

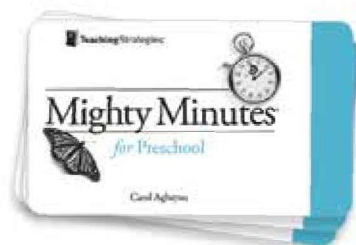


# Mighty Minutes®

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*.



**Title**—Presents the title of the activity.

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

## Say It, Show It

# 15

**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

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

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

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

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

## La bamba

# 72

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

### Qué hacer

- Enseñe a los niños la canción de “La bamba”.**
- Cree 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 cosita,  
ay, arriba y arriba,  
ay, arriba y arriba, por ti seré,  
por ti seré, por ti seré.
- Reemplace bailar con otras palabras de acción, por ejemplo, saltar, nadar, buscar.**

## 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.

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.

# 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.

**Embedded professional development,** shown here within a *Teaching Guide*, ensures that teachers are supported in a variety of ways.

**Discussion and Shared Writing: Weight and Bounciness**

- Gather a collection of heavy and light balls.
- Invite each child to hold a ball and describe its weight.

Before transitioning to interest areas, talk about the new items for sorting in the Toys and Games area and how children can use them.

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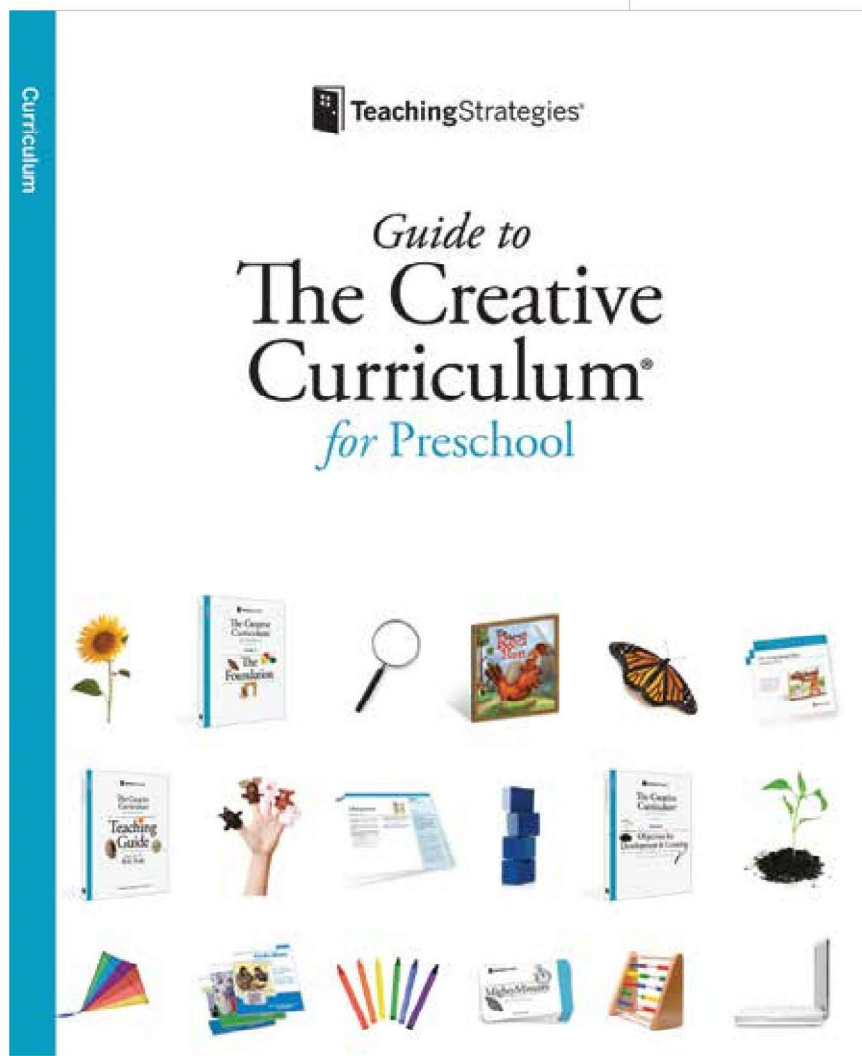
**Choice Time**

As you interact with children in the interest areas, make time to

- Listen to how children describe the balls (spheres) and circles in the Toys and Games area.
- Show a sphere and a circle from the collection of items and ask, "Can you tell me how these two objects are the same? How are they different?"
- Record children's responses.

- Use the word *sphere* when describing the round balls.

*Not is an important word that is essential to the process of reasoning. Classification skills involve not only what an object is, but what it is not. Use the word not in daily conversations to help children develop reasoning skills, e.g., "These are spheres. These are not spheres."*



## 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.

Estudio de las pelotas, bolas y balones Para comenzar

### Carta a las familias

Envíe una carta a las familias para **Apreciadas familias,** Nosotros hemos notado que los niños tienen gran interés en las pelotas, bolas y balones.

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**The Balls Study Getting Started**

### A Letter to Families

Send families a letter introducing the study. Use the letter to communicate with families and as an opportunity to invite them to participate in the study.

**Dear Families,**  
We have noticed that the children are very interested in balls. They're curious about different kinds of balls, how people use balls, what they are made of, what is inside them, and how high they can bounce. We think balls will make an interesting study. If you can, we would like your help in gathering a collection of balls to investigate. We'll need many different types of balls. Here's a list of suggestions, but you may also send in balls that are not on the list. We'll take good care of them so we can return them to you at the end of the study.

baseball, basketball, beach ball, bowling ball, soccer ball, crystal ball, duggie	ball, football, golf ball, kickball, Kooki' ball, marbles, ping-pong ball, pool (billiard) ball,	ringetteball, soccer ball, tennis ball, volleyball, WFFLE ball
---	--	--

As we study balls, we will learn concepts and skills in literacy, math, science, social studies, the arts, and technology. We'll also be using thinking skills to investigate, ask questions, solve problems, make predictions, and test our ideas.

**What You Can Do at Home**

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**Estudio: Las pelotas, bolas y balones** ¿Qué sabemos acerca de las pelotas, bolas y balones?

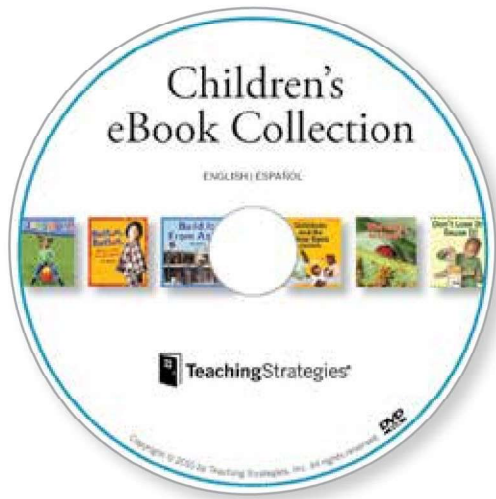
Áreas de interés	lunes	martes	miércoles	jueves	viernes
	Biblioteca: libros acerca de las pelotas, bolas y balones	Juguetes y juegos: pelotas, bolas y balones	Juguetes y juegos: recipientes para organizar la colección	Juguetes y juegos: canastas o cajas para organizar la colección	Juguetes y juegos: caja con tapa: colección interesante de pelotas pequeñas
	Computadoras: la versión electrónica de	Computadoras: la versión electrónica		Computadoras: la versión electrónica de	Computadoras: la

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**Study: Balls** What do we know about balls? What do we want to find out?

Interest Areas	Monday	Tuesday	Wednesday	Thursday	Friday
	Library: books about balls  Computer: ebook version of <i>The Little Red Hen</i>	Toys and Games: ball collection  Computer: ebook version of <i>Have a Ball</i>	Toys and Games: containers to organize the ball collection	Toys and Games: containers to organize the ball collection  Computer: ebook version of <i>Have a Ball</i>	Toys and Games: box with lid: interesting collection of small balls  Computer: ebook version of <i>The Little Red Hen</i>
Large Group	Game: What's Inside the Box?  Discussion and Shared Writing: Types of Balls	Song: "She Brought a Football"  Discussion and Shared Writing: Share a Ball	Game: What's Inside the Box?  Discussion and Shared Writing: What Can We Do With Balls?	Song: "Clap a Friend's Name"  Discussion and Shared Writing: What Do We Know About Balls?	Movement: Bouncing a Ball Name  Discussion and Shared Writing: What Do We Want to Find Out About Balls?
Read-Aloud	<i>The Little Red Hen</i>	<i>Have a Ball</i>	<i>The Little Red Hen</i>	<i>Have a Ball</i>	<i>The Little Red Hen</i>
Small Group	Option 1: Busy Bs  Option 2: Sorting B	Option 1: Comparing and Describing Balls  Option 2: Features of the Ball Collection in Words and Pictures	Option 1: Laughing Leo  Option 2: Laughing Leo and Dancing Daphne	Option 1: Can You Guess?  Option 2: What's More?	Option 1: Counting the Collection  Option 2: Bounce & Count

**Outdoor Experiences:** Variety of Balls

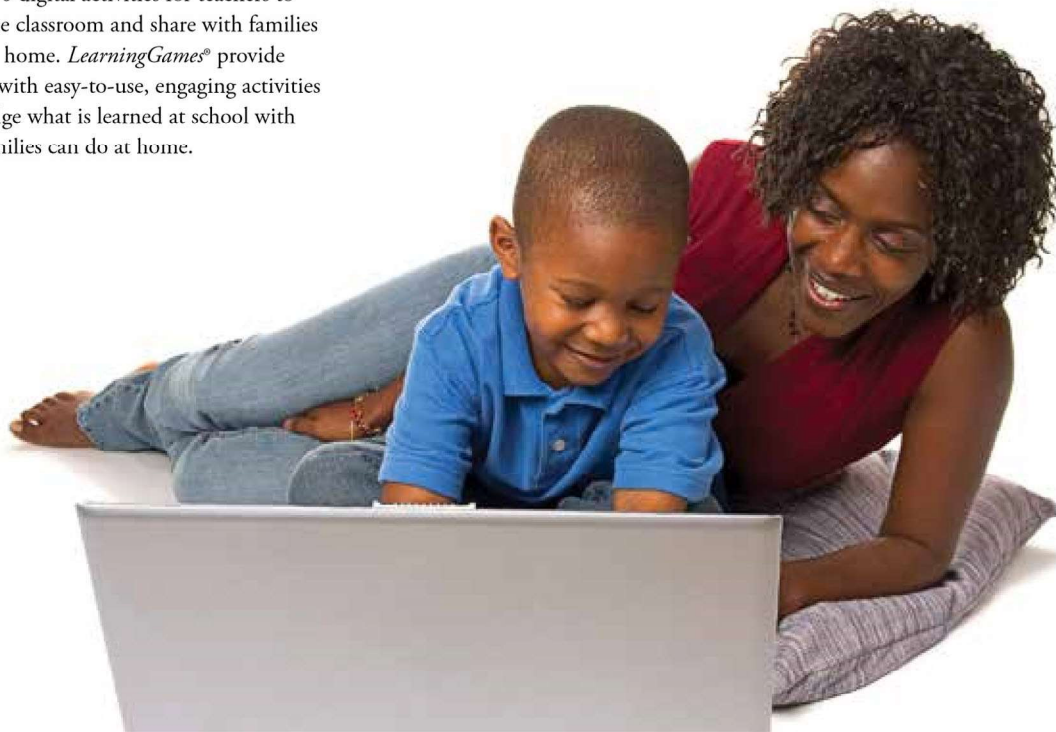
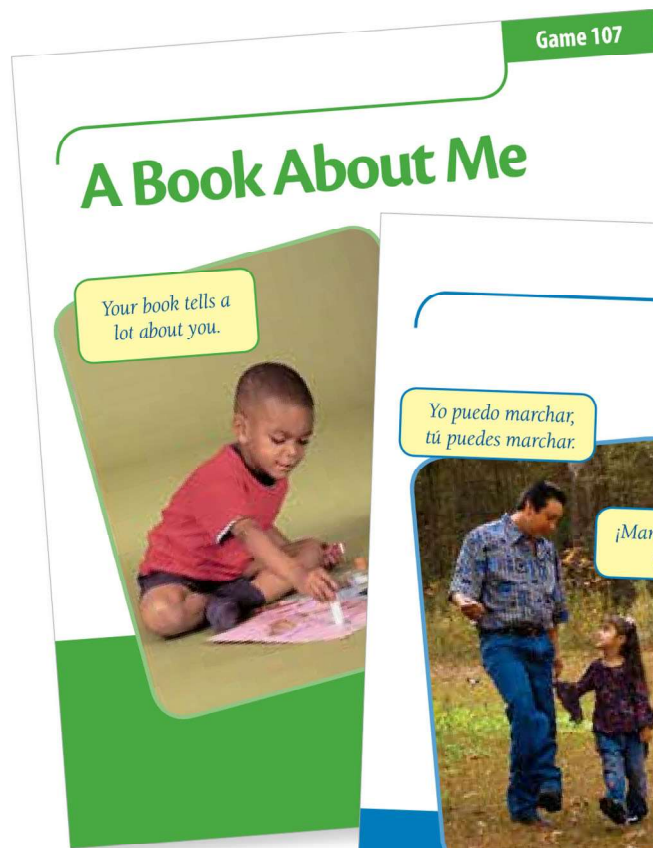


**eBook DVD**

*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.

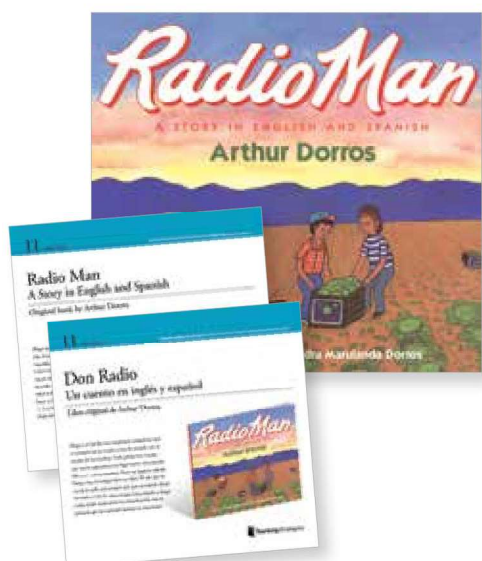
**LearningGames®**

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.



# 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.



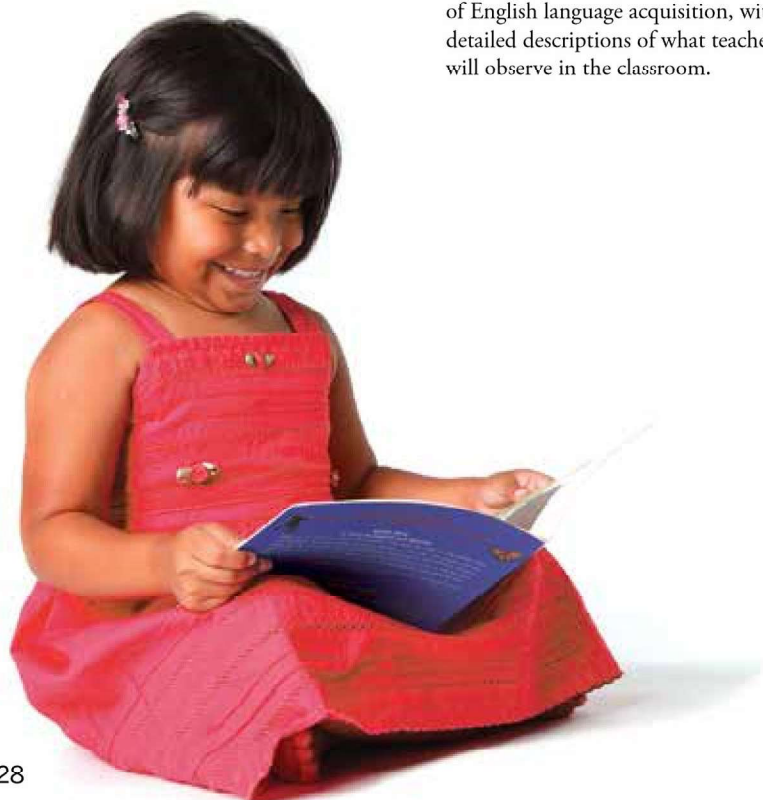
## Best Practices for Teaching English- and Dual-Language Learners

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

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What are balls made of?

**Vocabulary**  
**English:** *balls*  
**Spanish:** *las pelotas*  
**Question of the Day:** *Can you make a ball?*

**Large Group**

**Opening Routines**

- Sing a welcome song and talk about who's here.

**Movement: Move Like a Balloon**

- Review *Mighty Minutes 29*, "Let's Pretend." Follow the guidance on the card.

**Discussion and Shared Writing: Using Our Senses to Explore Balls**

- Gather several balls made of different materials, e.g., a rubber ball, hollow plastic ball, leather or vinyl football, Styrofoam™ ball, yarn ball, rubber band ball, cotton ball, golf ball, clay or dough ball, beach ball.

**Choice Time**

As you interact with children in the interest areas, make time to

- Offer guidance as children use the paper mache. Say, "Dip the paper in the glue mixture, and then pull the paper between two fingers to get all the extra glue off."

• Say, "Sometimes we can figure things out by using our senses. What senses can we use to try to find out what these balls are made of?" Encourage the children to include words such as *feel*, *smell*, *touch*, *look*, and *listen* in their responses.

• Put one ball at a time in a mystery bag or box. Give each child a chance to put a hand in the bag, see his or her sense of touch, and describe the way the ball feels.

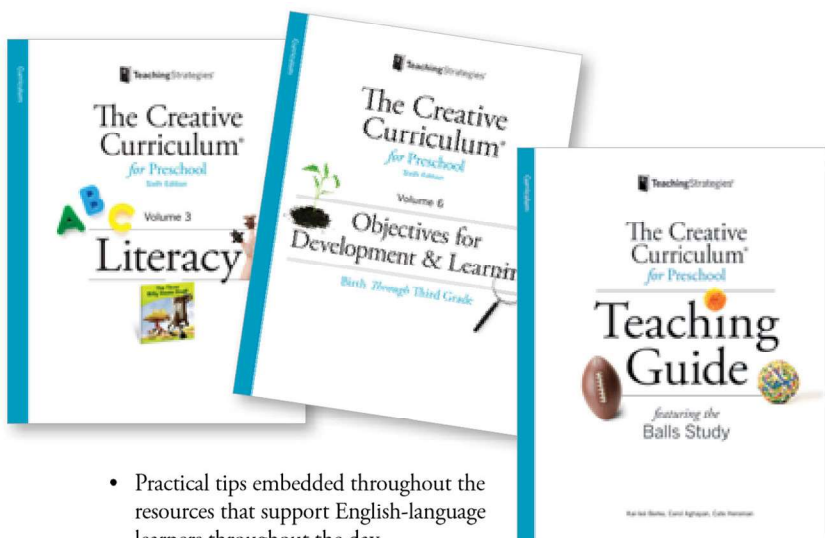
• Take the ball out and pass it around for each child to feel. Repeat this experience with other balls.

• Record children's descriptive words.

Before transitioning to interest areas, refer to the question of the day. Talk about the balloons and paper mache in the Art area and how children can use them to make a ball.

• Ask open-ended questions to encourage children to think and respond, e.g., "What does the paper mache ball look like?"

• Record what children say and do.



- Practical tips embedded throughout the resources that support English-language learners throughout the day
- Assessment strategies based on a child's level of English language acquisition
- Ways to meaningfully engage families in the program and support the use of their home language
- Culturally and linguistically appropriate resources in Spanish to help teachers support all aspects of development for Spanish-speaking children, including Spanish language and literacy

The curriculum ensures teachers are prepared with the tools they need to effectively promote the growth and development of all the children in their classroom—creating confident, successful bilingual learners.

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 reviewing 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.

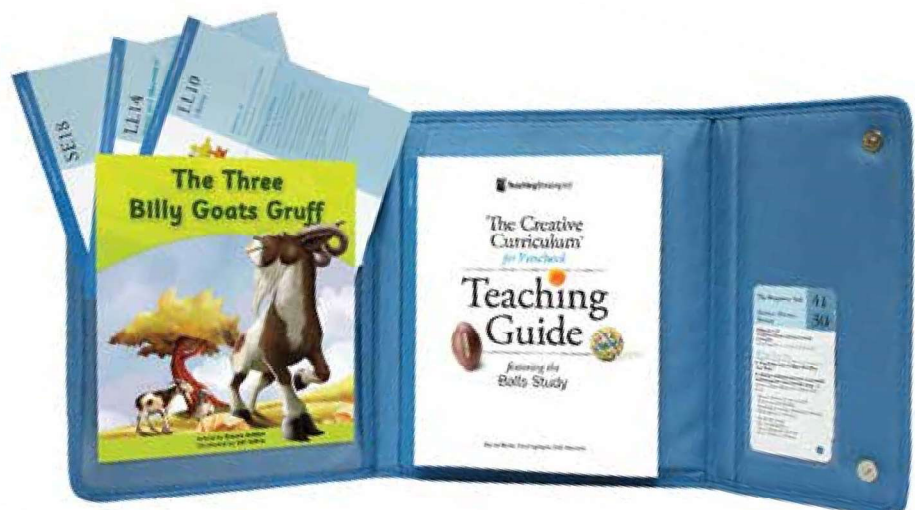


## Putting It All Together

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.







Table of Content	
Getting Started	3 Why Investigate Balls?
	4 Web of Investigations
	6 A Letter to Families
Beginning the Study	10 Introducing the Topic
	11 Preparing for Wow! Experiences
	12 Exploring the Topic (Days 1–5)
Investigating the Topic	26 Investigation 1: Do all balls bounce? (Days 1–3)
	34 Investigation 2: Do all balls roll? (Days 1–3)
	42 Investigation 3: What makes balls move? (Days 1–2)
	48 Investigation 4: Who uses balls? (Days 1–5)
	60 Investigation 5: What are balls made of? (Days 1–5)
	72 Additional Questions to Investigate
	74 Our Investigation
Celebrating Learning	81 Closing the Study
	82 Celebrating Learning (Days 1–2)
	88 Reflecting on the Study
Resources	91 Background Information for Teachers
	92 Children's Books
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	94 Weekly Planning Form



# 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.



The Balls Study Getting Started

## Why Investigate Balls?

Children love balls. They play with them in many different ways. They throw them, catch them, kick them, and roll them with seemingly endless delight. Children learn how natural forces, such as gravity and friction, affect the movement of balls, and they enjoy making balls, 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.

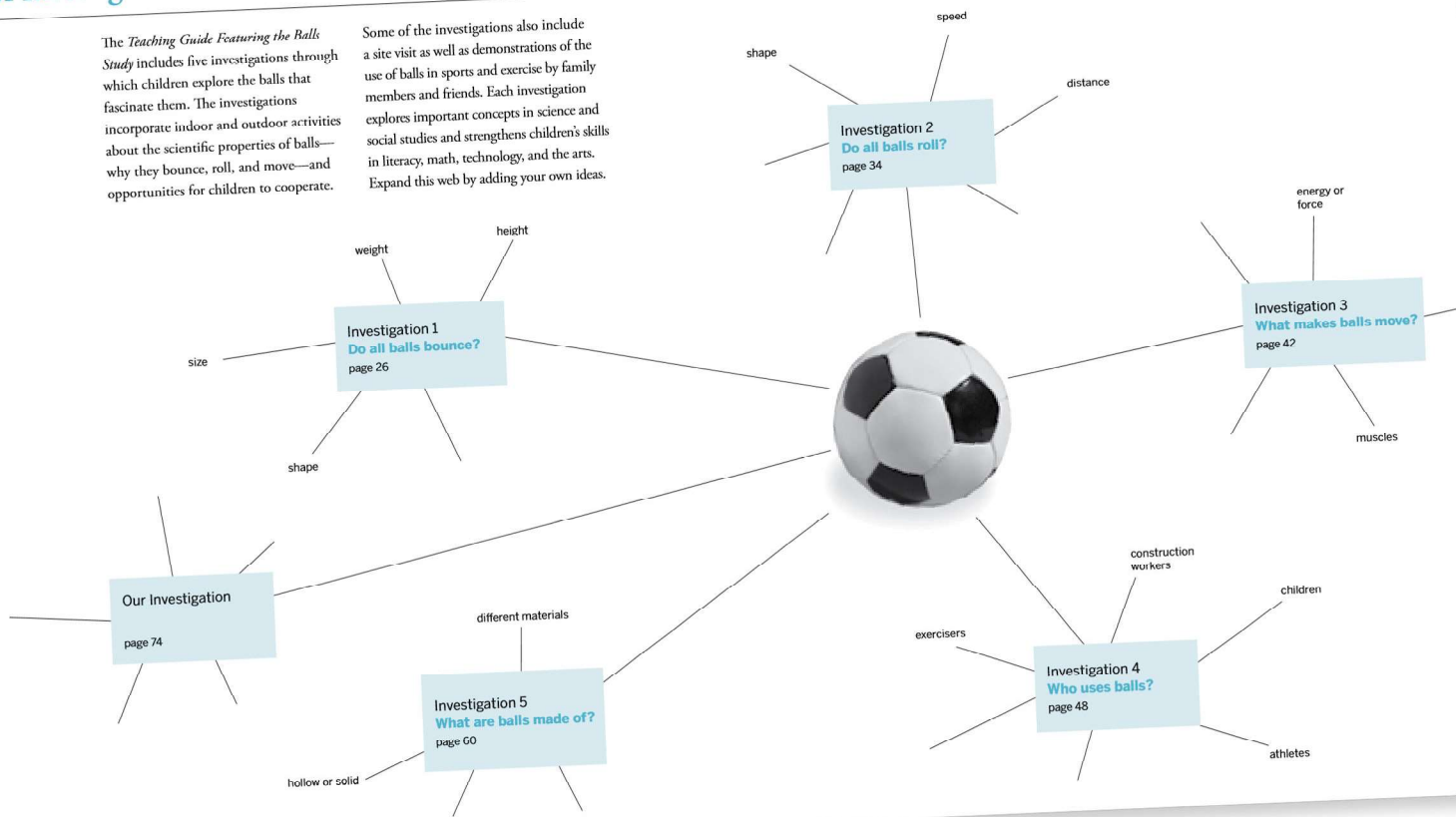
This section introduces the concept of an **idea web**, a way to think about the important ideas related to a topic and the areas that children might explore. Each study includes a preliminary idea web that has extra space for teachers to record their own ideas.

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.

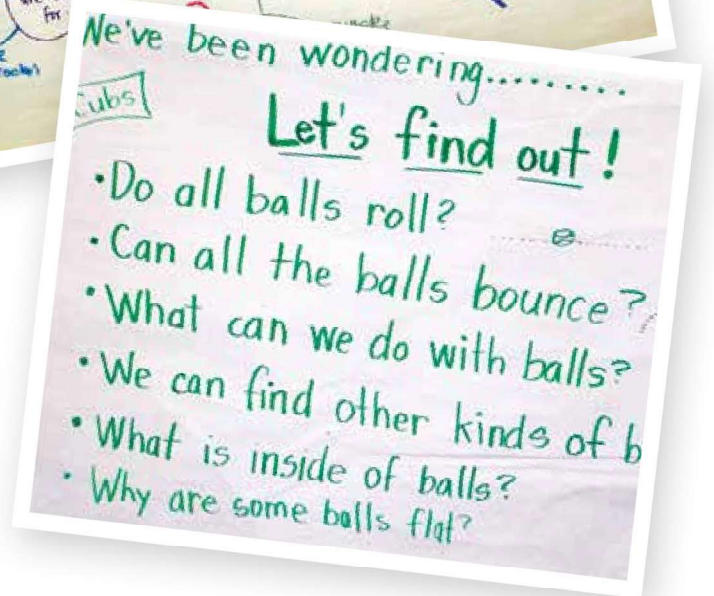
Some of the investigations also include a site visit as well as demonstrations of the use of balls in sports and exercise by family members and friends. Each investigation explores important concepts in science and social studies and strengthens children’s skills in literacy, math, technology, and the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



# 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.



What do we know about balls?	What do we want to find out about balls?
We can play with balls. -Kyla	How high can balls bounce? -Amy
We can throw balls. -Reggie	Which balls are heavy and light? -Kyla
Balls bounce and squeak -Elliot	How can we balance balls on our head? -Eryn
Balls roll. -Ranna	How can balls roll? -Henry
We can shoot balls into a goal. -Amy	Can we make a ball? -Ranna
Balls are tough. -Henry	Are some balls different shapes? -Elliot



# 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.

### 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.

AT A GLANCE		Investigation 1	
<b>Do all balls bounce?</b> <b>Vocabulary—English:</b> circumference, length, shorter, longer, sphere			
	Day 1	Day 2	
Interest Areas	<b>Toys and Games:</b> sorting trays; a variety of small balls  <b>Technology:</b> eBook version of <i>The Three Billy Goats Gruff</i>	<b>Toys and Games:</b> sorting trays; a variety of small balls and circles	
Question of the Day	Do you think all balls bounce?	Is your head bigger or smaller than this ball?	
Large Group	<b>Movement:</b> The Imaginary Ball  <b>Discussion and Shared Writing:</b> Which Balls Will Bounce?  <b>Materials:</b> Mighty Minutes 41, “The Imaginary Ball”; ball collection; numeral cards; digital camera; <i>Play Ball</i>	<b>Movement:</b> The Imaginary Ball  <b>Discussion and Shared Writing:</b> Height and Bounciness  <b>Materials:</b> Mighty Minutes 15, “Say It, Show It”; ball collection	
Read-Aloud	<i>The Three Billy Goats Gruff</i> Book Discussion Card 06 (first read-aloud)	<i>Bounce</i>	
Small Group	<b>Option 1: Rhymes With Ball</b> Intentional Teaching Card LL10, “Rhyming Chart”; poem or song with rhyming words; prop that illustrates poem or song  <b>Option 2: Rhyming Zoo</b> Intentional Teaching Card LL14, “Did You Ever See...?”; pictures of familiar animals; audio recorder	<b>Option 1: The Long and Short of It</b> Intentional Teaching Card M25, “The Long and Short of It”; ribbons of equal width, cut into different lengths  <b>Option 2: How Big Around?</b> Intentional Teaching Card M62, “How Big Around?”; a variety of circular objects; ball of yarn or string; scissors	
Mighty Minutes®	Mighty Minutes 30, “Bounce, Bounce, Bounce”	Mighty Minutes 33, “Thumbs Up”; two items with the same initial sound	

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

Day 3

Make Time for...

**Toys and Games:** add spheres and circles to sort

**Technology:** eBook version of *The Three Billy Goats Gruff*

Do heavy balls bounce?

**Song:** Clap a Friend's Name

**Discussion and Shared Writing:** Weight and Bounciness

**Materials:** Mighty Minutes 40, "Clap a Friend's Name"; ball collection

*The Three Billy Goats Gruff*  
Book Discussion Card 06 (second read-aloud)

**Option 1: Letters, Letters, Letters**

Intentional Teaching Card LL07, "Letters, Letters, Letters"; alphabet rubber stamps; colored inkpads; construction paper

**Option 2: Buried Treasures**

Intentional Teaching Card LL21, "Buried Treasures"; magnetic letters; large magnet; ruler; tape; sand table with sand

Mighty Minutes 37, "Little Ball"; ball

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.

**Outdoor Experiences—**

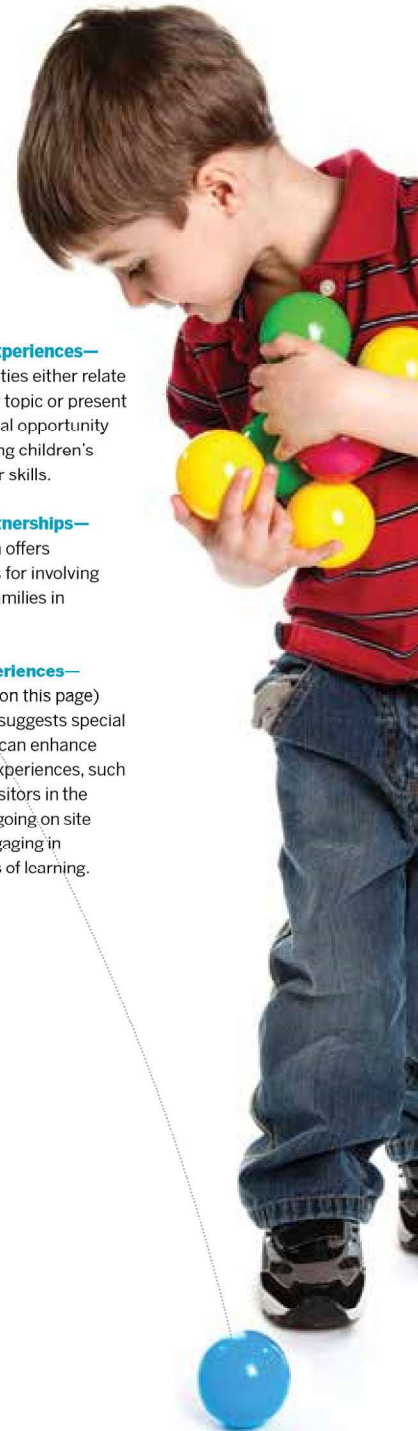
These activities either relate to the study topic or present an intentional opportunity for promoting children's gross-motor skills.

**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.



# 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.

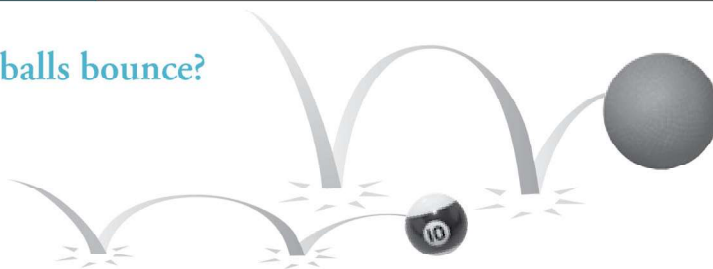
An important feature of *The Creative Curriculum® for Preschool* is that the daily plans offer a structure, not a script. As children raise questions about a topic, the teacher can adapt the plans to follow children's interests. The curriculum combines the flexibility many teachers want with the assurance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



## Day 1

## Investigation 1

### 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?

#### 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. Reintroduce 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.”*

- Describe what you see children doing. e.g., “You put all the smooth balls in this section and all the bumpy balls in that section.”
- Ask, “Can you think of another way to sort the balls?”
- Record what children say and do.

**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*.

**Book Discussion Cards™—**

The *Book Discussion Card™* “The Book Discussion Card™” supports teachers during read-alouds. See pages 40–41 to review *Book Discussion Card 06, The Three Billy Goats Gruff*.

**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*.

**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.



# 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*.

Objective 18 Comprehends and responds to books and other texts  
a. Interacts during reading experiences, book conversations, and text reflections

Related Objectives: 1a, 3b, 8a, 9a, 15b, 22a, 32

### Vocabulary

<b>valley</b> land in between mountains or hills that often has a river or stream running through it	<b>nubs</b> small bumps or lumps	<b>trembled</b> ( <i>demonstrate movement</i> ) shook
<b>boulder</b> a very big, heavy rock	<b>skin and bones</b> very, very skinny	<b>gulp</b> ( <i>exaggerate motion</i> ) a big swallow
<b>hooves</b> ( <i>point to illustration</i> ) the hard covering	<b>hideous</b> very, very ugly	<b>wobbled</b> didn't stand very steadily
	<b>planks</b>	<b>stomped</b>

### 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 that is home to a hungry troll. 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, nervous, nubs, skin and bones, hideous, planks, trembled, gulp, wobbled, stomped*

Comment on main characters' thoughts and actions.

- "Middle Billy Goat Gruff looks nervous and worried about not having enough to eat."
- "I wonder how Little Billy Goat Gruff plans to get all three of them past the troll."
- "I think Little Billy Goat Gruff's plan is very smart. He's tricking the troll into not eating him and his brothers. I wonder what Big Billy Goat Gruff will do when he meets the troll."
- "Little Billy Goat Gruff's plan worked. Each Billy Goat Gruff played an important part in the plan."

#### After Reading

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 goat brothers who have to cross a bridge where a hungry troll lives. Why do the billy goats have to get across the bridge? How do they get past the troll?"

#### While Reading

Expand vocabulary using more verbal explanations:

*hooves, nubs, stomped*

Reinforce some previously introduced words by pointing to pictures and dramatizing:

*valley, hideous, gulp*

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? I don't think anyone has ever tricked him before, so he must not be worried about whether he'll catch and eat the billy goats."
- "What do you think the troll thought when Big Billy Goat Gruff charged at him? I think no one had ever tried doing that to him before."
- "I wonder what the troll yelled to the goats. I think the troll was not very happy about what happened to him!"

#### After Reading

Invite explanations, wonder aloud, and ask follow-up questions.

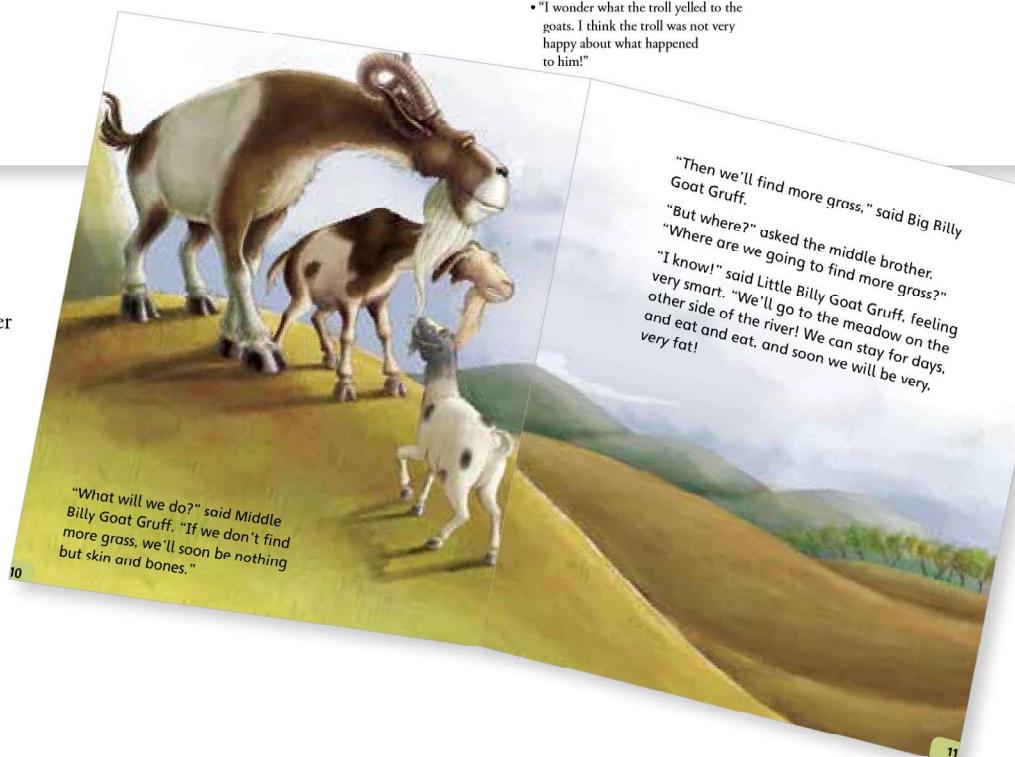
- "What lesson do you think the troll learned from his experience with the three billy goats?"
- "How would you tell this story if you were the troll? What parts of the story would be the same as those we read together? What parts would be different?"

### 1. First Read-Aloud

During the first read-aloud, teachers focus on the characters' thoughts and actions: "I wonder how Little Billy Goat plans to get all three of them past the troll."

### 2. Second Read-Aloud

During the second read-aloud, teachers comment on and ask questions about the other characters: "Why do you think the troll let the first two Billy Goats Gruff cross the bridge?"



## Supporting Social–Emotional Development

### Manages feelings (1a)

- “How would you feel and act differently if you were very big?”
- “If you were in the middle and had others bigger or smaller than you, how would you feel?”
- “Tell us about a time when you

### 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?”

## 3 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:

*trembled, wobbled, stomped*

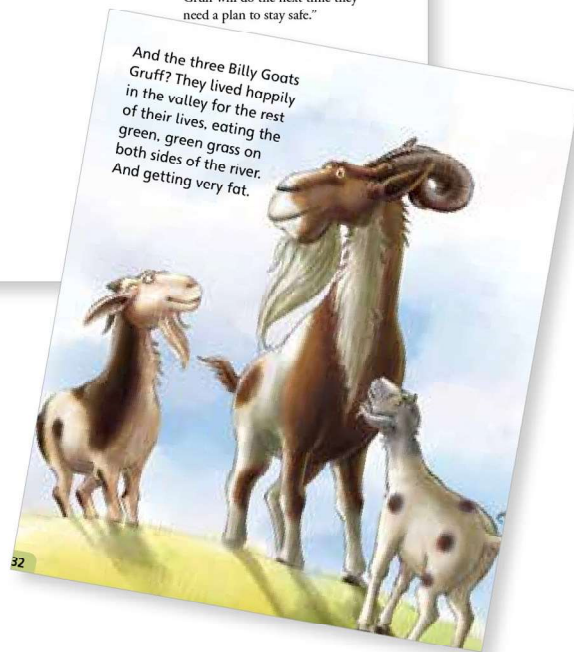
Guide children to reconstruct the story as you turn the pages.

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.

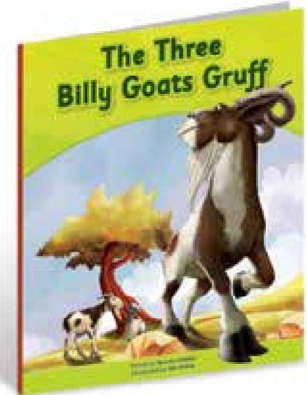
- “Did the Billy Goats Gruff have to cross the bridge to get to the meadow? What else could they have done to get across the river?”
- “I wonder what happened to the troll after the rushing waters carried him away. Do you think he found another bridge to live under and went back to eating anyone who tried to cross his bridge?”
- “I wonder what the three Billy Goats Gruff will do the next time they need a plan to stay safe.”



# 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 disgusting 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!



TeachingStrategies

### 3. Third Read-Aloud

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



# 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.



The Creative Curriculum® for Preschool Intentional Teaching Cards™

# Encouragement

## SE18

All Interest Areas



### What You Do

**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.

**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.**

### Objective 1

Regulates own emotions and behaviors  
c. Takes care of own needs appropriately

Related Objectives: 2a, 3a, 8a, 9a, 10a, 11a, 11b, 12b

### 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.\*\*

### Teaching Sequence

YELLOW	<p>Use reflective statements to describe children's actions and behaviors. Say what you saw the child doing.</p> <p>"You waited until the other children were out of the way, and then you climbed all the way to the top of the climber!"</p>
GREEN	<p>"Najee, you're sharing your paints with Peter. I saw that you gave him the cup with red paint."</p> <p>"I see you're painting using long, up-and-down strokes with your brush."</p> <p>"Miguel and Jenna, you put all the blocks back on the shelf in the right spots!"</p>
GREEN	<p>Encourage the child to reflect on his process and decision making by asking questions about his actions and behaviors.</p> <p>"Earlier, I noticed your tower fall a few times. Now it looks very sturdy. How did you solve your construction problem?"</p>
BLUE	<p>"Vijay and Isaiah, I saw that you both wanted the new doctor kit. How did you decide to take turns with it?"</p>
PURPLE	<p>"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?"</p> <p>"How did you feel when you climbed to the top of the climber without any help?"</p>

### 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


# 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.”

The Creative Curriculum® for Preschool Intentional Teaching Cards™

# 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)
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.

**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)

## LL10

### Library

Objective 15

Demonstrates phonological awareness, phonics skills, and word recognition

a. Notices and discriminates rhyme

Related Objectives: 2a, 8a, 11a, 17b, 34

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

## Teaching Sequence

YELLOW	Sing a familiar rhyming song or poem and invite the child to use a puppet or other prop as you sing. “Let’s listen for rhyming words. ‘Hickory, dickory, dock. The mouse ran up the clock.’”
GREEN	Invite the child to join you in singing a familiar rhyming song or saying a familiar poem. “Let’s sing together and listen for words that rhyme. ‘Twinkle, twinkle, little star, how I wonder what you are!’”  Sing the song again and encourage the child to say the rhyming words by pausing before you say them.
GREEN	Encourage the child to fill in missing words in a rhyming song or poem. Prompt the child by emphasizing the word that rhymes with the missing word.
BLUE	“The monkey, he sat in a tree. The monkey got stung by a ____.”
BLUE	When singing a rhyming song, use an incorrect word that does not rhyme and allow the child time to notice the mistake and correct it.
PURPLE	“Way up high in an apple tree, two red apples smiled at you.”

# 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...?”

The Creative Curriculum® for Preschool Intentional Teaching Cards™

# Did You Ever See...?



## LL14 Music and Movement

**Objective 15**  
Demonstrates phonological awareness, phonics skills, and word recognition  
a. Notices and discriminates rhyme  
Related Objectives: 3a, 9a, 10b, 11a, 17b, 34

### What You Do

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

- 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?”*
- 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.  
“Troy, did you hear any other rhyming words in the song besides *moose* and *goose*?”

- 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.  
“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?’”
- 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.
- 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.\*\*



### Teaching Sequence

YELLOW	Invite the child to point to the picture of the animal in each verse as you sing it. Talk about the word that rhymes with the animal the child points to. “Yes, that is a duck. We sang, ‘Did you ever see a duck, driving a truck, down by the bay?’”
GREEN	Ask the child to sing with you, and invite her to sing the rhyming words differently from the other words, e.g., louder, softer, faster, or slower. “We know the animal in the song will be a cat. When it’s time to sing the word that rhymes with <i>cat</i> , we’ll sing it very softly.”
GREEN	Sing the song, and leave out the name of the animal and the rhyming word. Assist the child by pointing to the animal picture for him to sing. “This time let’s see if you can sing the rhyming words without me.”
BLUE	“Did you ever see a ____, wearing a ____, down by the bay?” “Great! You saw me point to the fly, and you sang <i>fly</i> and <i>tie</i> .”
BLUE	Create word combinations that may, or may not, rhyme. Encourage the child to choose the correct pairs of words for the song.
PURPLE	“Here on the chart we have <i>snake</i> and <i>slither</i> . <i>Slither</i> describes how a snake moves. Do those words rhyme? No, they both start with <i>s</i> , but they do not rhyme. Let’s look at the next pair of words.”
PURPLE	Encourage the child to create and sing multiple sets of rhyming words independently. Write the word pairs on the chart paper to review with the child after singing. “Let’s sing all of your verses now. I see that you even thought of rhyming words for animals we don’t have on our cards!”

### 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? (15a)
- 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®

- 194. 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.



### Bounce, Bounce, Bounce

30

#### 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.

### The Imaginary Ball

41

#### 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."

- 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.

TeachingStrategies

# Day 1, Investigation 1

## Volume 6: Objectives for Development & Learning

During Day 1, Investigation 1 of the *Balls Study*, teachers are referred to *Volume 6: Objectives for Development & Learning* to obtain more information about supporting children’s phonological awareness.

### Objective 15

Demonstrates phonological awareness, phonics skills, and word recognition

15

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 (Kruk & 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

Not Yet	1	2	3	4	5	6	7	8	9	10	11
		<b>Joins in rhyming songs and games</b> <ul style="list-style-type: none"> <li>Hums along and joins in random words in rhyme</li> <li>Sings with a group. "One, two, buckle my shoe..."</li> </ul>		<b>Fills in the missing rhyming word; generates rhyming words spontaneously</b> <ul style="list-style-type: none"> <li>Completes the rhyme in the phrase, "The fat cat sat on the ____ (mat)."</li> <li>Chants spontaneously, "Me, fee, kee, tee, lee, bee."</li> </ul>		<b>Decides whether two words rhyme</b> <ul style="list-style-type: none"> <li>"Do bear and chair rhyme? What about bear and goat?"</li> <li>Matches rhyming picture cards</li> </ul>		<b>Generates a group of rhyming words when given a word</b> <ul style="list-style-type: none"> <li>Says, "Bat, sat, lat," when asked, "What words rhyme with cat?"</li> </ul>		<b>Generates rhyming words without a prompt word; identifies rhyming words in written text; uses rhyme to decode text</b> <ul style="list-style-type: none"> <li>Makes the word bat 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."</li> <li>Identifies all the rhyming words after reading a simple story told in rhyme</li> </ul>	
	Red	Orange	Yellow	Green	Blue	Purple					

### b. Notices and discriminates alliteration

Not Yet	1	2	3	4	5	6	7	8	9
		<b>Sings songs and recites rhymes and refrains with repeating initial sounds</b> <ul style="list-style-type: none"> <li>Sings, "I'm bringing home a baby bumble bee..."</li> </ul>		<b>Shows awareness that some words begin the same way</b> <ul style="list-style-type: none"> <li>Says, "Max and Maya...our names start the same!"</li> </ul>		<b>Matches beginning sounds of some words</b> <ul style="list-style-type: none"> <li>Groups objects or pictures that begin with the same sound</li> <li>Picks up a toy bear when asked, "What begins the same way as box, baby, and bike?"</li> </ul>		<b>Isolates and identifies the beginning sound of a word</b> <ul style="list-style-type: none"> <li>Says, "/m m m/," when asked "What is the first sound of the word milk?"</li> <li>Responds, "/t/," after being asked, "What's the beginning sound of toy, toe, and teeth?"</li> </ul>	
	Red	Orange	Yellow	Green	Blue	Purple			

### c. Notices and discriminates discrete units of sound

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Shows awareness of separate words in sentences</b> <ul style="list-style-type: none"> <li>Joins in clapping each word while chanting, "I like ice cream."</li> <li>Jumps upon hearing a specified word in a story</li> </ul>	<b>Shows awareness of separate syllables in words</b> <ul style="list-style-type: none"> <li>Claps each syllable of name. <i>Tri-na</i> and <i>Chris-to-pher</i> and counts the syllables in each</li> <li>Puts together <i>pen and oil</i> to say <i>penoil</i></li> <li>Puts together <i>foot and ball</i> to say <i>football</i></li> </ul>	<b>Verbally blends and separates onset and rime in one-syllable words</b> <ul style="list-style-type: none"> <li>Says, /c/ake, an /r/ake when the teacher says "ca" and "rake."</li> <li>Points to Mick and Jill when the teacher plays a game and asks, "Where is...Where is...ill?"</li> </ul>	<b>Verbally blends, separates, and adds or substitutes</b>	<b>Distinguishes short from long vowel sounds in one-</b>	<b>Reads grade-appropriate irregularly spelled</b>	<b>Reads grade-appropriate irregularly spelled</b>							
	Red	Orange	Yellow	Green	Blue	Purple									

#### 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 (Bonito, Betty, baby, bath, 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 /m/ 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 (*rake, 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

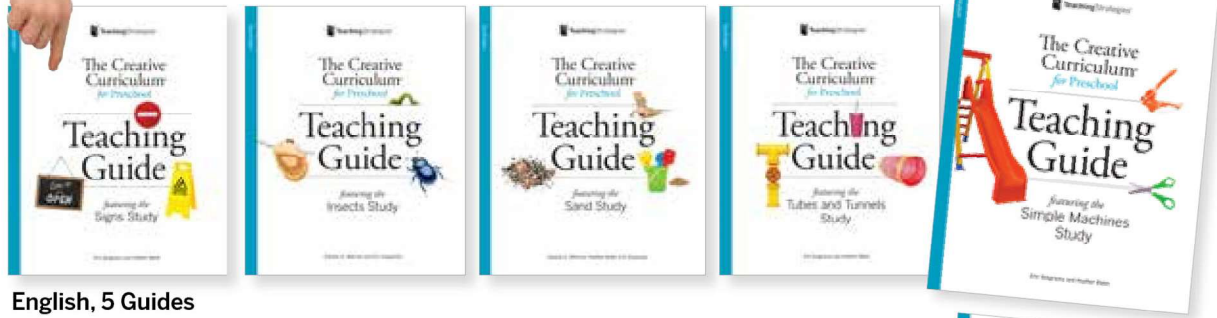
Available in the *Expanded Daily Resources*, brand-new literacy tools help teachers support English-language learners and introduce Spanish to non-Spanish-speaking children.



**NEW!**



**Expanded Daily Resources**



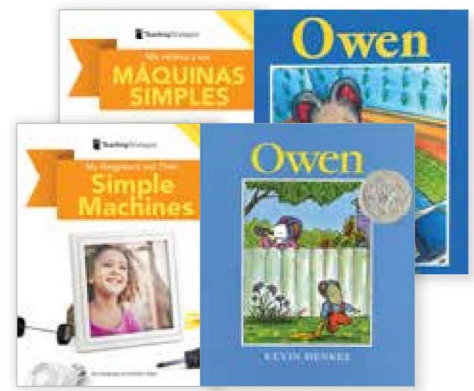
**English, 5 Guides**



**Spanish, 5 Guides**



**Intentional Teaching Cards™**  
(50 cards, bilingual)



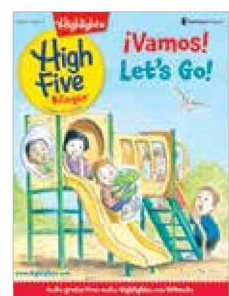
**Children's Book Collection**  
(25 fiction books, 5 nonfiction books  
in English and Spanish)



**Book Discussion Cards™**  
(15 English, 15 Spanish)



**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)



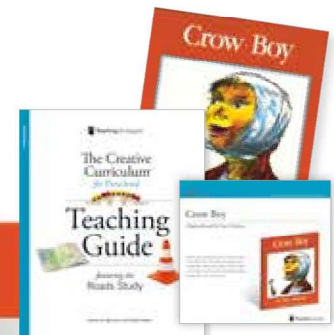
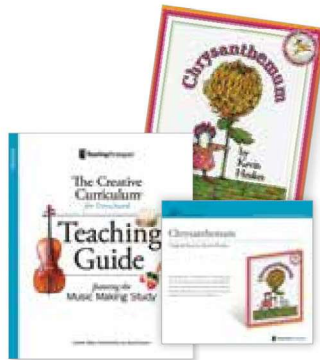
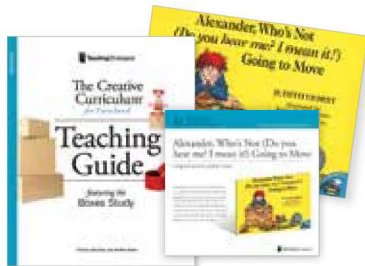
**Book Conversation Cards™**  
(10 English, 10 Spanish)



# 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.

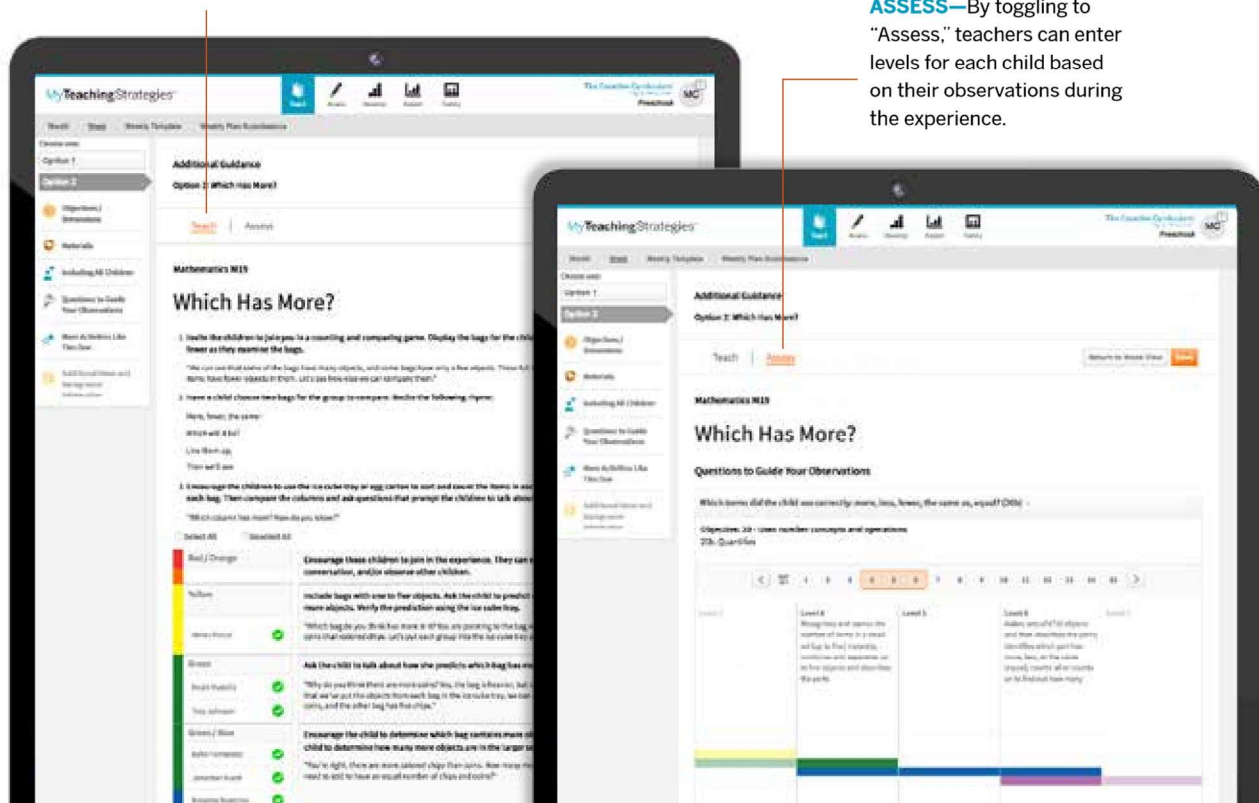
Accessible through the MyTeachingStrategies™ platform, which also includes resources and support for assessment, for professional development, and for connecting with families, the digital curriculum resources help ensure that teachers can save time while planning and implementing meaningful, intentional 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.



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](http://TeachingStrategies.com/Preschool)

