TeachingStrategies®

The Creative Curriculum®
for Preschool

Touring Guide



Contents

1 **The *Creative Curriculum*® *for Preschool***

2 **The Evolution of *The Creative Curriculum*® *for Preschool***

4 **Product Map**

7 **Overview**

- 8 How Does *The Creative Curriculum*® Work?
- 10 What Are *The Creative Curriculum*® Objectives for Development & Learning?
- 12 How Curriculum and Assessment Are Linked

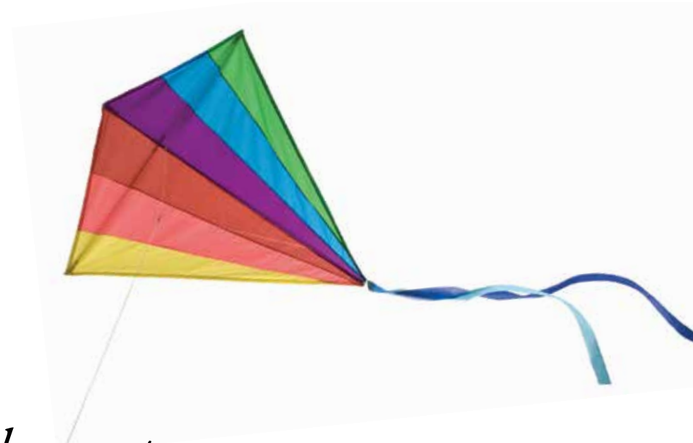
15 **Curriculum Components**

- 16 *The Creative Curriculum*® *for Preschool*: The Foundation
- 18 *The Creative Curriculum*® *for Preschool*: Daily Resources
  - 18 *Teaching Guides*
  - 20 *Intentional Teaching Cards*™
  - 22 *Children's Book Collection*
  - 23 *Book Discussion Cards*™
  - 24 *Mighty Minutes*®
- 25 Embedded Professional Development
- 26 Making Connections With Families
- 28 How *The Creative Curriculum*® Supports English Language Development

30 **Sample Pages: Balls Study**

- 32 Balls Study: Table of Contents
- 33 Why Investigate Balls?
- 34 Web of Investigations
- 36 At a Glance, Investigation 1
- 38 Day 1, Investigation 1
- 40 Day 1, Investigation 1: *Book Discussion Card*™
- 42 Day 1, Investigation 1: *Intentional Teaching Cards*™
- 45 Day 1, Investigation 1: *Mighty Minutes*®
- 46 Day 1, Investigation 1: *Volume Excerpt*
- 48 *The Creative Curriculum*® *for Preschool*, *Expanded Daily Resources*
- 50 Supplemental *Teaching Guides*

52 **Benefits**



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

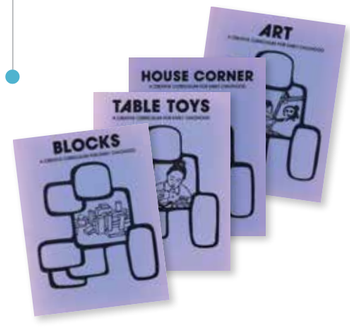
The evolution of *The Creative Curriculum® for Preschool* is grounded in our commitment to early childhood educators. Over the years we've embraced innovation, updating the curriculum to keep pace with what teachers need in the classroom. What began as a focus on room arrangement is now a comprehensive collection of resources that offer moment-to-moment support. And every edition has incorporated current research on the best ways to help children succeed.

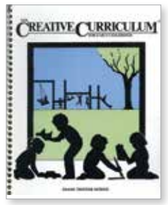


1978

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

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.



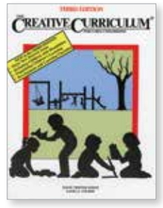


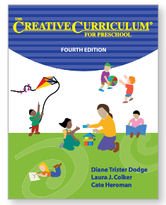
1988

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

1992

The third edition of *The Creative Curriculum®* is published, presenting for the first time our philosophy, goals, and objectives for children's learning, as well as guidelines for teaching and working with families.





2002

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

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.



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.





The Creative Curriculum® for Preschool

Available as a complete English, Spanish, or bilingual curriculum

The Creative Curriculum® for Preschool is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical-thinking skills. It is designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

The Foundation



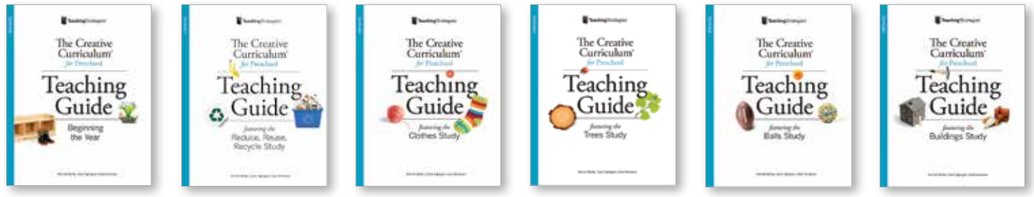
English, 6 Volumes



Spanish, 6 Volumes



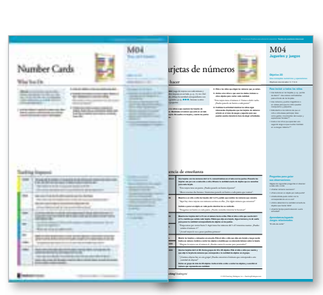
Daily Resources*



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 supplemental *Teaching Guides*, each available for separate purchase. Please see pages 48–51 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.

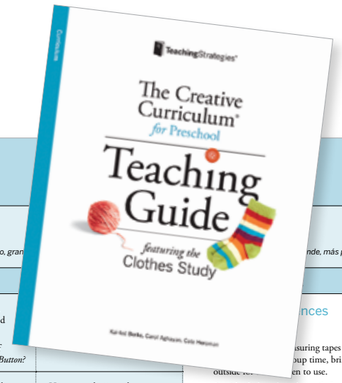
The Creative Curriculum® for Preschool is a research-based, comprehensive collection of knowledge-building and daily practice resources that explains the "what," "why," and "how" of teaching. "What" and "why" are explained in the six curriculum volumes that make up *The Foundation*. They contain everything teachers need to know to build and implement a high-quality preschool program.

"How" is provided by way of step-by-step guidance found in the *Daily Resources*. These include *Teaching Guides* and additional instructional tools that 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 for English- and dual-language learners in the classroom. What's more, the curriculum takes the guesswork out of meeting the *Head Start Early Learning Outcomes Framework* and early learning standards for each state.

How Does The Creative Curriculum® Work?

The Creative Curriculum® for Preschool provides both *The Foundation* and *Daily Resources* to create a cohesive curriculum that supports teachers every step of the way throughout the year. *The Foundation* is the knowledge base of the curriculum, with detailed information about the most current research and best practices in early childhood education. The *Teaching Guides*, a component of the *Daily Resources*, offer daily plans to help teachers provide individualized instruction for every child and organize and manage every moment of their day, all year long.





AT A GLANCE Investigation 1

What are the features of clothes?

Vocabulary—English: *small, medium, large, size, tape measure, yardstick, ruler, measure, long, short, bigger, smaller, equal, measure, nervous*

Spanish: *pequeño, mediano, gran… nde, más pequeño, igual, medida, nervioso*

	Day 1	Day 2	Day 3	Day 4	
Interest Areas	**Art:** clothing of different sizes and features **Technology:** eBook version of *Goldilocks and the Three Bears*	**Blocks:** standard measuring tools, e.g., rulers, yardsticks, measuring tapes **Technology:** eBook version of *Goldilocks and the Three Bears*	**Library:** props from *Goldilocks and the Three Bears*	**Toys and Games:** baby, child, and adult clothes; standard and nonstandard measuring tools **Technology:** eBook version of *Button, Button, Who's Got the Button?*	
Question of the Day	What do you know about the story *Goldilocks and the Three Bears*?	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?	How many buttons do you have on your clothes?
Large Group	**Song:** "Farmer in the Dell" **Discussion and Shared Writing:** Exploring Sizes of Clothes **Materials:** Mighty Minutes 08, "Clap the Missing Word"; small article of clothing; small, medium, and large T-shirts; digital camera	**Rhyme:** "Riddle Dee Dee" **Discussion and Shared Writing:** Measurement Tools **Materials:** Mighty Minutes 04, "Riddle Dee Dee"; bag or box with a variety of standard measurement tools	**Game:** Finding Shapes on Clothing **Discussion and Shared Writing:** Looking at Large Clothes **Materials:** Mighty Minutes 20, "I Can Make a Circle"; shape cards; standard and nonstandard measuring tools; digital camera	**Rhyme:** "Riddle Dee Dee" **Discussion and Shared Writing:** Baby Visit **Materials:** Mighty Minutes 04, "Riddle Dee Dee"; a few samples of baby clothes; digital camera	**Music:** Drums **Discussion and Shared Writing:** How do clothes stay on our bodies? **Materials:** drums; other objects that can be used as drums; shirt
Read-Aloud	*Goldilocks and the Three Bears*	*Goldilocks and the Three Bears* **Materials:** props to act out *Goldilocks and the Three Bears*; Intentional Teaching Card LL06, "Dramatic Story Retelling"	*A Pocket for Corduroy*		
Small Group	**Option 1: Play Dough** Intentional Teaching Card M15, "Play Dough" (See card for equipment, ingredients, and recipe.) **Option 2: Biscuits** Intentional Teaching Card M10, "Biscuits" (See card for equipment, ingredients, and recipe.)	**Option 1: What's Missing?** Intentional Teaching Card LL18, "What's Missing?"; clothing collection; large piece of paper **Option 2: Memory Card Game** Intentional Teaching Card LL08, "Memory Games"; a memory game or set of duplicate pictures of clothing	**Option 1: Bigger Than, Smaller Than, Equal To** Intentional Teaching Card M09, "Bigger Than, Small… Than, Equal To"; building blocks; mea… tools **Option 2: M… Compare** Intentional … M12, "Mea… clothing col… nonstandar…		
Mighty Minutes®	Mighty Minutes 18, "I'm Thinking Of …"	Mighty Minutes 20, "I Can Make a Circle"			

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

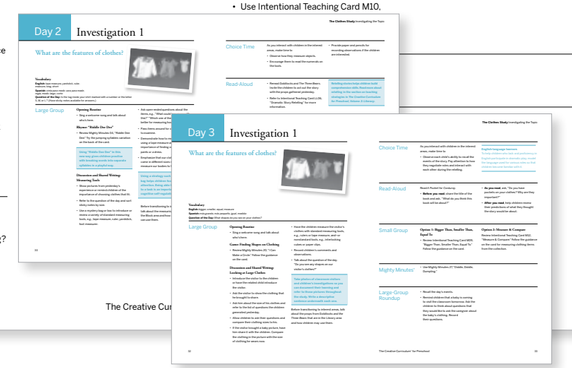
Read *Goldilocks and the Three Bears*.
- **Before you read**, remind children about the question of the day. Ask, "What do you know already about the story?"
- **As you read**, talk about the sizes of the bears, bowls, chairs, and beds and relate this information to the sizes of the shirts discussed 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, "Biscuits."
- Use small-, medium-, and large-sized biscuit cutters to cut out shapes or use the rims of glasses or cups to cut the biscuits. Talk to the children about the sizes as they work.



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 myriad 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*.

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.

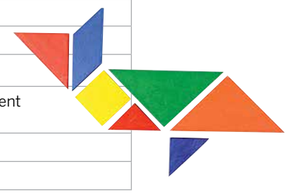


SOCIAL–EMOTIONAL
1. Regulates own emotions and behaviors
a. Manages feelings
b. Follows limits and expectations
c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
a. Forms relationships with adults
b. Responds to emotional cues
c. Interacts with peers
d. Makes 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





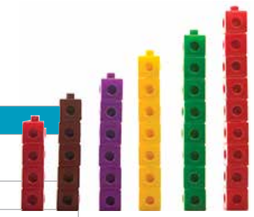
LANGUAGE
8. Listens to and understands increasingly complex language
a. Comprehends language
b. Follows directions
9. Uses language to express thoughts and needs
a. Uses an expanding expressive vocabulary
b. Speaks clearly
c. Uses conventional grammar
d. Tells about another time or place
10. Uses appropriate 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



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



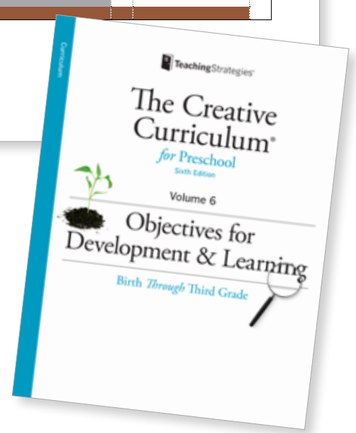
How Curriculum and Assessment Are Linked

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

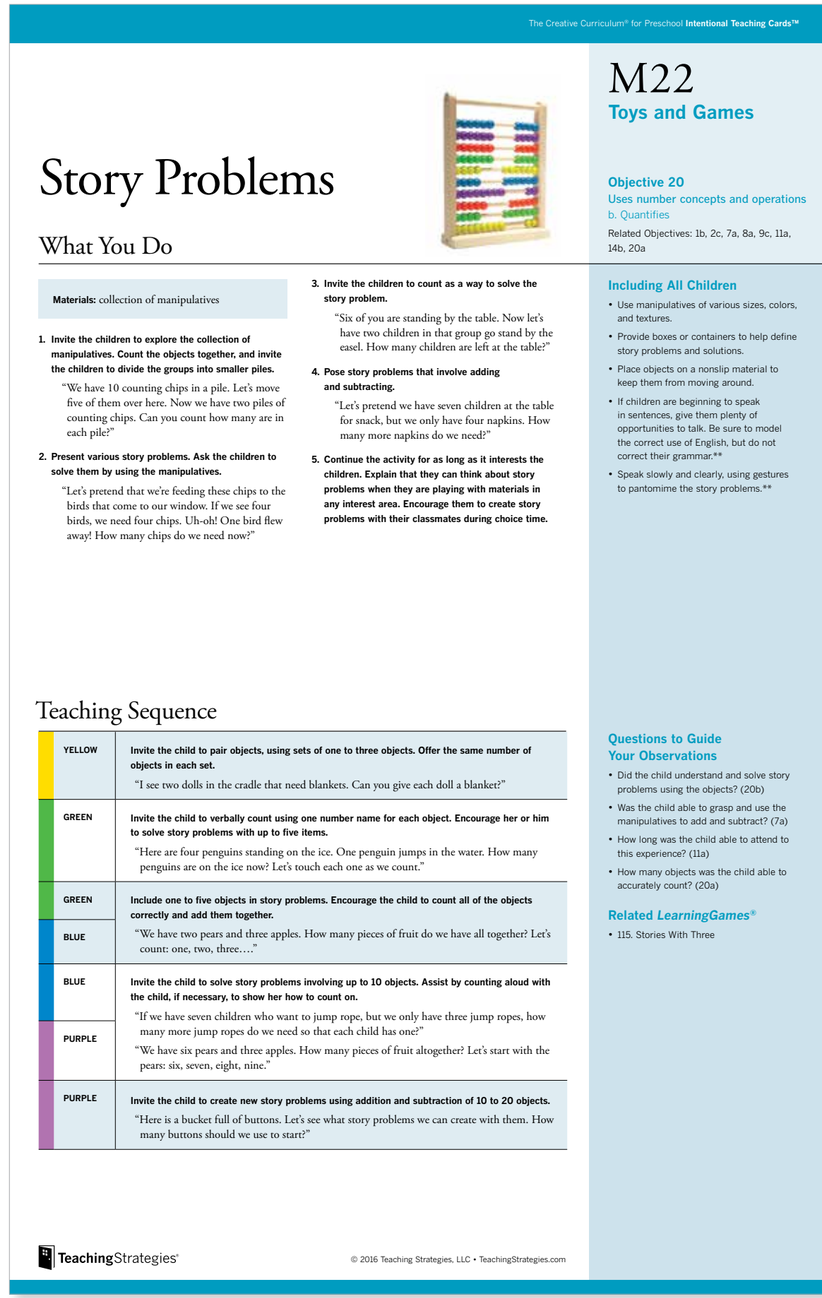
b. Quantities

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Demonstrates understanding of the concepts of *one*, *two*, and *more* • Says, "More apple," to indicate he wants more pieces than given • Takes two crackers when prompted, "Take two crackers."		**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** • 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."		**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** • 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."		**Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts** • 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."		**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** • 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		**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** • 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.		**Compares fractions and explains them using physical models, pictorial representations, and number lines** • Partitions the space on a number line from 0 to 1 into six equal parts Puts a red dot to indicate 4/6, a green dot to indicate 2/6, and a blue dot to indicate a whole. Signs, "That's six sixths." • Given a plate divided into eighths, shows one piece for 1/8, three pieces for 3/8, and four pieces for 4/8. Then says, "Hey, these 4/8 are equal to one half because they are the same size!"	



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 color bands and what they mean on pages 20–21.



The Creative Curriculum® for Preschool **Intentional Teaching Cards™**

Story Problems

M22
Toys and Games

Objective 20
Uses number concepts and operations
b. Quantities

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

What You Do

Materials: collection of manipulatives

1. **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?"
2. **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?"
3. **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?"
4. **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?"
5. **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.**

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 BLUE	**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 PURPLE	**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?" "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?"

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.**

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

TeachingStrategies®

© 2016 Teaching Strategies, LLC • TeachingStrategies.com



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.



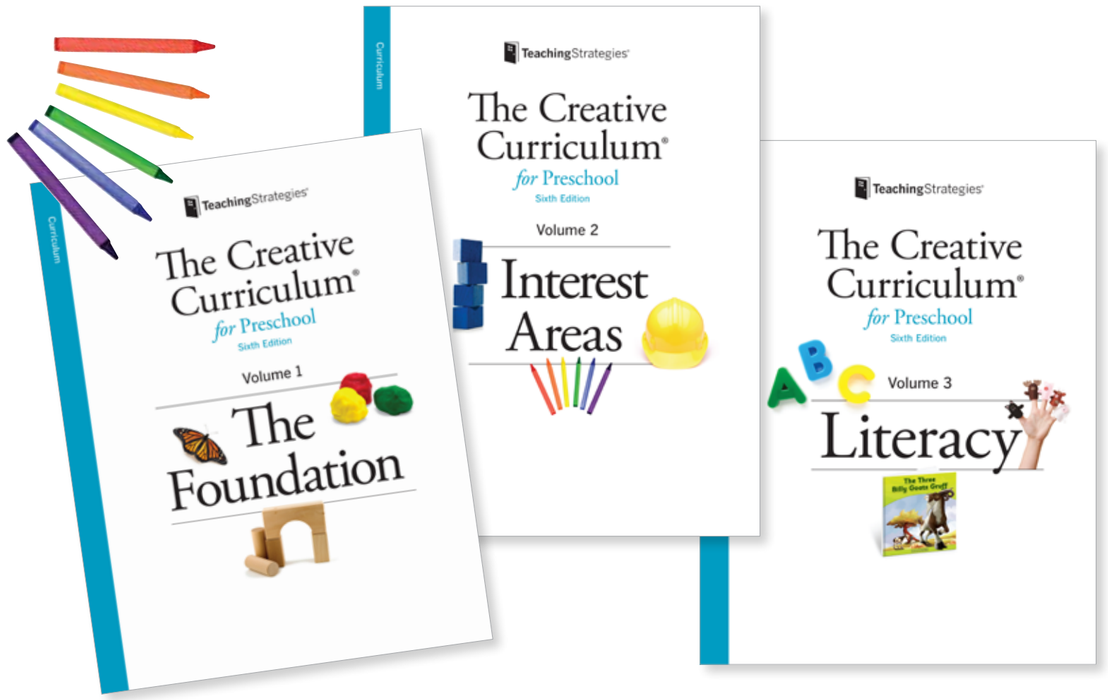
The Foundation

The Foundation provides teachers with "Early Childhood 101"—an overview of everything they need to know to build a high-quality program.

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.

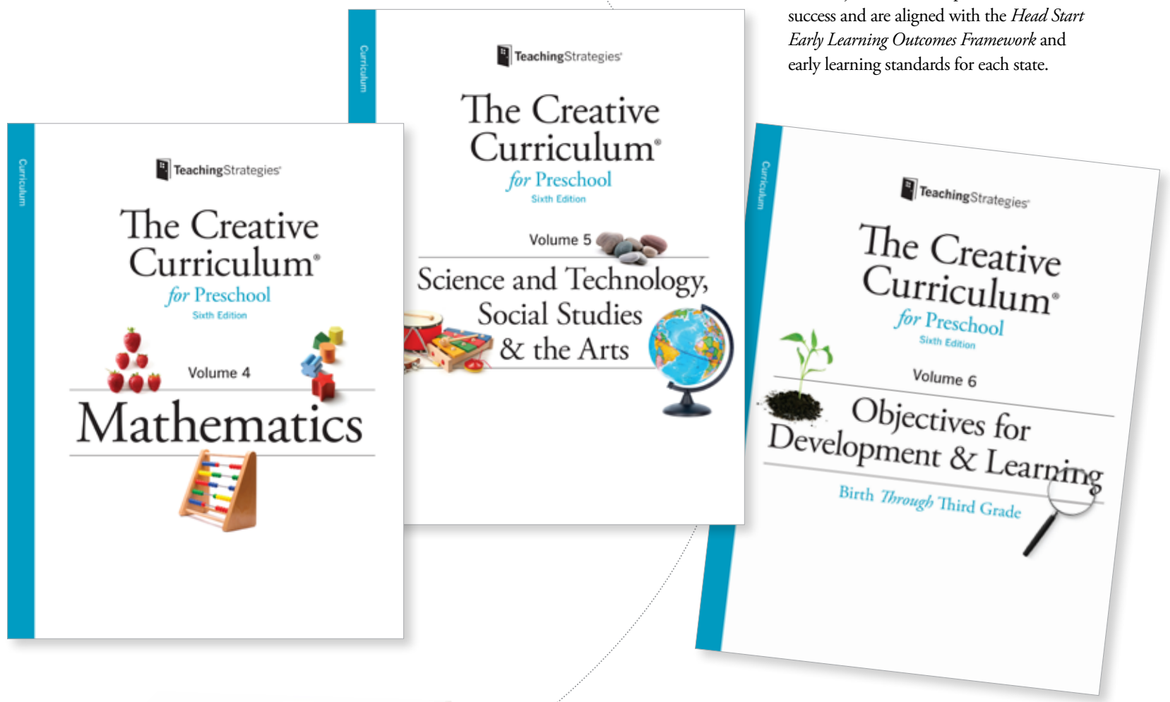




Volume 4: *Mathematics* helps teachers fully understand the mathematical concepts and skills they will be teaching and shows them how to purposely include mathematics learning throughout the day.

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.





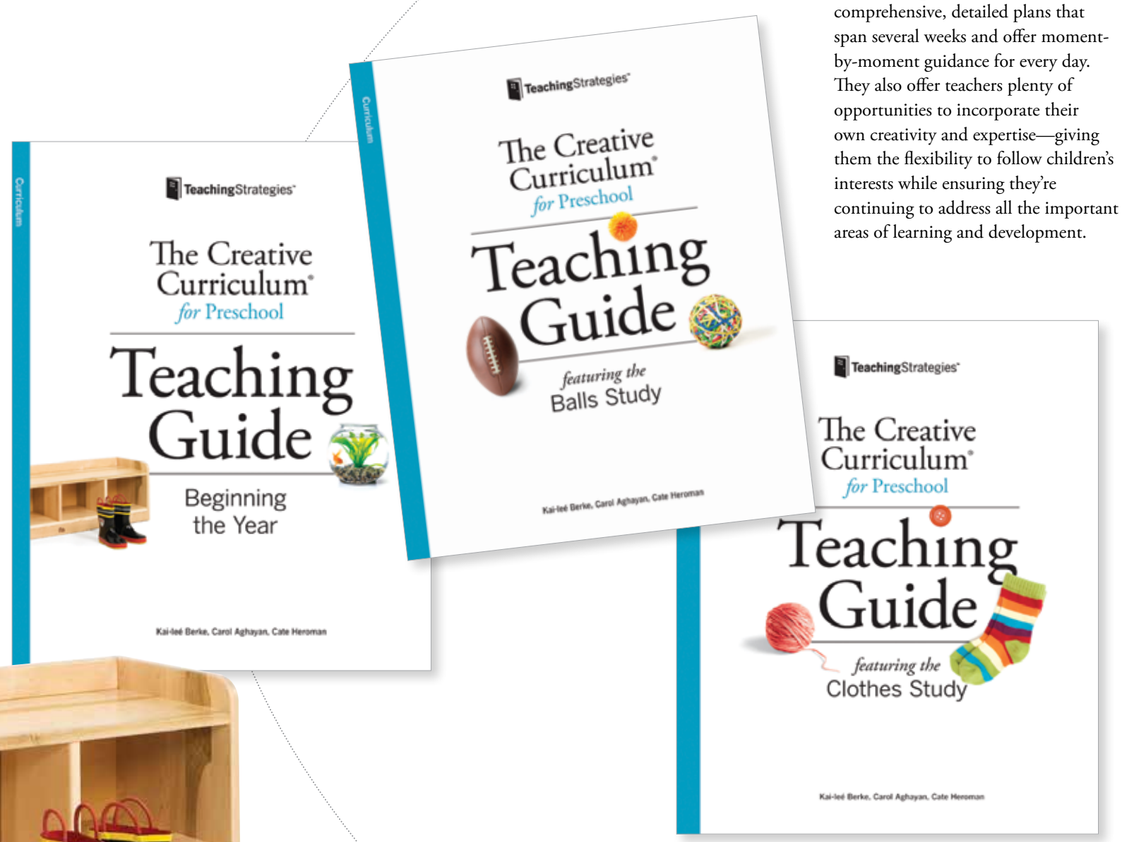
Supporting English Language Development

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 3 to 5 days. Beginning on page 34, 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
Two to 3 Years

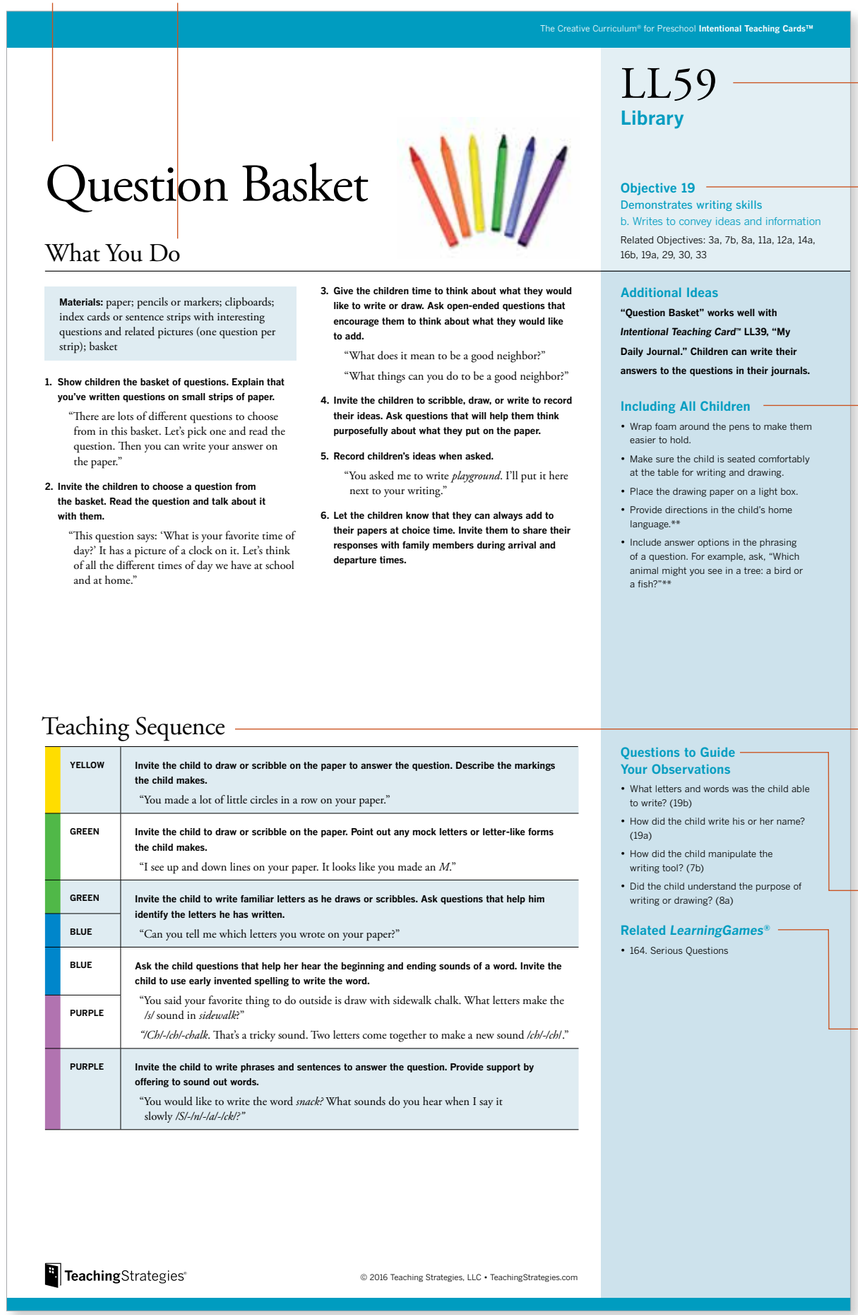
Green
Preschool 3

Blue
PreK 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.



The Creative Curriculum® for Preschool **Intentional Teaching Cards™**

LL59
Library

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.**

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?"**

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 *M*."
GREEN / BLUE	**Invite the child to write familiar letters as he draws or scribbles. Ask questions that help him identify the letters he has written.** "Can you tell me which letters you wrote on your paper?"
BLUE	**Ask the child questions that help her hear the beginning and ending sounds of a word. Invite the child to use early invented spelling to write the word.** "You said your favorite thing to do outside is draw with sidewalk chalk. What letters make the */s/* sound in *sidewalk*?" *"/Ch/-/ch/-chalk.* That's a tricky sound. Two letters come together to make a new sound */ch/-/ch/*."
PURPLE	**Invite the child to write phrases and sentences to answer the question. Provide support by offering to sound out words.** "You would like to write the word *snack*? What sounds do you hear when I say it slowly */S/-/n/-/a/-/ck/?*"

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

TeachingStrategies®

© 2016 Teaching Strategies, LLC • TeachingStrategies.com

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— Explains how to scaffold each child's learning by individualizing the experience according to her developmental level.

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

Related *LearningGames*®— Suggests one or more *LearningGames*® that teachers can share with families to extend children's learning at home.

Children's Book Collection

Reading aloud with children is the best way to inspire a love for reading and to promote language and literacy skills. The *Teaching Strategies® Children's Book Collection* contains 79 high-quality children's books, including 4 big books.

The book collection includes beloved classic tales, contemporary works by well-known authors, and original nonfiction books created especially to complement the studies featured in the *Teaching Guides*. Each book was selected for its rich vocabulary; diverse characters, families, and cultures; or the new ideas and information in its pages. Our collection of literature, in both English and Spanish, includes alphabet books, counting books, nonfiction books, concept books, and narrative picture books, all of which encourage children's exploration, interaction, and enjoyment.

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

Supporting English and Spanish Language Development

The bilingual *Teaching Strategies® Children's Book Collection* and *Book Discussion Cards*™ in Spanish help teachers intentionally introduce rich new vocabulary and promote children's receptive and expressive Spanish-language skills. Providing stories in both languages allows for a first read-aloud experience in a child's home language, supporting language and literacy development in both English and Spanish and providing relevant story lines that celebrate a variety of cultures.



Photo represents 50% of the bilingual *Teaching Strategies® Children's Book Collection*.
Visit **TeachingStrategies.com/Preschool** for a complete list of titles.

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 preschooler, 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.



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?"



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*.



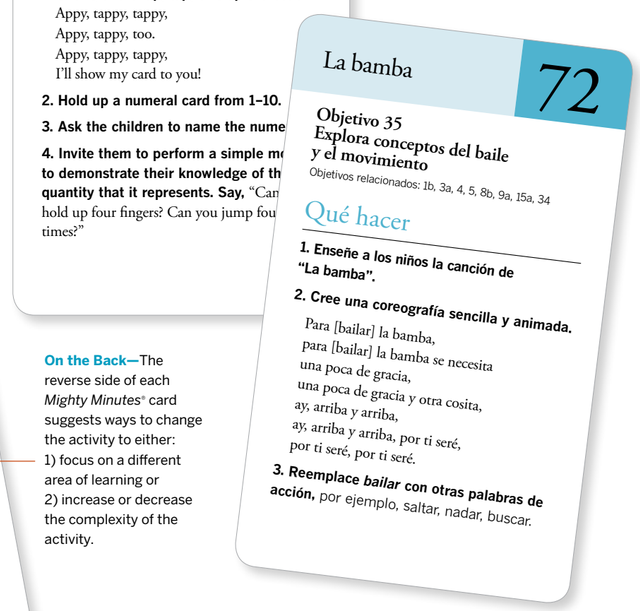
Title—Presents the title of the activity.

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

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.



Supporting Spanish Language Development

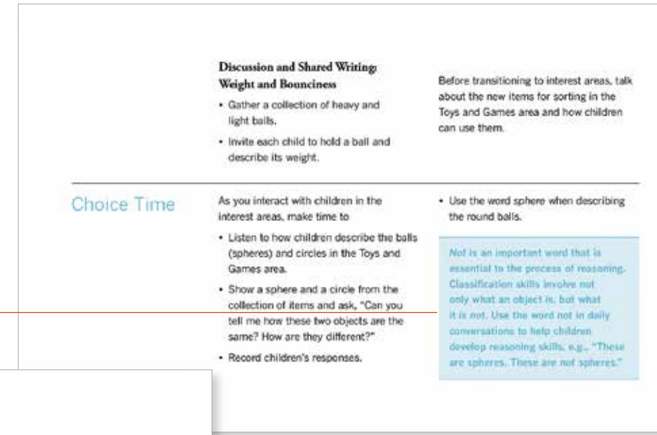
Many *Mega Minutos®* use traditional Spanish songs and rhymes to maximize learning during brief transitional periods throughout the day. These unique Spanish resources can help support Spanish language development.

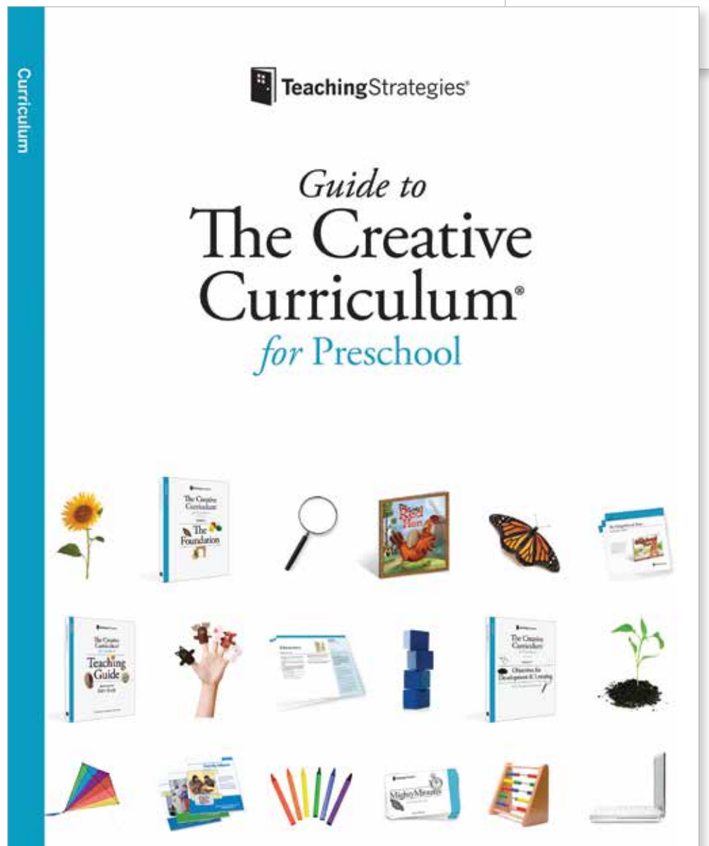
Embedded Professional Development

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

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

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





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

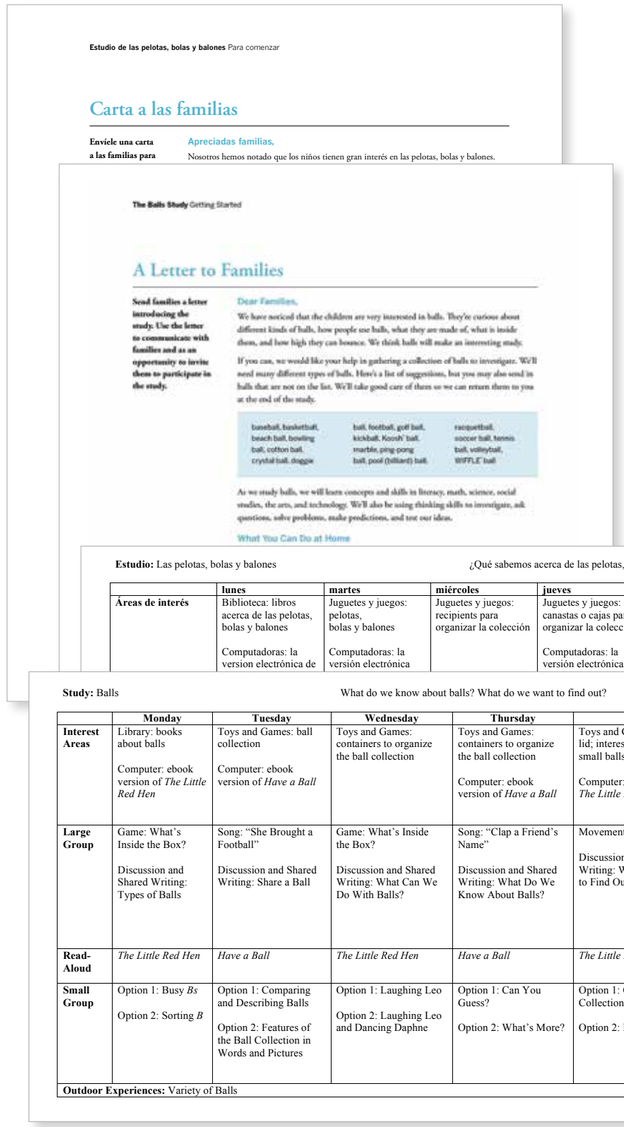
Teachers can visit a password-protected website to easily download "Letters to Families," "Weekly Planning Forms," and *LearningGames®*. Like the other curriculum materials, every family connection resource is available in both English and Spanish.

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

Envíele una carta a las familias para

Apreciadas familias,

Nosotros hemos notado que los niños tienen gran interés en las pelotas, bolas y balones.

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, cotton ball, crystal ball, doggie ball, football, golf ball, kickball, Koosh® ball, marble, ping-pong ball, pool (billiard) ball, racquetball, soccer ball, tennis ball, volleyball, WIFFLE® 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

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

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

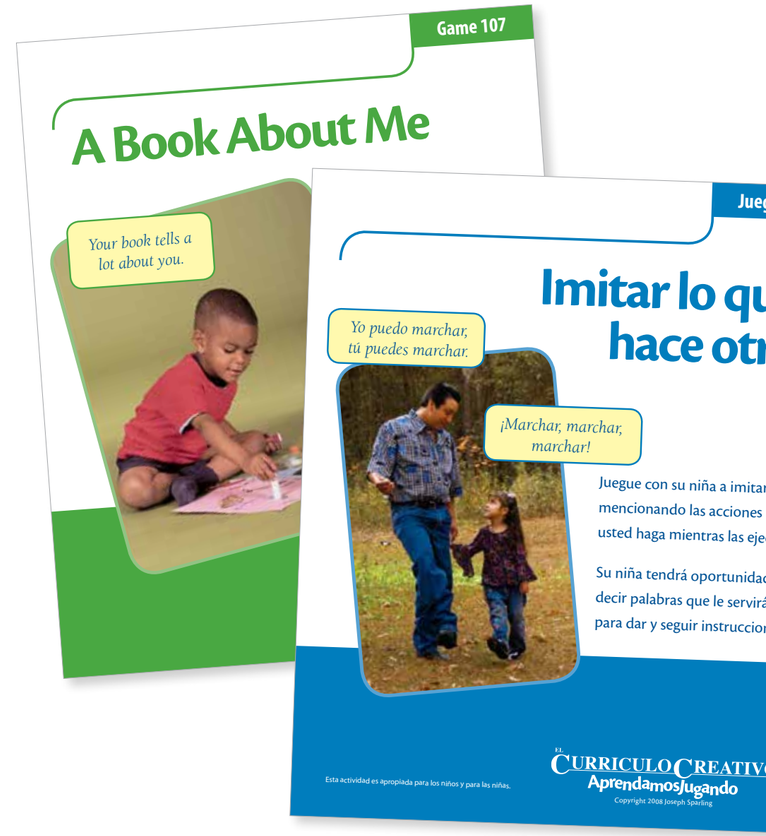
Study: Balls What do we know about balls? What do we want to find out?

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	Library: books about balls Computer: ebook version of *The Little Red Hen*	Toys and Games: ball collection Computer: ebook version of *Have a Ball*	Toys and Games: containers to organize the ball collection	Toys and Games: containers to organize the ball collection Computer: ebook version of *Have a Ball*	Toys and Games: box with lid; interesting collection of small balls Computer: ebook version of *The Little Red Hen*
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 Discussion and Shared Writing: What Do We Want to Find Out About Balls?
Read-Aloud	*The Little Red Hen*	*Have a Ball*	*The Little Red Hen*	*Have a Ball*	*The Little Red Hen*
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.



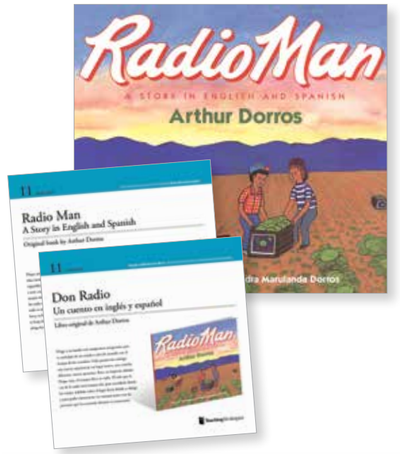
LearningGames®

This award-winning, research-validated series offers 20 ready-to-print 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.





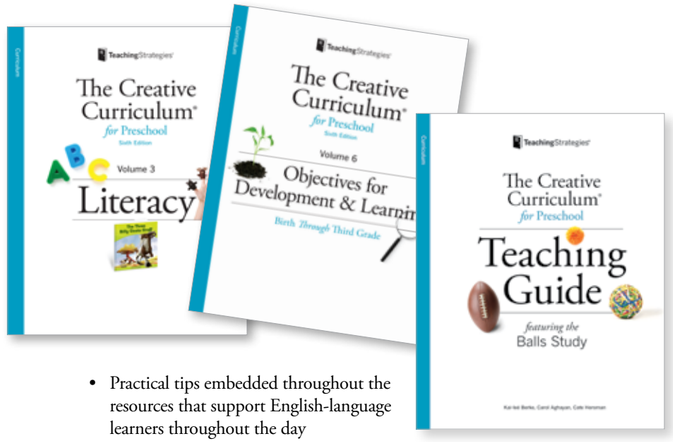
Best Practices for Teaching English- and Dual-Language Learners

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.

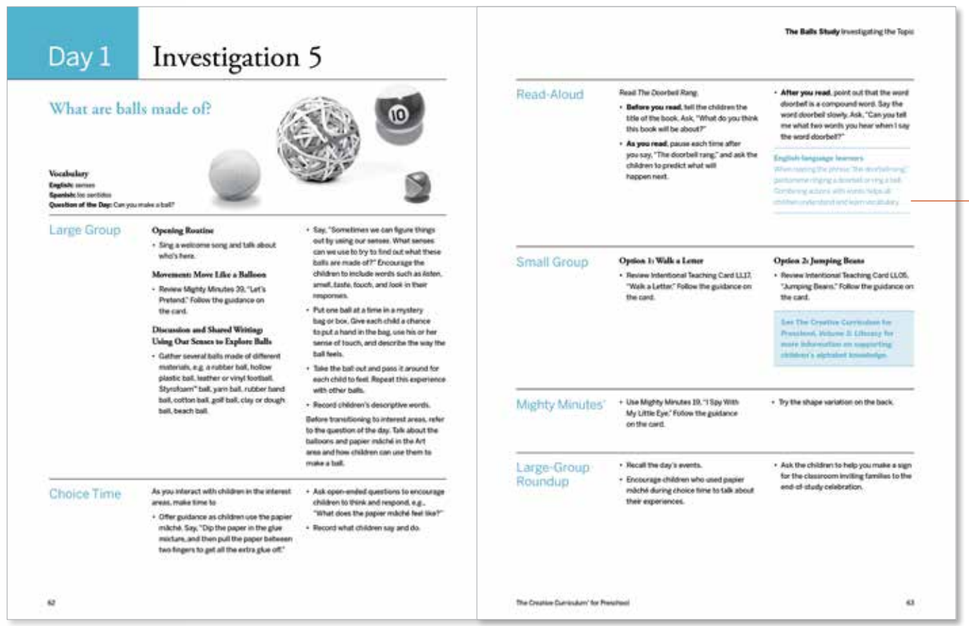
Beyond theory, the curriculum offers specific strategies to support the learning and development of all children:

- 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



- 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.



English-language learners

When reading the phrase "the doorbell rang," pantomime ringing a doorbell or ring a bell. Combining actions with words helps all children understand and learn vocabulary.

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.





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 38–39).

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.

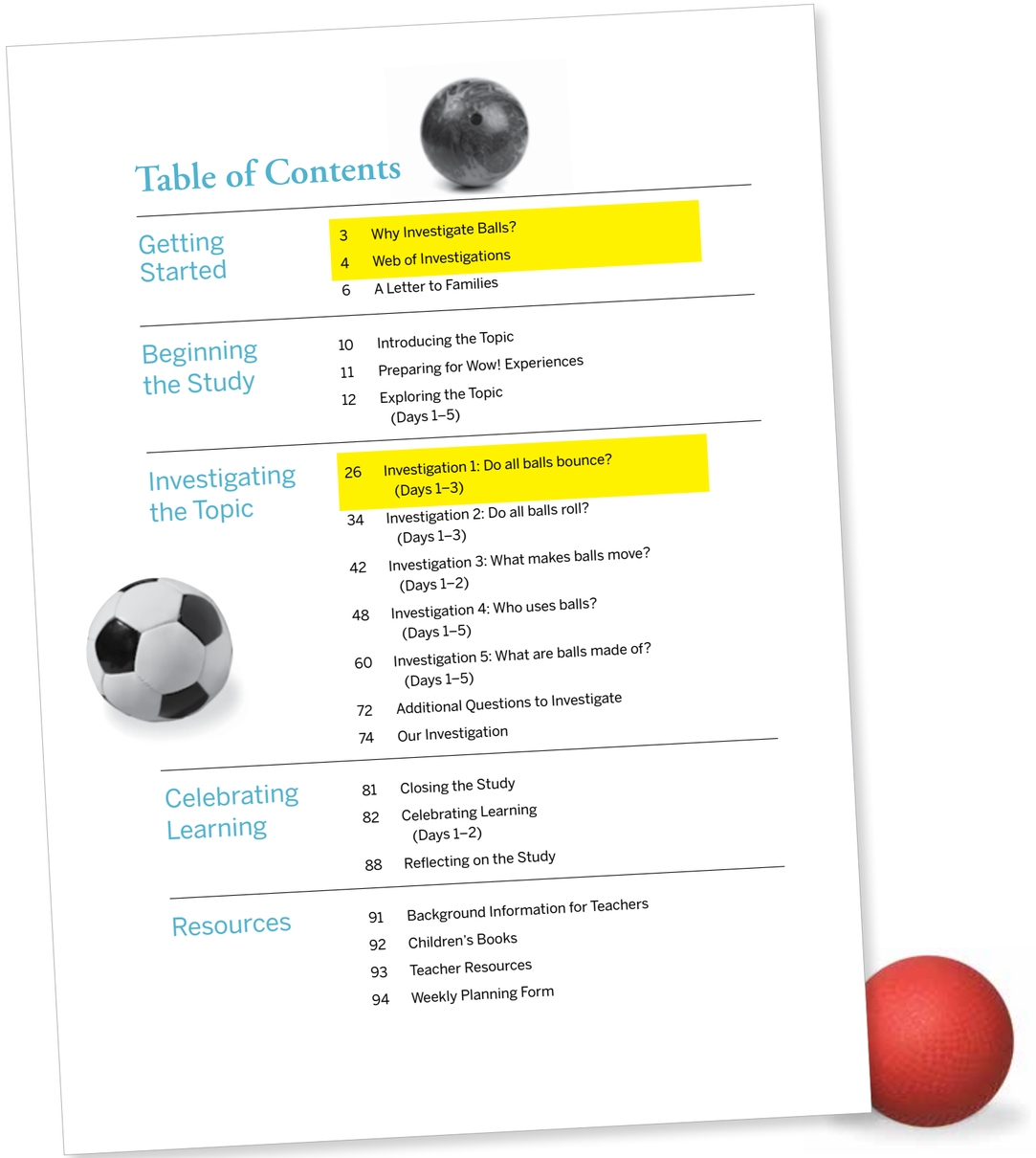


Table of Contents

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
93 Teacher Resources
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.



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?

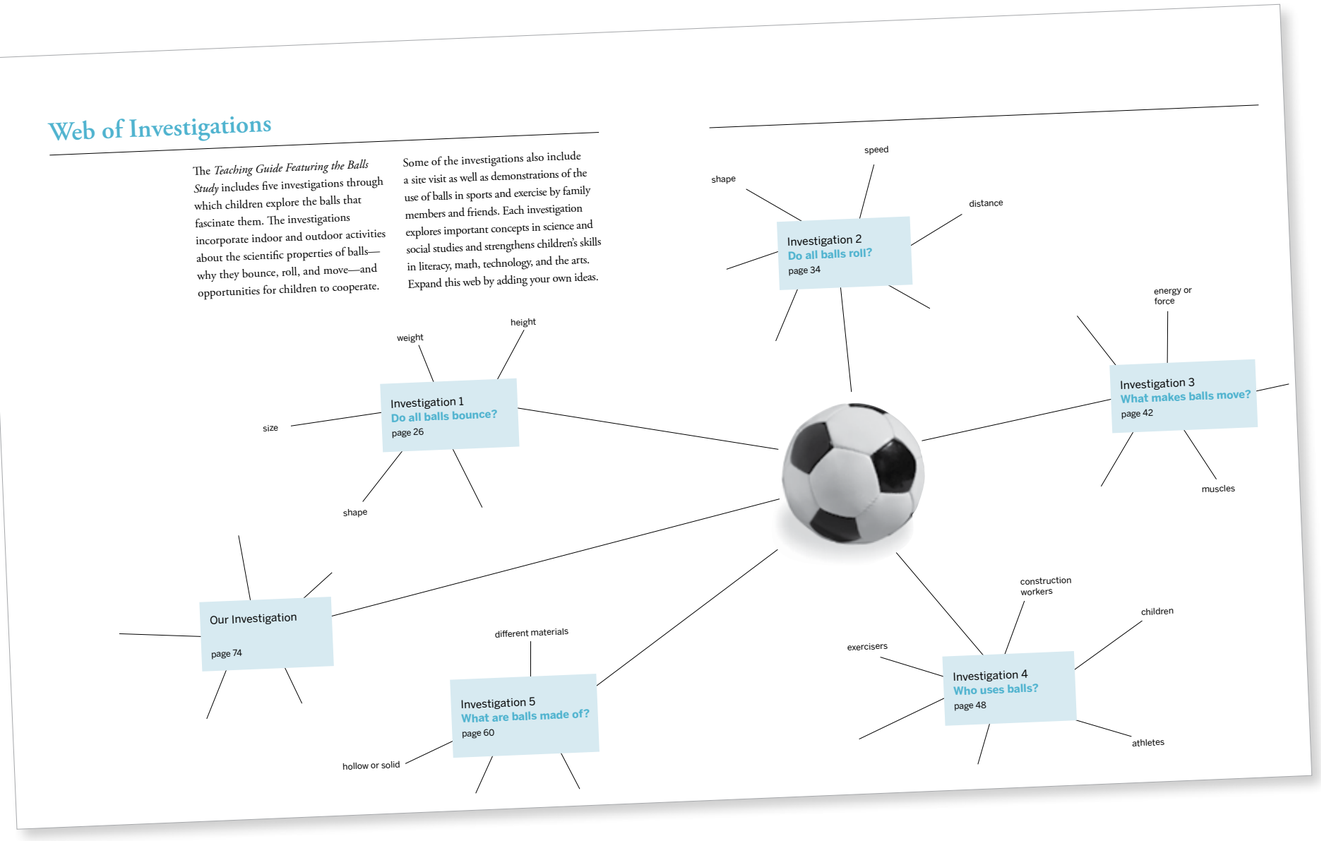


Web of Investigations

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.

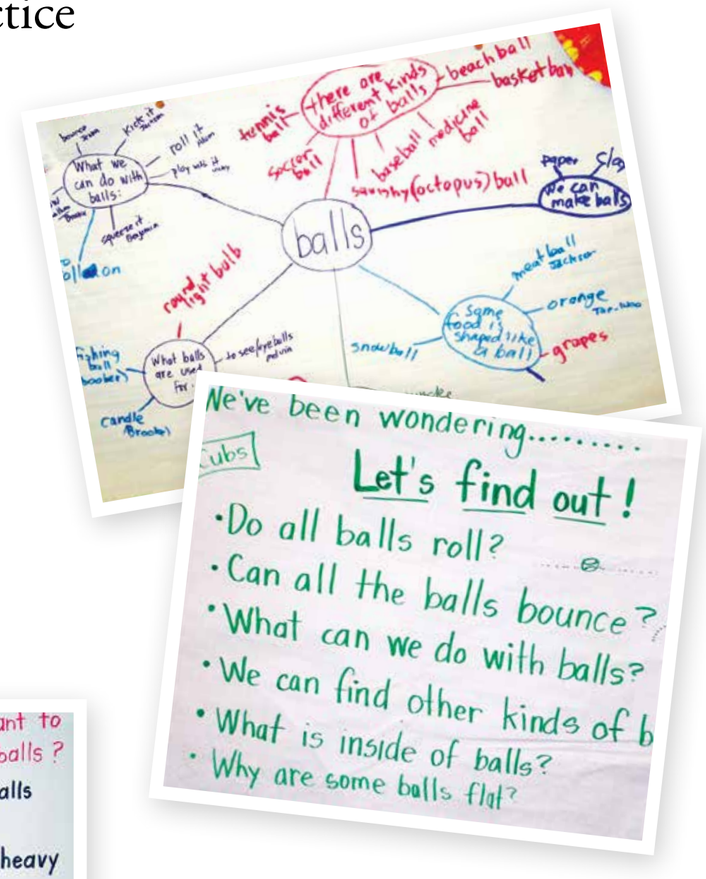
In this way, teachers can adapt the *Teaching Guide* to the resources that are available in the community and the particular learning they want to emphasize.

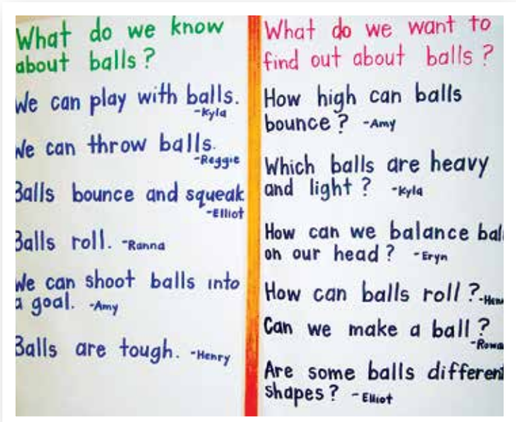


Putting It Into Practice

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

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







At a Glance, Investigation 1

Next Step: Plan and Prepare

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

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

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

Do all balls bounce?

Vocabulary—English: *circumference, length, shorter, longer, sphere*

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

	Day 1	Day 2	Day 3
Interest Areas	**Toys and Games:** sorting trays; a variety of small balls **Technology:** eBook version of *The Three Billy Goats Gruff*	**Toys and Games:** sorting trays; a variety of small balls and circles	**Toys and Games:** add spheres and circles to sort **Technology:** eBook version of *The Three Billy Goats Gruff*
Question of the Day	Do you think all balls bounce?	Is your head bigger or smaller than this ball?	Do heavy balls bounce?
Large Group	**Movement:** The Imaginary Ball **Discussion and Shared Writing:** Which Balls Will Bounce? **Materials:** Mighty Minutes 41, "The Imaginary Ball"; ball collection; numeral cards; digital camera; *Play Ball*	**Movement:** The Imaginary Ball **Discussion and Shared Writing:** Height and Bounciness **Materials:** Mighty Minutes 15, "Say It, Show It"; ball collection	**Song:** Clap a Friend's Name **Discussion and Shared Writing:** Weight and Bounciness **Materials:** Mighty Minutes 40, "Clap a Friend's Name"; ball collection
Read-Aloud	*The Three Billy Goats Gruff* Book Discussion Card 06 (first read-aloud)	*Bounce*	*The Three Billy Goats Gruff* Book Discussion Card 06 (second read-aloud)
Small Group	**Option 1: Rhymes With *Ball*** Intentional Teaching Card LL10, "Rhyming Chart"; poem or song with rhyming words; prop that illustrates poem or song **Option 2: Rhyming Zoo** Intentional Teaching Card LL14, "Did You Ever See…?"; pictures of familiar animals; audio recorder	**Option 1: The Long and Short of It** Intentional Teaching Card M25, "The Long and Short of It"; ribbons of equal width, cut into different lengths **Option 2: How Big Around?** Intentional Teaching Card M62, "How Big Around?"; a variety of circular objects; ball of yarn or string; scissors	**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®	Mighty Minutes 30, "Bounce, Bounce, Bounce"	Mighty Minutes 33, "Thumbs Up"; two items with the same initial sound	Mighty Minutes 37, "Little Ball"; ball





Make Time for…

Outdoor Experiences

Bouncing Balls

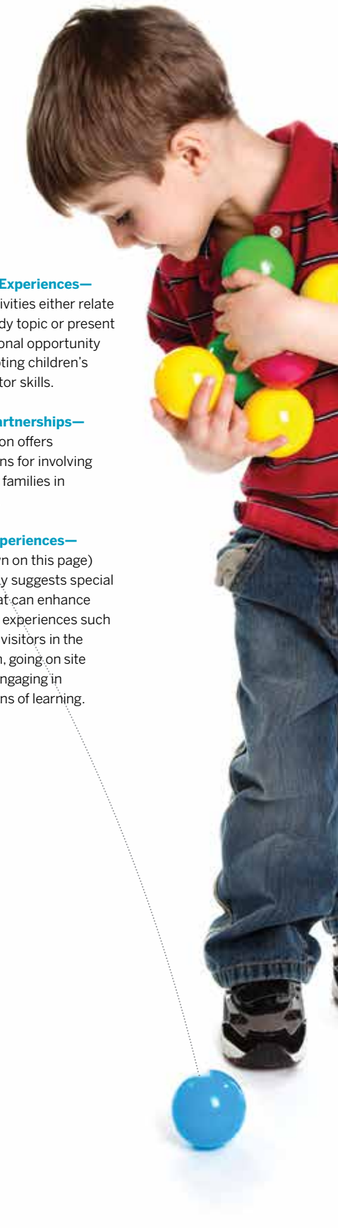
- Test balls outside to see which balls bounce the highest. Invite the children to make predictions and test them.
- Invite the children to test how balls bounce on different surfaces, e.g., rocks, sand, grass, and concrete.
- If possible, have children test the balls by dropping them from various heights,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

Physical Fun

- Use Intentional Teaching Card P05, "Throw Hard, Throw Far," and follow the guidance on the card.

Family Partnerships

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



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.

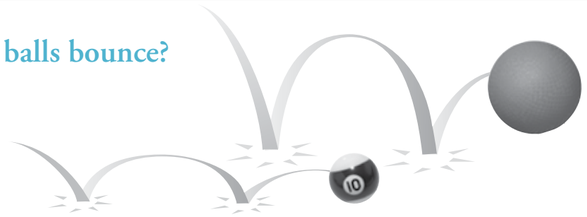
Notice that guidance for using the additional resources, such as *Intentional Teaching Cards*™ and *Book Discussion Cards*™, is included throughout every daily plan.

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 their state and Head Start early learning standards.



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.

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.
- 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.

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

Read-Aloud

Read *The Three Billy Goats Gruff*.

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

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

Small Group

Option 1: Rhymes With Ball

- Review Intentional Teaching Card LL10, "Rhyming Chart."
- Follow the guidance on the card using the word *ball*.

Option 2: Rhyming Zoo

- Review Intentional Teaching Card LL14, "Did You Ever See...?" Follow the guidance on the card.

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

Mighty Minutes®

- Use Mighty Minutes 30, "Bounce, Bounce, Bounce." Follow the guidance on the card.

Large-Group Roundup

- Recall the day's events.
- Show the rhyming chart you made during small-group time. Invite the children to recall rhyming words.

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

***Book Discussion Cards*™—** The *Book Discussion Card*™ supports teachers during read-alouds. See pages 42–43 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 44–46 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 48–49 for this excerpt.

***Mighty Minutes*®—** Teachers are directed to *Mighty Minutes*® activities during each day of the study. Refer to page 47 to review the *Mighty Minutes*® that are suggested for Day 1, Investigation 1 of the *Balls Study*.

Day 1, Investigation 1
Book Discussion Card 06, *The Three Billy Goats Gruff*

During Day 1, Investigation 1 of the *Balls Study*, teachers are directed to *Book Discussion Card* 06, *The Three Billy Goats Gruff*.



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

valley
land in between mountains or hills that often has a river or stream running through it

boulder
a very big, heavy rock

hooves
(*point to illustration*) the hard covering

nubs
small bumps or lumps

skin and bones
very, very skinny

hideous
very, very ugly

planks

trembled
(*demonstrate movement*) shook

gulp
(*exaggerate motion*) a big swallow

wobbled
didn't stand very steadily

stomped

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 wished you were bigger. Tell us

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?"

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?"

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."

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?"

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

Objective 1
Regulates own emotions and behaviors
c. Takes care of own needs appropriately
Related Objectives: 2a, 3a, 8a, 9a, 10a, 11a, 11b, 12b

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.**

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

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



LL10
Library

Objective 15
Demonstrates phonological awareness, phonics skills, and word recognition
a. Notices and discriminates rhyme
Related Objectives: 2a, 8a, 11a, 17b, 34

What You Do

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

1. **Find a short poem or song about your study topic. Write the poem or song on chart paper. Use pictures and symbols as well as words. Here are two examples:**

   Clothes
   Cobbler, cobbler, mend my shoe.
   Get it done by half past two.
   Stitch it up, and stitch it down,
   Make the finest shoes in town.
   (Mother Goose)

   Trees
   Away up high in an apple tree,
   Two red apples smiled at me.
   I shook that tree as hard as I could;
   Down came those apples,
   And mmmm, they were good!
   (Traditional)
2. **Invite the children to listen to the poem or sing the song with you.**
3. **Emphasize the idea that many poems have rhyming words. Reread the rhyming words.**

Including All Children

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

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."

Questions to Guide Your Observations

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

Related *LearningGames*®

- 194. Rhyming

Day 1, Investigation 1
Intentional Teaching Card LL14

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

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

1. **Invite the children to join you in singing "Down By the Bay." Sing the song together enough times for the children to become familiar with it. This is the first verse:**

   Down by the bay, where the watermelons grow,
   Back to my home, I dare not go,
   For if I do, my mother will say,
   "Did you ever see a goose
   Kissing a moose,
   Down by the bay?"

2. **Remind the children that rhyming words sound alike at the end. Give examples of rhyming words in the song (bay, say; go, grow; moose, goose). Invite a child to repeat rhymes from the song.**

   "Troy, did you hear any other rhyming words in the song besides *moose* and *goose*?"

3. **Explain to the children that they are going to make up new verses to the song. Show the children the animal pictures, and review their names. Invite the children to think of words that rhyme with the names of the animals they want to use in the song.**

   "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?'"

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

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

Including All Children

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

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 *cat*, we'll sing it very softly."
GREEN BLUE	**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." "Did you ever see a ____, wearing a _____, down by the bay?" "Great! You saw me point to the fly, and you sang *fly* and *tie*."
BLUE PURPLE	**Create word combinations that may, or may not, rhyme. Encourage the child to choose the correct pairs of words for the song.** "Here on the chart we have *snake* and *slither*. *Slither* describes how a snake moves. Do those words rhyme? No, they both start with *s*, but they do not rhyme. Let's look at the next pair of words."
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."

- **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.**

- **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...

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).

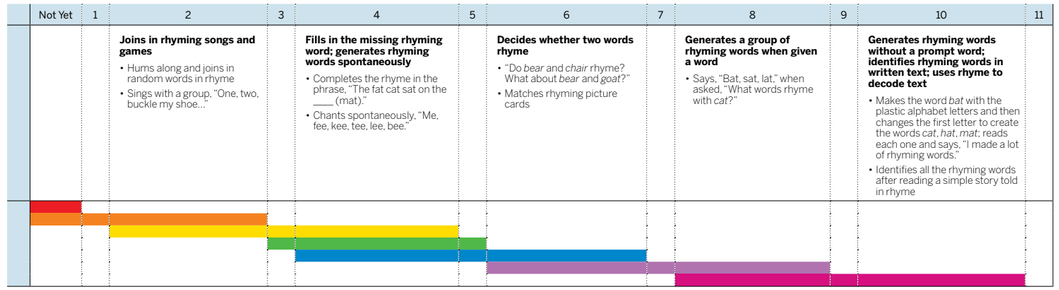
Children who are learning two or more languages must learn very different sound systems (Gonzalez, 1998). They must distinguish English phonemes that may not be part of their native languages. A child may therefore have difficulty hearing and/or producing the sounds of English.

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).

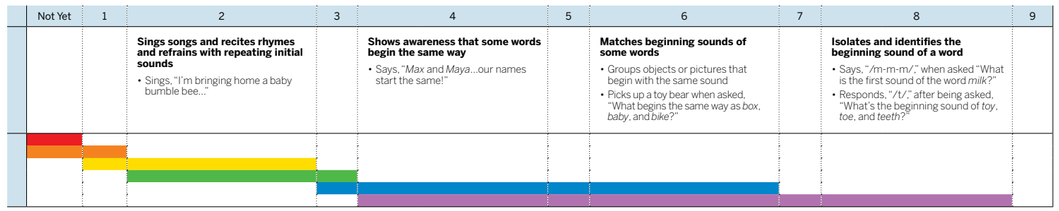
The ability to consciously focus on the structure of words such as base words and inflections (morphological awareness) is also important as primary-grade students learn to read. Morphological knowledge facilitates decoding as students decompose multi-morphemic words into familiar root words and known 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

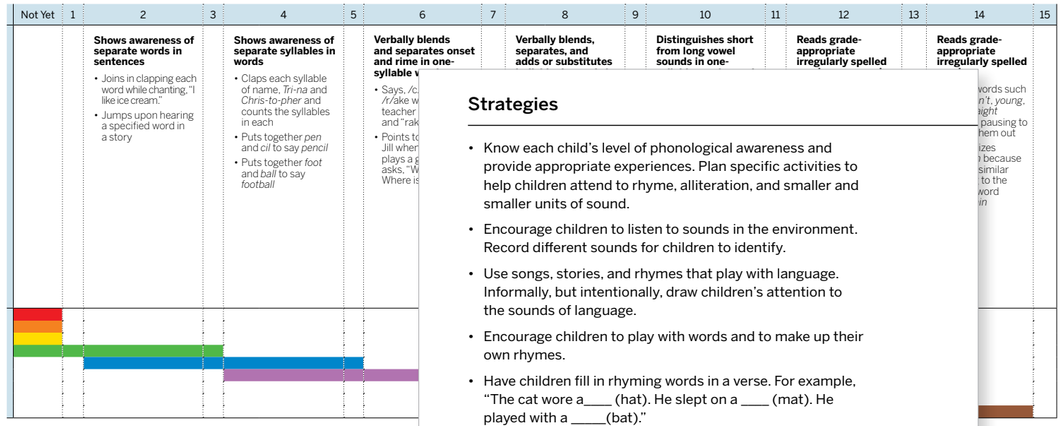
a. Notices and discriminates rhyme



b. Notices and discriminates alliteration



c. Notices and discriminates discrete units of sound



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.

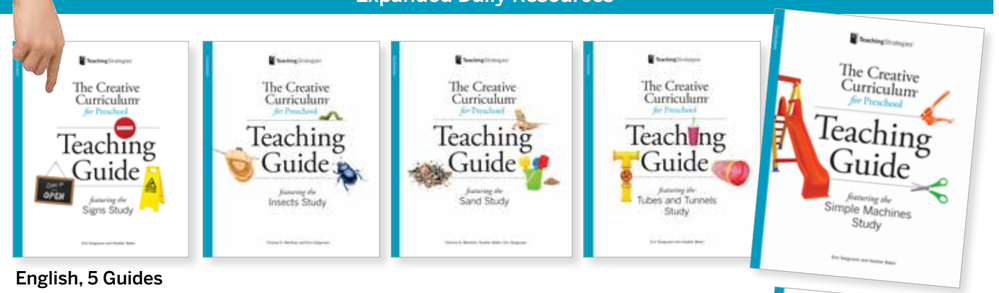




NEW!



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)

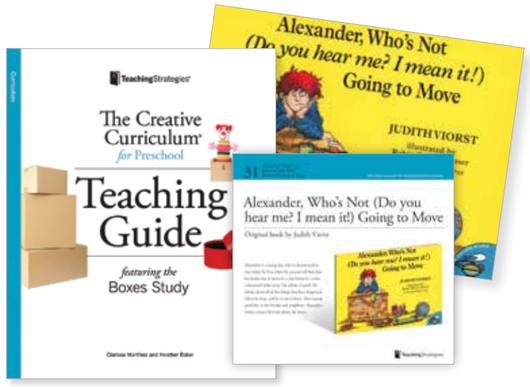


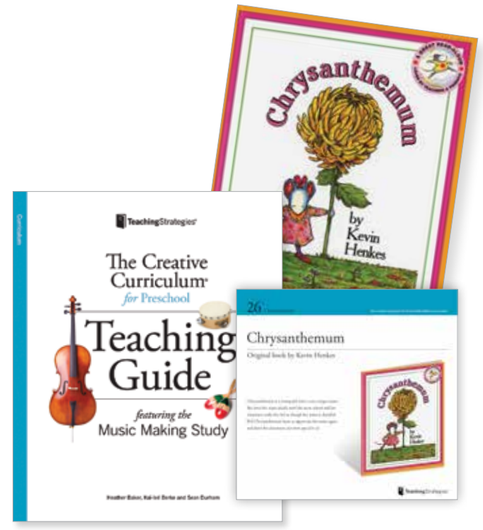


Supplemental Teaching Guides

The supplemental *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.

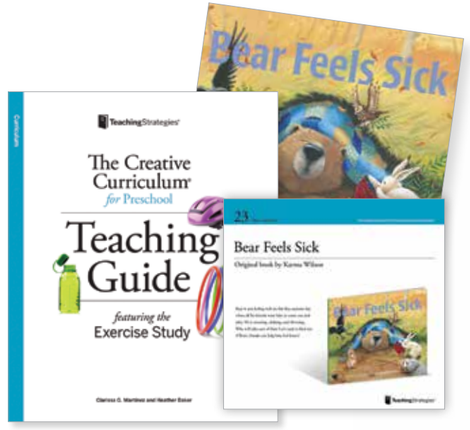
Teachers can choose from the *Boxes*, *Music Making*, *Bread*, *Exercise*, *Roads*, *Pets*, and *Getting Ready for Kindergarten Teaching Guides*. Each comes with three *Book Discussion Cards*™ (see pages 24–25) and three related children's books. To support English- and dual-language learners during read-alouds, "Spanish Book Packs" are available with three *Book Discussion Cards*™ and three related children's books in Spanish.

















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 and include 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 the way of learning.

TeachingStrategies.com/Preschool

TeachingStrategies®

Copyright © 2016 by Teaching Strategies, LLC. All rights reserved. Teaching Strategies, Creative Curriculum, GOLD, Mighty Minutes, Mega Minutos, and the open book/open door logo are registered trademarks of Teaching Strategies, LLC, Bethesda, MD. *Highlights High Five Bilingüe*™ copyright © 2015 Highlights for Children, Inc., Columbus, Ohio. All rights reserved. Cover image used by permission. Children's books © by their respective publishers. Used by permission.

CCFPTG1610