

# Language & Literacy

Within

The Creative Curriculum® *for* Preschool

by  Teaching Strategies®



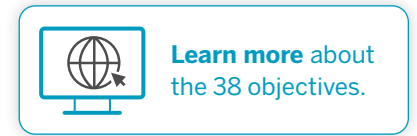
# Integrate Language and Literacy Throughout Your Day

With *The Creative Curriculum® for Preschool*, teachers nurture language and literacy development throughout the day, every day. Adults and children use language and literacy skills all day, so language and literacy development learning should occur throughout the classroom day, too, without being limited to a specific time slot. The curriculum incorporates the latest best practices that support children's language and vocabulary, phonological awareness, knowledge of the alphabet, concepts of print, emergent writing skills, and more through various engaging activities that happen throughout each day. This guide will illustrate how language and literacy skills are nurtured throughout the day, every day, with *The Creative Curriculum® for Preschool*.



# The Heart of Everything We Do

The Teaching Strategies objectives for development and learning are at the heart of everything we do. They define the path teachers take with the children in their classrooms. Our 38 research-based objectives for development and learning cover all areas that research has shown to be ultimately critical for children's success: social-emotional, physical, language, literacy, cognitive, mathematics, science and technology, social studies, and the arts. Two dedicated objectives also help teachers support and measure the expressive and receptive language learning of English-language learners.



# Inform Individualized Language and Literacy Instruction

The objectives span birth through third grade and enable teachers to see children’s development and learning along a progression across the whole of the early childhood years. They enable teachers to see the big picture of language and literacy development and drill down to the widely held expectations for children at each stage of development from birth through third grade. Because the objectives reflect critical development from birth all the way to age 8, *The Creative Curriculum® for Preschool* is uniquely inclusive of children with developmental delays and disabilities, children who are English-language or dual-language learners, and children who are advanced learners.

Color-coded progressions illustrate the widely held expectations for the development and learning of various age-groups and grades in the early childhood years. Within a progression, indicators with even-numbered levels describe specific points in the development of children’s knowledge, skills, and abilities; odd-numbered levels provide a way to recognize emerging skills that a teacher can scaffold to the next level. “Not Yet” indicates that a particular age-group or grade is not yet expected to demonstrate development in an objective.



## Objective 8 Listens to and understands increasingly complex language

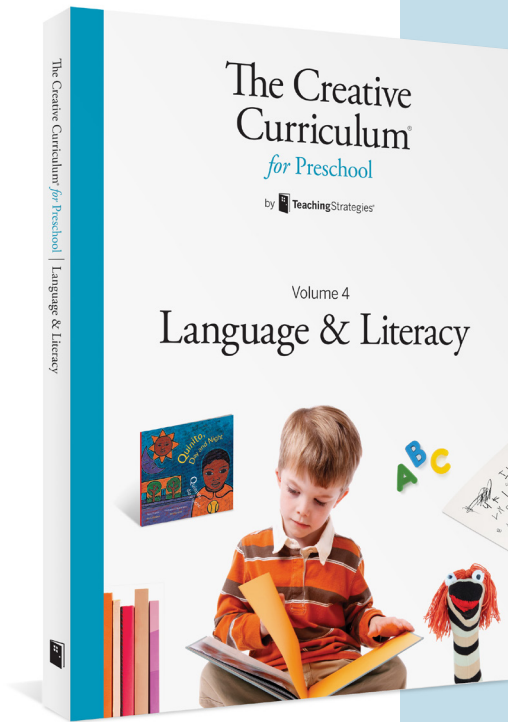
### b. Follows directions

Not Yet	1	2	3	4	5	6	7	8	9	10	11
		<b>Responds to simple verbal requests accompanied by gestures or tone of voice</b> <ul style="list-style-type: none"> <li>Waves when mother says, "Wave bye-bye," as she waves her hand</li> <li>Covers eyes when adult prompts, "Wheeeere's Lucy?"</li> <li>Drops toy when teacher extends hand and says, "Please give it to me."</li> </ul>	<b>Follows simple requests not accompanied by gestures</b> <ul style="list-style-type: none"> <li>Throws trash in can when asked, "Will you please throw this away?"</li> <li>Puts the balls in the basket when told, "Put all the balls in the basket, please."</li> <li>Goes to cubby when teacher says, "It's time to put coats on to go outside."</li> </ul>	<b>Follows directions of two or more steps that relate to familiar objects and experiences</b> <ul style="list-style-type: none"> <li>Washes and dries hands after being reminded about the hand-washing sequence</li> <li>Completes a sequence of tasks, "Get the book bin and put it on the table. Then bring the paper and crayons."</li> </ul>	<b>Follows detailed, instructional, multistep directions</b> <ul style="list-style-type: none"> <li>Follows instructions for navigating a new computer program</li> <li>Follows teacher's guidance: "To feed the fish, open the jar and sprinkle a pinch of food on the water. Then put the lid on the jar and put it back on the shelf, please."</li> </ul>	<b>Asks for clarification in order to understand complex directions; carries out directions with five to six steps</b> <ul style="list-style-type: none"> <li>Follows the steps to set up and play a new board game</li> </ul>					

# Charting the Path for Language and Literacy in the Classroom

Our language and literacy objectives define the path teachers take in the classroom to incorporate language and literacy development and learning throughout the day. During the early childhood years, it is critical that children engage in emergent reading and writing behaviors, so every day with *The Creative Curriculum*® includes opportunities for children to increase their vocabulary and develop more complex language structures through meaningful, play-based experiences. The learning environment is designed to be literacy-rich, providing both teacher- and child-led opportunities for children to practice reading and writing skills.

A dedicated language and literacy foundational volume explains the theory and most up-to-date research behind best practices for acquiring language and literacy skills.



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

**Our language and literacy objectives for development and learning are aligned to your state early learning guidelines and the Head Start Early Learning Outcomes Framework.**



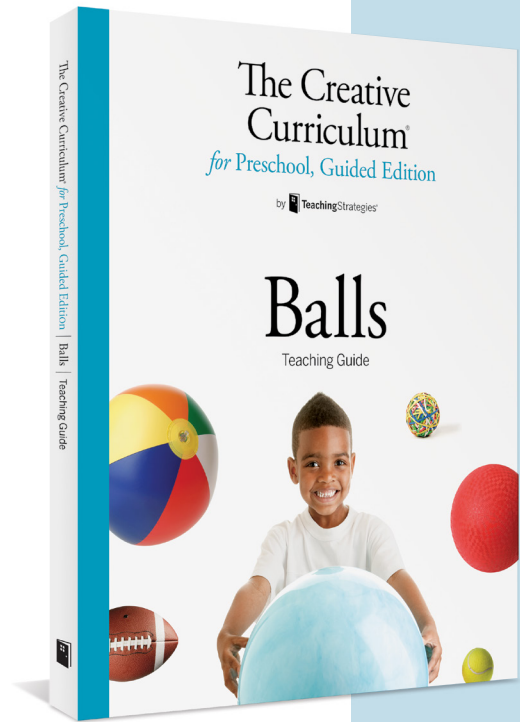
**Learn more** about Head Start alignments. Select *Find My State* to learn more about state alignments

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

# Language and Literacy: A Day in the Life of *The Creative Curriculum® for Preschool*

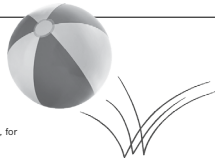
With *The Creative Curriculum® for Preschool*, teachers nurture language and literacy development from the time children arrive to the time they depart, during large group, choice time, read-aloud, small group, and large-group roundup—in every part of the day.

Let's explore how language and literacy are integrated throughout the day, every day using a *Guided Edition Teaching Guide*. Let's use the *Balls* study, Investigation 2, Day 3, "How do balls bounce?" as our example. Throughout this example, refer to the visuals to see exactly how language and literacy objectives are addressed.



## Day 3 Investigation 2

### How do balls bounce?



**Question of the Day:** Which ball is heavier? (Display a heavy ball and a light ball.)  
**Vocabulary:** weight; firm; ball pump; see Book Discussion Card 06, *The Little Red Hen*, for additional words  
**Spanish:** peso, firme, bomba de pelotas  
**Mighty Minutes®:** *Mighty Minutes* 243, "I Have Two"

**Getting to know studies.** Children may be interested in things that are not related to the study topic. There are many times throughout the day (e.g., choice time, read-alouds, outdoor play) when children can explore their other interests through one-on-one or small-group experiences.

#### Large Group

##### Opening Routine

- Welcome the children to the large-group area and begin your opening routine.

##### Game: Imaginary Bag

- Use *Mighty Minutes* 236, "Imaginary Bag."

##### Discussion and Shared Writing: Weight and Bounciness

- Review the question of the day.
- Display heavy and light balls that bounce from your classroom collection.
- Pass around a heavy ball (e.g., a weighted exercise ball or basketball) and then pass around a light ball (e.g., a tennis ball or plastic ball).
- Ask, "What do you notice about these balls?" and "How are they different?" Write the children's responses on the board.
- Introduce the term **weight** and explain that it refers to how heavy something is.

- Encourage the children to share what they noticed about the two balls' weights.

- Say, "Yesterday, we learned that the higher we hold the ball to drop it, the higher it bounces."

- Ask, "Do you think a lighter ball like this will bounce higher than a heavier ball?" Invite the children to share their responses.

- Invite two children to drop both balls from the same height and at the same time.

- Encourage the children to share which ball bounced higher and help them draw conclusions about how a ball's weight affects its bounciness.

- Write their responses on the board. Before transitioning to the interest areas, explain to the children that they can explore balls that do not bounce well in the Discovery area and find ways to fix them.

Display the ball collection and invite the children to continue testing light and heavy balls in an open area of the classroom during choice time.

#### Choice Time

As you interact with the children in each interest area, make time to do the following in the Discovery area:

- Include balls in the collection that are flat and need more air.
- Invite the children to test the bounciness of the flat balls.
- Encourage the children to press on the outside of the balls with their hands. Say, "These balls feel squishy instead of **firm**, or hard, like other balls. I wonder what we can do to make these balls feel firm again."

- Display a ball pump. Explain that a **ball pump** is a tool that people use to add air to a ball.

- Support the children to find the valve, place the needle inside the valve, and press on the pump's handle to inflate the flat balls. Observe children as they inflate the ball to ensure they do not overinflate it.

- When the balls are inflated, invite the children to retest the balls' bounciness.

**Guiding your observations** This activity gives children the opportunity to examine the balls in the collection and determine which ones need air. As children decide which balls to inflate and how to use a ball pump to inflate them, observe for Objective 11, "Solves problems."

#### Read-Aloud

Read *The Little Red Hen*.

- Use Book Discussion Card 06, *The Little Red Hen*. Follow the guidance for the first read-aloud.

#### Small Group

##### Playing With Environmental Print

- Use *Intentional Teaching Experience* LL23, "Playing With Environmental Print."

#### Large-Group Roundup

- Invite the children who used the ball pump to inflate flat balls in the collection to share what happened to the balls' bounciness after they added air to them.
- Display the *What We Know About Balls* chart and invite the children to share what they learned about how balls bounce.

If the children were interested in this activity, set up an area of the classroom with ball pumps, patches, tape, and other materials children can use throughout the study to fix balls that need repair.

- Explain to the children that in the next few days, they will explore how balls roll.

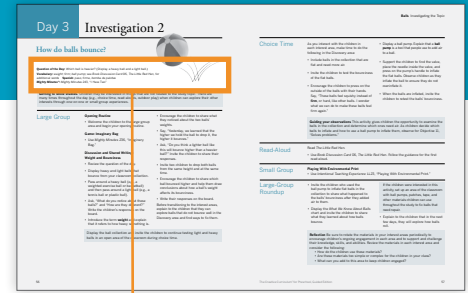
**Reflection** Be sure to rotate the materials in your interest areas periodically to encourage children's ongoing engagement in each area and to support and challenge their knowledge, skills, and abilities. Review the materials in each interest area and consider the following:

- How do the children use these materials?
- Are these materials too simple or complex for the children in your class?
- What can you add to this area to keep children engaged?

Above are pages 55–56 of the *Balls* study. This study is included in your physical sampler and on pages 39–40 of our *A Look Inside The Creative Curriculum® for Preschool, Guided Edition*.

# Arrival Time

When children arrive, the question of the day provides an immediate opportunity to practice language and literacy skills. The teacher will return to the question of the day later to engage children in a conversation about their answers. Prior to the large-group meeting, children may be asked to write their name for attendance. The vocabulary is also outlined for teachers for daily planning purposes, sometimes including vocabulary that will be featured in the *Book Discussion Card* the teacher will use during read-aloud time.



Prior to the day's first large-group meeting, children help take attendance in a *The Creative Curriculum*® classroom. This might look like an interactive attendance chart displayed at children's eye level or a space for children to write their name to sign in. Teachers are encouraged to individualize their interactions with children based on their understanding of children's knowledge, skills, and abilities.



**Question of the Day:** Which ball is heavier? (Display a heavy ball and a light ball.)

**Vocabulary:** weight; firm; ball pump; see *Book Discussion Card 06, The Little Red Hen*, for additional words **Spanish:** peso, firme, bomba de pelotas

**Mighty Minutes®:** *Mighty Minutes* 243, "I Have Two"

I Have Two

243

**Objective 20**  
Uses number concepts and operations  
**c. Connects numerals with their quantities**  
Related Objectives: 4, 8a, 9a, 12b, 20b, 29, 35

### What You Do

**1. Say,** "There are lots of body parts that we have two of. Can you help me think of what they are?"

**2. Sing the following to the tune of "Bingo."**

I have two [eyes]  
On my body,  
My [eyes] can help me [see].  
My [eyes] [blink] and [wink].  
My [eyes] [blink] and [wink].  
My [eyes] [blink] and [wink].  
My [eyes] can help me [see].

**3. Repeat with other body parts, purposes, and actions,** e.g., arms/bend/reach; ears/listen/hear; legs/kick/run.



Watch  
"I Have Two"  
in action.

*Mighty Minutes*® are short songs, chants, games, and rhymes to turn every transition and every moment into a meaningful opportunity to teach language and literacy.

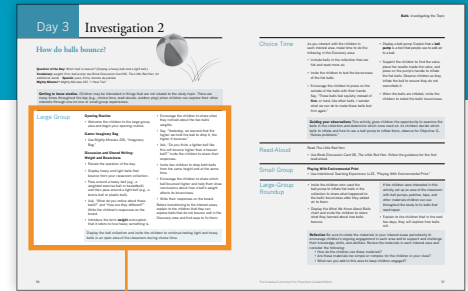
## Language and Literacy Objectives Covered:

- 8a. Comprehends language
- 9a. Uses an expanding expressive vocabulary
- 9b. Speaks clearly
- 19a. Writes name



# Large Group

When large group begins, the teacher uses a *Mighty Minutes*® activity to engage the children. In this example, children participate in sociodramatic play. During large group, the teacher leads the children in a discussion and shared writing experience: they will use writing and print concepts; further develop their language comprehension, vocabulary, and grammar; and engage in meaningful conversations based on the study topic.



During this large group, *Mighty Minutes*® 236, “Imaginary Bag,” teaches literacy skills through a game in which the teacher asks children to guess what is in the imaginary bag after giving them clues. Teachers continue to focus on language and literacy objectives when they ask children notice characteristics of the balls in the collection and then use print concepts to write their responses on the board.

## Large Group

### Imaginary Bag

236

**Objective 14**  
Uses symbols and images to represent something not present  
**b. Engages in sociodramatic play**  
Related Objectives: 3a, 8a, 9a, 15c, 26, 36

#### What You Do

1. Say, “I have an imaginary bag full of fun things! I will give you clues about each item I pull out of the bag. Can you guess what it is?”
2. Pretend to reach into an imaginary bag. Give the children clues to describe the item you pull out of the bag, e.g., “The object I am holding is round, it can bounce, and we can play catch with it. What am I holding?”
3. Invite the children to guess what the item is. Offer additional clues if they need more support.



Watch “Imaginary Bag” in action.

#### Opening Routine

- Welcome the children to the large-group area and begin your opening routine.

#### Game: Imaginary Bag

- Use *Mighty Minutes* 236, “Imaginary Bag.”

#### Discussion and Shared Writing: Weight and Bounciness

- Review the question of the day.
- Display heavy and light balls that bounce from your classroom collection.
- Pass around a heavy ball (e.g., a weighted exercise ball or basketball) and then pass around a light ball (e.g., a tennis ball or plastic ball).
- Ask, “What do you notice about these balls?” and “How are they different?” Write the children’s responses on the board.
- Introduce the term **weight** and explain that it refers to how heavy something is.

- Encourage the children to share what they noticed about the two balls’ weights.
- Say, “Yesterday, we learned that the higher we hold the ball to drop it, the higher it bounces.”
- Ask, “Do you think a lighter ball like this will bounce higher than a heavier ball?” Invite the children to share their responses.
- Invite two children to drop both balls from the same height and at the same time.
- Encourage the children to share which ball bounced higher and help them draw conclusions about how a ball’s weight affects its bounciness.
- Write their responses on the board.

Before transitioning to the interest areas, explain to the children that they can explore balls that do not bounce well in the Discovery area and find ways to fix them.

Display the ball collection and invite the children to continue testing light and heavy balls in an open area of the classroom during choice time.

## Language and Literacy Objectives Covered:

- 8a. Comprehends language
- 9a. Uses an expanding expressive vocabulary
- 9b. Speaks clearly
- 9c. Uses conventional grammar

- 10a. Engages in conversations
- 10b. Uses social rules of language
- 14b. Engages in sociodramatic play
- 17b. Uses print concepts



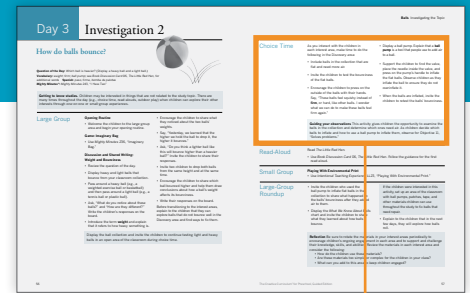


# Choice Time

During choice time, children explore interest areas. Interest areas include Blocks, Dramatic Play, Toys and Games, Discovery, Art, Library, and Sand and Water. Classrooms may also feature areas dedicated to Technology, Cooking, and Music and Movement.

Although the Library area is the hub of literacy learning, teachers embed meaningful content learning, including opportunities to strengthen literacy skills, throughout all the interest areas.

In this example from the *Balls* study, children are encouraged to press on the outside of balls in the Discovery area and test if they need more air to make them bounce. The teacher uses this experience to introduce new vocabulary related to the children's discoveries.



## Choice Time

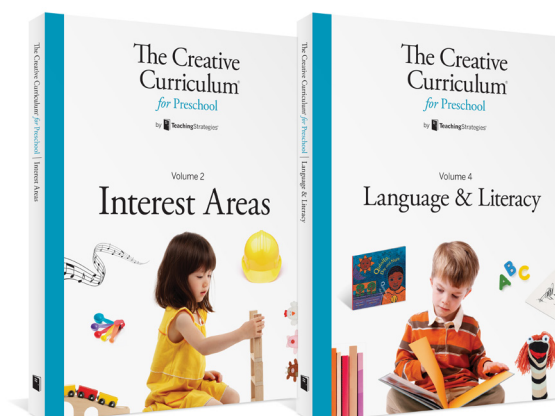
As you interact with the children in each interest area, make time to do the following in the Discovery area:

- Include balls in the collection that are flat and need more air.
- Invite the children to test the bounciness of the flat balls.
- Encourage the children to press on the outside of the balls with their hands. Say, "These balls feel squishy instead of **firm**, or hard, like other balls. I wonder what we can do to make these balls feel firm again."
- Display a ball pump. Explain that a **ball pump** is a tool that people use to add air to a ball.
- Support the children to find the valve, place the needle inside the valve, and press on the pump's handle to inflate the flat balls. Observe children as they inflate the ball to ensure they do not overinflate it.
- When the balls are inflated, invite the children to retest the balls' bounciness.

**Guiding your observations** This activity gives children the opportunity to examine the balls in the collection and determine which ones need air. As children decide which balls to inflate and how to use a ball pump to inflate them, observe for Objective 11, "Solves problems."

## Language and Literacy Objectives Covered:

- 8a. Comprehends language
- 8b. Follows directions
- 9a. Uses an expanding expressive vocabulary
- 9b. Speaks clearly
- 9c. Uses conventional grammar



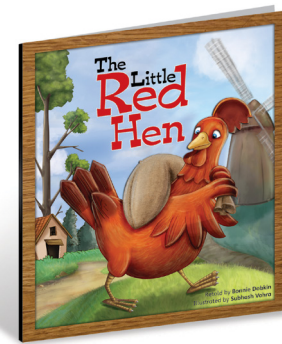
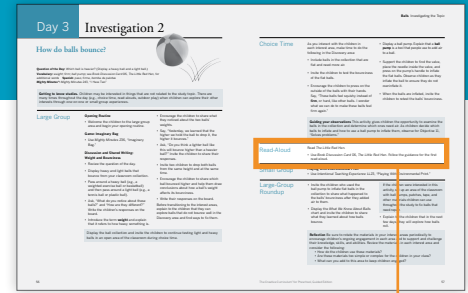
Teachers can find additional guidance in both *Volume 2: Interest Areas* and *Volume 4: Language & Literacy* on how to incorporate language and literacy learning throughout the day and throughout the interest areas.

# Read-Aloud

Reading aloud to children is one of the most important activities for reading and writing success. When children enjoy having books read to them, they are motivated to learn to read and then to read to learn.

Daily read-alouds leverage our Digital Children's Library; *Children's Book Collection*; and corresponding *Book Discussion Cards*™, which provide strategies for teachers to effectively implement the repeated read-aloud approach, to ensure children are getting the most out of the literacy experience.

The *Book Discussion Cards*™ offer teachers suggestions for before, while, and after reading, including how to introduce each book, emphasize vocabulary, discuss the characters, and ask complex questions that nurture language and literacy development.



## Read-Aloud

Read *The Little Red Hen*.

- Use *Book Discussion Card 06, The Little Red Hen*. Follow the guidance for the first read-aloud.

## Language and Literacy Objectives Covered:

- 15a. Notices and discriminates rhyme
- 17a. Uses and appreciates books and other texts
- 18a. Interacts during reading experiences, book conversations, and text reflections
- 18c. Retells stories and recounts details from informational texts



## 1 First Read-Aloud

### Before Reading

**Introduce the 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, talkative, gossip, hoed, harvest, miller, muss, kneaded, chore, aroma, drifted*

**Comment on the 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.**

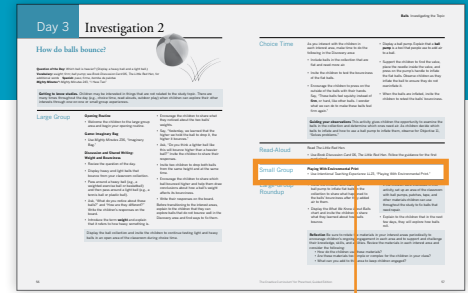
- "When Little Red Hen asked her friends to help her, they said no. Little Red Hen did everything herself. What would you have done if you were Little Red Hen?"
- "Why do you think Little Red Hen ate the bread all by herself? What else could she have done to teach her friends a lesson about being helpful?"



# Small Group

During small group, teachers use *Intentional Teaching Experiences* to engage small groups of children in adaptable activities focused on specific skills. Language and Literacy *Intentional Teaching Experiences* focus on specific language and literacy objectives that are supported by the activity with embedded guidance for supporting all children.

In this small-group time that uses *Intentional Teaching Experience LL23, "Playing With Environmental Print,"* the teacher will discuss examples of environmental print with the children and invite the children to identify the letters they see and what the letters sound like.



## Small Group

### Playing With Environmental Print

- Use *Intentional Teaching Experience LL23, "Playing With Environmental Print."*

# Playing With Environmental Print



## What You Do

**Materials:** variety of environmental print, e.g., product labels, photos of road and store signs

1. Invite the children to join you in exploring the environmental print. Share one label at a time, and prompt the children to describe what they see.

"Joni, you said this label has two colors, red and white. What else do we see on the label?"

"What can you tell me about the picture on the box? Yes, I see the white bird."

2. Point out letters in the environmental print, and talk about letter sounds with the children. Read the words and talk about the products represented by each label.

"Antonio is pointing to the large *T* on the carton. What sound does the *T* make? It's the first letter in the words *Tomatoes* and *Tomas*."

"This carton of cream has the word *fresh*. What does it mean if the cream is fresh?"

3. Continue the activity for as long as it interests and engages the children. Explain that the labels and products will be available in the Dramatic Play area for the children to read during choice time.

## LL23 Dramatic Play

**Objective 17**  
Demonstrates knowledge of print and its uses  
b. Uses print concepts

Related Objectives: 8b, 9a, 11a, 16a

**Additional Idea**  
Explore more environmental print with samples sent in by family members.

### English-Language Learners

- Explore an environmental print sample from a child's first language.
- Include answer options in the phrasing of a question. For example, ask, "Is this a carton for milk or juice?"

### Including All Children

- Enlarge print examples or mount them on firm paper with a contrasting color to make them easier to see and handle.
- Highlight the first letter or word shape. Guide the child's hand to feel the shape as you describe it.
- Provide large foam or magnetic letters to handle as you describe the various print examples.

### Questions to Guide Your Observations

- Did the child recognize, name, and read the environmental print? (17b)
- Was the child able to explain what the label represents, e.g., a box of cereal, a can of corn (symbol representation)? (9a)
- How long was the child able to attend to this experience? (11a)
- What letters did the child recognize? (16a)

## Language and Literacy Objectives Covered:

- 8b. Comprehends language
- 9b. Speaks clearly
- 9c. Uses conventional grammar
- 16a. Identifies and names letters
- 17b. Uses print concepts



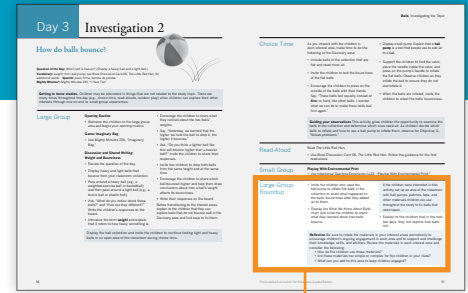
Watch "Playing With Environmental Print" in action.

## Teaching Sequence

YELLOW	<p>Show the child familiar environmental print, and give him or her a chance to recognize the product.</p> <p>"I see you pointing to the macaroni box. I know you like macaroni. What do you call macaroni and cheese? You call it 'mac.'"</p> <p>"Can you make the /m/ sound like in <i>macaroni</i>?"</p>
GREEN	<p>Encourage discussion about unfamiliar print by talking about descriptors, such as colors and pictures.</p> <p>"How can we figure out what was in this carton? What do you see that might tell us? Yes, you see oranges, and here is a picture of an orange tree."</p> <p>"What letter is this in the name? Yes, it's <i>T</i>. Can you make a sound like a <i>T</i>?"</p>
GREEN	<p>Ask the child to point to a product name on a familiar label and encourage him to identify it.</p> <p>"I see a name on your shirt today. Do you know what it says? Yes, it says <i>Superhero</i>."</p> <p>"What sound does <i>Superhero</i> start with? Here is the letter <i>S</i> that makes the /s/ sound."</p>
BLUE	<p>Encourage the child to move her finger across print while naming environmental print.</p> <p>"We read these labels the same way we read books. Can you start at the beginning letter?"</p> <p>"<i>Chicken</i> starts with a /ch/ sound. That is the sound we make when we see <i>c</i> and <i>h</i> together, /ch/. <i>Cheese</i> starts the same way."</p>

# Large-Group Roundup

At the close of the day, the classroom community comes together to reflect on their learning. Teachers frequently use this time to reinforce literacy concepts. For example, teachers might document children's discoveries from the day on chart paper, facilitate an additional *Mighty Minutes*<sup>®</sup> rhyming activity, or lead the group in an alliterative song.



In this large-group roundup, the teacher asks children what they discovered and models writing by documenting their responses on chart paper.

## Large-Group Roundup

- Invite the children who used the ball pump to inflate flat balls in the collection to share what happened to the balls' bounciness after they added air to them.
- Display the *What We Know About Balls* chart and invite the children to share what they learned about how balls bounce.

If the children were interested in this activity, set up an area of the classroom with ball pumps, patches, tape, and other materials children can use throughout the study to fix balls that need repair.

- Explain to the children that in the next few days, they will explore how balls roll.

**Reflection** Be sure to rotate the materials in your interest areas periodically to encourage children's ongoing engagement in each area and to support and challenge their knowledge, skills, and abilities. Review the materials in each interest area and consider the following:

- How do the children use these materials?
- Are these materials too simple or complex for the children in your class?
- What can you add to this area to keep children engaged?

## Language and Literacy Objectives Covered:

8a. Comprehends language

9a. Uses an expanding expressive vocabulary

9b. Speaks clearly

9c. Uses conventional grammar

9d. Tells about another time or place

10a. Engages in conversations

10b. Uses social rules of language



# Intentional Teaching Experiences

These engaging activities can be implemented throughout the day, whether during small group, large group, outdoor time, or in one-on-one experiences. *Intentional Teaching Experiences* are bilingual, offering content in English and Spanish, and include Teaching Sequences to make it easy for teachers to individualize the experience for each child. Each *Intentional Teaching Experience* also identifies related objectives that are supported by the activity.



In addition to guiding individualized instruction, *Intentional Teaching Experiences* provide formative assessment opportunities. Guided observation questions help teachers easily gather documentation of children's language and literacy learning while they are teaching, assess how children are progressing, and select the color-coded level for each child's demonstrated abilities.

*The Creative Curriculum® Cloud* automatically connects the *GOLD®* assessment data that a teacher gathers to her daily instructional resources—meaning that children's names will automatically appear alongside individualized guidance for each *Intentional Teaching Experience* based on the teacher's most recent assessment information. This automated link between assessment data and curricular *Intentional Teaching Experiences* creates an instantaneous and ongoing feedback loop so teachers can simultaneously lead an activity and add new observations with just a few taps on the screen. The future learning experiences she has planned will update for each child based on the new data. When curriculum and assessment are linked in this way, teachers can be confident that they're doing just what each child needs in order to be successful.

**MyTeachingStrategies®** | The Creative Curriculum® Cloud | Preschool/Pre-K

Day | **Assess** | Family

Language and Literacy LL23  
Playing With Environmental Print

Questions to Guide Your Observations

Did the child recognize, name, and read the environmental print? (17b) -

Objective: 17 - Demonstrates knowledge of print and its uses  
17b. Uses print concepts

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Shows understanding that text is meaningful and can be read	Indicates where to start reading and the direction to follow	Shows awareness of various features of print: letters, words, spaces, and lowercase letters, some punctuation	Matches a written word with a spoken word, but it may not be the actual written word: tracks print from the end of a line of text to the beginning of the next line				
<input type="checkbox"/> Show Examples Ruben Gutierrez	<input checked="" type="checkbox"/> Show Examples Sam Erickson	<input type="checkbox"/> Show Examples Troy Johnson	<input type="checkbox"/> Show Examples Ruben Gutierrez	<input type="checkbox"/> Show Examples Sam Erickson	<input type="checkbox"/> Show Examples Troy Johnson	<input type="checkbox"/> Show Examples Ruben Gutierrez	<input type="checkbox"/> Show Examples Sam Erickson

Was the child able to explain what the label represents, e.g., a box of cereal, a can of corn (symbol representation)? (9a) +

What letters did the child recognize? (16a) +

How long was the child able to attend to this experience? (11a) +

**MyTeachingStrategies®** | The Creative Curriculum® Cloud | Preschool/Pre-K

Week | Month | Weekly Template

Teach | Assess | Family

Language and Literacy LL23  
Playing With Environmental Print

- Invite the children to join you in exploring the environmental print. Share one label at a time and prompt the children to describe what they see.
  - "Joni, you said this label has two colors, red and white. What else do we see on the label?"
  - "What can you tell me about the picture on the box? Yes, I see the white bird."
- Point out letters in the environmental print, and talk about letter sounds with the children. Read the words and talk about the products represented by each label.
  - "Antonio is pointing to the large T on the carton. What sound does the T make? It's the first letter in the words Tomatoes and Tomas."
  - "This carton of cream has the word fresh. What does it mean if the cream is fresh?"

Select All

Red / Orange	Encourage these children to join in the experience. They can explore materials, participate in conversation, and/or observe other children.
Yellow	Show the child familiar environmental print, and give him or her a chance to recognize the product. "I see you pointing to the cereal box. I know you like this cereal. What do you call this cereal? You call it 'My Bita.' "Can you make the 'm' sound like in Mighty Miles cereal?"
Green	Encourage discussion about unfamiliar print by talking about descriptors, such as colors and pictures. "How can we figure out what was in this carton? What do you see that might tell us? Yes, you see oranges, and here is a picture of an orange tree." "What letter is this in the name? Yes, it's T. Can you make a sound like a T?"
Green / Blue	Ask the child to point to a product name on a familiar label and encourage him to identify it. "I see a name on your shirt today. Do you know what it says? Yes, it says 'Sammy Sings!' "What sound does Sammy start with? Here is the letter S that makes the 's' sound."
Blue / Purple	Encourage the child to move her finger across print while naming environmental print. "We read these labels the same way we read books. Can you start at the beginning letter?" "Chris starts with a 'ch' sound. That is the sound we make when we see c and h together, 'ch'. Cheriots starts the same way."
Purple	Ask the child to point to individual words on environmental print while reading words. "Let's look at the labels you brought from home. Would you like to read them to me?"

Select All  
 Ruben Gutierrez  
 Sam Erickson  
 Skaiute Samuells  
 Tianna Gates  
 Troy Johnson  
 Vivian Ponce  
 Nestle Madalla  
 Sam Erickson  
 Jonathan Hurst  
 Bella Fernandez  
 Purple

# Digital Children's Library and *Children's Book Collection*

With over 200 titles, in English and Spanish, our Digital Children's Library and *Children's Book Collection* allow teachers to choose from a variety of genres, including beloved classic tales; contemporary works by well-known authors; and original nonfiction books that support language, literacy, and social-emotional development.

The books are filled with illustrations and storylines that reflect the wide range of experiences of the diverse families and communities to which children belong. Our Digital Children's Library includes an interactive e-reader experience for families to create even more reading opportunities at home.



# Ensure Language and Literacy Are Incorporated Throughout the Day, Every Day in Your Program

*The Creative Curriculum® for Preschool* ensures language and literacy is a focus throughout the day, every day in preschool classrooms—not just at a defined time of day. Language and literacy objectives are incorporated from the time children arrive to the time they depart, during large group, small group, a dedicated time for a read-aloud, and large-group roundup. *Daily Resources*, including *Mighty Minutes®*, *Intentional Teaching Experiences*, *Book Discussion Cards™*, and our *Children's Book Collection*, enable teachers to seamlessly incorporate language and literacy learning into every day, throughout each day.



Ready to get started with *The Creative Curriculum® for Preschool*?  
**Contact An Expert**

