

The Creative Curriculum®
for Preschool

Touring Guide



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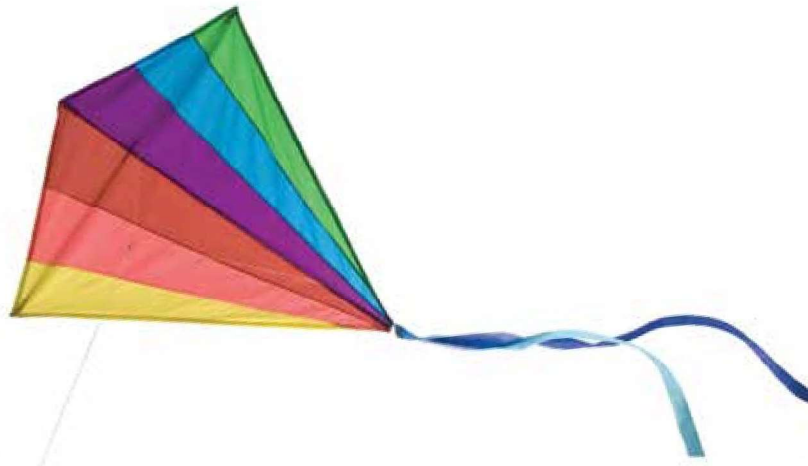
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Welcome to
The Creative Curriculum® *for* **Preschool**

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!



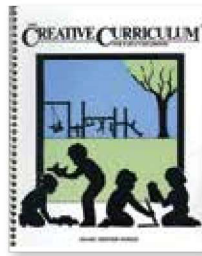
The Evolution of The Creative Curriculum® for Preschool

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.



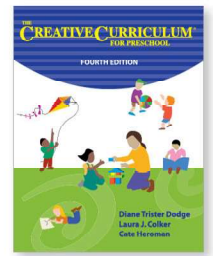
1978

Room Arrangement as a Teaching Strategy is a precursor to *The Creative Curriculum®*.



1988

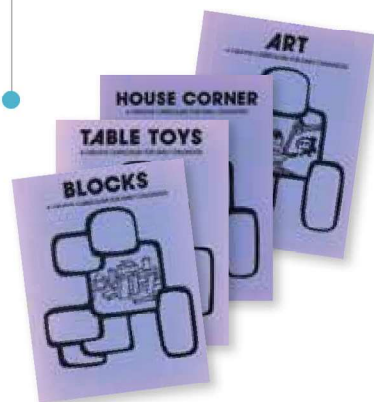
The second edition of *The Creative Curriculum®* is published, helping teachers organize their rooms into interest areas and use them effectively.



2002

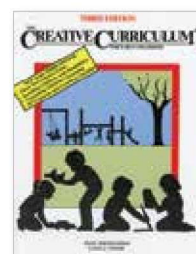
The fourth edition of *The Creative Curriculum® for Preschool* offers a comprehensive update, resting on a firm foundation of research and responding to new requirements for addressing academic content.

The first edition of *The Creative Curriculum®* is born—self-published by Diane Trister Dodge and focused on using interest areas as a setting for learning.



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.





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.

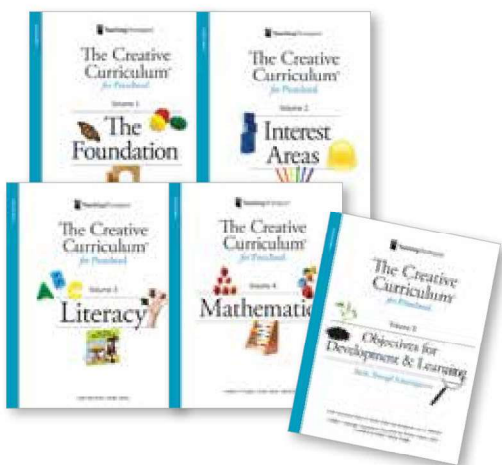


2010

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

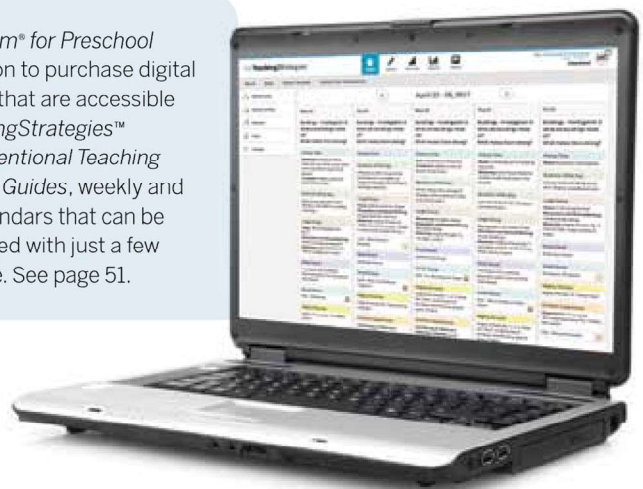
Available as a complete English, Spanish, or bilingual curriculum

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.

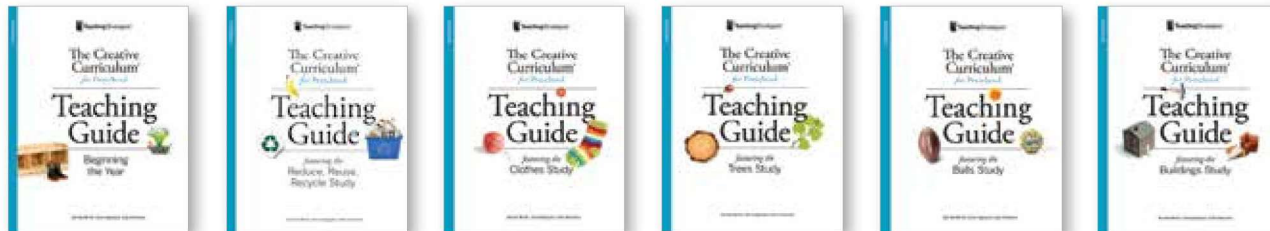
The Foundation



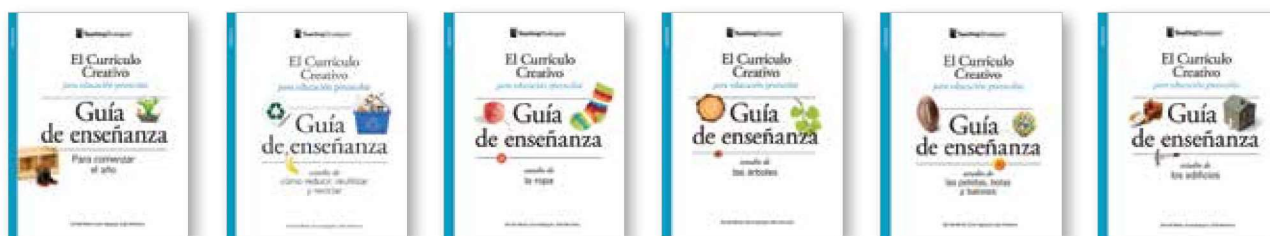
The Creative Curriculum® for Preschool also provides the option to purchase digital curriculum resources that are accessible through the MyTeachingStrategies™ platform, including *Intentional Teaching* experiences, *Teaching Guides*, weekly and monthly planning calendars that can be populated or rearranged with just a few clicks, and much more. See page 51.



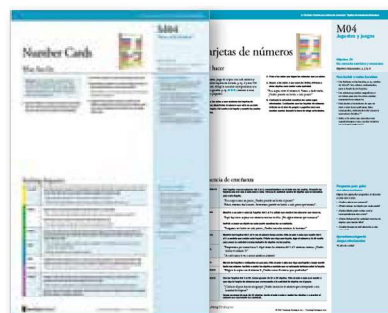
Daily Resources*



English, 6 Guides



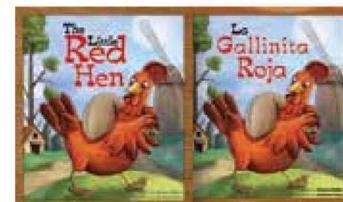
Spanish, 6 Guides



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?

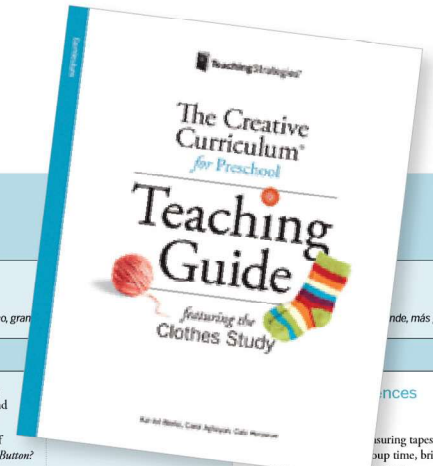
At Teaching Strategies, we believe that the best way to help children succeed is to teach them to be creative, confident thinkers. That means offering them opportunities for hands-on exploration and discovery that help build lifelong critical thinking skills and foster confidence. *The Creative Curriculum® 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				
<p>What are the features of clothes?</p> <p>Vocabulary—English: small, medium, large, size, tape measure, yardstick, ruler, measure, long, short, bigger, smaller, equal, measure, nervous</p> <p>Spanish: pequeño, mediano, grande, medida, nervioso</p>						
	Day 1	Day 2	Day 3	Day 4		
Interest Areas	<p>Art: clothing of different sizes and features</p> <p>Technology: eBook version of <i>Goldilocks and the Three Bears</i></p>	<p>Blocks: standard measuring tools, e.g., rulers, yardsticks, measuring tapes</p> <p>Technology: eBook version of <i>Goldilocks and the Three Bears</i></p>	<p>Library: props from <i>Goldilocks and the Three Bears</i></p>	<p>Toys and Games: baby, child, and adult clothes; standard and nonstandard measuring tools</p> <p>Technology: eBook version of <i>Button, Button, Who's Got the Button?</i></p>		
Question of the Day	What do you know about the story <i>Goldilocks and the Three Bears</i> ?	Is the tag inside your shirt marked with a number or the letter S, M, or L? (Have sticky notes available for answers.)	What shapes do you see on your clothes?	What size clothes do you think babies wear?		
Large Group	<p>Song: "Farmer in the Dell"</p> <p>Discussion and Shared Writing: Exploring Sizes of Clothes</p> <p>Materials: Mighty Minutes 08, "Clap the Missing Word"; small article of clothing; small, medium, and large T-shirts; digital camera</p>	<p>Rhyme: "Riddle Dee Dee"</p> <p>Discussion and Shared Writing: Measurement Tools</p> <p>Materials: Mighty Minutes 04, "Riddle Dee Dee"; bag or box with a variety of standard measurement tools</p>	<p>Game: Finding Shapes on Clothing</p> <p>Discussion and Shared Writing: Looking at Large Clothes</p> <p>Materials: Mighty Minutes 20, "I Can Make a Circle"; shape cards; standard and nonstandard measuring tools; digital camera</p>	<p>Rhyme: "Riddle Dee Dee"</p> <p>Discussion and Shared Writing: Baby Visit</p> <p>Materials: Mighty Minutes 04, "Riddle Dee Dee"; a few samples of baby clothes; digital camera</p> <p>Music: Drums</p> <p>Discussion and Shared Writing: How do clothes stay on our bodies?</p> <p>Materials: drums; other objects that can be used as drums; shirt</p>		
Read-Aloud	<i>Goldilocks and the Three Bears</i>	<i>Goldilocks and the Three Bears</i>	<i>A Pocket for Corduroy</i>			
Small Group	<p>Option 1: Play Dough</p> <p>Intentional Teaching Card M13, "Play Dough" (See card for equipment, ingredients, and recipe.)</p> <p>Option 2: Biscuits</p> <p>Intentional Teaching Card M10, "Biscuits" (See card for equipment, ingredients, and recipe.)</p>	<p>Option 1: What's Missing?</p> <p>Intentional Teaching Card L118, "What's Missing?"; clothing collections; large piece of paper</p> <p>Option 2: Memory Card Game</p> <p>Intentional Teaching Card L108, "Memory Games"; a memory game or set of duplicate pictures of clothing</p>	<p>Option 1: Bigger Than, Smaller Than, Equal To</p> <p>Intentional Teaching Card M09, "Bigger Than, Smaller Than, Equal To"; building blocks; measuring tools</p> <p>Option 2: Measure and Compare</p> <p>Intentional Teaching Card M12, "Measure and Compare"</p>	<p>AT A GLANCE Investigation 4</p> <p>How is cloth made?</p> <p>Interest Areas: Intentional Teaching Card M13, "Play Dough"; Intentional Teaching Card M10, "Biscuits"; Intentional Teaching Card L118, "What's Missing?"; Intentional Teaching Card L108, "Memory Games"; Intentional Teaching Card M09, "Bigger Than, Smaller Than, Equal To"; Intentional Teaching Card M12, "Measure and Compare"</p> <p>Question of the Day: What are the fibers in your clothes?</p>		
Mighty Minutes®	Mighty Minutes 18, "I'm Thinking Of..."	Mighty Minutes 20, "I Can Make a Circle"	<p>AT A GLANCE Investigation 3</p> <p>How do people make clothes?</p> <p>Interest Areas: Intentional Teaching Card M13, "Play Dough"; Intentional Teaching Card M10, "Biscuits"; Intentional Teaching Card L118, "What's Missing?"; Intentional Teaching Card L108, "Memory Games"; Intentional Teaching Card M09, "Bigger Than, Smaller Than, Equal To"; Intentional Teaching Card M12, "Measure and Compare"</p> <p>Question of the Day: What are the fibers in your clothes?</p>			
	<p>AT A GLANCE Investigation 2</p> <p>How do we take care of our clothes?</p> <p>Interest Areas: Intentional Teaching Card M13, "Play Dough"; Intentional Teaching Card M10, "Biscuits"; Intentional Teaching Card L118, "What's Missing?"; Intentional Teaching Card L108, "Memory Games"; Intentional Teaching Card M09, "Bigger Than, Smaller Than, Equal To"; Intentional Teaching Card M12, "Measure and Compare"</p> <p>Question of the Day: What are the fibers in your clothes?</p>					

- Provide clipboards and pencils for the children to record measurements of objects.
- Intentional Teaching Card P12, "Exploring Pathways"
- Family Partnerships
- Ask family members to bring in old baby clothes that their children wore as babies.

Day 1 Investigation 1

What are the features of clothes?



Vocabulary

English: small, medium, large, size

Spanish: pequeño, mediano, grande, tamaño

Question of the Day: What do you know about the story *Goldilocks and the Three Bears*?

Large Group

Opening Routine

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

Song: "The Farmer in the Dell"

- Review Mighty Minutes Card 08, "Clap the Missing Word."
- Follow the guidance on the card using the song, "The Farmer in the Dell."

In this activity, you are helping children sharpen their phonological awareness skills by listening for a particular word in a sentence.

Discussion and Shared Writing: Exploring Sizes of Clothes

- Pretend to struggle to put on a piece of a child's clothing that is obviously too small.

- Refer to the chart, "What do we know about clothes?" and say, "[Ashley] said clothes come in different sizes. So this must be the wrong size."
- Ask, "How can we find out what size clothes or shoes we wear?"
- Record their answers on a chart.
- Allow children to examine the label size in their own or each other's shirts or shoes and share or chart their responses.
- Lay out a small, medium, and large T-shirt and ask children what they notice about the shirts.
- Invite a couple of children to try on the shirts and talk about how they fit. Take photos of this experience.

Before transitioning to interest areas, talk to the children about how they can use their clothing display in the Art area to inspire paintings at the easels.

Choice Time

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

- Observe how children use the clothing to inspire their paintings. Before they begin to paint, ask them a couple of questions

to spark their imaginations. "What do you notice about these clothes? Which one do you think is the most interesting? Why?"

Read-Aloud

Read *Goldilocks and the Three Bears*.

- **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, bowls, chairs, and beds 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." Emphasize the name of the prop.

Small Group

Option 1: Play Dough

- Review Intentional Teaching Card M15, "Play Dough."
- After the play dough is made, invite children to create small, medium, and large objects.

Option 2: Biscuits

- Use Intentional Teaching Card M10,

The collage shows three pages from the teaching guide. The top page is Day 2, Investigation 1, titled 'What are the features of clothes?'. It includes sections for 'Choice Time', 'Read-Aloud', and 'Small Group'. The middle page is Day 3, Investigation 1, titled 'What are the features of clothes?'. It includes sections for 'Choice Time', 'Read-Aloud', 'Small Group', and 'Large-Group Roundup'. The bottom page is Day 4, Investigation 1, titled 'What are the features of clothes?'. It includes sections for 'Choice Time', 'Read-Aloud', 'Small Group', and 'Large-Group Roundup'. The pages are slightly overlapping and show various text and images related to the clothing study.

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

What Are The Creative Curriculum® for Preschool Objectives for Development & Learning?

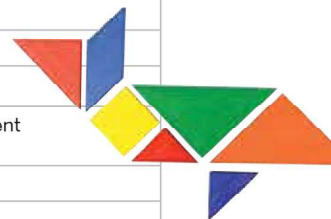
The 38 research-based objectives are the heart of the curriculum and define the path teachers take with children in their classroom. They inform every aspect of teaching, include predictors of school success, and are aligned with state early learning guidelines and the *Head Start Early Learning Outcomes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



SOCIAL-EMOTIONAL	
1.	Regulates own emotions and behaviors
a.	Manages feelings
b.	Follows limits and expectations
c.	Takes care of own needs appropriately
2.	Establishes and sustains positive relationships
a.	Forms relationships with adults
b.	Responds to emotional cues
c.	Interacts with peers
d.	Makes friends
3.	Participates cooperatively and constructively in group situations
a.	Balances needs and rights of self and others
b.	Solves social problems
PHYSICAL	
4.	Demonstrates traveling skills
5.	Demonstrates balancing skills
6.	Demonstrates gross-motor manipulative skills
7.	Demonstrates fine-motor strength and coordination
a.	Uses fingers and hands
b.	Uses writing and drawing tools



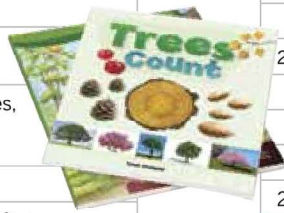
LANGUAGE	
8.	Listens to and understands increasingly complex language
a.	Comprehends language
b.	Follows directions
9.	Uses language to express thoughts and needs
a.	Uses an expanding expressive vocabulary
b.	Speaks clearly
c.	Uses conventional grammar
d.	Tells about another time or place
10.	Uses appropriate conversational and other communication skills
a.	Engages in conversations
b.	Uses social rules of language
COGNITIVE	
11.	Demonstrates positive approaches to learning
a.	Attends and engages
b.	Persists
c.	Solves problems
d.	Shows curiosity and motivation
e.	Shows flexibility and inventiveness in thinking
12.	Remembers and connects experiences
a.	Recognizes and recalls
b.	Makes connections
13.	Uses classification skills
14.	Uses symbols and images to represent something not present
a.	Thinks symbolically
b.	Engages in sociodramatic play



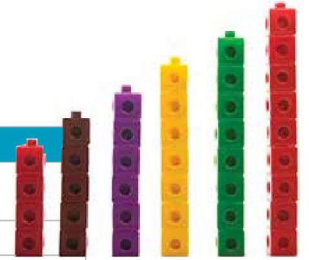
Our latest edition of the curriculum features expanded objectives for development and learning from birth through third grade. New progressions for first, second, and third grade enable teachers to see children’s development and learning along a progression across the whole of the early childhood years.

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.

LITERACY	
15.	Demonstrates phonological awareness, phonics skills, and word recognition
a.	Notices and discriminates rhyme
b.	Notices and discriminates alliteration
c.	Notices and discriminates discrete units of sound
d.	Applies phonics rules and knowledge of word structure to decode text
16.	Demonstrates knowledge of the alphabet
a.	Identifies and names letters
b.	Identifies letter-sound correspondences
17.	Demonstrates knowledge of print and its uses
a.	Uses and appreciates books and other texts
b.	Uses print concepts
18.	Comprehends and responds to books and other texts
a.	Interacts during reading experiences, book conversations, and text reflections
b.	Uses emergent reading skills
c.	Retells stories and recounts details from informational texts
d.	Uses context clues to read and comprehend texts
e.	Reads fluently
19.	Demonstrates writing skills
a.	Writes name
b.	Writes to convey meaning
c.	Writes using conventions



MATHEMATICS	
20.	Uses number concepts and operations
a.	Counts
b.	Quantifies
c.	Connects numerals with their quantities
d.	Understands and uses place value and base ten
e.	Applies properties of mathematical operations and relationships
f.	Applies number combinations and mental number strategies in mathematical operations
21.	Explores and describes spatial relationships and shapes
a.	Understands spatial relationships
b.	Understands shapes
22.	Compares and measures
a.	Measures objects
b.	Measures time and money
c.	Represents and analyzes data
23.	Demonstrates knowledge of patterns
SCIENCE AND TECHNOLOGY	
24.	Uses scientific inquiry skills
25.	Demonstrates knowledge of the characteristics of living things
26.	Demonstrates knowledge of the physical properties of objects and materials
27.	Demonstrates knowledge of Earth’s environment
28.	Uses tools and other technology to perform tasks
SOCIAL STUDIES	
29.	Demonstrates knowledge about self
30.	Shows basic understanding of people and how they live
31.	Explores change related to familiar people or places
32.	Demonstrates simple geographic knowledge
THE ARTS	
33.	Explores the visual arts
34.	Explores musical concepts and expression
35.	Explores dance and movement concepts
36.	Explores drama through actions and language
ENGLISH LANGUAGE ACQUISITION	
37.	Demonstrates progress in listening to and understanding English
38.	Demonstrates progress in speaking English



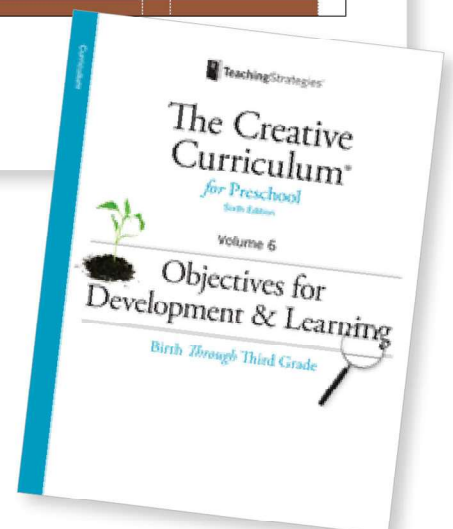
How Curriculum and Assessment Are Linked

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

b. Quantifies

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Demonstrates understanding of the concepts of one, two, and more</p> <ul style="list-style-type: none"> Says, "More apple," to indicate he wants more pieces than given Takes two crackers when prompted. "Take two crackers." 	<p>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</p> <ul style="list-style-type: none"> Looks at the sand table and says instantly, without counting, "There are three children at the table." Says, "I have four cubes. Two are red, and two are blue." Puts three bunnies in the box with the two bears. Counts and says, "Now I have five." 	<p>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</p> <ul style="list-style-type: none"> Says, "I have nine cars in a row. I only need one more to get to 10!" Says, "I have eight big buttons, and you have eight little buttons. We have the same." Tosses 10 puff balls at the hoop. When three land outside, says, "More went inside." Puts two dominoes together, says, "Five dots," and counts on: "Six, seven, eight. Eight dots all together." 	<p>Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts</p> <ul style="list-style-type: none"> Cuts a banana in half and says to a friend, "Now, we each have a fair share because we each have the same." Uses two-sided counters to determine different number combinations for 14 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." 	<p>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</p> <ul style="list-style-type: none"> 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." Divides a clay length into four equal parts when asked by the teacher to make fourths. Signs, "It's three fourths" when asked what three pieces of the whole represent 	<p>Answers how much questions about wholes partitioned into equal shares of two (halves), four (fourths), and three (thirds); verbally labels each part and describes its relationship to the whole</p> <ul style="list-style-type: none"> Divides a rectangle into two rows and two columns of equal size; colors in one part when asked to represent one fourth, colors in another part to show one half Says, "When I put these four quarter pieces together, I have one whole. Four fourths equal a whole." Provides the correct response when the teacher shows pictures representing two thirds, two fourths, one half, etc. 	<p>Compares fractions and explains them using physical models, pictorial representations, and number lines</p> <ul style="list-style-type: none"> Partitions the space on a number line from 0 to 1 into six equal parts. Puts a red dot to indicate $\frac{4}{6}$, a green dot to indicate $\frac{2}{6}$, and a blue dot to indicate a whole. Signs, "That's six sixths." Given a plate divided into eighths, shows one piece for $\frac{1}{8}$, three pieces for $\frac{3}{8}$, and four pieces for $\frac{4}{8}$. Then says, "Hey, these $\frac{4}{8}$ are equal to one half because they are the same size!" 								



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.

The Creative Curriculum® for Preschool Intentional Teaching Cards™

M22

Toys and Games

Objective 20
Uses number concepts and operations
b. Quantifies
Related Objectives: 1b, 2c, 7a, 8a, 9c, 11a, 14b, 20a



Story Problems

What You Do

Materials: collection of manipulatives

- Invite the children to explore the collection of manipulatives. Count the objects together, and invite the children to divide the groups into smaller piles.**
"We have 10 counting chips in a pile. Let's move five of them over here. Now we have two piles of counting chips. Can you count how many are in each pile?"
- Present various story problems. Ask the children to solve them by using the manipulatives.**
"Let's pretend that we're feeding these chips to the birds that come to our window. If we see four birds, we need four chips. Uh-oh! One bird flew away! How many chips do we need now?"

- Invite the children to count as a way to solve the story problem.**
"Six of you are standing by the table. Now let's have two children in that group go stand by the easel. How many children are left at the table?"
- Pose story problems that involve adding and subtracting.**
"Let's pretend we have seven children at the table for snack, but we only have four napkins. How many more napkins do we need?"
- Continue the activity for as long as it interests the children. Explain that they can think about story problems when they are playing with materials in any interest area. Encourage them to create story problems with their classmates during choice time.**

- Including All Children**
- Use manipulatives of various sizes, colors, and textures.
 - Provide boxes or containers to help define story problems and solutions.
 - Place objects on a nonslip material to keep them from moving around.
 - If children are beginning to speak in sentences, give them plenty of opportunities to talk. Be sure to model the correct use of English, but do not correct their grammar.**
 - Speak slowly and clearly, using gestures to pantomime the story problems.**

Teaching Sequence

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?"
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."
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...."
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?"
PURPLE	"We have six pears and three apples. How many pieces of fruit altogether? Let's start with the pears: six, seven, eight, nine."
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**
- Did the child understand and solve story problems using the objects? (20b)
 - Was the child able to grasp and use the manipulatives to add and subtract? (7a)
 - How long was the child able to attend to this experience? (11a)
 - How many objects was the child able to accurately count? (20a)

Related LearningGames®

- 115. Stories With Three



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.

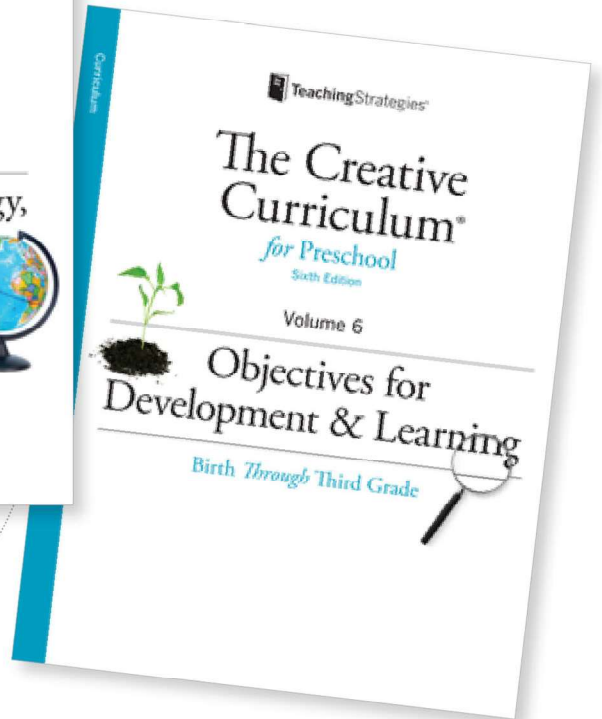
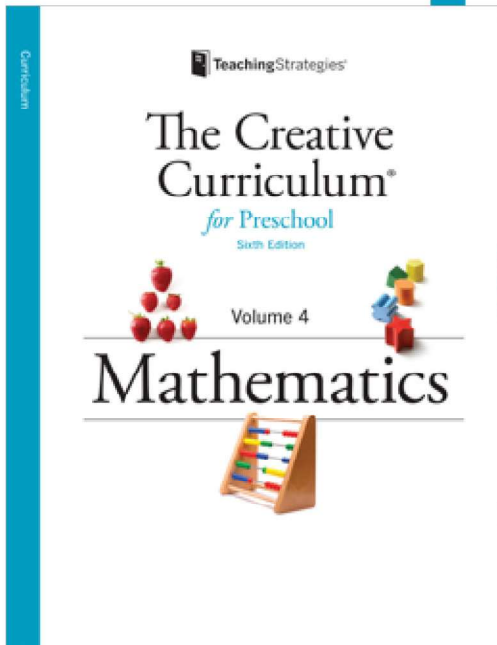




Volume 4: Mathematics helps teachers fully understand the mathematical concepts and skills they will be teaching and shows them how to purposely include mathematics learning throughout the day.

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

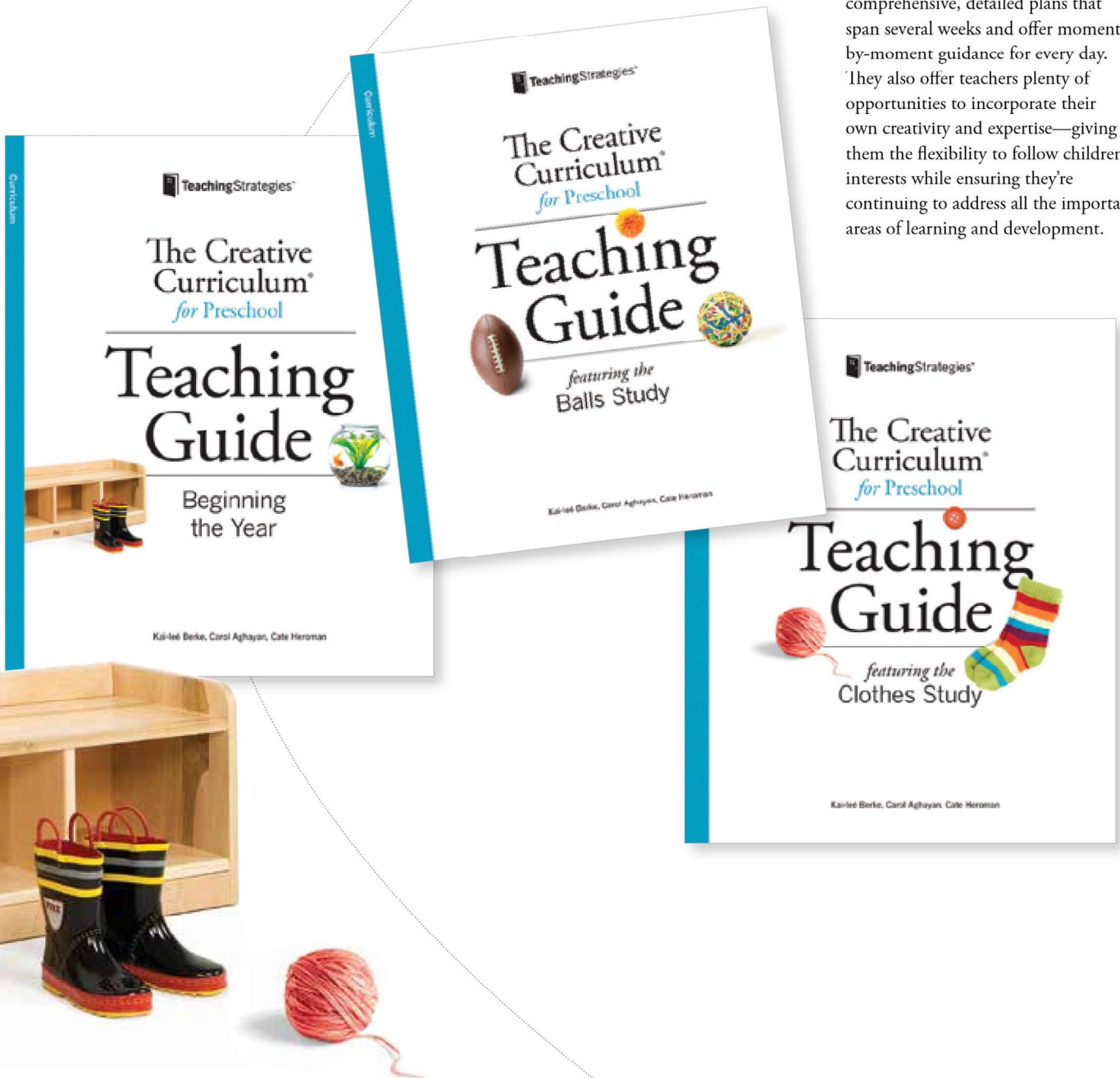
The Foundation volumes guide teachers in scaffolding instruction for children with diverse proficiency levels. In addition, instructional and assessment strategies are provided for different levels of English language development.



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.

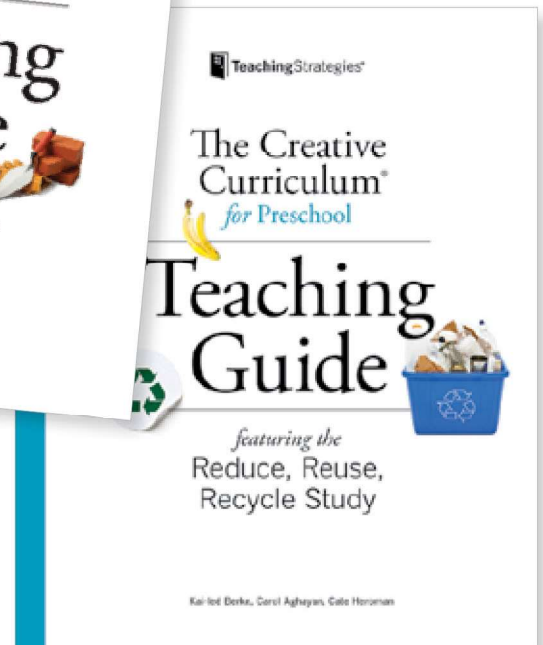
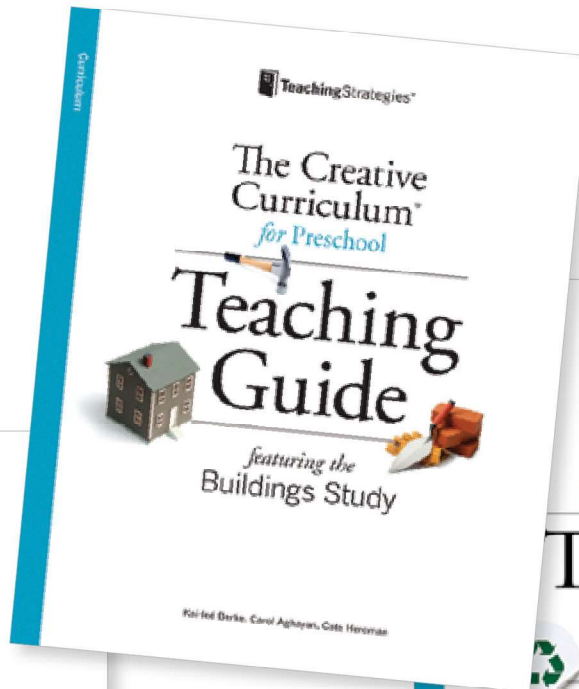
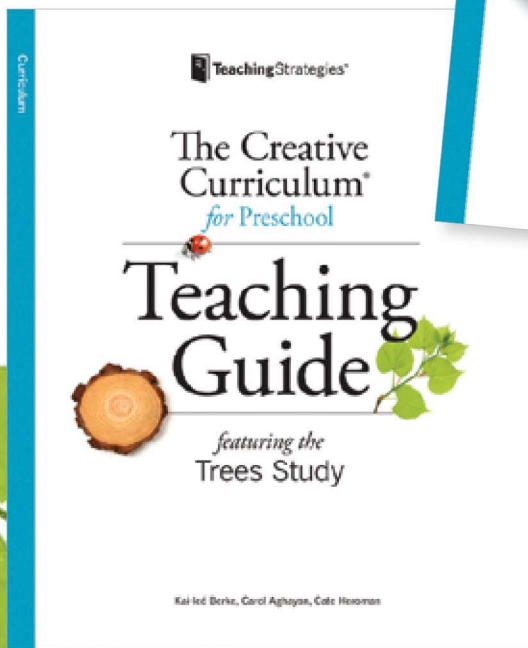
The first guide, *Beginning the Year*, addresses the first six weeks of school. The remaining five guides feature studies, which are project-based investigations of topics that are familiar and fascinating to children. Each study is divided into a series of investigation questions, and each investigation 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.

Yellow
2 to 3
Years

Green
Preschool 3

Blue
Pre-K 4

Purple
Kindergarten



Title—Presents the title of the experience.

What You Do—Lists the materials to use and describes how to do the experience.

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 children the basket of questions. Explain that you've written questions on small strips of paper.

"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.

LL59 Library

Objective 19

Demonstrates writing skills

b. Writes to convey ideas and information

Related Objectives: 3a, 7b, 8a, 11a, 12a, 14a, 16b, 19a, 29, 30, 33

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.

Including All Children

- Wrap foam around the pens to make them easier to hold.
- Make sure the child is seated comfortably at the table for writing and drawing.
- Place the drawing paper on a light box.
- Provide directions in the child's home language.**
- Include answer options in the phrasing of a question. For example, ask, "Which animal might you see in a tree: a bird or a fish?""

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

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

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

Teaching Sequence

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 <i>M</i> ."
GREEN	Invite the child to write familiar letters as he draws or scribbles. Ask questions that help him identify the letters he has written.
BLUE	"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 <i>ls</i> sound in <i>sidewalk</i> ?"
PURPLE	" <i>Ch!</i> <i>lch!</i> <i>chalk</i> . That's a tricky sound. Two letters come together to make a new sound <i>lch!</i> <i>lch!</i> ."
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 <i>snack</i> ? What sounds do you hear when I say it slowly <i>ls-lnl-lal-lchl?</i> "

Questions to Guide Your Observations

- What letters and words was the child able to write? (19b)
- How did the child write his or her name? (19a)
- 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

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.

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 **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.

05 The Little Red Hen
The Creative Curriculum® for Preschool Book Discussion Cards™

The Little Red Hen
Retold by Bonnie Dobkin

No one's willing to help a hardworking hen as she plants her wheat... but everyone wants the warm bread she makes later! See how the hen teaches a trio of exceptionally lazy, loony-wunny friends that good things come to those who help out.

Vocabulary

groom
to make clean and neat

harvest
to pick foods such as wheat, vegetables, and fruit when they are ready to be picked

prosper
growing with your hands strong

Supporting Social-Emotional Development

3 Third Read-Aloud

Before Reading
Encourage children to recall the problem and solution.
"A few days ago, we read *The Little Red Hen*. What is the problem in the story?"

While Reading
Expand vocabulary:
grass, saltwater, gossip, head, harvest, milk, moon, kneaded, cheer, arms, defied
Comment on main characters' thoughts and actions.
"I wonder how Little Red Hen feels about doing all the housework by herself. I think she wishes her friends would be more helpful."
"I wonder why Little Red Hen asked for help planting the seeds when she

After Reading
Wonder aloud and ask follow-up questions.
"How would the story be different if Dog, Goose, and Cat agreed to

1 First Read-Aloud

Before Reading
Introduce characters and the problem.
"In *The Little Red Hen*, a Dog, a Goose, and a Cat live with a Little Red Hen. She works hard around the house, but her friends don't help at all. One day she finds a bag of wheat seeds and decides to grow wheat so she can bake bread. When she asks her friends to help her plant the seeds and harvest the wheat, they say no. Now she has to decide whether or not she will share the bread with them."

While Reading
Expand vocabulary by pointing to pictures, using gestures to dramatize, and describing:
grass, saltwater, gossip, head, harvest, milk, moon, kneaded, cheer, arms, defied
Comment on main characters' thoughts and actions.
"I wonder how Little Red Hen feels about doing all the housework by herself. I think she wishes her friends would be more helpful."
"I wonder why Little Red Hen asked for help planting the seeds when she

After Reading
Invite explanation, wonder aloud, and ask follow-up questions.
"When Little Red Hen asked her friends to help her, they said no. Little Red Hen did everything herself. What would you have done if you were Little Red Hen?"
"Why do you think Little Red Hen ate the bread all by herself? What else could she have done to teach her friends a lesson about being helpful?"

2 Second Read-Aloud

Before Reading
Recall the characters and the problem.
"We're going to read *The Little Red Hen* again. You may remember that Little Red Hen lives with Dog, Goose, and Cat, who are not very helpful around the house. Little Red Hen asks them to help her with something. What does she want help with? How do her friends answer? What happens when it's time to eat the bread that Little Red Hen made from the wheat she grew without their help?"

While Reading
Expand vocabulary using more verbal explanations:
hard kneaded
Reinforce some previously introduced words by pointing to picture and dramatizing:
grass, moon, cheer, arms
Comment on and ask follow-up questions about the other characters.
"I think Dog, Goose, and Cat have a very easy life. They play all day while Little Red Hen does all the work."
"Why do Dog, Goose, and Cat keep saying no when Little Red Hen asks

After Reading
Invite explanations, wonder aloud, and ask follow-up questions.
"Why do you think Dog, Goose, and Cat won't help Little Red Hen around the house? Why don't they help her plant the wheat, harvest it, and make the bread?"
"What lesson did Dog, Cat, and Goose learn? How do you feel when you ask for help and someone says no? How do you feel when someone refuses to help you?"

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?"

