What Is The Creative Curriculum® for Preschool?

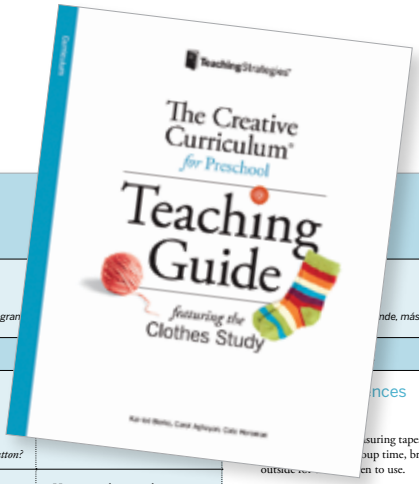
At Teaching Strategies, we believe that the best way to help children succeed is to teach them to be creative, confident thinkers. That means offering them opportunities for hands-on exploration and discovery that help build lifelong critical thinking skills and foster confidence. *The Creative Curriculum®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

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

As part of the *Daily Resources*, the *Teaching Guides* and additional instructional tools provide a wealth of ideas and detailed plans for filling every day with meaningful and engaging experiences designed for all children. Special support helps teachers individualize instruction for English- and dual-language learners in the classroom. What's more, the curriculum takes the guesswork out of meeting the *Head Start Early Learning Outcomes Framework* and early learning standards for each state.

How Does The Creative Curriculum® Work?

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



AT A GLANCE **Investigation 1**

What are the features of clothes?

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

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

	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…	
Mighty Minutes®	Mighty Minutes 18, "I'm Thinking Of …"	Mighty Minutes 20, "I Can Make a Circle"			

AT A GLANCE **Investigation 5**

Where do we get our clothes?

AT A GLANCE **Investigation 4**

How is cloth made?

AT A GLANCE **Investigation 3**

How do people make clothes?

AT A GLANCE **Investigation 2**

How do we take care of our clothes?

…suring tapes and …up time, bring them …n to use.

- Provide clipboards and pencils for the children to record measurements of objects.

Physical Fun

- Intentional Teaching Card P12, "Exploring Pathways"

Family Partnerships

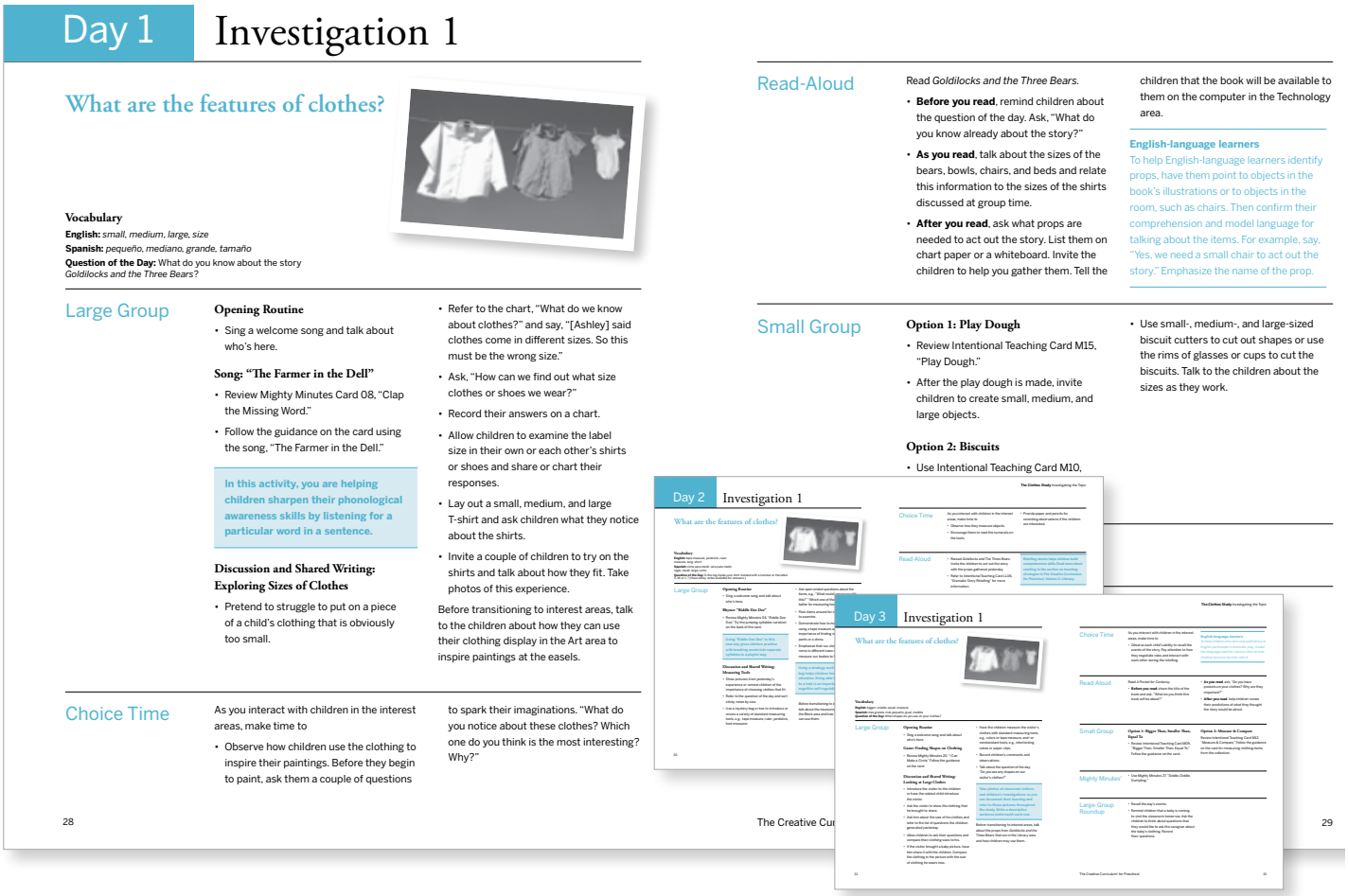
- Ask family members to bring in old baby clothes that their children wore as babies.

…s to access the eBooks, *…d the Three Bears* and *Button, … Got the Button?*

…eriences

…t from a dad or other …member

…t from a family member



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

What Are Studies?

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

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

Why Studies?

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

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

Advantages of Studies

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

Study Topics

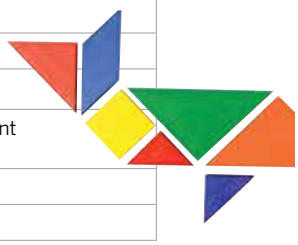
- Balls
- Buildings
- Trees
- Clothes
- Reduce, Reuse, Recycle

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

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

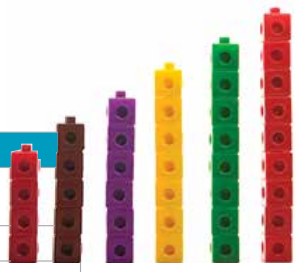
SOCIAL–EMOTIONAL
1. Regulates own emotions and behaviors
a. Manages feelings
b. Follows limits and expectations
c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
a. Forms relationships with adults
b. Responds to emotional cues
c. Interacts with peers
d. Makes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

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



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

The objectives cover 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many objectives also include dimensions that guide teachers' thinking about various aspects of that objective and help clarify what it addresses.



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

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

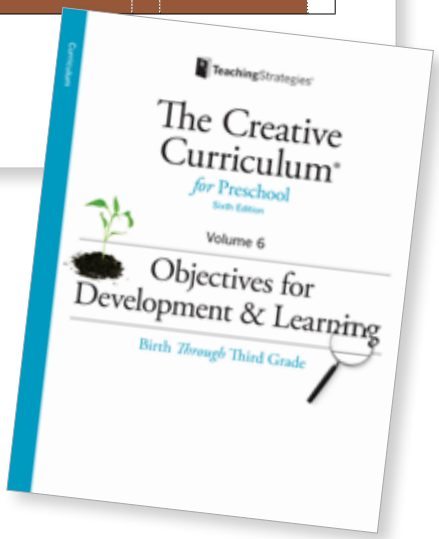
How Curriculum and Assessment Are Linked

Before beginning any journey, you need to know where you are heading. When teachers begin to implement the curriculum, they can look to the objectives for development and learning to guide them. These objectives, now expanded through third grade, define the knowledge, skills, and abilities that teachers are helping children acquire in their program. Teachers now have a complete picture along a progression across the whole of the early childhood years, from birth through third grade.

Objective 20 Uses number concepts and operations

b. Quantifies

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		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 colored bands and what they mean on pages 20-21.

Story Problems

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?"

M22
Toys and Games

Objective 20
Uses number concepts and operations
b. Quantifies

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

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®