

# The Creative Curriculum---Section One

## Activity #1

Watch "Creative Curriculum Overview" (*just Google creative curriculum and this will be on U Tube*)

What are four main categories of interest?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Creative Curriculum is learning through\_\_\_\_\_.

## Activity #2

Explain what teacher-child interactions are. Give an example  
(*Volume 1 the Foundation*)

### **Activity #3**

What are Interest Areas? (*Volume Two*)

List the Interest Areas in your classroom.

Write a short paragraph on your favorite interest area, why is it your favorite, what children can learn from playing in area.

## Activity #4

What is a Study? (*Read pages 131-135 Volume One*)

Complete the Studies Page

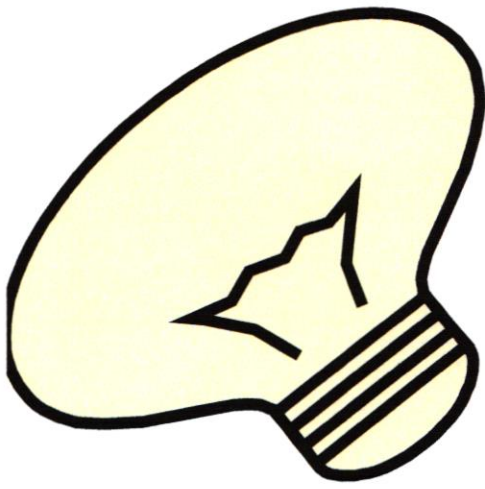
Name three parts of a Study

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_





## Studies Page

Children are born investigators, eager to explore their world and make sense of their experiences. Studies are an excellent way for children to exercise their curiosity, develop skills, and learn important concepts about the world around them. Studies also encourage children to attend to and persist with tasks, solve problems, and work cooperatively with others.

Many opportunities for children to become investigators are right by your classroom. Jot down things you see that children might be curious about investigating. You will probably find many topics worth exploring!

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# The Creative Curriculum---Section Two

## Activity #1

Watch “In Action Intentional Teaching in the Creative Curriculum classroom.” *(you tube)*

What are five strategies teachers do?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Activity #2

Watch “In Action a Day Using Creative Curriculum Preschool classroom.” *(you tube)*

### Complete Choice Time page/Open Ended Questions

You choose two choice time learning centers, and one has to be outside classroom, use open ended questions. Write down answers you receive from the children/child. You must do at least five open ended questions per learning area.

## Choice Time

### First learning center:

Circle questions used, write down responses from child/children, and how long conversations lasted.

### Second learning center (Outdoors):

Repeat as first

What do children learn in outdoor classroom?

## Open-Ended Question Starters

Tell me about...

How do you know that...?

What do you think...?

Show me how you...

I wonder why...

Can you tell me more about why...

How did you...

Why did you...

How do you know?

What did you do first?

What can you tell me about...

Can you think of another way...

What do you think?

What do you think would happen if...

What could you do instead?

How did you do that?

What does it remind you of?

What can you do next time?

Tell me what happened.

What do you call the things you're using?

How are you going to do that?

Is there anything else you could use?

What is it made of?

What do you think will happen next?

What could be added?

What else can this be used for?

What else is like this?

How can you do it faster?

## Activity #3

Watch “Five Common mistakes when talking with Preschool children.” (You tube)

These are:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_



# The Creative Curriculum---Section Three

*(Literacy/Volume 3)*

## **Activity #1**

Watch "Pre-Reading Activities" (*you tube*)

Ask a lead teacher the five important things to remember when beginning a book with children.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What literacy-related props could you add to all the learning centers?

Is it ok to take a book outside and enjoy with children?

## Activity #2

List the seven components of literacy:

*(page 533)*

- |    |    |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. |    |

What is a rich print environment? *(page 573...)*

How can you make your classroom print rich?

How would you create opportunities to read with small groups?

### Activity #3

Circle the letters "PHON" in each word below. Think about how all of the words indicate a connection with sound.

SAXOPHONE

XYLOPHONE

PHONOGRAPH

TELEPHONE

MEGAPHONE

Watch "Phonological awareness, phonemic awareness, and phonics." (*You tube*)

Read page's 543-547 (*Creative Curriculum, volume 3*)

What is definition of phoneme?

What is definition of phonemic awareness?

Do a rhyme time with the children, write down what you did and results. How did you feel?

## Activity #4

Make a list that supports children's opportunities to write.

*(pages 633-637)*

Have the Site Manager share with you the hand-outs on Learning to Write and Head Start Art from the child's education file. Spend time with Site Manager to look at stages of both and how to follow child's progress.

Gather a sample of a child's writing & art; write down child's age and what stage child is at. *(Attach samples)*

What ways are you supporting the children's writing skills?

# The Creative Curriculum---Section Four

*(Math/Volume 4)*

## Activity #1

Watch "Developing Body Awareness: Building and Drawing Mat Man" *(You tube)*

Name the five components of Mathematics and give an example of each.

1. \_\_\_\_\_

*Example*

2. \_\_\_\_\_

*Example*

3. \_\_\_\_\_

*Example*

4. \_\_\_\_\_

*Example*

5. \_\_\_\_\_

*Example*

## Activity #2

How can you incorporate Math during play in the Block, Art, & Outside time?

Block:

Art:

Outside:

What is scaffolding? *(give example)*

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## Activity #3

Complete the Patterns form.

## Patterns in Routines and Everyday Situations

Write your daily schedule or routine. Then, list as many connections to patterns as you can.

Remember that patterns are anything – events, objects, sounds, words, actions – that occurs in a predictable sequence. So, anything that is a routine is essentially a repeating pattern. You use the same or similar sequence of words and actions every bedtime, naptime or reading time, for example. Also, don't forget to look for patterns in the world around you and in the language learning and songs of early childhood.

Time	Routine, Activity	Connections to Patterns

# The Creative Curriculum---Section Five

## Activity

Watch "Beyond Sink and Float: Science for Preschool Children."

*(Find this on Eclkc, you may need Site Manager to help you)*

Do a science activity with small group, Using the Scientific Method *(form from DAP)*

Experiment was about \_\_\_\_\_

Questions you asked children:

Questions children asked:

What did children predict \_\_\_\_\_

Hands on activities for children \_\_\_\_\_

\_\_\_\_\_

Discussion: What key points learned?





# The Creative Curriculum---Section Six

## **Activity #1** Disabilities

Supporting the active participation of a child with a disability may mean adapting the environment or materials, adjusting routines, or modifying instructions. Discuss this subject with the teacher and site manager and write down your thoughts and what you feel is most important.

## **Activity #2** Dual-Language Learners

Define dual-language learner.

## **Activity #3** Families

Read "Ways for Families to be Involved" (*Volume 1, page 215*)

Discuss confidentiality with your site manager.

## **Activity #4** Professionalism

Watch “Professionalism Development in Head Start 1, 2, & 3

(ECLKC)

Think about what you want to accomplish and your goals in our program.