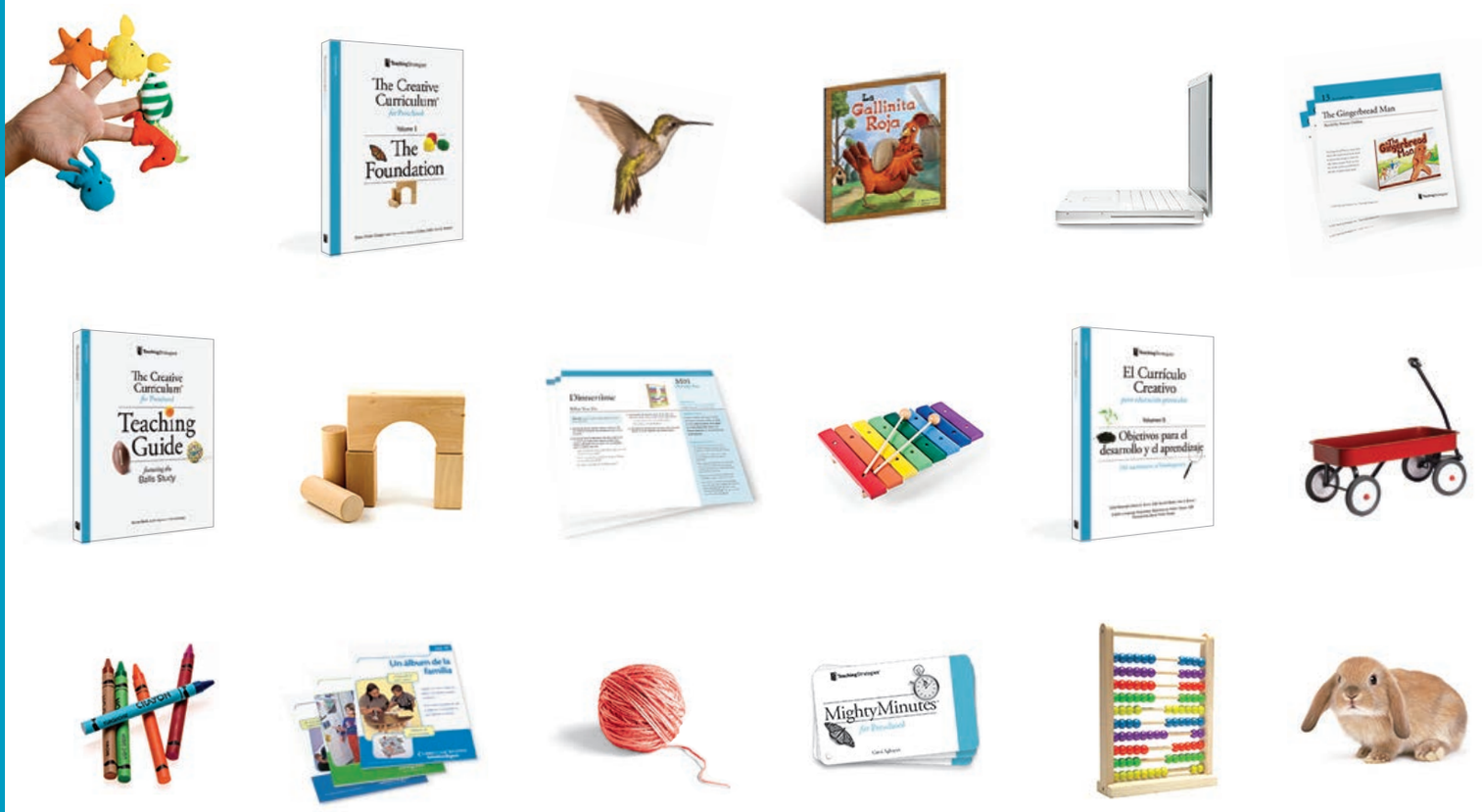
TeachingStrategies®

The Creative Curriculum® *for* Preschool

Touring Guide



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Welcome to

The Creative Curriculum® for Preschool

Dear Colleagues:

It gives us great pleasure to introduce you to *The Creative Curriculum for Preschool,* our award-winning research-based curriculum. *The Creative Curriculum for Preschool* features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and critical thinking skills.

The Creative Curriculum for Preschool is based on 38 objectives for development and learning. These objectives are fully aligned with the *Head Start Child Development and Early Learning Framework* and state early learning standards, and integrated into each and every one of the comprehensive collection of resources that makes up the curriculum. Educators can be confident that they are meeting important early learning standards every day, even while bringing their own creativity and expertise into daily planning. What's more, the curriculum also offers daily opportunities to individualize instruction by helping teachers meet the needs of every learner, with a particular focus on English language development.

As many of you may know, *The Creative Curriculum* has a long, rich history, and has always offered teachers valuable insight into the most current research and best practices for early childhood education. But it hasn't always offered the daily support that many teachers need to organize and manage their days intentionally and effectively. Over the years, we've recognized that most teachers have limited time to plan the range of experiences that make their classrooms the positive and exciting environments that all children deserve. That's why our newest curriculum solution is one that combines *The Foundation,* five comprehensive knowledge-building volumes, with the *Daily Resources,* which offer detailed daily guidance for every day of the year. It helps ensure that all teachers have the tools they need to be successful, right from the very first days of school.

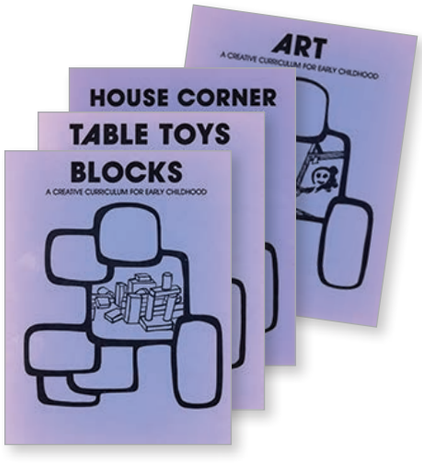
At Teaching Strategies, we understand why you entered the early childhood profession: to help children succeed, both in school and in life. We share that vision and hope you enjoy this "insider's look" at *The Creative Curriculum*, our complete solution for effective teaching and successful learning.

Diane Trister Dodge
Founder and President

Kai-leé Berke
Vice President, Curriculum and Assessment

The Evolution of The Creative Curriculum® for Preschool

Over the years, Teaching Strategies has demonstrated our commitment to innovation by consistently updating and expanding our offerings and engaging with educators to implement best practices. In the last 25 years, our curriculum has evolved from a theory of room arrangement to a comprehensive collection of rich resources that offer moment-to-moment support. Every edition has always incorporated the most current research on the best ways to help children thrive.



1978

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

1992

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

1976

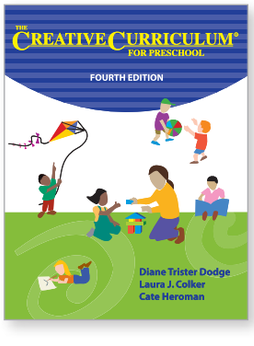
Room Arrangement as a Teaching Strategy was a precursor to *The Creative Curriculum*®.

1988

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

2002

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



Bilingual System shown

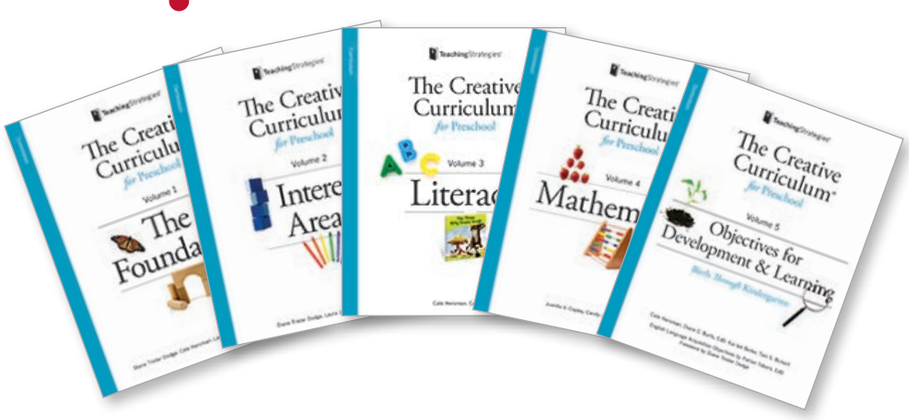
Today

The Creative Curriculum® for Preschool combines the five volumes from the Fifth Edition (now known as *The Foundation*) with a comprehensive collection of daily practice resources (known as the *Daily Resources*).

1988-2013 ★ 25 Years of Innovation ★ Teaching Strategies ★

2010

The fifth edition of *The Creative Curriculum® for Preschool* includes five volumes that build teachers' professional knowledge of best practices, including a volume on the newly developed objectives for development and learning.



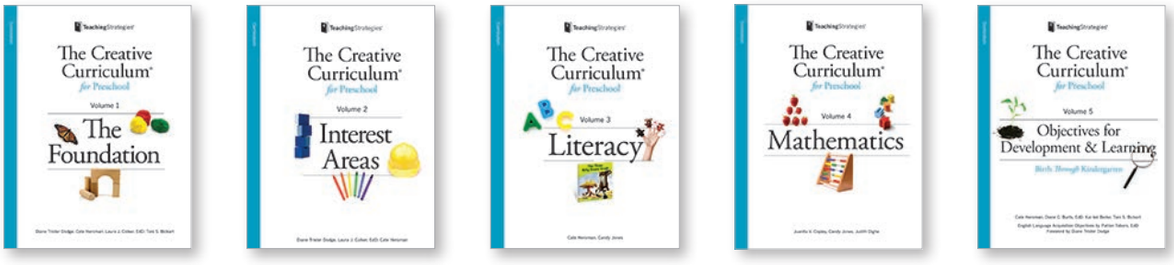
Teaching Strategies celebrates 25 years as the leader in early childhood education.

The Creative Curriculum® for Preschool

Available as a complete English, Spanish, or bilingual curriculum

The Creative Curriculum® for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

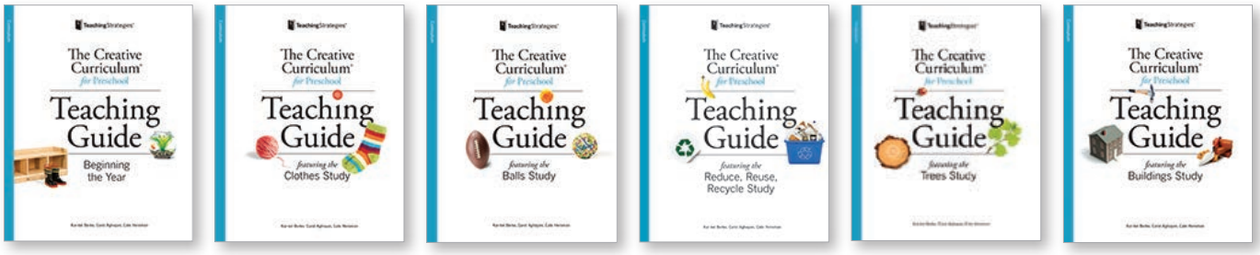
The Foundation



English, 5 Volumes

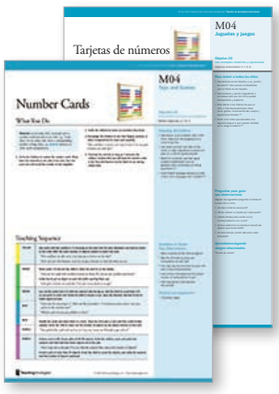
Spanish, 5 Volumes

Daily Resources



English, 6 Teaching Guides

Spanish, 6 Teaching Guides



Intentional Teaching Cards™
(201 bilingual cards)

Book Discussion Cards™
(22 English, 22 Spanish)

Children's Book Collection
142 Books and 8 Big Books in English and Spanish. Complete listing at TeachingStrategies.com/ ChildrensBooks.

eBook Collection
(30 English, 30 Spanish)

Mighty Minutes™
(100 English, 100 Spanish)

Curriculum Guide and Getting Started DVD
(bilingual)

Classroom and Family Resources CD-ROM
(bilingual)

Resource Organizer

Individualized. Supportive. Effective.

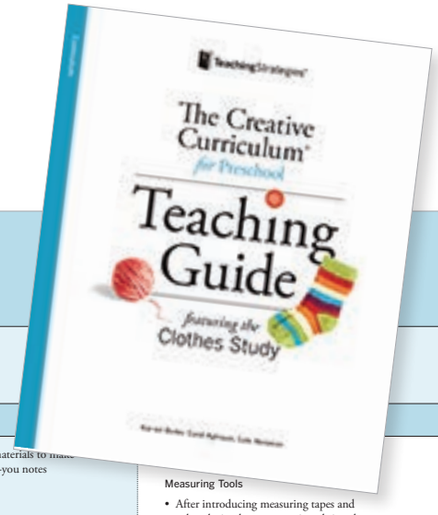
What is The Creative Curriculum® for Preschool?

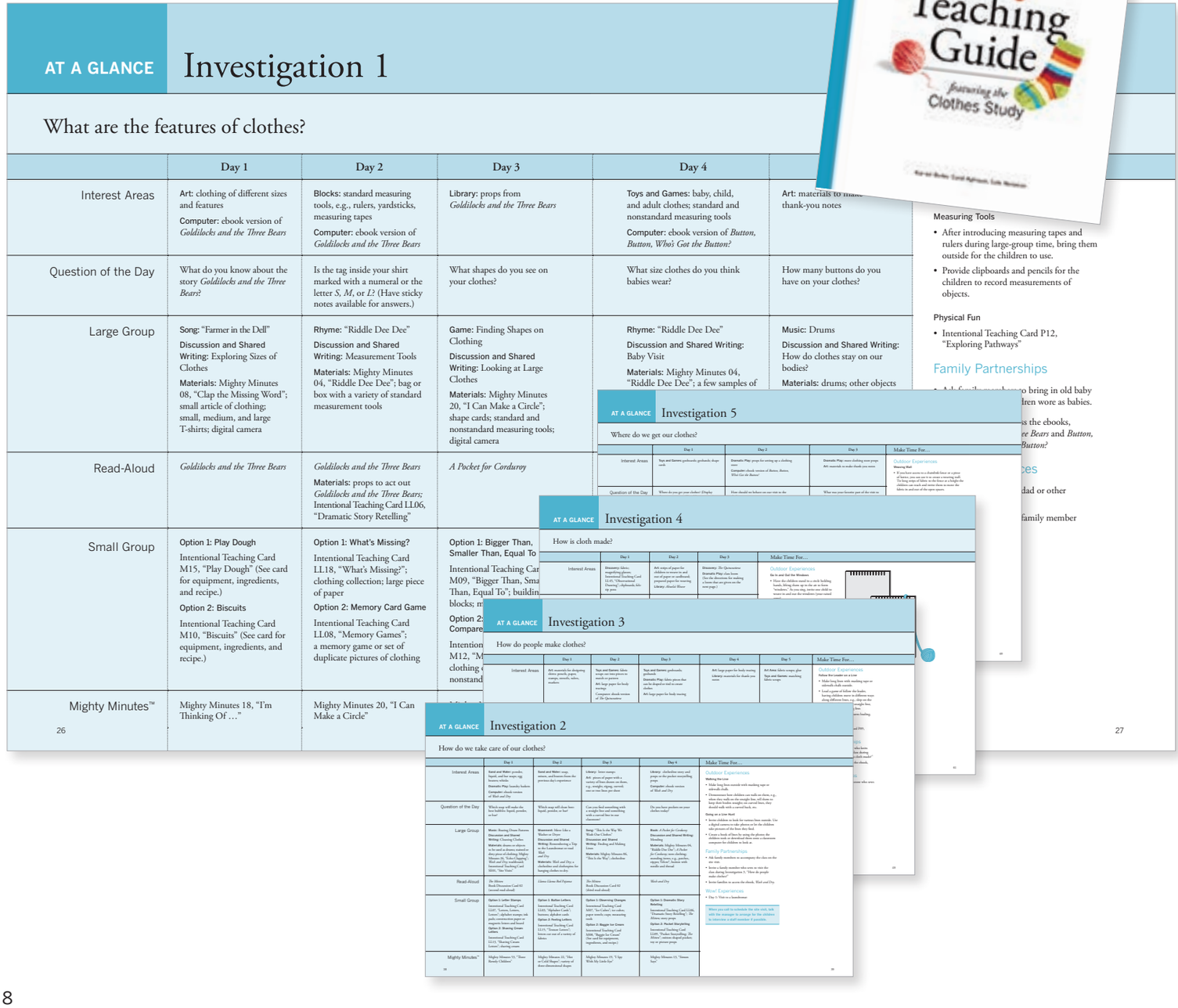
At Teaching Strategies we believe that the best way to help children succeed is to teach them to be creative, confident thinkers. That means offering them opportunities for hands-on exploration and discovery that help build lifelong critical thinking skills and foster confidence. *The Creative Curriculum®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

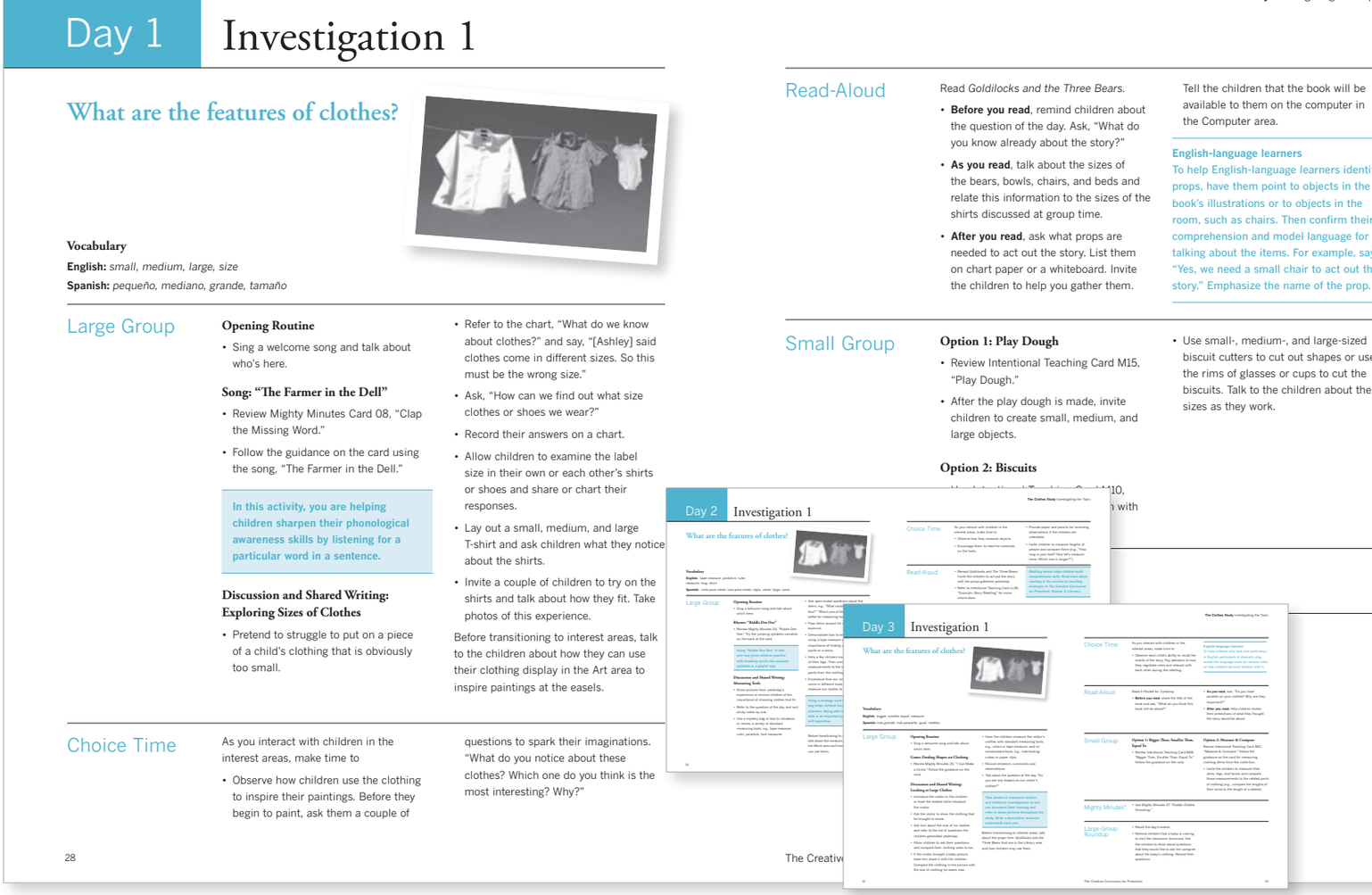
The Creative Curriculum® for Preschool is a comprehensive collection of knowledge-building and daily practice resources that explains the "what," "why," and "how" of teaching. "What" and "why" are explained in the five curriculum volumes that comprise *The Foundation* of the curriculum. They contain everything you need to know to build and implement a high-quality preschool program. "How" is provided by way of step-by-step guidance found in the *Daily Resources*. These include *Teaching Guides* and additional instructional tools that provide a wealth of ideas and detailed plans for filling every day with meaningful and engaging experiences designed for all children. Special support helps teachers individualize for English- and dual-language learners in the classroom. What's more, the curriculum takes the guesswork out of meeting *Head Start Child Development and Early Learning Framework* and early learning standards for each state.

How Does The Creative Curriculum® Work?

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







Day 1 Investigation 1

What are the features of clothes?

Vocabulary
English: small, medium, large, size
Spanish: pequeño, mediano, grande, tamaño

Large Group

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

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

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

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

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

Choice Time

As you interact with children in the interest areas, make time to
- Observe how children use the clothing to inspire their paintings. Before they begin to paint, ask them a couple of questions to spark their imaginations. "What do you notice about these clothes? Which one do you think is the most interesting? Why?"

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Read-Aloud

Read *Goldilocks and the Three Bears*.
- **Before you read**, remind children about the question of the day. Ask, "What do you know already about the story?"
- **As you read**, talk about the sizes of the bears, bowls, chairs, and beds and relate this information to the sizes of the shirts discussed at group time.
- **After you read**, ask what props are needed to act out the story. List them on chart paper or a whiteboard. Invite the children to help you gather them.

Tell the children that the book will be available to them on the computer in the Computer area.

English-language learners
To help English-language learners identi
props, have them point to objects in the
book's illustrations or to objects in the
room, such as chairs. Then confirm their
comprehension and model language for
talking about the items. For example, say
"Yes, we need a small chair to act out th
story." Emphasize the name of the prop.

Small Group

Option 1: Play Dough
- Review Intentional Teaching Card M15, "Play Dough."
- After the play dough is made, invite children to create small, medium, and large objects.

Option 2: Biscuits
- Use small-, medium-, and large-sized biscuit cutters to cut out shapes or use the rims of glasses or cups to cut the biscuits. Talk to the children about the sizes as they work.

The Creativ

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

What Are Studies?

The *Teaching Guides* feature **studies,** exciting and engaging firsthand explorations of topics that are relevant to children's everyday experiences. The study approach is a method of integrating content learning through children's in-depth investigations of a meaningful topic. Children raise questions about the topic, and through exploration and discovery they find answers to their questions. The hands-on experimental nature of studies taps into children's natural curiosity, resulting in a learning environment that is both fun and intentional.

Why Studies?

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

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

Advantages of Studies

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

Study Topics

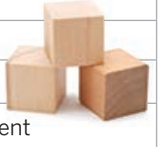
- Balls
- Buildings
- Trees
- Clothes
- Reduce, Reuse, Recycle

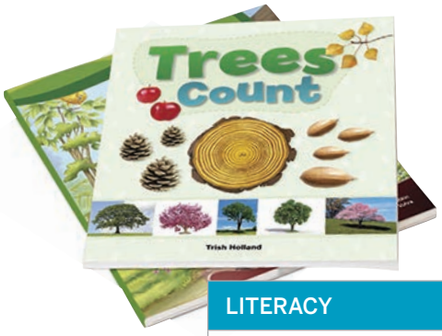
What are The Creative Curriculum® for Preschool Objectives for Development & Learning?

The 38 research-based objectives are the heart of the curriculum and define the path teachers take with children in their classroom. They inform every aspect of teaching, include predictors of school success, and are aligned with state early learning guidelines and the *Head Start Child Development and Early Learning Framework*. The objectives cover 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many of the objectives also include dimensions that guide teachers' thinking about various aspects of that objective, and help clarify what it addresses.

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

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



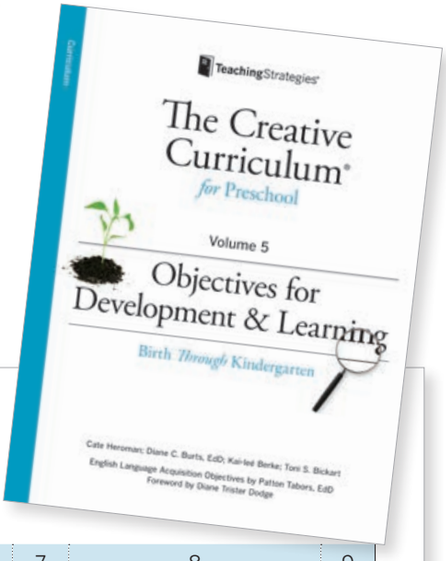


LITERACY
15. Demonstrates phonological awareness
a. Notices and discriminates rhyme
b. Notices and discriminates alliteration
c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
a. Identifies and names letters
b. Uses letter–sound knowledge
17. Demonstrates knowledge of print and its uses
a. Uses and appreciates books
b. Uses print concepts
18. Comprehends and responds to books and other texts
a. Interacts during read-alouds and book conversations
b. Uses emergent reading skills
c. Retells stories
19. Demonstrates emergent writing skills
a. Writes name
b. Writes to convey meaning
MATHEMATICS
20. Uses number concepts and operations
a. Counts
b. Quantifies
c. Connects numerals with their quantities
21. Explores and describes spatial relationships and shapes
a. Understands spatial relationships
b. Understands shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

SCIENCE AND TECHNOLOGY
24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks
SOCIAL STUDIES
29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge
THE ARTS
33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language
ENGLISH LANGUAGE ACQUISITION
37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

How Curriculum and Assessment Are Linked

Before beginning any journey, you need to know where you are heading. When you begin to implement the curriculum, look to the *Objectives for Development & Learning* to guide you. These objectives define the skills, knowledge, and behaviors that you are helping children acquire in your program.



Objective 20 Uses number concepts and operations

a. Counts

Not Yet	1	2	3	4	5	6	7	8	9
		Verbally counts (not always in the correct order) • Says, "One, two, ten" as she pretends to count		**Verbally counts to 10; counts up to five objects accurately, using one number name for each object** • Counts to ten when playing "Hide and Seek" • Counts out four scissors and puts them at the table		**Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting** • Counts to twenty while walking across room • Counts ten plastic worms and says, "I have ten worms." • When asked, "What comes after six?" says, "One, two, three, four, five, six, seven…seven."		**Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20** • Counts twenty-eight steps to the cafeteria • When asked what comes after fifteen, says "Sixteen."	

b. Quantifies

Not Yet	1	2	3	4	5	6	7	8	9
		Demonstrates understanding of the concepts of *one, two,* and *more* • Says, "More apple," to indicate he wants more pieces than given • Takes two crackers when prompted, "Take two crackers."		**Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts** • Looks at the sand table and says instantly, without counting, "There are three children at the table." • Says, "I have four cubes. Two are red, and two are blue." • Puts three bunnies in the box with the two bears. Counts and says, "Now I have five."		**Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many** • Says, "I have eight big buttons, and you have eight little buttons. We have the same." • Tosses ten puff balls at the hoop. When three land outside she says, "More went inside." • Puts two dominoes together, says, "Five dots," and counts on "Six, seven, eight. Eight dots all together."		**Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects** • Uses ladybug counters to solve the problem, "You had eight ladybugs. Two flew away. How many ladybugs are left?" • Says, "I have ten cars. I left two at Grandma's, so now I have ten, nine, *eight* left." • Uses two-sided counters to determine different number combinations for fourteen	

In *The Creative Curriculum® for Preschool,* the objectives inform every aspect of teaching. You'll see them addressed everywhere, from *The Foundation* to the *Daily Resources*. Two of the 38 objectives address English language acquisition, and they offer specific strategies to support children's progress.

Color-coded charts graphically represent progressions of widely held expectations of learning and development for most children at particular ages and classes/grades. The same colors are used for the teaching sequences shown on the *Intentional Teaching Cards*™, making it easier for teachers to use assessment information to individualize instruction. Learn more about the colored bands and what they mean on pages 22–23 of this *Touring Guide*.

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

M22

Toys and Games

Story Problems

What You Do

Materials: collection of manipulatives

1. **Invite the children to explore the collection of manipulatives. Count the objects together, and invite the children to divide the groups into smaller piles.**

   "We have 10 counting chips in a pile. Let's move five of them over here. Now we have two piles of counting chips. Can you count how many are in each pile?"

2. **Present various story problems. Ask the children to solve them by using the manipulatives.**

   "Let's pretend that we're feeding these chips to the birds that come to our window. If we see four birds, we need four chips. Uh-oh! One bird flew away! How many chips do we need now?"

3. **Invite the children to count as a way to solve the story problem.**

   "Six of you are standing by the table. Now let's have two children in that group go stand by the easel. How many children are left at the table?"

4. **Pose story problems that involve adding and subtracting.**

   "Let's pretend we have seven children at the table for snack, but we only have four napkins. How many more napkins do we need?"

5. **Continue the activity for as long as it interests the children. Explain that they can think about story problems when they are playing with materials in any interest area. Encourage them to create story problems with their classmates during choice time.**

Objective 20

Uses number concepts and operations

Related Objectives: 1, 2, 7, 8, 9, 11, 14

Including All Children

- Use manipulatives of various sizes, colors, and textures.
- Provide boxes or containers to help define story problems and solutions.
- Place objects on a nonslip material to keep them from moving around.
- If children are beginning to speak in sentences, give them plenty of opportunities to talk. Be sure to model the correct use of English, but do not correct their grammar.**
- Ask children to repeat a simple phrase you have said and modeled. For example, when making play dough, say, "I am mixing the play dough. Tell your friend, 'I am mixing the play dough.'"**

Teaching Sequence

YELLOW	**Invite the child to pair objects, using sets of one to three objects. Offer the same number of objects in each set.** "I see two dolls in the cradle that need blankets. Can you give each doll a blanket?"
GREEN	**Invite the child to verbally count using one number name for each object. Encourage her or him to solve story problems with up to five items.** "Here are four penguins standing on the ice. One penguin jumps in the water. How many penguins are on the ice now? Let's touch each one as we count."
GREEN / BLUE	**Include 5–10 objects in story problems. Encourage the child to count all of the objects correctly and add them together.** "We have six pears and three apples. How many pieces of fruit do we have all together? Let's count: one, two, three…."
BLUE / PURPLE	**Invite the child to solve story problems involving up to 10 objects. Assist by counting aloud with the child, if necessary, to show her how to count on.** "If we have seven children who want to jump rope, but we only have three jump ropes, how many more jump ropes do we need so that each child has one?" "We have six pears and three apples. How many pieces of fruit all together? Let's start with the pears: six, seven, eight, nine."
PURPLE	**Invite the child to create new story problems using addition and subtraction of 10–20 objects.** "Here is a bucket full of buttons. Let's see what story problems we can create with them. How many buttons should we use to start?"

Questions to Guide Your Observations

- Was the child able to grasp and use the manipulatives to add and subtract?
- Did the child understand and solve story problems using the objects?
- How long was the child able to attend to this experience?

Related *LearningGames*®

- "Stories With Three"; "Counting Higher"

TeachingStrategies®

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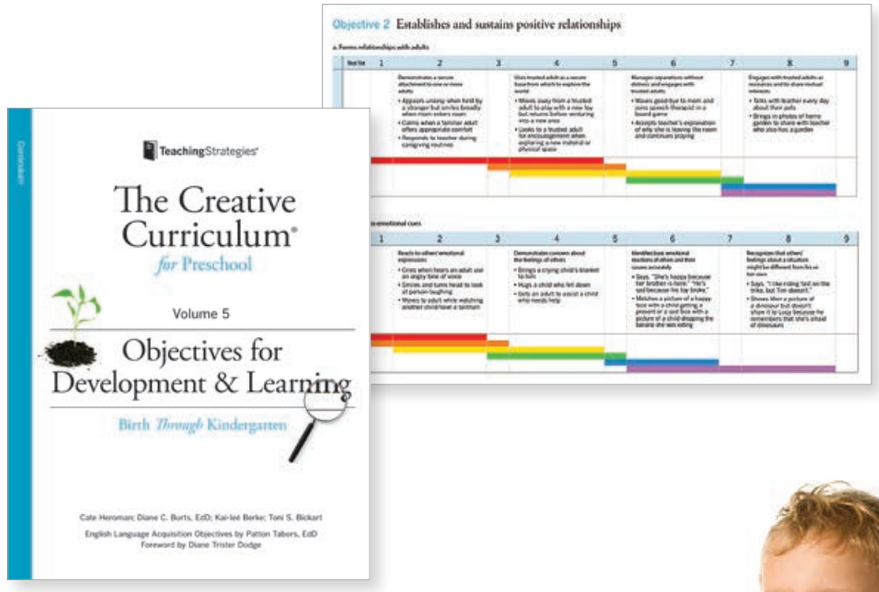
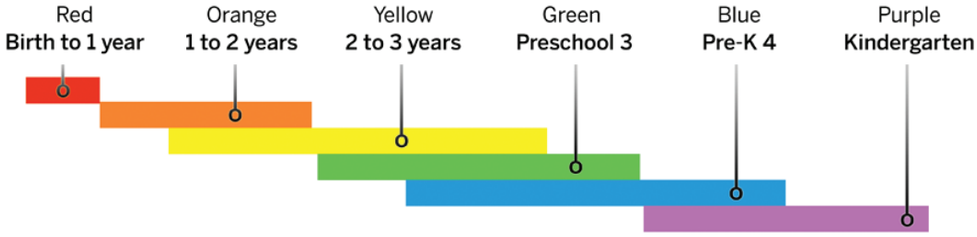
The Creative Curriculum® for Preschool and the Common Core State Standards

Just like the *Common Core State Standards*, which provide a consistent, clear understanding of what students are expected to learn, *The Creative Curriculum*'s 38 objectives for development and learning include progressions of development and learning that identify widely held expectations for children of particular ages or classes/grades. This means that when children enter kindergarten, their learning has already been focused on the skills that are essential for success with regard to the *Common Core State Standards*.

With both the *Common Core State Standards* and the curriculum's 38 objectives, identifying age-appropriate expectations for development and learning helps educators and parents know what they need to do to help children get where they need to be.

Covering all important areas of children's development and learning—social–emotional, physical, language, cognitive, literacy, math, science and technology, social studies, and the arts, as well as English-language acquisition—*The Creative Curriculum*'s objectives include predictors of school success and are based on school readiness standards. So throughout the early childhood learning experience, children are being prepared in all the ways that matter for later success in school.





The Creative Curriculum for Preschool prepares children for success with the *Common Core State Standards* through a rich collection of resources that help teachers guide all children to be as successful possible when they enter kindergarten. Specific support includes

- guidance for individualizing instruction, which supports each child's advancement of important skills in Mathematics and Language & Literacy
- teaching sequences that allow kindergarten teachers to look back at the progression of development and learning prior to where *Common Core State Standards* begin
- *Book Discussion Cards*™ with probing questions to help teachers nurture the critical thinking skills that are essential for success in kindergarten and beyond; these also include guidance for emphasizing vocabulary and supporting social–emotional development
- a robust book collection that includes complex texts and a wide variety of literature, from fiction to non-fiction and poetry to picture books
- learning through studies, in which hands-on opportunities for exploration offer the chance for children to practice critical approaches to learning: attention, engagement, persistence, problem solving, flexibility, inventiveness in thinking, curiosity, and motivation
- support for encouraging the development of social–emotional skills such as resolving conflict, sharing responsibilities, and working collaboratively, all of which helps lay the foundation for children's success in school and in meeting the *Common Core State Standards*

Teaching Sequence

YELLOW	**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."
GREEN	**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?"
GREEN BLUE	**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.** "Let's start by counting to 5. Here are the numerals 1–5 to look at as you count. Can you point to the number one?" "Which card will you put pebbles on first?"
BLUE PURPLE	**Shuffle the cards 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.** "You picked the card with an 8 on it. Can you count out 8 beads to go with it?"
PURPLE	**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 represent.**

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Vocabulary

monkey business
silliness or teasing

peddler
(*point to illustration*) a person who walks around selling things

ordinary
normal

wares
things that a peddler sells, like caps

'not to upset'
the peddler doesn't want the caps to fall off his head

leaned
(*demonstrate motion*) put your weight gently against something

irritate
to bother or upset

refreshed
rested and ready to go

stamped
(*demonstrate action*) brought your foot down hard and loud

Supporting Social–Emotional Development

Manages feelings
- "What would you have done if the monkeys had taken your caps?"

Interacts with peers
- "In this story, the peddler gets angry because the monkeys take his caps and then imitate him. How does it feel when someone imitates you?"

Responds to emotional cues
- "The peddler gets so upset that he throws his cap on the ground. How else do we know that he is irritated with the monkeys?"

Solves social problems
- "The monkeys were teasing the peddler with his caps. Has anyone ever teased you? How did it make you feel?"

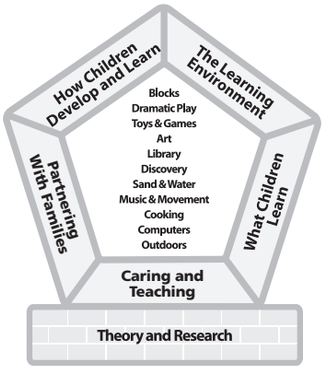
Research-Based. Innovative. Engaging.

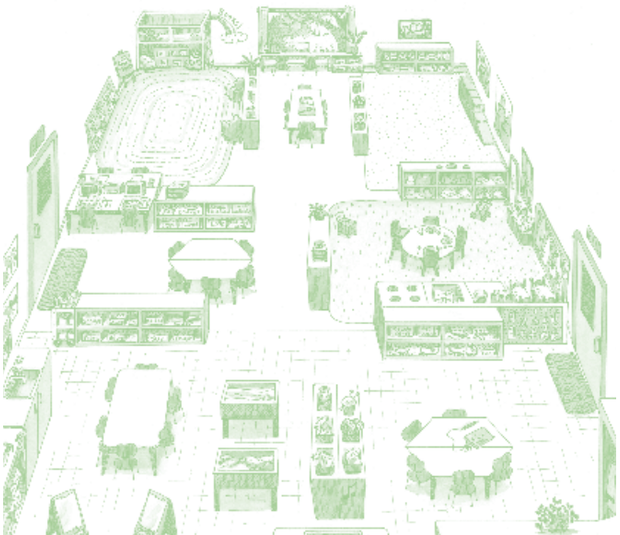
Curriculum Components

The Creative Curriculum® for Preschool is a developmentally appropriate, comprehensive curriculum that promotes positive outcomes for preschool children.

Nationally known for its forward-thinking, rigorously researched model, *The Creative Curriculum®* has been trusted for decades by early childhood educators in classrooms across the country. It focuses on meeting the needs of individual children, while honoring and respecting the role that teachers play in making learning engaging and meaningful for every child.

The curriculum components were designed to provide everything you need to build an engaging and effective program. *The Foundation* offers insight into the most current research and best practices for early childhood education. The *Daily Resources*, including *Teaching Guides*, *Intentional Teaching Cards™*, *Mighty Minutes™*, and *Book Discussion Cards™*, help you organize and manage your day intentionally and effectively. The curriculum components also include built-in support for all learners, with specific sections of guidance for working with English- and dual-language learners, advanced learners, and children with disabilities. Let's take an in-depth look at each curriculum component.





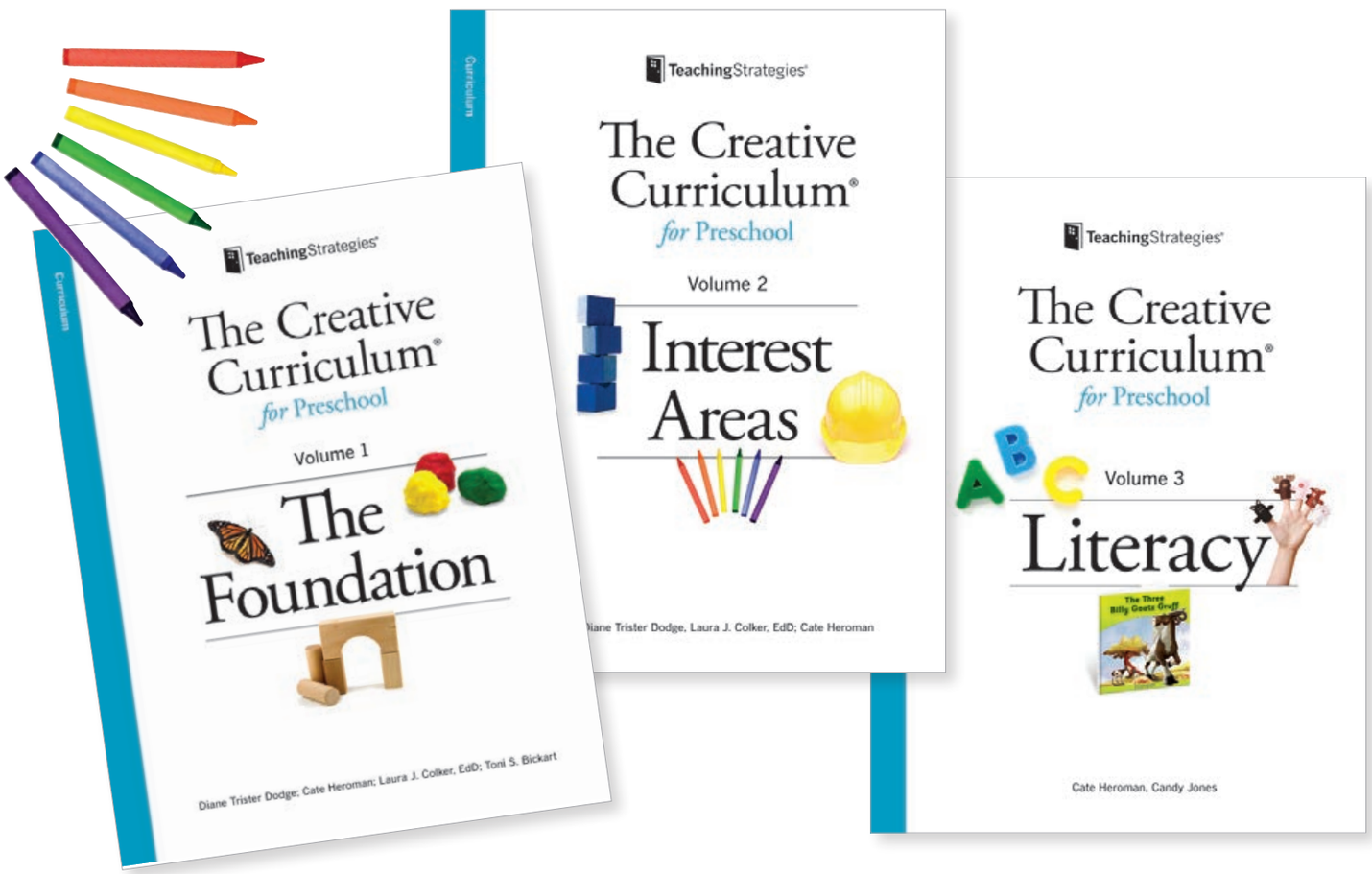
The Foundation

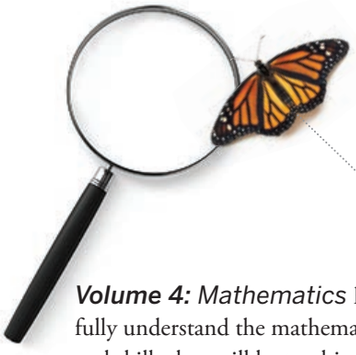
The Foundation is the "what" and "why" of high-quality early childhood education, helping teachers build a comprehensive understanding of best classroom practices.

Volume 1: *The Foundation* presents all the information teachers need to set up their programs. It summarizes the research foundation for the curriculum and addresses five key aspects of the curriculum: how children develop and learn, the learning environment, what children learn, caring and teaching, and partnering with families.

Volume 2: *Interest Areas* brings the five key aspects of the curriculum to life, applying them in each of the 10 interest areas and the outdoors. Each chapter describes materials that enhance children's experiences, as well as strategies for guiding children's development and learning.

Volume 3: *Literacy* prepares teachers with knowledge and tools that help them inspire children to read, write, and learn. It includes practical strategies for intentionally teaching critical language and literacy skills, such as letter knowledge, and for integrating rich and enjoyable literacy experiences into all the interest areas.



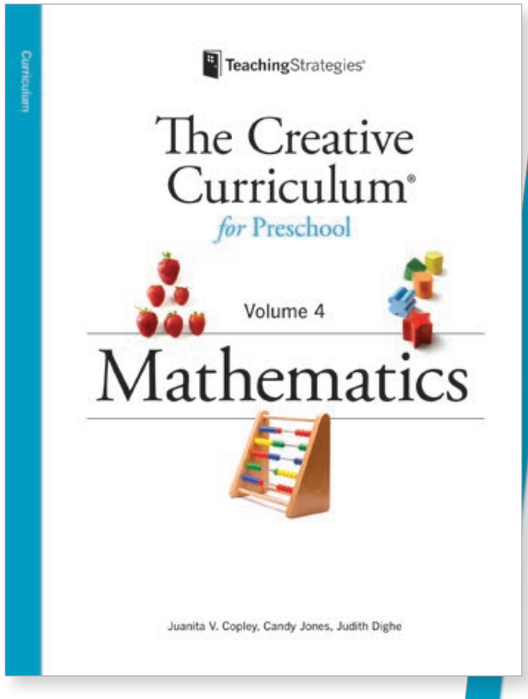


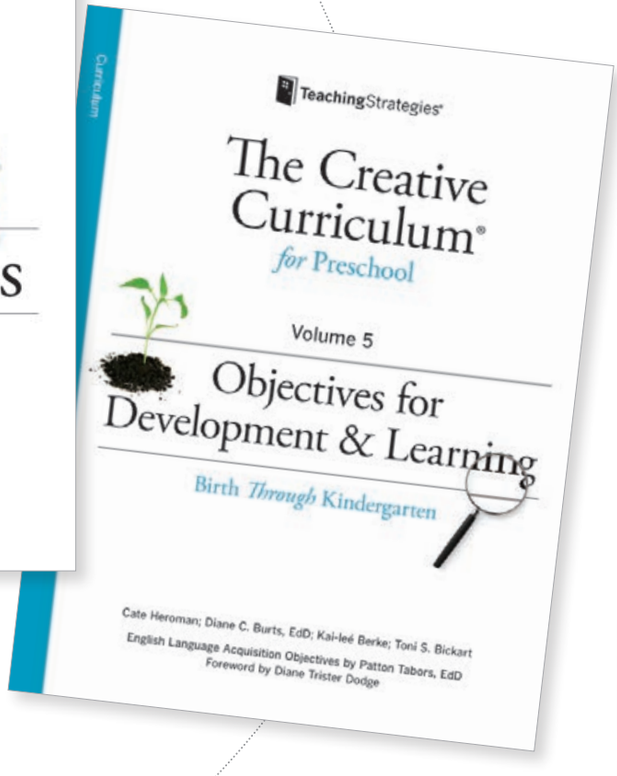
Volume 4: *Mathematics* helps teachers fully understand the mathematical concepts and skills they will be teaching, and shows them how to purposefully include mathematics learning throughout the day.

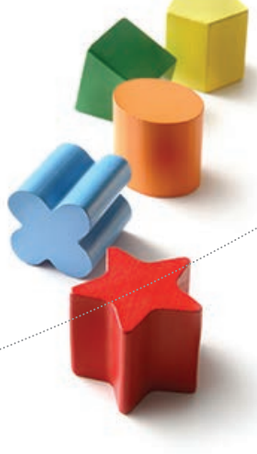
Volume 5: *Objectives for Development & Learning* describes in detail the 38 objectives in *The Creative Curriculum® for Preschool*. Based on an extensive review of the latest research and professional literature in early childhood education, these objectives include those that are highly predictive of future school success and are aligned with the *Head Start Child Development and Early Learning Framework* and early learning standards for each state.

Supporting English Language Development

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

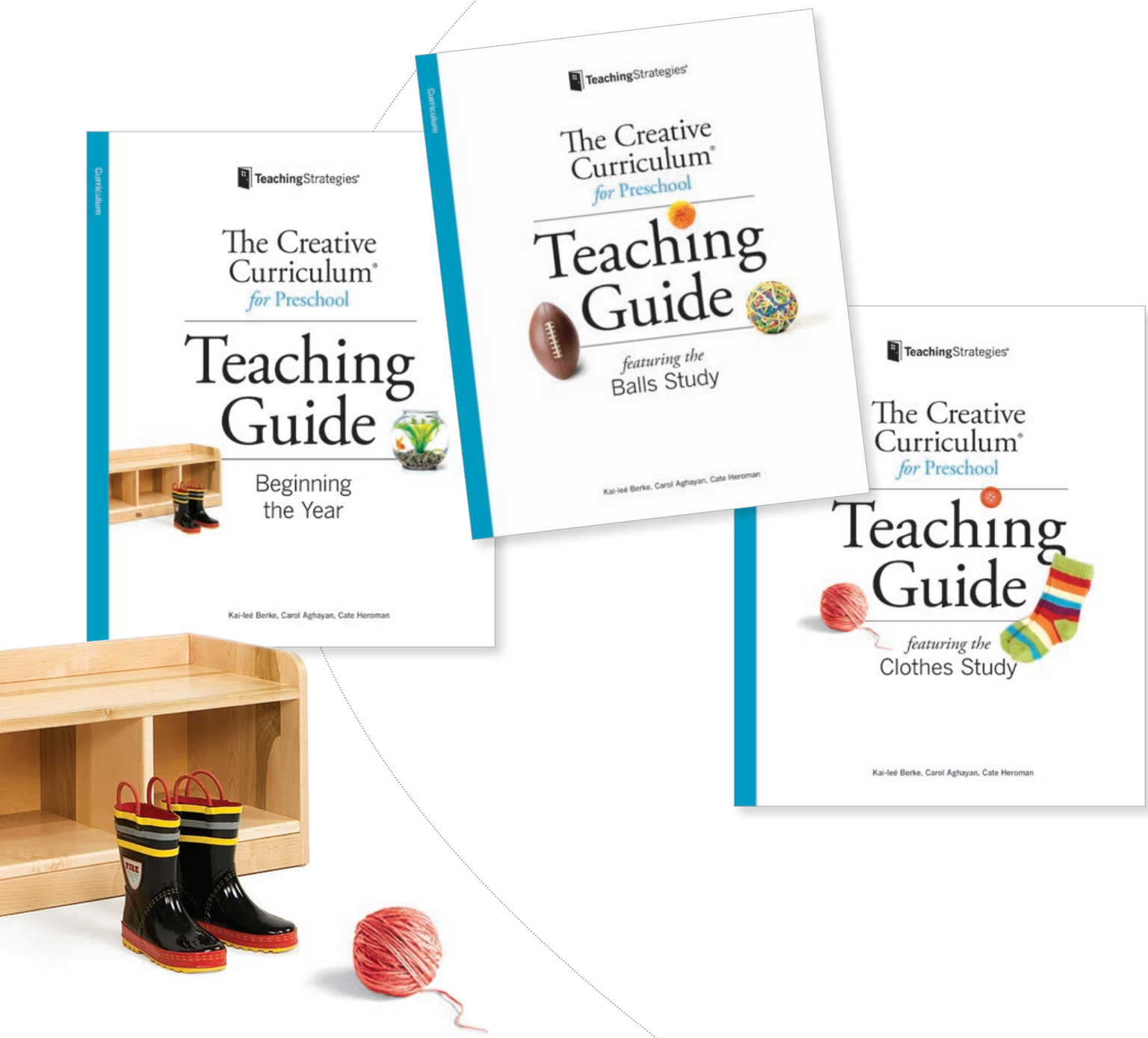






Teaching Guides

The six *Teaching Guides* in *The Creative Curriculum® for Preschool* provide daily support for the entire school year. They help teachers create a positive classroom community and fill every period of each day with meaningful learning experiences. The *Teaching Guides* are comprehensive, detailed plans that span several weeks and offer moment-by-moment guidance for every day. They also offer teachers plenty of opportunities to incorporate their own creativity and expertise.



Throughout the *Teaching Guides*, you'll find references to particular sections of *The Foundation* that provide more in-depth information. Remember, this is one of the ways the *Daily Resources* and *The Foundation* work together as a cohesive curriculum that supports teachers every step of the way throughout the year.

The first guide, *Beginning the Year,* addresses the first six weeks of school. The remaining five guides feature studies, which are project-based investigations that can be used in any order. Each study is divided into a series of investigation questions, and each investigation lasts 3–5 days. Beginning on page 36 of this *Touring Guide*, you'll find excerpts in English and Spanish from the *Teaching Guide: Balls Study* to review.

How Studies Are Organized

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

Supporting English Language Development

The Creative Curriculum® for Preschool Teaching Guides include strategies and tips for working with children who are English- or dual-language learners, including using nonverbal language and other visual cues such as props and pictures.

Intentional Teaching Cards™

Each day, with direction from the *Teaching Guide,* teachers select and use one or more *Intentional Teaching Cards*™. These cards describe playful and engaging activities that can be implemented throughout the day, with directions to help teachers individualize each activity to meet the needs of every learner.

Designed for ages 2–6, the experiences explained on these cards support social–emotional, physical, and language development, as well as development and learning in literacy and mathematics.

One of the most important features of the *Intentional Teaching Cards*™ is the color-coded **teaching sequence**. These sequences enable teachers to quickly adapt an activity to make it more or less challenging, thereby enabling every child to participate successfully. The "Including All Children" section of every card provides additional strategies.

Supporting English and Spanish Language Development

Intentional Teaching Cards™ provide additional strategies for engaging English- and- dual language learners fully in the activity. With the Spanish activity on one side of the card and the English on the other, *Intentional Teaching Cards*™ offer teachers flexibility to support children's individual needs.

Colors— Correspond to widely held expectations for specified ages and classes/grades.

Yellow
Two to 3 Years

Green
Preschool 3

Blue
Pre-K 4

Purple
Kindergarten

Title—Presents the title of the activity.

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

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

Question Basket

What You Do

Materials: paper; pencils or markers; clipboards; index cards or sentence strips with interesting questions and related pictures (one question per strip); basket

1. **Show children the basket of questions. Explain that you've written questions on small strips of paper.**
   "There are lots of different questions to choose from in this basket. Let's pick one and read the question. Then you can write your answer on the paper."
2. **Invite the children to choose a question from the basket. Read the question and talk about it with them.**
   "This question says: 'What is your favorite time of day?' It has a picture of a clock on it. Let's think of all the different times of day we have at school and at home."
3. **Give the children time to think about what they would like to write or draw. Ask open-ended questions that encourage them to think about what they would like to add.**
   "What does it mean to be a good neighbor?"
   "What things can you do to be a good neighbor?"
4. **Invite the children to scribble, draw, or write to record their ideas. Ask questions that will help them think purposefully about what they put on the paper.**
5. **Record children's ideas when asked.**
   "You asked me to write *playground*. I'll put it here next to your writing."
6. **Let the children know that they can always add to their papers at choice time. Invite them to share their responses with family members during arrival and departure times.**

Teaching Sequence

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

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LL59

Library

Objective 19

Demonstrates emergent writing skills

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

Additional Ideas

"Question Basket" works well with Intentional Teaching Card LL39, "My Daily Journal." Children can write their answers to the questions in their journals.

Including All Children

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

Questions to Guide Your Observations

- How did the child manipulate the writing tool?
- How did the child write his or her name?
- What letters and words was the child able to write?
- Did the child understand the purpose of writing or drawing?

Related *LearningGames*®

- "A Book About Me"

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

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

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

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

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

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

Mighty Minutes™

Research suggests that in many preschool classrooms valuable time that could be dedicated to learning is wasted. That won't happen with *The Creative Curriculum® for Preschool. Mighty Minutes™* are songs, chants, rhymes, games, and short activities that help turn every minute of the day into a learning opportunity.

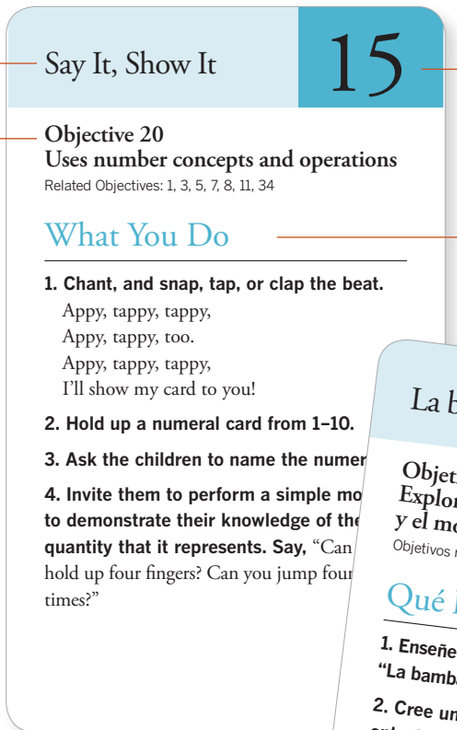
Mighty Minutes™ can be used anywhere, any time to intentionally teach language, literacy, math, science, social studies, or physical skills during "in-between" times—such as when teachers are preparing to go outside or gathering children for large-group time. Like the other resources in the *The Creative Curriculum® for Preschool*, *Mighty Minutes™* are rooted in curricular objectives. They aren't just short, fun songs and games to pass the time; they're short, fun songs and games that support children's development and learning! Opportunities to use *Mighty Minutes™* are indicated throughout the *Teaching Guides*.

Title—Presents the title of the activity.

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

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

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



Say It, Show It 15

Objective 20
Uses number concepts and operations
Related Objectives: 1, 3, 5, 7, 8, 11, 34

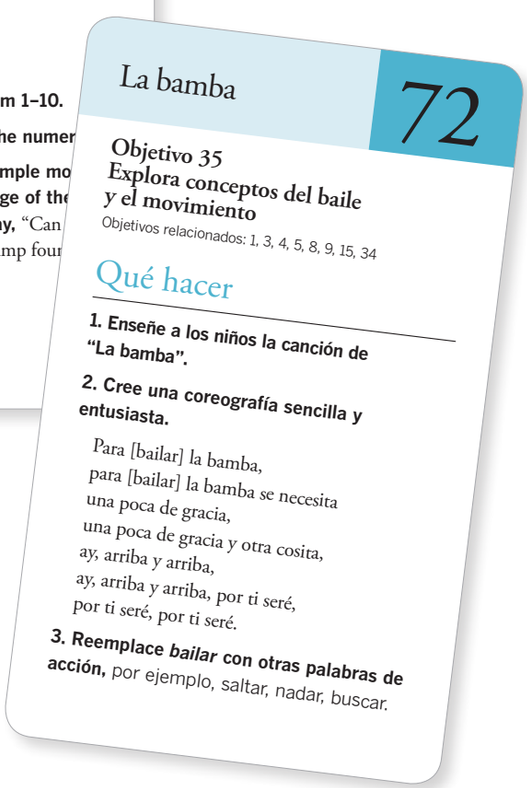
What You Do

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 numer

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



La bamba 72

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

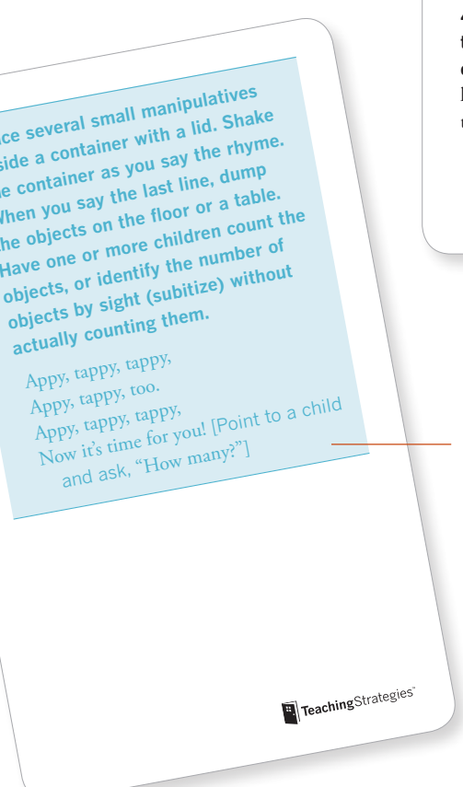
Qué hacer

1. Enseñe a los niños la canción de "La bamba".

2. Cree una coreografía sencilla y entusiasta.

Para [bailar] la bamba,
para [bailar] la bamba se necesita
una poca de gracia,
una poca de gracia y otra cosita,
ay, arriba y arriba,
ay, arriba y arriba, por ti seré,
por ti seré, por ti seré.

3. Reemplace bailar con otras palabras de acción, por ejemplo, saltar, nadar, buscar.



ce several small manipulatives side a container with a lid. Shake e container as you say the rhyme. hen you say the last line, dump he 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?"]

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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.

Supporting Spanish Language Development

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

Children's Book Collection

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

The book collection includes beloved classic tales, contemporary works by well-known authors, and original nonfiction books created especially to complement the studies featured in the *Teaching Guides.* Our rich collection of literature, in both English and Spanish, includes alphabet books, counting books, nonfiction books, concept books, and narrative picture books, all of which encourage children's exploration, interaction, and enjoyment.

Many books in our children's collection have been adapted for the eLearning environment. Fully translated and read in both English and Spanish, these eBooks encourage creative retelling of stories and let Spanish-speaking children experience the first reading of a story in their home language. Designed for use with computers and interactive whiteboard technology, eBooks build children's confidence and excitement about reading.

Supporting English and Spanish Language Development

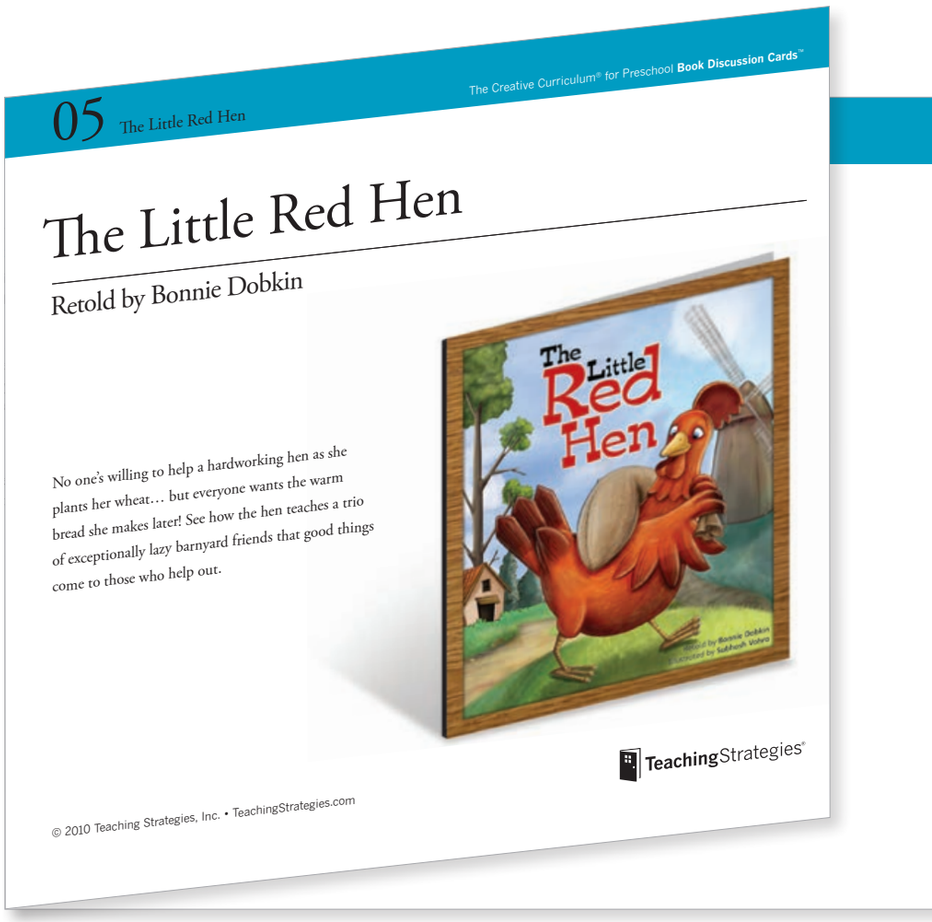
Our bilingual book collection supports language and literacy development in both English *and* Spanish. Spanish literature offers a rich vocabulary that encourages Spanish language development and relevant storylines that celebrate a variety of cultures. Providing stories in both languages allows for a first read-aloud experience in a child's home language.

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

Book Discussion Cards™

Because some of the best children's books have fairly complex story lines, early childhood education experts recommend that they be read to children at least three times—each time in a slightly different way—for children to benefit fully.

Book Discussion Cards™ show teachers how to conduct multiple effective read-alouds, ensuring that children are getting the most out of these experiences. Intended as a quick reference for group read-alouds, *Book Discussion Cards*™ offer suggestions for introducing each book, emphasizing vocabulary as the story is read, commenting on characters, and asking probing questions. The cards also have specific guidance for supporting children's social-emotional development.



Supporting Spanish Language Development

Teaching Strategies® Children's Book Collection and *Book Discussion Cards*™ in Spanish help teachers intentionally introduce new vocabulary and promote children's receptive and expressive Spanish-language skills through repeated read-aloud sessions and meaningful exchanges.

The **Vocabulary** section offers definitions in child-friendly language that a teacher would use to explain the words to a preschooler, not formal dictionary definitions.

The **Supporting Social–Emotional Development** section describes how to use the story to support children's development in this all-important domain.

Vocabulary

groom
to make clean and neat

gossip

harvest
to pick foods such as wheat,

kneaded

Supporting Social–Emotional Development

Manages feelings

- "What could Little Red Hen have said to her friends to let them know she was disappointed that they wouldn't help her?"

Responds to emotional cues

- "Dog, Goose, and Cat did not see that Little Red Hen felt bad about not getting help when she asked. How can you tell when someone feels bad or disappointed about something?"

3 Third Read-Aloud

Before Reading

Encourage children to recall the problem and solution.

"A few days ago, we read *The Little Red Hen*. What is the problem in the story?

While Reading

Expand vocabulary:

muss, chore, aroma

Guide children to reconstruct the

After Reading

Wonder aloud and ask follow-up questions.

- "How would the story be different if Dog, Goose, and Cat agreed to

1 First Read-Aloud

Before Reading

Introduce characters and the problem.

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

While Reading

Expand vocabulary by pointing to pictures, using gestures to dramatize, and describing:

groom, gossip, hoed, harvest, miller, muss, kneaded, chore, aroma

Comment on main characters' thoughts and actions.

- "I wonder how Little Red Hen feels about doing all the housework by herself. I think she wishes her friends would be more helpful."
- "I wonder why Little Red Hen asked for help planting the seeds when she already knows her friends aren't very helpful. Maybe she thought they might say yes this time."
- "I think Little Red Hen is surprised that her friends agreed to help her eat the bread since they refused to help her with everything else."
- "Maybe Little Red Hen ate the bread herself to teach her friends a lesson about being more helpful. It looks like her lesson worked!"

After Reading

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

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

2 Second Read-Aloud

Before Reading

Recall the characters and the problem.

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

While Reading

Expand vocabulary using more verbal explanations:

hoed, kneaded

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

groom, muss, chore, aroma

Comment on and ask follow-up questions about the other characters.

- "I think Dog, Goose, and Cat have a very easy life. They play all day while Little Red Hen does all the work."
- "Why do Dog, Goose, and Cat keep saying no when Little Red Hen asks them for help?"
- "Dog, Goose, and Cat don't seem to be paying attention to how hard Little Red Hen works."
- "How do you think Dog, Goose, and Cat feel when Little Red Hen tells them they can't help her eat the bread?"

After Reading

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

- "Why do you think Dog, Goose, and Cat won't help Little Red Hen around the house? Why don't they help her plant the wheat, harvest it, grind it, and make the bread?"
- "What lesson did Dog, Cat, and Goose learn? How do you feel when you ask for help and someone helps you? How do you feel when someone refuses to help you?"

The **First Read-Aloud** section helps teachers introduce the problem in the story, present new ideas and ways of thinking, and ask questions after reading.

The **Second Read-Aloud** section guides teachers to ask different questions and add clarifying comments as they read.

The **Third Read-Aloud** section helps teachers invite children to retell the story, calling on their memories and comprehension to identify the main characters and important story elements. It directs teachers to ask questions such as, "What is happening here?" or "What do you think [character's name] is thinking?"

Second Read-Aloud Session: Comment on and ask follow-up questions about the other characters.

Sample question: "How do you think Dog, Goose, and Cat feel when Little Red Hen tells them they can't help her eat the bread?"

Embedded Professional Development

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

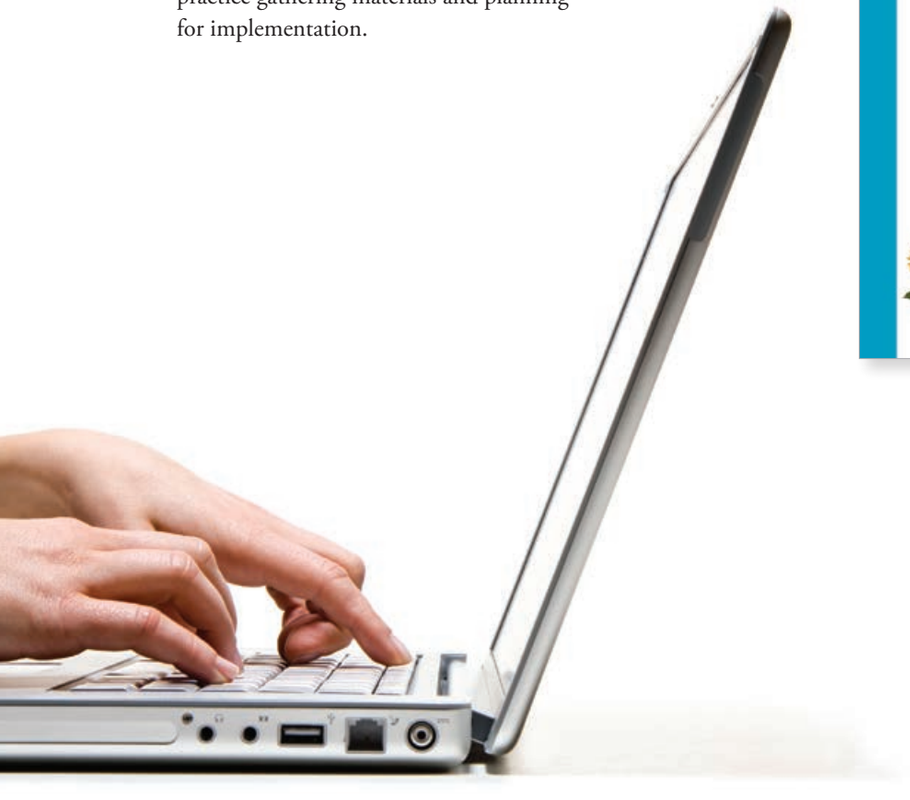
Teaching Guides include background information about each featured study topic, and references throughout draw teachers' attention to the research behind each day's activities. *Intentional Teaching Cards*™ offer information to guide teachers' observations and provide color-coded teaching sequences to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

Interactive Online Course

This free 6-hour *Curriculum Overview* online training course demonstrates how the components of *The Creative Curriculum® for Preschool* work together to build individualized, project-based investigations in the classroom. Through highly interactive modules, teachers will practice gathering materials and planning for implementation.

Getting Started DVD

The *Getting Started* DVD helps educators do just that–begin using *The Creative Curriculum® for Preschool*. Narrated by Teaching Strategies authors, it provides a brief introduction and overview of each component of the curriculum. This inside look at the curriculum's benefits helps ensure that all teachers have the support they need for successful implementation.



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

Discussion and Shared Writing: Weight and Bounciness

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

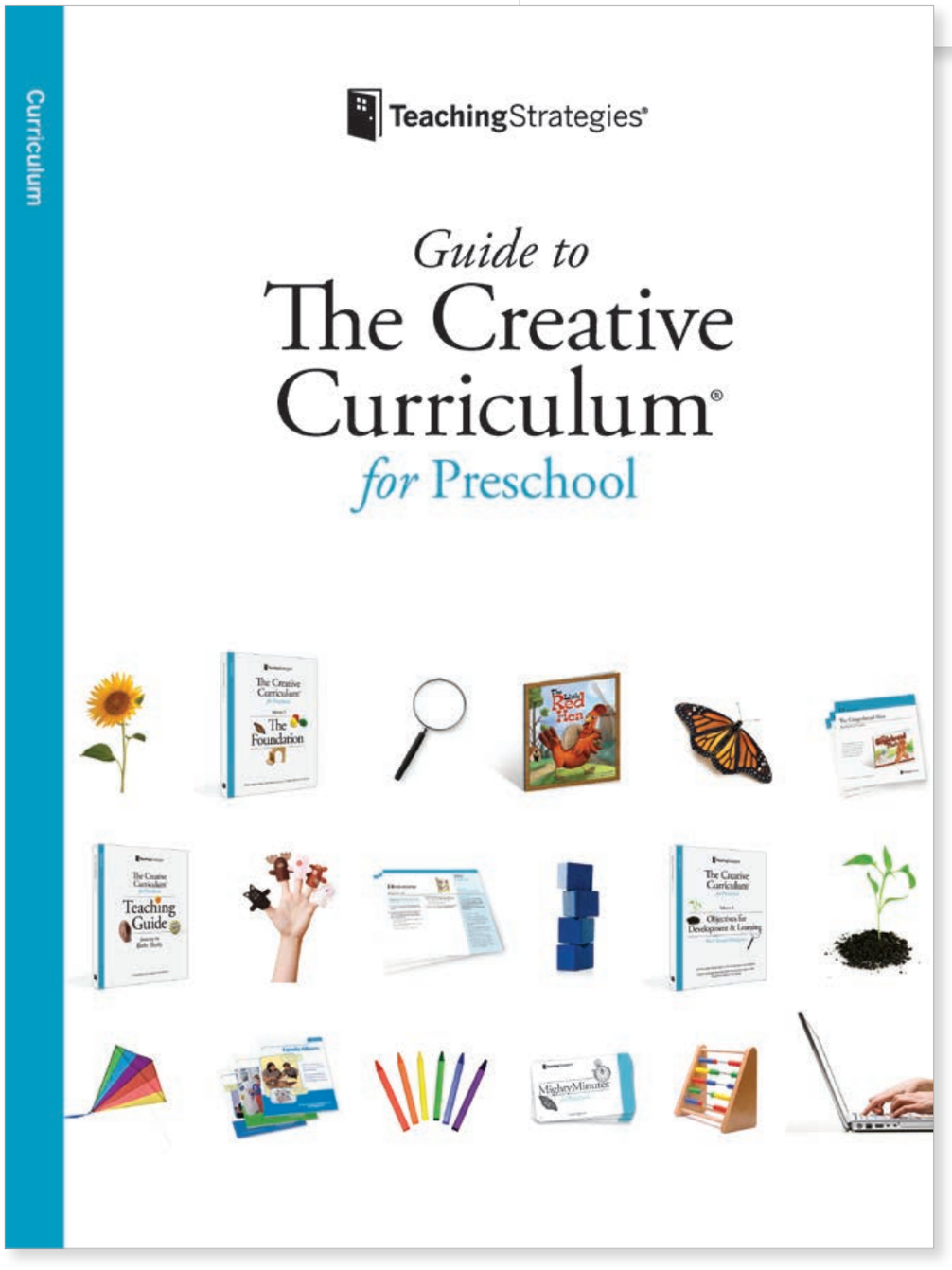
Before transitioning to interest areas, talk about the new items for sorting in the Toys and Games area and how children can use them.

Choice Time

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

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

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



Guide to The Creative Curriculum® for Preschool:

The *Guide* walks teachers through *The Creative Curriculum for Preschool*. It provides a thorough overview of each component and explains how everything works together to help teachers build high-quality programs for children. With the *Guide* teachers can easily see how the curriculum helps them to focus on what matters most for children and how they can meet the *Head Start Child Development and Early Learning Framework* and state early learning standards each and every day.

Making Connections With Families

Opportunities for involving families are built into *The Creative Curriculum® for Preschool.* The resources and guidance embedded throughout the curriculum help teachers build essential bridges between school and home and create meaningful partnerships with families.

The Classroom and Family Resources CD-ROM

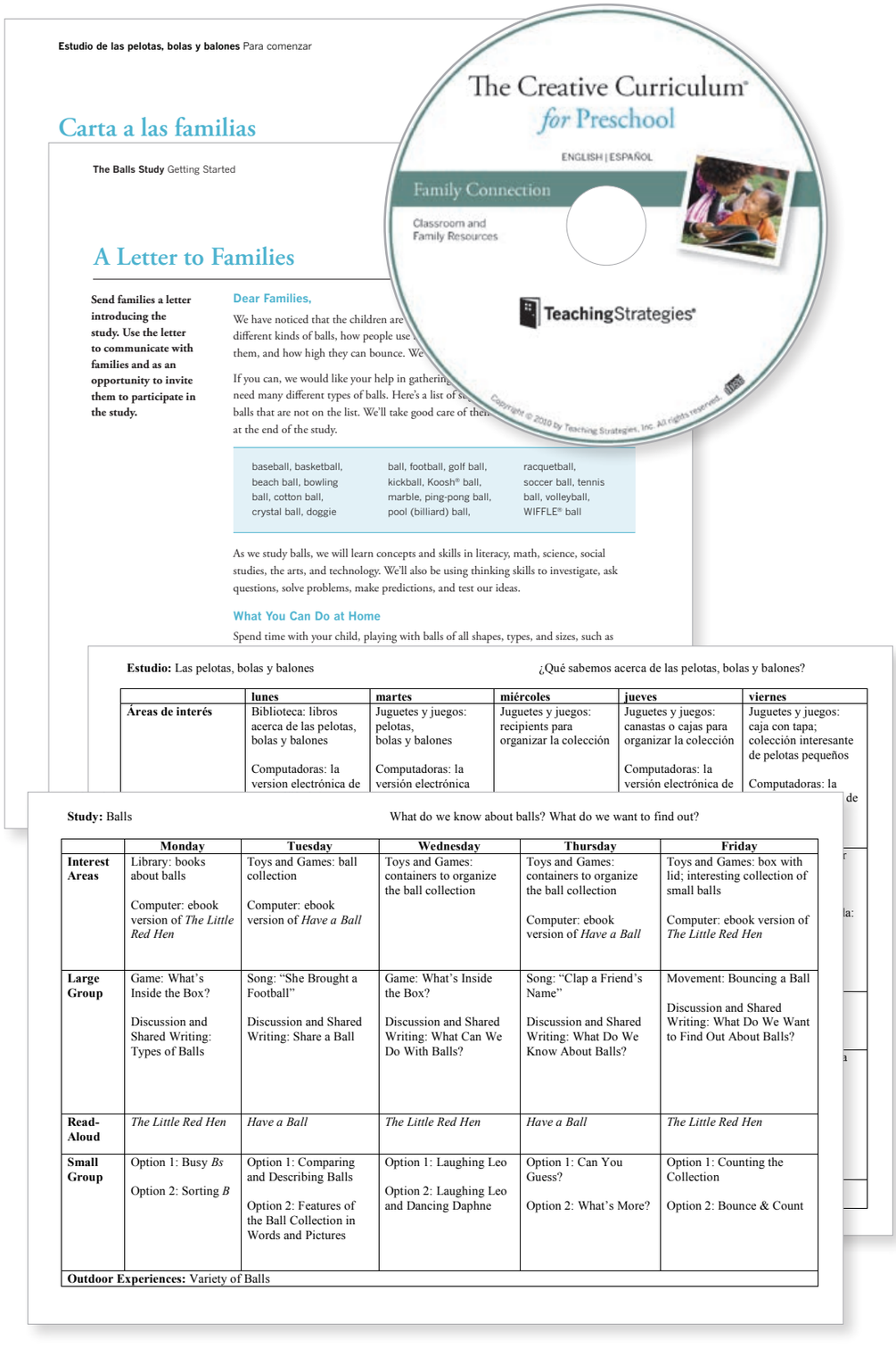
This disc contains "Letters to Families", "Weekly Planning Forms", and *LearningGames®*. Like the other curriculum materials, every family connection resource is available in both English and Spanish.

Letters to Families

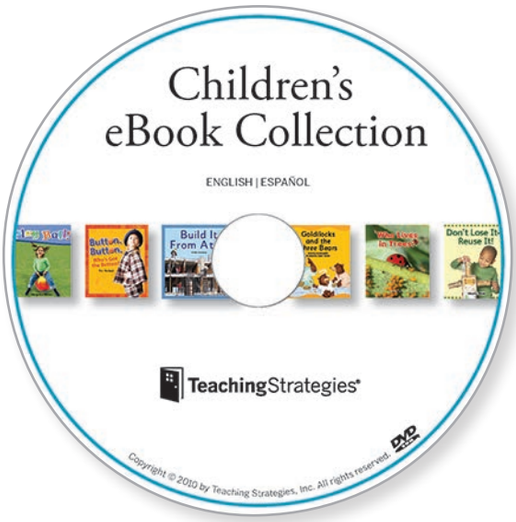
These letters introduce families to learning in each interest area and study, informing them of opportunities for family participation and support. Teachers can use these letters as they were written or they may choose to adapt them as necessary.

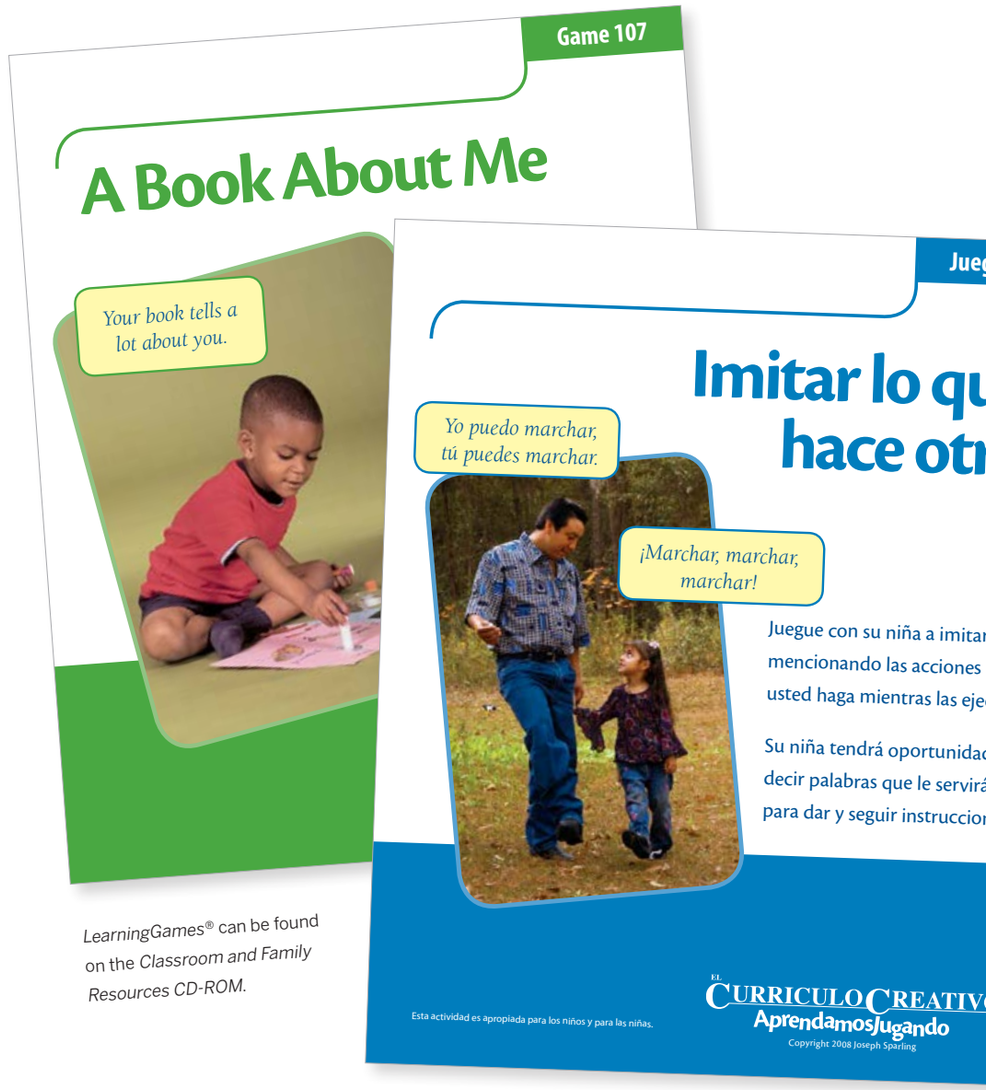
Weekly Plans

These prefilled weekly planning forms help teachers prepare for each day and share information with families. Designed to be easily adapted by teachers, these convenient forms save time and assist with organization, allowing teachers to spend more time with children and less time on paperwork. Teachers can display these forms in the classroom or send them home with children so families can see what's planned for the class that week.



These resources can be found on the *Classroom and Family Resources CD-ROM*.





LearningGames® can be found on the *Classroom and Family Resources CD-ROM.*

eBook DVD

The Creative Curriculum® for Preschool includes eBook DVDs. These DVDs contain English and Spanish titles from the *Teaching Strategies® Children's Book Collection*. The eBook DVD makes it possible for family members to participate directly in literacy experiences that are essential for children's development and learning.

LearningGames®

This award-winning, research-validated series offers 20 ready-to-print activities for teachers to use in the classroom and share with families to use at home. *LearningGames®* provide families with easy-to-use, engaging activities that bridge what is learned at school with what families can do at home.

How The Creative Curriculum® for Preschool Supports English Language Development

The Creative Curriculum® for Preschool offers complete support for working with English- and dual-language learners in classrooms where English is the language of instruction and in classrooms where English and other languages are spoken.

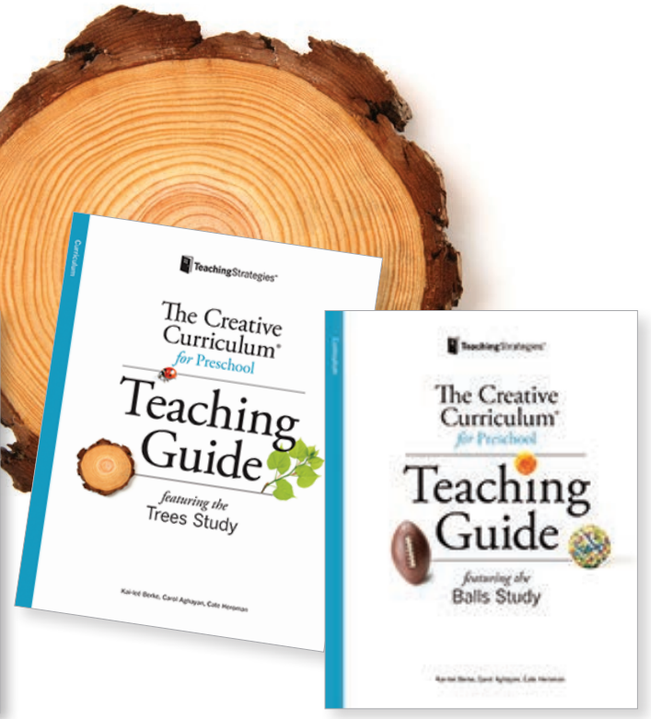
Best Practices for Teaching English- and Dual-Language Learners

With support through the curriculum for English- and dual-language learners, the curriculum volumes and daily practice resources help build teachers' knowledge about best practices. Detailed guidance throughout the resources helps teachers to individualize instruction to meet the needs of all children—regardless of their home language.

The curriculum provides educators with important background research and theory about English language development and second language acquisition. It tackles myths and misperceptions about learning a second language and describes, step-by-step, the developmental sequence of English language acquisition, with detailed descriptions of what teachers will observe in the classroom.

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

- Ideas for incorporating children's home values, cultures, and family traditions into the classroom
- Social-emotional strategies for building relationships and increasing children's comfort and confidence in the classroom
- Instructional strategies to facilitate receptive and expressive language acquisition and understanding
- Strategies for promoting comprehension during read-aloud time
- Small group activities that support children's learning in both English and Spanish



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

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

Fully Bilingual To Meet Your Needs.

To support classrooms where Spanish is spoken, *The Creative Curriculum for Preschool* is available in three ways: in English, in Spanish, or as a fully bilingual curriculum. The bilingual option offers all curriculum components in both Spanish and in English, meaning that programs can make the choice that best fits their unique needs.

Comprehensive. Inclusive. Intentional.

Putting It All Together

Now that you have an idea of the big picture—how *The Creative Curriculum® for Preschool* is organized and what the individual pieces are—it's time to look at how everything fits together to create a seamless day of teaching.

First Step: Get Organized. The Resource Organizer is a specially designed binder in which you can assemble the resources for the day to keep them close at hand. The *Teaching Guide* slides into the center pocket of the binder. The side pockets are designed to hold the *Intentional Teaching Cards*™, *Book Discussion Cards*™, *Mighty Minutes*™, and children's books that you'll be using that day. To help make sure you're fully prepared, the "At a Glance" pages for each investigation provide a list of all the materials that you'll need to assemble for any given day. Those pages precede each investigation (see pages 40–43).

Next Step: Review the Study. On the following pages, you'll find excerpts from the *Balls Study*, including each of the supporting resources you would need to implement one day of the study. These excerpts will give you a sense of the guidance that you'll find in each component of the curriculum.

Balls Study: Table of Contents

Get started by reviewing the Table of Contents in the *Teaching Guide.*

The highlighted text indicates the sample resources found in this *Touring Guide.* The *Teaching Guide* provides all the information needed to go step-by-step and day-by-day through the entire study: background information to get started, preparatory resources to help begin the study and explore the topic, daily guidance for investigations, and suggestions on how to celebrate and close the experience.

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Why Investigate Balls?

At the start of every study is a "Why Investigate...?" section that helps provide context.

All the study topics in *The Creative Curriculum® for Preschool*—such as balls, trees, and buildings—are topics that are already of interest to children and relevant to their daily lives. This is one of the major distinguishing features of *The Creative Curriculum® for Preschool*: the study topics are relevant to—rather than removed from—the everyday lives of children. The studies involve children in hands-on exploration, problem solving, and communication.

Why Investigate Balls?

Children love balls. They play with them in many different ways. They throw them, catch them, kick them, and roll them with seemingly endless delight. Children learn how natural forces, such as gravity and friction, affect the movement of balls, and they enjoy making balls, marbles, and other rolling objects change speed and direction. The universal and enduring appeal of balls is evident in the traditional games children play with them and in the ways they invent their own ball games.

This study shows how to use children's interest in balls to help them explore social studies and science concepts related to the features and nature of balls, and to use skills in literacy, math, technology, and the arts as they investigate.

How do the children in your room show their interest in balls? What do they say about balls?

¿Por qué investigar las pelotas, bolas y balones?

A los niños les encantan las pelotas, bolas y balones. Ellos juegan de distintas maneras, los lanzan, atrapan, patean y hacen rodar con un aparente placer infinito. Los niños aprenden que la fuerza de gravedad y la fricción afectan el movimiento y disfrutan haciendo que las bolitas, canicas y otros objetos rodantes cambien de dirección y velocidad. El encanto universal y perdurable de las pelotas, bolas y balones se hace evidente en los juegos tradicionales e inventados por los niños.

En este estudio se muestra cómo aprovechar el interés de los niños en las pelotas, bolas y balones para ayudarles a explorar conceptos de los estudios sociales y la ciencia relacionados con las características y la naturaleza de distintas pelotas, bolas y balones, y para que usen sus destrezas de lectoescritura, matemáticas, tecnología y las artes mientras investigan.

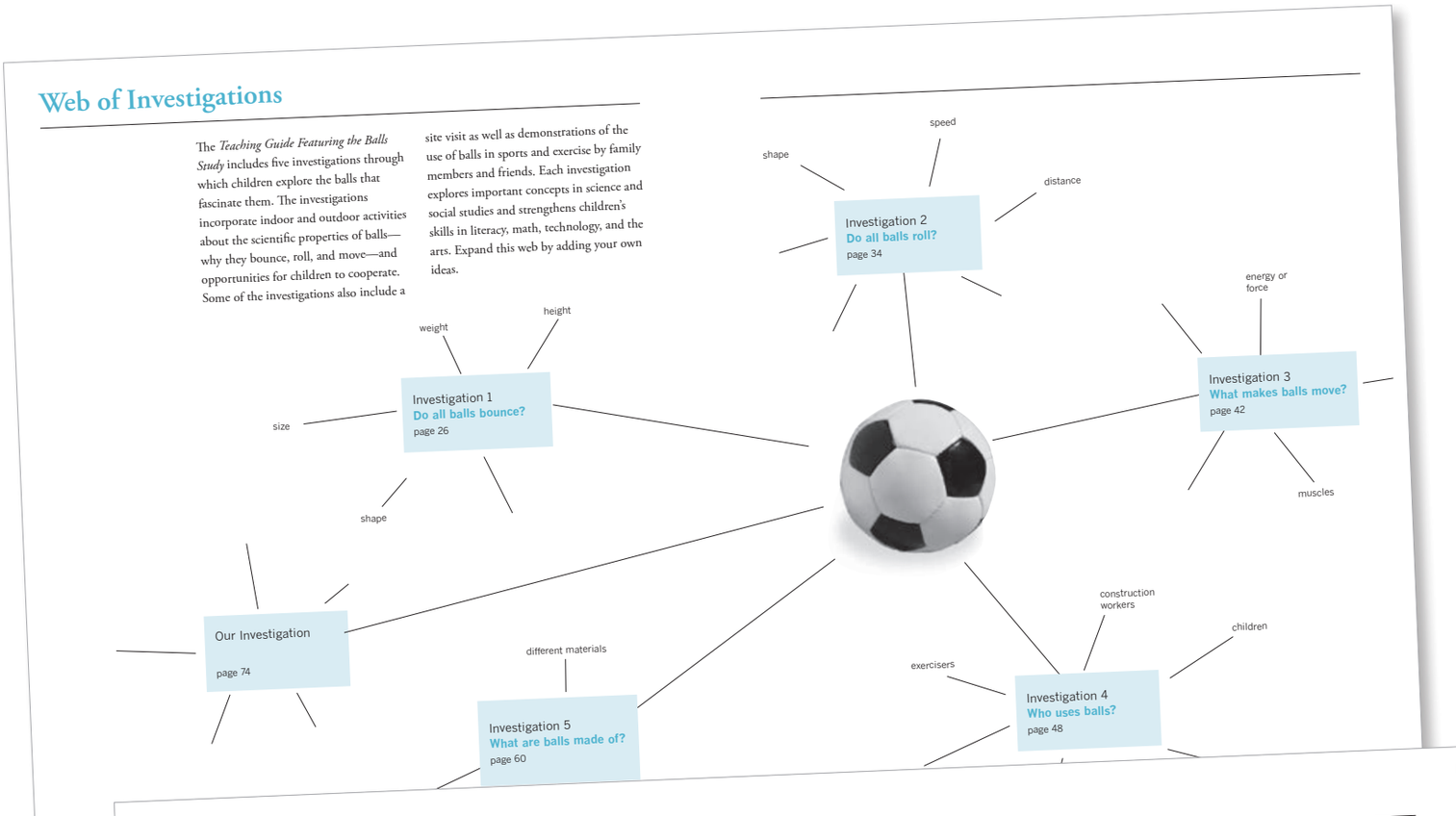
¿Cómo manifiestan los niños su interés en las pelotas, bolas y balones? ¿Qué dicen acerca de ellos?

Web of Investigations

A "Web of Investigations" is also included at the beginning of every study.

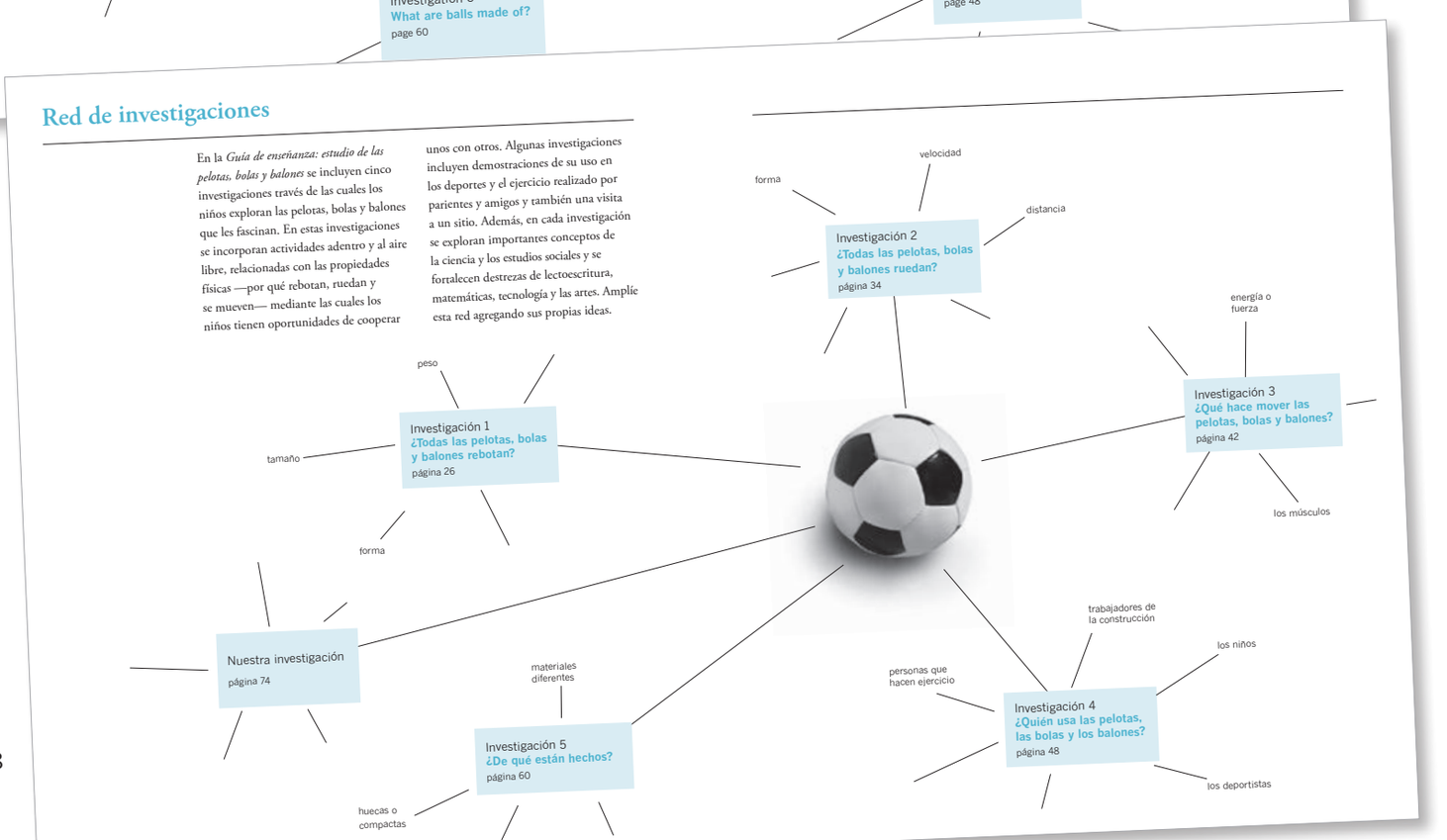
This section introduces the concept of an **idea web**, a way to think about the important ideas related to a topic and the areas that children might explore. Each study includes a preliminary idea web that has extra space for teachers to record their own ideas.

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



Web of Investigations

The *Teaching Guide Featuring the Balls Study* includes five investigations through which children explore the balls that fascinate them. The investigations incorporate indoor and outdoor activities about the scientific properties of balls—why they bounce, roll, and move—and opportunities for children to cooperate. Some of the investigations also include a site visit as well as demonstrations of the use of balls in sports and exercise by family members and friends. Each investigation explores important concepts in science and social studies and strengthens children's skills in literacy, math, technology, and the arts. Expand this web by adding your own ideas.



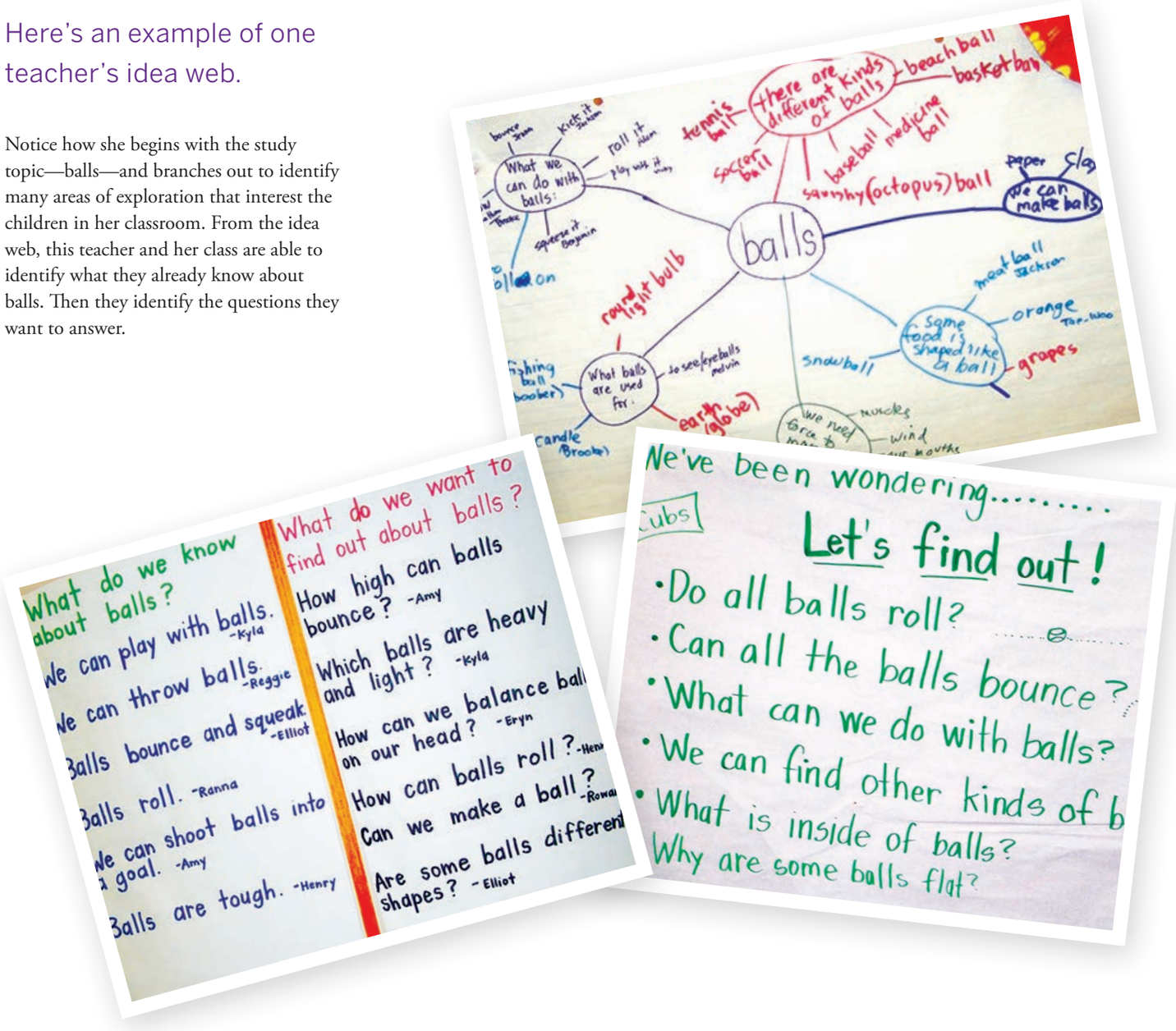
Red de investigaciones

En la *Guía de enseñanza: estudio de las pelotas, bolas y balones* se incluyen cinco investigaciones través de las cuales los niños exploran las pelotas, bolas y balones que les fascinan. En estas investigaciones se incorporan actividades adentro y al aire libre, relacionadas con las propiedades físicas —por qué rebotan, ruedan y se mueven— mediante las cuales los niños tienen oportunidades de cooperar unos con otros. Algunas investigaciones incluyen demostraciones de su uso en los deportes y el ejercicio realizado por parientes y amigos y también una visita a un sitio. Además, en cada investigación se exploran importantes conceptos de la ciencia y los estudios sociales y se fortalecen destrezas de lectoescritura, matemáticas, tecnología y las artes. Amplíe esta red agregando sus propias ideas.

Putting It Into Practice

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

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



At a Glance, Investigation 1

Next Step: Plan and Prepare

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

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

Questions for Exploration or Investigation— In addition to children's own questions, these pre-selected questions actively involve children in the topic they are studying. Children explore them by engaging in hands-on experiences that enable them to practice important investigatory skills.

Question of the Day— As part of the morning arrival routine and with help from the teacher or a family member, children will answer a question related to something planned for that day.

Materials—The "At a Glance" chart shows all the materials and books the teacher needs to gather for each day of the investigation.

Children's Literature— During each study, the teacher uses both fiction and nonfiction books from the Teaching Strategies® Children's Book Collection. The nonfiction titles will relate closely to the study topic.

AT A GLANCE Investigation 1

Do all balls bounce?

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

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Day 3	Make Time For…
Toys and Games: add spheres and circles to sort **Computer:** ebook version of *The Three Billy Goats Gruff*	**Outdoor Experiences** **Bouncing Balls** • Test balls outside to see which balls bounce the highest. Invite the children to make predictions and test them. • Invite the children to test how balls bounce on different surfaces, e.g., rocks, sand, grass, and concrete. • If possible, have children test the balls by dropping them from various heights, e.g., slide, steps, and climber. **Physical Fun** • Use Intentional Teaching Card P05, "Throw Hard, Throw Far," and follow the guidance on the card.
Do heavy balls bounce?	
Song: Clap a Friend's Name **Discussion and Shared Writing:** Weight and Bounciness **Materials:** Mighty Minutes 40, "Clap a Friend's Name"; ball collection	**Family Partnerships** • 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, *The Three Billy Goats Gruff*.
The Three Billy Goats Gruff Book Discussion Card 06 (second read-aloud)	
Option 1: Letters, Letters, Letters Intentional Teaching Card LL07, "Letters, Letters, Letters"; alphabet rubber stamps; colored inkpads; construction paper **Option 2: Buried Treasures** Intentional Teaching Card LL21, "Buried Treasures"; magnetic letters; large magnet; ruler; tape; sand table with sand	
Mighty Minutes 37, "Little Ball"; ball	

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

Family Partnerships— This section offers suggestions for involving children's families in the program.

WOW! Experiences— (not shown on this page) Each study suggests special events to enhance children's experiences, such as having visitors in the classroom, site visits, or celebrations.

Un vistazo, Investigación 1

Siguiente paso: Planificar y preparar

Las páginas "Un vistazo" que se encuentran antes de cada exploración o investigación lo ayudan a planificar. Estas le proveen una visión general de cómo serán sus siguientes días.

Los números de días que vea en la tabla "Un vistazo" variarán dependiendo de la pregunta que se esté investigando y cuan envueltos estén los niños.

Preguntas de exploración o investigación—Además de las preguntas de los niños, estas preguntas pre-seleccionadas atraen activamente su atención al tema que están estudiando. Los niños las exploran participando en experiencias prácticas que apoyan su aprendizaje y el uso de importantes destrezas de investigación.

Pregunta del día—Como parte de la rutina de llegada en la mañana y con su ayuda o la de un miembro de la familia, los niños contestarán una pregunta relacionada a algo planificado para ese día.

Materiales—La tabla de "Un vistazo" muestra todos los materiales y libros que necesitará para cada día de la investigación.

Literatura infantil—Durante cada estudio usted usará tanto libros de ficción como de no ficción de nuestra Colección de literatura infantil de Teaching Strategies. Los títulos de no ficción se relacionarán estrechamente con el tema del estudio.

UN VISTAZO Investigación 1

¿Todas las pelotas, bolas y balones rebotan?

	Día 1	Día 2
Áreas de interés	**Juguetes y juegos:** bandejas para clasificar; bolas pequeñas distintas **Computadoras:** la versión electrónica de *Los tres cabritos*	**Juguetes y juegos:** bandejas para clasificar, bolas pequeñas distintas
Pregunta del día	¿Ustedes creen que todas las pelotas rebotan?	¿Su cabeza es más grande o más pequeña que esta pelota?
Todo el grupo	**Movimiento:** La pelota imaginaria **Comentarios y escritura compartida:** ¿Qué pelotas rebotarán? **Materiales:** Mega Minutos 41, "La pelota imaginaria"; pelotas, bolas y balones; tarjetas de números; cámara digital; *Pelota, pelota*	**Movimiento:** La pelota imaginaria **Comentarios y escritura compartida:** La altura y la capacidad de rebotar **Materiales:** Mega Minutos 15, "Tin, marín de do pingüé"; pelotas, bolas y balones
Lectura en voz alta	*Los tres cabritos* Hablemos de Libros 06 (primera lectura en voz alta)	*¡A rebotar!*
Grupos pequeños	**Opción 1: Rimas** Enseñanza Intencional LL10, "Lista de rimas"; un poema o una canción con palabras que rimen; un accesorio que ilustre el poema o la canción **Opción 2: Rimas con animales** Enseñanza Intencional LL14, "A mi burro le duele…"; imágenes de animales conocidos; una grabadora	**Opción 1: La longitud y la anchura** Enseñanza Intencional M25, "La longitud y la anchura"; cinta del mismo ancho cortada en largos diferentes **Opción 2: ¿Qué tan grueso es?** Enseñanza Intencional M62, "¿Qué tan grueso es?"; varios objetos circulares; una madeja de lana o cuerda; tijeras
Mega Minutos	Mega Minutos 30, "¡Bailemos juntos!"	Mega Minutos 33, "Arriba y abajo"; dos objetos cuyos nombres comiencen con el mismo sonido; un objeto conocido de dos o tres dimensiones

Día 3	Dedique tiempo para…
Juguetes y juegos: agregue esferas y círculos para clasificar **Computadoras:** la versión electrónica de *Los tres cabritos*	**Experiencias al aire libre** **Pelotas que rebotan** • Compruebe al aire libre qué pelotas rebotan más alto. Anime a los niños a hacer predicciones y comprobarlas. • Anime a los niños a usar distintas superficies, p. ej., rocas, arena, pasto, concreto. • Si es posible, pida a los niños que pongan a prueba las pelotas dejándolas caer desde distintas alturas, p. ej., el deslizador, las escaleras y el escalador. **Ejercicio divertido** • Use Enseñanza Intencional P05, "Lanzar fuerte y lejos", y siga la orientación ofrecida en la tarjeta.
¿Las pelotas pesadas rebotan?	
Canción: "Tengo un amiguito" **Comentarios y escritura compartida:** El peso y la capacidad de rebotar **Materiales:** Mega Minutos 40, "Tengo un amiguito"; pelotas, bolas y balones	**La cooperación con las familias** • Envíe una nota a las familias para animarlas a hablar con los niños acerca de los juegos de pelota preferidos en su infancia. • Sugiera a las familias que busquen la versión electrónica de *Los tres cabritos.*
Los tres cabritos Hablemos de Libros 06 (segunda lectura en voz alta)	
Opción 1: Letras, letras y más letras Enseñanza Intencional LL07, "Letras, letras y más letras"; sellos de caucho del alfabeto; almohadillas de tinta de color; papel de construcción **Opción 2: Tesoros escondidos** Enseñanza Intencional LL21, "Tesoros escondidos"; letras magnéticas; imán grande; regla; cinta de enmascarar; mesa de arena con arena	
Mega Minutos 37, "La pelota"; pelota	

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Experiencias al aire libre—Estas actividades se relacionan al tema del estudio o presentan una oportunidad intencional para desarrollar las destrezas de motricidad gruesa de los niños.

La cooperación con las familias—Esta sección sugiere maneras de fomentar la participación de las familias de los niños en su programa.

Experiencias sorprendentes—(no aparecen en este ejemplo) Cada estudio sugiere eventos especiales que realzan las experiencias de los niños, tales como recibir visitantes en el salón de clase, visitar diferentes lugares o tener celebraciones.

Day 1, Investigation 1

Each *Teaching Guide* contains the day-by-day, step-by-step guidance that helps teachers implement each study.

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

Another important feature of *The Creative Curriculum® for Preschool* is that the investigations do not have to be followed in any particular order. If children are particularly interested in one aspect of the study, the teacher may start there. The teacher simply reviews the "At a Glance" pages and makes any adaptations that are necessary to ensure the flow of the content. The curriculum combines the flexibility many teachers want with the assurance that they're still meeting their state and Head Start early learning standards.

Day 1 Investigation 1

Do all balls bounce?

Vocabulary

See Book Discussion Card 06, *The Three Billy Goats Gruff* (*Los tres cabritos*) for words.

Large Group

Opening Routine

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

Movement: The Imaginary Ball

- Read *Play Ball*.
- Review Mighty Minutes 41, "The Imaginary Ball." Follow the guidance on the card using the numeral card variation.

An important concept in movement experiences is *body awareness*. This activity helps children explore what their bodies can do.

Discussion and Shared Writing: Which Balls Will Bounce?

- Gather the collection of balls.
- Ask, "Do all balls bounce? I wonder which ones bounce best. Let's find out."
- Hold up each ball and ask, "Do you think this ball will bounce well?"
- Record children's predictions about which balls will bounce, and create two groups: balls they think will bounce and balls they think will not bounce. Let each child test a prediction. Be sure to include some balls that won't bounce and others that don't bounce well, e.g., cotton ball, orange, or football. After testing each ball, have the children re-sort the balls. (They may want more than two categories.) Take photos of children testing their predictions and the sets of sorted balls. Call attention to the football and wonder aloud why it didn't bounce like the others. Reintroduce the term *sphere* to describe balls and point out that the football is not a sphere.
- Say, "I wonder which balls bounce the highest and why some bounce higher than others. During outdoor time today and tomorrow, we can try to find out."

Before transitioning to interest areas, talk about the sorting trays and small ball collections in the Toys and Games area and how children can use them.

Choice Time

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

- Observe children as they sort the balls in the Toys and Games area.

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

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

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.

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

Small Group

Option 1: Rhymes With Ball

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

Option 2: Rhyming Zoo

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

For more information on supporting children's phonological awareness, see *Volume 5: Objectives for Development & Learning*.

Mighty Minutes™

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

Large-Group Roundup

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

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

***Book Discussion Cards*™—** The *Book Discussion Card*™ will help teachers with read-aloud experiences. See pages 48–51 to review *Book Discussion Card*™ 06 "Billy Goat's Gruff."

***Intentional Teaching Cards*™—** Prompts to use particular *Intentional Teaching Cards*™ are included in every daily plan. See pages 52–57 to examine three *Intentional Teaching Cards*™.

Reference to Vol. 5— The *Teaching Guide* prompts teachers to refer to the knowledge-building volumes for more detailed information. See pages 58–61 for this excerpt.

***Mighty Minutes*™—** Teachers are directed to *Mighty Minutes*™ activities during each day of the study. Refer to pages 62–63 to review the *Mighty Minutes*™ that are suggested for Day 1, Investigation 1 of the *Balls Study*.

Día 1, Investigación 1

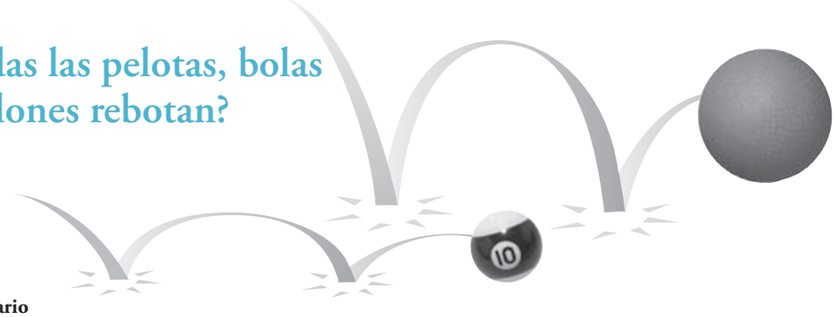
Cada *Guía de enseñanza* contiene orientación diaria que ayuda a los maestros a implementar cada estudio.

Note que encontrará la orientación para usar los recursos adicionales, tales como las *Tarjetas de enseñanza intencional* y las *Tarjetas: Hablemos de libros*, a través de cada plan diario.

Otra característica importante de *El Currículo Creativo para educación preescolar* es que las investigaciones no tienen que hacerse en un orden en particular. Si nota que los niños están particularmente interesados en un punto específico del estudio, puede empezar ahí. Simplemente vea las páginas "Un vistazo" y haga las adaptaciones que sean necesarias para asegurarse que el contenido fluya adecuadamente. El currículo combina la flexibilidad que muchos maestros desean con la certeza de que ellos estarán cumpliendo con los estándares de aprendizaje infantil del estado y del programa Head Start.

Día 1 Investigación 1

¿Todas las pelotas, bolas y balones rebotan?



Vocabulario

Consulte vocabulario en Hablemos de Libros 06, *Los tres cabritos* (*The Three Billy Goats Gruff*).

Todo el grupo

Rutina inicial

- Canten una bienvenida y hablen de quiénes están presentes.

Movimiento: La pelota imaginaria

- Lea *Pelota, pelota.*
- Repase Mega Minutos 41, "La pelota imaginaria". Siga la orientación ofrecida en la tarjeta, usando la variación de las tarjetas de números.

Un concepto importante en las experiencias de movimiento es *la conciencia corporal*. Esta actividad ayuda a que los niños exploren lo que pueden hacer con el cuerpo.

Comentarios y escritura compartida: ¿Qué pelotas rebotarán?

- Reúna la colección de pelotas, bolas y balones.
- Pregunte, "¿Todas las pelotas, bolas y balones rebotan? Me pregunto cuáles rebotan mejor. Vamos a averiguarlo".
- Sostenga cada pelota y pregunte, "¿Creen que esta pelota rebotará bien?"
- Escriba las predicciones hechas por los niños acerca de qué pelotas rebotarán y forme dos grupos: las pelotas que creen que van a rebotar y las que creen que no van a rebotar. Permita que cada niño compruebe la predicción que haya hecho. Asegúrese de incluir algunas pelotas que no reboten y otras que no reboten bien, p. ej., una bola de algodón, una naranja o un balón de fútbol americano. Después de poner a prueba cada pelota, bola y balón pida a los niños que los clasifiquen otra vez. (Ellos podrían proponer más de dos categorías.) Tome fotos de los niños comprobando sus predicciones y de los grupos de pelotas clasificadas. Dirija la atención al balón de fútbol americano y pregúntese en voz alta por qué no rebotó como las otras. Vuelva a usar el término *esfera* para describir las pelotas e indique que el balón de fútbol americano no es una esfera.
- Diga, "Me pregunto qué pelotas rebotarán más alto y por qué algunas rebotan más alto que otras. Podemos tratar de averiguarlo hoy y mañana cuando salgamos al aire libre".

Antes de hacer la transición a las áreas de interés, hable de las bandejas para clasificar y de la colección de bolas pequeñas, disponibles en el área de juguetes y juegos, y mencione cómo podrían usarlas.

28

Hora de escoger

Al interactuar con los niños en las áreas de interés, dedique tiempo a:

- Observarlos mientras clasifican las pelotas, bolas y balones en el área de juguetes y juegos.
- Describir lo que les vea hacer, p. ej., "Colocaste en esta sección todas las pelotas lisas y en esta otra todas las pelotas rugosas".
- Preguntar, "¿Pueden pensar en otra manera de clasificar las pelotas, bolas y balones?"
- Escribir lo que digan y hagan los niños.

En lugar de elogiar a los niños diciendo "Buen trabajo", déles ánimo explicando exactamente qué es lo que están haciendo correctamente y merece ser destacado. Para más información sobre este tema, consulte Enseñanza Intencional SE18, "Dar ánimo".

Lectura en voz alta

Lea el libro *Los tres cabritos.*

- Use Hablemos de Libros 06, *Los tres cabritos,* y siga la orientación ofrecida en la tarjeta para realizar la primera lectura en voz alta.
- Diga a los niños que el libro estará disponible en la computadora.

Niños que aprenden una segunda lengua
Después de leer, relate de nuevo el cuento incorporando gestos. Señale las ilustraciones u objetos del salón. Esta estrategia ayuda a que los niños entiendan el cuento y aprendan vocabulario nuevo.

Grupos pequeños

Opción 1: Rimas

- Consulte Enseñanza Intencional LL10, "Lista de rimas".
- Siga la orientación ofrecida en la tarjeta usando las palabras *pelota, bola o balón.*

Opción 2: Rimas con animales

- Consulte Enseñanza Intencional LL14, "A mi burro le duele...", y siga la orientación ofrecida en la tarjeta.

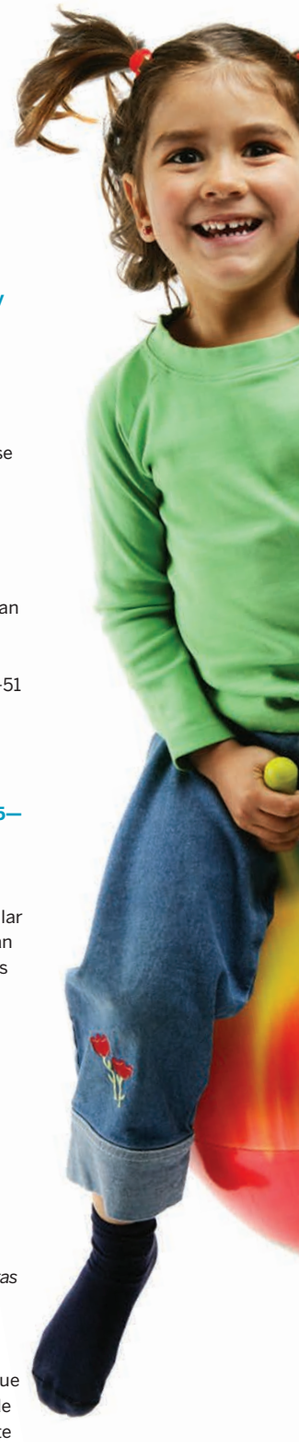
Para obtener más información sobre cómo apoyar el desarrollo del conocimiento fonológico, consulte el *Volumen 5: Objetivos para el desarrollo y el aprendizaje.*

Mega Minutos

- Use Mega Minutos 30, "¡Bailemos juntos!". Siga la orientación ofrecida en la tarjeta.

Reunión final

- Recuerde los eventos del día.
- Muestre la lista de rimas que haya hecho durante el periodo en grupos pequeños. Invite a los niños a recordar palabras que riman.



Apoyo para la adquisición del inglés y dos idiomas— A través de las *Guías de enseñanza* encontrará orientación para ayudar a los maestros a brindar apoyo en el salón de clase a niños que aprenden inglés o dos lenguas.

Tarjetas: Hablemos de libros— Las *Tarjetas: Hablemos de libros* ayudan a los maestros con las lecturas en voz alta. Consulte las páginas 48-51 para ver la *Tarjeta: Hablemos de libros* 06, "Los tres cabritos".

Referencia al Volumen 5— Las *Guías de enseñanza* sugieren a los maestros que recurran a los volúmenes para desarrollar el conocimiento si desean obtener información más detallada. Consulte las páginas 52-57 para ver este pasaje.

Tarjetas de enseñanza intencional— En cada plan diario encontrará sugerencias para usar *Tarjetas de enseñanza intencional* particulares. Consulte las páginas 58-61 para ver tres *Tarjetas de enseñanza intencional.*

Mega Minutos— Se les sugiere a los maestros que utilicen las actividades de los *Mega Minutos* durante cada día del estudio. Consulte las páginas 62-63 para ver los *Mega Minutos* que se sugieren para el Día 1, Investigación 1 del *Estudio de las pelotas, bolas y balones*.

Book Discussion Card™ 06, "Billy Goats Gruff"

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

Vocabulary

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

boulder
a very big, heavy rock

hooves
(*point to illustration*) the hard covering over the lower part of the feet of animals such as horses, deer, and goats

nubs
small bumps or lumps

skin and bones
very, very skinny

hideous
very, very ugly

planks
(*point to illustration*) long, flat pieces of wood

trembled
(*demonstrate movement*) shook

gulp
(*exaggerate motion*) a big swallow

wobbled
didn't stand very steadily

stomped
(*demonstrate action*) brought your foot down quickly and hard on the ground

1 First Read-Aloud

Before Reading

Introduce characters and the problem.

"This book is called *The Three Billy Goats Gruff.* Three billy goats named Gruff have eaten all the grass in their valley. There's more grass to eat on the other side of the river. But to get there, they have to cross a bridge—a bridge that is home to a hungry troll. Can the three billy goats figure out how to cross the bridge without getting eaten? Let's find out."

While Reading

Expand vocabulary by pointing to pictures, using gestures to dramatize, and describing:

valley, boulder, hooves, nubs, skin and bones, hideous, planks, trembled, gulp, wobbled, stomped

Comment on main characters' thoughts and actions.

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

After Reading

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

- "Why do you think Little Billy Goat Gruff's plan worked? Do you think he knew he could trick the troll?"
- "What do you think Middle or Big Billy Goat Gruff's plan would have been? What would you have done to get past the troll?"

2 Second Read-Aloud

Before Reading

Recall the characters and the problem.

"We're going to read *The Three Billy Goats Gruff* again. You may remember that this is a story about three billy goat brothers who have to cross a bridge where a hungry troll lives. Why do the billy goats have to get across the bridge? How do they get past the troll?"

While Reading

Expand vocabulary using more verbal explanations:

hooves, nubs, stomped

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

valley, hideous, gulp

Comment on and ask follow-up questions about the other characters.

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

After Reading

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

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

1. First Read-Aloud

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

2. Second Read-Aloud

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

Supporting Social–Emotional Development

Manages feelings

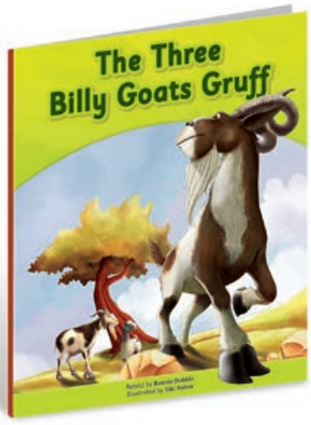
- "How would you feel and act differently if you were very big?"
- "If you were in the middle and had others bigger or smaller than you, how would you feel?"
- "Tell us about a time when you wished you were bigger. Tell us about a time when you were glad

Solves social problems

- "Little Billy Goat Gruff thought of a plan to get across the bridge, but all three billy goats had to work together to make the plan work. What problems have you solved by working with a friend?"

The Three Billy Goats Gruff

Retold by Bonnie Dobkin



Facing a shortage of food, three billy goat brothers must cross a bridge to get to a meadow of fresh grass. But the journey is dangerous—there's a disgusting troll living under the bridge who is hungry and quite eager for a tasty goat supper. Can the brothers outsmart the treacherous troll who stands between them and their next meal? Let's find out!

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3 Third Read-Aloud

Before Reading

Encourage children to recall the problem and solution.

"We're going to read a story that we've read two times before. Can anyone tell us the name of this book? What two problems do the Billy Goats Gruff have? How do they solve their problems?"

While Reading

Expand vocabulary:

trembled, wobbled, stomped

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

Read a few pages and allow the children to reconstruct parts of the story. Occasionally ask questions such as "What is happening here?" or "What happens next?" that help children recall the events of the story. Encourage children to explain what characters are thinking and feeling.

After Reading

Wonder aloud and ask follow-up questions.

- "Did the Billy Goats Gruff have to cross the bridge to get to the meadow? What else could they have done to get across the river?"
- "I wonder what happened to the troll after the rushing waters carried him away. Do you think he found another bridge to live under and went back to eating anyone who tried to cross his bridge?"

Sample Copy–Not for Classroom Use

3. Third Read-Aloud
During the third read-aloud, teachers help children reconstruct the story themselves: "What is happening here?" "What happens next?"

Tarjeta: Hablemos de libros 06, “Los tres cabritos”

Durante el Día 1, Investigación 1 del *Estudio de las pelotas, bolas y balones*, los maestros son dirigidos a la *Tarjeta: Hablemos de libros* 06, “Los tres cabritos”.

Vocabulario

valle
terreno en medio de montañas o colinas que a menudo tiene un río o arroyo que lo atraviesa

piedra
algo muy duro y pesado, como una roca

casco
la parte dura que cubre la parte baja de las patas de los animales, tales como la

“flacos como un alfiler”
muy delgados

atroz
muy feo

tablas
pedazos de madera largos y planos

temblar
sacudirse

bocado

estremecer
no estar bien balanceado por tener miedo

pisotear
golpear fuerte y rápido en el piso con los pies

1 Primera lectura en voz alta

Antes de leer

Presente a los personajes y la trama.

“Este libro se llama *Los tres cabritos*. Tres cabritos se han comido todo el pasto de su valle. Hay más pasto para comer en el otro lado del río. Pero para llegar hasta allí, ellos tienen que cruzar un puente donde vive un ogro hambriento. ¿Podrán los tres cabritos descubrir cómo cruzar el puente sin que se los coma? ¡Descubrámoslo!”

Mientras lee

Desarrolle el vocabulario señalando las ilustraciones, usando gestos o haciendo mímica para dramatizar y describir:

valle, piedra, cascos, cuernitos, “flacos como un alfiler”, atroz, tablas, tembló, bocado, pisoteó, estremeció

Comente sobre los pensamientos y acciones de los personajes principales.

- “Cabrito del Medio se ve nervioso y preocupado porque no tienen suficiente comida”.
- “Me pregunto cómo Cabrito Chiquito planea pasar a todos por donde vive el ogro”.
- “Yo creo que el plan del cabrito pequeño es muy listo. El está engañando al ogro para que no se coma a él ni a sus hermanos. Me pregunto qué hará el cabrito grande cuando se encuentre con el ogro”.
- “El plan de Cabrito Chiquito funcionó. Cada cabrito jugó un papel importante en el plan”.

Después de leer

Pida explicaciones, haga suposiciones en voz alta y haga preguntas de seguimiento.

- “¿Por qué creen ustedes que el plan de Cabrito Chiquito funcionó? ¿Creen ustedes que él sabía que podía engañar al ogro?”
- “¿Qué creen ustedes que habría sido el plan de Cabrito del Medio o Cabrito Grandulón? ¿Qué habrían hecho ustedes para pasar al ogro?”

2 Segunda lectura en voz alta

Antes de leer

Recuerde a los personajes y la trama.

“Vamos a leer *Los tres cabritos* otra vez. Ustedes recordarán que éste es un cuento acerca de tres cabritos hermanos que tienen que cruzar un puente donde vive un ogro hambriento. ¿Por qué tienen que cruzar el puente? ¿Cómo pasan los cabritos por donde vive el ogro?”

Mientras lee

Incremente el vocabulario:

cascos, cuernitos, pisoteó

Refuerce algunas palabras presentadas anteriormente:

valle, atroz, bocado

Comente y haga preguntas de seguimiento sobre los otros personajes.

- “¿Por qué creen ustedes que el ogro dejó pasar a los dos primeros cabritos por el puente? Yo creo que nadie lo había engañado nunca, y por eso él no se preocupa y piensa que va a poder comerse a los cabritos”.
- “¿Qué creen ustedes que pensó el ogro cuando el Cabrito Grandulón lo atacó? Creo que nadie había tratado de hacerle algo así nunca”.
- “Me pregunto qué cosa gritó el ogro sobre los cabritos. Creo que él no estaba muy contento con lo que le pasó”.

Después de leer

Pida explicaciones, haga suposiciones en voz alta y haga preguntas de seguimiento.

- “¿Cómo contarían ustedes este cuento si ustedes fueran el ogro? ¿Qué partes del cuento serían iguales a las que leímos juntos? ¿Qué partes serían diferentes?”
- “¿Qué lección creen ustedes que aprendió el ogro después de su experiencia con los tres cabritos?”

1. Primera lectura en voz alta
Durante la primera lectura en voz alta los maestros se enfocan en los pensamientos y acciones de los personajes: “Me pregunto cómo Cabrito Chiquito planea pasar a todos por donde vive el ogro”.

2. Segunda lectura en voz alta
Durante la segunda lectura en voz alta, los maestros comentan y hacen preguntas sobre los otros personajes: “¿Por qué creen ustedes que el ogro dejó pasar a los dos primeros cabritos por el puente?”.

Apoyando el desarrollo socio-emocional

Maneja las emociones

- "¿Cómo se sentirían y actuarían diferente ustedes si fueran más grandes?"
- "Si ustedes estuvieran en el medio de otros más grandes y más pequeños que ustedes, ¿cómo se sentirían?"
- "Cuéntennos de alguna vez en que ustedes han deseado ser más

Resuelve problemas sociales

- "Cabrito Chiquito tuvo un plan para cruzar el puente, pero todos los tres cabritos tuvieron que trabajar juntos para obtener el resultado deseado. ¿Qué problemas han resuelto ustedes trabajando con un amigo o una amiga?"

3 Tercera lectura en voz alta

Antes de leer

Anime a los niños a recordar la trama y la solución.

"Vamos a leer un cuento que ya hemos leído dos veces. ¿Pueden decirme ustedes el título de este libro? ¿Qué problemas tienen los cabritos de este cuento? ¿Cómo resuelven sus problemas?"

Mientras lee

Incremente el vocabulario:

estremeció, tembló, estremeció, pisoteó

Guíe a los niños a reconstruir el cuento mientras usted pasa las páginas.

Lea unas cuantas páginas y haga preguntas que provocan a los niños reconstruir el cuento. Ocasionalmente haga preguntas tales como: "¿Qué está pasando aquí?" o "¿Qué pasará ahora?" con el fin de ayudar a los niños a recordar el cuento. Anime a los niños a explicar qué están pensando y sintiendo los personajes.

Después de leer

Suponga en voz alta y haga preguntas de seguimiento.

- "¿Tuvieron que cruzar los tres cabritos el puente para llegar a la pradera? ¿Qué más podrían haber hecho para cruzar el río?"
- "Me pregunto qué le pasó al ogro después de que la corriente de agua se lo llevó. ¿Ustedes creen que encontró otro puente donde vivir y siguió comiéndose todos que trataran de cruzar su puente?"

Los tres cabritos

Versión de Bonnie Dobkin

Enfrentándose a una escasez de comida, los tres cabritos hermanos deben cruzar un puente para conseguir llegar a una pradera de pasto fresco. Pero el viaje es peligroso – hay un ogro horrible que vive debajo del puente y está bastante hambriento y deseoso por tener una rica cena de cabrito. ¿Podrán los hermanos engañar al ogro traicionero quien podría prevenir que los cabritos lleguen a su próxima comida? ¡Descubrámoslo!

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3. Tercera lectura en voz alta

Durante la tercera lectura en voz alta, los maestros ayudan a los niños a reconstruir el cuento: "¿Qué está pasando aquí?" "¿Qué pasa después?".

Intentional Teaching Card™ SE18

Day 1, Investigation 1 of the *Balls Study* refers teachers to *Intentional Teaching Card*™ SE18, "Encouragement," for more information on the most effective ways of acknowledging what children are doing.

SE18

Encouragement

Objective 1
Regulates own emotions and behaviors
Related Objectives: 2, 3, 8, 9, 10, 11, 12

What You Do

Background: Instead of praising children by saying, "Good job," encourage children by explaining exactly what they are doing that is appropriate and noteworthy. By acknowledging what they are doing, you provide encouragement and show appreciation for children's efforts without judging them. You call attention to a child's specific behaviors and actions. This feedback helps children develop intrinsic motivation and the ability to self-evaluate. Statements that acknowledge and encourage can also help children persist through challenging tasks, which helps them develop one of the critical approaches to learning.

1. **Position yourself at the child's level. Offer a gentle touch, if appropriate.**
2. **Describe a child's behavior and actions accurately. Be specific. Avoid making value judgments.**

   Instead of, "Your picture is so pretty," acknowledge and encourage the child's effort to create the picture. "You painted your whole paper yellow with orange dots on top."

   Instead of, "You look handsome today," you might say, "Seeing your big smile makes me smile too! You look really happy this morning."

   Instead of, "That's a cool building," offer encouragement. "You used all of the small square blocks. Can you tell me about your building?"

   Instead of, "I like the way you're sharing," describe what the child did. "You offered Cameron some of your beads so she can make a necklace, too. She looks really happy about that."
3. **Show your feelings in your tone, body language, and facial expressions.**

Additional Ideas

Try using these statements to reframe negative situations when responding to young children. For example, the statement, "I know you're working hard to remember to use a polite tone of voice when you talk to me," is more constructive then saying, "Stop using that tone of voice."

Including All Children

- Be sure you have the child's attention. Using simple words and gestures, point out specific details.**
- When asking questions about the child's actions, offer two possibilities and let the child choose.
- Be sure to give the child enough time to think and respond.
- Include English-language learners along with English-speaking children.**

Teaching Sequence

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

Questions to Guide Your Observations

- How did the child respond to the encouragement?
- What language did the child use to describe his actions?

Tarjeta de enseñanza intencional SE18

El Día 1, Investigación 1 del *Estudio de las pelotas, bolas y balones* remite a los maestros a la *Tarjeta de enseñanza intencional* SE18, "Dar ánimo", para obtener más información sobre las maneras más eficaces de reconocer lo que los niños están haciendo.

Dar ánimo

SE18

Qué hacer

Información básica: En lugar de elogiar a los niños diciendo "buen trabajo", deles ánimo explicando exactamente qué están haciendo de manera apropiada, que merece ser destacado. Al reconocer lo que están haciendo, usted les dará ánimo y les mostrará aprecio por los esfuerzos realizados, sin juzgarlos. Cuando usted dirige la atención a los comportamientos y a las acciones específicas de los niños, ellos desarrollan una motivación intrínseca y la habilidad de evaluarse a sí mismos. Hacer afirmaciones para darles reconocimiento y ánimo también ayuda a que los niños persistan en tareas exigentes, lo cual les ayuda a desarrollar una de las formas esenciales de abordar el aprendizaje.

1. **Colóquese al nivel de los ojos del niño o niña. Si es apropiado, tóquelo suavemente.**
2. **Describa con precisión el comportamiento y las acciones del niño o niña. Sea específico y evite hacer juicios.**

En lugar de decir "Tu dibujo es muy bonito", reconozca y fomente el esfuerzo que el niño ha hecho para realizarlo. "Pintaste todo tu papel de amarillo e hiciste puntos naranja en la parte de arriba".

En lugar de decir "Hoy te ves muy guapo", podría decir: "¡Ver tu gran sonrisa me hace sonreír a mí también! Te ves muy contento esta mañana".

En lugar de decir "Ese es un gran edificio", dele ánimo diciendo: "Usaste todos los bloques cuadrados pequeños. ¿Quieres contarme algo acerca de ese edificio?".

En lugar de decir "Me gusta la manera en que estás compartiendo", describa lo que hizo el niño o niña. "Tú le ofreciste a Camila algunas cuentas para que ella también pudiera hacer un collar. Ella está muy contenta por eso".

3. **Exprese lo que usted siente mediante su tono de voz, su lenguaje corporal y sus expresiones faciales.**

Secuencia de enseñanza

AMARILLO	**Use afirmaciones reflexivas para describir las acciones y comportamientos de los niños. Diga lo que vio que el niño o niña estaba haciendo.**
VERDE	"¡Esperaste hasta que los otros niños se bajaron y luego trepaste hasta la parte más alta del escalador!"
	"Nicolás, tú estás compartiendo tus pinturas con Pedro. Vi que le diste el vaso con pintura roja".
	"Veo que estás pintando, dando pinceladas largas, hacia arriba y hacia abajo".
	"Miguel y Jimena, ¡ustedes colocaron todos los bloques en el estante en el lugar correspondiente!"
VERDE	**Anime al niño o niña a reflexionar sobre su proceso de tomar decisiones, haciéndole preguntas acerca de sus acciones y comportamientos.**
AZUL	"Hace un rato vi que tu torre se derrumbó varias veces. Ahora se ve resistente. ¿Cómo resolviste tu problema de construcción?"
	"Víctor e Isaías, vi que ustedes dos querían usar el botiquín del doctor. ¿Cómo decidieron turnarse para usarlo?"
MORADO	"Me parece que esa parte del árbol que dibujaste tiene una textura diferente. ¿Por qué elegiste pintar con las esponjas para hacer la copa del árbol?"
	"¿Cómo te sentiste cuando trepaste a la parte más alta del escalador sin ayuda?"

Objetivo 1
Regula las emociones y los comportamientos
Objetivos relacionados: 2, 3, 8, 9, 10, 11, 12

Ideas adicionales

Cuando esté respondiendo a niños pequeños, trate de usar este tipo de declaraciones para modificar situaciones negativas. Por ejemplo, "Yo sé que te esfuerzas por recordar que debes usar un tono de voz respetuoso al hablar conmigo" en lugar de decir, "Deja de usar ese tono de voz".

Para incluir a todos los niños

- Asegúrese de captar la atención de los niños. Haga notar detalles específicos usando palabras sencillas y gestos.**
- Cuando haga preguntas acerca de las acciones de los niños, ofrezca dos posibilidades de respuesta y permítales elegir.
- Asegúrese de dar suficiente tiempo para que los niños puedan pensar y responder.
- Incluya a los niños que aprenden una segunda lengua al igual que a los niños que hablan esa lengua.**

Preguntas para guiar sus observaciones

Hágase las siguientes preguntas al observar a cada niño o niña:

- ¿Cómo respondió a las palabras de ánimo que usted le dio?
- ¿Qué idioma usó para describir sus acciones?

Intentional Teaching Card™ LL10

During small-group time of Day 1, Investigation 1, teachers can select from two options that address the same learning objectives. The first option, "Rhymes with Ball," utilizes *Intentional Teaching Card*™ LL10, "Rhyming Chart."

Rhyming Chart

What You Do

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

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

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

   Trees
   Away up high in an apple tree,
   Two red apples smiled at me.
   I shook that tree as hard as I could;
   Down came those apples,
   And mmmm, they were good!
   (Traditional)

2. **Invite the children to listen to the poem or sing the song with you.**
3. **Emphasize the idea that many poems have rhyming words. Reread the rhyming words.**

Teaching Sequence

YELLOW	**Sing a familiar rhyming song or poem and invite the child to use a puppet or other prop as you sing.** "Let's listen for rhyming words. 'Hickory, dickory, dock. The mouse ran up the clock.'"
GREEN	**Invite the child to join you in singing a familiar rhyming song or saying a familiar poem.** "Let's sing together and listen for words that rhyme. 'Twinkle, twinkle, little star, how I wonder what you are!'" **Sing the song again and encourage the child to say the rhyming words by pausing before you say them.**
GREEN / BLUE	**Encourage the child to fill in missing words in a rhyming song or poem. Prompt the child by emphasizing the word that rhymes with the missing word.** "The monkey, he sat in a *tree*. The monkey got stung by a ____."
BLUE / PURPLE	**When singing a rhyming song, use an incorrect word that does not rhyme and allow the child time to notice the mistake and correct it.** "Way up high in an apple tree, two red apples smiled at you."
PURPLE	**Ask the child to think of words that rhyme with those in the poem. Add any additional words to the chart.** "What else can you think of that rhymes with *clock*? Yes, *sock*, *block*, and *rock* all rhyme. Let's add those to our rhyme chart." **When you list the rhyming words, record them like this (c at; h at; b at) to emphasize onset and rime. *Onset* is the first consonant or consonant blend in a word and *rime* is the rest of the word, e.g., c-at, f-at, s-at. Onset and rime refer to the first and last sounds in a word.**

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LL10
Library

Objective 15
Demonstrates phonological awareness

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

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

Questions to Guide Your Observations
- Was the child able to identify rhyming words?
- How many words was the child able to rhyme?
- How did the child interact with you and join in singing?
- How long was the child able to attend to this experience?

Related *LearningGames*®
- "Rhyming"

Tarjeta de enseñanza intencional LL10

Durante la reunión en grupo pequeño del Día 1, Investigación 1, los maestros pueden seleccionar entre dos opciones que abarcan los mismos objetivos de enseñanza. La primera opción, "Rimas", utiliza la *Tarjeta de enseñanza intencional* LL10, "Lista de rimas".

LL10
Biblioteca

Lista de rimas

Qué hacer

Materiales: pliego de papel y marcador; poema o canción con palabras que rimen; un accesorio que ilustre el poema o la canción, p. ej., un títere en forma de pollito para "Los pollitos dicen"

1. **Encuentre un poema o una canción que sean cortos y relacionados al tema de estudio. Escriba el poema o la canción en el papel. Use ilustraciones, símbolos y también palabras. Estos son dos ejemplos:**

   Animales
   Los pollitos dicen pío, pío, pío,
   cuando tienen hambre, cuando tienen frío.
   La gallina busca el maíz y el trigo,
   les da la comida y les presta abrigo.
   (Los pollitos dicen)

   Las partes del cuerpo
   El elefante del circo mueve sus patas así,
   es muy grande y muy pesado y no se parece a ti.
   Si le das un cacahuate su gran trompa moverá
   y después con las orejas muchas gracias te dará.
   (El elefante del circo)

2. **Invite a los niños a escuchar el poema o a cantar la canción con usted.**
3. **Haga énfasis en que muchos poemas tienen palabras que riman. Vuelva a leer las palabras que riman.**

Secuencia de enseñanza

AMARILLO	**Elija una canción o un poema con rima que sean conocidos e invite al niño o niña a usar un títere u otro accesorio mientras usted canta o recita.** "Escuchemos las palabras que riman. 'Los pollitos dicen pío, pío, pío, cuando tienen hambre, cuando tienen frío'".
VERDE	**Invite al niño o niña a cantar la canción conocida con rimas o a recitar el poema con usted.** "Cantemos juntos y escuchemos qué palabras riman. 'El elefante del circo mueve sus patas así. Es muy grande y muy pesado y no se parece a ti'". **Cante la canción de nuevo y anime al niño o niña a decir las palabras que riman, haciendo una pausa antes de decirlas.**
VERDE / AZUL	**Anime al niño o niña a decir las palabras que faltan en una canción o un poema con rima. Dele ayuda enfatizando las palabras que riman con la palabra que falta.** "Pimpón es un muñeco de trapo y de *cartón*. Se lava la carita con agua y con _____".
AZUL / MORADO	**Al cantar una canción con rima, use una palabra incorrecta que no rime y deténgase para que el niño o niña note el error y lo corrija.** "Que llueva, que llueva. La vieja está en la montaña".
MORADO	**Dé ejemplos de palabras de una sílaba que rimen para explicar al niño o niña el concepto de ataque y rima. Luego pídale que piense en otras palabras que rimen.** "Escucha: No sé quién soy, ni adónde voy. ¿Qué palabras riman? Muy bien, *voy* y *soy* riman. ¿Puedes pensar en otra palabra que rime con *voy* y *soy?* Así es, *hoy* rima con *voy* y *soy*". **Escriba las palabras en el cuadro de esta manera (s oy; v oy; h oy) para hablar del concepto de ataque y rima. Diga que el *ataque* es la primera consonante o el sonido consonante inicial en una palabra y la *rima* es el resto de la palabra, p. ej., r ey, l ey; v as, d as.**

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Objetivo 15
Demuestra conciencia fonológica
Objetivos relacionados: 2, 8, 11, 17, 34

Para incluir a todos los niños

- Para asegurarse de que todos los niños puedan escuchar las palabras que riman, limite las distracciones y el nivel de ruido en el salón.
- Use poemas cortos con rimas sencillas.
- Tenga a mano una caja con objetos con nombres que rimen con las palabras del poema. Saque un objeto de la caja y pida a los niños que digan una palabra que rime.
- Esté atento a indicios de que un niño o niña desea participar, como gestos, movimientos del cuerpo o expresiones faciales.**
- A medida que los niños aprenden a producir los sonidos de las letras de su segunda lengua, acepte sus intentos sin corregir los errores. Demuestre la pronunciación correcta.**

Preguntas para guiar sus observaciones

Hágase las siguientes preguntas al observar a cada niño o niña:

- ¿Pudo identificar las palabras que riman?
- ¿Cuántas palabras pudo rimar?
- ¿Cómo interactuó con usted y participó en el canto?
- ¿Por cuánto tiempo prestó atención a esta actividad?

Aprendamos jugando
Juegos relacionados

- "Hagamos rimas"

Intentional Teaching Card™ LL14

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

Did You Ever See…?

LL14
Music and Movement

Objective 15
Demonstrates phonological awareness
Related Objectives: 3, 9, 10, 11, 17, 34

What You Do

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

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

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

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

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

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

   "Yes, Nolan, *sheep* and *sleep* do rhyme. We can sing the song with those words. How about, 'Did you ever see a sheep, falling asleep, down by the bay?'"

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

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

Including All Children

- Record two or three pairs of rhyming words on a child's communication device.
- Use animal props for a child to hold as you talk about rhyming.
- When English-language learners ask you to name an object in English, ask them to tell you its name in their home languages.**
- Give all children time to express themselves.**

Teaching Sequence

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

Questions to Guide Your Observations

- Was the child able to recognize and name the rhyming words?
- Was the child able to produce a rhyming word related to a specific animal?
- Did the child follow along as you reviewed the word pairs on the chart?
- Was the child able to participate by singing along?

Related *LearningGames*®

- "Rhyming"

Tarjeta de enseñanza intencional LL14

La segunda opción para la reunión en grupo pequeño durante el Día 1, Investigación 1 es "Rimas con animales". Esta actividad remite a los maestros a la *Tarjeta de enseñanza intencional* LL14, "A mi burro le duele...".

Mucho más que una traducción— Nuestros materiales en español son cultural y lingüísticamente apropiados. Por ejemplo, en vez de traducir "Down by the Bay", aquí usamos "A mi burro", una canción tradicional en español.

A mi burro le duele...

LL14
Música y movimiento

Objetivo 15
Demuestra conciencia fonológica
Objetivos relacionados: 3, 9, 10, 11, 17, 34

Qué hacer

Materiales: ilustraciones de las siguientes partes del cuerpo y las palabras que riman: cabeza, cereza; nariz, lombriz; barriga, hormiga; corazón, buzón; garganta, manta; orejas, cejas; ojos, anteojos rojos; grabadora de audio

1. **Invite a los niños a cantar la canción "A mi burro". Cante con ellos tantas veces como sea necesario para que los niños se familiaricen con la letra de la canción.**

   A mi burro, a mi burro le duele la cabeza,
   el médico le manda jarabe de cereza.
   A mi burro, a mi burro le duele la nariz,
   el médico le manda que mire una lombriz.
   A mi burro, a mi burro le duele la barriga,
   El médico le manda que se coma una hormiga.
   A mi burro, a mi burro le duele el corazón
   el médico le manda que mire en el buzón.

2. **Recuerde a los niños que las palabras que riman suenan igual al final. Dé ejemplos de palabras que riman en la canción (cabeza, cereza; nariz, lombriz; barriga, hormiga; corazón, buzón). Invite a un niño o niña a repetir rimas de la canción.**

   "Troy, ¿oíste otras palabras que riman en la canción, además de *nariz* y *lombriz*?"

3. **Explique a los niños que van a inventar nuevos versos para la canción. Muestre imágenes de otras partes del cuerpo (p. ej., garganta, orejas y ojos) y nombres o ilustraciones de palabras que rimen con ellas (p. ej., manta, cejas y rojos). Repita todas las palabras con los niños y pídales que señalen los pares de palabras que riman.**

   "Sí, Nolan, *ojos* y *rojos* riman. Podemos cantar la canción con esas palabras. ¿Qué les parece si cantamos: 'A mi burro, a mi burro le duelen los ojos. El médico le manda que compre anteojos rojos'".

4. **Escriba las combinaciones de palabras que riman en un pliego de papel. Use una grabadora de audio para grabar a los niños cada vez que canten un nuevo verso. Siga cantando con los niños mientras estén interesados en la actividad.**

5. **Explique que las grabaciones estarán disponibles en el área de música y movimiento y que podrán oírlas durante la hora de elegir actividades.**

Secuencia de enseñanza

AMARILLO	**Mientras cantan cada verso, pida a un niño o niña que señale una parte del cuerpo mientras usted nombra la palabra que rima.** "Sí, esa es la garganta. Cantemos: 'A mi burro, a mi burro le duele la garganta. El médico le manda bufandas y una manta'".
VERDE	**Pida a un niño o niña que cante un verso con usted, pero dígale que van a cantar la palabra que rima de una manera diferente, p. ej., más fuerte, más suave, más rápido o más despacio.** "Ya sabemos que la parte del cuerpo en la canción serán las orejas. Cuando sea el momento de cantar la palabra que rima con *orejas (cejas)*, la cantaremos muy bajito".
VERDE AZUL	**Al cantar, omita el nombre de la parte del cuerpo y la palabra que rima. Ayude al niño o niña señalando las ilustraciones para que él o ella diga las palabras al cantar.** "Veamos si esta vez puedes cantar las palabras que riman sin mi ayuda". "A mi burro, a mi burro le duelen las _____. El médico le manda que se pinte las _____". "¡Excelente! Me viste señalando las *orejas*, y cantaste *cejas*".
AZUL MORADO	**Combine palabras que rimen y que no rimen. Anime al niño o niña a elegir la pareja de palabras correcta para la canción.** "Aquí en la tabla tenemos *cabeza* y *corazón*. ¿Estas palabras riman? No, las dos empiezan con *c*, pero no riman. Veamos el siguiente par de palabras".
MORADO	**Anime al niño o niña a crear varias series de palabras que rimen y a cantarlas de manera independiente. Escriba los pares de palabras en el pliego de papel para revisarlas con él o ella después de cantar.** "Cantemos ahora todos tus versos. ¡Veo que también pensaste en palabras que riman con partes del cuerpo que no tenemos en nuestras tarjetas!"

Para incluir a todos los niños

- Grabe dos o tres pares de palabras que rimen, en la grabadora de un niño o niña.
- Use accesorios relacionados con las palabras de la canción para que los niños los sostengan mientras usted habla de la rima.
- Cuando los niños que aprenden una segunda lengua le pidan nombrar un objeto, pregúnteles el nombre de ese objeto en su lengua materna.**
- Dé a todos los niños tiempo suficiente para expresarse.**

Preguntas para guiar sus observaciones

Hágase las siguientes preguntas al observar a cada niño o niña:

- ¿Pudo reconocer y nombrar las palabras que riman?
- ¿Pudo producir una palabra que rima con una de las partes del cuerpo mencionadas?
- ¿Prestó atención mientras usted repasaba los pares de palabras escritas en el pliego de papel?
- ¿Participó en la actividad cantando en coro?

Aprendamos jugando Juegos relacionados

- "Hagamos rimas"

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Volume 5: Objectives for Development & Learning

Supporting Phonological Awareness

During Day 1, Investigation 1 of the *Balls Study*, teachers are referred to *Volume 5: Objectives for Development & Learning* in order to obtain more information about supporting children's phonological awareness.

Objective 15

Demonstrates phonological awareness

15

Phonological awareness, or phonological sensitivity, is the ability to discern the sounds and patterns of spoken language. As this awareness develops, children learn to hear the separate sounds of oral language that are blended in ordinary speech. For some children, distinguishing the parts of spoken language is difficult because it requires them to attend to the sounds of speech separately from meaning.

Phonological awareness is an important skill in learning to read. Children typically begin to demonstrate this awareness by about age 3, and their skills improve gradually over many years (Snow, Burns, & Griffin, 1998). Phonological sensitivity is a strong predictor of later reading, writing, and spelling ability (National Early Literacy Panel, 2004, 2008). Instruction that strengthens children's phonological awareness has been shown to contribute to later reading success (Ehri et al., 2001; National Early Literacy Panel, 2008). Children become phonologically aware through experiences such as reciting poems, singing, and clapping the syllables of chanted words (Adams, 1990, 2001; Carroll, Snowling, Hulme, & Stevenson, 2003; Strickland & Schickedanz, 2004). Phonological awareness skills are typically learned in a particular order (Anthony, Lonigan, Driscoll, Phillips, & Burgess, 2003). However, children acquire these skills in an overlapping sequence rather than by mastering one level before the next (Dickinson & Neuman, 2006).

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

Objective 15 Demonstrates phonological awareness

a. Notices and discriminates rhyme

Not Yet	1	2	3	4	5	6	7	8	9
		Joins in rhyming songs and games • Hums along and joins in random words in rhyme • Sings with a group, "One, two, buckle my shoe..."		**Fills in the missing rhyming word; generates rhyming words spontaneously** • Completes the rhyme in the phrase, "The fat cat sat on the ____ (mat)." • Chants spontaneously, "Me, fee, kee, tee, lee, bee."		**Decides whether two words rhyme** • "Do *bear* and *chair* rhyme? What about *bear* and *goat*?" • Matches rhyming picture cards		**Generates a group of rhyming words when given a word** • Says, "bat, sat, lat," when asked, "What words rhyme with *cat*?"	

b. Notices and discriminates alliteration

Not Yet	1	2	3	4	5	6	7	8	9
		Sings songs and recites rhymes and refrains with repeating initial sounds • Sings, "I'm bringing home a baby bumble bee..."		**Shows awareness that some words begin the same way** • Says, "*Max* and *Maya*...our names start the same!"		**Matches beginning sounds of some words** • Groups objects or pictures that begin with the same sound • Picks up a toy bear when asked, "What begins the same way as *box*, *baby*, and *bike*?"		**Isolates and identifies the beginning sound of a word** • Says /m-m-m/ when asked "What is the first sound of the word *milk*?" • Responds /t/ after being asked, "What's the beginning sound of *toy*, *toe*, *teeth*?"	

c. Notices and discriminates smaller and smaller units of sound

Not Yet	1	2	3	4	5	6	7	8	9
		Hears and shows awareness of separate words in sentences • Joins in clapping each word while chanting, "I like ice cream." • Jumps upon hearing a specified word in a story		**Hears and shows awareness of separate syllables in words** • Claps each syllable of name, *Tri-na* • Puts together *pen* and *cil* to say *pencil* • Puts together *foot* and *ball* to say *football*		**Verbally separates and blends onset and rime** • Says, *hat* after hearing /h/.../at/ • Points to Jonathan when teacher plays game and asks, "Where's _onathan?"		**Verbally separates and blends individual phonemes in words** • Claps each phoneme of the word hat — /h/ /a/ /t/ • Says "hat" after hearing /h/ /a/ /t/	

Strategies

- Know each child's level of phonological awareness and provide appropriate experiences. Plan specific activities to help children attend to rhyme, alliteration, and smaller and smaller units of sound.
- Encourage children to listen to sounds in the environment. Record different sounds for children to identify.
- Use songs, stories, and rhymes that play with language. Informally, but intentionally, draw children's attention to the sounds of language.
- Encourage children to play with words and to make up their own rhymes.
- Have children fill in rhyming words in a verse. For example, "The cat wore a____ (hat). He slept on a ____ (mat). He played with a _____(bat)."
- Play games that focus on alliteration (initial sounds). For example, have children think of words that begin with the same sound as another child's name (Bonito, Betty, baby, bath, buttons, etc.).
- Clap or tap rhythm sticks to mark the syllables of preschool and kindergarten children's names as you say them.
- Draw children's attention to the phonemes in spoken words during daily routines. For example, dismiss children to go to lunch by saying, "If your name begins with the /m/ sound like Matthew, you may go to lunch."
- Plan activities with older preschool and kindergarten children that focus on onset and rime. For example, have children group words by their beginning sounds (*rake, rat, rose*) or create word families that emphasize the ending sounds (*ring, sing, king*).
- Encourage kindergarten children to draw pictures and write their own rhyming words to share with other children.
- Provide opportunities for older kindergarten children to make up their own alliteration sentences, e.g., a "T sentence" might be, "Tommy tells Tyron to tickle Terry."

Volumen 5: Objetivos para el desarrollo y el aprendizaje
Apoyo para desarrollar el conocimiento fonológico

Durante el Día 1, Investigación 1 del *Estudio de las pelotas, bolas y balones*, los maestros son dirigidos al Volumen 5: *Objetivos para el desarrollo y el aprendizaje* para poder obtener más información sobre cómo apoyar el conocimiento fonológico de los niños.

Objetivo 15

Demuestra conocimiento fonológico

15

El conocimiento fonológico, o sensibilidad fonológica, es la capacidad de distinguir los sonidos y los patrones del lenguaje hablado. A medida que se desarrolla esta conciencia, los niños aprenden a oír los diferentes sonidos del lenguaje que se combinan en el habla cotidiana. Para algunos niños es difícil distinguir las partes del lenguaje hablado porque esto requiere que presten atención a los sonidos del habla, independientemente de su significado.

El conocimiento fonológico es una destreza fundamental para aprender a leer. Típicamente, los niños comienzan a desarrollar esta conciencia alrededor de los tres años de edad y sus destrezas mejoran gradualmente a lo largo de muchos años (Snow, Burns, & Griffin, 1998). La sensibilidad fonológica es un fuerte indicador de la capacidad posterior para leer, escribir y deletrear (*National Early Literacy Panel*, 2004, 2008). Se ha demostrado que toda enseñanza que refuerza el conocimiento fonológico contribuye al éxito posterior de los niños en la lectura (Ehri *et al.*, 2001; *National Early Literacy Panel*, 2008). Los niños adquieren el conocimiento fonológico por medio de experiencias como recitar poemas, cantar y palmear las sílabas de las palabras entonadas (Adams, 1990, 2001; Carroll, Snowling, Hulme, & Stevenson, 2003; Strickland & Schickedanz, 2004). Las destrezas de conocimiento fonológico se aprenden generalmente en un orden determinado (Anthony, Lonigan, Driscoll, Phillips, & Burgess, 2003). Sin embargo, los niños adquieren estas destrezas siguiendo una secuencia en la que los niveles se traslapan en vez de dominarlas progresivamente de nivel en nivel (Dickinson & Neuman, 2006).

Los niños que aprenden dos o más lenguas deben aprender sistemas fonológicos muy diferentes (Gonzalez, 1998). Dada esta diferencia en los sistemas fonológicos, es importante que el niño o niña que aprende una segunda lengua use los sonidos de la nueva lengua y no los de su lengua que se habla en el hogar (Genesee, Paradis, & Crago, 2004). A muchos niños se los diagnostica con problemas en el habla por usar el sistema fonológico de la lengua que se habla en el hogar al hablar la nueva lengua. Se ha comprobado que el conocimiento fonológico se puede transferir de una lengua a otra. Por ejemplo, si el niño o niña en etapa preescolar puede identificar rimas en su lengua que se habla en el hogar, le será más fácil identificar las rimas en una segunda lengua (Lopez & Greenfield, 2004).

Las investigaciones han demostrado que conocimientos fonológicos sólidos en español pueden facilitar el aprendizaje del inglés en niños que adquieren el lenguaje de forma dual en ambos idiomas (August & Hakuta, 1997; August 2003). Por añadidura, se ha demostrado que la adquisición y la continuidad del conocimiento fonológico son muy parecidas en inglés y en español (Denton *et al.*, 2000). Una de las principales diferencias en el conocimiento fonológico entre ambos idiomas es el concepto del sonido inicial y la rima. El "ataque" consiste en todos los sonidos consonantes que ocurren antes de la primera vocal en una palabra monosilábica. La "rima" es el primer sonido vocálico y todos los sonidos que le siguen en una palabra monosilábica. Dado que existen muy pocas palabras monosilábicas en español, aquí este concepto no es tan determinante. Al examinar las palabras en español que tienen rima, se encuentra que la rima comienza en la última vocal acentuada, ya sea que esté en la última sílaba de la palabra o no.

Objetivo 15 Demuestra conocimiento fonológico

a. Nota y diferencia la rima

Todavía no	1	2	3	4	5	6	7	8	9
		Participa en oír canciones y juegos con rima • Tararea una canción conocida, diciendo sólo las palabras que riman. • Canta en grupo canciones que riman.		**Aporta la rima que falta; produce espontáneamente palabras que riman** • Adivina qué palabra va a ocurrir según la repetición de la rima. • Entona espontáneamente palabras o sonidos al azar que riman.		**Decide si dos palabras riman** • Debe decidir si riman dos palabras que presenta el maestro. • Decide si riman los nombres de dos tarjetas con ilustraciones que presenta el maestro.		**Produce palabras que riman cuando se le da una palabra** • Dice: "flan, van, Juan" cuando el maestro le pregunta qué palabras riman con "dan"?.	

b. Nota y diferencia la aliteración

Todavía no	1	2	3	4	5	6	7	8	9
		Participa en trabalenguas, rimas y canciones en las que se repite el mismo sonido varias veces • Acompaña al cantar canciones y rimas que contienen los mismos sonidos iniciales.		**Muestra conciencia de que algunas palabras comienzan con el mismo sonido** • Dice: "María y Miguel: nuestros nombres comienzan igual.		**Identifica palabras con los mismos sonidos iniciales** • Agrupa objetos o dibujos cuyos nombres comienzan con el mismo sonido. • Indica un payaso cuando le preguntan: "¿Qué empieza con el mismo sonido que *pie, papá* y *pulpo*?".		**Aísla e identifica el sonido inicial de una palabra** • Dice: "/l-l-l/" cuando el maestro le pregunta cuál es el sonido inicial de *leche*. • Dice: "/b/" cuando el maestro le pregunta cuál es el sonido inicial de *barco*, *bombero* y *burro*.	

c. Nota y diferencia unidades cada vez más pequeñas del sonido

Todavía no	1	2	3	4	5	6	7	8	9
		Escucha y reconoce las palabras en oraciones • En un grupo, da una palmada con cada palabra al recitar: "Yo soy un niño. • Salta al escuchar una palabra específica en un cuento.		**Muestra conciencia de las sílabas por separado y las puede reproducir** • Da una palmada con cada sílaba de la palabra *si-lla*. • Une las sílabas "si" y "lla" para decir *silla*. • Une las sílabas "li" y "bro" para decir *libro*.		**Puede separar cada sílaba en su sonido inicial y su sonido final** • Puede separar los sonidos en la sílaba "pa" diciendo /p/ y /a/. • Puede separar los sonidos en la sílaba "mar" diciendo /m/ y /ar/.		**Puede separar cada fonema de la palabra** • Separa la palabra *mar* por fonema /m/ /a/ /r/. • Dice *mar* después de oír /m/ /a/ /r/.	

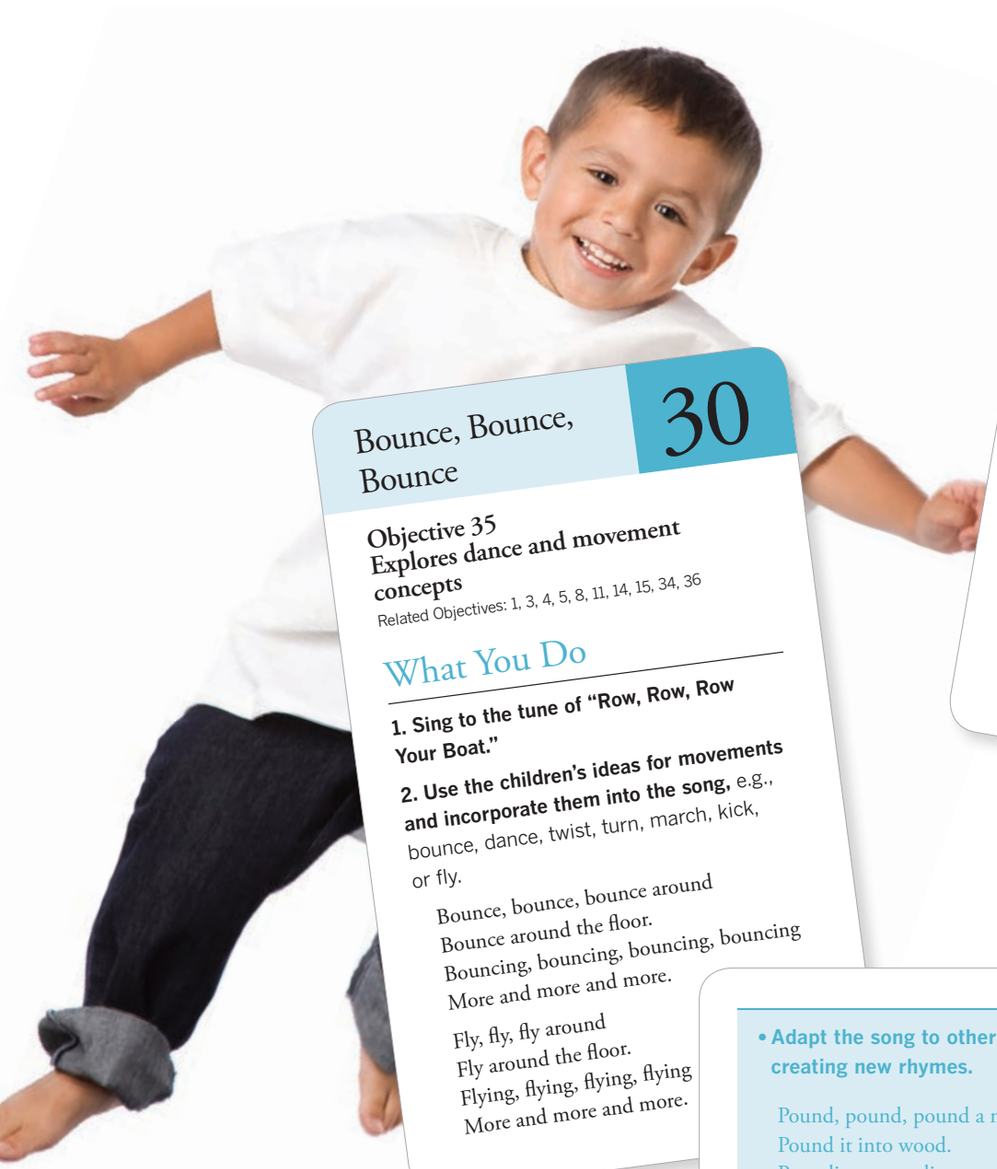
Estrategias

- Conozca el nivel de conocimiento fonológico de cada niño o niña y proporcione experiencias adecuadas. Planifique actividades específicas que ayuden a los niños a prestarle atención a la rima, la aliteración y a unidades de sonido más y más pequeñas.
- Anime a los niños a oír los sonidos de su entorno. Grabe diferentes sonidos para que los niños los identifiquen.
- Use canciones, cuentos y rimas que tengan juegos de palabras. De manera informal, pero deliberada, dirija la atención de los niños a los sonidos de la lengua.
- Anime a los niños a hacer juegos de palabras y a inventar sus propias rimas.
- Pida a los niños que completen versos con palabras que rimen. Por ejemplo: "Tomás quiere ____ (más). Pide pan y no le ____ (das). Pide queso y te ____ (vas)".
- Haga juegos que se concentren en la aliteración (los sonidos iniciales). Por ejemplo, pida a los niños que piensen en palabras que comiencen con el mismo sonido con que comienza el nombre de otro niño o niña (María, Martín, mamá, mañana, mantel, etcétera).
- Mientras nombra a los niños de preescolar y de kindergarten, dé palmadas o use palitos rítmicos para marcar las sílabas de sus nombres.
- Dirija la atención de los niños a los fonemas de palabras habladas durante las rutinas diarias. Por ejemplo, deje que los niños vayan a almorzar diciendo: "Si tu nombre comienza con el sonido /s/ como en Selena, puedes ir a almorzar".
- Planifique actividades para los niños mayores de preescolar y los de kindergarten que se concentren en el sonido inicial y la rima. Por ejemplo, pida a los niños que agrupen palabras monosilábicas por su sonido inicial (sin, sol, sal) o que formen familias de palabras que hagan énfasis en los sonidos finales (pan, dan, tan, van).
- Anime a los niños de kindergarten a hacer dibujos y escribir sus propias palabras que riman, para compartirlos con demás.
- Dé a los niños mayores de kindergarten la oportunidad de crear sus propias oraciones aliterativas. Por ejemplo, una oración para la "P" sería "Pablo pide pan para Pepe".

Mighty Minutes™

Day 1, Investigation 1 refers teachers to two opportunities to incorporate *Mighty Minutes*™ into the day's activities. *Mighty Minutes*™ 41, "The Imaginary Ball," encourages children to demonstrate knowledge about themselves. *Mighty Minutes*™ 30, "Bounce, Bounce, Bounce," has children explore dance and movement concepts using music.

- **Invite children to pretend to bounce and dribble in different ways and directions. Use spatial terms and model their meanings,** e.g., left, right, behind, in front of, high, low, sideways, and in between.
- **Have a child hold up a numeral card and then name a body part. Have the children count aloud as they move that body part the same number of times as indicated on the card.**
- **Bounce an imaginary ball. Each time it bounces, say a simple word and have the children call out words that rhyme with it.**



The Imaginary Ball 41

Objective 29
Demonstrates knowledge about self
Related Objectives: 1, 3, 4, 8, 15, 35

What You Do

1. Invite children to pretend they are bouncing imaginary balls with their hands. Say, "Boing, boing!" as you pretend to bounce a ball.

2. Invite children to pretend they are bouncing the imaginary ball with different parts of their bodies. Moving from head to toe, demonstrate bouncing it with your head, shoulders, elbows, knees, and toes.

3. Play lively music during this activity, such as "Sweet Georgia Brown."

Bounce, Bounce, Bounce 30

Objective 35
Explores dance and movement concepts
Related Objectives: 1, 3, 4, 5, 8, 11, 14, 15, 34, 36

What You Do

1. Sing to the tune of "Row, Row, Row Your Boat."

2. Use the children's ideas for movements and incorporate them into the song, e.g., bounce, dance, twist, turn, march, kick, or fly.

Bounce, bounce, bounce around
Bounce around the floor.
Bouncing, bouncing, bouncing, bouncing
More and more and more.

Fly, fly, fly around
Fly around the floor.
Flying, flying, flying, flying
More and more and more.

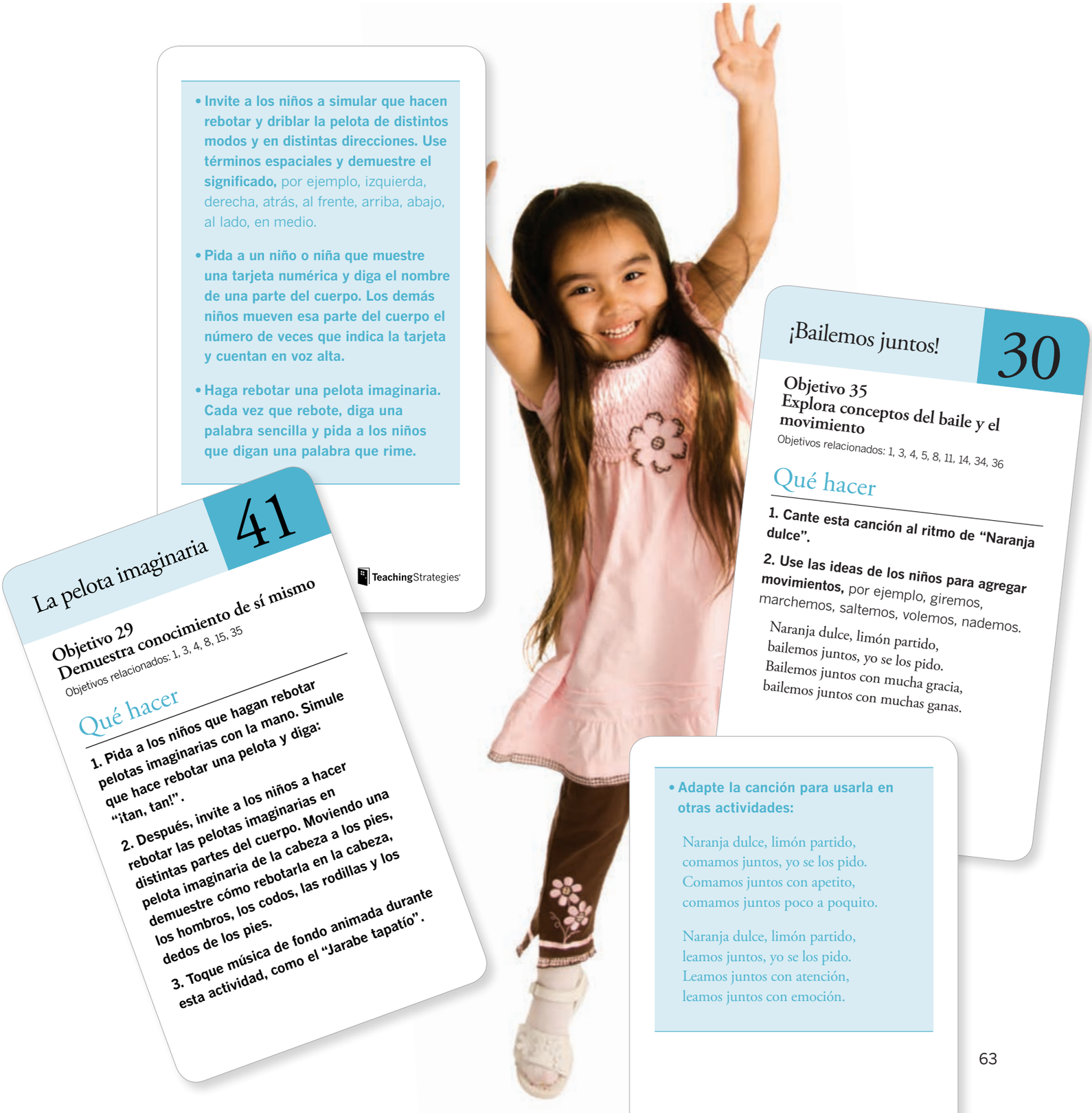
- **Adapt the song to other studies by creating new rhymes.**

Pound, pound, pound a nail
Pound it into wood.
Pounding, pounding, pounding, pounding
That is strong and good.

Smash, smash, smash a can
Smash it nice and flat.
Smashing, smashing, smashing, smashing
What do you think of that?

Mega Minutos

El Día 1, Investigación 1 dirige a los maestros a dos oportunidades para incorporar los *Mega Minutos* en las actividades del día. *Mega Minutos* 41, "La pelota imaginaria" motiva a los niños a demostrar el conocimiento sobre sí mismos. *Mega Minutos* 30, "¡Bailemos juntos!", invita a los niños a explorar los conceptos de baile y movimiento con la música.



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We hope you've enjoyed this tour of *The Creative Curriculum®* *for Preschool* and that it has helped you understand the many benefits it offers for teachers, administrators, and families. These include

Benefits for Teachers

Daily support and guidance: Daily plans for every day of the year offer all the tools teachers need to teach intentionally and plan meaningful learning experiences, right from the first days of school.

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Differentiated instruction: Daily resources enable teachers to quickly and easily adapt activities to make them more or less challenging, giving teachers the ability to differentiate instruction to meet the needs of every learner.

Objectives for development and learning: 38 objectives offer teachers assurance that they are meeting essential early learning standards every day and focusing on what's most important for school readiness.

Benefits for Administrators

Confidence that standards are being met: 38 objectives aligned with Head Start and state early learning standards offer administrators confidence that important standards are being met.

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