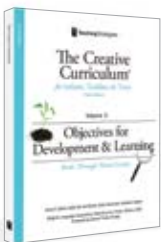


The Creative Curriculum®  
*for* Infants, Toddlers & Twos

# Touring Guide



# Contents

1 Welcome to The Creative Curriculum® for Infants, Toddlers & Twos

2 Product Map

5 Curriculum Overview

6 Responsive Caregiving Through Routines and Experiences

8 *The Creative Curriculum®* Objectives for Development and Learning

10 Responsive Caregiving Through Linking Curriculum and Assessment

13 Curriculum Components

14 *The Creative Curriculum® for Infants, Toddlers & Twos: The Foundation*

15 *The Creative Curriculum® for Infants, Toddlers & Twos: Daily Resources*

15 *Mighty Minutes™*

16 *Intentional Teaching*

18 *Highlights Hello™*

19 *Book Conversation Cards™*

20 Making Connections With Families

22 Embedded Professional Development

23 Support for Children Learning Two Languages

24 Benefits

Welcome to 

# The Creative Curriculum® for Infants, Toddlers & Twos

Dear Colleagues:

I'm so excited to introduce you to our newest curriculum resources for teachers and caregivers of our very youngest learners. *The Creative Curriculum for Infants, Toddlers & Twos* combines *The Foundation*—three comprehensive volumes that focus on the “what” and “why” of providing responsive care for very young children—with brand-new *Daily Resources*. This new, rich collection of resources adds the important “how” to help you foster children’s learning and growth.

At Teaching Strategies, we truly understand both the tremendous rewards and the day-to-day challenges of infants, toddlers and twos teachers. When you’re caring for a group of little ones—a baby needing to be held and rocked, a mobile infant crawling excitedly around the room in search of something to climb on, and a 2-year-old learning to use the toilet and in need of loving encouragement—we fully recognize that you need in-depth support designed specifically for the unique demands of your day. Now you’ll have that support, created just for you and with your particular needs in mind.

We hope you enjoy this “inside look” at *The Creative Curriculum for Infants, Toddlers & Twos*. We’re honored to be your partners during these profoundly important years in children’s lives.

*Kai-lei Berke*

Kai-leé Berke  
Chief Academic Officer

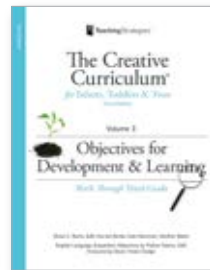
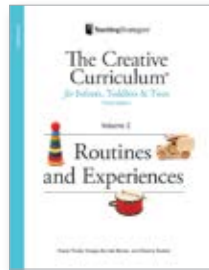
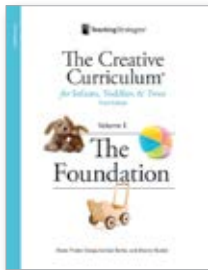


# The Creative Curriculum® for Infants, Toddlers & Twos

Available as a complete English, Spanish, or bilingual curriculum\*

*The Creative Curriculum for Infants, Toddlers & Twos* is a comprehensive, research-based curriculum designed to help teachers and caregivers implement developmentally appropriate practices and offer responsive daily routines and meaningful experiences that nurture learning and development.

## The Foundation



English, 3 Volumes

Spanish, 3 Volumes



## Daily Resources



**Book Conversation Cards™**  
(24 cards)



**Highlights Hello™, Classroom Set** (24 issues)



**Highlights Hello™, Family Sets**  
(48 issues; 24 English, 24 Spanish)

**Intentional Teaching**  
(150 cards)



**Mighty Minutes™ for Infants, Toddlers & Twos**  
(100 cards)



**Guide to The Creative Curriculum® for Infants, Toddlers & Twos**



**The Creative Curriculum® Learning Games® for Infants, Toddlers & Twos** (3 sets)



**Resource Organizer**





Nurturing. Responsive. Intentional.



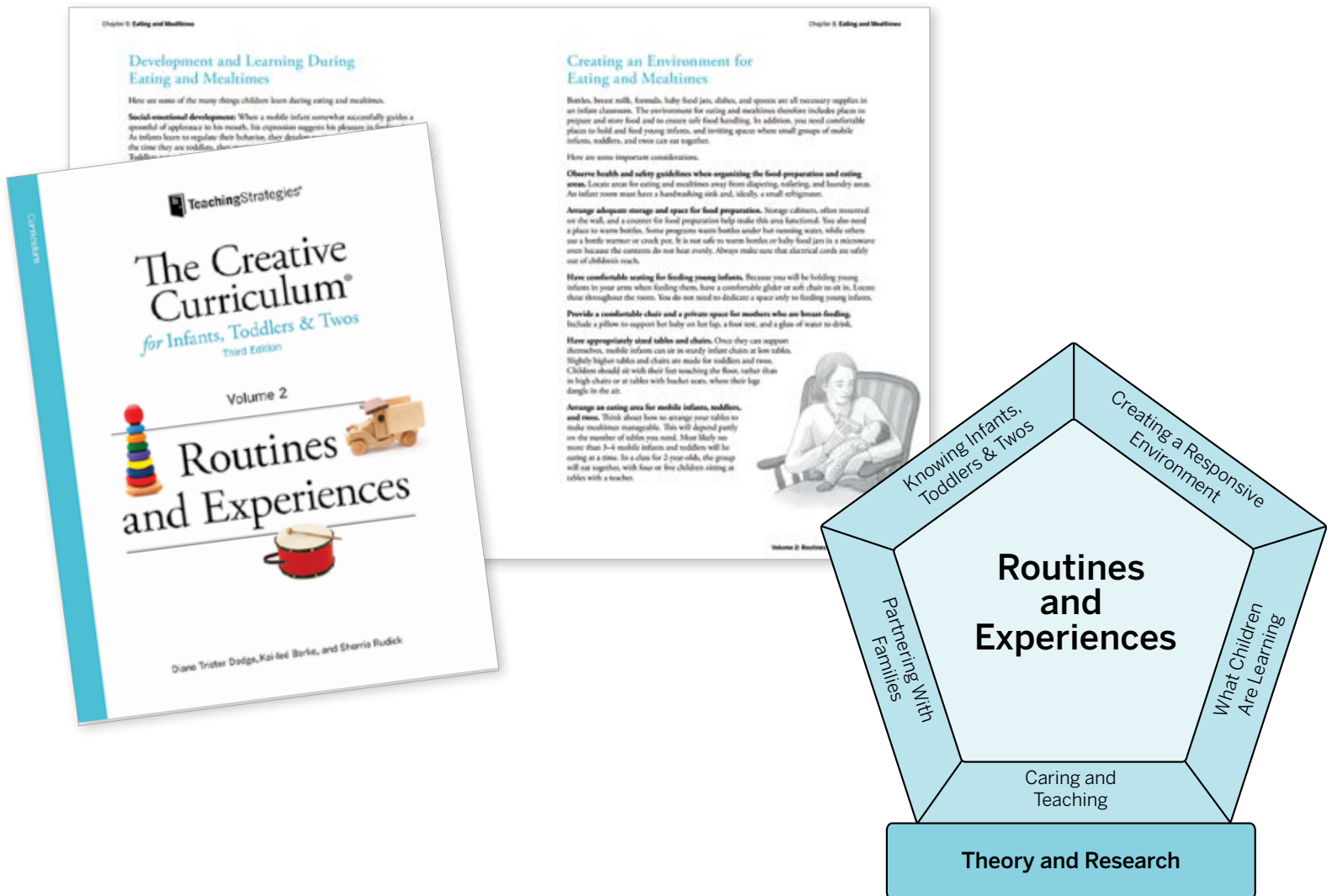
## What is *The Creative Curriculum® for Infants, Toddlers & Twos*?

Think, just for a moment, about the everyday discoveries that delight the young children in your care. From the colors dancing on the wall as light passes through a prism, to the jingling bells in a toy, to the amazing accomplishment of a first step—the everyday moments in an infants, toddlers, and twos classroom are at the heart of what makes your work so special and important.

*The Creative Curriculum for Infants, Toddlers & Twos* was created to support and guide you through the discovery-filled days with the children in your care. It is a comprehensive collection of knowledge-building and daily practice resources that explains the “what,” “why,” and “how” of providing responsive, intentional care to very young children. “What” and “why” are explained in the three curriculum volumes that make up *The Foundation* of the curriculum. They contain everything you need to know to build and implement a high-quality program, with a focus on responsive care and the routines and experiences that are so essential to the growth and development of children from birth to age 3. “How” is provided by way of our new *Daily Resources*. These new instructional tools feature expanded and detailed guidance for providing intentional, responsive care and teaching during routines and learning experiences for very young children.

# Responsive Caregiving Through Routines and Experiences

The framework that guides *The Creative Curriculum® for Infants, Toddlers & Twos* has routines and experiences at its center. That's because the routines and experiences that structure each day, and the responsive care and teaching provided during these times, are what enable children to develop a secure attachment with the important people in their lives and gain confidence in themselves as learners.





Routines offer the opportunity to build positive relationships with children and promote trust. Too often, the time spent diapering and toileting, feeding, dressing, and helping children fall asleep are missed opportunities for development and learning. *The Creative Curriculum* will help teachers and caregivers use routine times to nurture children's curiosity, help them feel secure, and create a language-rich environment full of warm, loving, and meaningful interactions. This is what helps build the foundation for children's future success in school and in life.

*The Creative Curriculum* for Infants, Toddlers & Twos also focuses on daily experiences, offering guidance on engaging children in playing with toys, imitating and pretending, enjoying books and stories, creating with art, and much more. It helps teachers and caregivers be intentional about the daily experiences they provide, while giving them the flexibility to respond to the changing interests, abilities, and needs of the children in their care.



# What are the Objectives for Development and Learning in *The Creative Curriculum® for Infants, Toddlers & Twos*?

The 38 research-based objectives are the heart of the curriculum and define the path teachers take with children. The objectives identify the behaviors, skills, and knowledge that are most important for school success. Even though school is a few years away for young children, the foundation for future development and learning is established in these very important early years.

## Developmental Areas

The objectives are organized into nine areas of development and learning. Four of these areas focus on child development: social-emotional, cognitive, physical, and language. It is these areas and their related objectives in which teachers and caregivers are likely to see the most growth and progress with the children in their care.

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



## Content Areas

The remaining five areas focus on content learning, which has its roots even in these younger years. While some of these skills are ones that children will begin acquiring in preschool, teachers and caregivers can support content learning from infancy by creating a language-rich environment; building trusting relationships; and individualizing the experiences that they provide throughout the day on the basis of children's strengths, needs, and interests.



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 emergent writing skills
a.	Writes name
b.	Writes to convey meaning
c.	Writes using conventions

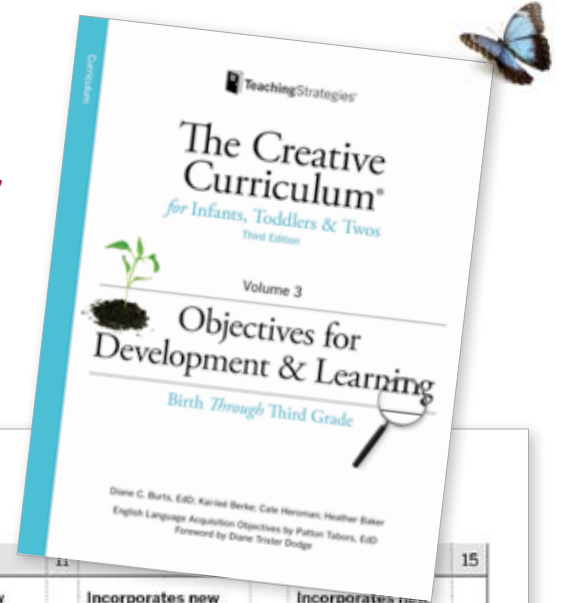


MATHEMATICS	
20.	Uses number concepts and operations
a.	Counts
b.	Quantifies
c.	Connects numerals with their quantities
d.	Understands and uses place value and base ten
e.	Applies properties of mathematical operations and relationships
f.	Applies number combinations and mental number strategies in mathematical 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



# Responsive Caregiving Through Linking Curriculum and Assessment

Before beginning any journey, you need to know where you are heading. When implementing the curriculum, look to the objectives for development and learning as a guide. These objectives define the skills, knowledge, and behaviors that children will acquire in your program.



## Objective 9 Uses language to express thoughts and needs

### a. Uses an expanding expressive vocabulary

Not Yet	1	2	3	4	5	6	7	8	9	10	11	15
	<p><b>Vocalizes and gestures to communicate</b></p> <ul style="list-style-type: none"> <li>• Coos and squeals when happy</li> <li>• Cries after trying several times to get toy just out of reach</li> <li>• Waves hands in front of face to push away spoon during a feeding</li> <li>• Uses hand gestures to sign or indicate "more"</li> </ul>		<p><b>Names familiar people, animals, and objects</b></p> <ul style="list-style-type: none"> <li>• Says, "Nana," when grandmother comes into the room</li> <li>• Names the cow, horse, chicken, pig, sheep, and goat as she sees them on the trip to the farm</li> </ul>		<p><b>Describes and tells the use of many familiar items</b></p> <ul style="list-style-type: none"> <li>• When making pancakes, says, "Here is the beater. Let me beat the egg with it."</li> <li>• Responds, "We used the big, red umbrella so we both could get under it."</li> </ul>		<p><b>Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</b></p> <ul style="list-style-type: none"> <li>• Uses a communication device to say, "My bird went to the vet. He has a disease. He's losing his feathers." Answers more questions about the bird when asked.</li> <li>• After hearing the word in a story, says, "I'm not sure I can put it together. It's complicated. What do you think?"</li> <li>• When waiting in line during a jump rope activity, says, "That's funny. We're waiting for our turn to turn the rope."</li> </ul>		<p><b>Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details</b></p> <ul style="list-style-type: none"> <li>• Describes to the teacher how to play the game he learned in speech class earlier that day</li> <li>• Takes a new student to the listening center and shows him how to use the equipment; explains the procedure for signing in</li> </ul>	<p><b>Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information</b></p> <ul style="list-style-type: none"> <li>• Changes the sentence from "The cat was sleeping" to "The gigantic, orange cat was lazily sleeping on the windowsill."</li> <li>• When recounting an event, includes details that help the listener visualize the experience</li> </ul>	<p><b>Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns</b></p> <ul style="list-style-type: none"> <li>• Says, "I went to my sister's dance recital. She was really nervous, so I gave her lots of encouragement."</li> <li>• Gives a persuasive speech about the arts in school after reading a news story that presented two sides of the argument</li> <li>• Writes a poem and then uses a thesaurus to revise word choice and enhance meaning</li> </ul>	



In *The Creative Curriculum® for Infants, Toddlers & Twos*, the objectives are at the core of every resource, from *The Foundation* to the *Daily Resources*. Two of the 38 objectives address English language acquisition and can offer support for older 2-year-olds who have already established a foundation in their home languages.

Color-coded charts graphically represent progressions of widely held expectations of learning and development for most children at particular ages and classes/grades. The same colors are used for the teaching sequences shown on the *Intentional Teaching* cards, making it easier for teachers to use assessment information to individualize routines and experiences for children. The progressions span the years from birth through kindergarten, so teachers and caregivers can consider full developmental sequences as they scaffold children's learning and track children's progress. Learn more about the color bands and what they mean on page 16 of this Touring Guide.

The Creative Curriculum® for Infants, Toddlers & Twos Intentional Teaching

# Sticky Tables

## LL06

### Playing With Toys

**Primary Objective: 9**  
Uses language to express thoughts and needs

*a. Uses an expanding expressive vocabulary*

Related Objectives: 7a, 9c, 9d, 11b, 11e, 12b, 13, 22

## What You Do

**Background:** Young children love the experience of exploring and playing with tape. Exploring lengths of tape stuck to a table allows children to develop their vocabulary as they discuss the properties of this fun material and to use and strengthen their fine-motor skills.

**Materials:** rolls of plain or colored masking tape or first-aid adhesive cloth tape (colored classroom tape, blue painter's tape, or first-aid tape is preferred because these kinds of tape are gentler on children's sensitive skin)\*; child-size table

\*Test in advance to make sure that the tape will not damage the table or leave a sticky residue. (Sticker can often be removed with a bit of vegetable or baby oil.)

- 1. Introduce the rolls of tape. Encourage the children to explore the tape. Remind children that tape belongs only in their hands and on the table. Supervise closely to prevent tape from getting into children's hair and mouths.**  
 "I have three rolls of tape. One roll is green, one roll is blue, and one roll is orange. Which one would you like to hold?"
- 2. Place on the table long pieces of tape (at least 12 inches long but of varying lengths) that overlap and connect. Invite the children to direct you as you place the pieces of tape.**  
 "I'm putting this long piece of tape on the table. Where should I put this blue piece? Can you take this end of the tape and place it where you think it should go, Javier?"
- 3. Invite the children to pick at the tape ends to pull them up. Encourage the children to experiment with using different techniques with their fingers.**  
 "Can you take the tape off the table? Wow, it is really stuck!"
- 4. Repeat the activity by placing the tape on the table in a new pattern. Talk about what you're doing as you lay down the tape.**  
 "This piece of brown tape is very long. Look how it hangs over the edge of the table. I'm putting this green piece of tape next to it. The green piece is much shorter."

### Including All Children

- Fold over loose tape ends to make a tab or attach pieces of felt to the tape ends to allow children to grasp the tape more easily.
- Use dark or brightly colored classroom tape to provide visual contrast with the table.
- Limit the number of intersecting pieces of tape to reduce frustration.
- Describe the color of the tape in the child's home language.\*\*
- Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions.\*\*

## Teaching Sequence

RED	<p>Sit with the infant near the table that is covered with pieces of tape. Show her how you pull at loose tape ends. Support the infant in exploring the tape as you describe her actions.</p> <p>"You're touching the sticky tape end with your hand. Look, that little piece of green tape is stuck to your hand. Even when you shake your hand, it won't fall off! Shake, shake, shake."</p>
RED	<p>Sit with the infant near the table that is covered with pieces of tape. Describe his actions and the tape's properties. Acknowledge the child's verbal and nonverbal communication.</p> <p>"You are pulling up this sticky purple tape. It's stuck to your shirt. Can you pull it off? Oh! Now it's stuck to your hand! You're smiling and shaking your hand!"</p>
RED	<p>Sit near the child. As the child explores the tape, identify the tape based on its color or size.</p> <p>"Can you try pulling up the little yellow tape? You found the little yellow piece of tape. It has a loose end, so I think it might be easier to pull up."</p>
ORANGE	<p>As the child works on pulling up the tape, support her in describing the tape's properties.</p> <p>"What color is the tape you're picking at? Oh, it's green. Is it sticky all over? That's right! This side is sticky. One side is sticky, and the other is not sticky."</p>
YELLOW	<p>Prompt the child to describe the tape and how it is used.</p> <p>"What can you tell me about the tape you pulled off? It's blue and sticky? I see that it's sticking to your fingers! Do you use tape at home? How do you use it? You use it for presents? Oh, you use tape to wrap presents."</p>
GREEN	<p>As the tape is removed from the table, invite the child to describe how to use it in different ways (e.g., rolling the tape pieces into a sticky ball, lining up the pieces from short to long, sorting the pieces by color, tearing the pieces into shorter pieces).</p>

### Questions to Guide Your Observations

- How did the child communicate and describe the experience of pulling up and using the tape? (9a)
- Did the child use one-, two-, three-, or four-word sentences while describing his experience with the tape? (9c)
- In what ways did the child demonstrate fine-motor strength and coordination by using her fingers and hands to pick up and pull up the tape? (7a)





Research-based. Innovative. Engaging.



## Curriculum Components

*The Creative Curriculum® for Infants, Toddlers & Twos* is a comprehensive, research-based curriculum that helps teachers and caregivers understand developmentally appropriate practice and how to offer nurturing daily routines and meaningful experiences that meet children's strengths, interests, and needs.

Nationally known for its forward-thinking, rigorously researched model, *The Creative Curriculum®* has been trusted for decades by early childhood educators across the country. It focuses on providing responsive, intentional care while honoring and respecting the role that teachers and caregivers play in helping children develop secure attachments and gain confidence as learners.

The curriculum components were designed to help every infants, toddlers, and twos teacher build a supportive and engaging program. *The Foundation* offers insight into the most current research and best practices for caring for infants, toddlers, and twos. The *Daily Resources*, including *Intentional Teaching* cards, *Mighty Minutes™*, *Book Conversation Cards™*, and *The Creative Curriculum® LearningGames®*, offer guidance to help you provide intentional, responsive care during routines and learning experiences for very young children. Let's take an in-depth look at each curriculum component.

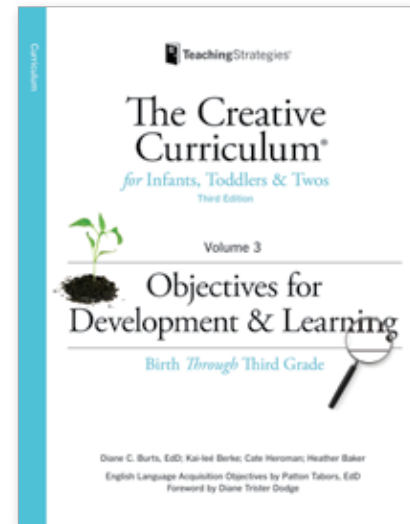
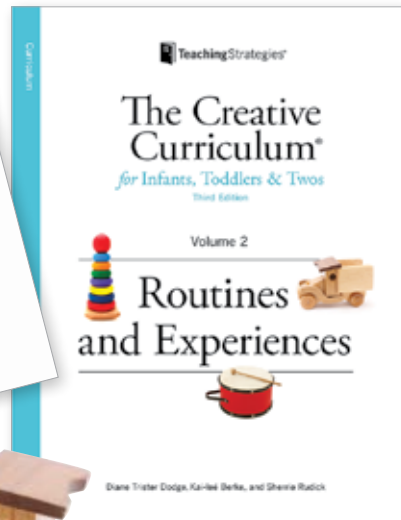
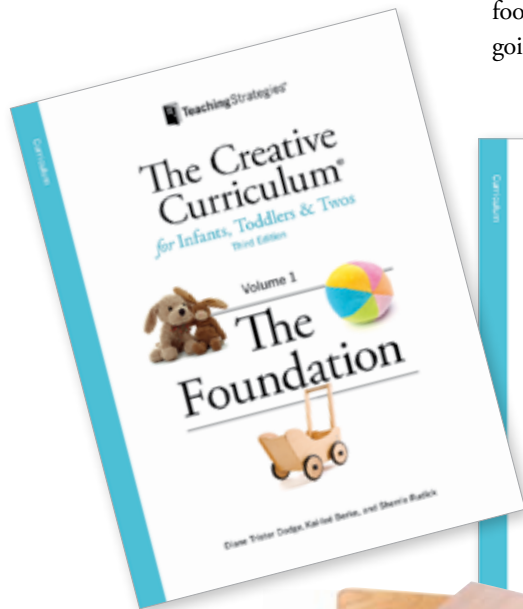
# The Foundation

*The Foundation* provides the “what” and “why” of providing high-quality, responsive care to very young children, helping teachers and caregivers offer nurturing, language-rich routines and meaningful experiences every day.

**Volume 1: The Foundation** presents all the information teachers and caregivers need to set up their programs. It summarizes the research foundation for the curriculum and addresses five key aspects of the curriculum: knowing infants, toddlers, and twos; creating a responsive environment; understanding what children are learning; caring and teaching; and partnering with families.

**Volume 2: Routines and Experiences** discusses the five routines and eight experiences that are essential to the development and learning of children from birth to age 3: hellos and good-byes, diapering and toileting, eating and mealtimes, sleeping and nap time, getting dressed, playing with toys, imitating and pretending, enjoying stories and books, connecting with music and movement, creating with art, tasting and preparing food, exploring with sand and water, and going outdoors.

**Volume 3: Objectives for Development & Learning** describes in detail the 38 objectives in *The Creative Curriculum® for Infants, Toddlers & Twos*. Grounded in the latest research and professional literature in early childhood education, these objectives include those that are highly predictive of future school success and are aligned with the *School Readiness Goals for Infants and Toddlers* in Head Start and early learning standards for each state.





# Mighty Minutes™

Research suggests that in many infants, toddlers, and twos classrooms, daily routines become often-missed opportunities for nurturing relationships, encouraging language development, and supporting content learning.

That won't happen with *The Creative Curriculum® for Infants, Toddlers & Twos*. *Mighty Minutes* are songs, chants, rhymes, games, and short activities with content specific to the routines and experiences that take place in care settings for infants, toddlers, and twos. These brief learning activities can be used anywhere to support social-emotional, language, literacy, math, science, social studies, or physical development. The cards identify primary and secondary objectives addressed during the activity, so teachers and caregivers can focus their observations and plan each day.



**Title**—Presents the title of the activity.

**Objectives**—Lists the objectives from *Objectives for Development & Learning* that are addressed during that activity.

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

Pitter, Patter, Splash!

43

**Objective 2**  
Establishes and sustains positive relationships

a. Forms relationships with adults  
Related Objectives: 1a, 8a, 8b, 9a, 9b, 29

**What You Do**

1. Hold an infant or toddler securely in your lap, facing away from you. Sing to the tune of "Are You Sleeping?" and perform the movements.

I feel raindrops, gentle raindrops.  
Don't you too? Don't you too?  
[Lightly tap the child's head and arms.]  
Now they're getting faster, now they're getting faster.  
[Holding the child with one hand, gently pat his body all over.]  
Soaked through! How 'bout you?  
[Rub your fingers lightly down the child's body from head to toe.]

**Reference Number**—Helps you quickly locate individual *Mighty Minutes* cards. (The cards don't have to be used in any particular order.)

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

¡Pum, pum,  
qué salpicón!

43

**Objetivo 2**  
Establece y mantiene relaciones positivas

a. Forma relaciones con adultos  
Objetivos relacionados: 1a, 8a, 8b, 9a, 9b, 29

**Qué hacer**

1. Sujete con seguridad a un bebé o niño en edad de caminar en su regazo, de espaldas a usted. Cante con la melodía de "¿Estás durmiendo?" (Are you sleeping?) y realice los movimientos.

Siento gotas, siento gotas.  
¿Tú también? ¿Tú también?  
[Dé palmaditas muy suaves en la cabeza y los brazos del niño.]  
Caen a montones, caen a montones.  
[Sostenga al niño con una mano, dé palmaditas muy suaves por su cuerpo.]  
¡Estoy empapado! ¿Tú también?  
[Deslice sus dedos suavemente por el cuerpo del niño, de la cabeza a los pies.]

- Invite a group of 2-year-olds to join you in a circle and follow your movements on their own bodies as you sing. Keep your movements gentle and nurturing.
- Encourage children to come up with silly substitutes for "raindrops." Repeat the song using their ideas.

## Supporting Spanish Language Development

*Mega Minutos* cards present songs, chants, and poems that are well-known throughout the Spanish-speaking world. Teachers can use them throughout the day to support children's Spanish language development as well as learning in other domains.

# Intentional Teaching

Throughout the program day, during routines, one-on-one interactions, or group learning, teachers and caregivers have the option to select and use *Intentional Teaching* cards to guide playful and engaging experiences.

One of the most important features of the *Intentional Teaching* cards is the color-coded teaching sequence. These sequences enable teachers and caregivers to quickly adapt an activity to meet the needs of every child. From the child who is being held in a teacher's arms to the child who is toddling around on his or her own, *Intentional Teaching* cards help every child get the most out of the experience at the appropriate developmental level.

Designed for children from 6 weeks to 3 years of age, each card addresses objectives specific to social-emotional, physical, language, literacy, cognitive, and mathematics development. Each card also suggests materials to use and offers guidance on including children with special needs or children who are dual- or English-language learners.

## Supporting English and Spanish Language Development

*Intentional Teaching* cards offer the Spanish activity on one side and the English on the other, with strategies for fully engaging English- and dual-language learners.

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

**Red**  
Birth to 1  
Year

**Orange**  
One to 2  
Years

**Yellow**  
Two to 3  
Years

**Green**  
Preschool 3






**Title**—Presents the title of the activity.

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

The Creative Curriculum® for Infants, Toddlers & Two-Year-Olds: Intentional Teaching

## Dig It!

What You Do



## M02

### Exploring Sand and Water

**Primary Objective: 20**  
Uses number concepts and operations  
a. Counts  
Related Objectives: 1a, 7a, 9b, 11b, 13, 22a

---

**Background:** Sand experiences can take place outdoors or indoors, depending on the weather and your setup. Protect carpeted floors by spreading a plastic tablecloth, shower curtain, or tarp on the floor. Sand is not generally recommended for young infants because they may put it in their mouths. Invite young infants to dig through fabric samples, small foam blocks, or a small amount of water.

**Materials:** sensory table or bin; sand; collection of 5 to 20 small objects that are not choking hazards (e.g., large shells, plastic animals, interesting rocks, feathers, pinecones, toy vehicles); sifters, sieves, rakes, slotted spoons, and strainers; plastic floor covering

1. Fill a sensory table or bin with sand or a similar material appropriate for the children in your care.
2. Provide items for the children to use for digging and sifting, such as strainers, sieves, measuring cups, and slotted spoons. Invite the children to explore the digging materials. As they explore, describe their actions.  
"Tina, you're pretending to dig with a big spoon."
3. Introduce a few of the items that will be hidden in the sand. Use a choke tube to ensure that the objects are not choking hazards.  
"Emil, can you use your strainer to find a feather like this one?"
4. Invite the children to dig in the sand, look for the hidden objects, and count what they find.  
"What can you find in the sand? I found a car."
5. After the experience, invite the children to find items to add to the sand.  
"Alex, would you like to hide the pinecone that you brought in from outside? You can bury it and see whether Denny can find it."

---

### Teaching Sequence

RED	Hold the infant near a plastic bin filled with fabric samples. Demonstrate by digging your hands into the bin and finding a plastic toy. Describe the infant's exploration and count the number of objects he finds.
ORANGE	"Daniël, you're patting the fabric. Do you feel something interesting? You found another ball that was hidden! Now we have one, two balls."
ORANGE	Hold or sit with the child near the sensory table. As the child digs in the sand and discovers objects, count the number of objects she finds. Invite the child to count along with you. "Let's see how many cars you've found so far. One, two, three. Three cars."
ORANGE	Invite the child to count the objects that he finds in the sand. Touch each object as he counts. Teacher: "I think you found all the seashells, Anton. How many did you find?" Child: "One, two, five, ten, three, eight." Teacher: "Let's count them together. You can point to the shell with me as we count. One, two, three, four. Four shells."
YELLOW	
YELLOW	Invite the child to explore and count the objects in the sand. Notice whether the child is able to accurately count up to five objects using one number name for each object. Offer assistance as needed.
GREEN	"I wonder how many treasures you found, Cary. Can you count the treasures you found in the sand? Touch each object as you count."
GREEN	Bury up to 30 objects in the sand. Invite the child to find them and to count aloud the objects she finds. Challenge her to continue counting accurately, offering assistance as needed. "Maisey, you counted nine shells. Here are some more. Now let's see how many there are."

### Including All Children

- Some children are uncomfortable with the texture of sand. For these children, place the sand and small objects into resealable bags. A child can shake a bag to find the objects inside.
- Offer a variety of materials for different sensory experiences. Bells provide auditory experiences, and colorful objects or objects that light up provide visual experiences.
- Provide large objects that are easy to grasp and manipulate.
- Hide photos of the objects in the sand.
- Pair children of different skill levels. One child can model the activity for the other child.
- To increase a child's vocabulary and comprehension, explain your actions in real time or explain what other children are doing.\*\*
- Give all children time to dig, sift, and explore the materials in the sensory table or bin.\*\*

### Questions to Guide Your Observations

- Did the child verbally count the objects that she found in the sand? If so, how? (20a)
- Did the child persist in finding the objects hidden in the sand? If so, how? (11b)
- How clearly did the child verbalize his ideas when exploring and counting the objects he found in the sand? (9b)

### Additional Information

- Make sure that the objects hidden in the sand are not choking hazards. Always supervise children closely when exploring sand and small objects.

### Related LearningGames®

- "Hiding and Finding"

**Reference Number**—Helps you quickly locate a particular activity. (The activities don't have to be used in any particular order.)

**Objectives**—Lists the objectives from *Objectives for Development & Learning* that are addressed during the activity.

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

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

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

**Related LearningGames®**—Suggests one or more of *The Creative Curriculum® LearningGames®* that teachers can share with families to extend children's learning at home.

See *The Creative Curriculum® for Infants, Toddlers & Two-Year-Olds, Volume 3: Objectives for Development & Learning, Birth Through Third Grade* for the progression of development beyond the green colored band for this objective and dimension.

17

# Highlights Hello™ Books

Reading aloud with young children is the best way to inspire a love for reading and create the kind of language-rich environments that support the development of language and literacy skills.

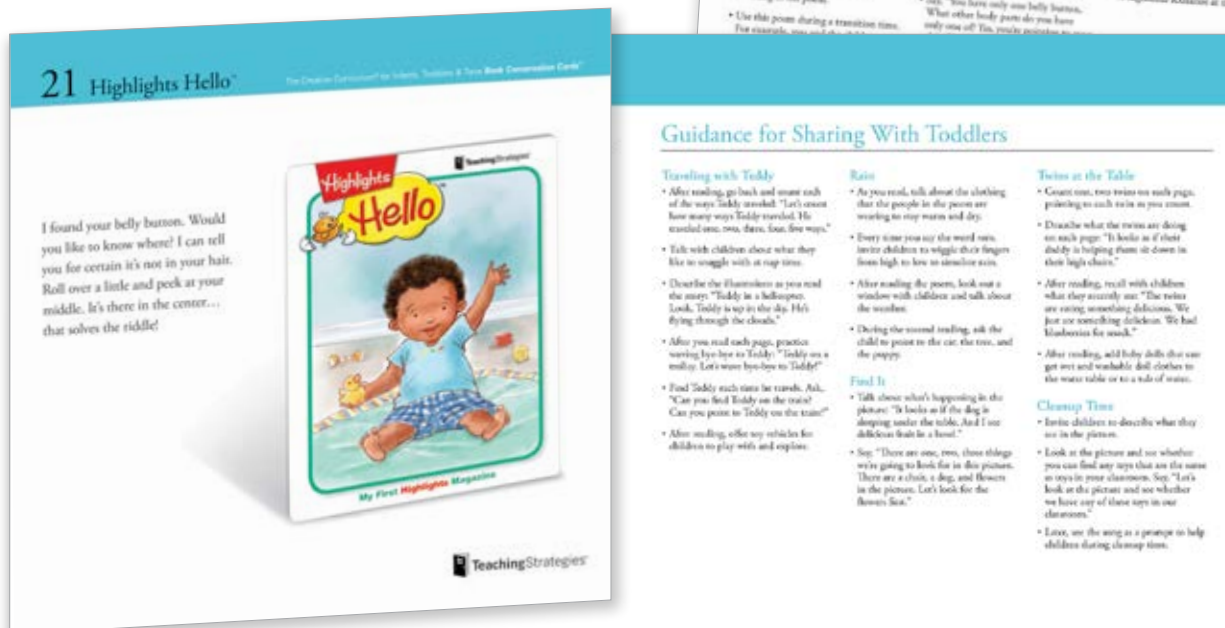
*The Creative Curriculum® for Infants, Toddlers & Twos* includes 3 sets of *Highlights Hello™*, a publication with stories, poetry, and simple activities for very young children to enjoy with adults. Each set of *Hello* includes 24 issues; one set is designed for classroom use, and two sets are intended for sharing with families, offering guidance and prompts right on the pages to help family members engage children. Every issue of *Hello* is made of safe and durable material and contains five separate sections, each with its own unique literacy experience.



# Book Conversation Cards™

Young children need extra guidance and support to fully benefit from read-aloud experiences. That's why early childhood education experts recommend that teachers actively engage children in conversations during read-alouds, rather than reading books straight through.

*Book Conversation Cards*, which are a set of cards related to the classroom collection of *Highlights Hello™*, will help with this active engagement. They offer strategies for teachers and caregivers to use as they guide very young children in learning experiences related to *Hello*. The cards include guidance for interacting with young infants, mobile infants, toddlers, and twos during read-alouds, with detailed information to help teachers and caregivers share the vocabulary, illustrations, and activities found within each section of *Hello*.





# Making Connections With Families

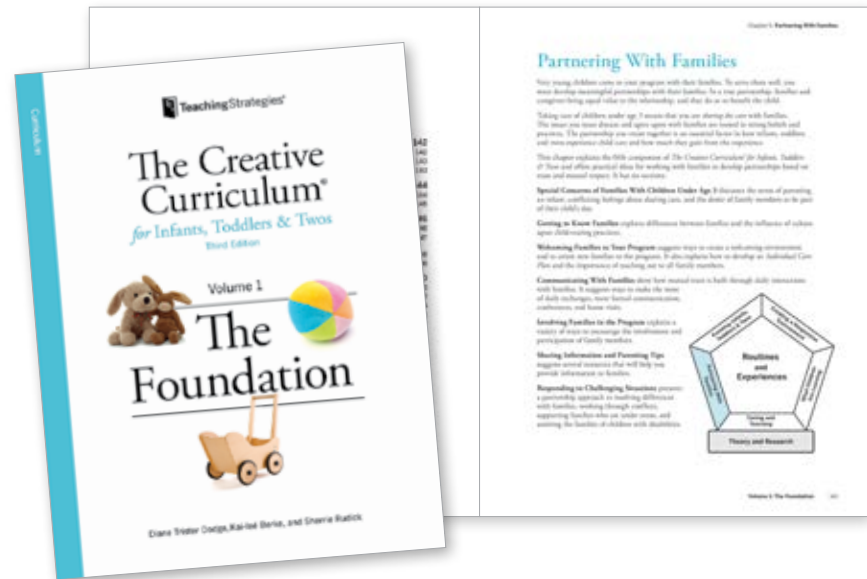
When teaching and caring for very young children, meaningful partnerships with families are of the utmost importance. These partnerships are an essential factor in how infants, toddlers, and twos experience your program and how much they gain from the experience.

## Guidance for Building Partnerships

*The Creative Curriculum® for Infants, Toddlers & Twos* provides guidance, support, and practical ideas for working with families to develop partnerships based on trust and mutual respect. It devotes an entire chapter of *The Foundation* to six areas that are particularly important to families, ranging from communication and family involvement to responding to challenging situations.

## LearningGames®

The curriculum includes three sets of infants, toddlers, and twos *LearningGames*, a series of award-winning, research-validated early learning activities for classroom and home use with young children. *LearningGames* help families understand how to use common materials in their homes and their everyday interactions with children as starting points for engaging children in fun and meaningful learning at home that strengthens their relationships with their children.



### Highlights Hello™ Family Sets

To help keep families connected to the literacy experiences happening in the classroom, a set of *Highlights Hello™*, a publication with stories, poetry, and simple activities for very young children to enjoy with adults, is included for lending to families. The family editions provide specific guidance for family members to help them engage their children as they read together and are available in English and in Spanish.



### Family Forms

*The Creative Curriculum® for Infants, Toddlers & Twos* offers a variety of family-related forms to make sharing and communicating information as simple as possible. These forms, including the “Individual Care Plan Family Information Form,” the “Individual Care Plan,” the “Child Planning Form,” the “Group Planning Form,” and the “Family Conference Form,” help teachers get to know each child, prepare for each day, and share important information with every family.





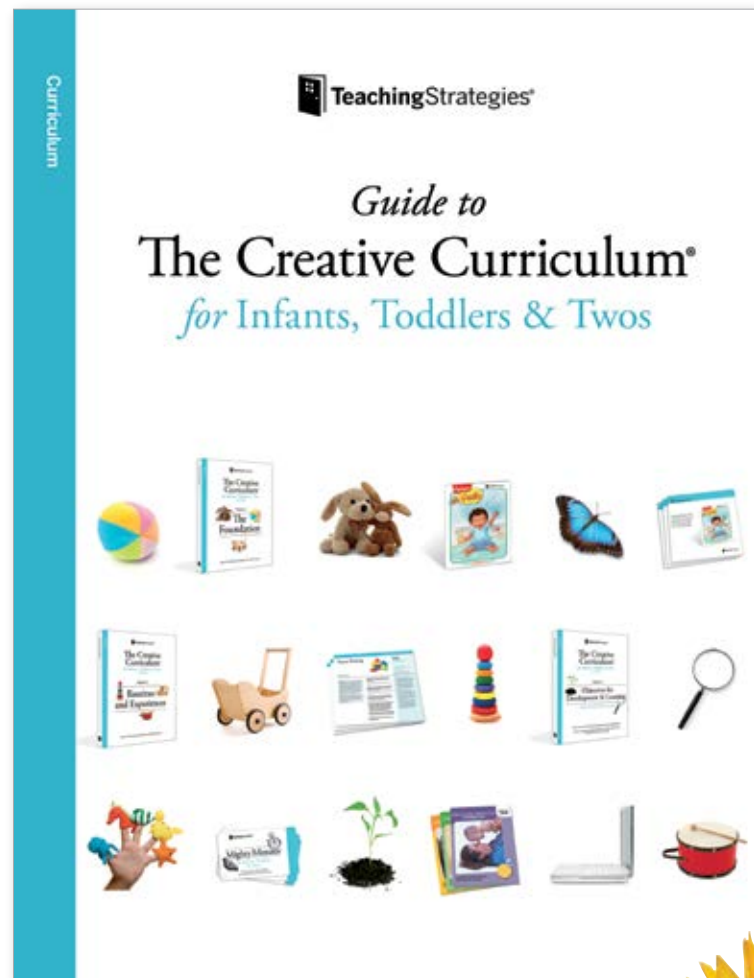
# Embedded Professional Development

Each of the resources in *The Creative Curriculum® for Infants, Toddlers & Twos* contains embedded professional development support for teachers at all levels.

The three *Foundation* volumes provide all the built-in support that teachers and caregivers need in order to be intentional about the experiences they offer infants, toddlers, and twos, while giving them the flexibility to respond to the changing interests and abilities of the young children in their care. *Intentional Teaching* cards offer information to guide teachers' and caregivers' observations, color-coded teaching sequences to help individualize instruction, and a "Background" section on each card that provides information to support teachers' learning. *Book Conversation Cards™* support interactions with infants, toddlers, and twos during read-alouds, with detailed information to help teachers support development and learning by intentionally sharing the vocabulary, illustrations, and activities.

## Guide to The Creative Curriculum for Infants, Toddlers & Twos

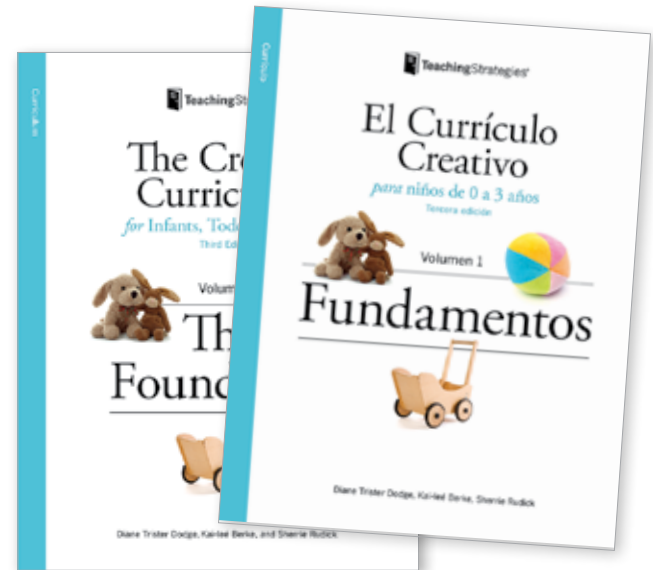
The *Guide* provides a thorough overview of *The Creative Curriculum for Infants, Toddlers & Twos*. It helps teachers easily see how the curriculum supports them in providing the consistent, responsive care that encourages infants, toddlers, and twos to develop secure attachments with the important people in their lives and gain confidence in themselves as learners.



# Support for Children Learning Two Languages

One of the greatest achievements in the first 3 years of life is the development of oral language.

To offer support in classrooms where children are learning two languages, *The Creative Curriculum® for Infants, Toddlers & Twos* is available in three ways: in English, in Spanish, or as a fully bilingual curriculum. The bilingual option offers all curriculum components in both Spanish and English, allowing programs to make the choices that best fit their unique needs.





At Teaching Strategies, we share your most important goal: making a meaningful difference in the lives of very young children and their families.

We hope you've enjoyed this tour of *The Creative Curriculum® for Infants, Toddlers & Twos* and that it has helped you understand the many benefits it offers teachers, administrators, and families.

### Benefits for Teachers

**Support and guidance for responsive caregiving and intentional teaching:** *Daily Resources* offer expanded guidance for providing intentional, responsive care and teaching during routines and learning experiences.

**Individualized experiences:** Color-coded teaching sequences enable teachers to quickly and easily adapt activities for every child.

**Objectives for development and learning:** Thirty-eight objectives identify essential knowledge, skills, and behaviors in 10 developmental areas.

### Benefits for Administrators

**Confidence that standards are being met:** Thirty-eight objectives aligned with Early Head Start and state early learning standards offer confidence for building toward important standards.

**Support for teacher professional development:** Extensive training opportunities are readily available, and three foundational volumes offer teachers ongoing support.

**Tools for teachers at all experience levels:** New teachers have everything they need to be successful, and veteran teachers can apply what they know and have learned to routines and experiences.

### Benefits for Families

**Regular opportunities for engaging with families:** The curriculum includes built-in guidance and support for building partnerships with families plus send-home resources to support learning at home.

**Family communication tools:** A variety of forms to share with families help encourage the two-way communication that's essential to the care of very young children.





Individualized. Comprehensive. Supportive.



# The Creative Curriculum<sup>®</sup> *for* Infants, Toddlers & Twos



A comprehensive curriculum that offers expanded daily support, guidance,  
and inspiration to teachers and caregivers of the youngest learners.

[TeachingStrategies.com/Curriculum](http://TeachingStrategies.com/Curriculum)



**TeachingStrategies<sup>®</sup>**

7101 Wisconsin Ave., Suite 700  
Bethesda, MD 20814

[TeachingStrategies.com](http://TeachingStrategies.com)