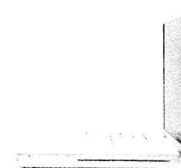
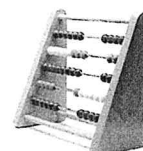
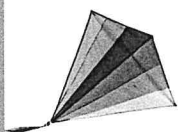
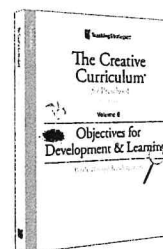
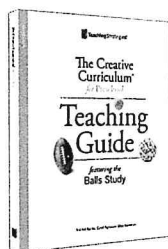


*Guide to*  
**The Creative Curriculum®**  
*for Preschool*



# Knowing Where You Are Heading

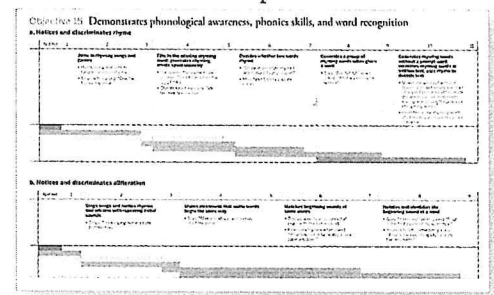
As you read this *Guide*, you may be standing in front of some large boxes and wondering where to begin. Explaining how to start is the purpose of this *Guide*. We will introduce you to the individual pieces that make up the curriculum. Then we will show you how everything fits together. We also offer additional resources for more in-depth information on the curriculum, including an online tutorial that walks you through the materials, online professional development courses, and face-to-face training.

Before you begin any journey, you need to know where you are heading. When it comes to implementing a curriculum, the objectives for children's development and learning help you identify a destination. The objectives define where you want to take children—the skills and knowledge children can acquire when you fully implement *The Creative Curriculum® for Preschool*.

A central resource of *The Creative Curriculum® for Preschool* is *Volume 6: Objectives for Development & Learning*. In this volume we explain the 38 research-based objectives that are most predictive of a child's future success in school. These objectives define the path you'll take with the children in your classroom. They inform every aspect of your teaching, so you'll see them addressed everywhere—from the Foundation Volumes to all of the daily resources. We recommend spending some time with *Objectives for Development & Learning* to learn more about the objectives and to see how they will enable you to identify a child's progress in each area of development and learning.

## Progressions of Development and Learning

In order to guide children's development and learning, it's important to understand what each child currently knows and can do. For most objectives, we therefore show **progressions of development and learning**, which are depicted in color-coded charts. The colors represent age-groups and classes/grades. For example, green indicates children in a preschool 3 class, and blue indicates children in a preK 4 class.



The progressions show widely held expectations of learning and development for different age-groups and for classes/grades. For instructional purposes, this enables you to quickly determine the developmental levels of each child in your classroom. Notice that the colors often overlap. The sample chart tells you that children in both preschool 3 classes (green) and preK 4 classes (blue) may be working at level 4 for Objective 15a, *Notices and discriminates rhyme*. It also tells you that this overlap is widely expected by developmental experts.

The inclusion of levels from birth through third grade makes it possible for you to assess and plan for children across a broad developmental spectrum, including children with disabilities, children who demonstrate competencies beyond widely held developmental expectations, and dual-language learners. The progressions show the usual sequence of development, so you can assess each child accurately and use the information to plan instruction.

Using the Progressions to Plan  
You make many decisions each day as you observe children and respond in appropriate ways. These observations require you to think about each child and consider how best to provide support. The progressions for each objective help you decide *how* and *when* to adapt an activity. The progressions are meant to help you meet individual children's needs and give them the opportunity to be successful each day, regardless of their developmental levels.

The color-coded progressions are also used in one of your key teaching resources, *Intentional Teaching Cards™*. This helps you see, at a glance, how to match the activity to each child's strengths and needs.

Supporting English- and Dual-Language Learners  
Research has shown that supporting children's home languages is critical to their development and learning in all areas. For example, when families speak Spanish at home, a strong foundation in Spanish makes it easier for children to learn English. In *The Creative Curriculum® for Preschool*, extended

discussions and embedded tips help you understand best practices for promoting children's home languages and encouraging English language acquisition. Objectives 37 and 38 enable you to identify children's progress in acquiring English.

All components of the *Curriculum* were carefully developed to support English- and dual-language learners. The knowledge-building volumes and daily practice resources are available in both English and Spanish. The *Teaching Strategies® Children's Book Collection* includes English and Spanish editions of all titles, including culturally authentic literature for children. Many of the Spanish-language materials are unique resources created especially for Spanish-speaking children, not simply direct translations of similar materials in English. In addition, the materials engage families as active partners in supporting children's development and learning at home and at school.

*The Creative Curriculum® for Preschool* supports teachers in creating effective bilingual programs. Your use of the English and Spanish resources will depend on several factors: the language(s) you and other staff members speak, the language(s) children speak, and your program's policies. Best practices identified in the latest research literature for supporting English- and dual-language learners are discussed in more detail as we examine each resource.

With the objectives of *The Creative Curriculum® for Preschool* in mind, let's now take a look at how it works.

English Language Acquisition Objectives

**37.** Demonstrates progress in listening to and understanding English

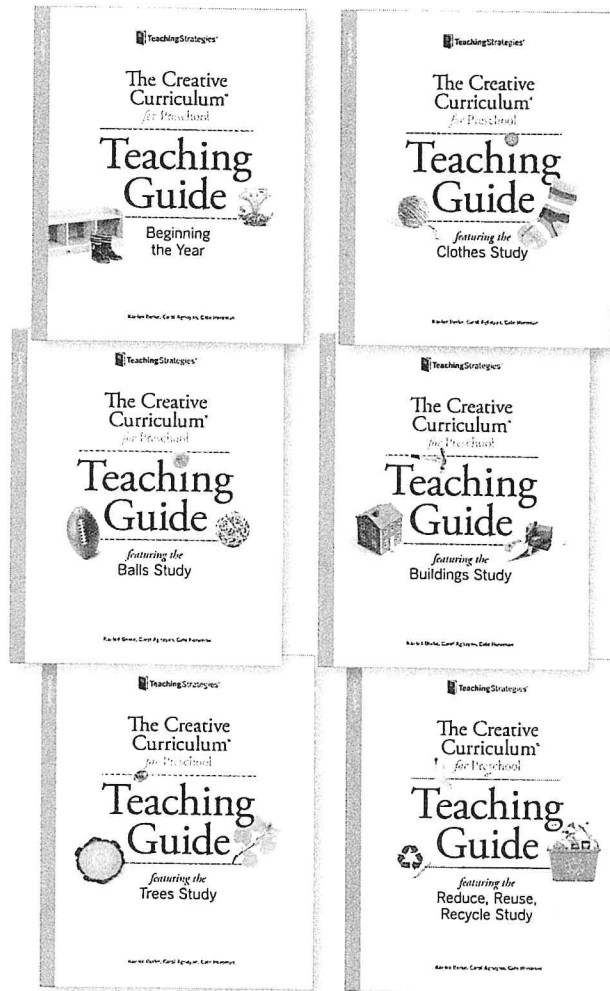
**38.** Demonstrates progress in speaking English

## So...How Does the Curriculum Work?

The Year—

Organized by Teaching Guides  
*The Creative Curriculum® for Preschool* includes an entire year's resources for implementing an effective and content-rich program that is appropriate for children at a wide range of developmental levels. Six *Teaching Guides* support you through every part of your day, all year long. By providing detailed daily plans that help you get started and manage each day, *Teaching Guides* help you introduce content in a cohesive, sequential manner.

The *Teaching Guides* offer step-by-step, day-by-day guidance to help you plan meaningful learning experiences for children. After *Beginning the Year*, the *Teaching Guides* may be used in any order. Following the *Teaching Guides* in your classroom guarantees that what you're teaching fully addresses the 38 objectives for development and learning that we described earlier in this booklet.



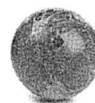


## Teaching Guides—

### Organized by Studies

Five of the *Teaching Guides* feature **studies**, enjoyable, in-depth investigations that begin with children's questions and encourage them to apply skills in literacy, mathematics, the arts, and technology as they explore concepts in science and social studies. Studies address topics that are relevant to children and worth learning about. Later on in this *Guide* we'll take a closer look at how you'll bring studies to life in the classroom. We'll also show you how the *Teaching Guides* support you in that effort.

## 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	Further 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



Studies—

Organized by Investigations

Studies are made up of **investigations** that are based on questions that you'll explore in depth with the children. Some questions take just a few days to explore; others require a full week. Each investigation is devoted to finding the answer to a particular question. In the *Teaching Guide: Balls Study*, for example, Investigation 1 explores one question: *Do all balls bounce?* The investigations are fully supported with innovative ideas and strategies to help children assess their knowledge, develop questions, and successfully find answers by working together.

AT A GLANCE	Investigation 5				
What are balls made of?					
Interest Areas	AT A GLANCE	Investigation 4			
Who uses balls?					
Question of the Day	Interest Areas	AT A GLANCE	Investigation 3		
Large Group					
What makes balls move?					
Interest Areas	AT A GLANCE	Investigation 2			
Question of the Day	Do all balls roll?				
Read-Aloud	Large Group	Day 1		Day 2	
Small Group	Interest Areas	Historical Recipe		Modern Recipe and Ball	
		Bouncing, Bouncing, Bouncing! Let's Make a Ball of Dough and Roll It Out! Ingredients: 1 cup of flour, 1/2 cup of water, 1/2 cup of oil, 1/2 cup of salt, 1/2 cup of sugar, 1/2 cup of yeast, 1/2 cup of butter, 1/2 cup of milk, 1/2 cup of eggs, 1/2 cup of cream, 1/2 cup of vanilla, 1/2 cup of lemon juice, 1/2 cup of orange juice, 1/2 cup of apple juice, 1/2 cup of grape juice, 1/2 cup of pineapple juice, 1/2 cup of peach juice, 1/2 cup of cherry juice, 1/2 cup of raspberry juice, 1/2 cup of strawberry juice, 1/2 cup of blueberry juice, 1/2 cup of blackberry juice, 1/2 cup of raspberry juice, 1/2 cup of strawberry juice, 1/2 cup of blueberry juice, 1/2 cup of blackberry juice, 1/2 cup of raspberry juice, 1/2 cup of strawberry juice, 1/2 cup of blueberry juice, 1/2 cup of blackberry juice, 1/2 cup of raspberry juice, 1/2 cup of strawberry juice, 1/2 cup of blueberry juice, 1/2 cup of blackberry juice, 1/2 cup of raspberry juice, 1/2 cup of strawberry juice, 1/2 cup of blueberry juice, 1/2 cup of blackberry juice, 1/2 cup of raspberry juice, 1/2 cup of strawberry 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Investigation 1				
Do all balls bounce?				
	Day 1	Day 2	Day 3	Make Time For...
Interest Areas	Toys and Games: sorting trays; a variety of small balls Computer: ebook version of <i>The Three Billy Goats Gruff</i>	Toys and Games: sorting trays; a variety of small balls and circles	Toys and Games: add spheres and circles to sort Computer: ebook version of <i>The Three Billy Goats Gruff</i>	Outdoor Experiences
Question of the Day	Do you think all balls bounce?	Is your head bigger or smaller than this ball?	Do heavy balls bounce?	Bouncing Balls
Large Group	Movement: <i>The Imaginary Ball</i> Discussion and Shared Writing: <i>Which Ball Will Bounce?</i> Materials: Mighty Minutes 41, "The Imaginary Ball"; ball collection; numeral cards; digital camera; <i>Play Ball</i>	Movement: <i>The Imaginary Ball</i> Discussion and Shared Writing: <i>Height and Bounciness</i> Materials: Mighty Minutes 19, "Say It, Show It," ball collection	Song: <i>Clap a Friend's Name</i> Discussion and Shared Writing: <i>Weights and Bounciness</i> Materials: Mighty Minutes 40, "Clap a Friend's Name"; ball collection	• Test balls outside to see which balls bounce the highest. Invite the children to make predictions and test them. • Invite the children to see 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.
Read-Aloud	<i>The Three Billy Goats Gruff</i> Book Discussion Card 06 (first read-aloud)	<i>Bounce</i>	<i>The Three Billy Goats Gruff</i> Book Discussion Card 06 (second read-aloud)	Physical Fun
Small Group	Option 1: Rhyme With Ball Instructional Teaching Card LL10, "Rhyming Chant," poem or song with rhyming words; prop that illustrates poem or song Option 2: Rhyming Zoo Instructional Teaching Card LL14, "Did You Ever See...?" pictures of familiar animals; audio recorder	Option 1: The Long and Short of It Instructional Teaching Card M25, "The Long and Short of It"; ribbons of equal widths, cut into different lengths Option 2: How Big Around? Instructional Teaching Card M62, "How Big Around?" a variety of circular objects; ball of yarn or string; scissors	Option 1: Letters, Letters, Letters Instructional Teaching Card LL07, "Letters, Letters, Letters"; alphabet rubber stamps; colored inkpads; construction paper Option 2: Buried Treasures Instructional Teaching Card LL21, "Buried Treasures"; magnetic letters; large magnets; index tape; sand table with sand	Family Connections
Mighty Minutes™	Mighty Minutes 36, "Bounce, Bounce, Bounce"	Mighty Minutes 35, "Thumbs Up," two items with the same initial sound	Mighty Minutes 37, "Lide Ball," ball	• Send home a note to families encouraging them to talk with their children about their favorite childhood ball games. • Invite families to access the ebook, <i>The Three Billy Goats Gruff</i> .

## Investigations— Organized by Days

Investigations are organized by individual days, specific daily plans that offer guidance for implementing the curriculum and the featured study throughout the day. For every part of every day, the daily plans help you intentionally support children's development and learning in all areas.

### Day 1 Investigation 1

Do all balls bounce?

**Vocabulary**  
English: cottonball, longer, shorter, larger  
Spanish: algodón, más largo, más corto, más grande

**Opening Routine**  
Sing a welcome song and talk about what's here.

**Movement: The Imaginary Ball**  
Review Mighty Minutes 41, "The Imaginary Ball." Follow the guidance on the card using the numeral card variation.

**Discussion and Shared Writing: Which Ball 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?"

**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.

**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 Computer area.

**Small Group**  
**Option 1: Rhymes With Ball**  
Review Intentional Teaching Card LL10, "Rhyming Chart."  
Follow the guidance on the card using the word ball.

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

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

### Day 2 Investigation 1

Do all balls bounce?

**Vocabulary**  
English: cottonball, longer, shorter, larger  
Spanish: algodón, más largo, más corto, más grande

**Opening Routine**  
Sing a welcome song and talk about what's here.

**Movement: The Imaginary Ball**  
Review Mighty Minutes 41, "The Imaginary Ball." Follow the guidance on the card using the numeral card variation.

**Discussion and Shared Writing: Which Ball 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?"

**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.

**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 Computer area.

**Small Group**  
**Option 1: Rhymes With Ball**  
Review Intentional Teaching Card LL10, "Rhyming Chart."  
Follow the guidance on the card using the word ball.

**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.

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### Recap: How the Curriculum Works

By now you know that your year is organized by *Teaching Guides*, which feature **studies**, which are made up of **investigations**, which are structured by **days**. The *Curriculum* is carefully organized so that you have both the knowledge and the step-by-step, day-by-day support you need to create meaningful learning experiences for children. For additional support, we maintain a database of detailed alignments of *The Creative Curriculum® for Preschool* to current state standards. See [TeachingStrategies.com](http://TeachingStrategies.com) for more information. The fact is that, other than children's families, few people know the children in your classroom better than you do—what they need, how they're developing, and what interests them. That's why *The Creative Curriculum® for Preschool* gives you a reliable process for ensuring that what you're teaching meets the curricular objectives and your state guidelines while maintaining flexibility to adapt learning experiences for each child.

Now that we've explored how *The Creative Curriculum® for Preschool* works, it's time to get into specifics. We'll first examine each of the components so you can better understand the purpose of each piece and when you'll be using it. We'll then turn to what's perhaps the most important question on your mind: "How do I get started?"

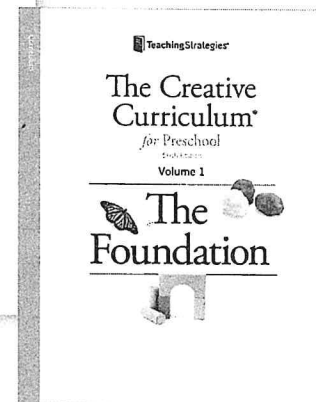
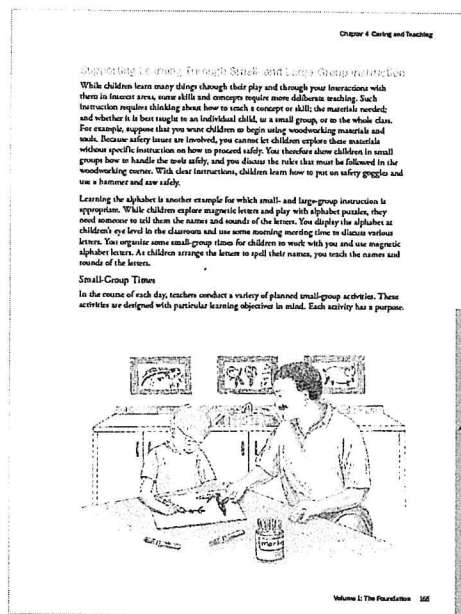
# The Creative Curriculum® for Preschool, Volumes 1–6

A good place to begin is with the updated 6th edition of *The Foundation*, which includes a new volume for *Science and Technology, Social Studies & the Arts*. This first set of materials in *The Creative Curriculum® for Preschool* focuses on helping you build a strong knowledge base. These books give the “what” and “why” of a high-quality early childhood education and support teachers’ comprehensive understanding of best practices.

The six volumes in this set discuss in detail the latest theory and research, how to support active learning and promote children’s progress, how to plan for a variety of engaging experiences, and how to set up a successful program. Even expert teachers refer to these resources from time to time because they’re a handy reference for understanding how children develop and learn.

## Volume 1: The Foundation

Volume 1 presents the research foundation of the curriculum, five key aspects of the curriculum, and all the information you need to set up your program.



## What's Inside

“Theory and Research” outlines the theory and research behind the curriculum, discusses our view of children, and offers specific recommendations for promoting their learning and development.

“How Children Develop and Learn” describes how children develop across the core domains, what makes each child unique, the stages of second language acquisition, and the objectives you can use to observe and assess children’s development.

“The Learning Environment” shows you how to set up and maintain classroom interest areas, establish schedules and routines, and organize your days.

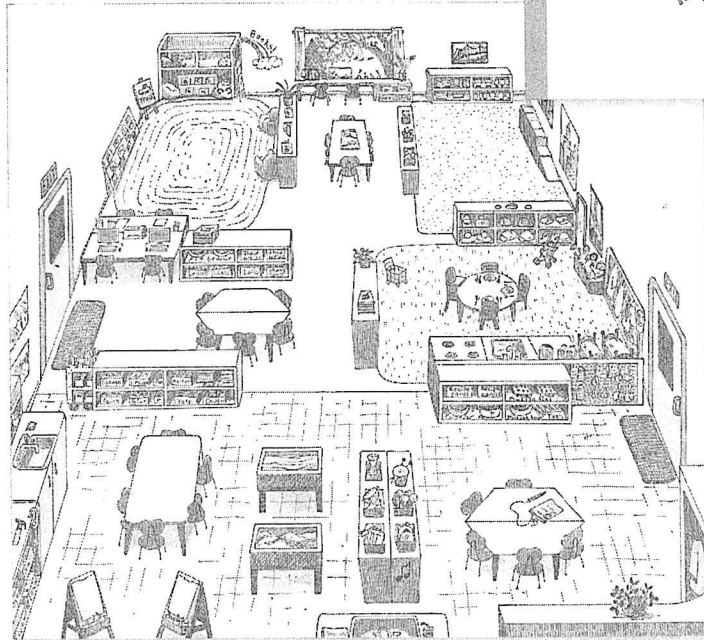
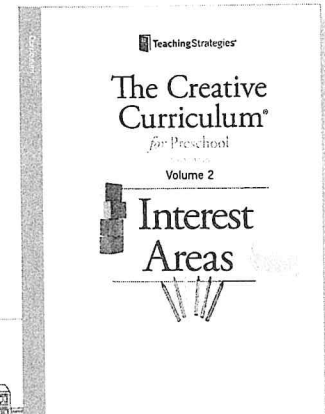
“What Children Learn” identifies the knowledge, skills, and concepts that preschool children need to acquire along with the process skills they use to learn content in the core areas of literacy, mathematics, science, social studies, the arts, and technology.

“Caring and Teaching” explains how careful observations of children lead to a variety of intentional instructional strategies for motivating and guiding children’s learning, offers an approach to assessment that facilitates planning, and helps you create a classroom community where children learn how to get along with others and solve problems peacefully.

“Partnering With Families” explores the benefits of involving families in their children’s learning and shares strategies for effective communication.

### Volume 2: Interest Areas

Volume 2 applies the five key aspects of *The Creative Curriculum®* to the interest areas. Each chapter describes materials that enhance children’s learning in the 10 interest areas and the outdoors, as well as strategies for guiding children’s development and learning.



### What's Inside

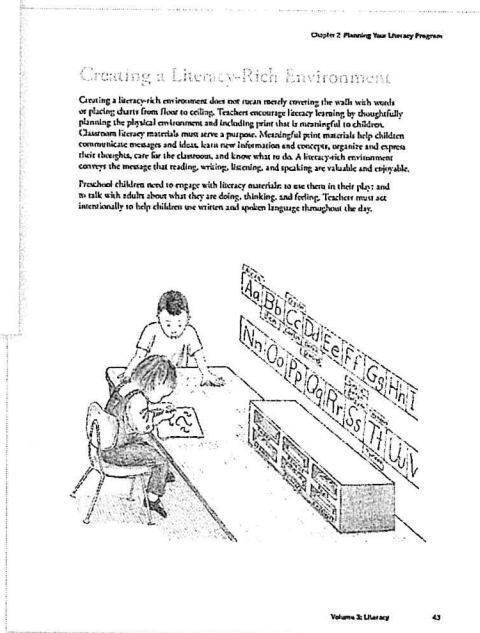
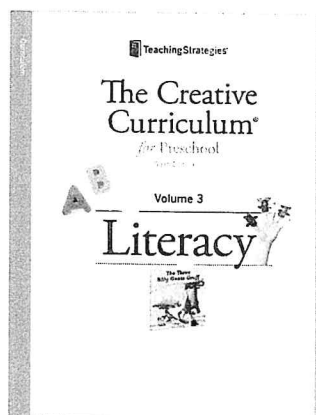
- Blocks
- Dramatic Play
- Toys and Games
- Art
- Library
- Discovery
- Sand and Water
- Music and Movement
- Cooking
- Technology
- Outdoors

## Volume 3: Literacy

Volume 3 prepares you with knowledge and tools that will help you inspire children to read, write, and learn. *Literacy* offers practical strategies for intentionally teaching critical language and literacy skills and for integrating rich and enjoyable literacy experiences into all the interest areas.

### What's Inside

- A review of the latest research about early literacy learning
- Detailed descriptions of seven components of literacy
- Guidance for planning engaging daily literacy experiences
- Up-to-date information on meeting the needs of children who are English- and dual-language learners
- Strategies for supporting advanced language learners and children with disabilities



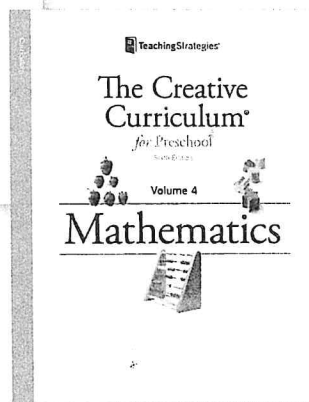
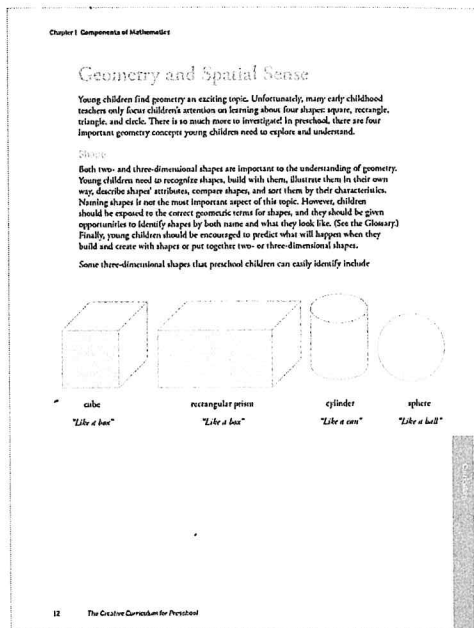


## Volume 4: Mathematics

Volume 4 helps you fully understand the mathematical concepts and skills you will be teaching and shows you how to purposefully include mathematics learning throughout the day. *Mathematics* shows how you can incorporate mathematics into interest areas and explains how to scaffold children's learning in each area.

### What's Inside

- Teaching number and operation concepts, geometry, data analysis, measurement, and patterns
- Teaching reasoning, problem solving, communication, connections, and representations
- Incorporating mathematics learning into interest areas, routines, and transitional times
- Planning the mathematics program
- Adapting instruction for children with disabilities
- Supporting English- and dual-language learners

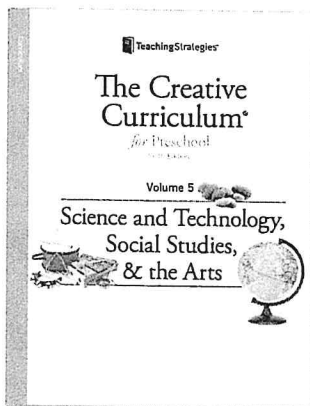


## Volume 5: Science and Technology, Social Studies & the Arts

Volume 5 expands on the content areas of science and technology, social studies, and the arts so that these subjects are an integral part of the preschool day. This volume supports teachers to plan for and support children's learning and explorations. Volume 5 also gives teachers a solid foundation to fully and effectively implement studies in the classroom.

## What's Inside

- Strategies for incorporating learning in these content areas throughout the day
- An in-depth look at studies and how to fully engage children in project-based investigations of topics
- Guidance for interacting with children in interest areas as they explore concepts of science and technology, social studies, and the arts
- Review of the latest related research and how children develop knowledge and understanding of these areas



### Chapter 1 Introduction to Science and Technology

#### What Does Research Say?

Research from *The Progress of Education Reform: Science in the Early Years* shows that science learning "improved children's readiness in science and non-science domains including approaches to learning, creative arts, language and literacy, and early math." "Children's school readiness in science and social science has been found to predict science achievement at grade 5, in addition to math and reading achievement at grade 5, even more strongly than reading readiness does" (Brenneman, 2014).

Creativity, even in the sciences, is an important way of discovering new worlds, new ways of doing things, and new ideas that no one else has had. Teachers can build upon young children's learning when they actively inspire children's natural investigative skill of "observing, wondering, and questioning" (Bentley, 2013).

There are numerous links between mathematics and science, including the development of reasoning, ability to classify and identify patterns, problem solve, and make predictions (Brenneman, 2014).

The science objectives for development and learning in *The Creative Curriculum® for Preschool* are:

- 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

Technology is represented in:

- 28. Uses tools and other technology to perform tasks

Objectives 24–27 encompass the important areas of physical science, earth science, and life science. For technology concepts, there are four components of technology standards that apply to preschool children: awareness of technology; basic operations and concepts; tools and equipment; and people and technology. This chapter discusses each area and each component in more detail, relating research to the teacher's role and to assessment strategies. With a clear understanding of the components of science and technology, teachers will be able to observe children, analyze and evaluate their scientific learning, and plan experiences to expand each child's knowledge of science and technology concepts.

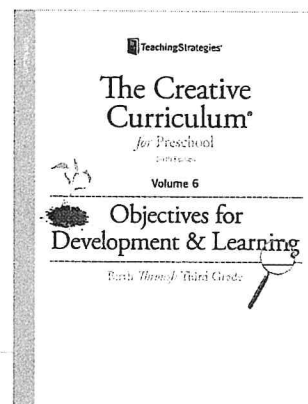


## Volume 6: Objectives for Development & Learning Birth through Third Grade

Volume 6 describes in detail the 38 learning objectives in *The Creative Curriculum® for Preschool*. Based on an extensive review of the latest research and professional literature in early childhood education, these objectives are highly predictive of future school success and are reflective of state early learning standards. Because the objectives span birth through third grade, teachers can see how development and learning progress over time, making it easier to see how skill and knowledge development begins in the early years and how learning is scaffolded as children grow.

*Objectives for Development & Learning* includes the research behind each objective, progressions of development and learning, and practical classroom strategies for promoting children's learning as it relates to each objective.

Once you've reviewed the six curriculum volumes, consider keeping them where you can refer to them easily throughout the year.



**Objective 2**

**Establishes and sustains positive relationships**

Being able to establish caring relationships and to enter successfully into ongoing social interactions are essential skills for school and for success in life. There are four dimensions to this objective: establishing and sustaining positive relationships with adults; making and keeping friends; relating to other children in groups; and interpreting the emotional cues of others and responding appropriately.

**Relationships With Adults**

The ability to establish caring relationships between a child and the important people in her life is called *attachment*. An infant squeals with laughter as a trusted adult plays with him. A toddler struggles to say goodbye to her mother at drop-off time. A 2-year-old runs into the room and hugs her teacher hello every morning. A preschool child works and plays with friends but knows when to ask an adult for help. A first grader engages a teacher in a conversation about their shared interest in horses.

Children's ability to form positive relationships with adults is important to their social development and academic success (Berk, 2006; Bronson, 2006; Hovey, 2008; Horne et al., 2008; Palermo, Hanish, Martin, Fabes, & Reiser, 2007; Pianta, 1999). The model for all future relationships begins with the infant's early interactions with parents and other primary caregivers (Lamb, Bornstein, & Test, 2002; Rubin, Bukowski, & Parker, 1998). Responding to infants' signals is critical to the development of a trusting, secure relationship with their primary caregivers (Petersen & Wither, 2008).

Various factors can interfere with a child's ability to form secure attachments with adults. Risk factors such as poverty, disabilities, or stress may influence the formation of secure attachments (Diamond, 2002; Ray, Bowman, & Brownell, 2006; Sigman & Ruskin, 1999; Twiss-Smith, 2000). Family socialization practices, such as encouraging dependence, may also affect how the child separates from the primary caregiver, how the child responds to other adults, and how other adults respond to the child (Chen, 1996; Harwood, Miller, & Isen, 1995; Twiss-Smith, 2000).

**Objective 2 Establishes and sustains positive relationships**

**a. Forms relationships with adults**

Net 1	2	3	4	5	6	7	8	9	10	11
<b>Demonstrates a secure attachment to one or more adults</b>	<b>Shows trusted adults as a secure base from which to explore the world</b>	<b>Manages separations without distress and engages with trusted adults</b>	<b>Engages with trusted adults as responsive and to share mutual interests</b>	<b>Responsively engages adult with a different viewpoint; considers adult's viewpoint; does when engaged is disengage</b>						
<ul style="list-style-type: none"> <li>• Approaches adults who hug, kiss, and hold him or her</li> <li>• Expresses affection to adults</li> <li>• Responds to adult's affection</li> <li>• Engages in reciprocal interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Moves away from a trusted adult to explore with new people</li> <li>• Returns to a trusted adult when distressed</li> <li>• Looks to a trusted adult for reassurance and support when distressed</li> </ul>	<ul style="list-style-type: none"> <li>• Moves away from a trusted adult to explore with new people</li> <li>• Returns to a trusted adult when distressed</li> <li>• Looks to a trusted adult for reassurance and support when distressed</li> </ul>	<ul style="list-style-type: none"> <li>• Engages with trusted adults without distress and engages with trusted adults</li> <li>• Shows positive response to and interest in adults</li> <li>• Responds to adult's interests</li> <li>• Looks to a trusted adult for reassurance and support when distressed</li> </ul>	<ul style="list-style-type: none"> <li>• Engages with trusted adults as responsive and to share mutual interests</li> <li>• Turns to trusted adults when distressed</li> <li>• Looks to a trusted adult for reassurance and support when distressed</li> </ul>	<ul style="list-style-type: none"> <li>• Responsively engages adult with a different viewpoint; considers adult's viewpoint; does when engaged is disengage</li> <li>• Engages in reciprocal interactions</li> <li>• Responds to adult's interests</li> <li>• Looks to a trusted adult for reassurance and support when distressed</li> </ul>					

# Teaching Guides

The six *Teaching Guides* in *The Creative Curriculum® for Preschool* offer daily support for the entire school year. Designed to help you get started and manage each day, *Teaching Guides* are comprehensive, detailed plans for an entire year. The *Teaching Guides* organize firsthand investigative studies, systematic instruction, and daily routines in a coherent, careful sequence. They are plans for investigations, explorations, and experiences during every part of every day. In addition to guidance for implementing rich studies, you will find suggestions for promoting children's development and learning in other contexts.

Five of the six *Teaching Guides* feature what we call *studies*. The other guide, *Beginning the Year*, addresses the first 6 weeks of school. Studies are in-depth investigations designed to engage children in interesting topics that are relevant to their daily lives. Each study is organized as a series of investigations. Each investigation is based on a meaningful question, and each lasts between 3 and 5 days.

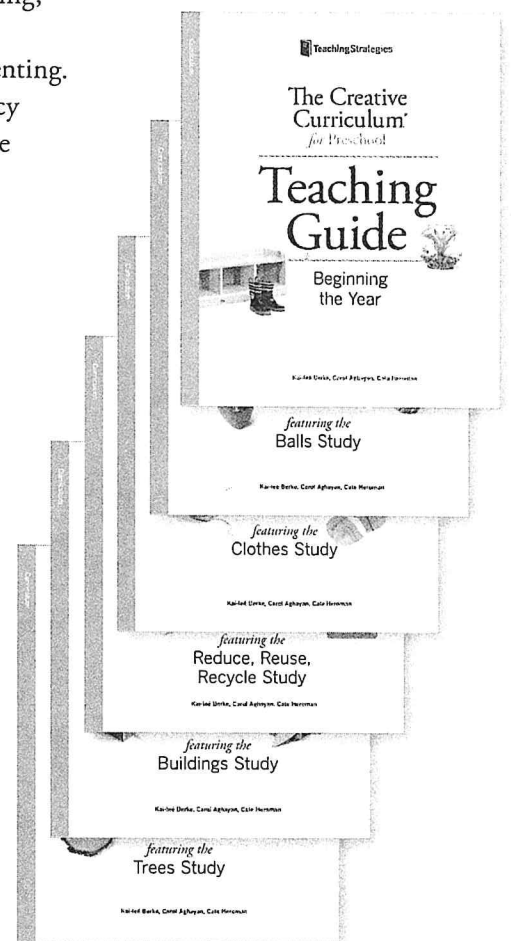
The first *Teaching Guide*, *Beginning the Year*, does not feature a study. It addresses the first 6 weeks of school, which are devoted to building a strong classroom community, developing meaningful relationships with children and their families, and helping children become familiar with the skills needed to conduct an investigation.

## Benefits of Studies

- Children actively explore to find answers to their own questions about the topic.
- Children investigate topics firsthand and manipulate real objects.
- Children have the opportunity to develop skills such as observing, exploring, problem solving, communicating, and representing.
- Children learn critical literacy and mathematics skills in the context of each study.

## Study Topics

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



## Teaching Guide Sections

- Getting Started
- Beginning the Study
- Investigating the Topic
- Celebrating Learning
- Resources

In the *Teaching Guides*, you'll also find "At-a-Glance" pages that give you an overview of what's to come. Let's now take a look at the sections of the *Teaching Guides*.

## Getting Started

"Getting Started" includes useful resources, such as a sample letter to families and a web of investigations.

### Letters to Families

The letters to families are written in English and Spanish. You may use (or adapt) them to invite families' participation at the beginning of each study. Family members often have materials to share, expertise or a special interest in the topic, or the ability to connect you with valuable resources in the community. Letters to families can be customized to your program and are available via the *Classroom and Family Resources Online Portal*. The online portal is a password-protected URL that you will receive via e-mail.

### Table of Contents

Why Investigate Balls?	3
Web of Investigations	4
A Letter to Families	6

### Investigating the Topic

#### 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 it 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
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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

Spend time with your child, playing with balls of all shapes, types, and sizes, such as playground balls, tennis balls, ping-pong balls, Koosh® balls, volleyballs, baseballs, footballs, and marbles. Talk about what the balls are made of, whether they are heavy or light, and whether they are big or little.

Wonder aloud with your child to encourage his or her thinking about balls. For example, you might ask, "I wonder what's inside a tennis ball. I wonder how far you can throw a foil ball, a beach ball, or a tennis ball. How can we find out?"

Help your child use all of his or her senses when playing with balls. You might ask, "What does it look like? Feel like? Sound like? Smell like?"

See how many types of balls you can find around the house and in your neighborhood.

Play a game while riding in the car, bus, or train. Think of all the words that contain the word *ball* in them. Look for examples of balls around you.

At the end of our study, we'll have a special event to show you what we've learned. Thank you for playing an important role in our learning.

### Carta a las Familias

Envíe una carta a las familias para informarles sobre el estudio. Use la carta para comunicarse y como una oportunidad para invitarlas a participar.

#### Queridas Familias,

Nosotros hemos notado que los niños tienen gran interés en las pelotas, bolas y balones. Ellos sienten curiosidad por las distintas clases, cómo son usados, de qué están hechos, qué tienen dentro y qué tan alto pueden rebotar. Por eso creemos que un estudio de las pelotas, bolas y balones puede ser interesante.

Para poder realizar nuestro estudio, necesitamos su ayuda para reunir una colección de pelotas, bolas y balones con el fin de investigarlas. Si pueden colaborar, a continuación, les ofrecemos algunas sugerencias, pero síganse libres para enviar cualquier tipo que no esté incluido en la lista. Los cuidaremos bien y se los devolveremos al fin del estudio.

balón de baloncesto, balón de fútbol, balón de voleibol, bola de billar, bola de boliche, bola de	ping-pong, bolita (mota) de algodón, bolitas de cristal, canicas, globos, pelota de béisbol, pelota	de golf, pelota de playa, pelota de tenis, pelota Koosh®, pelota WIFFLE®, pelotas para mascotas
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A medida que estudiemos las pelotas, bolas y balones, se aprenderán conceptos y se desarrollarán destrezas en lectoescritura, matemáticas, ciencia, estudios sociales, tecnología y las artes. Al mismo tiempo desarrollaremos destrezas de razonamiento investigando, haciendo preguntas, resolviendo problemas, haciendo predicciones y comprobando nuestras ideas.

#### Qué se puede hacer en el hogar

Pasen tiempo con su niño o niña jugando con pelotas, bolas y balones de todas las formas, tipos y tamaños, como pelotas para jugar en el patio, bolas de tenis, bolas de ping-pong, balones de voleibol, pelotas de béisbol, balones de fútbol y canicas. Hablen sobre el material con que están hechos, si son pesados o livianos o si son grandes o pequeños.

Piensen en voz alta para estimular el pensamiento de los niños. Por ejemplo, ustedes podrían decir, "Me pregunto qué tiene dentro una pelota de tenis. Me pregunto qué tan lejos podemos lanzar una bola de papel de aluminio, una pelota de playa o una pelota de tenis. ¿Cómo podemos averiguarlo?"

Al jugar con pelotas, bolas y balones, ayuden a su niño o niña a usar todos los sentidos. Ustedes podrían preguntar, "¿A qué se parece? ¿Cómo se siente? ¿Cómo suena? ¿A qué huele?"

Ver cuántos tipos de pelotas, bolas y balones pueden encontrar en casa y en el vecindario.

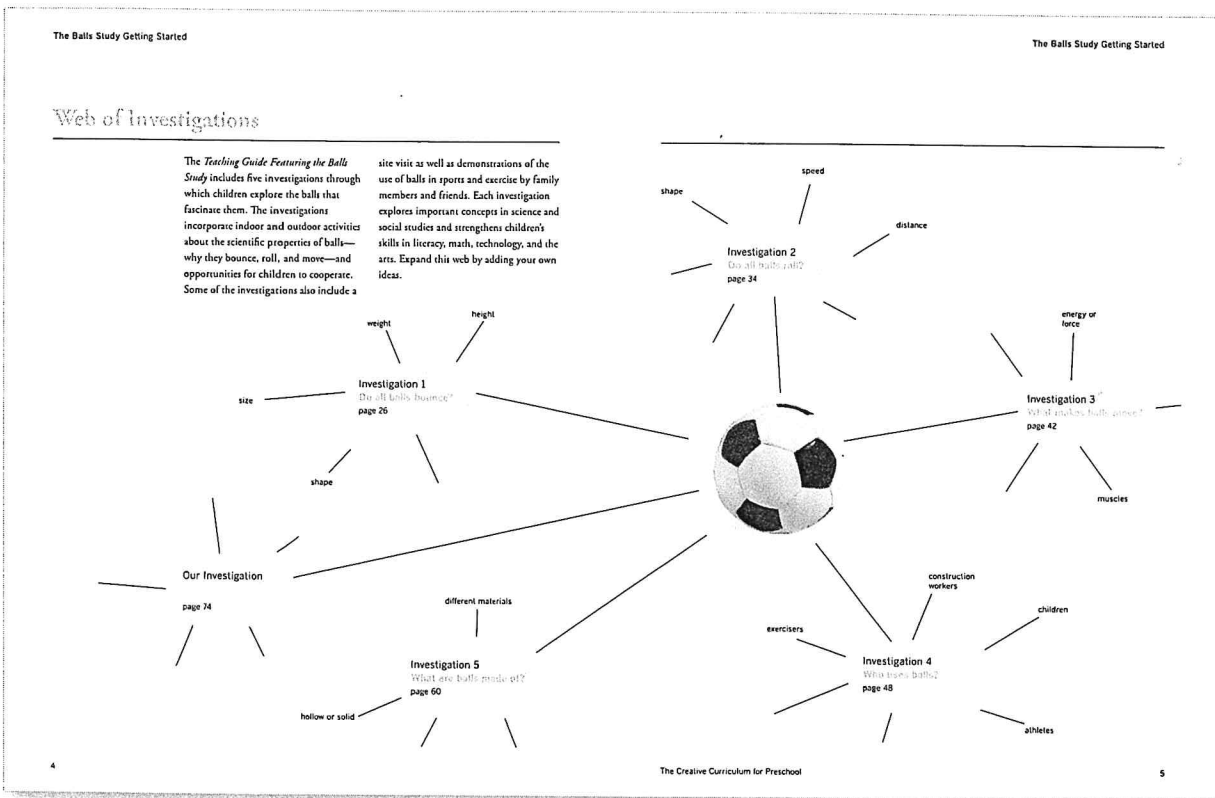
Buscar ejemplos de pelotas a su alrededor mientras viajen en el auto, el autobús o el tren.

Al finalizar nuestro estudio, tendremos un evento especial para celebrar lo aprendido. De antemano, les agradecemos su participación y su importante rol en nuestro aprendizaje.

## Web of Investigations

This section introduces the concept of an *idea web*—a way to think about the key ideas related to the topic and the ideas children might explore. Each study includes a preliminary idea web along with extra space for you to record your own ideas. In this way, you can adapt

the *Teaching Guides* to the resources that are available in your community and the particular learning that you want to emphasize. Consider adding to the web as new ideas come to mind and checking others off as they are captured in the investigations and other experiences.



## Beginning the Study

"Beginning the Study" takes you through the process of introducing the topic and giving children time to explore. It also shows you how to set up initial exploratory investigations. Exploration is an important step. Children are not ready for formal investigations until they've become familiar with objects or materials related to the study topic.

Children have a natural, spontaneous curiosity that drives them to investigate. As children explore, teachers question, probe, and draw children's attention to the characteristics of the materials being

examined. During this exploratory time, children talk about what they already know about the topic and generate questions they'd like to explore further.

"At-a-Glance" charts precede every exploration and investigation. They will help you plan by giving you a bird's-eye view of what your next few days will be like. The number of days on a given chart varies according to the question(s) being investigated. We'll explore the **times of day** (e.g., Large Group, Read-Aloud, and Small Group) in more detail later in this *Guide*.

### Outdoor Experiences—

These activities relate to the study topic or present an intentional teaching strategy for promoting children's motor skills. The suggested activities are a starting place for planning meaningful outdoor experiences. You can vary the activities according to children's strengths, needs, and interests.

**Materials—**The "At-a-Glance" chart shows you all the materials and books you'll use for each day of the investigation.

**Questions for Exploration or Investigation—**In addition to children's own questions, these preselected questions actively engage children in the topic they're studying. Children explore them by engaging in hands-on experiences that support their learning and use of important investigational skills.

**Question of the Day—**As part of the arrival routine and with help from you or a family member, children answer a question related to something planned for that day. You will briefly talk about their responses later in the day. The questions of the day in English and Spanish are available online via a password-protected URL that you will receive via e-mail.

The Ball Study Beginning the Study		The Ball Study Exploring the Topic					
Introducing the Topic		Preparing For Wow! Experiences					
<p>To begin this study, you will explore the topic with the children in a "beginning the study" session. You will answer the following questions: "What do we know about balls?" "What do we want to find out about balls?"</p> <p>Begin gathering many different types of balls that you will use throughout the study. Ask the children to help you gather balls. You will use these balls in your classroom. This will be the first of many balls that you will use in your classroom. You will use these balls in your classroom. You will use these balls in your classroom.</p>		<p>The "At-a-Glance" pages are shown suggested.</p> <p>Exploring the Topic: Day 1: Read from family members to play ball game.</p>					
AT-A-GLANCE		Exploring the Topic					
What do we know about balls? What do we want to find out?		Day 1	Day 2	Day 3	Day 4	Day 5	Make Time For...
Interest Areas		Library books about balls. Computer check version of <i>The Lady and the Ball</i> .	Text and Games: Ball collection.	Text and Games: containers to explore the ball collection.	Text and Games: containers to explore the ball collection. Computer check version of <i>The Lady and the Ball</i> .	Text and Games: containers to explore the ball collection.	Library of Balls.
Question of the Day		What is your favorite ball to play with?	Is your ball bigger or smaller than the one I have?	Is your ball bigger or smaller than the one I have?	Does the game we have been playing have more or less than I have?	How many balls do you have in your house?	Library of Balls.
Large Group		Game: "What's Inside the Ball?" Discussion and Shared Writing: "What's a Ball?" Materials: Mighty Minutes 21, "What's Inside the Ball?" ball collection.	Game: "What's Inside the Ball?" Discussion and Shared Writing: "What's a Ball?" Materials: Mighty Minutes 21, "What's Inside the Ball?" ball collection.	Game: "What's Inside the Ball?" Discussion and Shared Writing: "What's a Ball?" Materials: Mighty Minutes 21, "What's Inside the Ball?" ball collection.	Game: "What's Inside the Ball?" Discussion and Shared Writing: "What's a Ball?" Materials: Mighty Minutes 21, "What's Inside the Ball?" ball collection.	Game: "What's Inside the Ball?" Discussion and Shared Writing: "What's a Ball?" Materials: Mighty Minutes 21, "What's Inside the Ball?" ball collection.	Library of Balls.
Read-Aloud		<i>The Lady and the Ball</i> (Discussion Card 15, first read aloud).	<i>Play a Ball</i> .	<i>The Lady and the Ball</i> (Discussion Card 15, second read aloud).	<i>Play a Ball</i> .	<i>The Lady and the Ball</i> (Discussion Card 15, third read aloud).	Library of Balls.
Small Group		Option 1: <i>Play a Ball</i> (Discussion Card 15, "Play a Ball" game). Option 2: <i>Sorting B</i> (Discussion Card 15, "Sorting B" game). Option 3: <i>Sorting B</i> (Discussion Card 15, "Sorting B" game).	Option 1: <i>Play a Ball</i> (Discussion Card 15, "Play a Ball" game). Option 2: <i>Sorting B</i> (Discussion Card 15, "Sorting B" game). Option 3: <i>Sorting B</i> (Discussion Card 15, "Sorting B" game).	Option 1: <i>Play a Ball</i> (Discussion Card 15, "Play a Ball" game). Option 2: <i>Sorting B</i> (Discussion Card 15, "Sorting B" game). Option 3: <i>Sorting B</i> (Discussion Card 15, "Sorting B" game).	Option 1: <i>Play a Ball</i> (Discussion Card 15, "Play a Ball" game). Option 2: <i>Sorting B</i> (Discussion Card 15, "Sorting B" game). Option 3: <i>Sorting B</i> (Discussion Card 15, "Sorting B" game).	Option 1: <i>Play a Ball</i> (Discussion Card 15, "Play a Ball" game). Option 2: <i>Sorting B</i> (Discussion Card 15, "Sorting B" game). Option 3: <i>Sorting B</i> (Discussion Card 15, "Sorting B" game).	Library of Balls.
Mighty Minutes™		Mighty Minutes 21, "What's Inside the Ball?"	Mighty Minutes 21, "What's Inside the Ball?"	Mighty Minutes 21, "What's Inside the Ball?"	Mighty Minutes 21, "What's Inside the Ball?"	Mighty Minutes 21, "What's Inside the Ball?"	Library of Balls.

**Children's Books—***The Creative Curriculum® for Preschool* includes fiction and nonfiction books from the *Teaching Strategies® Children's Book Collection*. The nonfiction titles relate closely to the topic you are studying.

**Family Partnerships—**This section suggests ways to involve children's families in your program.

**Wow! Experiences—**These are special events such as having classroom visitors, site visits, and celebrations. Suggestions for Wow! Experiences encourage you to take advantage of the resources in your community.



## Investigating the Topic

"Investigating the Topic" presents the important questions you'll be exploring with the children as you make your way through the study. Each investigation focuses on finding the answer to a question or two closely related questions.

You don't have to follow the questions in any particular order. If you notice that children are keenly interested in one aspect of the study, go ahead and start with the questions related to that investigation. If you decide to address the questions in a different order, simply review the relevant "At-a-Glance" pages and make any adaptations that are necessary to ensure the flow of the content. When planning for repeated read-alouds, be sure to pay particular attention to the order in which you'll be reading books aloud with the children.

As children investigate the topic, they will learn and apply a number of important investigational skills:

- making observational drawings
- asking questions
- interviewing
- counting
- tallying
- measuring
- graphing
- sorting
- using art and writing materials
- creating maps, charts, and diagrams
- solving problems
- making predictions
- testing hypotheses

AT A GLANCE Investigation 1	
Do all balls bounce?	
	Day 1
Interest Areas	<p> Toys and Games: rolling toys, a variety of small balls, and circles</p> <p> Literature: check stories of <i>The Three Billy Goats Gruff</i></p>
Question of the Day	Do you think all balls bounce?
Large Group	<p> Movement: <i>The Bouncing Ball</i></p> <p> Discussion and Shared Writing: "Which Ball? Which Bounces?"</p> <p> Materials: Mighty Minutes 41, "The Bouncing Ball" ball collection, several colorful circular objects (see list)</p>
Read-Aloud	<p> <i>The Three Billy Goats Gruff</i></p> <p> Book Discussion Card 66: <i>The Three Billy Goats Gruff</i></p>
Small Group	<p> Option 1: Mighty Minutes 41: "The Bouncing Ball" ball collection</p> <p> Option 2: Mighty Minutes 41: "The Bouncing Ball" ball collection</p>
Mighty Minutes	<p> Mighty Minutes 41: "The Bouncing Ball" ball collection</p> <p> Mighty Minutes 41: "The Bouncing Ball" ball collection</p>

### Day 1 Investigation 1

Do all balls bounce?

**Vocabulary**  
See Book Discussion Card 66: *The Three Billy Goats Gruff* for the definitions for words.

**Long-Term**

**Opening Routine**

- Sing a welcome song and talk about what's new.

**Mini-lesson: The Bouncing Ball**

- Read Play Ball.
- Review Mighty Minutes 41: "The Bouncing Ball" Follow the guidance on the card using the material card version.

**Discussion and Shared Writing: Which Ball? Which Bounces?**

- Gather the collection of balls.
- Ask, "Do all balls bounce?" wonder when some bounce. Let's find out."
- Hold up each ball and ask, "Do you think this ball will bounce?"

**Read-Aloud**

See Book Discussion Card 66: *The Three Billy Goats Gruff* for the definitions for words.

**Small Group**

Option 1: Letter, Letter, Letter

Option 2: Letter, Letter, Letter

Option 3: Letter, Letter, Letter

Option 4: Letter, Letter, Letter

Option 5: Letter, Letter, Letter

Option 6: Letter, Letter, Letter

Option 7: Letter, Letter, Letter

Option 8: Letter, Letter, Letter

Option 9: Letter, Letter, Letter

Option 10: Letter, Letter, Letter

Option 11: Letter, Letter, Letter

Option 12: Letter, Letter, Letter

Option 13: Letter, Letter, Letter

Option 14: Letter, Letter, Letter

Option 15: Letter, Letter, Letter

Option 16: Letter, Letter, Letter

Option 17: Letter, Letter, Letter

Option 18: Letter, Letter, Letter

Option 19: Letter, Letter, Letter

Option 20: Letter, Letter, Letter

Option 21: Letter, Letter, Letter

Option 22: Letter, Letter, Letter

Option 23: Letter, Letter, Letter

Option 24: Letter, Letter, Letter

Option 25: Letter, Letter, Letter

Option 26: Letter, Letter, Letter

Option 27: Letter, Letter, Letter

Option 28: Letter, Letter, Letter

Option 29: Letter, Letter, Letter

Option 30: Letter, Letter, Letter

Option 31: Letter, Letter, Letter

Option 32: Letter, Letter, Letter

Option 33: Letter, Letter, Letter

Option 34: Letter, Letter, Letter

Option 35: Letter, Letter, Letter

Option 36: Letter, Letter, Letter

Option 37: Letter, Letter, Letter

Option 38: Letter, Letter, Letter

Option 39: Letter, Letter, Letter

Option 40: Letter, Letter, Letter

Option 41: Letter, Letter, Letter

Option 42: Letter, Letter, Letter

Option 43: Letter, Letter, Letter

Option 44: Letter, Letter, Letter

Option 45: Letter, Letter, Letter

Option 46: Letter, Letter, Letter

Option 47: Letter, Letter, Letter

Option 48: Letter, Letter, Letter

Option 49: Letter, Letter, Letter

Option 50: Letter, Letter, Letter

Option 51: Letter, Letter, Letter

Option 52: Letter, Letter, Letter

Option 53: Letter, Letter, Letter

Option 54: Letter, Letter, Letter

Option 55: Letter, Letter, Letter

Option 56: Letter, Letter, Letter

Option 57: Letter, Letter, Letter

Option 58: Letter, Letter, Letter

Option 59: Letter, Letter, Letter

Option 60: Letter, Letter, Letter

Option 61: Letter, Letter, Letter

Option 62: Letter, Letter, Letter

Option 63: Letter, Letter, Letter

Option 64: Letter, Letter, Letter

Option 65: Letter, Letter, Letter

Option 66: Letter, Letter, Letter

Option 67: Letter, Letter, Letter

Option 68: Letter, Letter, Letter

Option 69: Letter, Letter, Letter

Option 70: Letter, Letter, Letter

Option 71: Letter, Letter, Letter

Option 72: Letter, Letter, Letter

Option 73: Letter, Letter, Letter

Option 74: Letter, Letter, Letter

Option 75: Letter, Letter, Letter

Option 76: Letter, Letter, Letter

Option 77: Letter, Letter, Letter

Option 78: Letter, Letter, Letter

Option 79: Letter, Letter, Letter

Option 80: Letter, Letter, Letter

Option 81: Letter, Letter, Letter

Option 82: Letter, Letter, Letter

Option 83: Letter, Letter, Letter

Option 84: Letter, Letter, Letter

Option 85: Letter, Letter, Letter

Option 86: Letter, Letter, Letter

Option 87: Letter, Letter, Letter

Option 88: Letter, Letter, Letter

Option 89: Letter, Letter, Letter

Option 90: Letter, Letter, Letter

Option 91: Letter, Letter, Letter

Option 92: Letter, Letter, Letter

Option 93: Letter, Letter, Letter

Option 94: Letter, Letter, Letter

Option 95: Letter, Letter, Letter

Option 96: Letter, Letter, Letter

Option 97: Letter, Letter, Letter

Option 98: Letter, Letter, Letter

Option 99: Letter, Letter, Letter

Option 100: Letter, Letter, Letter

### The Billy Goats Investigating the Topic

**Do all balls bounce?**

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

- Observe children as they roll the balls in the Toys and Games area.
- Describe what you see children doing, e.g., "The ball is rolling on the floor and all the bumpy balls in that section."
- Ask, "Can you think of another way to roll the ball?"
- Record what children say and do.

**Read-Aloud**

Read *The Three Billy Goats Gruff*.

- Use Book Discussion Card 66: *The Three Billy Goats Gruff*. Follow the guidance on the card using the material card version.
- Ask children to roll the balls on the computer in the Computer area.

**Small Group**

Option 1: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 2: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 3: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 4: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 5: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 6: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 7: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 8: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 9: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 10: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 11: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 12: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 13: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 14: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 15: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 16: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 17: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 18: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 19: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 20: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 21: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 22: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 23: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 24: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 25: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 26: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 27: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 28: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 29: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 30: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 31: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 32: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 33: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 34: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 35: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 36: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 37: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 38: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 39: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 40: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 41: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 42: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 43: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 44: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 45: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 46: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 47: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 48: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 49: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 50: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 51: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 52: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 53: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 54: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 55: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 56: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 57: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 58: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 59: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 60: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 61: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 62: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 63: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 64: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 65: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 66: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 67: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 68: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 69: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 70: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 71: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 72: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 73: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 74: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 75: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 76: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 77: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 78: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 79: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 80: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 81: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 82: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 83: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 84: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 85: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 86: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 87: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 88: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 89: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 90: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 91: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 92: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 93: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 94: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 95: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 96: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 97: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 98: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 99: Mighty Minutes 41: "The Bouncing Ball" ball collection

Option 100: Mighty Minutes 41: "The Bouncing Ball" ball collection

## Celebrating Learning

When the study ends—that is, when most of the children’s questions about the topic have been answered—it’s important to reflect on the experience and celebrate what the children have learned. Each *Teaching Guide* has a section called “Celebrating Learning.” Here you’ll find ideas, suggestions, and experiences to help you review and evaluate what children have learned and organize a celebration to help bring closure to the study.

If possible, plan a classroom event to share the children’s learning with families, other classes, administrators, and perhaps the community. Here are some ideas:

- dramatizations
- class-made displays
- open house with demonstrations or interactive experiences for families
- videos or slide shows
- sharing of dramatic play settings

Children develop important skills as they make plans, develop displays, write invitations, create signs and decorations, and prepare refreshments. Involve guests in sample investigations to show them the processes that children used and what they learned. Encourage children to share what they learned. Invite guests to ask children questions about the study. This culminating event shows that children’s work is valued and important.

This section also encourages you to think about the study experience. You can use the questions to guide your reflections and think about how you might approach the study differently when you try it again with next year’s group.

Celebrate Learning			
	Day 1	Day 2	Make Time For...
Interest Areas	All displays of children’s investigations Computer: check names of <i>The Earth Ball</i> kids	All displays of children’s investigations Computer: check names of <i>Play Ball</i> kids	
Question of the Day	Who would you like to see out there in the field with you in the celebration?	Who was your favorite part of the ball study?	
Large Group	Movement: The Invention Ball Discussion and Shared Writing: Preparing for the Celebration Materials: Mighty Minutes 41, “The Invention Ball,” optional cards	Music: “Come Play With Me” Discussion and Shared Writing: Sharing Special Finds Materials: Mighty Minutes 42, “Come Play With Me,” ball-shaped foods	
Read Aloud	<i>The Earth Ball</i> story materials: chart paper	<i>Play Ball!</i>	
Small Group	Option 1: Show the Five Invention Teaching Card 39b, “The Invention Ball” (optional cards: materials, names, words, etc.) Option 2: Memory Theme Card: Invention Teaching Card 39c, “Memory Theme Card” (optional cards: materials, names, words, etc.)	Option 1: Reconstructing the Ball Collection Invention Teaching Card 39b, “Invention” (optional cards: materials, names, words, etc.) Option 2: Voting Invention Teaching Card 39c, “Voting” (optional cards: materials, names, words, etc.)	
Mighty Minutes™	Mighty Minutes 24, “Think Like a Scientist”	Mighty Minutes 20, “Brainstorm, Brainstorm”	

### Day 2 Celebrating Learning

Let's celebrate

**Vocabulary**  
English: Lary  
Spanish: Lary (la cuenta)

**Large Group**

**Opening Routine**

- Sing a welcome song and talk about what time.

Prereq: “Come Play With Me”

- Review Mighty Minutes 42, “Come Play With Me.” Follow the guidance on the card.

**Discussion and Shared Writing: Sharing Special Finds**

- Invite family members who brought ball-shaped foods to describe them.
- Record the names of the foods. Place all the names that are compound words. Say the word slowly and encourage the children to identify the two words that make up the compound word.
- Review the function of the day. Before transitioning to interest areas, talk about the displays of children’s learning that you’ve set up around the room and the ball games to play outside.

**Language Time**

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

- Invite the children to explain to the visitors what they’ve learned about balls. Use the displays as prompts.

**Small Group**

**Option 1: Reconstructing the Ball Collection**

- Review Invention Teaching Card 39b, “Invention.”
- Follow the guidance on the card to count the ball collection.

**Option 2: Voting**

- Guide the children as they generate a list of ideas from the study, e.g., playing with balls outside, making the more, and the ball wall.
- Review Invention Teaching Card 39c, “Voting.”
- Follow the guidance on the card. Have the children interview each other and record the votes for their favorite part of the study.

### The Ball Study Celebrating Learning

**Read Play Ball!**

- Before you read, ask, “Who remembers the name of this book?”
- As you read, discuss and allow children to lift in rhyming words.

**After you read, encourage children to**

- ride the balls and games in the book to their many experiences during the ball study. Tell the children that the book will be available to them on the computer in the Computer area.

### Reflecting on the Study

What were the most engaging parts of the study?

Are there other topics that might be worth investigating?

If I were to change any part of the study, it would be:

Other thoughts and ideas I have:

## Resources

The final section of each *Teaching Guide* suggests additional resources that may help you implement or expand the study.

## Background Information for Teachers

This section presents basic information about the study topic that will help you understand it better before you get started. While it isn't necessary for you to be an expert, it's helpful to know enough science and social studies information to respond to children as they investigate and ask questions.

This section also has vocabulary to use as you talk with children during their explorations. Many of these words are featured in the daily plans of the *Teaching Guides*. There's no need to drill children on the meanings of these words; just use them in your conversations.

For example, an interaction using the word *hollow* might sound like this:

**Child:** There's nothing inside this ball.

**Teacher:** You're right; the ball is hollow. But there's air inside it that we can't see! What else can you think of that's hollow?

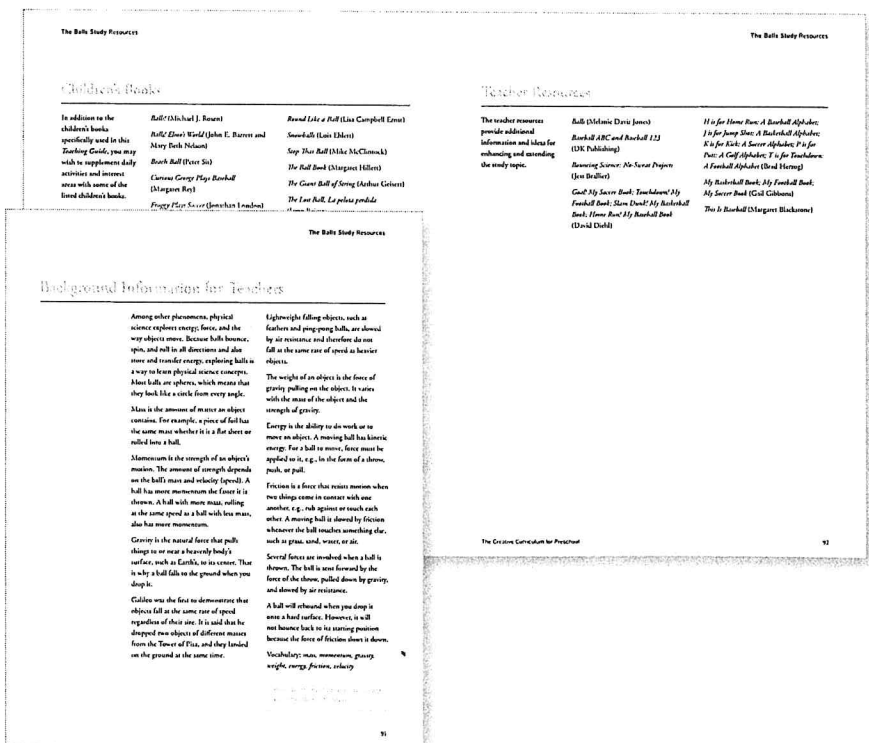
## Children's Books

In addition to the children's books specified in each *Teaching Guide* and provided for you in the children's book collection, you may wish to supplement daily activities and interest areas with some of the children's literature listed in this section.

## Teacher Resources

The teacher resources provide additional information and ideas for enhancing and extending the study.

Now that we've spent some time walking through the *Teaching Guides*, let's examine some of the other pieces that make up *The Creative Curriculum® for Preschool*. You'll be directed to use these pieces often as you make your way through the *Teaching Guides*.



## Additional Teaching Tools

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### *Intentional Teaching Cards™*

Each day, with direction from your *Teaching Guide*, you will select and use an *Intentional Teaching Card™*. These cards describe playful, engaging activities that can be implemented throughout the day. Designed for ages 3–6, the experiences presented on these cards support social–emotional, physical, and language development, as well as development and learning in literacy and mathematics. They are typically offered during small-group time, but many are also appropriate for large-group, outdoor, and one-on-one experiences.

Each *Intentional Teaching Card™* explains how to implement the activity in your classroom. It includes the objectives addressed by the activity, a list of materials, suggestions to help you include all children, and questions to guide your observations.

*Intentional Teaching Cards™* are written in English on one side and Spanish on the other. If you have English-language learners whose home language is Spanish, these cards will help you plan activities that support the further development of their home language along with their acquisition of English. Whether you speak Spanish, English, or both, you'll also find strategies to help English-language learners engage fully in the activity. They are presented in the "Including All Children" section of every card.

If some children are just starting to learn English and you speak or a colleague speaks Spanish, consider first presenting the activity in Spanish. Presenting new ideas first in children's home languages aids their vocabulary development and understanding of concepts. During a small-group time later in the week, use the *Intentional Teaching Card™* again with the same children, this time in English. This reinforces the concepts you introduced to them earlier in the week while simultaneously promoting their English language skills.

One of the most important features of each *Intentional Teaching Card™* is the color-coded **teaching sequence**. It explains how to individualize the learning experience to meet the strengths and needs of every child in your classroom. The color coding is meant to give you a starting point for the activity. The way an experience is carried out with a 4-year-old at the end of the year may be very different from the way you use it with a 3-year-old at the beginning of the year. The colors are explained in more detail in *Objectives for Development & Learning*. If you are using the *GOLD™* assessment system, use your most current assessment information to decide where in the teaching sequence to begin with each child.

The colors correspond to widely held expectations for the following age or class/grade ranges:

yellow: 2 to 3 years  
green: preschool 3 class  
blue: preK 4 class  
purple: kindergarten  
pink: first grade  
silver: second grade  
brown: third grade

The teaching sequence helps you ensure that the activity is meaningful for each child, regardless of his or her developmental level.

**Reference Number**—Helps you quickly locate a particular activity. *Intentional Teaching Cards™* are ordered numerically within each of these categories: Language and Literacy (LL), Mathematics (M), Social-Emotional (SE), and Physical (P). In this example, *M04* refers to the fourth card in the mathematics category. The numerals on the cards are not meant to recommend a sequence. You do not need to use the cards in any particular order.

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

**What You Do**—Lists the materials to use and explains how to do the activity.

**Teaching Sequence**—Suggests ways to adapt the experience according to the needs and abilities of each child. It helps you individualize the activities and scaffold children's learning.

## Number Cards

**M04**  
Toys and Games

**Objective 20**  
Show number identity and recognition.  
4. Counters (e.g., 100, 10, 1, 0.1, 0.01, 0.001)  
**Related Objectives:** 2a, 7a, 9a, 11a, 20a, 20c

### What You Do

- Materials:** six cards with a numeral and its number word printed on one side, e.g., 3 and three. On the other side, draw a corresponding number of large dots, e.g., ● ● ● buttons or other small manipulatives.
1. Invite the children to explore the number cards. Show them the numeral on one side of the card. Turn the card over and count the number of dots together.
  2. Invite the children to name any numbers they know.
  3. Encourage the children to use their fingers, buttons, or other manipulatives to count each quantity.  
"This card has a 4 on it. Let's count it out. Can you put a button on each dot?"
  4. Continue the activity as long as it interests the children. Explain that you will keep the number cards in the Toys and Games area for them to use during choice time.

### Including All Children

- Add texture, such as Velcro® tags, to the cards. Make sure the background is a contrasting color.
- Make numeral cards out of cardboard and laminate to make them easier to pick up from the table.
- Lay a felt square down on the table to make picking up manipulatives easier for the child.
- Use varied numerals and dots on the cards, or large magnified numerals and dots, for a child to handle and feel.
- Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions.<sup>14</sup>
- Invite English-language learners to count in their home language and in English.<sup>15</sup>

**Objectives**—Lists the objectives and dimensions 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-language learners.

### Teaching Sequence

<b>YELLOW</b>	Use cards with the numbers 1-3, focusing on the side with the dots. Introduce one card at a time to the child. Offer the exact number of objects needed to match the card. "This card has one dot on it. Can you put a button on the dot?" "Now we have two buttons. Let's try to put a button on each dot that you see."
<b>GREEN</b>	Show cards 1-5 and ask the child to name the ones he or she knows. "Here are five cards with numbers written on them. Do you see any numbers you know?" Invite him to put an object on each dot while counting them out. "Let's put a button on each dot. Can you count them as we go?"
<b>GREEN</b>	Lay out the cards from 1-5 with the numeral side facing up. Ask the child to count from 1-5 as you point to each card. Invite the child to choose a card, name the numeral, and turn it over to match objects to dots.
<b>BLUE</b>	"Let's start by counting to 5. Here are the numerals 1-5 to look at as you count. Can you point to the numeral one?" "Which card will you put buttons on first?"
<b>BLUE</b>	Shuffle the cards from 1-10 and place them in a stack. Have the child pick a card and then count to that number. Invite the child to count out the number of objects as she places buttons on the card.
<b>PURPLE</b>	"You picked the card with an 8 on it. Can you count out 8 beads to go with it?"
<b>PURPLE</b>	Include cards 1-20. Create piles of 10-20 objects. Invite the child to count and select the numeral card that tells how many objects are in the pile. "How many are in this pile? Can you find the numeral that means this number of objects?" Create a pile of more than 20 objects. Invite the child to count the objects, and write the numeral that the number of objects represents.

### Questions to Guide Your Observations

- What numerals did the child recognize? (20c)
- Was the child able to place one manipulative on each dot? How did the child determine the correct number of manipulatives to use? (20b)
- How high was the child able to count with one-to-one correspondence? (20a)
- How long did the child attend to this activity? (11a)

**Questions to Guide Your Observation**—Use these questions to reflect on what children might be learning during the experience and focus your observations for assessment and planning.

### Related LearningGames

- 188 Color and Number Cards

**Related LearningGames®**—Suggests resources from *The Creative Curriculum® LearningGames®*, a series of award-winning, research-validated early learning activities that are fun for children and extend their learning at home. You and the children's families may access *LearningGames®* activities via the online portal.

## Mighty Minutes™

*Mighty Minutes™* explain short activities with songs, chants, rhymes, and games. They help you turn every minute of the day into a learning opportunity. *Mighty Minutes™* can be used anywhere to teach language, literacy, math, science, social studies, or physical skills during “in-between” times, such as when you’re preparing to go outside or gathering children for large-group time. Like all the other materials in the *Curriculum*, *Mighty Minutes™* are rooted in the curricular objectives so that even your shortest activities support children’s learning and development in important areas.

*Mighty Minutes™* are available in English and Spanish. Because the activities are short, fun, and interactive, they’re perfect for encouraging development in both languages. *Mighty Minutes™* can be used throughout the day to maximize learning time, and teachers may opt to do some in English and others in Spanish. However, as with the *Intentional Teaching Cards™*, it’s best to avoid doing the activity in both languages during the same period because the activity will run longer than intended and children may tune out the less familiar language.

### Say It, Show It

15

#### Objective 20 Uses number concepts and operations

Related Objectives: 1, 3, 5, 7, 8, 11, 34

#### What You Do

##### 1. Chant, and snap, tap, or clap the beat.

Appy, tappy, tappy,  
Appy, tappy, too.  
Appy, tappy, tappy,  
I’ll show my card to you!

##### 2. Hold up a numeral card from 1–10.

##### 3. Ask the children to name the numeral.

4. Invite them to perform a simple motion to demonstrate their knowledge of the quantity that it represents. Say, “Can you hold up four fingers? Can you jump four times?”

• Place several small manipulatives inside a container with a lid. Shake the container as you say the rhyme. When you say the last line, dump the objects on the floor or a table. Have one or more children count the objects, or identify the number of objects by sight (subitize) without actually counting them.

Appy, tappy, tappy,  
Appy, tappy, too,  
Appy, tappy, tappy,  
Now it’s time for you! (Point to a child and ask, “How many?”)

Title—Presents the title of the activity.

Reference Number—Helps you quickly locate individual *Mighty Minutes™* cards. We refer to the *Mighty Minutes™* by number and title throughout the *Teaching Guides*. You do not need to use *Mighty Minutes™* in any particular order.

Objectives—Lists the objectives from *Objectives for Development & Learning* that are addressed in the *Mighty Minutes™* activity.

What You Do—Explains how to do the activity.

On the Back—The reverse side of each *Mighty Minutes™* card suggests ways to change the activity either to (1) focus on a different area of learning or (2) increase or decrease the complexity of the activity. The *Teaching Guides* also show you how to adapt some of these activities to make them relevant to the study topics.

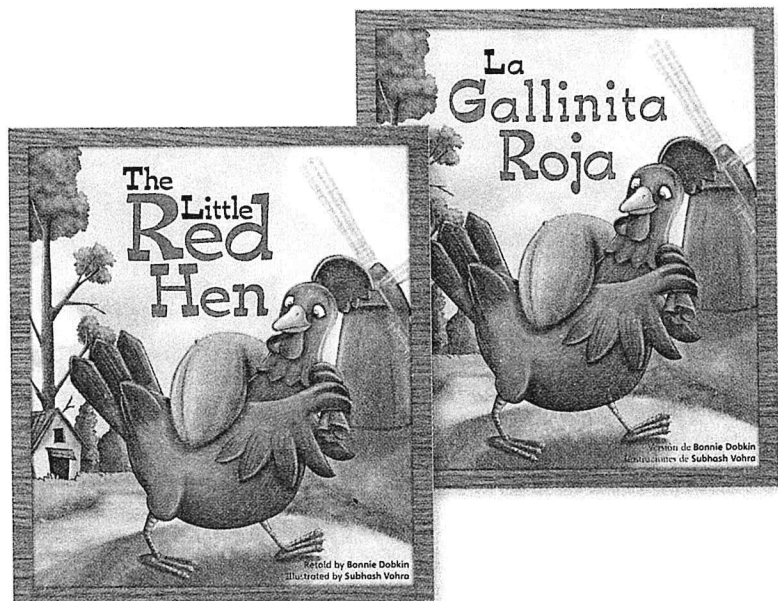
### *Teaching Strategies® Children's Book Collection*

Reading aloud with children is the best way to inspire a love for reading and to promote language and literacy skills—and there are many wonderful books! The *Teaching Strategies® Children's Book Collection* contains 79 high-quality children's books (the bilingual curriculum has 150). The 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*.

We've carefully selected a variety of culturally and linguistically relevant books for children and families from diverse backgrounds. It is important for children who are learning more than one language to be introduced to children's books in English as well as in their home languages. In some cases, we translated well-loved English-language children's books into Spanish so that Spanish-speaking children can hear and enjoy them in their home language.

We also consulted experts who helped us select authentic, high-quality children's books in Spanish. The result is a rich collection of literature in both languages that includes alphabet books; counting books; nonfiction books; concept books; books featuring patterned text; and narrative picture books that encourage children's exploration, interaction, and enjoyment.

Many children's books in our collection are available as eBooks on a DVD. Designed for use with computers and interactive whiteboard technology, these eBooks encourage creative retelling of stories and are a terrific resource for English-language learners. Fully translated and read in both Spanish and English, eBooks build children's confidence and excitement about reading. Two copies of the eBooks DVD are included in *The Creative Curriculum® for Preschool*.





## Book Discussion Cards™

Some of the best children's books have fairly complex story lines. Experts recommend reading these stories to children at least three times for them to benefit fully. *Book Discussion Cards™* explain how to read and talk about selected books in the *Teaching Strategies® Children's Book Collection*. Intended for quick reference during group read-alouds, *Book Discussion Cards™* offer suggestions for introducing each book, emphasizing vocabulary as you read, commenting on characters, and asking probing questions.

The best way to prepare for a read-aloud is to read the entire book by yourself and then read the *Book Discussion Card™*. Feel free to keep the card in your lap for quick reference while you're reading to children, but try to avoid reading from the card. The best read-alouds are lively. They're fast-paced, and they involve much eye contact and interaction between the teacher and children.

This Supporting Social-Emotional Development section shows you how to use the story to support children's development in the all-important social-emotional domain.

The Vocabulary section offers definitions. They are not formal definitions from a dictionary. Instead, they use "teacher talk," or ways you might explain the words to a preschooler. The words are central to understanding the story.

**Vocabulary**

**Supporting Social-Emotional Development**

**The Little Red Hen**  
Retold by Bonnie Dobkin

**First Read-Aloud**

**Second Read-Aloud**

**Third Read-Aloud**

During the First Read-Aloud, you'll present new ideas and ways of thinking. You can tell children the names of the characters, hint at the problems they face, and make comments about what the characters might be thinking. These strategies encourage children to think beyond the words and illustrations in the story, moving them from literal meanings to higher-level thinking. Following the first read-aloud, pose the after-reading questions. You may also have to help children answer them.

The Second Read-Aloud should occur 1 or 2 days after the first one. This time, by asking different questions and adding clarifying comments as you read, you can help children name the characters and identify the problem. You may find the children better prepared to answer questions the second time, and you can guide them to answer more fully.

The Third Read-Aloud should occur within a week of the second one. Invite the children to identify the main characters and describe their problem. During this read-aloud, you probably won't have to read much of the book. You can show an illustration and ask, "What is happening here?" or "What do you think [character's name] is thinking?" By the third read-aloud, children should do much of the talking. You can encourage them to use the vocabulary from the book as they explain what's happening in the story.

### **Book Discussion Cards™:** *When to Use Spanish and* *When to Use English*

A strong foundation in children's home languages helps them learn English. Books are a wonderful way to support children's skills as they hear, discuss, and learn about language. *Book Discussion Cards™* give you strategies for promoting children's comprehension, recall, and vocabulary development through book-reading in English and Spanish.

If children's home language is Spanish and you (or a staff person in the classroom) speak Spanish, the first reading of the book should be in Spanish. This will aid children's comprehension of the story and introduce new words in their home language. Later in the day or the next day, the book should be read to the children in English. This is the first time children will hear the book in English, so follow the guidance on the *Book Discussion Card™* for the first read-aloud.

When reading the book in English, avoid repeating the page or the story immediately in Spanish. Reading immediately in another language can confuse children, and they might tune out the less familiar language. Also, reading in two languages during one session makes the story time twice as long, and children may become restless. Instead, help children comprehend the story in English by using gestures, props, and other visual aids and by dividing longer stories into two or more reading sessions.

Later read-alouds should take place in both English and Spanish, but not in the same session. Informal small-group times throughout the day are perfect for using *Book Discussion Cards™* because they provide a supportive setting in which English-language learners may practice their emerging English skills.

*The Classroom and Family Resources*, available via the online portal, offer a variety of resources to help you stay connected with families and make your weekly planning easier. It includes such material as

- letters to families
- *LearningGames®* (in English and Spanish)
- setting up a classroom for 20 preschool children
- pre-filled, customizable weekly plans
- full scope and sequence charts (3- and 4-year-olds)
- questions of the day in both English and Spanish

# Putting It All Together: A Snapshot of Your Day

Now that you have an idea of the big picture, how the curriculum is organized, and what the individual pieces are, let's look at how it all fits together to make your teaching day seamless.

## Get Organized

In one of the boxes you'll find your Teaching Strategies® Resource Organizer. Use this specially designed binder to assemble everything you plan to use on a particular day and keep it close at hand.

The *Teaching Guide* you are currently using slides into the center pocket of the binder. Slip the back cover into the pocket so you can still turn the pages easily.

The side pockets hold the *Intentional Teaching Cards™*, *Book Discussion Cards™*, *Mighty Minutes™*, and children's books that you'll be using that day.

## Get Acquainted With Daily Plans

Open a *Teaching Guide* that features a study and turn to either "Exploring the Topic" or "Investigating the Topic." At the beginning of the exploration and each ensuing investigation, you'll see a few "At a Glance" pages. These pages give you an opportunity to look ahead, review the activities, gather your materials in advance, and consider any adjustments that you might need to make for your class.

Next, you'll find a set of daily plans for each investigation. Daily plans provide detailed guidance for discussions, books, *Intentional Teaching Cards™*, recommended *Mighty Minutes™*, and other materials that you'll use on particular days. The purpose of the daily plans is to help you intentionally support children's learning and development in all areas while you explore the topic.

Refer to chapters 2 and 4 of *The Creative Curriculum® for Preschool, Volume 1: The Foundation* for more detailed information about choices for building your day.

Here's how a typical daily plan page looks:

**Investigation 3**

**What makes balls move?**

Interest Area	Day 1	Day 2	Make Time For...
Language	Engage and extend children's language by asking them to describe the balls and how they move.	Engage and extend children's language by asking them to describe the balls and how they move.	Read the story of <i>The Three Little Pigs</i> .
Mathematics	Engage and extend children's mathematical thinking by asking them to count the balls and measure their height and circumference.	Engage and extend children's mathematical thinking by asking them to count the balls and measure their height and circumference.	Read the story of <i>The Three Little Pigs</i> .
Science	Engage and extend children's scientific thinking by asking them to observe the balls and describe their movement.	Engage and extend children's scientific thinking by asking them to observe the balls and describe their movement.	Read the story of <i>The Three Little Pigs</i> .
Art	Engage and extend children's artistic thinking by asking them to draw the balls and describe their movement.	Engage and extend children's artistic thinking by asking them to draw the balls and describe their movement.	Read the story of <i>The Three Little Pigs</i> .
Music	Engage and extend children's musical thinking by asking them to sing about the balls and describe their movement.	Engage and extend children's musical thinking by asking them to sing about the balls and describe their movement.	Read the story of <i>The Three Little Pigs</i> .
Physical Education	Engage and extend children's physical thinking by asking them to move the balls and describe their movement.	Engage and extend children's physical thinking by asking them to move the balls and describe their movement.	Read the story of <i>The Three Little Pigs</i> .

**Day 1 Investigation 3**

**What makes balls move?**

**Objectives:**

- Engage and extend children's language by asking them to describe the balls and how they move.
- Engage and extend children's mathematical thinking by asking them to count the balls and measure their height and circumference.
- Engage and extend children's scientific thinking by asking them to observe the balls and describe their movement.
- Engage and extend children's artistic thinking by asking them to draw the balls and describe their movement.
- Engage and extend children's musical thinking by asking them to sing about the balls and describe their movement.
- Engage and extend children's physical thinking by asking them to move the balls and describe their movement.

**Activities:**

- Read the story of *The Three Little Pigs*.
- Engage and extend children's language by asking them to describe the balls and how they move.
- Engage and extend children's mathematical thinking by asking them to count the balls and measure their height and circumference.
- Engage and extend children's scientific thinking by asking them to observe the balls and describe their movement.
- Engage and extend children's artistic thinking by asking them to draw the balls and describe their movement.
- Engage and extend children's musical thinking by asking them to sing about the balls and describe their movement.
- Engage and extend children's physical thinking by asking them to move the balls and describe their movement.

**Materials:**

- Three Little Pigs storybook
- Balls of different sizes and colors
- Measuring tape
- Counters
- Markers
- Songs

**Assessment:**

- Observe children's language, mathematical, scientific, artistic, musical, and physical thinking during the activities.

As you can see, the daily plans contain all of the information you need to prepare for and implement a seamless day of teaching. The best part about the daily plans is that they give you structure and guidance for the whole day while offering you flexibility to choose different options. That way, you'll be sure to meet your children's particular interests and needs.

### Components of a Daily Plan

Let's now take a closer look at each of the components of a daily plan.

### Vocabulary

We've selected key vocabulary in both English and Spanish to introduce during that day's group discussions, read-alouds, or *Intentional Teaching Card*™ activities. Children will have multiple opportunities throughout the day to hear these words and construct an understanding of what they mean. Some of the selected words are what the research calls "rare words," words that are not a part of everyday speech but are important for children to learn. Your role is to look for opportunities to promote understanding of those words.

### Large Group

Large-group experiences offer children a sense of belonging to a group. In this setting, children can practice communication skills. They express their questions, ideas, and feelings and share their work. These group gatherings are a good time to talk about and solve problems that affect the whole group, discuss what children are learning, and plan what to do next. In the *Teaching Guides*,

large-group time typically lasts 15–20 minutes and consists of three events: an opening routine, a large-group experience, and discussion and shared writing.

### Opening Routine

Every day begins with a welcome song and an account of who is present. It's a great way to build the children's sense of community. You'll find suggestions for welcome songs in *Mighty Minutes*™. If your program requires you to perform other daily routines, such as reciting the "Pledge of Allegiance" and observing a moment of silence, this is a good time to do so.

### Discussion and Shared Writing

Here you'll find suggestions for leading a discussion with the children. This is a good way to promote language skills, introduce new ideas related to a study, build community, and explore social-emotional concepts. The discussions include shared writing, an interactive process in which you and the children develop a text together on chart paper, a white board, or a smart board. You will be the scribe and record children's ideas. Use "self-talk" as you model writing, e.g., "I'm going to begin writing *Keshan* with an uppercase letter, or a capital letter, because it is a person's name."

More information about shared writing is presented on *Intentional Teaching Card*™ LL01, "Shared Writing," and in chapter 3 of *The Creative Curriculum® for Preschool, Volume 3: Literacy*.

### Large-Group Time

Before engaging the children in discussion and shared writing, it is a good idea to provide a fun, interactive, physical experience. This is when you'll play a quick group game together, engage in a song and fingerplay, or move to a rhythm. This experience typically involves *Mighty Minutes*™.

### Choice Time

For choice time—which your program may call *center time* or *work time*—each child chooses the interest area in which he or she would like to work that day. Children may also choose with whom they'll work and what materials they'll use. Choice time typically lasts for an hour or more, not including cleanup. During this time, all of the interest areas are available to children, and they are free to move to the areas of their choice.

The *Teaching Guides* offer ideas to consider as you interact with and observe children in the interest areas each day. For more detailed information about how to set up interest areas, display materials, and interact with children in the interest areas, see *The Creative Curriculum® for Preschool, Volume 2: Interest Areas*. You will also find guidance for planning and supporting children's learning in interest areas in Volumes 3, 4, and 5.

### Read-Aloud

Plan to read aloud with the children at least twice during a half-day session and three times during a full-day session. Each day, your *Teaching Guide* will suggest a book from the *Teaching Strategies® Children's Book Collection*. You'll use that book in an interactive, or shared, reading experience.

The *Teaching Guide* provides detailed support for reading aloud. Sometimes the daily plan will direct you to locate a *Book Discussion Card™*. *Book Discussion Cards™* will lead you through interactive, repeated read-alouds. Remember that each read-aloud serves a purpose!

You can read aloud as a whole group or, more effectively, with smaller groups of children. You can also informally share books from the Library area during choice time or more casual read-aloud times. Select books on the basis of children's interests, concepts you want children to understand, or the sheer enjoyment of good books.

Learn more about how to lead an interactive, shared reading experience by reading chapter 10 of *The Creative Curriculum® for Preschool, Volume 2: Interest Areas* and chapter 3 of *The Creative Curriculum® for Preschool, Volume 3: Literacy*.

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#### Four Important Components of Repeated, Interactive Read-Alouds

- **Book Introduction:** Before you begin, read the title, show the front cover of the book, introduce the main characters, and tell children about the problem the characters face.
  - **Comments and Questions:** Before reading the book aloud, read the comments and questions suggested on the card. They will help children think about and understand the story. You might find it helpful to record a few of the comments and questions on sticky notes and attach them to the corresponding pages in the book as reminders.
  - **Vocabulary:** As you read the story, point to illustrations that will help children understand the vocabulary words, which are listed on the card for easy reference. You can also use facial expressions and other body language to convey the meaning of words.
  - **After-Reading Questions:** Following the story, ask two or three questions that help children think through the entire story or think about the ideas in the story. Be prepared to answer the questions yourself, guiding children to conclusions.
-

### ***Small Group***

Small-group time is a period of 10–15 minutes, during which you work with just a few children. You use engaging, hands-on activities to intentionally teach new concepts, particularly those related to language, literacy, and mathematics. You promote social–emotional and physical development through these experiences as well.

As you use this section of the daily plan, you'll refer to an *Intentional Teaching Card*™ for an explanation of an activity or experience. You may also find suggestions for adapting or modifying the experience according to your current study topic.

Two options for small-group experiences are offered each day, giving you the freedom to choose the experience that best meets your needs and those of the children. Both experiences target the same concepts or learning objectives. The first option is usually easier to implement because it has fewer materials to gather or steps to follow. The second option may require a little more effort on your part.

Learn more about how to lead a small-group experience by reading chapters 2 and 4 of *The Creative Curriculum® for Preschool, Volume 1: The Foundation*.

### ***Mighty Minutes*™**

During the course of any day there are little chunks of time that, when used effectively, can be prime “teachable moments.” These moments occur between activities, or at the beginning or end of another planned experience.

We've recorded brief learning opportunities on *Mighty Minutes*™ cards. The cards are held together by a ring that you can hook onto your belt loop so you'll have the activities right at your fingertips when you need them. Note that the *Teaching Guides* sometimes suggest ways to adapt *Mighty Minutes*™ to your current study.

### ***Large-Group Roundup***

The day ends with a large-group experience that brings closure. During large-group roundup you'll talk with the children about what happened that day. The events will then be fresh in children's minds when families ask, “What did you learn at school today?” This is also a great time to discuss your plans for the next day.

### ***Teaching Tips***

Various “teaching tips” appear in shaded areas throughout the *Teaching Guides*. Some tips explain *why* we suggest a particular experience or strategy. This helps you share research findings with others (e.g., families and administrators) and explain the value of what you're doing with the children. Other tips give you strategies for supporting English-language learners in your classroom. Teaching tips sometimes direct you to other resources in *The Creative Curriculum® for Preschool*.



# How to Get Started

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Now that we've reviewed the big picture—how the *Curriculum* is organized, what the individual pieces are, and how to use the daily plans—it's time to turn to the most exciting part: getting started!

## Step One:

### Read the Curriculum Volumes

Whether this is your first year of teaching or your twentieth, the six curriculum volumes are the best place to begin. In these volumes you'll find all the information you need to set up your program. You'll become familiar with the 38 objectives for development and learning that are the most predictive of school success (and *why* they're so important). While refining your teaching practice, you'll gain more knowledge about how children develop and learn. We strongly encourage you to take the time to understand as much of this information as you can before you begin the year.

## Step Two:

### Review the Planning Resources

The scope and sequence document, available via the online portal, outlines the concepts and skills on which the curriculum focuses and the order in which they are introduced. You might find it helpful to spend some time with this resource so you'll understand how what you do every day relates to the curricular objectives and your state guidelines.

## Step Three:

### Begin Planning for the Year

As you're thinking about the year ahead, consider browsing through each of the *Teaching Guides* to get an understanding of the content and the flow of concepts. With the five *Teaching Guides* that feature studies, take some time to review the background information for teachers, prepare the letters to send home to families, and gather the materials you'll need. It's also helpful to determine the number of weeks that each *Teaching Guide* covers and then look at your school's calendar. Note holidays, special events, and your school's assessment cycle so you can plan your study sequence accordingly. Remember that, with the exception of *Beginning the Year*, you may use the *Teaching Guides* in any order. Choose an order that fits well with your school's calendar and children's interests.



## Step Four:

### Plan for the Week

The planning and preparation you do for each day helps ensure that children are able to make the most of their experiences in the program. It also makes everything more efficient. Before each week begins, take some time to review the upcoming investigation(s) and complete your weekly planning. Reflect on the previous week as well. Each week's plan should reflect ideas that children enjoyed exploring, problems that need to be addressed, individualized planning for children, and any adjustments based on past activities that were particularly successful and those that were not. We recommend that you follow these steps:

- Review the upcoming investigation(s) that you and the children will carry out that week.
- Read the "At-a-Glance" pages preceding the investigation(s).
- Look for any upcoming Wow! Experiences that may need more time for preparation.
- Decide which small-group experience you will offer each day.
- Complete your "Weekly Planning Forms." You can find these forms via the online portal. They are pre-filled with relevant content from the *Teaching Guides*, but they can be edited so you can individualize the plans to meet the strengths, needs, and interests of the children in your room.

- Gather the materials you'll need.
- Use the Resource Organizer to store the *Teaching Guide* that you'll be using that week as well as the relevant *Intentional Teaching Cards™*, *Book Discussion Cards™*, children's books, and *Mighty Minutes™*.

For more information on weekly planning and using the "Weekly Planning Form," see chapter 2 of *The Creative Curriculum® for Preschool, Volume 1: The Foundation*.

The first page of the "Weekly Planning Form" is a great way to share information with children's families.

**Teaching Strategies®** *The Creative Curriculum® for Preschool*

**Weekly Planning Form, continued**

Reflecting on the week:

"To Do" List:

**Teaching Strategies®** *The Creative Curriculum® for Preschool*

**Weekly Planning Form**

Week of: \_\_\_\_\_ Teacher: \_\_\_\_\_ Study: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas					
Large Group					
Read-Aloud					
Small Group					

Outdoor Experiences:

Family Partnerships:

Wow! Experiences:

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## Conclusion

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You're now ready to begin implementing *The Creative Curriculum® for Preschool* in your classroom! We hope this *Guide* has been helpful and that you feel confident about preparing the children in your classroom for success in school and in life. Get ready for a great year! All of us at Teaching Strategies thank you for using *The Creative Curriculum® for Preschool*.

For more information about how we can support your program, please visit us online at [TeachingStrategies.com](http://TeachingStrategies.com) or call 800.637.3652.