

# The Creative Curriculum® for Kindergarten

# Touring Guide



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Welcome to

## The Creative Curriculum® for Kindergarten

Dear Colleagues:

I am so excited to introduce you to our newest curriculum solution for teachers of kindergarten children: *The Creative Curriculum® for Kindergarten*. Kindergarten is such a unique time in a young child's life—often, a child's first experience with formal schooling—and it's so important that the curriculum reflect the exceptional and special time that kindergarten truly is. That's why we are so delighted to be bringing kindergarten teachers a research-based, developmentally appropriate approach to project-based learning that builds upon the natural curiosity of kindergarten-aged children—because we know that when children investigate, discover, and play, they learn!

*The Creative Curriculum® for Kindergarten* continues our decades-long commitment to serving the early childhood community, from birth through third grade. We are so pleased to be giving kindergarten teachers the unique opportunity to place science and social studies project-based learning at the core of each day, while providing opportunities to meaningfully apply skills in mathematics, language and literacy, technology, and the arts. The curriculum was designed to support the way that kindergarten children learn best—through meaningful and purposeful hands-on investigations and play across all areas of learning. It also includes support for development of the whole child, including social-emotional, physical, and general cognitive development that are as critical to their future success as math and literacy skills.

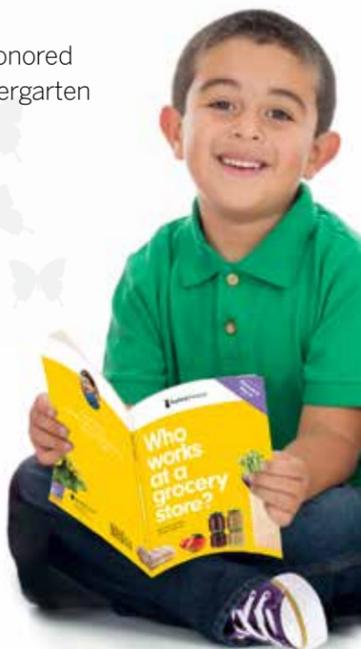
Our new kindergarten curriculum explores *The Creative Curriculum®* approach to teaching and learning, explaining the latest research on kindergarten learning and how to support students' learning through play, investigative thinking, and collaboration. It builds upon kindergarten teachers' extensive understanding, expertise, and creativity as professional educators. It combines current research and knowledge about high-quality kindergarten programs and classrooms with a whole child approach to teaching and learning, while giving teachers explicit guidance on how to support children's learning through studies. What's perhaps most exciting is that kindergarten teachers now have the opportunity to bring project-based investigations and play into kindergarten classrooms!

We can't wait for you to take a closer look at *The Creative Curriculum® for Kindergarten*. We are honored and excited to partner with you in making a positive and profound impact for children in the kindergarten classroom and beyond.

Warmly,



Kai-leé Berke  
Chief Executive Officer  
Teaching Strategies, LLC





## Welcome to *The Creative Curriculum® for Kindergarten!*



A comprehensive curriculum that provides kindergarten children with opportunities to learn through investigation, discovery, and play.

Beginning kindergarten is a big step for young children. Whether it's their first time in a classroom environment or they've had years of being cared for and taught outside of their homes, they all bring a wide range of knowledge, skills, and behaviors with them to the kindergarten classroom.

That's why having a curriculum that helps teachers support each student's unique strengths and needs is so important. High-quality curriculum resources help kindergarten teachers focus on the development of the whole child—not just in literacy and math, but in the social-emotional, cognitive, and physical skills that are equally important to children's success in school.

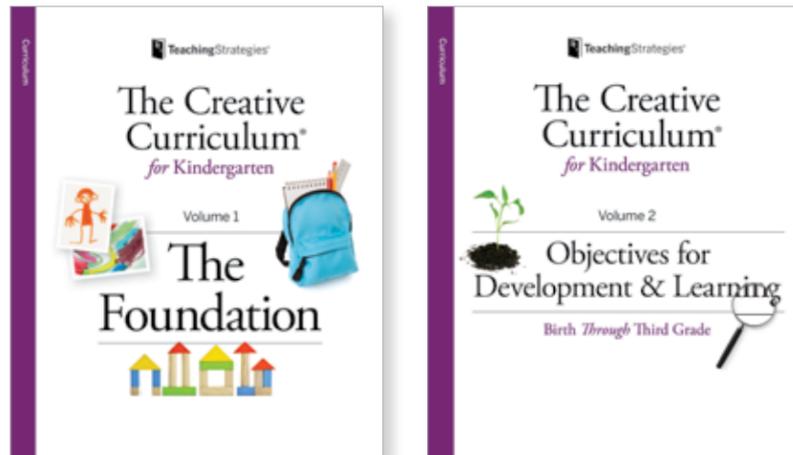
*The Creative Curriculum® for Kindergarten* provides a research-based, whole-child focused approach to project-based learning in the kindergarten classroom. Through project-based investigations of science and social studies topics that integrate literacy and mathematics concepts into everyday instruction, kindergarten teachers can encourage all children to think critically, solve problems, and connect ideas. **Ready to learn more? Let's get started!**



# The Creative Curriculum® for Kindergarten

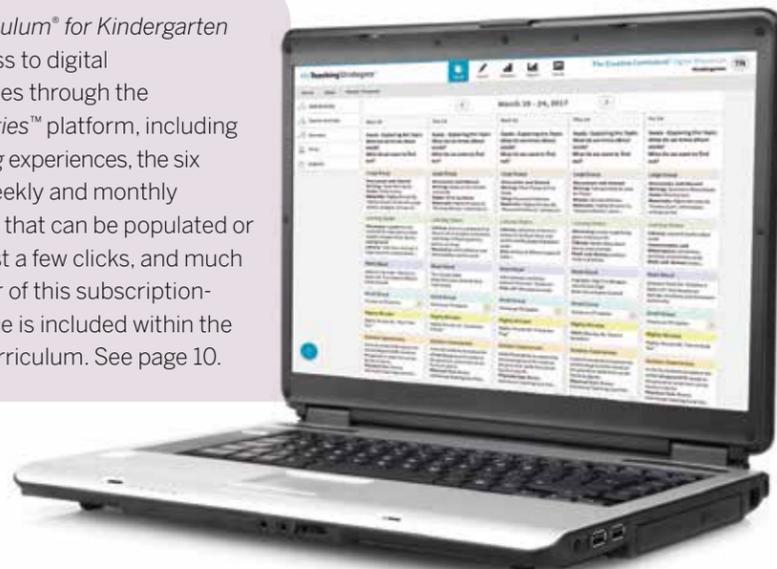
The Creative Curriculum® for Kindergarten builds upon decades of research, offering educators a developmentally appropriate, inquiry-based curriculum that incorporates best practices for teaching and learning in kindergarten. Two *Foundation* volumes outline the theory and research behind teaching kindergarten children and the 38 objectives for development and learning that are most critical for school success. *Teaching Guides* offer detailed daily plans to help teachers organize and plan their days. They can use them, along with the other *Daily Resources*, to integrate studies of science and social studies topics into everyday instruction while providing opportunities to meaningfully apply skills in mathematics, language and literacy, technology, and the arts.

## The Foundation

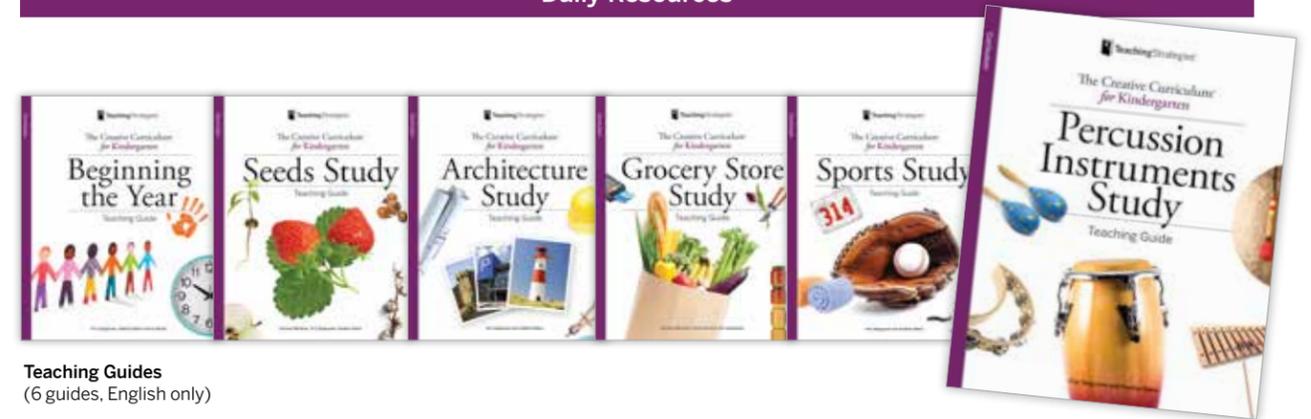


2 Volumes

The Creative Curriculum® for Kindergarten also provides access to digital curriculum resources through the MyTeachingStrategies™ platform, including *Intentional Teaching* experiences, the six *Teaching Guides*, weekly and monthly planning calendars that can be populated or rearranged with just a few clicks, and much more. The first year of this subscription-based digital service is included within the cost of the print curriculum. See page 10.



## Daily Resources



Teaching Guides  
(6 guides, English only)



Intentional Teaching Cards™  
(201 cards, bilingual)



Teaching Strategies' Children's Book Collection  
(30 fiction books, 12 nonfiction books)



Book Discussion Cards™ (18 cards)



Mighty Minutes®  
(100 cards; also sold separately)



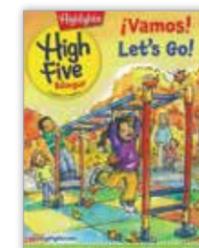
GOLD® Kindergarten Entry Assessment Survey



3-Step Instruction Cards (20 cards)



Resource Organizer



Highlights High Five Bilingüe™ (12 issues)



Book Conversation Cards™ (12 cards)

# How Does *The Creative Curriculum*® Work?

*The Creative Curriculum*® for Kindergarten draws upon decades of research on how children develop and learn and focuses on approaches to learning that help all children develop the essential process skills—like persistence, engagement, and attention—that are critical to future school success. It builds upon children’s natural curiosity by encouraging learning through meaningful and purposeful play, and it engages students at a deeper level of critical thinking as they explore study topics with in-depth questions, technical vocabulary, and opportunities to investigate on their own and with others.

The collage features several key components from the *Teaching Strategies* Percussion Instruments Study:

- Web of Investigations:** A central diagram with a conga drum at its core, branching out into five investigations:
  - Investigation 1: What percussion instruments are made of wood? How can we make and play them?
  - Investigation 2: What percussion instruments are made of metal? How can we make and play them?
  - Investigation 3: What percussion instruments are in the membrane family? How can we make and play them?
  - Investigation 4: How do people play percussion instruments? What sounds do percussion instruments make?
  - Investigation 5: Who plays and takes care of percussion instruments?
- Teaching Strategies Book:** The cover of 'The Creative Curriculum® for Kindergarten Percussion Instruments Study Teaching Guide' by Erin Seagraves and Heather Baker, featuring images of various percussion instruments like maracas, a conga, and a xylophone.
- At a Glance Investigation 1:** A detailed table with columns for 'Day 1', 'Day 2', 'Day 3', 'Day 4', and 'Make Time for...'. It outlines learning stations, questions of the day, read-alouds, and activities for different group sizes (Large, Small, Mighty Minutes).
- Investigation Cards:** Several smaller cards showing the layout of the study guides, including sections for 'What you need to know', 'Learning Stations', and 'Mighty Minutes'.

**Study Topics**

- Seeds
- Architecture
- Grocery Store
- Sports
- Percussion Instruments

## What Are Studies?

Most *Teaching Guides* feature studies, which are hands-on, project-based investigations of engaging topics that are relevant to children’s everyday experiences. Research suggests that project-based investigations in the earliest years are critical to engaging children in learning—teaching them how to critically analyze information and apply content knowledge in real-world situations.

## Why Studies?

The study approach is a method of supporting content learning through in-depth investigations of a meaningful topic. Studies allow for deep, first-hand exploration of topics that interest children, offering myriad ways to learn about each one. This approach not only allows children to gain a deeper understanding of the topic but also encourages them to develop skills across all domains as they apply the investigative process. In addition, the study approach provides teachers with the flexibility to follow the daily plans in the *Teaching Guides* or to make time for classroom activities they already have planned for their students.

## Advantages of Studies

- Enable 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 conflicts, sharing responsibilities, and working collaboratively
- Encourage family involvement

# What are *The Creative Curriculum*® for Kindergarten Objectives for Development and Learning?

The 38 research-based objectives are the heart of our curriculum and define the path teachers take with the students in their classroom. They will help kindergarten teachers focus on supporting the development of the whole child as they plan each day and make decisions about what to teach, the materials they select, and how they scaffold students' learning. They inform every aspect of teaching, include predictors of school success, and are aligned with state early learning standards.

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

*The Creative Curriculum*® for Kindergarten features objectives for development and learning from birth through third grade. Color-coded progressions enable teachers to see children's development and learning along a continuum across

the whole of the early childhood years. Kindergarten teachers can look ahead to first grade expectations and beyond, or look back at pre-K expectations, in order to scaffold children's development and learning, as appropriate.

The objectives cover 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many objectives also include dimensions that guide teachers' thinking about various aspects of that objective and help clarify what it addresses.

LITERACY	
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

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
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



## Digital Curriculum Resources

The *Creative Curriculum*® for Kindergarten includes access to digital curricular resources, including 6 *Teaching Guides*, 201 *Intentional Teaching* experiences, and weekly and monthly planning calendars that auto-populate with content from the curriculum to help teachers plan and manage their days. Accessible from *MyTeachingStrategies*™, which also includes resources and support for assessment, for professional development, and for connecting with families, the digital curriculum resources help ensure that teachers can save time while planning and implement meaningful, intentional instruction throughout the day using *The Creative Curriculum*® for Kindergarten.

The daily plans from each *Teaching Guide* automatically populate into a teacher's weekly and monthly calendars, saving them valuable time that would otherwise be spent on planning. Teachers can reorder or customize their daily plans quickly and easily to reflect the unique needs of their classroom or community. *Intentional Teaching* experiences provide a wealth of opportunities to individualize instruction for each child in the class, with color-coded teaching sequences that allow teachers to modify the activity, in the moment, to meet each child's needs. Learn more about the color-coded teaching sequences on page 18–19.

**Teach**—By toggling to “Teach,” teachers have all the guidance they need to engage children in a learning experience that can quickly be individualized to meet the needs of each child.

By toggling to “Assess” on each *Intentional Teaching* experience, teachers can enter levels for each child, based on their observations during the experience. The information they enter will automatically populate along the teaching sequence, placing children's names along the color-coded progression so that teachers know just how to modify or adjust the activity for each child. Teachers can move children along the continuum based on what they know about each child, ensuring that as children progress, their experiences in the classroom can be adjusted accordingly. Once teachers have entered levels for each child during one *Intentional Teaching* experience, all the other *Intentional Teaching* experiences they choose to use will automatically populate the Teaching Sequence with children's names.

**Assess**—By toggling to “Assess,” teachers can enter levels for each child, based on their observations during the experience.

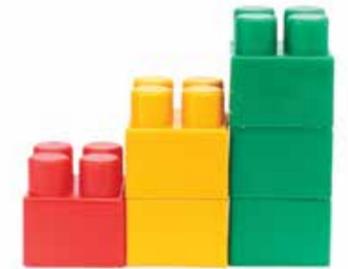
## GOLD® Kindergarten Entry Assessment Survey

To further support the essential link between curriculum and assessment, *The Creative Curriculum*® for Kindergarten includes an entry assessment survey, intended for use during the busy first six weeks of the kindergarten school year. The *GOLD*® Kindergarten Entry Assessment Survey asks the teacher to compare students' knowledge, skills, and behaviors with widely held kindergarten entry expectations. This time-saving tool provides teachers with a more streamlined approach to capturing critical insights, without diminishing the quality of the assessment information that they need in order to build relationships with children and inform planning and instruction.

The image displays three overlapping screenshots from the MyTeachingStrategies platform. The top-left screenshot shows the 'Teach' mode for a 'Dinner Party' activity, with a sidebar of navigation options and a main content area with instructions. The top-right screenshot shows the 'Assess' mode for the same activity, featuring a grid for recording student performance levels (Level 1 to Level 5) across various objectives. The bottom-right screenshot shows the GOLD Kindergarten Entry Assessment Survey interface, which includes a title card with the GOLD logo and 'ABC' letters, and a detailed assessment prompt for '20b. Quantities' with a corresponding data table.



## Curriculum Components: An In-Depth Look



All components of *The Creative Curriculum® for Kindergarten* were designed to fit together to create a seamless day of teaching and help teachers build an engaging and effective classroom environment.

*The Foundation* offers insight into the most current research and best practices for teaching kindergarten students. The *Daily Resources*, including *Teaching Guides*, *Intentional Teaching Cards™*, *Highlights High Five Bilingüe™*, *Book Conversation Cards™*, *Mighty Minutes®*, and *Book Discussion Cards™*, help teachers organize and manage their days intentionally and effectively.

The daily plans outlined in the *Teaching Guides* provide an opportunity for teachers to make studies the core of instruction, with existing math and literacy curriculum requirements integrated throughout the various parts of the day. **Let's take a closer look at each of the components of the curriculum.**

## The Foundation

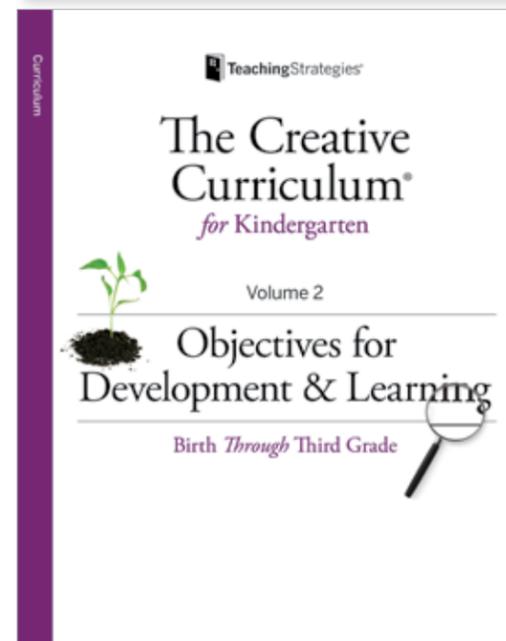
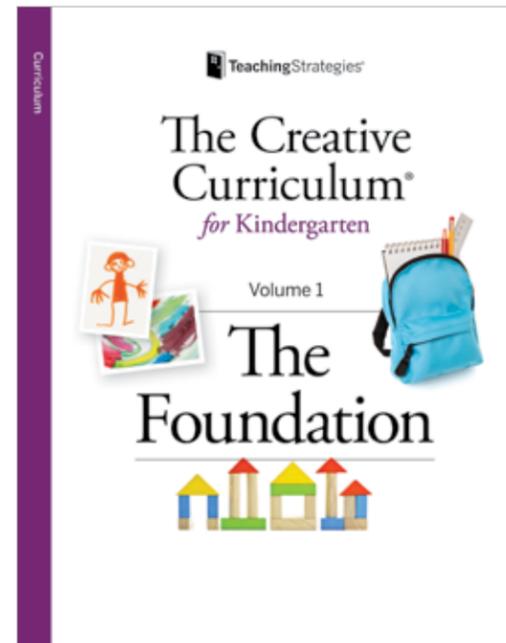
*The Foundation* provides teachers with an overview of the theory and research behind best practices for teaching kindergarten students, along with everything they need to know to support project-based investigations in the kindergarten classroom.

### Volume 1: *The Foundation*

presents all the information teachers need to establish a strong classroom community. It summarizes the research foundation of 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. In addition, *The Foundation* outlines the five learning stations: construction and makerspace, math and games, library, arts, and discovery. Learning stations can be accommodated in any classroom environment.

### Volume 2: *Objectives for Development & Learning*

describes in detail the 38 objectives in *The Creative Curriculum® for Kindergarten*. The volume includes progressions for the whole of early childhood from birth through third grade, helping kindergarten teachers see the important role they play in building a strong foundation for every child's future development and learning. Based on an extensive review of the latest research and professional literature in early childhood education, these objectives include predictors of school success and are aligned with early learning standards for each state.



## Daily Resources

The *Daily Resources* are instructional tools that provide guidance and support for purposeful instruction. On the following pages, we will highlight each of these resources in depth.



# Teaching Guides

The six *Teaching Guides* in *The Creative Curriculum® for Kindergarten* 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. Each *Teaching Guide* recognizes that kindergarten children are curious, active learners who are capable of deep cognitive engagement with topics relevant to their lives.

The *Teaching Guides* feature 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, giving them the flexibility to follow children's interests while ensuring they're continuing to address all the important areas of learning and development.

Throughout the *Teaching Guides*, there are references to particular sections of *The Foundation* that provide more in-depth information. 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 through the year.

The first guide, *Beginning the Year*, addresses the first six weeks of school, which are devoted to building a strong classroom community, developing meaningful relationships with students and their families, and helping students become familiar with the skills needed to conduct investigations. The remaining five guides feature studies, which are divided into a series of investigation questions. Each investigation lasts three to five days.



### How Studies Are Organized

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

# 3-Step Instruction Cards

The *3-Step Instruction Cards* were designed to give students the opportunity to work independently at the learning stations in the classroom. Throughout the *Teaching Guides*, there is guidance for using the *3-Step Instruction Cards* with students during different parts of the day.

Each card provides three simple steps for students to follow, with both visual and textual explanations that help guide their participation in an age-appropriate activity, building upon cognitive, social-emotional, language, literacy, and mathematical skills.



# 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 experiences that can be implemented throughout the day, typically at small-group time, with directions to help teachers individualize each experience to meet the needs of every learner.

Designed specifically for use in the kindergarten classroom, the experiences explained on these cards support learning and development in key areas, including math, literacy, physical, and social-emotional.

One of the most important features of the *Intentional Teaching Cards™* is the color-coded Teaching Sequence. These sequences explain how teachers can quickly adapt an experience based on the needs and abilities of each student, allowing them to individualize the activity for every student in the classroom so that he or she can participate successfully. The "Including All Students" section of every card provides additional strategies for teachers to effectively promote the growth and development of all the children in their classroom.

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



<b>Green</b> Preschool 3
<b>Blue</b> Pre-K 4
<b>Purple</b> Kindergarten
<b>Pink</b> First Grade

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

The Creative Curriculum® for Kindergarten Intentional Teaching Cards™

## Swat the Rhyme

### LL66

**Objective 15**  
Demonstrates phonological awareness, phonics skills, and word recognition  
a. Notices and discriminates rhyme  
Related Objectives: 1b, 8b, 11a, 11c, 15d, 16a, 16b

**What You Do**

**Materials:** new, unused flyswatter, cards or sentence strips with familiar rhyming words, e.g., bat, cat, sat, mat, and corresponding illustrations or picture cards for each word.

1. Invite students to join you for a game. Show the students a group of picture cards arranged in a grid on the ground. Read each word card and invite the students to carefully listen to the ending sounds they hear, invite the students to help read each word and identify the rhyming sound.  
*"The words on the three cards I showed you all sound the same. That means they rhyme! Bee, tree, and see all end with /ee/ sound. If you listen carefully, you can hear that these words sound the same."*
2. Point out the picture cards from the grid. Prompt the students to describe the image and identify the ending sound. Explain that you will read a word card, and each student will have a turn to find a picture card that rhymes with the word card and swat it with the flyswatter. If they can't find the rhyming picture card, they can ask another student to help them look.  
*"I picked the word top. Finn, what is the ending sound you hear? Yes, you hear the /op/ sound. When you find a card with picture of a word that has the /op/ sound, give the picture card a swat!"*
3. Invite the student to pick another word card. Encourage him to read the word and identify the ending sound. Pick a different student to look for the picture word card that rhymes.  
*"Kyle picked a word card. Can you tell me what the word is? Yes, it's the word jig! What ending sound do you hear? It has the /ig/ sound at the end. Now Greg will look at the picture cards. Listen for the ending sound, and swat any picture cards that rhyme with jig!"*
4. Continue the activity as long as the students are interested. Explain to the students that they can read and swat the rhyming cards at the Math and Games Station.

**Including All Students**

- Include words and illustrations or photos to all cards.
- Limit the number of picture cards.
- Emphasize sounds that are unfamiliar or students' home languages.\*\*
- Read the word cards several times with students in advance of this activity. Explain any unfamiliar words.\*\*
- Use objects to clarify unfamiliar rhyming words.\*\*

**Teaching Sequence**

GREEN	Say the rhyming word and then name the picture word that rhymes. Invite the student to find the picture and repeat the rhyming words. <i>"This word is boat, and I saw a picture of a coat. Can you find it? Boat and coat rhyme!"</i>
GREEN	Recite a rhyming sentence and omit the last word. Point out a few rhyming picture cards, including one that rhymes with the word card. Invite the student to recite the sentence with you and have him pick the picture word that rhymes. Offer support if needed. <i>"Do Jim, Tam, and Jim know ____? What word fits here? (It is jar, bee, or hen? Yes! Swat the picture of Jim, the boy with the arrow over his head!"</i>
BLUE	Show the student a word card and ask her to swat the picture card that rhymes with the word you are showing. <i>"Dina, your word is can. Does that sound like another word someone else had? You're right! Your word can rhyme with Albert's word, fan! Can you find a picture card that rhymes with those words? Good! You swatted the picture of the cat!"</i>
PURPLE	Ask the student to call out a group of words that rhyme with the word on the card before he swats a picture card. <i>"Apollo, how many words can you think of that rhyme with run? Good! Now you can swat a picture card that rhymes with run!"</i>
PINK	Read the rhyming sound from the card and ask the student to generate a group of words that include that sound and then swat a rhyming picture card. <i>"This card has the /ed/ sound. Gretchen, how many rhyming words can you make with the /ed/ sound? Are any of those words on a picture card? You're right! You swatted the card for bread!"</i>

**Questions to Guide Your Observations**

- How was the student able to notice and discriminate rhyming words? (15a)
- Was the student able to follow directions in the activity? (8b)
- How did the student use letter-sound correspondence during the activity? (16a)
- In what ways did the student use emergent reading skills? (16b)

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

**Objectives**—Lists the objectives for development and learning that are addressed during the activity.

**Including All Students**—Offers strategies for ensuring that all students can participate, including strategies that are particularly useful for supporting English- and dual-language learners. Guidance is also given for supporting students with special needs.

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

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



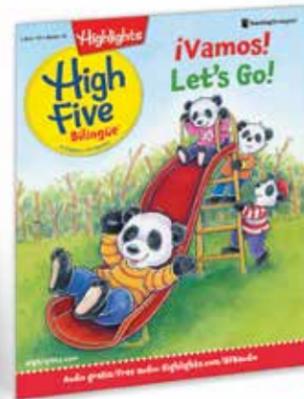
# Highlights High Five Bilingüe™ | Book Conversation Cards™

Highlights High Five Bilingüe™ is a set of unique resources that present read-aloud stories, poems, puzzles, and activities in English and in Spanish. They are designed to support children who are learning both languages and to introduce Spanish to non-Spanish-speaking children. With each issue of Highlights High Five Bilingüe™, a corresponding Book Conversation Card™ is included to help teachers actively engage children in conversation during read-alouds. These cards offer suggestions for introducing the experience, emphasizing vocabulary, commenting on stories and illustrations, and asking questions.

## 10 Highlights High Five Bilingüe™

Welcome to Highlights High Five Bilingüe™

Why is it true that the food my mom makes  
Tastes so much better by rivers and lakes?  
Biscuits from baskets and juice from a jug  
Make picnics special, despite the odd bug.  
I'll bring my box kite and you'll bring your ball,  
And after our picnic, we'll play with them all!



TeachingStrategies™

to describe what is happening, using the language of their choice.\*\*

As you read, talk about the way the Spot uses his senses to investigate the woods. Ask students to share how they use their senses to explore a new place, e.g., a new school bus, a new classroom, etc.

- Ask, "Where do you think the boy is? Who do you think that person is who is with him?"
- Reread the poem and pause occasionally to invite students to fill in the rhyming words.
- Plan to read (or play the audio version of) the poem in the second language, asking students to listen carefully for key words, e.g. *blanca/white, mejillas/cheeks, árbol/wood*. Consider using these words throughout the day.\*\*
- When leading the reading in Spanish, ask students to explain the difference between *aviso* and *aviso*. Discuss how adding *-ir* or *-to* to a word changes the meaning to "little."\*\*
- As you read in the second language, use gestures, exaggerated expressions, and tone of voice to illustrate the meaning of the poem.\*\*
- After reading, look or go outdoors on a day with fluffy clouds for students to describe and illustrate the shapes they see and describe how the wind moves and changes the clouds.

### Las Aventuras de Spot/The Adventures of Spot

- As you read, ask, "How do you think Spot feels being in the woods?" Invite students to share their ideas and explain their reasoning.
- Ask, "How can you tell that Spot is very tired?" Explain that the "zzz" in the illustration means Spot is sleeping. Invite students to demonstrate what it looks and sounds like when they sleep.
- When you reread the story in the second language, invite students to join you in repeating "Es hora de ir a casa/It's time to go home." Use the phrase as part of your daily dismissal routine.\*\*
- Encourage students to act out the story at the Art stations, taking turns playing Tommy and Spot.

### Un picnic en familia/Family Picnic

- Before reading in the students' first language, read the title in the second language. Ask students whether they recognize any familiar words. Point out that many words sound similar in English and Spanish, like *picnic/picnic, familia/family*.
- Do a picture walk and invite students to predict what this story is about, describe the setting, and identify the main characters' feelings, using the language of their choice.\*\*

### Mira y vuelve a mirar/Look and Look Again

- Invite students to notice what is the same and different in the two pictures.
- Encourage students to name objects in their first language. If possible, offer the names of the differences in English or Spanish.\*\*

### Escucha el ritmo/Listen to the Beat

- Introduce the activity by reading the title in the second language and inviting students to examine the photos and describe the activity. Ask them to recall what they know or have learned about drums, using the language of their choice.\*\*
- Point out the numbered directions and invite students to point to the first, second, and third step in the process. As you lead the activity, reinforce the ordinal numbers.
- Ask students to help you gather the materials, ask them to describe how each will be used to make a drum. Explain that there will need to be time between steps one and two for the paint to dry.
- After the drums are dry, invite students to compare the sounds their drums make. Ask students why some drums have different sounds. Say, "I wonder if the size of the drum changes the sound." Encourage students to use standard and nonstandard measuring tools to compare the sizes of the drums and compare their sounds.
- Invite students to extend or repeat a musical pattern using their new drums and work together to create an interesting rhythm.

- Plan to reread (or play the audio version of) the instructions in the students' second language, using similar gestures, voices, and inflections used when introducing the activity in the first language. Invite students to recall the process.\*\*

Refer to *The Creative Curriculum™ for Kindergarten Percussion Instruments Study Teaching Guide* for additional ideas related to how percussion instruments are made and used.

### ¡Qué disparate!/That's Silly!

- Introduce the activity by reading the title in the second language.\*\*
- Invite students to examine the illustrations and identify what is "silly" and what is "not silly."
- Encourage students to identify what they see, using the language they choose. Plan to repeat the activity again and provide the name of the silly situations in the second language.\*\*
- Invite students to share what they know about swimming or playing in the water.
- Ask, "What are the differences between the two swimming pools in the illustration?"

- Use this activity to research how floats keep people from sinking. Support students to make their own floaty space and test which designs or materials are most successful. Provide cameras to document the students' progress.
- Throughout the day, notice when something silly happens and encourage students to use the phrase, "¡Qué disparate!/That's silly!" in the students' second language.\*\*

### My First Hidden Pictures™ Puzzle

- Explain, "Let's find these items hidden in this larger picture." As they search, emphasize the word in the second language, e.g., if you are leading the activity in Spanish, you might say (in English), "Steven is looking for the button. Hmm. Where is that button?"
- Encourage students to describe what the little goats are doing in the illustration.
- Invite students to recall the story, *The Three Silly Goats Gruff*. Read the story aloud or encourage students to talk about what they remember of the

- Use gestures or show the illustrations on the left to help students identify the word's meaning and where it is found in the picture.\*\*
- Provide photocopies of the words and illustrations for students to cut and glue into English and Spanish

### Seis focas moteadas/Six Spotted Seals

- Before reading, show students the story in the second language. Invite students to describe the setting and the animals, and then predict what the story is about, using the language they choose.\*\*
- As you read, invite students to listen for the rhyming words and feel the rhythm of the chant. Encourage students to tap the rhythm on their legs as you read.

- After reading, ask students to examine the illustrations of the seals to describe how seals move and live. Encourage students to talk about where they live and share what they know about spotted seals.
- Reread (or play the audio version of) the story in the second language. Do a picture walk of the story and invite students to recall what they noticed about spotted seals.\*\*

- Encourage students to listen for familiar words, e.g., *mostrada/spotted, mariscos/seafood, salado/salty, arena/sand, nadar/swim, agua/water, labras/lips, sonar, soar*. Use these and counting words throughout the day to reinforce second language learning.\*\*
- Refer to the reading "Mira la foca! Look at the Seal!" on page 16/34 of this magazine for additional ideas related to seals.

### ¡Mira la foca!/Look at the Seal!

- Introduce the activity by explaining that the author is telling us about a real subject.
- Read the title in the second language and invite students to examine the photos and invite them to guess what *foca/seal* means, using the language of their choice.\*\*

- Classify the meaning of new or unfamiliar words, e.g., *salado/salty, cría/pup, mitad/half*\*\*
- After reading, encourage students to experiment pretending to be a seal. Encourage them to lie on the ground and keep their legs together and their arms to their sides. Ask, "How will you move from one place to another with your legs together and not use your arms?"

- Support students to research, in books and on the Internet, how much seals weigh and how seals move on land and in the water. Encourage them to make observational drawings of what they discover.
- Plan to reread the instructions in the students' second language, using similar gestures, voices, and inflections used when introducing the activity in the first language. Invite students to recall what they learned about seals.\*\*



## Mighty Minutes®

There's always a part of the day when kindergarten teachers need to give their students a "brain break"—time that gets them up and moving around in the classroom. *Mighty Minutes*®, a collection of songs, chants, rhymes, games, and short activities, can be used to turn those "brain breaks" into valuable learning opportunities that rarely require any additional materials.



*Mighty Minutes*® can be used anywhere, any time to intentionally teach language, literacy, math, science, social studies, or physical skills, such as when teachers are preparing to go outside or gathering children for large-group time.

Like the other resources in *The Creative Curriculum*® for Kindergarten, *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 for development and learning that are addressed during that activity.

### Going Up!

08

#### Objective 20 Uses number concepts and operations

a. Counts  
Related Objectives: 8a, 9b, 11a, 36

#### What You Do

1. Invite the students to pretend they are standing in a big elevator. Say, "We are going to start on the bottom floor and count up together."
2. Start counting the floors together while clapping along to the following chant:  
Elevator, elevator, going to the top.  
I wonder where it's going to stop!
3. As you count, randomly say, "Stop!", e.g., "One, two, three, four, stop!"
4. After stopping, invite the number of fingers floor you are on. Say, "floor. Can you show me comes next?"
5. Continue the activity different floors.

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

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

**On the Back**—The reverse side of each *Mighty Minutes*® card suggests ways to change the activity to either 1) focus on a different area of learning or 2) increase or decrease the complexity of the activity.

• Say, "This is a special 10-floor elevator. It goes up by 10 floors at a time." Repeat the activity, counting up by 10.

• Write a few numbers on the board in random order. Say, "These are the floors we need to visit. Which floor will we stop on first?" Continue moving up the floors until the students have put all the floors in order.

• Recite the following rhyme as you return the elevator to the bottom floor, stopping at floors as you count down, e.g., "Twelve, eleven, ten, nine, stop!"

Elevator, elevator, going down.  
Stopping when we reach the ground!



## Embedded Professional Development

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

*Teaching Guides* include background information about each featured study topic to help teachers familiarize themselves and get comfortable with the content, 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 for the students in their classroom. *The Creative Curriculum*® for Kindergarten 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.

### Guide to The Creative Curriculum® for Kindergarten

The *Guide* walks teachers through *The Creative Curriculum*® for Kindergarten. It provides a thorough overview of each component and explains how everything works together to help teachers build high-quality programs for students. With the *Guide*, teachers can easily see how the curriculum helps them focus on what matters most for the students in their classroom each and every day.

#### Discussion and Shared Writing: Instruments Made From Everyday Objects

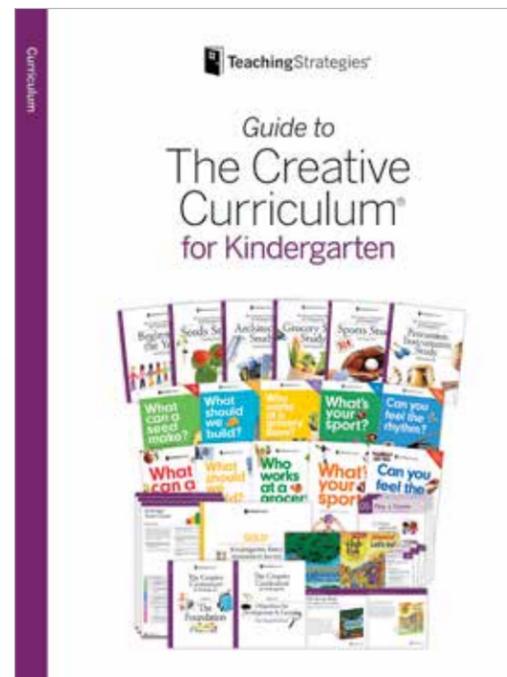
Ensure that all of the found objects that you offer are safe for the students to handle and explore. For example, when using cans, offer those that were opened with a child-safe can opener and do not have sharp edges.

- Show students videos of people playing metal percussion instruments made from everyday objects, e.g., spoons, a washboard, cans, pots and pans.
- Talk about the objects the people in the pictures are playing. Explain the original purpose of each object, e.g., a washboard is a metal board that you rub clothes against to clean them.

Explain to the students that they will have an opportunity to learn more about performances during project learning.

"Think-Pair-Share" is a useful strategy for encouraging children to share ideas in large groups. First, invite them to "think" about their answer, then ask them to "pair" up with another student, and finally ask them to "share" their answer(s) with the large group as a pair. This strategy offers students time to think independently and work cooperatively in groups.

For more information, see *The Creative Curriculum*® for Kindergarten, Volume 1: The Foundation.



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

A free, two-hour **online tutorial** provides an introduction to *The Creative Curriculum*® for Kindergarten to help get teachers started and show them how to use it effectively in their classrooms.



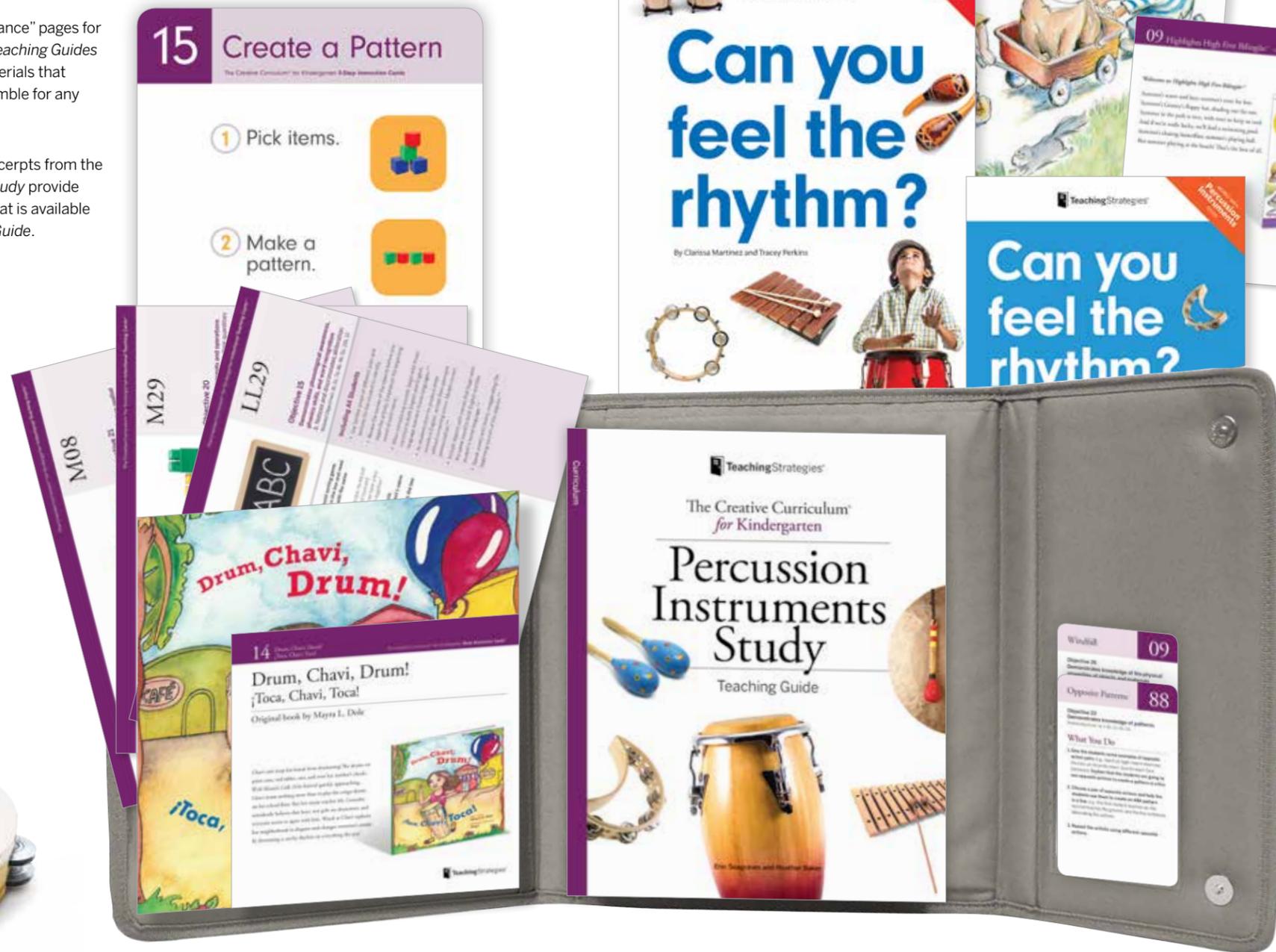
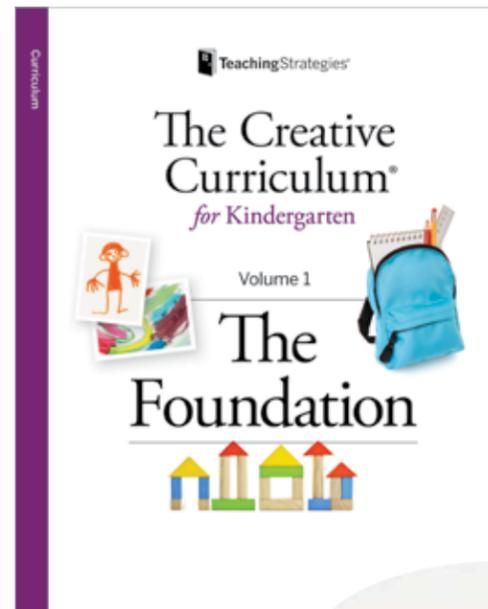
## Putting It All Together

Now that we've shared the big picture—how *The Creative Curriculum® for Kindergarten* is organized and what the individual resources are—it's time to look at how everything fits together to create a seamless day of teaching. With the study as the core of the day, teachers will easily be able to fit any existing math and literacy curriculum components that they may be required to use alongside the *Daily Resources*.

Teachers can assemble the resources for their day within the Resource Organizer, a binder specially designed to keep resources close at hand. The *Teaching Guide* will slide into the center pocket of the binder. The side pockets are designed to hold the *Intentional Teaching Cards™*, *Book Discussion Cards™*, *Mighty Minutes™*, *Book Conversation Cards™*, *Highlights High Five Bilingüe™*, and children's books that teachers will be using that day. To help make sure kindergarten teachers are

fully prepared, the "At a Glance" pages for each investigation in the *Teaching Guides* provide a list of all the materials that teachers will need to assemble for any given day.

On the following pages, excerpts from the *Percussion Instruments Study* provide a sense of the guidance that is available throughout the *Teaching Guide*.



## Percussion Instruments Study: Table of Contents

The **Table of Contents** provides an introduction to what is included 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.

## Why Investigate Percussion Instruments?

At the start of every study is a “Why Investigate...?” section that provides context. All the study topics in *The Creative Curriculum® for Kindergarten*—percussion instruments, seeds, architecture, sports, the grocery store—are topics that already interest students and are familiar to them. This is one of the major distinguishing features of *The Creative Curriculum® for Kindergarten*. The study topics are relevant to, rather than removed from, everyday lives of students, so students can build on what they know and manipulate real objects as they explore a topic of great interest.




Table of Contents	
Getting Started	3 Why Investigate Percussion Instruments?
	4 Web of Investigations
	6 A Letter to Families
	8 Bringing the Study Home
Beginning the Study	12 Introducing the Topic
	14 Preparing for Wow! Experiences
	16 Exploring the Topic (Days 1–5)
Investigating the Topic	30 What percussion instruments are made of wood? How can we make and play them? (Days 1–4)
	40 What percussion instruments are made of metal? How can we make and play them? (Days 1–4)
	50 What percussion instruments are in the membrane family? How can we make and play them? (Days 1–5)
	62 How do people play percussion instruments? What sounds do percussion instruments make? (Days 1–4)
	72 Who plays and takes care of percussion instruments? (Days 1–5)
	84 Additional Questions to Investigate
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## Why Investigate Percussion Instruments?

From a very early age, children love to bang on pots and pans. By kindergarten, children become even more fascinated with movement and ways to create sounds. A study of percussion instruments provides exciting opportunities for students to explore these concepts. When students are offered percussion instruments to play along with a familiar song, they begin exploring the different ways to tap or shake the instruments as they move their bodies to the beat of the music. Students enjoy creating sounds with instruments, and they enjoy experimenting with the sounds they can make, e.g., striking the different tones on a xylophone.

The percussion instruments study offers students many opportunities to investigate percussion instruments. In addition to firsthand investigations, students can explore social studies and science concepts, e.g., interviewing a drummer, learning about music from different cultures, and noticing how changing the materials on an instrument changes the way it sounds. As students play along to different types and tempos of music, they notice how the music makes them feel and develop musical preferences. The percussion instrument study also helps students develop their skills in literacy, mathematics, technology, and the arts as they investigate.

Percussion instruments are a classroom favorite. They are easy for children to play, and there is a wide variety of instruments from which to choose. Students can even create their own percussion instruments using easy-to-find materials, e.g., coffee cans and classroom blocks. Because there are many different percussion instruments, students have many opportunities to discover which instruments they prefer to play. Whether the children like loud or muted sounds, high or low pitches, or playing instruments with their hands or a mallet, there is a percussion instrument for every child!

How do the students in your class show their interest in percussion instruments? What instruments are they most excited about?

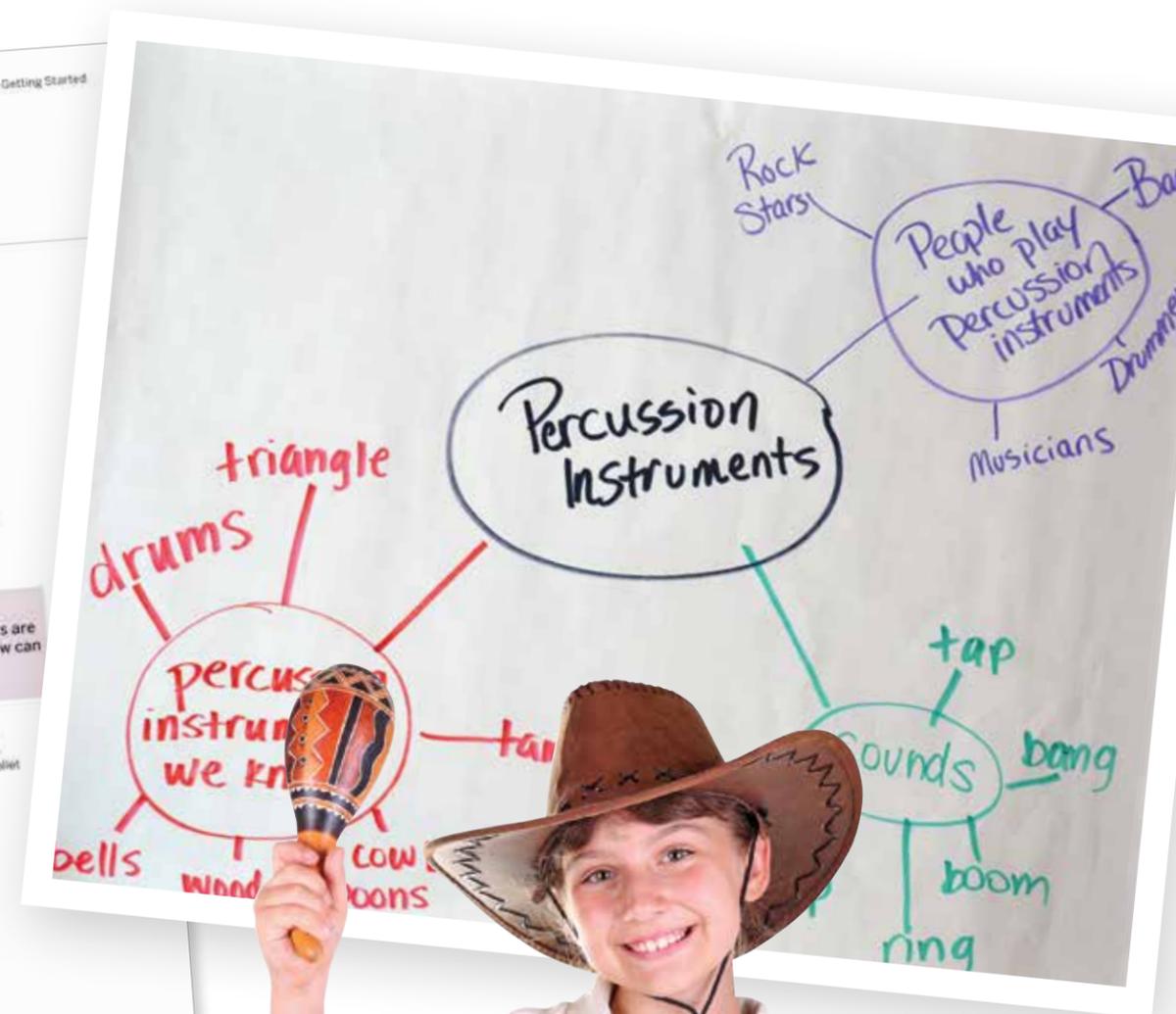
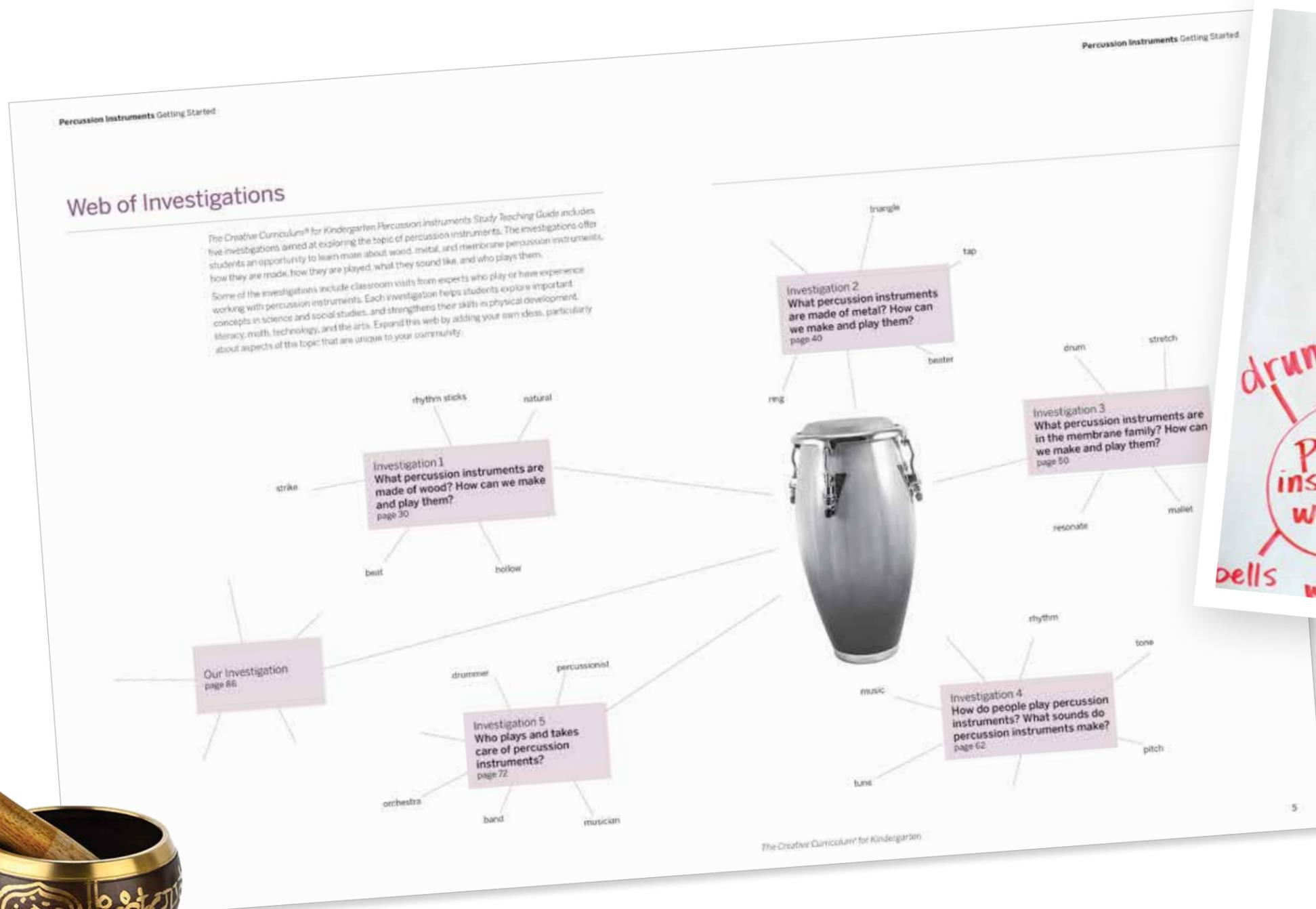


## Web of Investigations

A “Web of Investigations” is also included at the beginning of every study. This section introduces the concept of an **idea web**, which provides a way to think about the important ideas related to a topic and the areas that students 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 reflect their communities and the students and families in their classrooms.

## Putting It Into Practice

Here’s an example of one teacher’s idea web. Notice how she begins with the study topic—percussion instruments—and branches out to identify many areas of exploration that interest the students in her classroom. From the idea web, this teacher and her class are able to identify what they already know about percussion instruments. Then they can identify the questions they want to answer.



# Percussion Instruments Study: At a Glance, Investigation 2

The “At a Glance” pages that precede every exploration and investigation in each *Teaching Guide* help teachers with planning. The investigations are fully supported with innovative ideas and strategies to help students assess their knowledge, develop questions, and successfully find answers by working together. 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 students become.



### Questions for Exploration or Investigation—

In addition to the students’ own questions, these preselected questions actively engage students in the topic they’re studying. Students explore them by engaging in hands-on experiences that support their learning and encourage the use of important investigational skills.

### Question of the Day—

With help from teachers, students answer a question related to something planned for that day. Teachers will briefly talk about students’ responses later in the day.

### Materials—

The “At-a-Glance” chart shows all the materials and books teachers will use for each day of the investigation.

### Children’s Literature—

*The Creative Curriculum® for Kindergarten* includes fiction and nonfiction books from the *Teaching Strategies® Children’s Book Collection*. The nonfiction titles relate closely to the study topic.

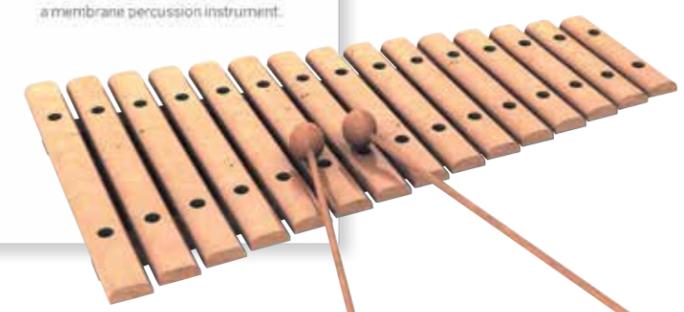
AT A GLANCE Investigation 2					
What percussion instruments are made of metal? How can we make and play them?					
	Day 1	Day 2	Day 3	Day 4	Make Time for...
<b>Learning Stations</b>	<b>Library:</b> books that feature different percussion instruments; computer or tablet; journals <b>Discovery:</b> collection of metal objects; percussion instruments; magnets <b>Math and Games:</b> 3-Step Instruction Card 15, “Create a Pattern”; counters or unit blocks	<b>Arts:</b> metal spoons; video clip of someone playing the spoons <b>Construction and Makerspace:</b> everyday objects, e.g., metal spoons and cans <b>Library:</b> collection of rhyming word and picture cards	<b>Arts:</b> collection of classroom instruments <b>Construction and Makerspace:</b> metal materials for students to create instruments <b>Math and Games:</b> 3-Step Instruction Card 08, “Measure with a Ruler”; classroom objects	<b>Discovery:</b> collection of metal percussion instruments; felt; mallets; strings; fabric scraps <b>Construction and Makerspace:</b> materials added to station on Day 2 <b>Library:</b> classroom materials that begin with different sounds	<b>Outdoor Experiences</b> <ul style="list-style-type: none"> <li>Invite students to find metal objects outdoors that they could use as a percussion instrument, e.g., metal bars on a play structure, metal fence post, etc.</li> </ul>
<b>Question of the Day</b>	What can stick to this magnet?	How can you make music with this? (Display metal spoons.)	What would you like to ask the music teacher?	How is this used? (Display a triangle.)	
<b>Large Group</b>	<b>Discussion and Shared Writing:</b> Metal Percussion Instruments <b>Rhyme:</b> Windfall <b>Materials:</b> Mighty Minutes 09, “Windfall”; magnets; metal percussion instruments; chart paper; writing utensil	<b>Discussion and Shared Writing:</b> Instruments Made From Everyday Objects <b>Movement:</b> Animal Yoga <b>Materials:</b> Mighty Minutes 39, “Animal Yoga”; Mighty Minutes 03, “Musical Turns”; videos of people playing metal percussion instruments made from everyday objects; everyday items, e.g., empty coffee can, sheet pan, small ridged soup can with smooth edges; paper; writing utensil	<b>Discussion and Shared Writing:</b> Visit From a Music Teacher <b>Song:</b> “Hands All Around” <b>Materials:</b> Mighty Minutes 93, “Hands All Around”; paper; writing utensil; camera	<b>Discussion and Shared Writing:</b> Changing the Sound of Metal Percussion Instruments <b>Rhyme:</b> Speed Rhyme Shout <b>Materials:</b> Mighty Minutes 01, “Speed Rhyme Shout”; triangle; collection of metal percussion instruments	<b>Physical Fun</b> <ul style="list-style-type: none"> <li>Review Intentional Teaching Card P06, “Across the Balance Beam.”</li> </ul>
<b>Read-Aloud</b>	Can You Feel the Rhythm?	Max Found Two Sticks	Drum, Chavi, Drum! Book Discussion Card 14 (first read-aloud)	Highlights High Five Blingoe™; (Tú vienes también/You Come Too! Book Conversation Card 09	<b>Family Partnerships</b> <ul style="list-style-type: none"> <li>Invite families to bring in sample pieces of fabric for students to make drums and drum heads.</li> <li>Encourage families to share experiences they had completing investigation 1 activities in the “Bring the Study Home” Handout. Remind them to look at and begin activities for investigation 2.</li> <li>Invite family members who have experience playing a drum to visit the class.</li> </ul>
<b>Small Group</b>	<b>Language and Literacy: Beginning-Sound Box</b> Intentional Teaching Card LL29, “Beginning-Sound Box”; variety of objects, including some with names that begin with the same sound; cardboard box or bag to store objects <b>Mathematics: Math Artists</b> Intentional Teaching Card M29, “Math Artists”; construction paper; glue; scissors; collection of small collage materials; pencils or crayons; numeral cards; for pink, index cards with relational symbols (>, <, and =)	<b>Mathematics: Barnyard Shapes</b> Intentional Teaching Card M08, “Barnyard Shapes”; two lengths of elastic band or rope (about 8 feet long), each with ends attached; assortment of two-dimensional shapes <b>Language and Literacy: The Top Three</b> Intentional Teaching Card LL42, “The Top Three”; a storybook with the “Top Three” elements (characters, setting, and plot) and that is appropriate for the age and interest of the students; chart paper/chart; markers	<b>Language and Literacy: Whirly Words</b> Intentional Teaching Card LL54, “Whirly Words”; chart paper; markers <b>Mathematics: Hopscotch Math</b> Intentional Teaching Card M50, “Hopscotch Math”; chalk or masking tape; beanbags	<b>Mathematics: Shape Escape</b> Intentional Teaching Card M24, “Shape Escape”; beanbags; chart paper; marker; large piece of cardboard with shape cutouts; collection of three-dimensional shapes matching the cardboard cutouts; for pink, bag <b>Language and Literacy: What Sound Does It Make?</b> Intentional Teaching Card LL18, “What Sound Does It Make?”; two sets of alphabet cards; tape	<b>Wow! Experiences</b> <ul style="list-style-type: none"> <li>Day 3: Classroom visitor who is a music teacher</li> </ul>
<b>Mighty Minutes®</b>	Mighty Minutes 88, “Opposite Patterns”	Mighty Minutes 12, “Fill in the Rhyme”	Mighty Minutes 73, “Telling Tales”	Mighty Minutes 29, “Pencil Portomime”	<b>Preparing for the Week</b> <ul style="list-style-type: none"> <li>Begin collecting small and large containers and 12”x 12” pieces of fabric for students to make drums and drum heads in the next investigation.</li> <li>Research and find videos on how to make a membrane percussion instrument.</li> </ul>

**Vocabulary**  
**English:** metal percussion instruments, e.g., triangle, cymbals, agogo, washboard, vibrates  
**Spanish:** instrumentos de percusión de metal, e.g., triángulo, platelos, agó-gó, tabla de lavar, vibrar

**Outdoor Experiences—**  
 These activities relate to the study topic or present an intentional teaching strategy for promoting students’ motor skills. The suggested activities are a starting place for planning meaningful outdoor experiences. Teachers can vary the activities according to students’ strengths, needs, and interests.

**Family Partnerships—**  
 This section suggests ways to involve students’ families in their children’s learning.

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



# Percussion Instruments Study: Day 3, Investigation 2

Each *Teaching Guide* contains the day-by-day, step-by-step guidance that helps teachers intentionally support students' development and learning in all areas while they implement the study. Notice that guidance for using the additional resources, such as *Intentional Teaching Cards™* and *Book Discussion Cards™*, is included in every daily plan.

An important feature of *The Creative Curriculum® for Kindergarten* is that the daily plans offer guidance but also allow the teacher to adapt the plans to follow students' interests. If students are particularly engaged in a topic or have additional questions that they want to answer, investigations can be extended as needed.

**Large Group**—Before engaging students in discussion and shared writing during large group, it is a good idea to provide a fun, interactive physical experience, which typically involves one of the *Mighty Minutes®*.

**Project Learning**—Students have the opportunity to work freely at the learning stations, so they can follow their own paths of inquiry.

**DAY 3** Investigation 2

**Percussion Instruments** Investigating the Topic

## What percussion instruments are made of metal? How can we make and play them?

**Vocabulary:** See *Book Discussion Card 14, Drum, Chavi, Drum!*, for words  
**Question of the Day:** What would you like to ask the music teacher?

### Large Group

**Song: "Hands All Around"**

- Use *Mighty Minutes 93, "Hands All Around"*

**Discussion and Shared Writing: Visit From a Music Teacher**

- Review the question of the day, and create a list of the students' questions.
- Introduce the visitor to the class.
- Invite the students to share what they have discovered about metal percussion instruments.
- Encourage the students to ask their questions, and record the visitor's responses.

- Ask the visitor about any metal percussion instruments she uses. If possible, invite her to demonstrate how those instruments are played.
- Ask the visitor to talk about how she teaches students to play instruments. Invite her to give the students a lesson on how to play percussion instruments.
- Take photos and videos during the visit to share at the end-of-study celebration.

Explain to the students that they will have an opportunity to pretend to be music teachers during project learning.

### Read-Aloud

Read *Drum, Chavi, Drum!*

- Use *Book Discussion Card 14, Drum, Chavi, Drum!* Follow the guidance for the first read-aloud.

### Small Group

**Language and Literacy: Whirly Words**

- Review *Intentional Teaching Card LL54, "Whirly Words."*

**Mathematics: Hopscotch Math**

- Review *Intentional Teaching Card M50, "Hopscotch Math."*

### Independent Discovery

**Math and Games Station**

- Display *3-Step Instruction Card 08, "Measure with a Ruler."*
- Invite the students to follow the guidance on the card to measure classroom objects.

### Mighty Minutes®

- Use *Mighty Minutes 73, "Telling Tales."*

### Large-Group Roundup

- Invite the children to write a group thank-you note for the visitor. Ask the students to write their names or draw pictures in the card.
- Ask the students to share what instruments they made using the metal materials during project learning.

### Project Learning

**Arts Station**

- Invite the students to pretend to be a music teacher at the Arts station.
- Encourage the students to recall what they learned from the music teacher's visit.
- As the students play, notice how they use and talk about the instruments at the station.

**Construction and Makerspace Station**

- Provide a collection of metal materials for the students to create instruments.

**Book Discussion Cards™**—The *Book Discussion Cards™* support teachers during read-alouds.

**Intentional Teaching Cards™**—Prompts to use particular *Intentional Teaching Cards™* are included in every daily plan.

**3-Step Instruction Cards™**—Each *3-Step Instruction Card* provides three simple steps for students as they work independently at the learning stations.

**Mighty Minutes®**—Teachers are directed to *Mighty Minutes®* activities during each day of the study for those important "brain breaks."



## The Creative Curriculum® for Kindergarten Research Pilot

In the fall of 2016, a four-month pilot study made up of a diverse sample of elementary school teachers used *The Creative Curriculum® for Kindergarten* to bring play-based resources and high-quality, developmentally appropriate experiences into their kindergarten classrooms. A total of 32 schools and 70 kindergarten teachers from Alabama, Alaska, New York, and Washington State participated as trial classrooms for the 2016-2017 academic year. To download *The Creative Curriculum® for Kindergarten* Fall 2016 Trial Outcome report, please visit [TeachingStrategies.com/Kindergarten](http://TeachingStrategies.com/Kindergarten).

### Feedback on *The Creative Curriculum® for Kindergarten*:

“The curriculum gives kindergarten students the opportunity to expand their academic skills, especially writing through the exploration of the studies.”



“The curriculum does a very nice job of choosing quality literature and leads the students in multiple readings and higher level thinking.”

“I would recommend *The Creative Curriculum® for Kindergarten* because it has many diverse activities and lessons to use within an already established curriculum. It has fresh ideas, and can make certain lessons more creative.”



“*The Creative Curriculum® for Kindergarten* is easy to use and complements existing curriculum that we already have in the classroom.”

“The activities are age appropriate and engaging.”



# The Creative Curriculum<sup>®</sup> for Kindergarten

When children investigate, discover, and play—they learn.

**[TeachingStrategies.com/Kindergarten](https://www.teachingstrategies.com/Kindergarten)**

