Mathematics

Within

The Creative Curriculum® *for* Preschool

by TeachingStrategies®

Integrate Mathematics Throughout Your Day

With *The Creative Curriculum® for Preschool*, teachers nurture mathematics skills development throughout the day, every day. Just like mathematics skills are needed and used during children's daily lives, mathematics learning should occur throughout the classroom day, too, without being limited to a specific time slot. Children need frequent practice in play settings and activities that include meaningful discussions and applications to develop the essential mathematical process skills of problem-solving, reasoning, communicating, making connections, and representing. This guide will illustrate how mathematics skills are nurtured every day, throughout each 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.

Learn more about the 38 objectives.

Inform Individualized Mathematics 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 mathematics skills 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.

Birth to 1 year | 1 to 2 years | 2 to 3 years | Preschool 3 Class | PreK 4 Class | Kindergarten | First Grade | Second Grade | Third Grade

Objective 20 Uses number concepts and operations

a. **Counts**

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		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 10 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 20 while walking across room • Counts 10 plastic worms and says, "I have 10 worms." • When asked, "What comes after six?" says, "One, two, three, four, five, six, seven... seven."		**Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20** • Counts 28 steps to the cafeteria • When asked what comes after 15, says, "Sixteen. That's one larger, and 17 is one larger than 16." • When asked what comes after 16, says, "Seventeen" without beginning at one		**Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backward from 20** • Says, "I can count to 50 really fast: 10, 20, 30, 40, 50!" • Accurately counts from 115 to 120 beginning at 115 when asked to do so		**Counts to 1,000 to determine how many; uses skip counting (2s, 5s, 10s, and 100s); begins counting at any number between 1 and 1,000; switches between skip counts** • Counts to 1,000 by 100s: "100, 200, 300...700, 800, 900, 1,000!" • When asked to count to 200, begins counting by 2s but then changes to counting by 10s when she realizes it is taking too long		**Counts to more than 1,000 using number word patterns (e.g., tens, teens) and skip counting; uses skip counting by 2s, 4s, 5s, 6s, 10s, and 100s** • Begins counting, "999, 1,000, 1,110, 1,120, 1,130...1,180, 1,190, 2,000." • Groups objects into sets of four and then counts them: "Four, eight, twelve, sixteen, twenty, twenty-four, twenty-eight, thirty-two...."	

Charting the Path for Mathematics in the Classroom

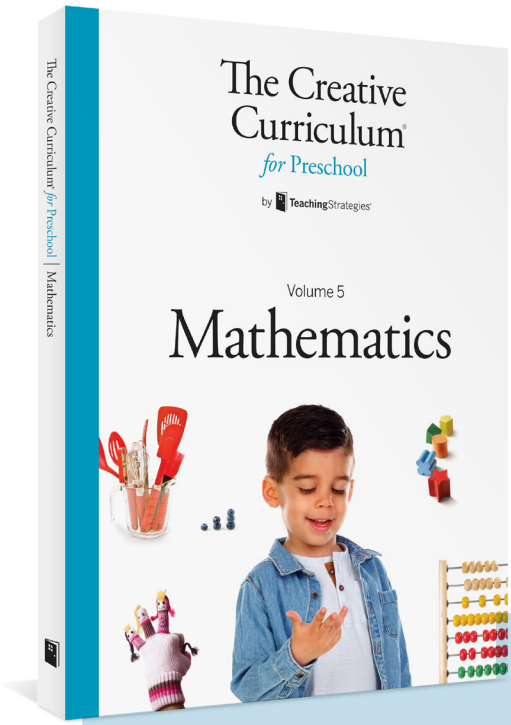
Our mathematics objectives for development and learning define the path teachers take in the classroom to incorporate mathematics development and learning throughout the day. High-quality early childhood education programs allow children to slowly construct mathematical knowledge with first-hand explorations. In *The Creative Curriculum® for Preschool*, each day of instruction includes opportunities for children to

- construct a variety of fundamental mathematical concepts and strategies;
- acquire the essential process skills of problem-solving, reasoning, communicating, making connections, and representing; and
- develop early language and literacy skills, since there is also a clear link between early language skills and later school reading and mathematical achievement.

MATHEMATICS
20. Uses number concepts and operations
a. Counts
b. Quantifies
c. Connects numerals with their quantities
d. Understands and uses place value and base ten
e. Applies properties of mathematical operations and relationships
f. Applies number combinations and mental number strategies in mathematical operations
21. Explores and describes spatial relationships and shapes
a. Understands spatial relationships
b. Understands shapes
22. Compares and measures
a. Measures objects
b. Measures time and money
c. Represents and analyzes data
23. Demonstrates knowledge of patterns

Our mathematics objectives for development and learning are also 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.



National Council for Teachers of Mathematics (NCTM) Standards

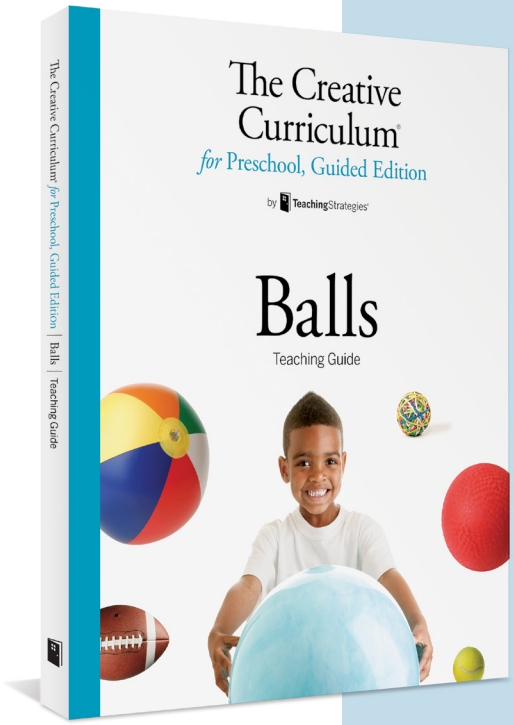
A foundational volume dedicated to mathematics explains the theory and most up-to-date research behind best practices for supporting the development and learning of mathematics.

This volume outlines the curriculum's alignment to NCTM standards, including numbers and operations, geometry and spatial sense, measurement, patterns (algebra) data analysis. Discussions in mathematics are a focus in *The Creative Curriculum® for Preschool*. Within each *Teaching Guide*, we incorporate the recommended NCTM standards to ensure that preschool children have acquired the necessary mathematical skills they need to be successful in later formal learning of mathematics.

Mathematics: A Day in the Life of *The Creative Curriculum® for Preschool*

With *The Creative Curriculum® for Preschool*, teachers nurture mathematics skill 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 mathematics is integrated throughout the day, every day using a *Guided Edition Teaching Guide*. Let's use the Balls study, Investigation 1, Day 2, "What different types of balls are there? How are they the same and different?" as our example.



Day 2 Investigation 1

What different types of balls are there? How are they the same and different?

Question of the Day: Which ball is bigger? (Display a tennis ball and a volleyball.)
Vocabulary: *circumference, measure* **Spanish**: *circunferencia, medir*
***Mighty Minutes®*:** *Mighty Minutes* 221, "Roll & Rhyme"

Getting to know studies Throughout the course of the study you will document children's discoveries and questions through photos and videos and by collecting study-related artifacts. Many of these materials will be displayed for the children to refer to and reflect on as the study continues. Others will be displayed briefly and then saved to share with families and guests during the end-of-study celebration. Consider how to organize and store these materials as you collect them. You might, for example, stack charts together and roll them up or print and organize photos into an album.

Large Group

Opening Routine

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

Chant: "Movin' Around"

- Use *Mighty Minutes* 275, "Movin' Around."

Discussion and Shared Writing: Measuring Balls

- Review the question of the day.
- Ask, "How do we know whether this ball is bigger than this one?" Invite the children to share their responses.
- Introduce the term **circumference**. Explain that circumference is the distance around an object. Add that knowing an object's circumference tells us how big it is.
- Say, "We are going to **measure** the circumference of a tennis ball and a volleyball to find out which one is the biggest." Use *Intentional Teaching Experience* M62, "How Big Around?," to measure the circumferences of the two balls. Write their circumferences on a sheet of chart paper.

Write the names of the balls prior to writing their circumferences on chart paper. Title the chart *Ball Sizes* and keep it for the children to add to during choice time.

- After the activity, say, "Now that we have measured the circumference of the two balls, which ball is bigger?" Invite the children to compare the circumferences on the chart and share their responses.

Before transitioning to the interest areas, tell the children that they can measure the circumferences of balls in the collection in the Discovery area.

Including all children After asking which ball is bigger, support nonverbal children by inviting them to gesture or point to the ball they think is bigger.

Choice Time

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

- Display the *Ball Sizes* chart, the ball collection, and the materials the children used to measure the balls' circumferences during large group.
- Support children to measure the circumferences of the balls in the collection. Encourage them to wrap a piece of string or yarn around the widest part of each ball and to cut the string where the two ends meet.
- Move the chart to the floor. Ask the children to lay the pieces of string on top of the chart. Help them mark the length of each string.
- After the children determine the balls' circumferences, explain that they will compare those measurements during large-group roundup.

Guiding your observations As children measure and compare balls of different sizes, look for indicators of Objective 22, "Compares and measures." At the beginning of the school year, children should explore nonstandard measuring tools such as string and yarn before being introduced to standard measurement tools such as rulers and measuring tape.

Read-Aloud

Read *The Three Billy Goats Gruff.*

- **Before reading**, show the cover of the book and ask, "What is the title of this book?"
- **While reading**, pause to let children fill in predictable phrases.
- **After reading**, ask, "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?"

Small Group

Pots & Pans Band

- Use *Intentional Teaching Experience* M80, "Pots & Pans Band."

Large-Group Roundup

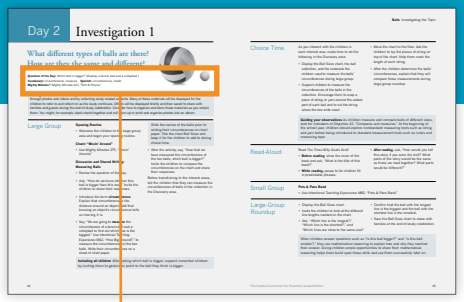
- Display the *Ball Sizes* chart.
- Invite the children to look at the different line lengths marked on the chart.
- Ask, "Which line is the longest?," "Which line is the shortest?," and "Which lines are close to the same size?
- Confirm that the ball with the longest line is the biggest and the ball with the shortest line is the smallest.
- Save the *Ball Sizes* chart to share with families at the end-of-study celebration.

When children answer questions such as "Is this ball bigger?" and "Is this ball smaller?," they use mathematical reasoning to explain how and why they reached their answer. Giving children ample opportunities to share their mathematical reasoning helps them build upon these skills and use them successfully later on.

This is pages 44–45 of the *Balls* study.

Arrival Time

When children arrive, the question of the day provides an immediate opportunity to practice mathematics skills. The teacher will return to the question of the day later to engage children in a conversation about their answers. In this example, the question of the day invites children to compare the sizes of objects and provides an opportunity to represent and analyze data.

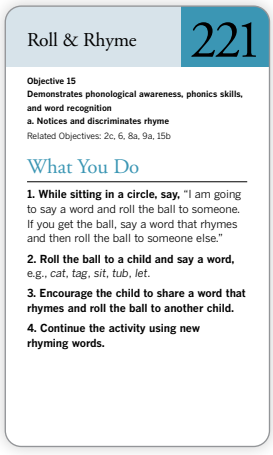

Day 2 Investigation 1

What different types of balls are there?

How are they the same and different?

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 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 bigger? (Display a tennis ball and a volleyball.)
Vocabulary: *circumference, measure* **Spanish**: *circunferencia, medir*
***Mighty Minutes*®:** *Mighty Minutes* 221, "Roll & Rhyme"


Roll & Rhyme 221

Objective 15
Demonstrates phonological awareness, phonics skills, and word recognition
a. Notices and discriminates rhyme
Related Objectives: 2c, 6, 8a, 9a, 15b

What You Do

1. While sitting in a circle, say, "I am going to say a word and roll the ball to someone. If you get the ball, say a word that rhymes and then roll the ball to someone else."

2. Roll the ball to a child and say a word, e.g., *cat, tag, sit, tub, let.*

3. Encourage the child to share a word that rhymes and roll the ball to another child.

4. Continue the activity using new rhyming words.

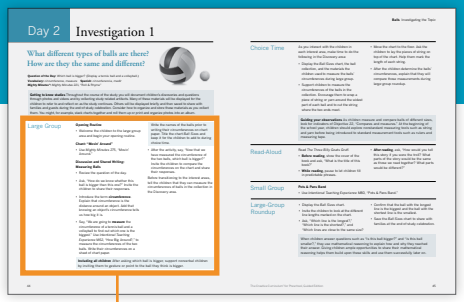
Watch "Roll & Rhyme" in action.

Mighty Minutes® are short songs, chants, games, and rhymes to turn every transition and every moment into a meaningful opportunity to teach content such as mathematics and literacy.

Mathematics Objectives Covered:

22a. Measures objects
22c. Represents and analyzes data

Large Group


Day 2 Investigation 1

What different types of balls are there? How are they the same and different?

When large group begins, the teacher uses a *Mighty Minutes*® activity to engage the children. In this example, children practice counting. During large group, the teacher leads the children in a discussion and shared writing experience: in this example, they will be introduced to math vocabulary, explore shapes, and analyze data while engaging in meaningful conversations based on the question of the day and the study topic.

During this large group, *Mighty Minutes* 275, "Movin' Around," children will engage in sociodramatic play where they perform a chant about different body movements. Teachers then lead a discussion and shared writing activity about the circumference and measurment of balls in the classroom collection.

Large Group

Opening Routine

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

Chant: "Movin' Around"

- Use *Mighty Minutes* 275, "Movin' Around."

Discussion and Shared Writing: Measuring Balls

- Review the question of the day.
- Ask, "How do we know whether this ball is bigger than this one?" Invite the children to share their responses.
- Introduce the term **circumference**. Explain that circumference is the distance around an object. Add that knowing an object's circumference tells us how big it is.
- Say, "We are going to **measure** the circumference of a tennis ball and a volleyball to find out which one is the biggest." Use *Intentional Teaching Experience* M62, "How Big Around?," to measure the circumferences of the two balls. Write their circumferences on a sheet of chart paper.

Write the names of the balls prior to writing their circumferences on chart paper. Title the chart *Ball Sizes* and keep it for the children to add to during choice time.

- After the activity, say, "Now that we have measured the circumference of the two balls, which ball is bigger?" Invite the children to compare the circumferences on the chart and share their responses.

Before transitioning to the interest areas, tell the children that they can measure the circumferences of balls in the collection in the Discovery area.

Including all children After asking which ball is bigger, support nonverbal children by inviting them to gesture or point to the ball they think is bigger.

Movin' Around 275

Objective 14
Uses symbols and images to represent something not present
b. Engages in sociodramatic play
Related Objectives: 1b, 4, 5, 8a, 8b, 20a, 35

What You Do

1. Invite the children to perform the movements as you recite the chant.

Twist side-to-side,
Then touch the ground.
Spin your body 'round and 'round.
Reach up high,
Reach down low.
All day long, we go, go, go.

2. Ask the children to share new movements to incorporate into the chant, e.g., march in place, swing arms in the air, balance on one leg.

Mathematics Objectives Covered:

20a. Counts
21b. Understands shapes
22c. Represents and analyzes data

Choice Time


Day 2 Investigation 1

What different types of balls are there? How are they the same and different?

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.

For example, in the Block area, children may be invited to tally and count how many blocks are used to make a tower. In the Toys and Games area, a collection of marbles might be available for sorting and counting. In the Library area, story retelling props for *The Three Billy Goats Gruff* provide an opportunity for children to count, quantify, and explore spatial relationships.

In this example from the *Balls* study, children in the Discovery area measure the circumference of balls in the classroom collection and create a representative chart to record their findings. This activity also supports their understanding of shapes.

Choice Time

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

- Display the *Ball Sizes* chart, the ball collection, and the materials the children used to measure the balls' circumferences during large group.
- Support children to measure the circumferences of the balls in the collection. Encourage them to wrap a piece of string or yarn around the widest part of each ball and to cut the string where the two ends meet.
- Move the chart to the floor. Ask the children to lay the pieces of string on top of the chart. Help them mark the length of each string.
- After the children determine the balls' circumferences, explain that they will compare those measurements during large-group roundup.

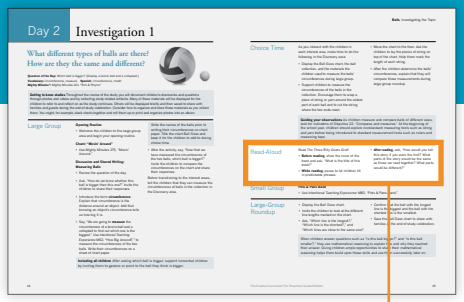
Guiding your observations As children measure and compare balls of different sizes, look for indicators of Objective 22, "Compares and measures." At the beginning of the school year, children should explore nonstandard measuring tools such as string and yarn before being introduced to standard measurement tools such as rulers and measuring tape.

Mathematics Objectives Covered:

21b. Understands shapes
22a. Measures objects

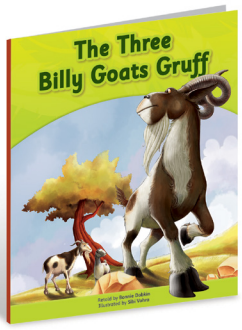
Teachers can explore both *Volume 2: Interest Areas* and *Volume 5: Mathematics* to learn more about planning and facilitating mathematical learning opportunities during choice time.

Read-Aloud



Reading aloud to children is one of the most important activities for reading and writing success, which are both critical to the development of mathematics skills.

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 mathematics skills development.



In this read-aloud, children will practice the mathematics skills of counting, quantifying, and measuring with *The Three Billy Goats Gruff*.

Read-Aloud

Read *The Three Billy Goats Gruff.*

- **Before reading**, show the cover of the book and ask, "What is the title of this book?"
- **While reading**, pause to let children fill in predictable phrases.
- **After reading**, ask, "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?"

Mathematics Objectives Covered:

20a. Counts
20b. Quantifies
21a. Understands spatial relationships
22a. Measures objects

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, nervous, nubs, skin and bones, hideous, planks, trembled, gulp, wobbled, stomped

Comment on main characters' thoughts and actions.

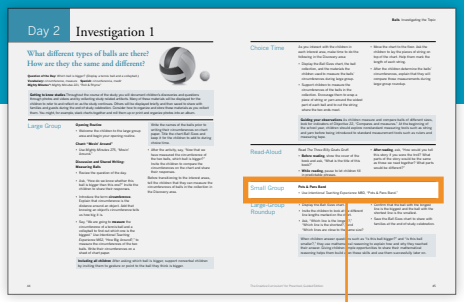
- "Middle Billy Goat Gruff looks nervous and worried about not having enough to eat."
- "I wonder how Little Billy Goat Gruff plans to get all three of them past the troll."
- "I think Little Billy Goat Gruff's plan is very smart. He's tricking the troll into not eating him and his brothers. I wonder 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?"

Small Group


Day 2 Investigation 1

What different types of balls are there? How are they the same and different?

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

In this example from the *Balls* study using *Intentional Teaching Experience* M80, "Pots & Pans Band," children will identify how a variety of pots, pans, bowls, spoons, and spatulas create different sounds. As they join the "band" and play different "instruments," the teacher will model different patterns and sounds the band can create. Children will hear the patterns emerge in the rhythm, tempo, and use of soft and loud sounds.

Small Group

Pots & Pans Band

- Use *Intentional Teaching Experience* M80, "Pots & Pans Band."

Pots & Pans Band

What You Do

Materials: variety of pots, pans, and bowls; wooden spoons; plastic spatulas

1. **Show the children the pots, pans, wooden spoons, and plastic spatulas. Explain that you will use the materials to make music together as a band.**
   "We have different kinds of pots and pans to make music with today. We are going to form a band and play the pots and pans together."
2. **Demonstrate how you can use the spoons or spatulas to tap on the pots and pans to make different sounds.**
   "Listen to the different sounds you can make. When I use the wooden spoon, it makes a lower sound than when I use the plastic spatula."
3. **Invite the children to choose their own materials and join you in the band.**
   "Which pots or pans would you like to try first? You can test them out to see which sounds you like the most."
4. **Model different patterns and sounds including different rhythms and tempos.**
   "Listen to the pattern that I can make. It goes soft, soft, loud; soft, soft, loud."
5. **Give children an opportunity to create their own sounds and patterns for as long as they are interested.**

Teaching Sequence

YELLOW	**As the child bangs on the pots, draw his attention to the natural patterns that he is creating.** "Ernie, listen to the pattern that you are making. It sounds like *bomp* [pause], *bomp* [pause], *bomp* [pause]."
YELLOW GREEN	**While playing on the pots and pans together, ask the child to follow along with the patterns that you model for her.** "Listen, these two pots make a different sound. I am going to tap on this one and then on that one. Can you tap along with me?"
GREEN BLUE	**Challenge the child to copy your patterns while playing on the pots and pans.** "Listen carefully so you can hear the pattern that I am making. Can you copy the pattern that you hear?"
BLUE PURPLE	**Invite the child to create his own simple pattern. Once he has established his pattern, join in and play the pattern together.** "What pattern did you create with the pots and pans? I hear it; you are doing two fast beats and then one slow beat; fast, fast, slow; fast, fast, slow."
PURPLE	**Encourage the child to create longer, more complex patterns using different rhythms and different pots and pans.**

M80

Music and Movement

Objective 23
Demonstrates knowledge of patterns
Related Objectives: 2c, 3a, 7a, 8a, 11a, 34

English-Language Learners

- Model each action as you are describing it.
- Use the child's name and ensure that you have his full attention before asking him a question.
- Name and touch each object as you introduce it.

Including All Children

- Offer a variety of materials to make music with.
- Cover the pots and pans with dishcloths or blankets to create a softer sound.
- Wrap foam around the handles of the wooden spoons or plastic spatulas to make them easier to grip.
- Offer items that make sounds when shaken, such as a plastic container with beads inside.

Questions to Guide Your Observations

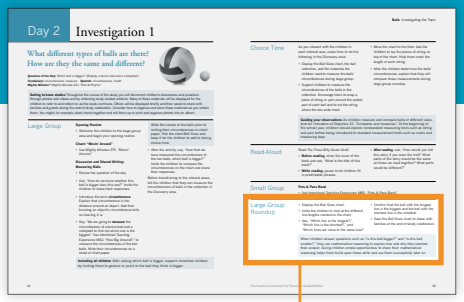
- What patterns of sound did the child recognize, extend, or create? (23)
- How did the child use and share the pots and pans, spoons and spatulas with others? (3a)
- In what ways did the child use her hands to hold and manipulate the spoons or spatulas? (7a)

Mathematics Objectives Covered:

23. Demonstrates knowledge of patterns

Watch "Drop, Pick-Up and Count," an Intentional Teaching Experience focused on math in action.

Large-Group Roundup


Day 2 Investigation 1

What different types of balls are there? How are they the same and different?

Large Group

Choice Time

Read-Aloud

Small Group

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 mathematical concepts. For example, teachers might document children's discoveries from the day on chart paper and help them analyze the data.

In this large-group roundup from the *Balls* study, children are asked to analyze data gathered earlier in the day, comparing the lengths of lines to determine which classroom balls are the biggest or smallest.

Large-Group Roundup

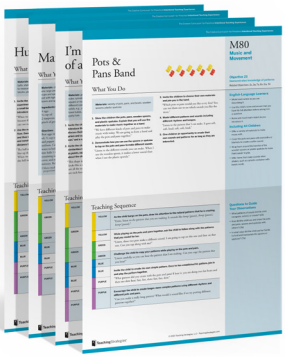
- Display the *Ball Sizes* chart.
- Invite the children to look at the different line lengths marked on the chart.
- Ask, "Which line is the longest?," "Which line is the shortest?," and "Which lines are close to the same size?
- Confirm that the ball with the longest line is the biggest and the ball with the shortest line is the smallest.
- Save the *Ball Sizes* chart to share with families at the end-of-study celebration.

When children answer questions such as "Is this ball bigger?" and "Is this ball smaller?," they use mathematical reasoning to explain how and why they reached their answer. Giving children ample opportunities to share their mathematical reasoning helps them build upon these skills and use them successfully later on.

Mathematics Objectives Covered:

22a. Measures objects
22c. Analyzes and represents data

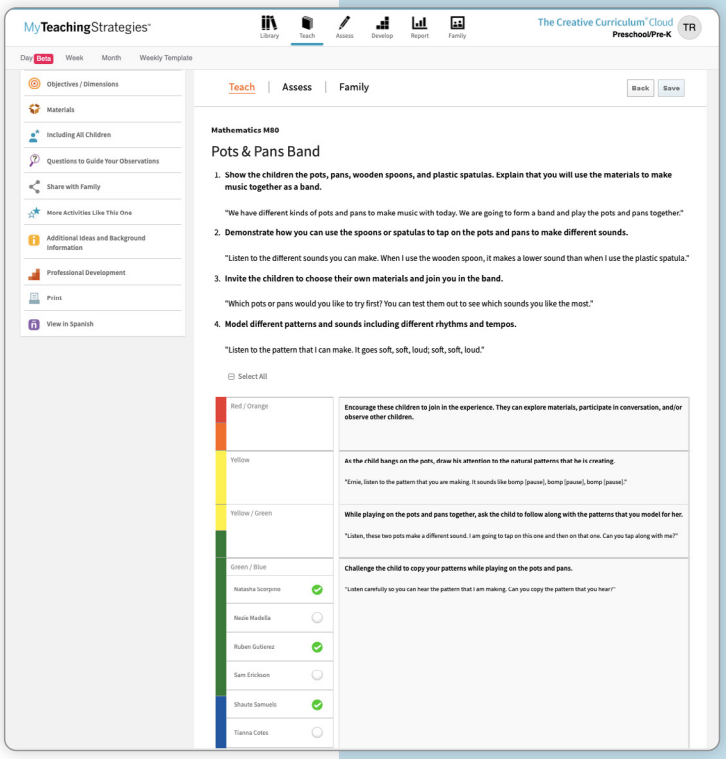
Intentional Teaching Experiences

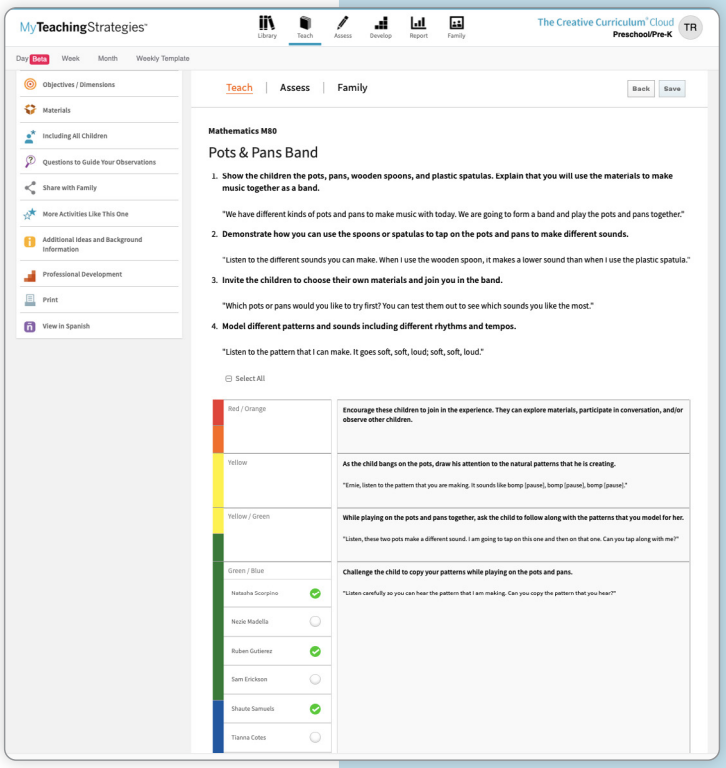


These engaging activities can be implemented throughout the day, whether during small group, large group, outdoor time, or in one-on-one experiences. *Intentional Teaching Experiences* are bilingual, offering content in English and Spanish, and include Teaching Sequences to make it easy for teachers 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 mathematics 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.





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.

Explore the entire children's book collection.

Read our blog to learn more about the Digital Children's Library.

Ensure Mathematics Are Incorporated Throughout the Day, Every Day in Your Program

The Creative Curriculum® for Preschool ensures mathematics is a focus throughout the day, every day in preschool classrooms—not just at a defined time of day. Mathematics 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 mathematics learning into every day, throughout each day.

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

Contact An Expert

TeachingStrategies®