Today’s objectives

* Introduce The Creative Curriculum, by Teaching Strategies
  - How Children Develop & Learn

* The Assessment Cycle - Objectives for Development and Learning

* Introduce The Creative Curriculum GOLD, by Teaching Strategies
  - Observations, Dimensions, Indicators and Levels, Individual Child Report, Weekly Planning Forms, and Family Site

* Explain the Alignment of The Creative Curriculum GOLD with California Preschool Learning Foundations

* Provide resources
The philosophy of The Creative Curriculum is that the best way to help children succeed is to teach them to be creative, confident thinkers. That means offering them opportunities for hands-on exploration and discovery that help build lifelong critical thinking skills and foster confidence. Learning isn’t just repeating what someone else says; it requires active thinking and experimenting to find out how things work and to learn firsthand about the world we live in.

In their early years, children explore the world around them by using all their senses (touching, tasting, listening, smelling, and looking.) The activities we plan for children, the way we organize the environment, select toys and materials, plan the daily schedule, and talk with children, are all designed to accomplish the goals of our curriculum and give your child a successful start in school.

The Goals of The Creative Curriculum
The most important goal of our early childhood curriculum is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts. Our goal is to help children become independent, self-confident, inquisitive learners.

We’re teaching them how to learn, not just in preschool, but all through their lives. We’re allowing them to learn at their own pace and in the ways that are best for them. We’re giving them good habits and attitudes, particularly a positive sense of themselves, which will make a difference throughout their lives.
The preschool curriculum identifies goals in the following areas of development:

**Social/Emotional:** To help children develop independence, self-confidence, and self-control, follow rules and routines, make friends, and learn what it means to be part of a group.

**Physical:** To increase children’s large muscle skills – balancing, running, jumping, throwing, and catching – and use the small muscles in their hands to do tasks like buttoning, stringing beads, cutting, drawing, and writing.

**Cognitive:** To acquire thinking skills such as the ability to solve problems, to ask questions, and to think logically – sorting, classifying, comparing, counting, and making patterns – and to use materials and their imagination to show what they have learned.

**Language:** To use words to communicate with others, listen to and participate in conversations with others, understand the purpose of print, recognize letters and words, and begin writing for a purpose.
The Creative Curriculum for Infants, Toddlers and Twos identifies goals in all areas of development:

- **Social-Emotional Development**: To learn about self and others - trusts known, caring adults, regulates own behavior, plays with other children, learns to be a member of a group, and uses personal care skills.

- **Physical Development**: To learn about moving - demonstrates basic gross motor skills, demonstrates basic fine motor skills.

- **Cognitive Development**: To learn about the world - sustains attention, understands how objects can be used, shows a beginning understanding of cause and effect, shows a beginning understanding that things can be grouped, uses problem solving strategies, engages in pretend play.

- **Language Development**: To learn about communicating - develops receptive language, develops expressive language, participates in conversations, understands and uses words, enjoys books and being read to, shows an awareness of pictures and print, experiments with drawing and writing.
The planned activities for the children, the organization of the environment, the selection of toys and materials, planning the daily schedule and interacting with the children, are all designed to accomplish the goals and objectives of the curriculum and give your child a successful year at the CDC.

The Creative Curriculum shows teachers how to integrate learning in literacy, math, science, social studies, the arts, and technology throughout the day. It also gives the teacher a wide range of teaching strategies - from child-initiated learning, to teacher-directed approaches, to best respond to children’s learning styles, strengths, and interests.

The teachers at the Alameda CDC build the curriculum for their children around the environment using different interest areas or centers including:

- Dramatic Play
- Blocks
- Table Toys
- Art
- Sand and Water
- Library
- Music & Movement
- Computers
- Outdoors
- Discovery/Science

The richer the environments, the more concrete opportunities there are for children to learn by interacting with materials and people. The teacher’s role is to create an environment that invites children to observe, to be active, to make choices, and to experiment.
A LETTER TO FAMILIES ABOUT THE LIBRARY AREA

Dear Families,

The Library Area is a very important part of our classroom and of your child’s life. It’s where children gain the foundation for reading and writing. It’s also a place where children can relax and enjoy the wonderful world of children’s books.

We encourage children to look at books, to listen to taped stories, to retell stories, and to scribble and “write” throughout the day. Sometimes children dictate stories to us, which we record in books.

We read stories to the children every day. Reading introduces new ideas, helps children learn how to handle problems that come up in life, and mostly encourages them to develop a love for books. As children listen to us read, their own reading skills begin to develop. Here are some of the things we do as we read.

- We look at pictures and ask: “What do you see?”
- We encourage children to predict what will happen next: “What do you suppose will happen now?”
- We encourage children to repeat words, rhymes, and phrases they’ve memorized.

What You Can Do at Home

Research has shown us the important role families play in helping children learn to read and write. The single most important thing you can do is to read to your child every day. When your child sits next to you as you read, he begins to connect books with good feelings. Here are a few more things you can do with your child.

- Encourage your child to talk about the stories you read.
- Ask questions like, “I wonder what will happen next?” or “I wonder why . . . ?”
- Try to relate the story to something in your child’s life (“That dog looks just like Grandpa’s.”)
- Visit the library and check out books that interest your child.
- Give your child paper and pencils, pens, or markers and let him experiment with writing. Don’t worry if his writing isn’t perfect!

If you’d like some help choosing books—or guidance on how to read with your child—please come see us. To keep your child’s home library well stocked, you can draw on the resources of your local public library. When you take time to read to your child every day, you are doing the very best thing to help your child grow up to be a successful reader.
assessments

ongoing

naturalistic

playing-based

authentic

developmentally appropriate
The National Association for the Education of Young Children (NAEYC) defines *assessment* as “the process of gathering information about children from several forms of evidence [and] then organizing and interpreting that information.”

The Creative Curriculum GOLD, from Teaching Strategies, helps teachers with that process.

GOLD is a *developmentally appropriate* assessment system. This means that it takes into consideration widely held developmental expectations for children at each age, focuses on the strengths of each *individual* child, and takes into account the *social and cultural context* in which each child is assessed.
The Assessment Cycle

Collect Facts

Evaluate

Summarize, Plan, and Communicate

Analyze and Respond
New! Teaching Strategies GOLD Online Quick-Start Guide

GOLD™ online users: Sign in to your GOLD™ online account to download your new Quick-Start Guide. The Guide offers detailed, screen-by-screen guidance for using GOLD™ effectively. You’ll find it on your dashboard and within the “Help” section of GOLD™ online. Sign In To GOLD™

Stay Up-to-Date on Teaching Strategies GOLD™: Join Our E-mail List (Click Here)

Teaching Strategies GOLD™ is a brand-new, ongoing observational assessment tool—based upon years of feedback from thousands of educators and important new research about how children develop and learn.

GOLD™ is an assessment system that helps teachers be intentional in their teaching by accurately pinpointing where children are in their development and learning. It’s a teacher-friendly, easy-to-understand approach to observation, documentation, portfolio-building, and reporting—the essential components of a high-quality assessment system.

Put simply, GOLD™ is the observational assessment system early childhood educators have been asking for.

See the Teaching Strategies GOLD™ Objectives for Development & Learning. (PDF)

Read our Teaching Strategies GOLD™ Research Foundation Paper for an in-depth look at our 38 Objectives for Development & Learning. (PDF)

Read “The Measurement Properties of the Teaching Strategies GOLD™ Assessment System:"
Add Documentation for Children in Preschool

Type
- General Documentation
- Assessment Opportunity Card
- On-the-Spot

Identify Children (Select Children)
- Jane Doe

Date Observed
09/01/2014

Notes
Jane was counting candles as she put them on a cake. She counted each one 1-10. I took a cake and showed her the number (6) at the bottom and asked her what number it was and she said “6.” I showed her another one (9) and asked her what number it was and she said “9.” Jane picked a cake up and said “this one is 3 and this one is 10.”
Objectives for Development and Learning: Birth through Kindergarten

**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 socio-dramatic play
LITERACY
15. Demonstrates phonological awareness
   a. Notices and discriminates rhyme
   b. Notices and discriminates alliteration
   c. Notices and discriminates smaller and smaller units of sound

16. Demonstrates knowledge of the alphabet
   a. Identifies and names letters
   b. Uses letter–sound knowledge

17. Demonstrates knowledge of print and its uses
   a. Uses and appreciates books
   b. Uses print concepts

18. Comprehends and responds to books and other texts
   a. Interacts during read-alouds and book conversations
   b. Uses emergent reading skills
   c. Retells stories

19. Demonstrates emergent writing skills
   a. Writes name
   b. Writes to convey meaning

MATHEMATICS
20. Uses number concepts and operations
   a. Counts
   b. Quantifies
   c. Connects numerals with their quantities

21. Explores and describes spatial relationships and shapes
   a. Understands spatial relationships
   b. Understands shapes

22. Compares and measures
23. Demonstrates knowledge of patterns

SCIENCE AND TECHNOLOGY
24. Uses scientific inquiry skills

25. Demonstrates knowledge of the characteristics of living things

26. Demonstrates knowledge of the physical properties of objects and materials

27. Demonstrates knowledge of Earth’s environment

28. Uses tools and other technology to perform tasks

SOCIAL STUDIES
29. Demonstrates knowledge about self

30. Shows basic understanding of people and how they live

31. Explores change related to familiar people or places

32. Demonstrates simple geographic knowledge

THE ARTS
33. Explores the visual arts

34. Explores musical concepts and expression

35. Explores dance and movement concepts

36. Explores drama through actions and language

ENGLISH LANGUAGE ACQUISITION
37. Demonstrates progress in listening to and understanding English

38. Demonstrates progress in speaking English
Progressions of Development and Learning

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Color Band</th>
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<td>Birth to 1 year</td>
<td>Red</td>
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<td>4 to 5 years</td>
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<td>Kindergarten</td>
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## Objective 11

Demonstrates positive approaches to learning

### a. Attends and engages

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<th>Dimension</th>
<th>Indicator 1</th>
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<td>1</td>
<td>Pays attention to sights and sounds • Watches the teacher walk across the room • Turns head toward sound of mother's voice</td>
<td>Sustains interest in working on a task especially when adults offer suggestions, questions, and comments • Takes small blocks from adult and continues to drop them into a container • Continues ring stacking when the teacher says, &quot;You're putting the biggest ones on first.&quot; • Continues the play about going to a restaurant after the teacher offers a menu</td>
<td>Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions • Makes relevant contributions to group discussion about class pet • Focuses on making a sign for a building while others are rolling cars down a ramp nearby</td>
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<td>Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions • Returns to Lego® construction over several days, adding new features each time • Pauses to join in problem-solving discussion at adult's request, then returns to art project</td>
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Area: Language
Objective: 10 - Uses appropriate conversational and other communication skills
Dimension: a. Engages in conversations

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<th>Level</th>
<th>Not Yet</th>
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<th>Level 6</th>
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| Indicators
| Not Yet | Engages in simple back-and-forth exchanges with others | Initiates and attends to brief conversations | Engages in conversations of at least three exchanges | Engages in complex, lengthy conversations (five or more exchanges) |
| Examples (+) |
| Colored Bands (-) |
| Jane Doe |

Close  Cancel
### Area: Language

**Objective: 10 - Uses appropriate conversational and other communication skills**

**Dimension: a. Engages in conversations**

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<td>Examples</td>
<td>Coos at adult who says “Sweet Jeremy is talking,” He coos again, and adult imitates the sounds</td>
<td>Shakes head for “no,” waves bye-bye</td>
<td>Joins in games such as pat-a-cake and</td>
<td>Stops on topic during conversations</td>
<td>Maintains the conversation by repeating what the other person says or by asking questions</td>
<td>Offers interesting comments with communication device</td>
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**Objective 22: Compares and measures**

**Objective 23: Demonstrates knowledge of patterns**

**Science and Technology**
Area: Language

Objective: 10 - Uses appropriate conversational and other communication skills

Dimension: a. Engages in conversations

<table>
<thead>
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<th>Level</th>
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<td>Engages in simple back-and-forth exchanges with others</td>
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Examples (+):

- 

Colored Bands (-):

Jane Doe
General Documentation for Jane Doe
September 1, 2014

Jane was counting candles as she put them on a paper cake. She counted each one 1-10. I took a cake and showed her the number (6) at the bottom and asked her what number it was and she said “6.” I showed her another one (9) and asked her what number it was and she said “9.” Jane pointed at the number 3 and said, “This many is 3,” has she held up three of her fingers.

Associated Dimensions & Levels | September 1, 2014

- 8a. Comprehends language
- 8b. Follows directions
- 9b. Speaks clearly
- 10a. Engages in conversations
- 20a. Counts
- 20c. Connects numerals with their quantities
General Documentation for Jane Doe  
September 10, 2014

Jane said, “I’m going to write a letter to mommy.” She got a piece of paper and a pencil and sat down at the writing desk. She held the pencil upright and formed letter from left to right. When she was done writing, I asked her what she wrote in her letter. She said, “I asked her if we can go to the park today. I told her I love her.”

Associated Dimensions & Levels  |  September 10, 2014

- 11a. Attends and engages
- 11b. Persist
- 12b. Makes connections
- 16a. Identifies and names letters
- 17b. Uses print concepts
- 19b. Writes to convey meaning
### Social-Emotional

<table>
<thead>
<tr>
<th>Objectives/Dimensions</th>
<th>Age or Class/Grade</th>
<th>Not Yet</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>6</th>
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<tbody>
<tr>
<td>1a. Manages feelings</td>
<td>Pre-K 4 class/grade</td>
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<td>1b. Follows limits and expectations</td>
<td>Pre-K 4 class/grade</td>
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<td>1c. Takes care of own needs appropriately</td>
<td>Pre-K 4 class/grade</td>
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<td>2a. Forms relationships with adults</td>
<td>Pre-K 4 class/grade</td>
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<td>2b. Responds to emotional cues</td>
<td>Pre-K 4 class/grade</td>
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<td>2c. Interacts with peers</td>
<td>Pre-K 4 class/grade</td>
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<td>2d. Makes friends</td>
<td>Pre-K 4 class/grade</td>
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<td>3a. Balances needs and rights of self and others</td>
<td>Pre-K 4 class/grade</td>
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<td>3b. Solves social problems</td>
<td>Pre-K 4 class/grade</td>
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### Physical

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<tr>
<td>4. Demonstrates traveling skills</td>
<td>Pre-K 4 class/grade</td>
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<td>5. Demonstrates balancing skills</td>
<td>Pre-K 4 class/grade</td>
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<td>6. Demonstrates gross-motor manipulative skills</td>
<td>Pre-K 4 class/grade</td>
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<tr>
<td>7a. Uses fingers and hands</td>
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<td>7b. Uses writing and drawing tools</td>
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### Language

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### Language

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<td>8b. Follows directions</td>
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### Cognitive

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### Literacy

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### Mathematics

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<td>23. Demonstrates knowledge of patterns</td>
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<td><strong>Interest Areas</strong></td>
<td><em>Discuss what are friends and who they are? Discuss letter F</em></td>
<td>*Have children name other students during circle time and make a graph of how many get along.</td>
<td>*Discuss how we trust our friends and people we love.</td>
<td><em>Sing song about friendship F is for friendship</em></td>
<td><em>Share Day Notes</em></td>
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<td><strong>Small Group</strong></td>
<td><em>Buddy Painting</em> Description: Partners of 2 paint together/make a collage*</td>
<td><em>Continue with Buddy Painting</em> Description: Partners of 2 paint together/make a collage*</td>
<td><em>Make a card/picture for a friend</em> Description: Each student will make a card or draw a picture and give it to a friend. Each child will only get 1 picture/card from a student.</td>
<td><em>Name ball game</em> Description: They have to say the child's name before they blow the ball to them.</td>
<td><em>Friendship hand painting</em> Description: Hand prints in a circular shape of friends holding hands. (Left hand, right hand alternating, thumb overlapping) Notes:</td>
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<td><strong>Read Aloud</strong></td>
<td><em>Froggy's sleepover</em> Notes:</td>
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<td><em>Little Quack's New Friend</em> Notes:</td>
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<td><em>Practice friendship skills</em> Description: Sharing, taking turns, using manners*</td>
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<td><em>Dance with Ms. Leigh Anette</em> Notes: None</td>
<td><em>Music with Cowboy Jared</em> Notes:</td>
<td><em>Share Day</em> Notes</td>
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**Family Partnership**
- *Families: We would love to have you come and read a book to the child. Tell us what friendship means to you*

**To-Do List**
- *Gather books from the child resources library on friendship and manners*
Teachers can find activities for lesson planning that support children’s development.

Questions To Consider:
1. How is this child able to manage her feelings and take turns with the materials?
2. In what ways does she interact with another child using the same materials?
3. How does she follow your directions for taking turns?

Why is this Important:
When children first enter school, they begin to learn that other children have needs and desires, too. Some children might need adult guidance as they try to understand the concepts of turn taking and sharing.

Materials:
- toys or games for children to share

What To Do:
1. Invite this child and another child to sit at a table where you have placed a marble run toy or some puzzles. Try to find a toy that motivates and interests this child. Give half of the materials (marbles, puzzle pieces) to her, and the other half to the other child. Let them take turns, and continue to remind them whose turn it is.
2. If this child steps out of turn, touch her arm gently and ask, “Do you remember whose turn it is?” Use words of encouragement and enthusiasm whenever she waits for her turn. You are waiting very patiently for a turn to add a puzzle piece. After a few activities that require turn-taking or sharing, she may begin to practice this on her own. Observe her progress and continue to encourage her efforts.
3. When you take the children outside, observe how this child takes turns in a different environment. You can reinforce the turn taking with swings, riding equipment, or sand toys. She might need reminders to wait for her turn. In two minutes, it will be your turn on the bicycle. If another child wants a turn, you might say, “Caroline would like a turn. Why don’t you swing for two more minutes, and then it will be her turn.”

Objectives / Dimensions:
1a. Manages feelings
1c. Takes care of own needs appropriately
2a. Responds to emotional cues
2c. Interacts with peers
5a. Balances needs and rights of self and others
3b. Solves social problems
6. Demonstrates gross-motor manipulative skills
8b. Follows directions
53b. Squeezes construction
11d. Shows curiosity and motivation
20. Demonstrates knowledge about self
Teachers can - Communicate and collaborate with you
Families can access the 7 minute video tutorial on the Family Home Page under ‘Watch & Learn: Family Site Basics’.

Help: Video Tutorial: Family Site Basics

Click on the Expand Screen icon in the lower right hand corner of the video player to view the video full screen.

Related Articles:
- GOLD Family Flyer
- Family Quick Start Guide
Dear [Name],

[Teacher Name] has posted a message regarding Jane Doe. To read the message, go to:

https://gold.teachingstrategies.com/GOLD/parents/msgView.cfm?id=2623796

You must first log on to Teaching Strategies GOLD with your username and password to access this area of the site.
General Documentation for Jane Doe
September 17, 2014

After talking about families during circle time, Jane wanted to draw a picture of her family. When she was done drawing, she told her classmate, "Me and mommy and sister are wearing pink. Daddy and brother are wearing black. We have happy faces." Her classmate asked her, "What is your sisters name?" Jane replied, "Hannah. And brother's name is John."

Related Messages

- Shared Documentation for 9/17/14 (added 09/24/2014)

Associated Dimensions & Levels | September 17, 2014

9b. Speaks clearly
10a. Engages in conversations
33. Explores the visual arts
This is to confirm your registration on Teaching Strategies GOLD. You will now be able to log on and gain access to the many features of Teaching Strategies GOLD.

WHAT YOU CAN DO ON TEACHING STRATEGIES GOLD As soon as you log in with your username and password, you can:

* Receive messages and images from your child’s teacher and respond through the online journal.
* Complete a developmental survey to assess your child’s progress at home and view development reports.
* Browse hundreds of activities written specifically for parents to use at home.
* Learn more about parenting, early childhood practice, and preschool development through the extensive resource list.

QUESTIONS? Please contact [Contact Email] or an administrator at your child’s school if you have any questions or concerns.

If you ever need help or do not remember your username and password, please e-mail us at Teaching.Strategies@aqin.com with your full name.

Thank you.
Alignment of

The Creative Curriculum® for Preschool

WITH

California Preschool Learning Foundations,
Volume 1
<table>
<thead>
<tr>
<th>California Preschool Learning Foundations, Volume 1</th>
<th>How The Creative Curriculum® for Preschool meets California Preschool Learning Foundations, Volume 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social-Emotional Development</strong></td>
<td></td>
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<tr>
<td><strong>Around 48 months of age</strong></td>
<td></td>
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<tr>
<td><strong>Self</strong></td>
<td></td>
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<tr>
<td><strong>1.0. Self-Awareness</strong></td>
<td></td>
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<tr>
<td>1.1. Describe their physical characteristics, behavior, and abilities positively.</td>
<td>Demonstrates knowledge about self</td>
</tr>
<tr>
<td><strong>2.0. Self-Regulation</strong></td>
<td></td>
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</tbody>
</table>
| 2.1. Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control. | Regulates own emotions and behaviors  
Manages feelings  
Is able to look at a situation differently or delay gratification  
Regulates own emotions and behaviors  
Follows limits and expectations  
Accepts redirection from adults |
| **3.0. Social and Emotional Understanding**   |                                                                                                |
| 3.1. Seek to understand people’s feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different. | Establishes and sustains positive relationships  
Responds to emotional cues  
Demonstrates concern about the feelings of others  
Shows basic understanding of people and how they live |
| **4.0. Empathy and Caring**                   |                                                                                                |
| 4.1. Demonstrate concern for the needs of others and people in distress. | Establishes and sustains positive relationships  
Responds to emotional cues  
Demonstrates concern about the feelings of others |
Resources

➢ Website
www.teachingstrategies.com

➢ Email problems/questions/suggestions
implementation@strategies.com

➢ The Creative Curriculum - ‘Letters to Families’ on how children are learning through play in each preschool interest area

➢ Alignment of The Creative Curriculum for Preschool with California Preschool Learning Foundations

Teaching Strategies GOLD™

Questions and Discussion