

Orange Level (What to teach her)					
<p><b>1. Regulates her emotions and behaviors</b></p> <ul style="list-style-type: none"> <li>• Uses adult support to calm self</li> <li>• Calms self</li> <li>• Responds to changes in an adult's tone of voice</li> <li>• Points to the things for self</li> </ul>	<p><b>2. Establishes and sustains positive relationships</b></p> <ul style="list-style-type: none"> <li>• Uses trusted adult as a secure base to explore world</li> <li>• Reacts to others' emotional expressions</li> <li>• Plays, uses other children, uses familiar materials</li> <li>• Seeks a preferred playmate, others' pleasure when playing a friend</li> </ul>	<p><b>3. Participates cooperatively and constructively</b></p> <ul style="list-style-type: none"> <li>• Responds appropriately to other's expressions of regard</li> <li>• Solves social problems</li> </ul>	<p><b>4. Demonstrates traveling skills</b></p> <ul style="list-style-type: none"> <li>• Experiments with different ways of moving</li> </ul>	<p><b>5. Demonstrates balancing skills</b></p> <ul style="list-style-type: none"> <li>• Experiments with different ways of balancing</li> </ul>	<p><b>6. Demonstrates gross-motor manipulation skills</b></p> <ul style="list-style-type: none"> <li>• Manipulates tools or related objects with adult body movements</li> </ul>
<p><b>7. Demonstrates fine-motor strength</b></p> <ul style="list-style-type: none"> <li>• Uses fingers and whole-arm movements to manipulate and explore objects</li> <li>• Uses drawing and writing tools, including an eraser</li> </ul>	<p><b>8. Listens to and understands increasingly complex language</b></p> <ul style="list-style-type: none"> <li>• Identifies familiar people, animals, and objects when prompted</li> <li>• Responds to simple verbal requests</li> <li>• Follows simple requests not accompanied by gestures</li> </ul>	<p><b>9. Uses language to express thoughts and needs</b></p> <ul style="list-style-type: none"> <li>• Names familiar people, animals, and objects</li> <li>• Uses some words and word-like sounds, in understand by most familiar people</li> <li>• Uses one or two word sentences/phrases</li> <li>• Makes simple statements about recent events and familiar people that are not present</li> </ul>	<p><b>10. Uses appropriate conversational and other communication skills</b></p> <ul style="list-style-type: none"> <li>• Engages in simple back and forth exchanges with others</li> <li>• Responds to speech by looking at speaker</li> <li>• Uses appropriate eye contact, pauses, and simple prompts</li> </ul>	<p><b>11. Demonstrates positive approaches to learning</b></p> <ul style="list-style-type: none"> <li>• Pays attention to sights and sounds</li> <li>• Requests actions to obtain similar results</li> <li>• Practices an activity many times until successful</li> <li>• Reacts to a problem, seeks to achieve a specific goal</li> <li>• Uses behavior to explore the immediate environment</li> </ul>	<p><b>12. Remembers and connects experiences</b></p> <ul style="list-style-type: none"> <li>• Recognizes familiar people, places, and objects/tools when it sees them</li> <li>• Links the familiar persons when they are names</li> <li>• Relates objects to events</li> </ul>
<p><b>13. Uses classification skills</b></p> <ul style="list-style-type: none"> <li>• Matches similar objects</li> </ul>	<p><b>14. Uses symbols and images to represent something not present</b></p> <ul style="list-style-type: none"> <li>• Recognizes people, objects, and animals in pictures</li> <li>• Initiates actions of others during play</li> <li>• Uses real objects as props</li> </ul>	<p><b>15. Demonstrates phonological awareness</b></p> <ul style="list-style-type: none"> <li>• Uses in rhyming songs and games</li> </ul>	<p><b>16. Demonstrates knowledge of the alphabet</b></p> <ul style="list-style-type: none"> <li>• A/B</li> </ul>	<p><b>17. Demonstrates knowledge of print and its uses</b></p> <ul style="list-style-type: none"> <li>• Shows interest in books</li> </ul>	<p><b>18. Comprehends and responds to books and other texts</b></p> <ul style="list-style-type: none"> <li>• A/B</li> </ul>

# Creative Curriculum Observation

**Khara L. Pence**

## **Creative Curriculum Observation:**

*A Guide for Supervisors and Trainers on Implementing the Creative Curriculum for Early Childhood* Diane Trister Dodge, 1993 This guide is designed for early childhood educators who are helping their staffs implement the Creative Curriculum for Early Childhood a curriculum that is based on child development theory and is developmentally appropriate for preschool and kindergarten children A carefully organized and rich environment serves as the focus of this curriculum Part 1 of the guide contains three sections discussing respectively 1 reasons for introducing the new curriculum 2 support and encouragement of staff development during curriculum implementation and 3 the use of classroom visits by supervisors as a way to provide technical assistance to staff and to fine tune the program Part 2 offers workshop outlines and handouts for conducting staff development sessions This part contains 12 sections the first of which suggests workshop strategies for trainers while the second outlines a workshop that provides staff with an understanding and appreciation of the curriculum's child development focus The following 10 sections each describe workshops devoted to a particular topic 1 blocks 2 house corner dramatic play 3 table toys 4 art 5 sand and water 6 the library 7 music and movement 8 cooking 9 computers and 10 the outdoors Each workshop emphasizes the value of its topic area to child development through exercises activities discussions and handouts Two appendices provide a copy of the Creative Curriculum Self Assessment and Observation Form and staff development forms TJQ

**The Power of Observation** Judy R. Jablon, Amy Laura Dombro, Margo Elizabeth Dichtelmiller, 1999 Contains suggestions for early childhood education teachers on observing children as people and as learners in order to build relationships and provide effective learning environments

**A Teacher's Guide to Using The Creative Curriculum Developmental Continuum Assessment System** Diane Trister Dodge, Laura Jean Colker, Cate Heroman, Teaching Strategies, Inc, 2001

**Creative Learning for Inclusion** Edward Sellman, 2013-05-17 Introducing creativity to the classroom is a concern for teachers governments and future employers around the world and there has been a drive to make experiences at school more exciting relevant challenging and dynamic for all young people ensuring they leave education able to contribute to the global creative economy Creative Learning to Meet Special Needs shows teachers how to use creativity in the curriculum for key stages 2 and 3 to support the learning of pupils with special educational needs in a way which effectively engages them and leaves a lasting impact on their school experiences and later lives Describing the different ways in which a creative approach can help pupils with SEN access the curriculum with activities and practical materials for teachers this book will explain why creativity is central to making the curriculum accessible how to use personalised learning with pupils with SEN how to promote achievements and motivation through creative experiences how the curriculum can be extended and represented in innovative ways for pupils with SEN how to use interactive methods of teaching and alternative methods of communication Providing case studies and examples of the ways in which teachers have delivered the curriculum creatively to pupils with special educational needs this book is an invaluable guide for all those

involved in teaching and engaging young people with special needs *Placing Students at the Heart of Creative Learning* Nick Owen,2011-10-10 Developing a Creative Curriculum shows teachers how to introduce creativity to what is often seen as a prescriptive curriculum and addresses the tensions between innovation and the requirement to follow the curriculum

**Assessment in Emergent Literacy** Khara L. Pence,2007-01-15 *Planning for Play, Observation, and Learning in Preschool and Kindergarten* Gaye Gronlund,2012-11-16 Play is an important vehicle for learning in the early years With intentional planning frameworks this resource provides teachers with tools and strategies to organize and develop curriculum around high level purposeful play Practical application techniques help teachers create a cycle of planning and observation as they use a play based curriculum to help young children thrive in the classroom Gaye Gronlund is an early childhood education consultant who trains early childhood educators across the country She is the author of six books

**Focused Observations** Gaye Gronlund,Marlyn James,2013-07-15 Intentional teaching begins with focused observations and systematic documentation of children s learning and development This book is filled with tools and techniques designed to help early childhood educators purposefully observe children create portfolios with rich documentation and plan curriculum that supports every child Discussion questions observation practice exercises and reflection assignments are included as well as DVD with classroom vignettes showcasing observation techniques Gaye Gronlund is an early childhood education consultant who trains early childhood educators across the country Marlyn James is an education and early childhood professor **House Corner** ,1979 Provides criteria to help teachers observe and assess children s level of ability in play and provides suggestions for arranging the house corner area

**Focused Observations, Third Edition** Gaye Gronlund,Marlyn James,2025-04-22 Intentional teaching begins with focused observations and systematic documentation of children s learning and development Focused Observations Third Edition explains why observation is one of the best methods to get to know each child well track progress and plan individualized curriculum It also provides tools and techniques to help you strengthen your observations create portfolios with rich documentation and support each child You will also learn how to share your findings with families and grow as an observer through review and reflection activities Learn answers to common questions about observation including Why should I use observation in my classroom What does effective observation and documentation look like How do I fit observation in so that it doesn t take away from teaching and interacting with children How do observation and documentation work with early learning guidelines Online videos with nineteen vignettes of children in action provide opportunities to practice observing children and capturing what you see This updated edition includes new examples and provider anecdotes as well as fresh references and research *The Art of Awareness, Second Edition* Deb Curtis,Margie Carter,2012-11-21 Learning to closely observe children requires commitment to systematic study and ongoing practice With activities experiences and stories this book provides that opportunity Nine observation study sessions help educators of young children discover the many ways that being observant can enhance their teaching Updates to this second

edition reflect current issues in early childhood education including learning standards assessment and technology Deb Curtis and Margie Carter are popular presenters at early childhood conferences professional development speakers and on site consultants They have written several books together including Learning Together with Young Children and Designs for Living and Learning    **The State of Preschool** ,2007    Literacy Cate Heroman,Candy Jones,2004 Literacy The Creative Curriculum Approach shows teachers how to create literacy learning opportunities within the framework of a comprehensive integrated curriculum This book provides a review of the most up to date research about literacy development and thoroughly describes the seven components of literacy in detail literacy as a source of enjoyment vocabulary and language phonological awareness knowledge of print letters and words comprehension and books and other texts    *Learning Through Child Observation* Mary Fawcett,2009-07-15 This fully updated second edition of Learning Through Child Observation is a handbook for professionals working in or students preparing to work in children s services This accessible text examines the value of observation its use in assessment and the practical aspects and methods of observational study The author focuses on the importance of fully recognising the child s developmental and emotional state when intervening and the need to see children holistically and as unique individuals within the wider context of the family and community New chapters include Views of Children and Childhood which draws on European educational and sociological perspectives and highlights the contrasting views of children and The Hundred Languages of Children which considers the place of creative engagement and multiple forms of expression by children With new material and updated chapters this second edition of a popular text will appeal to students and professionals in all children s services whether in pre school schools social care mental health or health settings    *Colorado Preschool and Kindergarten Program ... Legislative Report* Colorado Preschool and Kindergarten Program,2008    *Play, Projects, and Preschool Standards* Gera Jacobs,Kathy Crowley,2007 The ideas in this book will seem familiar and nonthreatening yes teachers can indeed use what they already know and what their children love but they can also enhance and expand favorite activities enriching the educational benefits of everyday experiences From the Foreword by Marilou Hyson Stimulate children s love of learning while meeting standards and benchmarks Teachers today are often challenged by and concerned about the expectations in states early learning standards They have questions about their appropriateness implementation and tendency to overlook the needs of the growing number of children who are second language learners or who have disabilities and developmental delays In Play Projects and Preschool Standards authors Gera Jacobs and Kathy Crowley tackle these questions and more head on providing teachers with plenty of lively creative ideas to develop children s genuine curiosity while building the skills they ll need to succeed in kindergarten and beyond In inviting informal language the authors walk readers through the creation of well planned projects and activities that both capture children s interest and enhance social and pre academic development Each chapter offers What Research and the Experts Say snapshots and applications of the research in practice Try This activity ideas that engage

children and meet standards Suggestions for tailoring activities to meet the needs of bilingual children and children with special needs This timely book is sure to give teachers the confidence and competence they need to connect the experiences that make preschool so enjoyable with the skill development that makes preschool so necessary *Caring for Children in School-age Programs* Derry Gosselin Koralek, Roberta L. Newman, Laura Jean Colker, Marian Newman, 1995

**Resources in Education**, 1984 *High-Quality Early Childhood Programs* Laura J. Colker, Derry J. Koralek, 2018-01-09 An invaluable tool for the director supervisor striving to identify what aspects of an early childhood program need improvement The detailed descriptions of what one should see in high quality programs and why gives readers a strong foundation of child development knowledge and of principles translated into practice Laura Colker is the author of over 100 publications and instructional guides including co authorship of The Creative Curriculum for Preschool The Creative Curriculum for Family Child Care and The Creative Curriculum for Infants and Toddlers The Creative Curriculum for Preschool now in its fifth edition is the most widely used preschool curriculum in the United States She also served as content specialist or scriptwriter on over forty educational videos for PBS and Reading Is Fundamental and developed online training for early childhood caregivers and family child care providers for NACCRRA National Association of Child Care Resource and Referral Agencies Diane Trister Dodge founder and president of Teaching Strategies Inc is the author of numerous books articles and training materials on early childhood education She is the lead author on all of Teaching Strategies books including the popular The Creative Curriculum series Derry Koralek is the President of DGK Company an independent consultant in early childhood education and developer of training materials and guidebooks Past clients include Reading Is Fundamental the Head Start Bureau Military Child Development Programs and the Devereux Foundation Koralek is a past Editor in Chief of Teaching Young Children National Association for the Education of Young Children and winner of the Association for Educational Publishing Golden Lamp Award 2014

Observing Young Children Sally Wylie, 2004 The main purpose of this text particularly this edition is to assist students in developing the skills and knowledge necessary to conduct relevant professional and meaningful observations of young children in the field of Early Childhood Education The text is designed for college or university students embarking on a career involving young children Observing Young Children includes references to various professions Teachers Early Childhood Educators Early Interventionists and Resource Teachers and Consultants all of whom use observation in a variety of ways for a diverse number of reasons Observation is a language they all speak and understand Uncovering the developmental process of a child's early years and making it visible to others requires the skills and knowledge of a practiced observer Educators know that one of the best ways to learn about young children is to observe them and the other way is to talk with their families Through observation and documentation Educators can co construct with children and their families a curriculum that is alive with what matters to them

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