



Teaching Strategies GOLD™

Assessment System

Birth Through Kindergarten



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

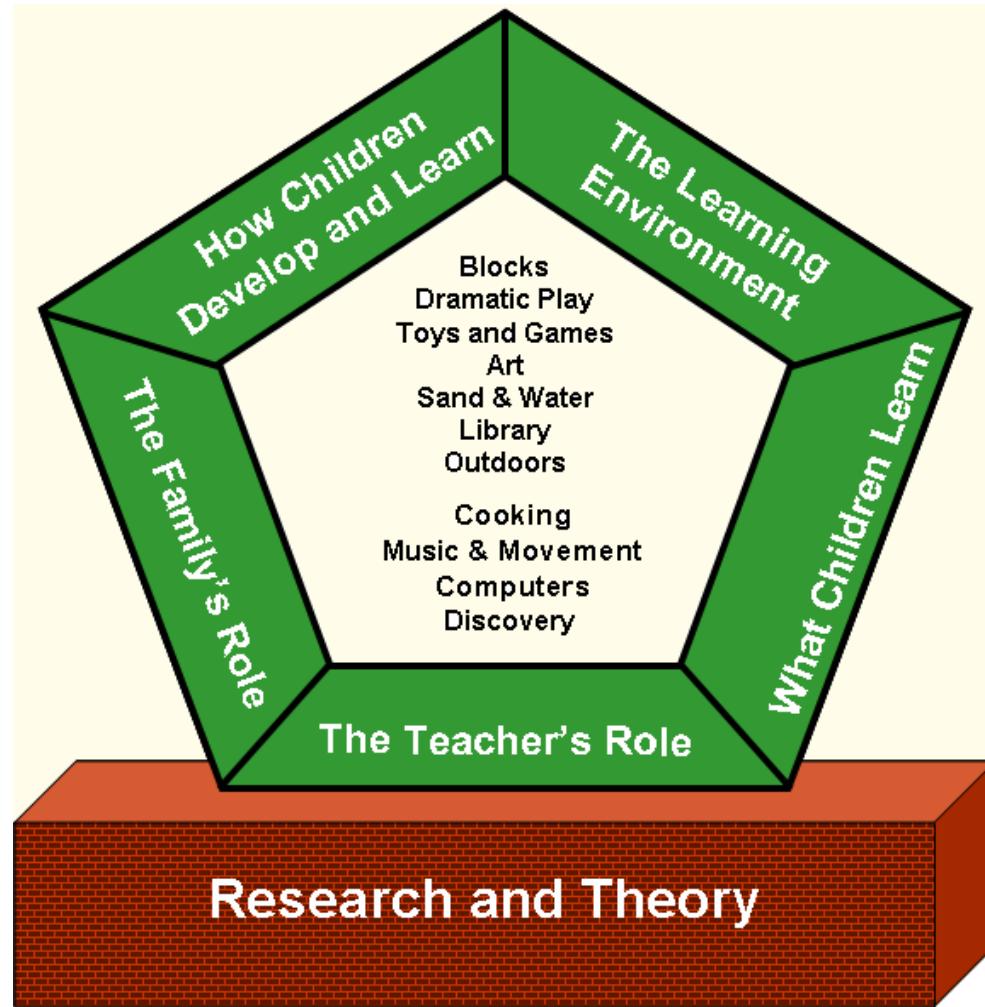
The Goals of The Creative Curriculum

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 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 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.

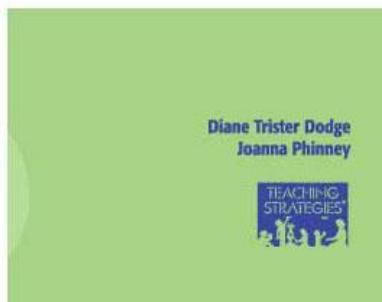
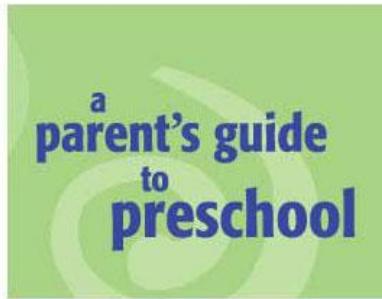
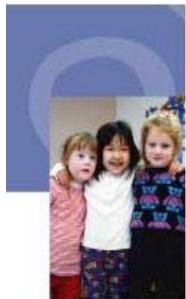
The planned activities for the children, the organization of the environment, the selection of toys and materials, planning the daily schedule and interacting with the children, are all designed to accomplish the goals and objectives of the curriculum and give your child a successful year at the CDC.

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.

curriculum-embedded
on-going
naturalistic
assessment
observation-based
systematic
play-based
authentic
developmentally appropriate



Teaching Strategies®
for Early Childhood



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

Summarize,
Plan,
and
Communicate

Collect Facts

Analyze
and
Respond

Evaluate





Assessment

Assessment

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Teaching Strategies GOLD™



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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:



DOCUMENTATION

CHECKPOINT

PLANNING

COMMUNICATION

REPORTS

CHILDREN

Preschool

Add Documentation

View Documentation

View Portfolio

Search Documentation

Forms

On-the-Spot
Observation Recording
ToolDocumentation by
Objective / Dimension

Add Documentation for Children in Preschool

+ Home Language Survey Reminder

Type

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

Identify Children (Select Children)

Jane Doe

Date Observed

09/01/2014



Notes

B **I** **U**

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."

Support

[Quick Start: Documentation](#)[Adding Documentation](#)[Associating objectives/dimensions to documentation](#)[Video Tutorial: Add Documentation](#)[Adding Documentation From the On-the-Spot Recording Tool](#)[Adding Preliminary Levels](#)[Attaching Documentation Files](#)[Contact Us](#)

Resources

[Assessment Opportunity Cards™](#)[About the On-the-Spot Observation Recording Tool](#)[Progressions of Development and Learning](#)[Additional Self-Care](#)

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**

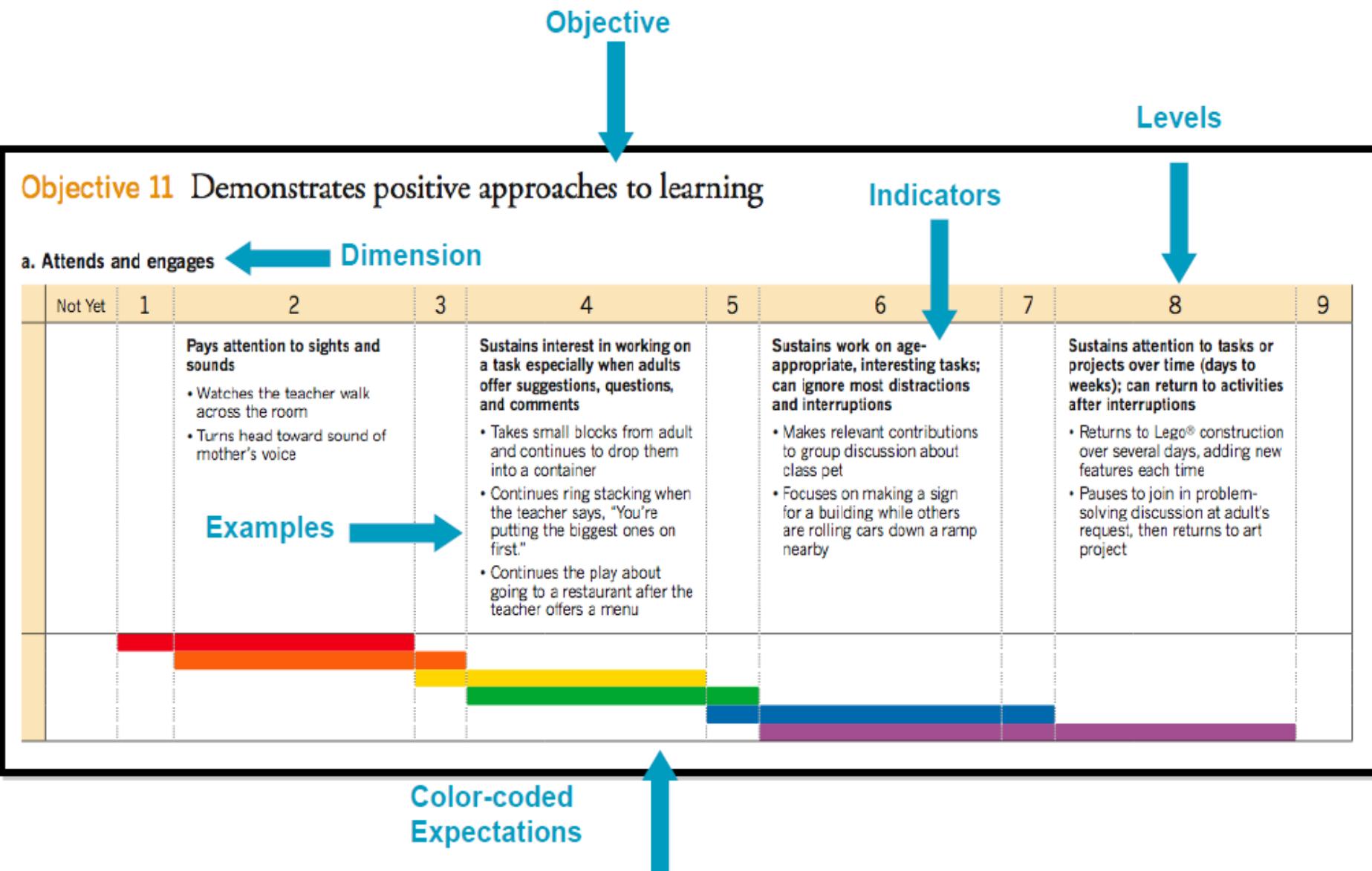
Progressions of Development and Learning

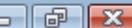


Color Bands



A Progression of Development and Learning





- Social-Emotional i
- Physical i
- Language i

Set Preliminary Level(s)

Area: Language iObjective: 10 - Uses appropriate conversational and other communication skills iDimension: a. Engages in conversations i

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet i		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	<input type="radio"/>	<input checked="" type="radio"/> 1 <input type="radio"/>	<input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> 3 <input type="radio"/>	<input type="radio"/> 4 <input type="radio"/>	<input type="radio"/> 5 <input type="radio"/>	<input type="radio"/> 6 <input type="radio"/>	<input type="radio"/> 7 <input type="radio"/>	<input type="radio"/> 8 <input type="radio"/>	<input type="radio"/> 9 <input type="radio"/>

 Close Cancel

Objective 22: Compares and measures

 Objective 23: Demonstrates knowledge of patterns i

- Science and Technology i



- Social-Emotional [i](#)
- Physical [i](#)
- Language [i](#)

Set Preliminary Level(s)



Area: Language [i](#)

Objective: 10 - Uses appropriate conversational and other communication skills [i](#)

Dimension: a. Engages in conversations [i](#)

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet i		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 (-)		<ul style="list-style-type: none"> • Coos at adult who says, "Sweet Jeremy is talking." He coos again, and adult imitates the sounds • Shakes head for no; waves bye-bye • Joins in games such as pat-a-cake and 		<ul style="list-style-type: none"> • Says, "Doggy." Teacher responds, "You see a doggy." Child says, "Doggy woof." • Asks teacher, "Home now?" Teacher responds, "Yes, I'm leaving to go home." • Looks at teacher and points to 		<ul style="list-style-type: none"> • Stays on topic during conversations • Maintains the conversation by repeating what the other person says or by asking questions 		<ul style="list-style-type: none"> • Offers interesting comments with communication device • Extends conversation by moving gradually from one topic to a related topic 		

[Close](#)

[Cancel](#)

Objectives 22: Compares and measures

Objective 23: Demonstrates knowledge of patterns [i](#)

- Science and Technology [i](#)



+ Social-Emotional

+ Physical

- Language

Set Preliminary Level(s)

Area: Language

Objective: 10 - Uses appropriate conversational and other communication skills

Dimension: a. Engages in conversations

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
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)	
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Jane Doe	<input type="radio"/>	<input checked="" type="radio"/> 1 <input type="radio"/>	<input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> 3 <input type="radio"/>	<input type="radio"/> 4 <input type="radio"/>	<input type="radio"/> 5 <input type="radio"/>	<input type="radio"/> 6 <input type="radio"/>	<input type="radio"/> 7 <input checked="" type="radio"/>	<input type="radio"/> 8 <input type="radio"/>	<input type="radio"/> 9 <input type="radio"/>

 Close Cancel

Objective 22: Compares and measures

 Objective 23: Demonstrates knowledge of patterns

+ Science and Technology



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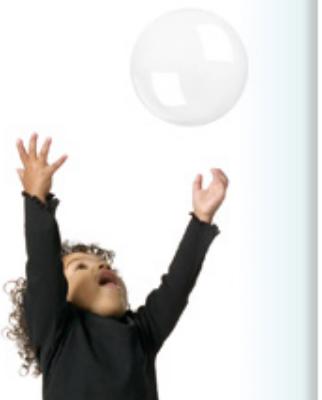
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Observation Recording
Tool](#)[Documentation by
Objective / Dimension](#)

Observation Added to Fall 2014/2015

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 [i](#) 8b. Follows directions [i](#) 9b. Speaks clearly [i](#) 10a. Engages in conversations [i](#) 20a. Counts [i](#) 20c. Connects numerals with their quantities [i](#)

Key

On-the-Spot Observation Recording Tool

Family Documentation

Assessment Opportunity Cards™

General Documentation

Information

Support

[Quick Start: Documentation](#)[How do I individualize Group Documentation?](#)[Switch Classes](#)[Contact Us](#)

Resources

[Assessment Opportunity Cards™](#)[Additional Self-Care Progressions](#)[Overview of the Assessment Cycle](#)

Entered on September 24, 2014, 1:32 PM by Jan Marzan

[ADD MORE DOCUMENTATION](#)

DOCUMENTATION

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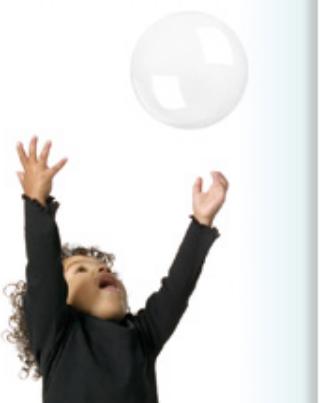
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Observation Recording
Tool](#)[Documentation by
Objective / Dimension](#)

Observation Added to Fall 2014/2015

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

[D](#) [11a. Attends and engages \[i\]\(#\)](#) [11b. Persists \[i\]\(#\)](#) [12b. Makes connections \[i\]\(#\)](#) [16a. Identifies and names letters \[i\]\(#\)](#) [17b. Uses print concepts \[i\]\(#\)](#) [19b. Writes to convey meaning \[i\]\(#\)](#)

Key

- [On-the-Spot Observation Recording Tool](#)
- [Family Documentation](#)
- [Assessment Opportunity Cards™](#)
- [General Documentation](#)
- [Information](#)

Support

- [Quick Start: Documentation](#)
- [How do I individualize Group Documentation?](#)
- [Switch Classes](#)
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Resources

- [Assessment Opportunity Cards™](#)
- [Additional Self-Care Progressions](#)
- [Objectives for Development and Learning](#)



Child:	Jane Doe
Birth Date:	June 1, 2010
Checkpoint Periods:	Fall 2014/2015 All levels including Preliminary Levels added to Documentation (but still use latest available)
Generated On:	September 24, 2014

Social-Emotional

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
1a. Manages feelings	Pre-K 4 class/grade (Blue)										
1b. Follows limits and expectations	Pre-K 4 class/grade (Blue)										
1c. Takes care of own needs appropriately	Pre-K 4 class/grade (Blue)										
2a. Forms relationships with adults	Pre-K 4 class/grade (Blue)										
2b. Responds to emotional cues	Pre-K 4 class/grade (Blue)										
2c. Interacts with peers	Pre-K 4 class/grade (Blue)								Fall 2014/2015*		
2d. Makes friends	Pre-K 4 class/grade (Blue)								Fall 2014/2015*		
3a. Balances needs and rights of self and others	Pre-K 4 class/grade (Blue)										
3b. Solves social problems	Pre-K 4 class/grade (Blue)										

Physical

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
4. Demonstrates traveling skills	Pre-K 4 class/grade (Blue)								Fall 2014/2015*		
5. Demonstrates balancing skills	Pre-K 4 class/grade (Blue)										
6. Demonstrates gross-motor manipulative skills	Pre-K 4 class/grade (Blue)										
7a. Uses fingers and hands	Pre-K 4 class/grade (Blue)										
7b. Uses writing and drawing tools	Pre-K 4 class/grade (Blue)										

Language

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
8a. Comprehends language	Pre-K 4 class/grade (Blue)								Fall 2014/2015*		

**Language**

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
8a. Comprehends language	Pre-K 4 class/grade (Blue)							Fall 2014/2015*			
8b. Follows directions	Pre-K 4 class/grade (Blue)							Fall 2014/2015*			
9a. Uses an expanding expressive vocabulary	Pre-K 4 class/grade (Blue)								Fall 2014/2015*		
9b. Speaks clearly	Pre-K 4 class/grade (Blue)								Fall 2014/2015*		
9c. Uses conventional grammar	Pre-K 4 class/grade (Blue)										
9d. Tells about another time or place	Pre-K 4 class/grade (Blue)										
10a. Engages in conversations	Pre-K 4 class/grade (Blue)							Fall 2014/2015*			
10b. Uses social rules of language	Pre-K 4 class/grade (Blue)								Fall 2014/2015*		

Cognitive

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
11a. Attends and engages	Pre-K 4 class/grade (Blue)							Fall 2014/2015*			
11b. Persists	Pre-K 4 class/grade (Blue)							Fall 2014/2015*			
11c. Solves problems	Pre-K 4 class/grade (Blue)										
11d. Shows curiosity and motivation	Pre-K 4 class/grade (Blue)										
11e. Shows flexibility and inventiveness in thinking	Pre-K 4 class/grade (Blue)										
12a. Recognizes and recalls	Pre-K 4 class/grade (Blue)										
12b. Makes connections	Pre-K 4 class/grade (Blue)								Fall 2014/2015*		
13. Uses classification skills	Pre-K 4 class/grade (Blue)										
14a. Thinks symbolically	Pre-K 4 class/grade (Blue)										

**Literacy**

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
15a. Notices and discriminates rhyme	Pre-K 4 class/grade (Blue)										
15b. Notices and discriminates alliteration	Pre-K 4 class/grade (Blue)										
15c. Notices and discriminates smaller and smaller units of sound	Pre-K 4 class/grade (Blue)										
16a. Identifies and names letters	Pre-K 4 class/grade (Blue)						Fall 2014/2015*				
16b. Uses letter-sound knowledge	Pre-K 4 class/grade (Blue)										
17a. Uses and appreciates books	Pre-K 4 class/grade (Blue)										
17b. Uses print concepts	Pre-K 4 class/grade (Blue)							Fall 2014/2015*			
18a. Interacts during read-alouds and book conversations	Pre-K 4 class/grade (Blue)										
18b. Uses emergent reading skills	Pre-K 4 class/grade (Blue)										
18c. Retells stories	Pre-K 4 class/grade (Blue)										
19a. Writes name	Pre-K 4 class/grade (Blue)										
19b. Writes to convey meaning	Pre-K 4 class/grade (Blue)						Fall 2014/2015*				

Mathematics

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
20a. Counts	Pre-K 4 class/grade (Blue)										
20b. Quantifies	Pre-K 4 class/grade (Blue)										
20c. Connects numerals with their quantities	Pre-K 4 class/grade (Blue)										
21a. Understands spatial relationships	Pre-K 4 class/grade (Blue)										
21b. Understands shapes	Pre-K 4 class/grade (Blue)										
22. Compares and measures	Pre-K 4 class/grade (Blue)										
23. Demonstrates knowledge of patterns	Pre-K 4 class/grade (Blue)										

Weekly Planning Form

Week of: Sep 29, 2014 Study/Project: Friendship Teacher(s):

Teachers can - Develop weekly lesson plans on-line

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas					
Large Group	<ul style="list-style-type: none"> Discuss what are friends and who they are? Discuss letter F Notes: <p>Objectives / Dimensions: 2c , 3a , 8a , 10a Children: All</p>	<ul style="list-style-type: none"> Have children name other students during circle time and make a graph of how many girls vs. boys Description: Name children they don't normally play with Notes: <p>Objectives / Dimensions: 2d , 20a , 20b Children: All</p>	<ul style="list-style-type: none"> Discuss how we treat our friends and people we love. Friendship Quilt Notes: <p>Objectives / Dimensions: 2c , 3a Children: All</p>	<ul style="list-style-type: none"> Sing song about friendship. F is for friendship Description: Sing in Row row row your boat tune <p>Row row row your boat Gently with a friend The more we row, our friendship grows May our friendship never end. Notes:</p> <p>Objectives / Dimensions: 3a , 34 Children: All</p>	<ul style="list-style-type: none"> Share Day Notes: <p>Objectives / Dimensions: 9b , 11a Children: All</p> <ul style="list-style-type: none"> My Turn, Your Turn Notes: <p>Objectives / Dimensions: 3b , 2b , 29 , 11d , 3a , 1a , 2c , 8b , 6 , 8b , 1c Children: All</p>
Small Group	<ul style="list-style-type: none"> Buddy Painting Description: Partners of 2, paint together/make a collage Notes: <p>Objectives / Dimensions: 2c , 11a Children: All</p>	<ul style="list-style-type: none"> Continue with Buddy Painting Description: Partners of 2, paint together/make a collage Notes: <p>Objectives / Dimensions: 2c , 11a Children: All</p>	<ul style="list-style-type: none"> Make a card/picture for a friend 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. Notes: <p>Objectives / Dimensions: 2d , 7b Children: All</p>	<ul style="list-style-type: none"> Name ball game Description: They have to say the child's name before they throw the ball to them. Notes: <p>Objectives / Dimensions: 7a , 9b Children: All</p>	<ul style="list-style-type: none"> Friendship hand painting Description: Hand prints in a circular shape of friends holding hands. (Left hand, right hand alternating, thumbs overlapping) Notes: <p>Objectives / Dimensions: 2c , 7a Children: All</p>
Read Aloud	<ul style="list-style-type: none"> Froggy's sleepover Notes: <p>Objectives / Dimensions: 1b , 3b , 8a , 11a , 12a Children: All</p>	<ul style="list-style-type: none"> Talk and Work It Out Notes: <p>Objectives / Dimensions: None Children: None</p>	<ul style="list-style-type: none"> Be Kind and Polite Notes: <p>Objectives / Dimensions: None Children: None</p>	<ul style="list-style-type: none"> Little Quack's New Friend Notes: <p>Objectives / Dimensions: None Children: None</p>	<ul style="list-style-type: none"> Sharing Notes: <p>Objectives / Dimensions: None Children: None</p>
Outdoor Experiences	<ul style="list-style-type: none"> Practice friendship skills Description: sharing, taking turns, using manners Notes: <p>Objectives / Dimensions: 2c , 2d , 3a , 4 , 5 , 6 Children: All</p>	<ul style="list-style-type: none"> Practice friendship skills Description: sharing, taking turns, using manners Notes: <p>Objectives / Dimensions: None Children: All</p>	<ul style="list-style-type: none"> Practice friendship skills Notes: <p>Objectives / Dimensions: None Children: None</p>	<ul style="list-style-type: none"> Practice friendship skills Description: sharing, taking turns, using manners Notes: <p>Objectives / Dimensions: None Children: All</p>	<ul style="list-style-type: none"> Practice friendship skills Description: sharing, taking turns, using manners Notes: <p>Objectives / Dimensions: None Children: All</p>
Special Activities	<ul style="list-style-type: none"> Nature Walk/ Racquet Ball Notes: <p>Objectives / Dimensions: None Children: None</p>	<ul style="list-style-type: none"> Nature Walk/ Racquet Ball Notes: <p>Objectives / Dimensions: None Children: None</p>	<ul style="list-style-type: none"> Dance with Ms. Leigh- Anne Notes: <p>Objectives / Dimensions: 1b , 2a , 8b , 9a , 11a , 11b , 12a , 4 , 5 , 6 Children: All</p>	<ul style="list-style-type: none"> Music with Cowboy Jared Notes: <p>Objectives / Dimensions: 2a , 2c , 8b , 4 , 5 , 6 Children: All</p>	<ul style="list-style-type: none"> Share Day Notes: <p>Objectives / Dimensions: None Children: None</p>
Materials					<ul style="list-style-type: none"> toys or games for children to share

Family Partnership	<ul style="list-style-type: none"> Families - We would love to have you come and read a book to the children! Tell us what friendship means to you!
To-Do List	<ul style="list-style-type: none"> Gather books from the child resource library on friendship and manners

	None Children: None	None Children: None	1b , 2a , 8b , 9a , 11a , 11b , 12a , 4 , 5 , 6 Children: All	2a , 2c , 8b , 4 , 5 , 6 Children: All	None Children: None
Materials					• toys or games for children to share

Family Partnership	<ul style="list-style-type: none"> Families - We would love to have you come and read a book to the children! Tell us what friendship means to you!
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Teachers can ~ Find activities for lesson planning that support children's development

My Turn, Your Turn

Questions To Consider:

- How is this child able to manage her feelings and take turns with the materials?
- In what ways does she interact with another child using the same materials?
- 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:

- 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.
- 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.
- 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
- 2b. Responds to emotional cues
- 2c. Interacts with peers
- 3a. Balances needs and rights of self and others
- 3b. Solves social problems
6. Demonstrates gross-motor manipulative skills
- 8b. Follows directions
- S8b. Sigue instrucciones
- 11d. Shows curiosity and motivation
29. Demonstrates knowledge about self



Teachers can ~ Communicate and collaborate with you

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Preschool

Messages

Family Conference
Forms

Invite Team Members

Invite Families

Family Newsletters

Calendar

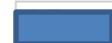
Invite Families for Children in Preschool

Child:

Jane Doe

Name of Family Member:

First Name



Last Name

E-mail Address:



Message:

Use English Use Spanish

YOU ARE INVITED!

I invite you to participate in our program by communicating with us through *Teaching Strategies GOLD®* online.

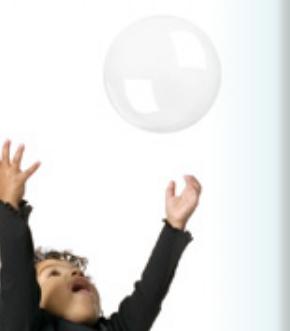
The *Teaching Strategies GOLD®* family site makes it easy to communicate with you about your child's ongoing development and our classroom activities.

Support

[Contact Us](#)

Resources

[Introduction to Teaching
Strategies GOLD®](#)



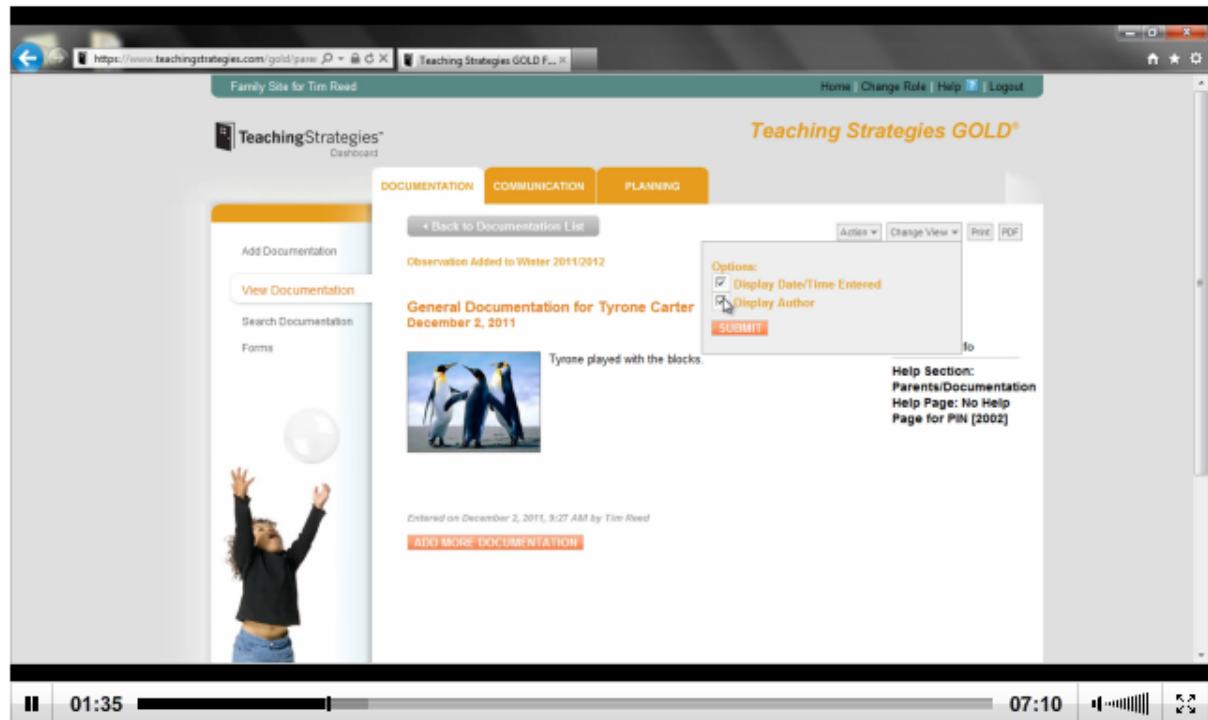
Custom Message:

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

[Search Help](#) [PDF](#)

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

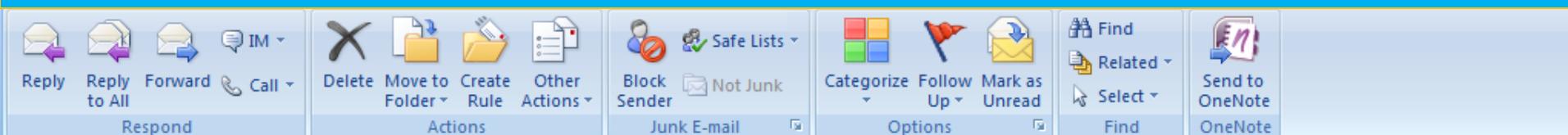


Related Articles:

- [GOLD Family Flyer](#)
- [Family Quick Start Guide](#)



Families can ~View observations and samples of your child's work



From: notifications@teachingstrategies.com on behalf of [REDACTED] Sent: Wed 9/24/2014 12:01 PM
To: [REDACTED]
Cc:
Subject: Teaching Strategies GOLD Message Notification

Dear [REDACTED],

[REDACTED] 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.



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General Documentation for Jane Doe

September 17, 2014



is John."

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 sister's name?" Jane replied, "Hannah. And brother's name

Support

[Video Tutorial: Family Site Basics](#)

Resources

[Family Quick Start Guide](#)

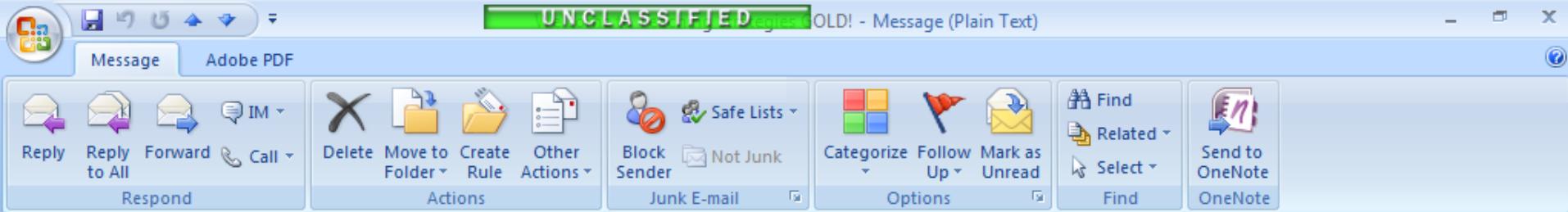
Related Messages

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

Associated Dimensions & Levels | September 17, 2014

D

9b. Speaks clearly [i](#)10a. Engages in conversations [i](#)33. Explores the visual arts [i](#)



Extra line breaks in this message were removed.

From: implementation@teachingstrategies.com

Sent: Wed 9/24/2014 11:45 AM

To:

Cc:

Subject: Welcome to Teaching Strategies GOLD!

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 [REDACTED] 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@aqinc.com with your full name.

Thank you.



Alignment of

The Creative Curriculum® for Preschool



WITH

California Preschool Learning Foundations,
Volume 1

http://teachingstrategies.com/wp-content/uploads/2014/04/CA-CC-A.pptx Teaching Strategies GOLD: We... teachingstrategies.com

3 / 39 99% Sign Find

<i>California Preschool Learning Foundations, Volume 1</i>	<i>How The Creative Curriculum® for Preschool meets California Preschool Learning Foundations, Volume 1</i>
Social-Emotional Development	
Around 48 months of age	
Self	
1.0. Self-Awareness	
1.1. Describe their physical characteristics, behavior, and abilities positively.	Demonstrates knowledge about self
2.0. Self-Regulation	
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

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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

<http://www.trumbullesc.org/Downloads/CreativeCurriculum4-Letters-English.pdf>

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

<http://teachingstrategies.com/wp-content/uploads/2014/04/CA-CC-Alignment-PS-Vol-1-2014.pdf>

<http://teachingstrategies.com/wp-content/uploads/2014/05/CA-CC-Alignment-PS-Vol-2-2014.pdf>

<http://teachingstrategies.com/wp-content/uploads/2014/05/CA-CC-Alignment-PS-Vol-3-2014.pdf>



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Questions and Discussion