The Creative Curriculum® for Preschool
Touring Guide
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Welcome to
The Creative Curriculum® for Preschool

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.
**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 choice when it comes to implementing studies and integrating learning into every part of the day. The sixth edition of *The Foundation* offers updated research, 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.

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**2010**

The fifth edition of *The Creative Curriculum® for Preschool* is made up of five volumes that build teachers’ professional knowledge of best practices, including a volume on the newly developed objectives for development and learning.

**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.
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

English, 6 Volumes

Spanish, 6 Volumes

The Creative Curriculum® for Preschool also provides the option to purchase digital curriculum resources that are accessible through the MyTeachingStrategies™ platform, including Intentional Teaching experiences, Teaching Guides, weekly and monthly planning calendars that can be populated or rearranged with just a few clicks, and much more. See page 51.
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 additional Teaching Guides, each available for separate purchase. Please see pages 48-50 for more information.
Individualized. Supportive. Effective.
What Is The Creative Curriculum® for Preschool?

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

The Creative Curriculum® for Preschool is a research-based, comprehensive curriculum that features exploration and discovery as a way of learning. The foundational volumes help teachers create a high-quality learning environment and build a thorough understanding of best practices, while the Daily Resources help teachers plan and manage every moment of their day.

As part of the Daily Resources, the Teaching Guides and additional instructional tools 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 instruction 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>Interest Areas</th>
<th>Technology</th>
<th>Library</th>
<th>Toys and Games</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Art: depicting different sizes and features</td>
<td>Textbook reprints</td>
<td>Storybooks</td>
<td>Goldilocks and the Three Bears</td>
<td>GoldiBook and the Three Bears</td>
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<tr>
<td>Day 3</td>
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<td>Day 4</td>
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</table>

#### Question of the Day

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

What do you notice about your own clothes? What size clothes do you think you will need this fall?

#### Large Group

**Song:** "Three in the Bed" Discussion and Shared Writing: Exploring sizes of clothes

**Materials:** Mighty Minutes 04, "Clap the Missing Word"; small article of clothing; pencils, paper, digital camera

**Rhyme:** "Rocky, Dee Dee"

**Discussion and Shared Writing:** Measurement tools

**Materials:** Mighty Minutes 06, "Rocky, Dee Dee"; box with a variety of standard measurement tools

#### Read-Aloud

**Goldilocks and the Three Bears**

**Materials:** Storybooks

**A Pouch for Goldilocks**

**Goldilocks and the Three Bears**

**Materials:** Pouch to act out Goldilocks and the Three Bears, Intentional Teaching Card 1186, "Dramatic Story Reading"
The Clothes Study

Investigating the Topic

Vocabulary—English:

What are the features of clothes?

Question of the Day

Investigating the Topic

The Clothes Study

Interest Areas

Art:

- and features

M10, “Biscuits” (See card for

Materials:

- Bears
- Clothes
- “Farmer in the Dell”

Mighty Minutes 20, “I Can

Measurement Tools

Props to act out
eBook version of

Diddle, Dumpling”

Nonstandard measuring tools

Compare

M09, “Bigger Than, Smaller

Intentional Teaching Card

nonstandard measuring tools;

Clothing

Mighty Minutes

“Desktop Publishing”; digital

Baby Visit

Discussion and Shared Writing:

Rhyme:

Technology:

- “Bookmaking”; paper; pencils or

The Creative Curriculum® for Preschool

Read-Aloud

The Clothes Study

Investigating the Topic

Large Group

Choice Time

The Teaching Guides provide detailed guidance for using the other rich curricular resources and give teachers the unique flexibility to adapt learning experiences for each child. This ensures that every day teachers are helping all children participate fully and meet important early learning standards.

What Are Studies?

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

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

Why Studies?

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

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

Advantages of Studies

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

Study Topics

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

Read-Aloud

- Before you read, remind children about the question of the day. Ask, “What do you know already about the story?”
- As you read, talk about the sizes of the bears, bowels, chairs, arched feet and relate this information to the sizes of the shirts discussed at group time.
- After you read, ask what props are needed to act out the story. List them on chart paper or a whiteboard. Invite the children to help you gather them. Tell the children that the book will be available to them on the computer in the Technology area.

English-language learners

To help English-language learners identify props, have them point to objects in the book’s illustrations or to objects in the room, such as chairs. Then confirm their comprehension and model language for talking about the items. For example, say, “Yes, we need a small chair to act out the story.” Encourage the name of the prop.

Small Group

Option 1: Play Dough

- Review Intentional Teaching Card M04, “Play Dough.”
- After the play dough is made, invite children to create small, medium, and large objects.

Option 2: Discuss

- Use Intentional Teaching Card M05.
- • Use small, medium, and large-sized biscuit cutters to cut out shapes or use the rims of glasses or cups to cut the biscuits. Talk to the children about the sizes as they work.
What Are The Creative Curriculum® for Preschool Objectives for Development & Learning?

The 38 research-based objectives are the heart of the curriculum and define the path teachers take with children in their classroom. They inform every aspect of teaching, include predictors of school success, and are aligned with state early learning guidelines and the Head Start Early Learning Outcomes Framework.

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

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

Before beginning any journey, you need to know where you are heading. When teachers begin to implement the curriculum, they can look to the objectives for development and learning to guide them. These objectives, now expanded through third grade, define the knowledge, skills, and abilities 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

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<tr>
<th>Not Yet</th>
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<tr>
<td><strong>Demonstrates understanding of the concepts of one, two, and more</strong></td>
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<td>• Says, “More apples to indicate he wants more pieces than given”</td>
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<td>• Takes two crackers when prompted. “Take two crackers.”</td>
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<td><strong>Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</strong></td>
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<td>• Looks at the sand table and says instantly, without counting, “There are three children at the table.”</td>
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<td>• Says, “I have four cubes. Two are red and two are blue.”</td>
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<td>• Puts three bunnies in the box with the two bears. Counts and says, “Now I have five.”</td>
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<td><strong>Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</strong></td>
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<td>• Says, “I have nine cars in a row. I only need one more to get to 10!”</td>
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<td>• Says, “I have eight big buttons, and you have eight little buttons. We have the same.”</td>
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<td>• Uses two-sided counters to determine different number combinations for 14</td>
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<td>• Counts the students in the circle, and says, “There were 12 of us from Mrs. Holt’s class, and four more kids came. That means there are 13, 14, 15, 16 of us playing dodge ball.”</td>
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<td><strong>Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts</strong></td>
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<tr>
<td>• Cuts a banana in half and says to a friend, “Now, we each have a fair share because we each have the same.”</td>
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<td>• Uses two-sided counters to determine different number combinations for 14</td>
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<td>• Counts the students in the circle, and says, “There were 12 of us from Mrs. Holt’s class, and four more kids came. That means there are 13, 14, 15, 16 of us playing dodge ball.”</td>
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<td><strong>Answers how much questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole</strong></td>
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<td>• Cuts a paper pizza into two equal parts; gives one part to a friend and says, “We have equal amounts. We each have half of the pizza.”</td>
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<td>• Divides a clay length into four equal parts when asked by the teacher to make fourths</td>
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<td>• Says, “When I put these four quarter pieces together, I have one whole. Four fourths equal a whole.”</td>
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<td>• Provides the correct response when the teacher shows pictures representing two thirds, two fourths, one half, etc.</td>
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<td><strong>Compares fractions and explains them using physical models, pictorial representations, and number lines</strong></td>
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<td>• Partitions the space on a number line from 0 to 1 into six equal parts</td>
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<tr>
<td>• Puts a red dot to indicate 4/6, a green dot to indicate 2/6, and a blue dot to indicate a whole. Signs, “That’s six sixths.”</td>
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<tr>
<td>• Given a plate divided into eighths, shows one piece for 1/8, three pieces for 3/8, and four pieces for 4/8. Then says, “Hey, these 4/8 are equal to one half because they are the same size!”</td>
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In *The Creative Curriculum® for Preschool*, the objectives inform every aspect of teaching. Teachers see them addressed everywhere, from *The Foundation* to the *Daily Resources*. Two of the 38 objectives address English language acquisition, and they offer specific strategies to support children’s progress.

Color-coded charts graphically represent progressions of research-based, widely held expectations of learning and development across the whole of the early childhood years, from birth through third grade. The same colors are used for the teaching sequences shown on the *Intentional Teaching Cards™*, making it easier for teachers to use assessment information to individualize instruction. Learn more about the colored bands and what they mean on pages 20-21.

### Story Problems

**What You Do**

**Materials:** collection of manipulatives

1. **YELLOW** Invite the child to pair objects, using sets of one to three objects. Offer the same number of objects in each set.
   
   *“I see two dolls in the cradle that need blankets. Can you give each doll a blanket?”*

2. **GREEN** Invite the child to verbally count using one number name for each object. Encourage her or him to solve story problems with up to five items.
   
   *“Here are four penguins standing on the ice. One penguin jumps in the water. How many penguins are on the ice now? Let’s touch each one as we count.”*

3. **GREEN** Include one to five objects in story problems. Encourage the child to count all of the objects correctly and add them together.
   
   *“We have two pears and three apples. How many pieces of fruit do we have all together? Let’s count: one, two, three…”*

4. **BLUE** Invite the child to solve story problems involving up to 10 objects. Assist by counting aloud with the child, if necessary, to show her how to count on.
   
   *“If we have seven children who want to jump rope, but we only have three jump ropes, how many more jump ropes do we need so that each child has one?”*

5. **PURPLE** Invite the child to create new story problems using addition and subtraction of 10 to 20 objects.
   
   *“Here is a bucket full of buttons. Let’s see what story problems we can create with them. How many buttons should we use to start?”*

### Questions to Guide Your Observations

- **b. Quantifies**

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

### Related LearningGames®

- **M22**

  **Objective 20**

  Uses number concepts and operations

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

  **Story Problems**

  **What You Do**

  **Materials:** collection of manipulatives

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     *“Here is a bucket full of buttons. Let’s see what story problems we can create with them. How many buttons should we use to start?”*
Research-Based. Innovative. Engaging.
Curriculum Components

The Creative Curriculum® for Preschool is a developmentally appropriate, comprehensive curriculum that promotes positive outcomes for preschool children.

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

All components of The Creative Curriculum® for Preschool were designed to fit together to create a seamless day of teaching and help teachers build an engaging and effective program. The Foundation offers insight into the most current research and best practices for early childhood education. The Daily Resources, including Teaching Guides, Intentional Teaching Cards™, Mighty Minutes®, and Book Discussion Cards™, help teachers organize and manage their days intentionally and effectively. The curriculum components also include built-in support for all learners, with specific sections of guidance for working with English- and dual-language learners, advanced learners, and children with disabilities. Let’s take an in-depth look at each curriculum component.
The Foundation

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

**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.

**Volume 6: Objectives for Development & Learning**

describes in detail the 38 objectives in *The Creative Curriculum*® for Preschool. The volume is newly expanded, with progressions for first, second, and third grade, helping teachers see the important role they play in building a strong foundation for every child’s development and learning. Based on an extensive review of the latest research and professional literature in early childhood education, these objectives include predictors of school success and are aligned with the Head Start Early Learning Outcomes Framework and early learning standards for each state.

Supporting English Language Development

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

The six Teaching Guides in The Creative Curriculum® for Preschool provide daily support for the entire school year. They help teachers create a positive classroom community and fill every period of each day with meaningful learning experiences. Each Teaching Guide recognizes that children are curious, active learners who are capable of deep cognitive engagement with topics relevant to their lives.

The Teaching Guides feature comprehensive, detailed plans that span several weeks and offer moment-by-moment guidance for every day. They also offer teachers plenty of opportunities to incorporate their own creativity and expertise—giving them the flexibility to follow children’s interests while ensuring they’re continuing to address all the important areas of learning and development.
Throughout the Teaching Guides, you’ll find references to particular sections of The Foundation that provide more in-depth information. Remember, this is one of the ways the Daily Resources and The Foundation work together as a cohesive curriculum that supports teachers every step of the way throughout the year.

The first guide, Beginning the Year, addresses the first six weeks of school. The remaining five guides feature studies, which are project-based investigations of topics that are familiar and fascinating to children. Each study is divided into a series of investigation questions, and each investigation lasts three to five days. Beginning on page 32, you’ll find excerpts from the Teaching Guide featuring the Balls Study to review.

How Studies Are Organized

- Getting Started
- Beginning the Study
- Investigating the Topic
- Celebrating Learning
- Resources

Supporting English Language Development

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

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

Designed for ages 2 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 an experience to make it more or less challenging, enabling every child to participate successfully. The “Including All Children” section of every card provides additional strategies.

Supporting English and Spanish Language Development

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

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

### What You Do

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

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

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

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

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

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

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

5. Record children’s ideas when asked.

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

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

### Teaching Sequence

<table>
<thead>
<tr>
<th>Color</th>
<th>Activity</th>
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| YELLOW | Invite the child to draw or scribble on the paper to answer the question. Describe the markings the child makes.  
   "You made a lot of little circles in a row on your paper.” |
| GREEN | Invite the child to draw or scribble on the paper. Point out any mock letters or letter-like forms the child makes.  
   "I see up and down lines on your paper. It looks like you made an ‘M’.” |
| GREEN | Invite the child to write familiar letters as he draws or scribbles. Ask questions that help him identify the letters he has written.  
   "Can you tell me which letters you wrote on your paper?" |
| BLUE | Ask the child questions that help her hear the beginning and ending sounds of a word. Invite the child to use early invented spelling to write the word.  
   "You said your favorite thing to do outside is draw with sidewalk chalk. What letters make the /s/ sound in sidewalk?" |
| PURPLE | Invite the child to write phrases and sentences to answer the question. Provide support by offering to sound out words.  
   "You would like to write the word snack. What sounds do you hear when you say it slowly? /s/-/n/-/a/-/ck/?” |

### Questions to Guide Your Observations

- What letters and words was the child able to write? (10a)
- How did the child write his or her name? (13a)
- How did the child manipulate the writing tool? (7b)
- Did the child understand the purpose of writing or drawing? (8a)

### Related LearningGames®

- 164. Serious Questions

### Additional Ideas

"Question Basket" works well with Intentional Teaching Card™ LL39, “My Daily Journal.” Children can write their answers to the questions in their journals. "What things can you do to be a good neighbor?" and "What is your favorite time of day?" It has a picture of a clock on it. Let’s think of all the different times of day we have at school and at home.”

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

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

### 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 Guides. Each book was selected for its rich vocabulary; diverse characters, families, and cultures; or the new ideas and information in its pages. Our collection of literature, in both English and Spanish, includes alphabet books, counting books, nonfiction books, concept books, and narrative picture books, all of which encourage children’s exploration, interaction, and enjoyment.

Many books in our children’s collection have been adapted for the eLearning environment. Fully translated and read in both English and Spanish, these eBooks encourage creative retelling of stories and let Spanish-speaking children experience the first reading of a story in their home language.

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.

Book Discussion Cards™ show teachers how to conduct multiple effective read-alouds, ensuring that children are getting the most out of these experiences. They help teachers engage children in rich, analytical book discussions that encourage critical thinking skills and support social–emotional development. Children develop skills to reconstruct, as opposed to retell, a story, which prepares them for literacy experiences in kindergarten.

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?”

The Vocabulary section offers definitions in child-friendly language that a teacher would use to explain the words to a preschool child, 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.
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.

Say It, Show It

Objective 20
Uses number concepts and operations
c. Connects numerals with their quantities
Related Objectives: 1a, 3a, 5, 7a, 8b, 11a, 16b, 34

What You Do
1. Chant, and snap, tap, or clap the beat.
   Appy, tappy, tappy,
   Appy, tappy, too.
   Appy, tappy, tappy,
   I’ll show you my card to you!
2. Hold up a numeral card from 1–10.
3. Ask the children to name the numeral.
4. Invite them to perform a simple motion to demonstrate their knowledge of the quantity that it represents. Say, “Can you hold up four fingers? Can you jump four times?”

La bamba

Objetivo 35
Explora conceptos del baile y el movimiento
Objetivos relacionados: 1b, 3a, 4, 5, 8b, 9a, 15a, 34

Qué hacer
1. Enseña a los niños la canción de “La bamba”.
2. Crea una coreografía sencilla y animada.
   Para bailar la bamba, para bailar la bamba se necesita una poca de gracia,
   una poca de gracia y otra cosa,
   ¡ay, arriba y arriba,
   ¿vamos a cantar? por ti se te, por ti se te, por ti se te.
3. Reemplaza bailar con otras palabras de acción, por ejemplo, saltar, nadar, buscar.

La bamba

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.

• Place several small manipulatives inside a container with a lid. Shake the container as you say the rhyme. When you say the last line, dump the objects on the floor or a table. Have one or more children count the objects, or identify the number of objects by sight (subitize) without actually counting them.
   Appy, tappy, tappy,
   Appy, tappy, too.
   Appy, tappy, tappy.
   Now it’s time for you! [Point to a child and ask, “How many?”]

• Show the children a letter card and ask them to identify the letter and make the letter sound.

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.

Supporting Spanish Language Development
Many Mega Minutos® use traditional Spanish songs and rhymes to maximize learning during brief transitional periods throughout the day. These unique Spanish resources can help support Spanish language development.
Embedded Professional Development

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

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

*Teaching Strategies*®

*Guide to The Creative Curriculum*® for Preschool:

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

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

Online Classroom and Family Resources
Teachers can visit a password-protected website to easily download “Letters to Families,” “Weekly Planning Forms,” and 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 100 digital 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.

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**A Book About Me**

**Game 107**

Your book tells a lot about you.

**Imitar lo que hace otro**

Yo puedo marchar, tú puedes marchar.

¡Marchar, marchar, marchar!

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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

Day 1

Investigation 5

What are balls made of?

Vocabulary

- Fiberglass
- Bead
- Plastic
- Vinyl
- Linen
- Leather
- Plastic

Question of the Day: Can you make a ball?

Opening Response:

- Sing a welcome song and talk about why we’re here.

Movement: Meet the Balloon

- Have children explore an inflated balloon.

Discussion and Shared Writing

Using Our Senses to Explore Balls

- Have children explore a variety of materials, such as rubber balls, plastic balls, leather balls, and fabric balls. Discuss the materials and their properties.

Small Group Activities

- Let children experiment with different ways to make and play with balls.
- Ask children to describe their materials.

Before transitioning to the interest area, refer to the question of the day. Talk about the different materials and how they can be used to make balls.
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.

Resources

- 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

Fully Bilingual to Meet Your Needs

To support classrooms where Spanish is spoken, The Creative Curriculum® for Preschool is currently available in English, in Spanish, or as a fully bilingual curriculum. The bilingual option offers all curriculum components in both Spanish and in English, meaning that programs can make the choice that best fits their unique needs.

English-language learners

When reading the phrase “the doorbell rang,” pantomime ringing a doorbell or ring a bell. Combining actions with words helps all children understand and learn vocabulary.
Comprehensive. Inclusive. Intentional.
Putting It All Together

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

**First Step: Get Organized.** The Resource Organizer is a specially designed binder in which teachers can assemble the resources for the day to keep them close at hand. The *Teaching Guide* slides into the center pocket of the binder. The side pockets are designed to hold the *Intentional Teaching Cards™*, *Book Discussion Cards™*, *Mighty Minutes®*, and children’s books that teachers will be using that day. To help make sure teachers are fully prepared, the “At a Glance” pages for each investigation provide a list of all the materials that teachers will need to assemble for any given day. Those pages precede each investigation (see pages 36–37).

**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.

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

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

How do the children in your room show their interest in balls? What do they say about balls?
Web of Investigations

A “Web of Investigations” is also included at the beginning of every study. This section introduces the concept of an idea web, a way to think about the important ideas related to a topic and the areas that children might explore. Each study includes a preliminary idea web that has extra space for teachers to record their own ideas.

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

Web of Investigations

The Teaching Guide Featuring the Balls Study includes five investigations through which children explore the balls that fascinate them. The investigations incorporate indoor and outdoor activities about the scientific properties of balls—why they bounce, roll, and move—and opportunities for children to cooperate.

Some of the investigations also include a site visit as well as demonstrations of the use of balls in sports and exercise by family members and friends. Each investigation explores important concepts in science and social studies and strengthens children’s skills in literacy, math, technology, and the arts. Expand this web by adding your own ideas.

Investigation 1
Do all balls bounce?  page 26

Investigation 2
Do all balls roll?  page 34

Investigation 3
What makes balls move?  page 42

Investigation 4
Who uses balls?  page 48

Investigation 5
What are balls made of?  page 60

Our Investigation  page 74

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Investigation 5
What are balls made of?  page 60

Our Investigation  page 74
Putting It Into Practice

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

Notice how she begins with the study topic—balls—and branches out to identify many areas of exploration that interest the children in her classroom. From the idea web, this teacher and her class are able to identify what they already know about balls. Then they identify the questions they want to answer.
At a Glance, Investigation 1

Next Step: Plan and Prepare

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

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

<table>
<thead>
<tr>
<th>AT A GLANCE</th>
<th>Investigation 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do all balls bounce?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary—English:</strong> circumference, length, shorter, longer, sphere</td>
<td></td>
</tr>
<tr>
<td><strong>Day 1</strong></td>
<td><strong>Day 2</strong></td>
</tr>
<tr>
<td><strong>Interest Areas</strong></td>
<td>Toys and Games: sorting trays; a variety of small balls</td>
</tr>
<tr>
<td>Technology: eBook version of The Three Billy Goats Gruff</td>
<td></td>
</tr>
<tr>
<td><strong>Question of the Day</strong></td>
<td>Do you think all balls bounce?</td>
</tr>
<tr>
<td><strong>Large Group</strong></td>
<td>Movement: The Imaginary Ball</td>
</tr>
<tr>
<td>Discussion and Shared Writing: Which Balls Will Bounce?</td>
<td>Discussion and Shared Writing: Height and Bounciness</td>
</tr>
<tr>
<td>Materials: Mighty Minutes 41, “The Imaginary Ball”; ball collection; numeral cards; digital camera; Play Ball</td>
<td>Materials: Mighty Minutes 15, “Say It, Show It”; ball collection</td>
</tr>
<tr>
<td><strong>Read-Aloud</strong></td>
<td>The Three Billy Goats Gruff</td>
</tr>
<tr>
<td>Book Discussion Card 06 (first read-aloud)</td>
<td></td>
</tr>
<tr>
<td><strong>Small Group</strong></td>
<td>Option 1: Rhymes With Ball</td>
</tr>
<tr>
<td>Intentional Teaching Card LL10, “Rhyming Chart”; poem or song with rhyming words; prop that illustrates poem or song</td>
<td>Intentional Teaching Card M25, “The Long and Short of It”; ribbons of equal width, cut into different lengths</td>
</tr>
<tr>
<td>Option 2: Rhyming Zoo</td>
<td>Option 2: How Big Around?</td>
</tr>
<tr>
<td>Intentional Teaching Card LL14, “Did You Ever See…?”, pictures of familiar animals; audio recorder</td>
<td>Intentional Teaching Card M62, “How Big Around?”; a variety of circular objects; ball of yarn or string; scissors</td>
</tr>
<tr>
<td><strong>Mighty Minutes</strong></td>
<td>Mighty Minutes 30, “Bounce, Bounce, Bounce”</td>
</tr>
</tbody>
</table>

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

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

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

Children’s Literature—During each study, the teacher uses both fiction and nonfiction books from the Teaching Strategies’ Children’s Book Collection. The nonfiction titles relate closely to the study topic.
Day 3

Make Time for…

Outdoor Experiences

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

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

Family Partnerships
- Send home a note to families encouraging them to talk with their children about their favorite childhood ball games.

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

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

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

Spanish: circunferencia, longitud, más corto, más largo, esfera

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Spanish: circunferencia, longitud, más corto, más largo, esfera
Day 1, Investigation 1

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

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

An important feature of The Creative Curriculum® for Preschool is that the daily plans offer a structure, not a script. As children raise questions about a topic, the teacher can adapt the plans to follow children's interests. The curriculum combines the flexibility many teachers want with the assurance that they're still meeting the Head Start Early Learning Outcomes Framework and early learning standards for their state.

Do all balls bounce?

Vocabulary
English: See Book Discussion Card 06, The Three Billy Goats Gruff (Los tres cabritos) for words.
Question of the Day: Do you think all balls bounce?

Day 1

Large Group

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Large-Group Roundup
• Recall the day’s events.
• Show the rhyming chart you made during small-group time. Invite the children to recall rhyming words.

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


Intentional Teaching Cards™—Prompts to use particular Intentional Teaching Cards™ are included in every daily plan. See pages 42–44 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 46–47 for this excerpt.

Mighty Minutes™—
Teachers are directed to Mighty Minutes™ activities during each day of the study. Refer to page 45 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*.

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1. **First Read-Aloud**

**Before Reading**
Introduce characters and the problem. “This book is called *The Three Billy Goats Gruff*. Three billy goats named Gruff have eaten all the grass in their valley. There’s more grass to eat on the other side of the river. But to get there, they have to cross a bridge—a bridge where a hungry troll lives. Can the three billy goats figure out how to cross the bridge without getting eaten? Let’s find out.”

**While Reading**
Expand vocabulary by pointing to pictures, using gestures to dramatize, and describing:
- valley, boulder, hooves, nubs, very, very skinny, very, very ugly
- trembled, gulp, wobbled, stomped

**Comment on main characters’ thoughts and actions.**
- “I wonder what the troll yelled to the three billy goats?”
- “I think Little Billy Goat Gruff’s plan worked. Do you think he knew he could trick the troll?”
- “Did the Billy Goats Gruff have a plan? How did they get past the troll?”

**After Reading**
 Invite follow-up questions. Invite explanations, wonder aloud, and ask follow-up questions.
- “Why do you think Little Billy Goat Gruff’s plan worked? Do you think he knew he could trick the troll?”
- “What do you think Middle or Big Billy Goat Gruff’s plan would have been? What would you have done to get past the troll?”

2. **Second Read-Aloud**

**Before Reading**
Recall the characters and the problem. “We’re going to read *The Three Billy Goats Gruff* again. You may remember that this is a story about three billy goats that often have a tree or boulder in their way. How would you tell this story if you were the troll? What parts of the story would be the same as those we read together? What parts would be different?”

**While Reading**
Expand vocabulary using more verbal explanations:
- narrow, small bumps or lumps, boulder, planks
- trembled (demonstrate movement) shudder
- gulp (exaggerate motion) a big swallow
- wobbled (exaggerate movement) didn’t stand very steadily
- stomped

**Comment on and ask follow-up questions about the other characters.**
- “Why do you think the troll let the first two Billy Goats Gruff cross the bridge? How do they get across the bridge? How do they get past the troll?”
- “Tell us about a time when you were very smart. ‘We’ll go to the meadow on the other side of the river! We can stay for days and eat and eat, and soon we will be very happy!”

**After Reading**
 Invite explanations, wonder aloud, and ask follow-up questions.
- “What lesson do you think the troll learned from his experience with the three billy goats?”
- “How would you use this story if you were the troll? What parts of the story would be the same as those we read together? What parts would be different?”

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3. **Third Read-Aloud**

**Before Reading**
Recall the characters and problem. “Two more days and the third Billy Goat Gruff is very worried about whether he’ll catch and eat the billy goats.”

**While Reading**
Introduce words by pointing to illustration and dramatizing:
- “How would you feel and act if you were bigger or smaller than you, but all three billy goats had to work together to cross the bridge?”
- “Tell us about a time when you were very, very happy about what happened, but skin and bones.”

**Comment on main characters’ thoughts and actions.**
- “I wonder what happened to the troll? I wonder what Big Billy Goat Gruff will do when he meets the troll.”
- “I know!” said Little Billy Goat Gruff, feeling very smart. “We’ll go to the meadow on the other side of the river! We can stay for days and eat and eat, and soon we will be very happy!”
Supporting Social–Emotional Development

Manages feelings (3a)
- “How would you feel and act differently if you were very big?”
- “If you were in the middle and had other bigger or smaller than you, how would you feel?”
- “Tell us about a time when you worked with a friend.”

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

Third Read-Aloud

Before Reading
Encourage children to recall the problem and solution.
“We’re going to read a story that we’ve read two times before. Can anyone tell us the name of this book? What two problems do the Billy Goats Gruff have? How do they solve their problems?”

While Reading
Expand vocabulary: very, very skinny, hideous, planks, pieces of wood, very, very fat.
Guide children to reconstruct the story as you turn the pages. Read a few pages and allow the children to reconstruct parts of the story. Occasionally ask questions such as “What is happening here?” or “What happens next?” that help children recall the events of the story. Encourage children to explain what characters are thinking and feeling.

After Reading
Wonder aloud and ask follow-up questions.
- “Did the Billy Goats Gruff have to cross the bridge to get to the meadow? What else could they have done to get across the river?”
- “I wonder what the troll yelled to the three billy goats.”
- “How would you feel and act if you were very big?”
- “How would you feel and act if you were very small?”
- “Tell us about a time when you worked with a friend.”
- “Tell us about a time when you were glad you were bigger. Tell us about a time when you wished you were bigger. Tell us about a time when you were glad you were smaller.”

3. Third Read-Aloud
During the third read-aloud, teachers help children reconstruct the story themselves: “What is happening here?” “What happens next?”

The Three Billy Goats Gruff
Retold by Bonnie Dobkin

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

And the three Billy Goats Gruff? They lived happily in the valley for the rest of their lives, eating the green, green grass on both sides of the river. And getting very fat.

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Day 1, Investigation 1
Intentional Teaching Card SE18

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

Encouragement

What You Do

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

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

   Instead of, “Your picture is so pretty,” acknowledge and encourage the child’s effort to create the picture. “You painted your whole paper yellow with orange dots on top.”

   Instead of, “You look handsome today,” you might say, “Seeing your big smile makes me smile too! You look really happy this morning.”

   Instead of, “That’s a cool building,” offer encouragement. “You used all of the small square blocks. Can you tell me about your building?”

   Instead of, “I like the way you’re sharing,” describe what the child did. “You offered Cameron some of your beads so she can make a necklace, too. She looks really happy about that.”

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

Additional Ideas

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

Including All Children

• When asking questions about the child’s actions, offer two possibilities and let the child choose.

• Be sure to give the child enough time to think and respond.

• Include English-language learners along with English-speaking children.*

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

Questions to Guide Your Observations

• How did the child respond to the encouragement? (1c)

• What language did the child use to describe his actions? (9a)

Related LearningGames®

• 106. Seeing Feelings

Related Objectives:

c. Takes care of own needs appropriately

Objective 1
Regulates own emotions and behaviors

Background:

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

Statements that acknowledge and encourage can also help children persist through challenging tasks, which helps them develop one of the critical approaches to learning.

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

2. Use reflective statements to describe children’s actions and behaviors. Say what you saw the child doing.

   “You waited until the other children were out of the way, and then you climbed all the way to the top of the climber!”

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

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

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

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

4. Encourage the child to reflect on his process and decision making by asking questions about his actions and behaviors.

   “Earlier, I noticed your tower fall a few times. Now it looks very sturdy. How did you solve your construction problem?”

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

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

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

SE18
All Interest Areas

Objective 1
Regulates own emotions and behaviors

c. Takes care of own needs appropriately

Questions to Guide Your Observations

• How did the child respond to the encouragement? (1c)

Related LearningGames®

• 106. Seeing Feelings
Day 1, Investigation 1
Intentional Teaching Card LL10

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

Rhyming Chart

What You Do

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

1. Find a short poem or song about your study topic. Write the poem or song on chart paper. Use pictures and symbols as well as words. Here are two examples:
   - **Clothes**
     - Cobbler, cobbler, mend my shoe.
     - Get it done by half past two.
     - Stitch it up, and stitch it down,
     - Make the finest shoes in town.
     - (Mother Goose)
   - **Trees**
     - Away up high in an apple tree,
     - Two red apples smiled at me.
     - I shook that tree as hard as I could;
     - Down came those apples,
     - And mmmm, they were good!
     - (Traditional)

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

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

Including All Children

- To make sure all children can hear the rhyming words, limit distractions and the general noise level in the room.
- Use short poems with simple rhymes.
- Have a box ready with objects that rhyme with words in the poem. Pull an object out of the box and ask for a rhyming word.
- Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions.**
- As children learn to produce letter sounds in English, accept their attempts without correcting errors. Model correct pronunciation.**

Questions to Guide Your Observations

- Was the child able to identify rhyming words? How many words was the child able to rhyme? (15a)
- How did the child interact with you and join in singing? (2a)
- How long was the child able to attend to this experience? (11a)

Related LearningGames®

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

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

Did You Ever See...?

What You Do

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

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

2. Remind the children that rhyming words sound alike at the end. Give examples of rhyming words in the song (bay, say; go, grow; moose, goose). Invite a child to repeat rhymes from the song.
   - "Yes, Nolan, sheep and sleep do rhyme. We can sing the song with those words. How about, 'Did you ever see a sheep, falling asleep, down by the bay?'"

3. Explain to the children that they are going to make up new verses to the song. Show the children the animal pictures, and review their names. Invite the children to think of words that rhyme with the names of the animals they want to use in the song.
   - "Here on the chart we have snake and slither. Slither describes how a snake moves. Do those words rhyme? No, they both start with s, but they do not rhyme. Let's look at the next pair of words."

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

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

Including All Children
- Record two or three pairs of rhyming words on a child’s communication device.
- Use animal props for a child to hold as you talk about rhyming.
- When English-language learners ask you to name an object in English, ask them to tell you its name in their home languages.**
- Give all children time to express themselves.**
- Speak slowly and clearly, exaggerating the rhyming sounds of the words.**
- Video record the children rhyming in English and using the pictures. Make the recording available in the Technology area for children to replay during choice time.**

Questions to Guide Your Observations
- Was the child able to recognize and name the rhyming words? Was the child able to produce a rhyming word related to a specific animal? (3a)
- Did the child follow along as you reviewed the word pairs on the chart? (17b)
- Was the child able to participate by singing along? (34)

Related LearningGames®
- 104: Rhyming
Day 1, Investigation 1
Mighty Minutes®

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

**Objective 29**
Demonstrates knowledge about self
Related Objectives: 1a, 3a, 4, 8b, 15a, 20a, 21a, 35

**What You Do**
1. Invite children to pretend they are bouncing imaginary balls with their hands. Say, “Boing, boing!” as you pretend to bounce a ball.
2. Invite children to pretend they are bouncing the imaginary ball with different parts of their bodies. Moving from head to toe, demonstrate bouncing it with your head, shoulders, elbows, knees, and toes.
3. Play lively music during this activity, such as “Sweet Georgia Brown.”

**Objective 35**
Explores dance and movement concepts
Related Objectives: 1a, 3a, 4, 5, 8a, 11a, 14b, 15a, 20c, 34, 36

**What You Do**
1. Sing to the tune of “Row, Row, Row Your Boat.”
2. Use the children’s ideas for movements and incorporate them into the song, e.g., bounce, dance, twist, turn, march, kick, or fly.

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

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

   Adapt the song to other studies by creating new rhymes.
   - Pound, pound, pound a nail
   - Pound it into wood.
   - Pounding, pounding, pounding, pounding
     That is strong and good.
   - Smash, smash, smash a can
   - Smash it nice and flat.
   - Smashing, smashing, smashing, smashing
     What do you think of that?

   • Hold a numeral card to incorporate a number into the song, e.g., Pound, pound, pound [three] nails...

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

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

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

   Invite children to work with a partner, pretending to bounce the ball back and forth between them.
Phonological awareness, or phonological sensitivity, is the ability to discern the sounds and patterns of spoken language. As this awareness develops, children learn to hear the separate sounds of oral language that are blended in ordinary speech. For some children, distinguishing the parts of spoken language is difficult because it requires them to attend to the sounds of speech separately from meaning.

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

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

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, & Lambert, 2012). Students' failure to use phonemic decoding skills and to master word recognition hinders their ability to comprehend text (Snow, Burns, & Griffin, 1998).

The ability to consciously focus on the structure of words such as base words and inflections (morphological awareness) is also important as primary-grade students learn to read. Morphological knowledge facilitates decoding as students decompose multi-morphemic words into familiar root words and known affixes (Kruck & Bergman, 2013). Students' abilities to utilize morphological processes support a variety of literacy skills, including word identification, reading fluency (Green, 2009; Wolter, Wood, & D’zatko, 2009), and reading comprehension (Apel, Wilson-Fowler, Brimo, & Perrin, 2012).
### Objective 15  Demonstrates phonological awareness, phonics skills, and word recognition

#### a. Notices and discriminates rhyme

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<td><strong>Joins in rhyming songs and games</strong></td>
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<td>• Humas along and joins in random words in rhyme</td>
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<td>• Sings with a group, “One, two, buckle my shoe...”</td>
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<td><strong>Fills in the missing rhyming words spontaneously</strong></td>
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<td>• Completes the rhyme in the phrase, “The fat cat sat on the ____ (mat).”</td>
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<td>• Chants spontaneously. “Me, me, me, me, me, me.”</td>
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<td><strong>Decides whether two words rhyme</strong></td>
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<td>• “Do bear and chair rhyme? What about bear and peel?”</td>
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<td>• Matches rhyming picture cards</td>
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<td><strong>Generates a group of rhyming words when given a word</strong></td>
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<td>• Says, “Hat, sat, lad,” when asked, “What words rhyme with cat?”</td>
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<td><strong>Generates rhyming words without a prompt word; identifies rhyming words in written text; uses rhyme to decode text</strong></td>
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<td>• Makes the word hat with the plastic alphabet letters and then changes the first letter to create the words cat, hat, mat. Reads each one and says, “I made a lot of rhyming words.”</td>
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<td>• Identifies all the rhyming words after reading a simple story told in rhyme</td>
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#### b. Notices and discriminates alliteration

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

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<td><strong>Shows awareness of separate sounds in sentences</strong></td>
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<td>• Joins in clapping each word while chanting, “I love you mom.”</td>
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<td>• Jumps upon hearing a repeated word in a story</td>
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<td><strong>Shows awareness of separate syllables in words</strong></td>
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<td>• Counts each syllable of name, “Trina and Chris” or by placing and counting the syllables in each</td>
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<td>• Puts together pen and crayon pieces</td>
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<td>• Puts together foot and tail to say football</td>
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<tr>
<td><strong>Verbally blends and separates onset and rime in one-syllable words</strong></td>
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<tr>
<td>• Says, “/t/, /a/ /t/,” after being asked, “What sound is the first sound of the word milk?”</td>
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<td>• Points to Mick and Jill when the teacher says “cake,” and “rake.”</td>
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<td>• Recognizes, /c/ /ake, and /r/ /ake when the teacher says “cake” and “rake.”</td>
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### Strategies

- **Know each child’s level of phonological awareness and provide appropriate experiences.** Plan specific activities to help children attend to rhyme, alliteration, and smaller and smaller units of sound.
- **Encourage children to listen to sounds in the environment.** Record different sounds for children to identify.
- **Use songs, stories, and rhymes that play with language.** Informally, but intentionally, draw children’s attention to the sounds of language.
- **Encourage children to play with words and to make up their own rhymes.**
- **Have children fill in rhyming words in a verse.** For example, “The cat wore a ____ (hat). He slept on a ____ (mat).” He played with a ____ (bat).”
- **Play games that focus on alliteration (initial sounds).** For example, have children think of words that begin with the same sound as another child’s name (Bonita, Betty, baby, bat, buttons, etc.).
- **Clap or tap rhythm sticks to mark the syllables of preschool and kindergarten children’s names as you say them.**
- **Draw children’s attention to the phonemes in spoken words during daily routines.** For example, dismiss children to go to lunch by saying, “If your name begins with the /r/ sound like Matthew, you may go to lunch.”
- **Plan activities with children that focus on onset and rime.** For example, have children group words by their beginning sounds (cake, rat, rose) or create word families that emphasize the ending sounds (ring, sing, king).
The Creative Curriculum® for Preschool, Expanded Daily Resources

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

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

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

Supporting English Language Development

Expanded Daily Resources

- **Intentional Teaching Cards™**
  - 50 cards, bilingual
- **Children’s Book Collection**
  - 25 fiction books, 5 nonfiction books in English and Spanish
- **Book Discussion Cards™**
  - 15 English, 15 Spanish
- **Book Conversation Cards™**
  - 10 English, 10 Spanish
- **More Mighty Minutes®**
  - 100 cards in English and Spanish; also sold separately
- **Highlights High Five Bilingüe™**
  - 10 issues plus an additional set of 10 issues for sharing
- **English, 5 Guides**
- **Spanish, 5 Guides**

NEW!
Additional Teaching Guides

The additional *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 page 23) 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.
Digital Curriculum Resources

The Creative Curriculum® for Preschool also offers programs the option to subscribe to digital curriculum resources to support a teacher’s ability to plan and teach intentionally, including 6 Teaching Guides, 201 Intentional Teaching experiences, and weekly and monthly planning calendars that auto-populate with content from the curriculum to help teachers plan and manage their days.

Accessible through the MyTeachingStrategies™ platform, which also includes resources and support for assessment, for professional development, and for connecting with families, the digital curriculum resources help ensure that teachers can save time while planning and implementing meaningful, intentional instruction throughout the day using The Creative Curriculum® for Preschool.

The daily plans from each Teaching Guide automatically populate into a teacher’s weekly and monthly calendars, saving them valuable time that would otherwise be spent on planning. Teachers can reorder or customize their daily plans quickly and easily to reflect the unique needs of their classroom or community. Intentional Teaching experiences provide a wealth of opportunities to individualize instruction for each child in the class, with color-coded Teaching Sequences that allow teachers to modify the activity in the moment to meet each child’s needs. Learn more about the color-coded Teaching Sequences on pages 20–21.

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

**TEACH**—By toggling to “Teach,” teachers have all the guidance they need to engage children in a learning experience that can quickly be individualized to meet the needs of each child.

**ASSESS**—By toggling to “Assess,” teachers can enter levels for each child based on their observations during the experience.

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*Which Has More?*

Children compare groups of objects and use language to describe which group has more. Engage children in a discussion about which group has more and why. Ask children to explain their thinking. Encourage them to use descriptive language, such as “more,” “less,” “most,” “least,” and “same.”

**Teach:**

*Encourage children to compare groups of objects and use language to describe which group has more.*

**Assess:**

*By assessing children’s understanding of comparing quantities, teachers can adjust their teaching strategies to meet individual needs.*
We hope you’ve enjoyed this tour of The Creative Curriculum® for Preschool and that it has helped you understand the curriculum’s many benefits for teachers, administrators, and families.

**Benefits for Teachers**

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

**Flexibility:**
Studies offer plenty of flexibility: teachers can extend the investigation, incorporate their own activities and themes, and adapt the study to follow children’s interests or draw on the resources in the community.

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

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

**Benefits for Administrators**

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

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

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

**Benefits for Families**

**Regular opportunities for family involvement:**
Guidance and support for including families are built right into daily plans, with regular opportunities to invite 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.
Teaching children to be creative, confident thinkers.
The Creative Curriculum® for Preschool

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 a way of learning.

TeachingStrategies.com/Preschool