

The Creative Curriculum® for Preschool

Supporting the Strengths and Needs of Children in Special Education Programs

The same approaches that enable *The Creative Curriculum*® programs to successfully provide high-quality learning experiences for all children can also translate into success in special education classrooms.

What is *The Creative Curriculum*® for Preschool?

The Creative Curriculum® for Preschool is an award-winning, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills. Comprising of *The Foundation*, six research-based volumes that provide the knowledge base of the curriculum, and the *Daily Resources*, which offer step-by-step guidance in the form of *Teaching Guides* and additional daily teaching tools, *The Creative Curriculum*® for Preschool is fully aligned with the *Head Start Early Learning Outcomes Framework* and early learning standards for each state.

The Creative Curriculum® for Preschool:

- is based on 38 objectives for development and learning, which are fully aligned with the *Head Start Early Learning Outcomes Framework* as well as early learning standards for every state.
- presents knowledge-building volumes and daily practice resources in tandem, giving every educator the “what,” “why” and “how” of early childhood education.
- offers complete support for working with English- and dual-language learners, including detailed guidance that helps to build teachers’ knowledge about best practices.
- offers daily opportunities to individualize instruction, helping teachers meet the needs of every learner.
- contains guidance for working with all learners, including advanced learners and children with disabilities.
- addresses all important areas of development and learning, from social–emotional and math to technology and the arts, and incorporates them throughout every part of every day.
- offers daily, built-in opportunities for observation, helping teachers and administrators clearly see the strong relationship between curriculum and assessment.



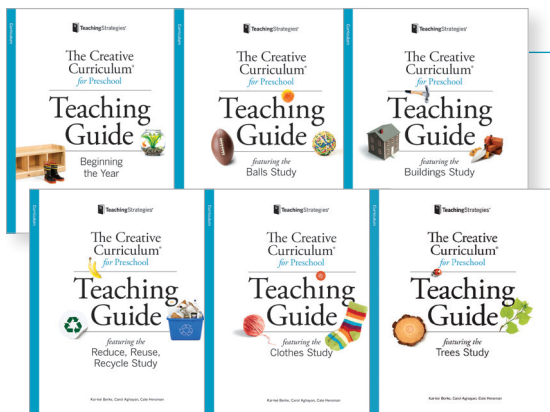
The Creative Curriculum® for Preschool's Unique Approach to Learning

Here's a look at how *The Creative Curriculum® for Preschool's* approaches to learning can be applied in special education programs:

Hands-on Exploration

Our Approach: Children are engaged in investigations of study topics that offer exploration with hands-on, interactive materials and resources from their everyday environments.

Application for Special Needs Programs: Every child, no matter where they are developmentally, can bring prior knowledge when exploring topics like balls, trees, and clothes. Studies are unique in offering all children opportunities to investigate and build skills across all areas of development.



Comprehensive Daily Guidance

Our Approach: Teachers are provided with comprehensive guidance for all major parts of the day, with room for flexibility to incorporate additional experiences that are important to each individual classroom community.

Application for Special Needs Programs: When teachers use the curriculum's daily resources, they can be confident that they are covering all essential objectives, while still having room for the critical flexibility that's required to be responsive to the additional needs that are unique in special education classrooms.

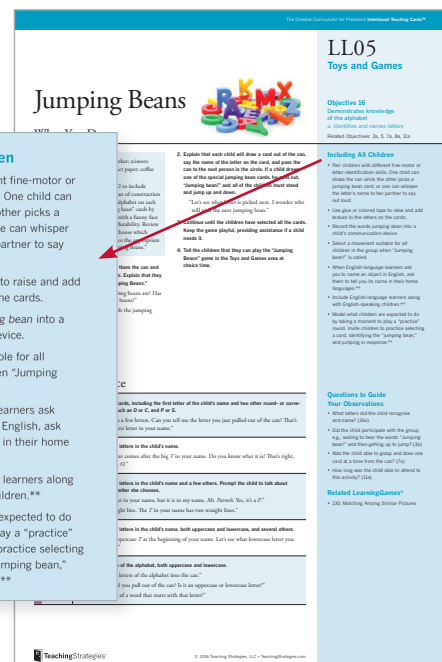
Embedded Professional Development

Our Approach: Embedded professional development provides strategies to help teachers refine and enhance their teaching practices in the moment.

Application for Special Needs Programs: Specific modifications and strategies for including all children are provided throughout daily resources to ensure that all children can participate fully and feel successful.

Including All Children

- Pair children with different fine-motor or letter-identification skills. One child can shake the can while the other picks a jumping bean card; or one can whisper the letter's name to her partner to say out loud.
- Use glue or colored tape to raise and add texture to the letters on the cards.
- Record the words *jumping bean* into a child's communication device.
- Select a movement suitable for all children in the group when "Jumping Bean!" is called.
- When English-language learners ask you to name an object in English, ask them to tell you its name in their home languages.**
- Include English-language learners along with English-speaking children.**
- Model what children are expected to do by taking a moment to play a "practice" round. Invite children to practice selecting a card, identifying the "jumping bean," and jumping in response.**



Dinnertime

M01 Dramatic Play

What You Do

Teaching Sequence

YELLOW	Say, "I have friends coming to dinner, and I need to finish setting the table. Can you help me?" Encourage the child to finish setting the table, one item at a time. "Put a napkin beside each place." "Put a fork on top of each napkin."
GREEN	Encourage the child to count as many as five items on the table. "I have some friends coming to dinner. How many plates are on the table?" "Can you help me put out these forks, please? We'll need three. How many did I give you?"
GREEN	Using up to 10 items, such as plates, invite the child to add or subtract one item and tell how many remain by counting the items. "There are six plates on the table, and I take away one. How many are left?" "One other friend called; he is coming to dinner, too. Now how many plates do we need?"
BLUE	Invite the child to solve story problems mentally with no more than five items. "Two friends are coming to dinner, and three more ask if they may come. How many will be at dinner if they all come?" "I have four glasses of milk, and I spilled one. How many glasses still have milk in them?"
BLUE	Using up to 10 items, invite the child to add and subtract. "Six children are having milk, and three are having hot cocoa. How many drinks are there altogether?" "There are seven plates on the table, but two friends call to say they can't come to dinner. How many plates will be on the table after I take away two?"
PURPLE	
PURPLE	

Individualized Instruction

Our Approach: The objectives for development and learning found within *The Creative Curriculum® for Preschool* represent widely-held expectations for children birth through third grade, providing teachers with visibility into strengths-based progressions of development and learning for all children.

Application for Special Needs Programs: In any given experience, one child may be demonstrating skills and abilities aligned at or below widely held expectations, while another may be doing so at a higher level. Our embedded color-coded teaching sequences, which reflect strengths-based indicators of development, enable teachers to engage both children in the same small group experience as well as support their future growth.

Focus on Social-Emotional Development

Our Approach: The curriculum offers a strong focus on social-emotional development throughout the year as teachers, children, and families build a classroom community.

Application for Special Needs Programs: Sometimes in special education classrooms, children need additional support for developing interpersonal relationships with adults and peers. The curriculum has abundant resources for encouraging these relationships, as well as other social-emotional skills that are critical for success in other areas of development and learning.



Support for Responsive Planning

Our Approach: 38 objectives for development and learning are integrated throughout the resources to help teachers focus on what's most important to children's future school success.

Application for Special Needs Programs: Teachers can plan responsively based on the needs outlined in a child's Individual Education Plan, with access to a rich library of resources that allow for specific focus on areas that need extra support.

Calm-Down Place

SE03 Library

Objective 1 Participate cooperatively and respectfully in group situations. Related Objectives 2, 3, 5, 11.

Objective 2 Follow up with the child who has asked a question, using simple words, phrases, and gestures and what he or she can do to respond when asked or asked to go to the calm-down place.

Objective 3 Respond to questions in a child's communication mode, including "I need to go to the calm-down place."

Objective 4 Respond to the child by using strategies to help a child manage his or her behavior.

Objective 5 Ask children to repeat or clarify phrases and words and respond to the question when making eye contact. Use "I can't hear the play dough." "I can't hear the play dough." "I can't hear the play dough."

Objective 6 If children are beginning to speak in sentences, give them plenty of opportunities to do so. Do not interrupt the child's play. Do not correct grammar.

What You Do

Materials: coloring sheet, modeling clay or play-doh, books, modeling clay, and handprints (other coloring material).

See the Creative Curriculum® for Preschool, Volume 1 Foundations, Chapter 4, for ideas about setting up a place where children can calm themselves in your classroom.

Background: When children experience strong emotions, they may need to calm down. Establish a calm-down place in the classroom where children can go to cool off, relax, or take a break. Each child offers children a positive alternative to acting out or having emotional outbursts or conflicts.

1. During group time, read a discussion with the children about ways to calm down when they are feeling upset or angry. Write any ideas they may have on the chart paper. Add pictures to the chart, such as reading to you, making easy, closing your eyes, slow down the area of the room where the calm-down place, and invite them to use it whenever they want to quiet off, relax, or take a break.

2. "James, what helps you feel better when you get angry? You taking a deep breath is a very good idea. Let's all practice that now."

3. Encourage the children to talk about their feelings throughout the day so as to make them aware of what they are feeling when they are happy, anxious, frustrated, etc.

"I can't practice having a hand done, waiting for your turn. It's hard to wait. It makes you feel frustrated."

"Let's take a few minutes to calm down together!"

4. Read and tell the children an story about addressing conflict or social problem. Focus on helping the children recognize and manage any strong feelings they may be having. Use the calm-down place as a way to redirect the children who may need to take a break in a good place.

Teaching Sequence

YELLOW	When the child expresses anger, frustration, or distress, build the child and offer reassurance until she has calmed down. "Hello, I have some rolling eggs because your play got stopped so suddenly. Take a deep breath with me child, or 'm' together."
GREEN	Help the child to use the calm-down place with you before she loses emotional control. "I'm sorry to hear that you're getting frustrated because there are so many children in the room. Would you like to take a break in the calm-down place and read a book together? Then, I can help you find another place to play in the classroom that is less crowded."
GREEN	Encourage the child to practice self-talk, as she takes deep breaths and relaxes. "You can use your words. I need to calm down. The next time I feel upset, I want to hear my friends."
BLUE	Stay with the child and offer reassurance that she will feel better soon. "I'm so glad you're working on calming down now. These deep breaths will help relax your body and your mind."
PURPLE	Encourage the child to recognize her strong feelings and use the calm-down place before becoming upset. "You're so glad you needed the fish tank for a few minutes. I can see that you are feeling much more because you are playing quietly now in the Mats."

Listen For Your Name 85

Objective 15 Demonstrate phonological awareness. Related Objectives 1, 2, 5, 11.

What You Do

1. Say the chart and create real or nonsense words that rhyme with each child's name.

Listen for your name.
Listen for your name.
Listen for the word that sounds like your name.
[Child's name, secret...]
"Go [Name]!"

2. Have the children guess whose name rhymes with the real or nonsense words. The children respond with the name of the child.

Objectives for Development & Learning

Birth Through Third Grade

Physical

1. Demonstrate basic motor skills.
2. Demonstrate fine motor skills.
3. Demonstrate gross motor skills.
4. Demonstrate self-control and self-regulation.

Language

1. Listen to and understand language used to describe objects, actions, and events.
2. Use appropriate conversational and other communication skills in group situations.

Cognitive

1. Demonstrate problem-solving skills.
2. Demonstrate self-control and self-regulation.
3. Demonstrate self-control and self-regulation.
4. Demonstrate self-control and self-regulation.

Literacy

1. Demonstrate knowledge of the alphabet and sound recognition.
2. Demonstrate knowledge of the alphabet and sound recognition.
3. Demonstrate knowledge of the alphabet and sound recognition.
4. Demonstrate knowledge of the alphabet and sound recognition.

Mathematics

1. Demonstrate knowledge of numbers and counting.
2. Demonstrate knowledge of numbers and counting.
3. Demonstrate knowledge of numbers and counting.
4. Demonstrate knowledge of numbers and counting.

Science and Technology

1. Demonstrate knowledge of the characteristics of living things.
2. Demonstrate knowledge of the characteristics of living things.
3. Demonstrate knowledge of the characteristics of living things.
4. Demonstrate knowledge of the characteristics of living things.

Social Studies

1. Demonstrate knowledge of self and others.
2. Demonstrate knowledge of self and others.
3. Demonstrate knowledge of self and others.
4. Demonstrate knowledge of self and others.

The Arts

1. Demonstrate knowledge of self and others.
2. Demonstrate knowledge of self and others.
3. Demonstrate knowledge of self and others.
4. Demonstrate knowledge of self and others.

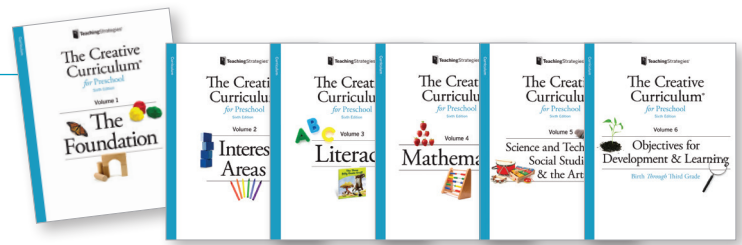
English Language Acquisition

1. Demonstrate knowledge of self and others.
2. Demonstrate knowledge of self and others.
3. Demonstrate knowledge of self and others.
4. Demonstrate knowledge of self and others.

The Creative Curriculum® for Preschool Components*

The Foundation

The Creative Curriculum® for Preschool: The Foundation provides the theory and research foundation of the curriculum and helps teachers set up their classrooms. They contain everything teachers need to know in order to build and implement a high-quality preschool program.



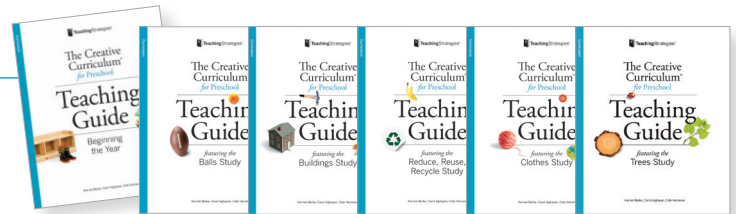
6 Volumes

Daily Resources

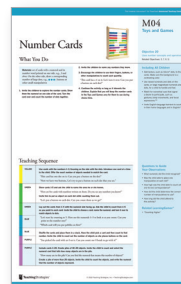
The Creative Curriculum® for Preschool: Daily Resources provide step-by-step guidance in the form of *Teaching Guides*, *Intentional Teaching Cards™*, and additional daily teaching tools. The *Daily Resources* include:

- Six **Teaching Guides** that provide daily support for the entire school year, offering comprehensive, detailed plans that each span several weeks and guide teachers moment-by-moment through the day.
- **Intentional Teaching Cards™** that provide playful and engaging activities, with directions to help teachers individualize each activity to meet the unique needs of every learner.
- **Book Discussion Cards™** that explain how to read and talk about selected books in the *Teaching Strategies® Children's Book Collection*, helping teachers make the most of repeated, interactive read-alouds with children.
- The **Teaching Strategies® Children's Book Collection**, which features beloved classic tales, contemporary works by award-winning authors and illustrators, and original nonfiction titles for use during high-quality read-alouds.
- **Mighty Minutes®** that help teachers turn every minute of the day into learning opportunities, intentionally promoting language, literacy, math, science, social studies or physical skills during "in-between" times.
- The **Teaching Strategies® Children's eBook DVDs**, which feature English and Spanish titles in the *Children's Book Collection* that have been adapted for the eLearning environment.
- The **Resource Organizer**, a specially designed binder in which resources for the day can be assembled, keeping them close at hand.
- The **Guide to The Creative Curriculum® for Preschool**, which provides a thorough overview of each System component and explains how everything works together to help teachers build high-quality programs for children.

* English version shown. Also available in Spanish and as a fully bilingual curriculum.



6 Guides



Intentional Teaching Cards™
(201 bilingual cards)



Book Discussion Cards™
(22 cards)



Children's Book Collection
(75 books and 4 big books)



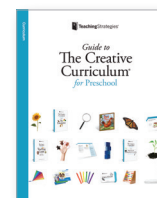
Mighty Minutes®
(100 cards; also sold separately)



eBook Collection
(30 eBooks, bilingual)



Resource Organizer



Guide to *The Creative Curriculum® for Preschool*
(bilingual)

For additional information about *The Creative Curriculum® for Preschool*, visit us at TeachingStrategies.com/Preschool or call 800.637.3652, option 6.