content learning through in-depth investigations of a meaningful topic. Studies allow for deep, first-hand exploration of topics that interest children, offering myriad ways to learn about each one. This 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. In addition, the study approach provides teachers with the flexibility to follow the daily plans in the Teaching Guides or to make time for classroom activities they already have planned for their students.

Study Topics

• Seeds
• Architecture
• Grocery Store
• Sports
• Percussion Instruments

Advantages of Studies

• Enable 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 conflicts, sharing responsibilities, and working collaboratively
• Encourage family involvement

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What are The Creative Curriculum® for Kindergarten Objectives for Development and Learning?

The 38 research-based objectives are the heart of our curriculum and define the path teachers take with the students in their classroom. They will help kindergarten teachers focus on supporting the development of the whole child as they plan each day and make decisions about what to teach, materials they select, and how they scaffold students’ learning. They inform every aspect of teaching, include predictors of school success, and are aligned with state early learning standards.

The Creative Curriculum® for Kindergarten features objectives for development and learning from birth through third grade. Color-coded progressions enable teachers to see children’s development and learning along a continuum across the whole of the early childhood years. Kindergarten teachers can look ahead to first grade expectations and beyond, or look back at pre-K expectations, in order to scaffold children’s development and learning, as appropriate.

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.

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

**PHYSICAL**
4. Demonstrates fine-motor strength and coordination
   a. Uses fingers and hands
   b. Uses writing and drawing tools
5. Demonstrates gross-motor manipulative skills
6. Demonstrates fine-motor manipulative skills
7. Demonstrates large and small muscle coordination
   a. Uses hands
   b. Works with tools

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

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

**LITERACY**
15. Demonstrates phonological awareness, phonics skills, and word recognition
   a. Notices and discriminates rhyme
   b. Notices and discriminates alliteration
   c. Notices and discriminates discrete units of sound
   d. Applies phonics rules and knowledge of word structure to decode text
16. Demonstrates knowledge of the alphabet
   a. Identifies and names letters
   b. Identifies letter-sound correspondences
17. Demonstrates knowledge of print and its uses
   a. Uses and appreciates books and other texts
   b. Uses print concepts
18. Comprehends and responds to books and other texts
   a. Interacts during reading experiences, book conversations, and text reflections
   b. Uses emergent reading skills
   c. Retells stories and recounts details from informational texts
   d. Uses context clues to read and comprehend texts
19. Demonstrates writing skills
   a. Writes name
   b. Writes to convey meaning
   c. Writes using conventions
20. Uses number concepts and operations
    a. Counts
    b. Quantifies
    c. Connects numerals with their quantities
    d. Understands and uses place value and base ten
    e. Applies properties of mathematical operations and relationships
    f. Applies number combinations and mental number strategies in mathematical operations
21. Explores and describes spatial relationships and shapes
    a. Understands spatial relationships
    b. Understands shapes
22. Compares and measures
    a. Measures objects
    b. Measures time and money
    c. Represents and analyzes data
23. Demonstrates knowledge of patterns

**MATHEMATICS**
24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth’s environment
28. Uses tools and other technology to perform tasks

**SOCIAL STUDIES**
29. Demonstrates knowledge about self
30. Shows understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

**THE ARTS**
33. Explores the visual arts
34. Explores music and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

**ENGLISH LANGUAGE ACQUISITION**
37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English
The daily plans from each Teaching Guide automatically populate into a teacher’s weekly and monthly calendars, saving them valuable time that would otherwise be spent on planning. Teachers can reorder or customize their daily plans quickly and easily to reflect the unique needs of their classroom or community. Intentional Teaching experiences provide a wealth of opportunities to individualize instruction for each child in the class, with color-coded teaching sequences that allow teachers to modify the activity in the moment to meet each child’s needs. Learn more about the color-coded teaching sequences on page 18–19.

By toggling to “Assess” on each Intentional Teaching experience, teachers can enter levels for each child, based on their observations during the experience. The information they enter will automatically populate along the teaching sequence, placing children’s names along the color-coded progression so that teachers know just how to modify or adjust the activity for each child. Teachers can move children along the continuum based on what they know about each child, ensuring that as children progress, their experiences in the classroom can be adjusted accordingly. Once teachers have entered levels for each child during one Intentional Teaching experience, all the other Intentional Teaching experiences they choose to use will automatically populate the Teaching Sequence with children’s names.

Digital Curriculum Resources

The Creative Curriculum® for Kindergarten includes access to digital curricular resources, including 6 Teaching Guides, 201 Intentional Teaching experiences, and weekly and monthly planning calendars that auto-populate with content from the curriculum to help teachers plan and manage their days. Accessible from MyTeachingStrategies™, which also includes resources and support for assessment, for professional development, and for connecting with families, the digital curriculum resources help ensure that teachers can save time while planning and implement meaningful, intentional instruction throughout the day using The Creative Curriculum® for Kindergarten.

The GOLD® Kindergarten Entry Assessment Survey

To further support the essential link between curriculum and assessment, The Creative Curriculum® for Kindergarten includes an entry assessment survey, intended for use during the busy first six weeks of the kindergarten school year. The GOLD® Kindergarten Entry Assessment Survey asks the teacher to compare students’ knowledge, skills, and behaviors with widely held kindergarten entry expectations. This time-saving tool provides teachers with a more streamlined approach to capturing critical insights, without diminishing the quality of the assessment information that they need in order to build relationships with children and inform planning and instruction.
All components of *The Creative Curriculum® for Kindergarten* were designed to fit together to create a seamless day of teaching and help teachers build an engaging and effective classroom environment.

The Foundation offers insight into the most current research and best practices for teaching kindergarten students. The Daily Resources, including Teaching Guides, Intentional Teaching Cards™, Highlights High Five Bilingüe™, Book Conversation Cards™, Mighty Minutes®, and Book Discussion Cards™, help teachers organize and manage their days intentionally and effectively.

The daily plans outlined in the Teaching Guides provide an opportunity for teachers to make studies the core of instruction, with existing math and literacy curriculum requirements integrated throughout the various parts of the day. *Let’s take a closer look at each of the components of the curriculum.*
The Foundation

The Foundation provides teachers with an overview of the theory and research behind best practices for teaching kindergarten students, along with everything they need to know to support project-based investigations in the kindergarten classroom.

Volume 2: The Foundation presents all the information teachers need to establish a strong classroom community. It summarizes the research foundation of 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. In addition, The Foundation outlines the five learning stations: construction and makerspace, math and games, library, arts, and discovery. Learning stations can be accommodated in any classroom environment.

Volume 2: Objectives for Development & Learning describes in detail the 38 objectives in The Creative Curriculum® for Kindergarten. The volume includes progressions for the whole of early childhood from birth through third grade, helping kindergarten teachers see the important role they play in building a strong foundation for every child’s future 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 early learning standards for each state.

Daily Resources

The Daily Resources are instructional tools that provide guidance and support for purposeful instruction. On the following pages, we will highlight each of these resources in depth.
Teaching Guides

The six Teaching Guides in The Creative Curriculum® for Kindergarten 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 kindergarten children are curious, active learners who are capable of deep cognitive engagement with topics relevant to their lives.

Throughout the Teaching Guides, there are references to particular sections of The Foundation that provide more in-depth information. 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 through the year.

The first guide, Beginning the Year, addresses the first six weeks of school, which are devoted to building a strong classroom community, developing meaningful relationships with students and their families, and helping students become familiar with the skills needed to conduct investigations. The remaining five guides feature studies, which are divided into a series of investigation questions. Each investigation lasts three to five days.

3-Step Instruction Cards

The 3-Step Instruction Cards were designed to give students the opportunity to work independently at the learning stations in the classroom. Throughout the Teaching Guides, there is guidance for using the 3-Step Instruction Cards with students during different parts of the day.

Each card provides three simple steps for students to follow, with both visual and textual explanations that help guide their participation in an age-appropriate activity, building upon cognitive, social–emotional, language, literacy, and mathematical skills.
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, typically at small-group time, with directions to help teachers individualize each experience to meet the needs of every learner.

Designed specifically for use in the kindergarten classroom, the experiences explained on these cards support learning and development in key areas, including math, literacy, physical, and social–emotional.

One of the most important features of the Intentional Teaching Cards™ is the color-coded Teaching Sequence. These sequences explain how teachers can quickly adapt an experience based on the needs and abilities of each student, allowing them to individualize the activity for every student in the classroom so that he or she can participate successfully. The “Including All Students” section of every card provides additional strategies for teachers to effectively promote the growth and development of all the children in their classroom.

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

Reference Number—Helps teachers quickly locate a particular experience. (They don’t have to be used in any particular order.)

Objectives—Lists the objectives for development and learning that are addressed during the activity.

Including All Students—Offers strategies for ensuring that all students can participate, including strategies that are particularly useful for supporting English- and dual-language learners. Guidance is also given for supporting students with special needs.

Teaching Sequence—Explains how to scaffold each child’s learning by individualizing the experience according to her developmental level.

Questions to Guide Your Observations—Helps teachers focus their observations as children engage in the experience.

Materials—Lists the materials needed for the activity, including any manipulatives, props, or equipment.

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

Objective 35: Develop children’s understanding of letters and sounds

“Swat the Rhyme”

What You Do:

What Color—Corresponds to widely held expectations for specified ages and classes/grades.

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

Questions to Guide Your Observations—Helps teachers focus their observations as children engage in the experience.

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Questions to Guide Your Observations—Helps teachers focus their observations as children engage in the experience.
Teaching Strategies® 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 includes beloved classic tales, contemporary works by well-known authors, and original nonfiction books—one for the teacher to read and one version for students to explore on their own—that were created to complement the studies featured in the Teaching Guides. Each book was selected for its rich vocabulary; its diverse characters, families, and cultures; and the new ideas and meaningful content within its pages.

Book Discussion Cards™

Because some of the best children’s books have fairly complex story lines, early childhood experts recommend that they be read to students at least three times—each time in a slightly different way—in order for them to benefit fully. These high-quality, repeated read-alouds are an essential component of learning in kindergarten.

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 and beyond.

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

The Vocabulary section offers definitions in child-friendly language that a teacher could use to explain the words to a kindergarten student.

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

The Third Read-Aloud section helps teachers invite students to reconstruct the story by calling on their memories and comprehension skills to identify the main characters and important story elements. It directs teachers to ask questions such as “What is happening here?” or “What is [character’s name] thinking?”

Sample Question: “Olivia wants her family to be in the band. Do you think they want to join her?”
Highlights High Five Bilingüe™ is a set of unique resources that present read-aloud stories, poems, puzzles, and activities in English and in Spanish. They are designed to support children who are learning both languages and to introduce Spanish to non-Spanish-speaking children. With each issue of Highlights High Five Bilingüe™, a corresponding Book Conversation Card™ is included to help teachers actively engage children in conversation during read-alouds. These cards offer suggestions for introducing the experience, emphasizing vocabulary, commenting on stories and illustrations, and asking questions.
Mighty Minutes®

There’s always a part of the day when kindergarten teachers need to give their students a “brain break”—time that gets them up and moving around in the classroom. Mighty Minutes®, a collection of songs, chants, rhymes, games, and short activities, can be used to turn those “brain breaks” into valuable learning opportunities that rarely require any additional materials.

Like the other resources in The Creative Curriculum® for Kindergarten, 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. Each of the resources in The Creative Curriculum® for Kindergarten contains embedded professional development support for teachers at all levels of experience.
Putting It All Together

Now that we’ve shared the big picture—how The Creative Curriculum® for Kindergarten is organized and what the individual resources are—it’s time to look at how everything fits together to create a seamless day of teaching. With the study as the core of the day, teachers will easily be able to fit any existing math and literacy curriculum components that they may be required to use alongside the Daily Resources.

Teachers can assemble the resources for their day within the Resource Organizer, a binder specially designed to keep resources close at hand. The Teaching Guide will slide into the center pocket of the binder. The side pockets are designed to hold the Intentional Teaching Cards™, Book Discussion Cards™, Mighty Minutes™, Book Conversation Cards™, Highlights High Five Bilingüe™, and children’s books that teachers will be using that day. To help make sure kindergarten teachers are fully prepared, the “At a Glance” pages for each investigation in the Teaching Guides provide a list of all the materials that teachers will need to assemble for any given day.

On the following pages, excerpts from the Percussion Instruments Study provide a sense of the guidance that is available throughout the Teaching Guide.
Percussion Instruments Study: Table of Contents

The Table of Contents provides an introduction to what is included 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.

Why Investigate Percussion Instruments?

At the start of every study is a “Why Investigate…?” section that provides context. All the study topics in The Creative Curriculum® for Kindergarten—percussion instruments, seeds, architecture, sports, the grocery store—are topics that already interest students and are familiar to them. This is one of the major distinguishing features of The Creative Curriculum® for Kindergarten. The study topics are relevant to, rather than removed from, everyday lives of students, so students can build on what they know and manipulate real objects as they explore a topic of great interest.

### Table of Contents

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.site visitor interaction guide</td>
<td>4. Music Resources</td>
</tr>
<tr>
<td></td>
<td>5. Letter to Families</td>
<td>6. Bringing the Study Home</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beginning the Study</th>
<th>10. Introducing the Topic</th>
<th>11. Playing it with Others</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Investigating the Topic</th>
<th>20. What percussion instruments are made of wood? (Day 1-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21. What percussion instruments are made of wood? (Day 1-3)</td>
</tr>
<tr>
<td></td>
<td>22. What percussion instruments are made of wood? (Day 1-3)</td>
</tr>
<tr>
<td></td>
<td>23. How do percussion instruments sound? (Day 1-3)</td>
</tr>
<tr>
<td></td>
<td>24. How do percussion instruments sound? (Day 1-3)</td>
</tr>
<tr>
<td></td>
<td>25. What percussion instruments do students make themselves? (Day 1-3)</td>
</tr>
<tr>
<td></td>
<td>26. What percussion instruments do students make themselves? (Day 1-3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Celebrating Learning</th>
<th>35. Closing the Study</th>
<th>36. Exploring Learning (Days 1-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>37.Celebrating Learning (Days 1-3)</td>
<td>38. Preparing for the Study</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>124. Background information for teachers</th>
<th>125. Child's Books</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>126. Teacher interview</td>
<td></td>
</tr>
</tbody>
</table>
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, which provides a way to think about the important ideas related to a topic and the areas that students 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 reflect their communities and the students and families in their classrooms.

Putting It Into Practice

Here’s an example of one teacher’s idea web. Notice how she begins with the study topic—percussion instruments—and branches out to identify many areas of exploration that interest the students in her classroom. From the idea web, this teacher and her class are able to identify what they already know about percussion instruments. Then they can identify the questions they want to answer.
Percussion Instruments Study: At a Glance, Investigation 2

The “At a Glance” pages that precede every exploration and investigation in each Teaching Guide help teachers with planning. The investigations are fully supported with innovative ideas and strategies to help students assess their knowledge, develop questions, and successfully find answers by working together. 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 students become.

**Questions for Exploration or Investigation**

In addition to the students’ own questions, these preselected questions actively engage students in the topic they’re studying. Students explore them by engaging in hands-on experiences that support their learning and encourage the use of important investigational skills.

**Question of the Day**

With help from teachers, students answer a question related to something planned for that day. Teachers will briefly talk about students’ responses later in the day.

**Materials**

The “At a Glance” chart shows all the materials and books teachers will use for each day of the investigation.

**Children’s Literature**

The Creative Curriculum® for Kindergarten includes fiction and nonfiction books from the Teaching Strategies® Children’s Book Collection. The nonfiction titles relate closely to the study topic.

**Outdoor Experiences**

These activities relate to the study topic or present an intentional teaching strategy for promoting students’ motor skills. The suggested activities are a starting place for planning meaningful outdoor experiences. Teachers can vary the activities according to students’ strengths, needs, and interests.

**Family Partnerships**

This section suggests ways to involve students’ families in their children’s learning.

**Wow! Experiences**

These are special events such as having classroom visitors, field trips, and celebrations. Suggestions for Wow! Experiences encourage teachers to take advantage of the resources in your community.

**Learning Stations**

- Library
- Discovery
- Math Games
- Art

**Materials**

- High-quality sound equipment
- Percussion instruments
- Art supplies
- Mallets
- Artwork

**Reading-Aloud**

- Read-Aloud
- Family Partnerships

**Small Group**

- Math
- Language
- Science

**Mathematical Minutes**

- Addition
- Subtraction
- Multiplication
- Division

**Language and Literacy**

- Vocabulary
- Writing
- Oral Language

**Family Partnerships**

- Weekly Families
- Monthly Families

**About the Activities**

- Peer teaching
- Small group instruction
- Independent work

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**Table: What percussion instruments are made of metal? How can we make and play them?**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Make Time for...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Stations</td>
<td>Library, discovery, math games, art projects, etc.</td>
<td>Art materials, percussion instruments, etc.</td>
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</tr>
<tr>
<td>Question of the Day</td>
<td>What can stick to a magnet?</td>
<td>How can you make music with it? (Display metallophones.)</td>
<td>What would you like to do with the music teacher?</td>
<td>How is this used? (Display of triangles.)</td>
</tr>
<tr>
<td>Large Group</td>
<td>Discussion and Shared Writing: Metal Percussion Instruments</td>
<td>Discussion and Shared Writing: Instruments Made from Everyday Objects</td>
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</tr>
<tr>
<td>Materials</td>
<td>High-quality sound equipment</td>
<td>Metallophones, metal bars, metal bars, etc.</td>
<td>Metallophones, metal bars, metal bars, etc.</td>
<td>Metallophones, metal bars, metal bars, etc.</td>
</tr>
<tr>
<td>Read-Aloud</td>
<td>Can You Feel the Rhyme?</td>
<td>Mat from Raffi’s “Kids”</td>
<td>Drum Circle “Drum-Along Book”</td>
<td>Highlight “Drum Along”</td>
</tr>
</tbody>
</table>

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**Outdoor Experiences**

- Visit to local drum-making facility or museum
- Visit to local steel-yard or manufacturing plant
- Visit to local music store

**Physical Fun**

- Freestyle dancing and movement activities
- Music and movement activities

**Family Partnerships**

- Volunteer drummers or local drum-making facility
- Local steel-yard or manufacturing plant volunteers

**Wow! Experiences**

- Drum circle with students and families
- Local steel-yard or manufacturing plant tour
Each Teaching Guide contains the day-by-day, step-by-step guidance that helps teachers intentionally support students’ development and learning in all areas while they implement the study. Notice that guidance for using the additional resources, such as Intentional Teaching Cards™ and Book Discussion Cards™, is included in every daily plan.

**An important feature of The Creative Curriculum® for Kindergarten is that the daily plans offer guidance but also allow the teacher to adapt the plans to follow students’ interests. If students are particularly engaged in a topic or have additional questions that they want to answer, investigations can be extended as needed.**
The Creative Curriculum® for Kindergarten Research Pilot

In the fall of 2016, a four-month pilot study made up of a diverse sample of elementary school teachers used The Creative Curriculum® for Kindergarten to bring play-based resources and high-quality, developmentally appropriate experiences into their kindergarten classrooms. A total of 32 schools and 70 kindergarten teachers from Alabama, Alaska, New York, and Washington State participated as trial classrooms for the 2016-2017 academic year. To download The Creative Curriculum® for Kindergarten Fall 2016 Trial Outcome report, please visit TeachingStrategies.com/Kindergarten.

Feedback on The Creative Curriculum® for Kindergarten:

“The curriculum gives kindergarten students the opportunity to expand their academic skills, especially through the exploration of the studies.”

“The curriculum does a very nice job of choosing quality literature and leads the students in multiple readings and higher level thinking.”

“I would recommend The Creative Curriculum® for Kindergarten because it has many diverse activities and lessons to use within an already established curriculum. It has fresh ideas, and can make certain lessons more creative.”

“The Creative Curriculum® for Kindergarten is easy to use and complements existing curriculum that we already have in the classroom.”

“The activities are age appropriate and engaging.”
The Creative Curriculum®
for Kindergarten

When children investigate, discover, and play—they learn.
TeachingStrategies.com/Kindergarten