As an early childhood educator, your first commitment is to children—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.

2010
The fifth edition of The Creative Curriculum® for Preschool is made up of five volumes that build 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 Creative Curriculum® for Preschool is available in English, in Spanish, or as a bilingual curriculum.

2011
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.

TODAY
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 choices when it comes to implementing studies and integrating learning into every part of the day. The sixth edition of The Foundation offers updated research, 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 Creative Curriculum® for Preschool is available in English, in Spanish, or as a bilingual curriculum.
The Creative Curriculum® for Preschool
Available as a complete English, Spanish, or bilingual curriculum

The Creative Curriculum® for Preschool is a comprehensive, research-based curriculum 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.

The Foundation

Daily Resources*

English, 6 Guides

Spanish, 6 Guides

Intentional Teaching Cards™
(201 bilingual cards)

Book Discussion Cards™
(22 English, 22 Spanish)

Children’s Book Collection
(142 books and 8 big books in English and Spanish)

Mighty Minutes®
(100 English, 100 Spanish; also sold separately)

eBook Collection
(30 eBooks, bilingual)

Resource Organizer

*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 48–51 for more information.
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>Day</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Area</strong></td>
<td>衣服</td>
<td>衣服</td>
<td>衣服</td>
</tr>
<tr>
<td><strong>Technology Note</strong></td>
<td>技术</td>
<td>技术</td>
<td>技术</td>
</tr>
<tr>
<td><strong>Preparation Note</strong></td>
<td>准备</td>
<td>准备</td>
<td>准备</td>
</tr>
<tr>
<td><strong>Day 5</strong></td>
<td>衣服</td>
<td>衣服</td>
<td>衣服</td>
</tr>
<tr>
<td><strong>Question of the Day</strong></td>
<td>你在一天中的哪一件衣服？</td>
<td>你在一天中的哪一件衣服？</td>
<td>你在一天中的哪一件衣服？</td>
</tr>
<tr>
<td><strong>Large Group</strong></td>
<td>The Three Bears</td>
<td>The Three Bears</td>
<td>The Three Bears</td>
</tr>
<tr>
<td><strong>Read Aloud</strong></td>
<td>The Three Bears</td>
<td>The Three Bears</td>
<td>The Three Bears</td>
</tr>
<tr>
<td><strong>Small Group</strong></td>
<td>The Three Bears</td>
<td>The Three Bears</td>
<td>The Three Bears</td>
</tr>
<tr>
<td><strong>Mighty Minutes</strong></td>
<td>The Three Bears</td>
<td>The Three Bears</td>
<td>The Three Bears</td>
</tr>
</tbody>
</table>

#### What are the features of clothes?

<table>
<thead>
<tr>
<th>Day</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Area</strong></td>
<td>衣服</td>
<td>衣服</td>
<td>衣服</td>
</tr>
<tr>
<td><strong>Technology Note</strong></td>
<td>技术</td>
<td>技术</td>
<td>技术</td>
</tr>
<tr>
<td><strong>Preparation Note</strong></td>
<td>准备</td>
<td>准备</td>
<td>准备</td>
</tr>
<tr>
<td><strong>Day 5</strong></td>
<td>衣服</td>
<td>衣服</td>
<td>衣服</td>
</tr>
<tr>
<td><strong>Question of the Day</strong></td>
<td>你在一天中的哪一件衣服？</td>
<td>你在一天中的哪一件衣服？</td>
<td>你在一天中的哪一件衣服？</td>
</tr>
<tr>
<td><strong>Large Group</strong></td>
<td>The Three Bears</td>
<td>The Three Bears</td>
<td>The Three Bears</td>
</tr>
<tr>
<td><strong>Read Aloud</strong></td>
<td>The Three Bears</td>
<td>The Three Bears</td>
<td>The Three Bears</td>
</tr>
<tr>
<td><strong>Small Group</strong></td>
<td>The Three Bears</td>
<td>The Three Bears</td>
<td>The Three Bears</td>
</tr>
<tr>
<td><strong>Mighty Minutes</strong></td>
<td>The Three Bears</td>
<td>The Three Bears</td>
<td>The Three Bears</td>
</tr>
</tbody>
</table>

#### 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 free 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
- Clothes
- Reduce, Reuse, Recycle
- Trees
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.

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>SOCIAL–EMOTIONAL</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regulates own emotions and behaviors</td>
<td>a. Comprehends language</td>
</tr>
<tr>
<td>a. Manages feelings</td>
<td>b. Follows directions</td>
</tr>
<tr>
<td>b. Follows limits and expectations</td>
<td>c. Uses conventional grammar</td>
</tr>
<tr>
<td>c. Takes care of own needs appropriately</td>
<td>d. Identifies and names letters</td>
</tr>
<tr>
<td>2. Establishes and sustains positive relationships</td>
<td>e. Identifies letter-sound correspondences</td>
</tr>
<tr>
<td>a. Forms relationships with adults</td>
<td>f. Applies phonics rules and knowledge of word structure to decode text</td>
</tr>
<tr>
<td>b. Responds to emotional cues</td>
<td>g. Demonstrates knowledge of the alphabet</td>
</tr>
<tr>
<td>c. Interacts with peers</td>
<td>1. Demonstrates phonological awareness, phonics skills, and word recognition</td>
</tr>
<tr>
<td>d. Makes friends</td>
<td>a. Notices and discriminates rhyme</td>
</tr>
<tr>
<td>3. Participates cooperatively and constructively in group situations</td>
<td>b. Notices and discriminates alliteration</td>
</tr>
<tr>
<td>a. Balances needs and rights of self and others</td>
<td>c. Notices and discriminates discrete units of sound</td>
</tr>
<tr>
<td>4. Demonstrates traveling skills</td>
<td>d. Applies phonics rules and knowledge of word structure to decode text</td>
</tr>
<tr>
<td>a. Uses fingers and hands</td>
<td>2. Demonstrates knowledge of the alphabet</td>
</tr>
<tr>
<td>b. Uses writing and drawing tools</td>
<td>a. Identifies and names letters</td>
</tr>
<tr>
<td>5. Demonstrates gross-motor manipulative skills</td>
<td>b. Identifies letter-sound correspondences</td>
</tr>
<tr>
<td>a. Connects numerals with their quantities</td>
<td>3. Demonstrates knowledge of print and its uses</td>
</tr>
<tr>
<td>b. Quantifies</td>
<td>a. Uses an expanding expressive vocabulary</td>
</tr>
<tr>
<td>c. Solves problems</td>
<td>b. Speaks clearly</td>
</tr>
<tr>
<td>d. Solves problems</td>
<td>c. Uses conventional grammar</td>
</tr>
<tr>
<td>e. Shows flexibility and inventiveness in thinking</td>
<td>d. Tells about another time or place</td>
</tr>
<tr>
<td>6. Demonstrates fine-motor strength and coordination</td>
<td>e. Shows emergent reading skills</td>
</tr>
<tr>
<td>a. Uses fine-motor strength and coordination</td>
<td>4. Demonstrates writing skills</td>
</tr>
<tr>
<td>a. Thinks symbolically</td>
<td>a. Uses fingers and hands</td>
</tr>
<tr>
<td>b. Uses writing and drawing tools</td>
<td>b. Writes to convey meaning</td>
</tr>
<tr>
<td>7. Demonstrates fine-motor strength and coordination</td>
<td>c. Writes using conventions</td>
</tr>
<tr>
<td>a. Recognizes and recalls</td>
<td>d. Uses context clues to read and comprehend texts</td>
</tr>
<tr>
<td>8. Listens to and understands increasingly complex language</td>
<td>e. Reads fluently</td>
</tr>
<tr>
<td>a. Comprehends language</td>
<td>15. Demonstrates progress in speaking English</td>
</tr>
<tr>
<td>b. Follows directions</td>
<td>a. Notices and discriminates rhyme</td>
</tr>
<tr>
<td>9. Uses language to express thoughts and needs</td>
<td>b. Notices and discriminates alliteration</td>
</tr>
<tr>
<td>a. Uses an expanding expressive vocabulary</td>
<td>c. Notices and discriminates discrete units of sound</td>
</tr>
<tr>
<td>b. Speaks clearly</td>
<td>d. Applies phonics rules and knowledge of word structure to decode text</td>
</tr>
<tr>
<td>c. Uses conventional grammar</td>
<td>e. Demonstrates knowledge of the alphabet</td>
</tr>
<tr>
<td>d. Tells about another time or place</td>
<td>a. Identifies and names letters</td>
</tr>
<tr>
<td>10. Use appropriate conversational and other communication skills</td>
<td>b. Identifies letter-sound correspondences</td>
</tr>
<tr>
<td>a. Engages in conversations</td>
<td>17. Demonstrates knowledge of print and its uses</td>
</tr>
<tr>
<td>b. Uses social rules of language</td>
<td>a. Uses and appreciates books and other texts</td>
</tr>
<tr>
<td>11. Demonstrates positive approaches to learning</td>
<td>b. Uses print concepts</td>
</tr>
<tr>
<td>a. Attends and engages</td>
<td>18. Comprehends and responds to books and other texts</td>
</tr>
<tr>
<td>b. Parrots</td>
<td>a. Interacts during reading experiences, book conversations, and text reflections</td>
</tr>
<tr>
<td>c. Solves problems</td>
<td>b. Uses emergent reading skills</td>
</tr>
<tr>
<td>d. Shows curiosity and motivation</td>
<td>c. Refills stories and recounts details from informational texts</td>
</tr>
<tr>
<td>e. Shows flexibility and inventiveness in thinking</td>
<td>d. Uses context clues to read and comprehend texts</td>
</tr>
<tr>
<td>12. Remembers and connects experiences</td>
<td>e. Reads fluently</td>
</tr>
<tr>
<td>a. Recognizes and recalls</td>
<td>19. Demonstrates writing skills</td>
</tr>
<tr>
<td>b. Makes connections</td>
<td>a. Uses finger-name</td>
</tr>
<tr>
<td>13. Uses classification skills</td>
<td>b. Writes for a concrete meaning</td>
</tr>
<tr>
<td>14. Uses symbols and images to represent something not present</td>
<td>c. Uses finger-name</td>
</tr>
<tr>
<td>a. Thinks symbolically</td>
<td>b. Writes using conventions</td>
</tr>
<tr>
<td>b. Engages in sociodramatic play</td>
<td>c. Writes using conventions</td>
</tr>
</tbody>
</table>

<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 number systems</td>
</tr>
<tr>
<td>e. Demonstrates knowledge of the alphabet</td>
<td>e. Applies properties of mathematical operations and relations</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>21. Explores and describes spatial relationships and shapes</td>
</tr>
<tr>
<td>17. Demonstrates knowledge of print and its uses</td>
<td>a. Understands spatial relationships</td>
</tr>
<tr>
<td>a. Uses and appreciates books and other texts</td>
<td>b. Understands shapes</td>
</tr>
<tr>
<td>b. Uses print concepts</td>
<td>22. Compares and measures</td>
</tr>
<tr>
<td>18. Comprehends and responds to books and other texts</td>
<td>a. Measures objects</td>
</tr>
<tr>
<td>a. Interacts during reading experiences, book conversations, and text reflections</td>
<td>b. Measures time and money</td>
</tr>
<tr>
<td>b. Uses emergent reading skills</td>
<td>c. Represents and analyzes data</td>
</tr>
<tr>
<td>c. Refills stories and recounts details from informational texts</td>
<td>d. Demonstrates knowledge of patterns</td>
</tr>
<tr>
<td>d. Uses context clues to read and comprehend texts</td>
<td>23. Demonstrates knowledge of patterns</td>
</tr>
<tr>
<td>19. Demonstrates writing skills</td>
<td>24. Uses scientific inquiry skills</td>
</tr>
<tr>
<td>a. Uses finger-name</td>
<td>25. Demonstrates knowledge of the characteristics of living things</td>
</tr>
<tr>
<td>b. Writes for a concrete meaning</td>
<td>26. Demonstrates knowledge of the physical properties of objects and materials</td>
</tr>
<tr>
<td>c. Uses finger-name</td>
<td>27. Demonstrates knowledge of Earth’s environment</td>
</tr>
<tr>
<td>20. Uses number concepts and operations</td>
<td>28. Uses tools and other technology to perform tasks</td>
</tr>
<tr>
<td>21. Explores and describes spatial relationships and shapes</td>
<td>29. Demonstrates knowledge about self</td>
</tr>
<tr>
<td>22. Compares and measures</td>
<td>30. Shows basic understanding of people and how they live</td>
</tr>
<tr>
<td>a. Measures objects</td>
<td>31. Explores change related to familiar people or places</td>
</tr>
<tr>
<td>b. Measures time and money</td>
<td>32. Demonstrates simple geographic knowledge</td>
</tr>
<tr>
<td>c. Represents and analyzes data</td>
<td>33. Explores the visual arts</td>
</tr>
<tr>
<td>23. Demonstrates knowledge of patterns</td>
<td>34. Explores musical concepts and expression</td>
</tr>
<tr>
<td>24. Uses scientific inquiry skills</td>
<td>35. Explores dance and movement concepts</td>
</tr>
<tr>
<td>25. Demonstrates knowledge of the characteristics of living things</td>
<td>36. Explores drama through actions and language</td>
</tr>
<tr>
<td>26. Demonstrates knowledge of the physical properties of objects and materials</td>
<td>37. Demonstrates progress in listening to and understanding English</td>
</tr>
<tr>
<td>27. Demonstrates knowledge of Earth’s environment</td>
<td>38. Demonstrates progress in speaking English</td>
</tr>
<tr>
<td>28. Uses tools and other technology to perform tasks</td>
<td>39. Demonstrates knowledge about self</td>
</tr>
<tr>
<td>29. Demonstrates knowledge about self</td>
<td>40. Shows basic understanding of people and how they live</td>
</tr>
<tr>
<td>30. Shows basic understanding of people and how they live</td>
<td>41. Explores change related to familiar people or places</td>
</tr>
<tr>
<td>31. Explores change related to familiar people or places</td>
<td>42. Demonstrates simple geographic knowledge</td>
</tr>
<tr>
<td>32. Demonstrates simple geographic knowledge</td>
<td>43. Explores the visual arts</td>
</tr>
<tr>
<td>33. Explores the visual arts</td>
<td>44. Explores musical concepts and expression</td>
</tr>
<tr>
<td>34. Explores musical concepts and expression</td>
<td>45. Explores dance and movement concepts</td>
</tr>
<tr>
<td>35. Explores dance and movement concepts</td>
<td>46. Explores drama through actions and language</td>
</tr>
<tr>
<td>36. Explores drama through actions and language</td>
<td>47. Demonstrates progress in listening to and understanding English</td>
</tr>
<tr>
<td>37. Demonstrates progress in listening to and understanding English</td>
<td>48. Demonstrates progress in speaking English</td>
</tr>
</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

b. Quantifies... ready 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.

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 currents 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

<table>
<thead>
<tr>
<th>Objective</th>
<th>Students should be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Invite children to explore the collection of manipulatives. Encourage the child to use the manipulatives to solve story problems involving up to 10 objects. Assist by counting aloud with the child when necessary, to show her how to count on.</td>
<td></td>
</tr>
<tr>
<td>2. Invite children to pair objects, using sets of one to three objects. Offer the same number of manipulatives as the total number of objects to be paired.</td>
<td></td>
</tr>
<tr>
<td>3. Invite children to count the total number of objects in a set.</td>
<td></td>
</tr>
<tr>
<td>4. Invite children to partition objects.</td>
<td></td>
</tr>
<tr>
<td>5. Invite children to invent and solve story problems.</td>
<td></td>
</tr>
</tbody>
</table>

Teaching Sequence

<table>
<thead>
<tr>
<th>Objective</th>
<th>Students should be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Invite children to use the manipulatives to solve story problems involving up to 10 objects.</td>
<td></td>
</tr>
<tr>
<td>2. Invite children to use the manipulatives to solve story problems involving up to 10 objects.</td>
<td></td>
</tr>
<tr>
<td>3. Invite children to use the manipulatives to solve story problems involving up to 10 objects.</td>
<td></td>
</tr>
<tr>
<td>4. Invite children to use the manipulatives to solve story problems involving up to 10 objects.</td>
<td></td>
</tr>
<tr>
<td>5. Invite children to use the manipulatives to solve story problems involving up to 10 objects.</td>
<td></td>
</tr>
</tbody>
</table>

Questions to Guide Your Observations

- Can the child count out one to five objects using manipulatives?
- Can the child count out one to five objects using manipulatives?
- Can the child count out one to five objects using manipulatives?
- Can the child count out one to five objects using manipulatives?
- Can the child count out one to five objects using manipulatives?

Related Learning Games

- 11. Story Box Time
- 12. Story Box Time
- 13. Story Box Time
- 14. Story Box Time
- 15. Story Box Time
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 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 purposely 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.

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.
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.

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.

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 to 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 a teaching 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.

Intentional Teaching Cards™

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, the experiences provide additional strategies for fully engaging English- and dual-language learners in the experience.

The Creative Curriculum® for Preschool

Curriculum Components

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

Objectives—Lists the objectives from Objectives for Development & Learning that are addressed during the activity.

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

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 on their observations as children engage in the experience.

Related LearningGames™—Suggests one or more LearningGames™ that teachers can share with families to extend children’s learning at home.
Children’s Book Collection

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

The book collection includes beloved classic tales, contemporary works by well-known authors, and original nonfiction books created especially to complement the studies featured in the Teaching Guide. 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 e-learning environment. Fully translated and read in both English and Spanish, these eBooks encourage creative re-telling of stories and let Spanish-speaking children experience the first reading of a story in their home language.

Supporting English and Spanish Language Development

The bilingual Teaching Strategies® Children’s Book Collection and Book Discussion Cards™ in Spanish help teachers intentionally introduce rich new vocabulary and promote children’s receptive and expressive Spanish-language skills. Providing stories in both languages allows for a first read-aloud experience in a child’s home language, supporting language and literacy development in both English and Spanish and providing relevant story lines that celebrate a variety of cultures.

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.

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.

The Little Red Hen

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 children to retell the story, calling on their memories and comprehension to identify the main characters and important story elements. It directs teachers to ask questions such as: “What is happening here?” or “What do you think [character’s name] is thinking?”

Curriculum Components

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

22 23
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.

### 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 daily activity. Invented 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.

### Mighty Minutes®

Say It, Show It

Objective 20

Uses number concepts and operations
c. Connects numerals with their quantities

What You Do

1. Chant, and snap, tap, or clap the beat.
   Apps: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
   Apps: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
   I’ll show you 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 that demonstrates their knowledge of the quantity that it represents. Say, “Can you jump five times?”

What You Do

On the Back—The reverse side of each Mighty Minutes® card suggests ways to change the activity to either:
1) Focus on a different area of learning or
2) Increase or decrease the complexity of the activity.

Reference Number—Helps teachers quickly locate individual Mighty Minutes® cards, which are referred to by number and title throughout the Teaching Guides. (Mighty Minutes® don’t have to be used in any particular order.)

What You Do—Provides guidance on how to do the activity.

### 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.

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 daily activity. Invented 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.
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 LearningGames. Like the other curriculum materials, every family connection resource is available in both English and Spanish.

Letters to Families

These letters introduce families to learning in each interest area and study, informing them of opportunities for family participation and support. Teachers can use these letters as they 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 throughout 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

• 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.
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.
Balls Study: Table of Contents

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

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

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.

Why Investigate Balls?

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, rolling, and using rolling objects during gross and fine motor development. 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.

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

Do all balls bounce?

<table>
<thead>
<tr>
<th>Day</th>
<th>Interact Areas</th>
<th>Question of the Day</th>
<th>Make Time for…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Toys and Games: sorting toys, a variety of small balls</td>
<td>Do you think all balls bounce?</td>
<td>Outdoor Experiences</td>
</tr>
<tr>
<td></td>
<td>Technology: eBook version of The Three Billy Goats Gruff</td>
<td>Is your head bigger or smaller than the ball</td>
<td>Bouncing Balls</td>
</tr>
<tr>
<td>2</td>
<td>Toys and Games: sorting toys, a variety of small balls and clothes</td>
<td>Do heavy balls bounce?</td>
<td>Test balls outside to see which balls bounce the highest. Invite the children to make predictions and test them.</td>
</tr>
<tr>
<td>3</td>
<td>Toys and Games: add spheres and circles to sort</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology: eBook version of The Three Billy Goats Gruff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.
- **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 game.

For additional instructions, see pages 36 and 37.
Day 1, Investigation 1

Do all balls bounce?

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 guiding children by saying, “Great 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 SE13, “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.

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

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

Mighty Minutes
• Use Mighty Minutes 3B, “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.

Vocabulary:
English: See Book Discussion Card 06, The Three Billy Goats Gruff (last three captions) for words.

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

Opening Routines
• Sing a welcome song and talk about who’s here.

Movement: The Imaginary Ball
• Read Flip Ball.
• Review Mighty Minutes 41, “The Imaginary Ball.” Follow the guidance on the card using the numeral card variation.

An important concept in everyday 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. Which balls will bounce, and create two groups: balls they think will bounce, and balls they think will not bounce.

• 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.

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


Intentional Teaching Cards—Prompts to use particular Intentional Teaching Cards® are included in every daily plan. See pages 44–46 to examine three Intentional Teaching Cards.

Reference to Vol. 6—The Teaching Guide prompts teachers to refer to this knowledge-building volume for more detailed information. See pages 48–49 for this excerpt.

Mighty Minutes—Teachers are directed to Mighty Minutes® activities during each day of the study. Refer to pages 47 to review the Mighty Minutes that are suggested for Day 1, Investigation 1 of the Balls Study.
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.

### Vocabulary
- **hard** to become mountainous or hill that there has ever been or around mountain range
- **heave** a civic duty or heavy, long
- **nervous** a little bit fear or very uneasy
- **rattle** a noise of shaking or very, very ugly
- **scurry** a quick, very quick
- **wobble** a big, heavy rock
- **yell** a very, very big sound

### Supporting Social-Emotional Development
**Sample headlines:**
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"
- "I wonder how Little Billy Goat Gruff planned to get across the bridge?"
- "Little Billy Goat Gruff's plan was to use the other bridge to get across."

### Before Reading
**Introduce characters and the problem.**
- "This book is called The Three Billy Goats Gruff. Three billy goats named Goats Gruff live in a valley. There's more grass to eat on the other side of the river, so they have to cross a bridge to get to the other side. Can the three billy goats figure out how to cross the bridge without getting eaten?"
- "Let's find out."

### First Read-Aloud
**Before Reading:**
- "The book is called The Three Billy Goats Gruff. Three billy goats named Goats Gruff live in a valley. There's more grass to eat on the other side of the river, so they have to cross a bridge. Can the three billy goats figure out how to cross the bridge without getting eaten?"
- "Let's find out."

**While Reading:**
- "Ask questions about the other characters."
- "Middle Billy Goat Gruff looks skin and bones, hideous, planks, treacherous troll who stands between them and their goal."
- "Skin and bones, hideous, planks, and describing: skin and bones, hideous, planks, very, very ugly."
- "What do you think the troll thought when Big Billy Goat Gruff charged across his bridge? I don't think anyone has ever tried to do that."
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"
- "What do you think the troll thought when Big Billy Goat Gruff charged across his bridge?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"
- "What do you think the troll thought when Big Billy Goat Gruff charged across his bridge?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"

**After Reading:**
- "I wonder what Big Billy Goat Gruff plans would have been? What would you have done to solve the problem?"
- "How would you tell this story if you were the troll? What parts of the story would be different?"
- "How would you tell this story if you were the troll? What parts of the story would be different?"
- "How would you tell this story if you were the troll? What parts of the story would be different?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"

### Second Read-Aloud
**Before Reading:**
- "Middle Billy Goat Gruff looks skin and bones, hideous, planks, very, very ugly."
- "I wonder how Middle Billy Goat Gruff plans to get across the bridge?"
- "What do you think the troll thought when Big Billy Goat Gruff charged across his bridge?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"
- "What do you think Middle or Big Billy Goat Gruff plans to get across the bridge?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"
- "What do you think the troll thought when Big Billy Goat Gruff charged across his bridge?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"
- "What do you think the troll thought when Big Billy Goat Gruff charged across his bridge?"

**While Reading:**
- "Ask questions about the other characters."
- "What do you think the troll thought when Big Billy Goat Gruff charged across his bridge?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"
- "What do you think the troll thought when Big Billy Goat Gruff charged across his bridge?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"
- "What do you think the troll thought when Big Billy Goat Gruff charged across his bridge?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"
- "What do you think the troll thought when Big Billy Goat Gruff charged across his bridge?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"

**After Reading:**
- "I wonder what Big Billy Goat Gruff plans would have been? What would you have done to solve the problem?"
- "How would you tell this story if you were the troll? What parts of the story would be different?"
- "How would you tell this story if you were the troll? What parts of the story would be different?"
- "How would you tell this story if you were the troll? What parts of the story would be different?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"

### Third Read-Aloud
**Before Reading:**
- "The book is called The Three Billy Goats Gruff. Three billy goats named Goats Gruff live in a valley. There's more grass to eat on the other side of the river, so they have to cross a bridge. Can the three billy goats figure out how to cross the bridge without getting eaten?"
- "Let's find out."

**While Reading:**
- "Ask questions about the other characters.
- "What do you think the troll thought when Big Billy Goat Gruff charged across his bridge?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"
- "What do you think the troll thought when Big Billy Goat Gruff charged across his bridge?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"
- "What do you think the troll thought when Big Billy Goat Gruff charged across his bridge?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"
- "What do you think the troll thought when Big Billy Goat Gruff charged across his bridge?"

**After Reading:**
- "I wonder what Big Billy Goat Gruff plans would have been? What would you have done to solve the problem?"
- "How would you tell this story if you were the troll? What parts of the story would be different?"
- "How would you tell this story if you were the troll? What parts of the story would be different?"
- "How would you tell this story if you were the troll? What parts of the story would be different?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"

### After Reading
**Invite explanations, wonder aloud, and ask follow-up questions.**
- "How would you tell this story if you were the troll? What parts of the story would be different?"
- "How would you tell this story if you were the troll? What parts of the story would be different?"
- "How would you tell this story if you were the troll? What parts of the story would be different?"
- "How would you tell this story if you were the troll? What parts of the story would be different?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"

**Expand vocabulary:**
- "When Big Billy Goat Gruff charged across the bridge, I wonder what happened to the other bridge?"
- "What do you think the troll thought when Big Billy Goat Gruff charged across his bridge?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"
- "What do you think the troll thought when Big Billy Goat Gruff charged across his bridge?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"
- "What do you think the troll thought when Big Billy Goat Gruff charged across his bridge?"
- "I wonder how Little Billy Goat Gruff plans to get across the bridge?"
- "What do you think the troll thought when Big Billy Goat Gruff charged across his bridge?"

**Retold by Bonnie Dobkin**
- "The Three Billy Goats Gruff"
Day 1, Investigation 1
Intentional Teaching Card SE18

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

**Encouragement**

**Objective 1**

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

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

3. Facilitate children’s language development by asking open-ended questions and encouraging children to share ideas.

4. Encourage children to think of words that rhyme with those in the poem. Add any additional words to the chart.

**Additional Ideas**

- Write the poem or song on chart paper. Use pictures with rhyming words; prop that illustrates the poem or song, e.g., mouse puppet for “Hickory, Dickory, Dock.”
- Use simple words and gestures, point out specific details.
- Have a box ready with objects that rhyme.
- Use short poems with simple rhymes.
- Make the finest shoes in town.
- Cobbler, cobbler, mend my shoe.
- Clothes clean and bright.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
- Treasure every moment you can.
- Make the finest shoes in town,
- Cobbler, cobbler, mend my shoe.
- I shook that tree as hard as I could;
- Away up high in an apple tree,
Day 1, Investigation 1
Intentional Teaching Card LL14

The second option for small-group time during Day 1, Investigation 1 is “Rhyming Zoo.”

**Objective 14**
Demonstrates phonological awareness, phonics skills, and word recognition

**Related Objectives:** 1a, 3a, 20a

**What You Do**

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 best way to help children learn the rhyming words.
   - “Down by the bay, where the watermelons grow,
   - Where the cows and sheep are seen.
   - Down by the bay, where the watermelons grow,
   - ‘Tis the place where I like to be.

2. Remind the children that rhyming words sound alike.
   - “Did you ever see a goose, flying, flying, flying, down by the bay?”

3. Explain to the children that they are going to make up new verses in the song. Show the children the animal pictures, and invite them to choose rhyming words with the names of the animals they want to use in the song.
   - “Nolan, snap and slide do ye adore.
   - Down by the bay, snap and slide.
   - Nolan, snap and slide do ye adore.
   - Down by the bay, snap and slide.

4. Write the rhyming word combinations on a chart paper. Use an audio recorder to record the children singing the new verses. Create new verses as long as the activity interests the children.
   - “Pink, pink so fresh and new.
   - Down by the bay, pink so fresh and new.

5. Explain that the rhyming words will be on the play area and in the movement area, and that children may play the rhymes and know the new rhyming words during choice time.

**Questions to Guide Your Observations**

1. How did you work together to create new rhymes?
2. Did you choose words after hearing another child’s choices?
3. If yes, what did you like about the new rhyming words?

**Related Learning Games**

- **[341] Rhyming**

---

**Day 1, Investigation 1**

**Mighty Minutes**

**Objective 29**
Demonstrates knowledge about self

**Related Objectives:** 1a, 3a, 4, 8b, 11a, 14b, 15a, 20a

**What You Do**

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

2. Invite children to pretend they are bouncing imaginary balls with 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.”

**Questions to Guide Your Observations**

1. How much time did you spend bouncing the imaginary ball?
2. How did you feel about bouncing imaginary balls?

**Related Learning Games**

- **[341] Rhyming**

---

**Questions to Guide Your Observations**

1. Did you count the number of times you bounced?
2. How many times did you bounce the imaginary ball?

**Related Learning Games**

- **[341] Rhyming**

---

**Questions to Guide Your Observations**

1. How do you choose your partner?
2. How did you feel about bouncing with your partner?

**Related Learning Games**

- **[341] Rhyming**

---

© 2016 Teaching Strategies, LLC • TeachingStrategies.com
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, phonics skills, and word recognition

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 awareness is a strong predictor of later reading success (Elith et al., 2001; National Early Literacy Panel, 2004, 2008). Instruction that strengthens children’s phonological awareness has been shown to contribute to later reading success (Elith et al., 2001; National Early Literacy Panel, 2004). Special coaching of phonologically aware children is also important as primary-grade students learn to read. Morphological awareness helps children attend to rhyme, alliteration, and smaller and rime in one-word units.

In primary school, teachers help children further their phonemic awareness and support them as they learn decoding and phonics skills, word structure analysis, and recognition of frequently occurring sight words (Florida Center for Reading Research, n.d.). The focus on rhyme and alliteration in the earlier years builds to the process of decoding words in elementary school. Children’s ability to use phonological awareness and phonics skills is critical in learning to decode unknown words (Snow, Burns, & Griffin, 1998). Phonological processing predicts children’s later reading comprehension and reading disability status (Fuchs, Compton, Fuchs, Bryant, Hamlett, & Lamberts, 2012).

Objective 15

Demonstrates phonological awareness, phonics skills, and word recognition

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 awareness is a strong predictor of later reading success (Elith et al., 2001; National Early Literacy Panel, 2004, 2008). Instruction that strengthens children’s phonological awareness has been shown to contribute to later reading success (Elith et al., 2001; National Early Literacy Panel, 2004). Special coaching of phonologically aware children is also important as primary-grade students learn to read. Morphological awareness helps children attend to rhyme, alliteration, and smaller and rime in one-word units.

In primary school, teachers help children further their phonemic awareness and support them as they learn decoding and phonics skills, word structure analysis, and recognition of frequently occurring sight words (Florida Center for Reading Research, n.d.). The focus on rhyme and alliteration in the earlier years builds to the process of decoding words in elementary school. Children’s ability to use phonological awareness and phonics skills is critical in learning to decode unknown words (Snow, Burns, & Griffin, 1998). Phonological processing predicts children’s later reading comprehension and reading disability status (Fuchs, Compton, Fuchs, Bryant, Hamlett, & Lamberts, 2012).

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.
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


NEW!

English, 5 Guides

Spanish, 5 Guides

Children’s Book Collection (25 fiction books, 5 nonfiction books in English and Spanish)

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

Book Conversation Cards™ (10 English, 10 Spanish)

Intentional Teaching Cards™ (50 cards, bilingual)

More Mighty Minutes® (100 cards in English and Spanish; also sold separately)
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.

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.
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 families to participate 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.

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.

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