



The Creative Curriculum® for Infants, Toddlers & Twos Getting Started Guide

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Exploring Your Resources

- **Check that you received all of the boxes for the complete curriculum set.**
 - If you purchased the Third Edition of *The Creative Curriculum® for Infants, Toddlers & Twos*, you should have received [two boxes](#).

- **Locate the card in Box 1 that provides the access to online portals.**
 - Keep this card in an easy-to-remember location, as it provides you with the password to access [The Creative Curriculum® Learning Games®](#).
 - Access and utilize [additional planning resources](#).
 - Bookmark these links for future reference.

- **Log into *MyTeachingStrategies*®.**

You may have a *MyTeachingStrategies*® login if your program uses *GOLD*®, has a subscription to *The Creative Curriculum*® Cloud, and/or has purchased online professional development credits. If you do not have a *MyTeachingStrategies*® login, you may skip this step.

- Navigate to [My Courses in the Develop area](#) and complete the free 2-hour product tutorial, Getting to Know *The Creative Curriculum*® for Infants, Toddlers & Twos, to build your foundational knowledge of the *Teaching Strategies*® approach to curriculum.
- Navigate to [My Courses in the Develop area](#) and complete the free 10-hour course Objectives for Development and Learning. This course provides a detailed look at the 38 research-based objectives for development and learning.

□ **Locate the three foundation volumes and *The Guide to The Creative Curriculum® for Infants, Toddlers & Twos* in Box 1.**

- Review *The Guide to The Creative Curriculum® for Infants, Toddlers & Twos* to refresh your knowledge of the components of the curriculum.
- Review the table of contents in each foundation volume, making note of interesting sections that may be valuable to revisit at a later time.

Volume 1: *The Foundation* presents the information needed to set up the physical environment. It summarizes the research foundation for the curriculum and addresses the five key aspects of a high-quality curriculum.

Volume 2: *Routines and Experiences* discusses the five routines and eight experiences that are essential to development and learning of children birth to age three and provides strategies for effectively implementing each routine and experience.

Volume 3: *Objectives for Development & Learning* describes the 38 objectives and suggests developmentally appropriate strategies for encouraging development and learning in all areas.

Beginning the Year

The starting point for implementation is creating a responsive environment.

- **Arrange your physical environment.**
 - Review pages 40–58 of *Volume 1: The Foundation*.
 - Arrange the physical environment to meet the needs of the age group you serve.
 - Create places for routines and experiences to happen effectively and meaningfully.
 - Ensure the physical environment conveys positive messages.

- **Create a structure for each day.**
 - Review pages 61–74 of *Volume 1: The Foundation*
 - Plan a daily schedule that is predictable but flexible enough to meet children’s individual needs.

- **Plan for family partnerships.**
 - Review Chapter 5, “Partnering with Families,” in *Volume 1: The Foundation* and begin planning for meaningful ways to engage with families.
 - Develop a plan for sharing *Letters to Families* about routines and experiences from the [online portal](#).
 - Preview the family sets of *Highlights Hello*™ and plan to share and use these intentionally with families.
 - Access the *Learning Games*®, available in the [online portal](#), and determine the best method to share these with families.

- **Collect family information to assist in developing an individual care plan.**
 - Review pages 149–150 of *Volume 1: The Foundation*.
 - Locate the *Individual Care Plan–Family Information Form* available in the appendix of *Volume 1: The Foundation* or in the [online portal](#).
 - Collect information in a meaningful way from each family.

- **Incorporate strategies to build relationships and promote self-regulation.**
 - Review pages 104–107 of *Volume 1: The Foundation* and plan to use strategies to build relationships and a positive classroom community.
 - Review pages 111–116 of *Volume 1: The Foundation* and plan to use strategies to promote self-regulation with positive guidance.

Planning for Weekly Routines and Experiences

□ Develop individual care plans for each child.

- Review pages 65–68 of *Volume 1: The Foundation*.
- Use the *Family Information Form* to develop a responsive individual care plan.
- Use the *Individual Care Plan* form available in the appendix of *Volume 1: The Foundation* or in the [online portal](#).
- Update infant individual care plans monthly or as changes in development occur.

□ Complete *Child Planning Forms*.

- Reference pages 183–187 of *Volume 1: The Foundation*.
- Access the *Child Planning Form* available in the appendix of *Volume 1: The Foundation* or in the [online portal](#).
- Use the individual care plans and reflect on what you know and have observed for each child as you complete the form and plan for individual children.

□ Create a weekly plan

- Reference pages 183–187 of *Volume 1: The Foundation*
- Use the *Group Planning Form* available in the appendix of *Volume 1: The Foundation* or in the [online portal](#) to synthesize your weekly plans.
- Use the *Child Planning Form* and reflect on all of the children in your care as you intentionally decide on changes to the environment, schedule, and experiences you will offer during the week.
- Refer to *Volume 2: Routines and Experiences* as you intentionally plan routines and experiences for the week.
- Remember you are planning for possibilities; in the moment, **always** be sure to follow each child's lead.

□ Gather *Daily Resources* to support your weekly plan

- Select *Intentional Teaching Experiences* with a specified routine or experience to target support for children's development and learning.
- Preview *Mighty Minutes*® to use during routines and transitions.
- Plan for literacy experiences by identifying appropriate issues of *Highlights Hello*™ and the accompanying *Book Conversation Cards*™ to help actively engage the children.

Expanded Daily Resources for Twos

- If you have also purchased the *Expanded Daily Resources for Twos*, refer to the *Getting Started With Expanded Daily Resources for Twos* guide found in Box 1 to learn more about the different components of the curriculum.

Ongoing Support

- **Continue to refer to the foundation volumes for additional strategies, research, and best practice information.**
The volumes are intended to serve as your on-demand curriculum coach.
- **[Sign up](#) to receive our implementation support emails.**
As part of our ongoing commitment to supporting implementation with fidelity, we send regular communications about upcoming webinars and research on best practices to users.
- **Access the [Teaching Strategies Blog](#) to stay up-to-date on best practices, research, inspiration, and exciting news.**

Getting Started With Your Subscription to *The Creative Curriculum*® Cloud

If your program has a subscription to [The Creative Curriculum® Cloud](#) and your administrators have allocated the subscription licenses, follow the steps below or [review this getting started guide](#) to begin exploring your transformative digital tools and resources:

□ **Log into [MyTeachingStrategies](#)®.**

- If you are new to *MyTeachingStrategies*®, you will also receive an email that contains your username and temporary password. Follow the instructions in that email to log in and set a permanent password to *MyTeachingStrategies*®. **Note:** If you haven't received this email, check your spam or junk folders.

□ **Access the Library area in *MyTeachingStrategies*®.**

- [Navigate the Digital Content Library](#) to access foundation volumes, *Teaching Guides*, *Intentional Teaching Experiences*, and other components of *The Creative Curriculum*®.

□ **Explore the [Teach](#) area.**

This provides planning functionality to help you link your assessment data with instruction.

- Set your [weekly template](#) before you begin creating weekly plans.
- [Customize your monthly calendar](#) to account for holidays and planned closures.

□ **Begin [creating your weekly plans](#).**

- Create [individual care plans](#) for each child's routines.
- Plan [weekly experiences](#) for your classroom.

□ **Submit and share your weekly plans.**

Your administrator may provide additional guidelines and expectations for submitting plans for review and for sharing weekly plans with families.

- [Submit your weekly experiences plans to administrators](#) for approval, if required.
- [Share weekly experiences plans with families](#) according to your administrator's guidance.