

# Creative Curriculum

**Where have we been?  
Where are we going?**

Adapted from Creative Curriculum, 2010

# Why a standardized curriculum?

- Each teacher used own curriculum/lesson planning ideas
- No standard curriculum in use district-wide
- Creative Curriculum decided upon, introduced at inservice.
- Implementation difficult – needed a body to oversee implementation & training
- Lesson planning spotty – need for universal lesson plan form
- Birth of Curriculum Committee





# Role of Curriculum Committee

- In-depth study of Creative Curriculum
- Discover ways to implement Creative Curriculum in ECSE settings and integrate other curricula being utilized
- Create standard lesson plan format that can be utilized by a variety of sites and classrooms across all four counties
- Provide trainings on Creative Curriculum
- Provide support at each center site for implementation of Creative Curriculum

# Fundamental Principals

- Positive interactions and relationships with adults provide a critical foundation for successful learning.
- Social-emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher-family partnerships promote development and learning.



# History of Creative Curriculum Roll-out and lesson planning

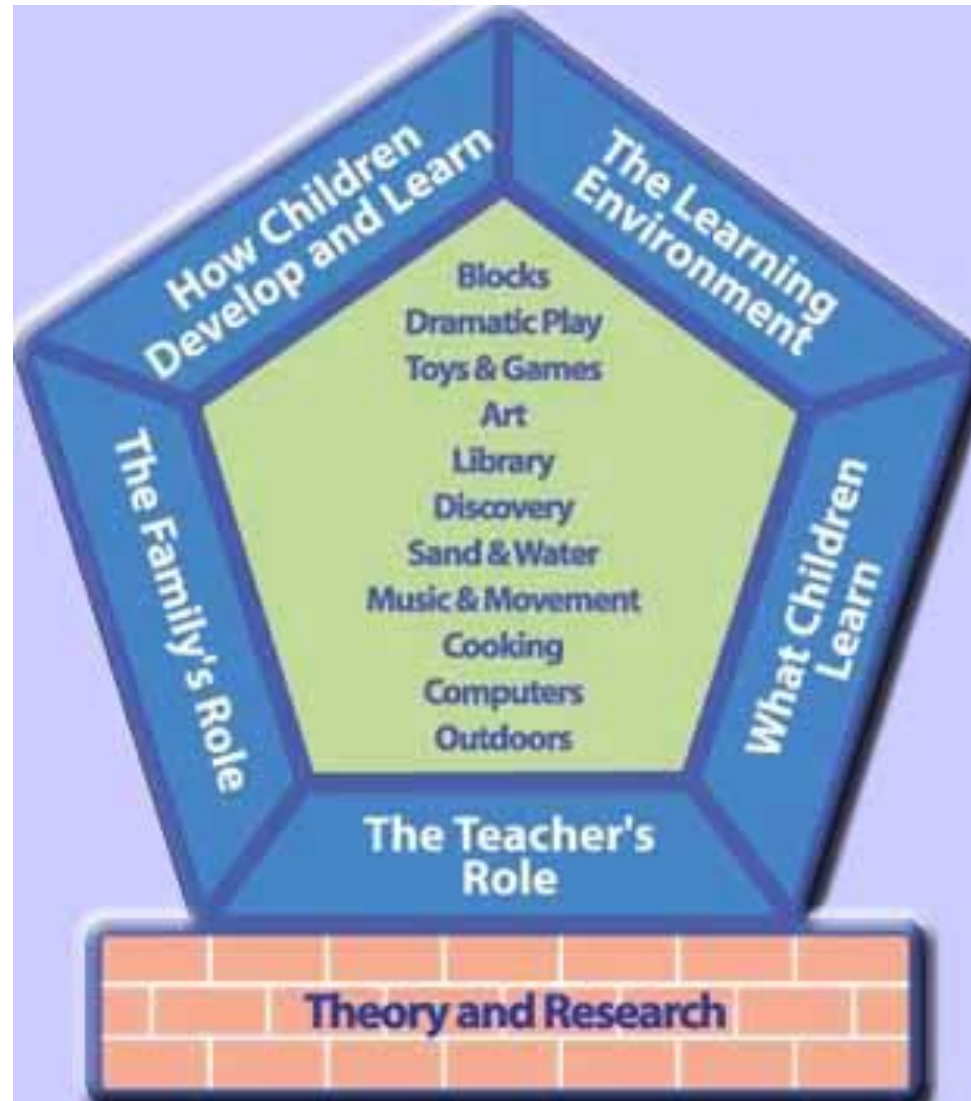
- Creative Curriculum introduced years ago and curriculum materials purchased (Fourth Edition 2002) - *Little to no implementation*
- 2008 Inservice break-out session on Creative Curriculum - *Little to no implementation*
- 2011 Additional Creative Curriculum overview – *Beginning of concept implementation*
- 2011 Introduced Lesson Planning Committee
- Purchased Creative Curriculum for Preschool (Fifth Edition 2010) for all sites
- 2012 Inservice – Introduction of standardized lesson plan template relative to Creative Curriculum

# Roles & Responsibilities of collaborative lesson planning

- Teachers, SLP's, Motor Team - plan Instructional Targets/Child Directed Environments
- Teachers bring ideas back to classroom team for activity schedule planning
- EA's prep for activities
- Motor team creates interactive gym environment related to theme & targets
- Team creates a more intentional teaching environment
- Children experience an engaging learning environment that is meaningful to their lives



# The Framework



# Interest Areas

- Ideal setting for preschoolers.
- Separate areas with varied materials offer a range of clear choices.
- Spaces that accommodate a few children at a time addresses preschool children's preference for small-group settings.
- Children feel comfortable and play more positively than in larger groups.
- Engage in more complex play in smaller, well-defined spaces.







# Physical Environment Guidelines

- Establish traffic patterns.
- Clearly define areas that need protection.
- Locate interest areas that are relatively quiet away from noisier ones.
- Think about activities that are affected by floor coverings.
- Place interest areas near needed resources.
- Reserve areas with a lot of light.
- Organize the room so you can see as much as possible.



**BUT WHAT DO WE DO IN THE  
INTEREST AREAS?**

# Monthly Lesson Plan

Month:		Teacher/ Rm:		Theme/ Study:	
Circle Songs:		Books:			

## Instructional Targets

Vocabulary/ Language	
Literacy	
Math	
Concepts/ Descriptors	
Social/PBIS	
Science	
Technology	

## Child Directed Environments

Blocks		Sensory	
Toys/Games		Art/ Writing	
Dramatic Play		Motor	

Month:	January	Teacher/ Rm:	Dawn/Willow	Theme/ Study:	Winter
Circle Songs:	Snowman (for mat man)	Books:	The Mitten by Jan Brett		

### Instructional Targets

Vocabulary/ Language	walrus, walking, weather, winter, white, windy, water, warm, with, what, waiting, watching, wet
Literacy	HWT - W; ^ word wall words; sound box
Math	counting 1:1 correspondence; spatial relationships; size comparison
Concepts/ Descriptors	wet/dry; warm/cold; weather - windy, rainy, cold, cloudy, sunny, snowy, etc.; watching/waiting/walking
Social/PBIS	Sharing space; kind, friendly words; watching/waiting/walking
Science	melting/freezing; melting ice game;
Technology	

### Child Directed Environments

Blocks	Make snowmen with blocks; animals from book	Sensory	potato flake snow; fake snow
Toys/Games	Mitten match file folder game; melt ice game; winter clothing match; don't break the ice	Art/ Writing	snowflakes, white paint, marshmallows, cotton balls, white chalk, word wall words, W- HWT pages, w stamps, mirrors (writing on ice)
Dramatic Play	mittens; scarves; warm clothing;	Motor	snowman; tree targets for kids to use as snowball targets; cover copy paper boxes, cover with paper so kids can build igloos

# Next Steps for ECSE Classrooms

- Continue/maintain collaborative lesson planning
- Engage in mini training modules about classroom interest centers



# Mini-Trainings for Interest Areas

- *Blocks*
- *Dramatic Play*
- *Toys/Games*
- *Art*
- *Library*
- *Discovery/Sensory*
- *Music and Movement*
- *Computers*
- *Outdoors*





# Mini-Trainings for Interest Areas

## How and when?

- Trainings are being designed to be delivered in 20 to 30 minute PowerPoint sessions
- Sites work with principal to schedule trainings
- Recommendation: Hold trainings over sequential weeks to foster in-depth understanding and conversation around topics
- Focus on one interest area per session to permit deeper exploration and learning
- Implement new understandings in enhanced interest areas

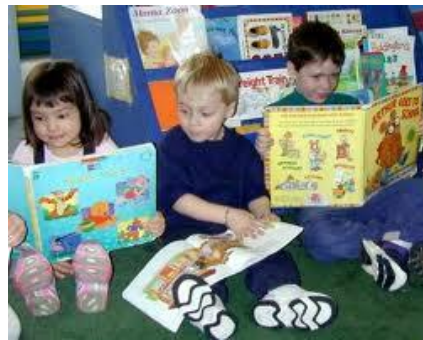
# Expected Outcomes



More skills



More discovery



Love of reading



More engagement



More creativity

***MORE LEARNING!***