

The Creative Curriculum® *for* Preschool





Experience *The Creative Curriculum*[®] for *Preschool*

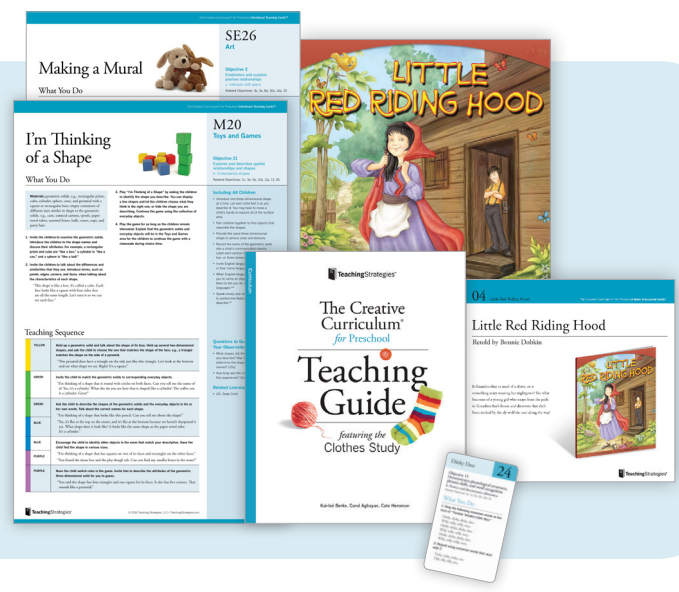
We are excited to introduce you to a small but robust sample of our *Daily Resources*, giving you insight into a typical day with our curriculum. These resources will show you how *The Creative Curriculum*[®] for *Preschool* can help you create a high-quality program that supports effective and intentional teaching. They also offer support for promoting children's development and learning in all essential areas, through opportunities for hands-on, project-based investigations that encourage exploration and discovery.

All components of *The Creative Curriculum*[®] for *Preschool* were designed to fit together to create a seamless day of teaching. We hope you enjoy this opportunity to experience a day from an investigation in the *Clothes Study* with the children in your program and that you will see how the study approach can help them to develop their creativity, confidence, and critical thinking skills, and help you promote positive outcomes.

Ready to get started? Let's go!

What's Inside

- Day 1, Investigation 7 from the *Teaching Guide* featuring the *Clothes Study*
- 1 *Little Red Riding Hood* children's fiction book
- 1 *Book Discussion Card*[™]
- 2 *Intentional Teaching Cards*[™]
- 1 *Mighty Minutes*[®] card



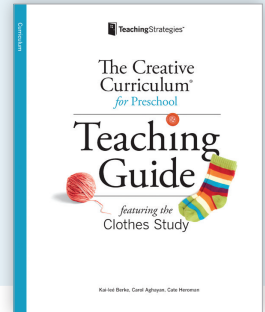
Promote Learning During Every Part of the Day



A Closer Look at Day 1 From the “What other special clothes do people wear?” Investigation:

From choice time to small group to large-group roundup, the *Teaching Guide* offers guidance for every part of the day, with suggestions for using *Daily Resources* to engage children in meaningful experiences that support their development and learning.

1. First, read the enclosed section from the *Teaching Guide featuring the Clothes Study* (pages 4–8) for an introduction to the investigation, including “Why Investigate Clothes?,” which offers a glimpse at the different investigations within the *Clothes Study*, and “A Letter to Families” (available in both English and Spanish).
2. Next, read the “At a Glance” spread (page 9) to get an overview of what you’ll be doing on this day.
3. Then move to Day 1, Investigation 7 (page 10) and use the *Daily Resources* described below to get started!



1 Book Discussion Card™
and 1 Little Red Riding Hood
Children’s Fiction Book

Book Discussion Cards™ are quick references for conducting repeated, interactive read-alouds. They help you to explore language, literacy, and social-emotional concepts with children as you read.

The Children’s Book Collection includes beloved classic tales, contemporary works by well-known authors, and original nonfiction books created to complement the studies featured in the *Teaching Guides*. The books in the collection were chosen for their rich vocabulary, characters, storylines, and for the new ideas and meaningful content in their pages.

During read-aloud time (page 10), you’re encouraged to read *Little Red Riding Hood*. You’ll find all the support you need to offer an engaging, vocabulary-rich read-aloud experience using *Book Discussion Card 04* to guide you.



2 Intentional Teaching Cards™

Intentional Teaching Cards™ describe playful and engaging learning experiences that can be implemented throughout the day. Color-coded Teaching Sequences help you adapt each experience to ensure that you are offering individualized instruction for every child, every day. Each day of an investigation offers a few opportunities to use *Intentional Teaching Cards*™.

On this day, you’ll see that shapes are explored during small-group time (page 10). Try *Intentional Teaching Card* M20, “I’m Thinking of a Shape,” to take a closer look at one of the ways we explore that math concept. During choice time, children have a chance to reflect on their learning from the *Clothes Study* by working together on a mural (page 10). Use *Intentional Teaching Card* SE26, “Making a Mural,” for step-by-step guidance for how to include all children in this activity.



1 Mighty Minutes® Card

Mighty Minutes® are interactive songs, chants, rhymes, games, and short activities that are rooted in curricular objectives. These brief learning activities can be used anytime and anywhere to intentionally teach language, literacy, math, science, social studies, and physical skills, turning every minute into a learning opportunity.

Mighty Minutes 24, “Dinky Doo,” targets phonological awareness through a silly song and word play. Choose a time that works for you to give it a go, whether it’s when you’re lining up to go outside, or when you’re regrouping on the rug. Extensions on the back of the card will help you take this activity to the next level or shift your primary objective.

This peek at Day 1 from Investigation 7 of the Clothes Study is just the beginning! With *The Creative Curriculum*® for *Preschool*, you’ll have resources to guide you through every day of every week, all year long. You will have a variety of solutions for individualizing instruction and integrating learning into each moment of the day. And you will have comprehensive support all along the way, with Teaching Strategies as your trusted partner. **After all, as an early childhood educator, your first commitment is to children. But at Teaching Strategies, our first commitment is to you.**

Why Investigate Clothes?

Children are interested in clothes from a very young age. Babies tug at their clothing; toddlers study buttons, snaps, and zippers; and, by the time children are in preschool, they develop distinct preferences for colors, fabrics, and styles. Children's interest in clothing can be the foundation for learning about different kinds of clothes, a variety of fabrics, the processes involved in making and selling clothes, the specialized purposes of some garments, and how clothes have changed over time.

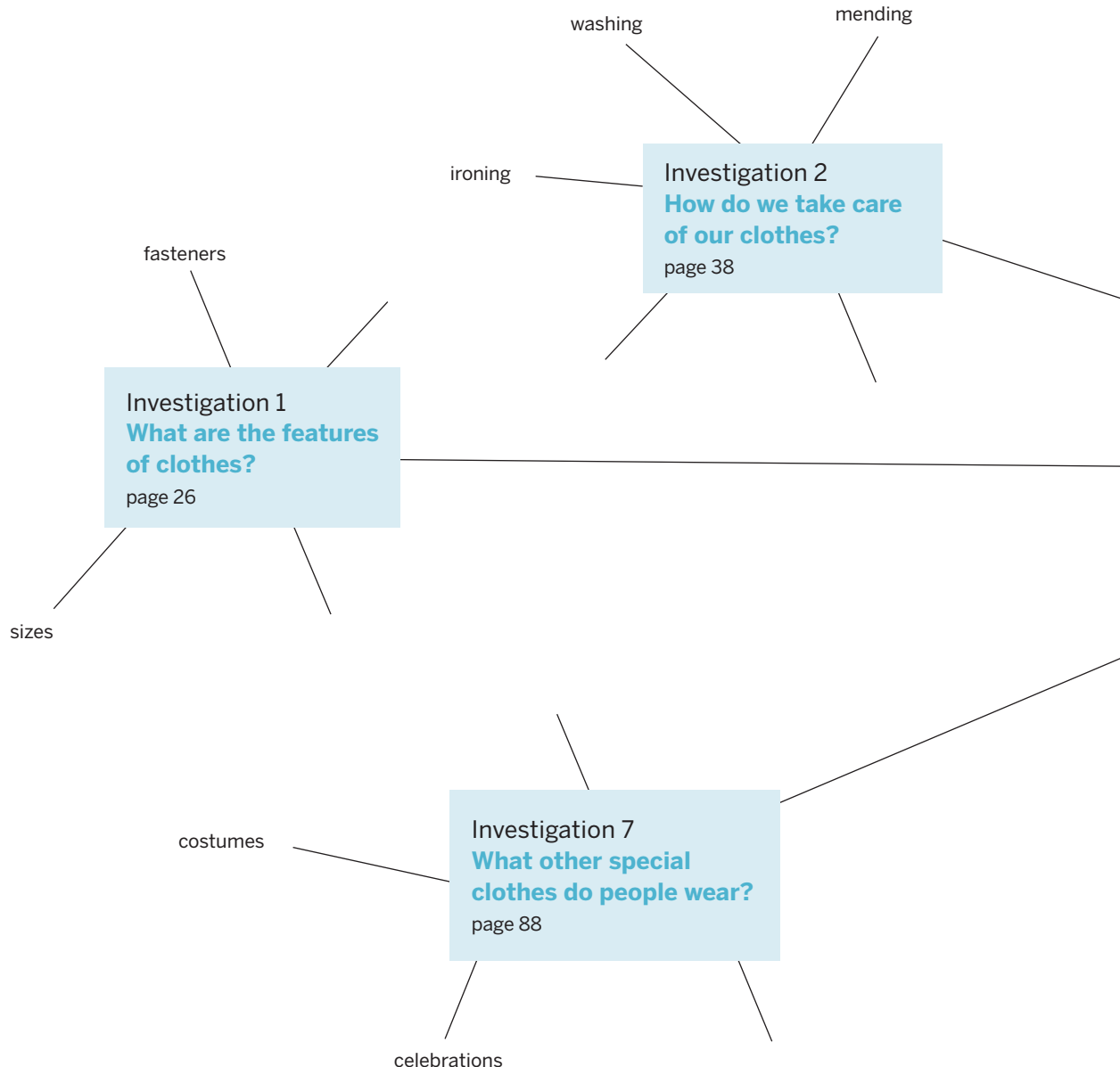
This study shows how to use children's interest in clothes to help them explore social studies and science concepts about different kinds of clothing and where and how clothing is made. The study also helps children use skills in literacy, math, technology, and the arts as they investigate.

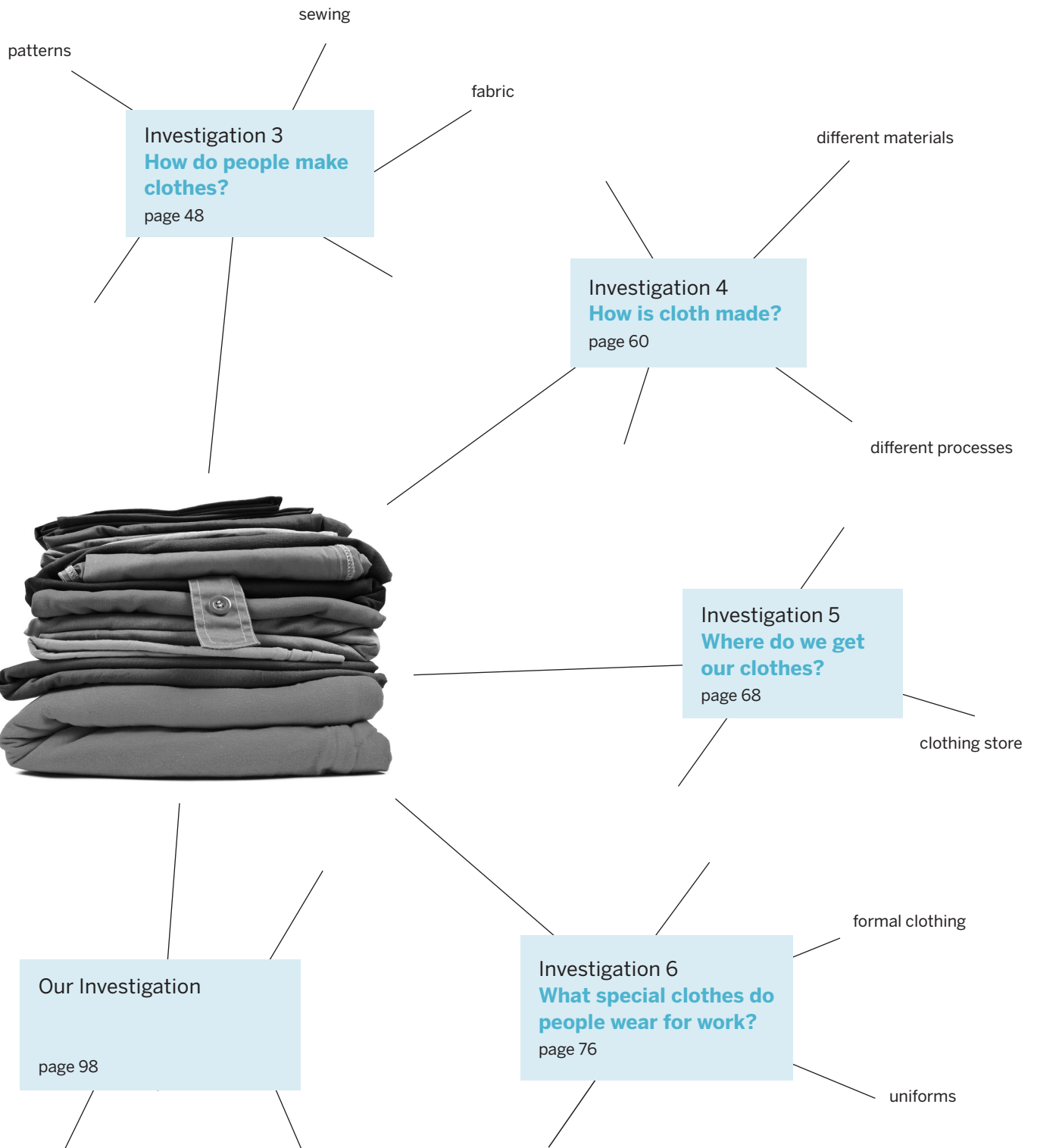
How do the children in your room show their interest in clothes? What do they say about clothes?

Web of Investigations

The *Teaching Guide featuring the Clothes Study* includes seven investigations aimed at exploring the world of clothes. The investigations offer children an opportunity to learn more about a particular aspect of clothing, such as special work uniforms or the manufacturing process.

Sometimes they include site visits and guest speakers. Each investigation strengthens a child's language and literacy skills, social and emotional growth, math comprehension, and physical development. Expand this web by adding your own ideas, particularly about clothing that is unique to your community.





A Letter to Families

Send families a letter introducing the study. Use the letter to communicate with families and to invite their participation in the study.

Dear Families,

We recently noticed that the children are very interested in clothes. They talk about clothes, put them on and take them off, compare clothes, and add clothing details to their drawings. We think clothes will make an interesting study.

We need your help to gather a collection of clothes to investigate. We need clothes of all sizes, types, colors, and fabrics. Here's a list of suggestions, but you may also send in clothes that are not on the list. Please label the clothes with your name so we can return them to you at the end of our study. We promise to take good care of them!

jackets, coats, parkas,	flannel shirts, jeans,	tights, shoes, boots,
windbreakers, raincoats,	trousers, pants, skirts,	sandals, bathing suits,
ponchos, suit coats,	dresses, shorts, pajamas,	exercise clothes,
blazers, vests, sweaters,	bathrobes, neckties, bow	old-fashioned clothes,
sweatshirts, T-shirts,	ties, bandanas, scarves,	uniforms, costumes,
turtlenecks, work shirts,	belts, sashes, suspenders,	and more
dress shirts, blouses,	gloves, mittens, socks,	

As we study clothes, we will learn concepts and skills in literacy, math, science, social studies, the arts, and technology. We'll also use thinking skills to investigate, ask questions, solve problems, make predictions, and test our ideas.

What You Can Do at Home

Talk with your child about clothes. Examine the fabrics together and discuss how the clothes were made. Look at the labels to find out where the clothes were made and identify the fabric. Look at pictures from the past and note how the clothing differs from clothing today.

Teach your child to stitch. Use a large plastic needle and yarn; make stitches on burlap or felt.

When you shop for clothes, help your child notice how clothes are organized in the store and offer a simple explanation of how you compare prices.

At the end of our study, we'll have a special event to show you what we've learned. Thank you for playing an important role in our learning.

Carta a las familias

Envíele una carta a las familias para informarles sobre el estudio. Use la carta para comunicarse y como una oportunidad para invitarles a participar.

Apreciadas familias,

Nosotros hemos notado que los niños tienen gran interés en la ropa. Ellos hablan acerca de las prendas de vestir, se las ponen y se las quitan, las comparan y las añaden en sus dibujos como detalles. Por eso, creemos que un estudio de la ropa puede ser interesante.

Para realizar nuestro estudio, necesitamos de su ayuda para poder reunir una serie de prendas con el fin de investigarlas. Como necesitamos ropa de distintos tamaños, tipos, colores y telas, a continuación ofrecemos algunas sugerencias, pero siéntanse libres para enviar cualquier prenda de vestir que no esté incluida en la lista.

Por favor, escriban su nombre en sus prendas de vestir. Así podremos devolvérselas al final de nuestro estudio. ¡Les prometemos que las cuidaremos muy bien!

chaquetas, abrigos, parkas, chaquetas contra el viento, impermeables, ponchos, chaquetas de trajes, <i>blazers</i> , chalecos, suéteres, camisetas, camisetas de cuello alto, camisetas de trabajo,	camisas, camisas de franela, pantalones, <i>jeans</i> , faldas, vestidos, pantalones cortos, pijamas, salidas de baño, corbatas, corbatines, pañoletas, pañuelos, correas, guantes, mitones, medias, medias-	pantalón, zapatos, botas, sandalias, traje de baño, ropa para hacer ejercicio, ropa de otras épocas, uniformes, y muchos más
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A medida que estudiemos la ropa, se aprenderán conceptos y se desarrollarán destrezas en lectoescritura, matemáticas, ciencias, estudios sociales, tecnología y las artes, al tiempo que se desarrolla el pensamiento investigando, haciendo preguntas, resolviendo problemas, haciendo predicciones y comprobando ideas.

Qué se puede hacer en el hogar

Hablen con los niños acerca de la ropa. Examinen juntos las telas y comenten cómo fue fabricada la ropa. Miren las etiquetas para saber dónde fue hecha e identifiquen las telas. Miren fotos de otras épocas y comenten cómo ha cambiado la ropa desde ese momento hasta nuestros días.

Enseñen a su niño o niña a coser. Usen agujas grandes de plástico e hilo grueso; hagan puntadas en arpillera o fieltro.

Cuando compren ropa, hagan notar a los niños cómo están organizadas las distintas prendas en el almacén y expliquen de manera sencilla cómo comparar los precios.

Al finalizar nuestro estudio, tendremos un evento especial para celebrar lo aprendido. De antemano, les agradecemos su participación y su importante rol en nuestro aprendizaje.

What other special clothes do people wear?

Vocabulary—English: *straight, sequence, inspiration*

Spanish: *recto, secuencia, inspiración*

	Day 1	Day 2	Day 3
Interest Areas	<p>Art: butcher paper; paints; fabric scraps; glue; markers</p> <p>Technology: eBook version of <i>Little Red Riding Hood</i></p>		
Question of the Day	Is Little Red Riding Hood a real person or pretend character?		
Large Group	<p>Game: Rhythm Sticks Cooperation</p> <p>Discussion and Shared Writing: Clothing for Playing</p> <p>Materials: rhythm sticks; <i>Who Wears What?</i></p>		
Read-Aloud	<p><i>Little Red Riding Hood</i></p> <p>Book Discussion Card 04 (third read-aloud)</p>		
Small Group	<p>Option 1: I'm Thinking of a Shape</p> <p>Intentional Teaching Card M20, "I'm Thinking of a Shape"; geometric solids; empty containers shaped like geometric solids</p> <p>Option 2: Straw Shapes</p> <p>Intentional Teaching Card M42, "Straw Shapes"; geometric shape cards; drinking straws cut into different lengths; pipe cleaners</p>		
Mighty Minutes®	Mighty Minutes 24, "Dinky Doo"		

Make Time for...

Outdoor Experiences

Shape Hunt

- Bring shape cards outside.
- Invite children to select a shape card and then find objects outside that are the same shape as that on the card.
- Take photos or let the children take pictures of what they find.

Family Partnerships

- Ask families to bring in photos of family events, e.g., a big brother's soccer game, a wedding, a holiday celebration, a beach trip.
- Invite families to bring in items for the clothing drive.
- Invite families to access the eBook, *Little Red Riding Hood*.

Day 1

Investigation 7

What other special clothes do people wear?



Vocabulary

English: *straight*; See Book Discussion Card 04, *Little Red Riding Hood* (*Caperucita roja*), for additional words.

Spanish: *recto*

Question of the Day: Is Little Red Riding Hood a real person or pretend character?

Large Group

Opening routine

- Sing a welcome song and talk about who's here.

Game: Rhythm Sticks Cooperation

- Give each child two rhythm sticks.
- Explain that instead of making music with the rhythm sticks, they are going to make shapes.
- Point out that rhythm sticks have straight lines.
- Draw a shape that has only straight lines on chart paper. Count the number of straight lines on the shape.
- Ask the children to work with each other to create that shape using their rhythm sticks, e.g., if the shape is a rectangle, two children might put their pair of sticks together to form the shape or three children might use six sticks to make a rectangle.

- Describe the many ways that the children combined their sticks to make the shape. If there is no variety, ask, "Can you make that same shape using more [or fewer] sticks?"

- Continue using other shapes.

Discussion and Shared Writing: Clothing for Playing

- Explain that when people play sports, they sometimes wear special clothes.
- Show a few examples from the book, *Who Wears What?*
- Ask the children for other examples of special clothes that people might wear when they play.
- Record their responses.

Before transitioning to interest areas, talk about the materials in the Art area that the children can use to make a class mural. Invite them to represent something they have learned about clothes on the mural.

Choice Time

As you interact with children in the interest areas, make time to

- Help children look back through charts from large-group times, photos taken throughout the study, children's artwork on the walls, and books they've made during small-group time to get ideas for the mural and reflect on their learning.

Making a mural together is an excellent way to promote cooperation and build a sense of community by working together. For more information about mural making, see Intentional Teaching Card SE26, "Making a Mural."

Read-Aloud

Read *Little Red Riding Hood*.

- Use Book Discussion Card 04, "Little Red Riding Hood." Follow the guidance on the card for the third read-aloud.

- Review the question of the day.
- Tell the children that the book will be available to them on the computer in the Technology area.

Small Group

Option 1: I'm Thinking of a Shape

- Review Intentional Teaching Card M20, "I'm Thinking of a Shape." Follow the guidance on the card.

Option 2: Straw Shapes

- Review Intentional Teaching Card M42, "Straw Shapes." Follow the guidance on the card.

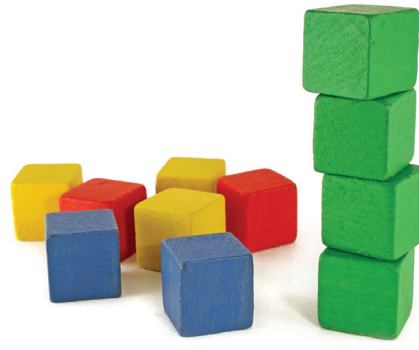
Mighty Minutes®

- Use Mighty Minutes 24, "Dinky Doo." Follow the guidance on the card.

Large-Group Roundup

- Recall the day's events.
- Share the progress made on the class mural. Invite children who worked on it to share their contributions to the work.
- Talk about the clothing drive with the children. Remind them about their experience at the store and that clothing costs money. Explain that instead of throwing clothes away when they are too small for us or we don't need them anymore, we can donate them to other people who need them.

I'm Thinking of a Shape



What You Do

Materials: geometric solids, e.g., rectangular prism, cube, cylinder, sphere, cone, and pyramid with a square or rectangular base; empty containers of different sizes similar in shape to the geometric solids, e.g., cans, oatmeal cartons, spools, paper towel tubes, assorted boxes, balls, cones, cups, and party hats

1. Invite the children to examine the geometric solids. Introduce the children to the shape names and discuss their attributes. For example, a rectangular prism and cube are “like a box,” a cylinder is “like a can,” and a sphere is “like a ball.”
2. Invite the children to talk about the differences and similarities that they see. Introduce terms, such as *points*, *edges*, *corners*, and *faces*, when talking about the characteristics of each shape.

“This shape is like a box. It’s called a cube. Each face looks like a square with four sides that are all the same length. Let’s turn it so we can see each face.”

3. Play “I’m Thinking of a Shape” by asking the children to identify the shape you describe. You can display a few shapes and let the children choose what they think is the right one, or hide the shape you are describing. Continue the game using the collection of everyday objects.

4. Play the game for as long as the children remain interested. Explain that the geometric solids and everyday objects will be in the Toys and Games area for the children to continue the game with a classmate during choice time.

M20

Toys and Games

Objective 21

Explores and describes spatial relationships and shapes

b. Understands shapes

Related Objectives: 2c, 3a, 9a, 10a, 11a, 13, 26

Including All Children

- Introduce one three-dimensional shape at a time. Let each child feel it as you describe it. You may have to move a child’s hands to explore all of the surface area.
- Pair children together to find objects that resemble the shapes.
- Provide the same three-dimensional shape in various sizes and textures.
- Record the name of the geometric solid into a child’s communication device. Label each section with a corresponding two- or three-dimensional object.
- Invite English-language learners to count in their home languages and in English.**
- When English-language learners ask you to name an object in English, ask them to tell you its name in their home languages.**
- Speak slowly and clearly, using gestures to pantomime features of the shapes you describe.**

Teaching Sequence

YELLOW	<p>Hold up a geometric solid and talk about the shape of its face. Hold up several two-dimensional shapes, and ask the child to choose the one that matches the shape of the face, e.g., a triangle matches the shape on the side of a pyramid.</p> <p>“This pyramid does have a triangle on the side just like this triangle. Let’s look at the bottom and see what shape we see. Right! It’s a square.”</p>
GREEN	<p>Invite the child to match the geometric solids to corresponding everyday objects.</p> <p>“I’m thinking of a shape that is round with circles on both faces. Can you tell me the name of it? Yes, it’s a cylinder. What else do you see here that is shaped like a cylinder? The coffee can is a cylinder. Great!”</p>
GREEN	<p>Ask the child to describe the shapes of the geometric solids and the everyday objects in his or her own words. Talk about the correct names for each shape.</p> <p>“I’m thinking of a shape that looks like this pencil. Can you tell me about the shape?”</p> <p>“Yes, it’s flat at the top on the eraser, and it’s flat at the bottom because we haven’t sharpened it yet. What shape does it look like? It looks like the same shape as the paper towel tube. It’s a cylinder.”</p>
BLUE	
BLUE	<p>Encourage the child to identify other objects in the room that match your description. Have the child find the shape in various sizes.</p> <p>“I’m thinking of a shape that has squares on two of its faces and rectangles on the other faces.”</p> <p>“You found the tissue box and the play dough tub. Can you find any smaller boxes in the room?”</p>
PURPLE	<p>Have the child switch roles in the game. Invite him to describe the attributes of the geometric three-dimensional solid for you to guess.</p> <p>“You said the shape has four triangles and one square for its faces. It also has five corners. That sounds like a pyramid.”</p>
PURPLE	

Questions to Guide Your Observations

- What shapes did the child identify and describe? Was the child able to determine the shape by the attributes you named? (21b)
- How long was the child able to attend to this experience? (11a)

Related LearningGames®

- 101. Soap Curls

SE26

Art

Making a Mural



What You Do

Background: A child's developing ability to interact well with others begins with simply playing next to other children. Providing controlled situations for the child to work and play comfortably with other children helps to build confidence in social situations. Painting a mural cooperatively offers children an opportunity to demonstrate how they can think and work creatively while still meeting classroom expectations.

1. Provide materials for painting a mural, e.g., large paper, tape, paint, paintbrushes, smocks. Attach the paper to the wall and set out the paints within reach of the children.
2. Explain to the children that they will create a large painting on one big sheet of paper.

3. Decide on the mural's focus. You may wish to use a study-related topic.
4. Designate a painting area for each child and explain to the children that they should not paint over each other's artwork.
5. As the mural is created, ask the child to point out his classmates' creations.

“Rory, let's look at the mural and see what the other artists have added.”
6. When the mural is complete, reflect with the children about how well everyone's ideas blend together. Talk about how different the mural would look if only one person had painted it.

Objective 2

Establishes and sustains positive relationships
c. Interacts with peers

Related Objectives: 1b, 3a, 8a, 10a, 14a, 33

Additional Ideas

Have the children sign their names to the finished mural. This provides another opportunity for them to practice writing their names.

Including All Children

- Make sure that all children can comfortably access the mural; hang it low on the wall or place it on the floor.
- Offer a variety of drawing tools that can be used with one hand, e.g., markers, large chalk or crayons, bingo markers, etc.
- If using paint, stabilize the containers and provide brushes with large handles and short bristles.
- Provide large cardboard frames or use painter's tape to define a child's painting area.
- Show pictures or point to objects that illustrate or explain unfamiliar words.**
- Ask children to repeat a simple phrase you have said and modeled. For example, when painting with yellow paint, say, “I am painting with yellow paint. Tell your friend, ‘I am painting with yellow.’”***

Teaching Sequence

YELLOW	<p>Stay near the mural as the children work so that you can redirect the child if he begins painting too closely to another child's work. Ask questions that will encourage the children to collaborate on the mural.</p> <p>Jonah moves out of his designated painting area and begins to paint on the edge of another child's art. The other child says, “No, Jonah! I'm painting here!” The teacher holds Jonah's hand and moves him back to his area of the mural. “That was Maria's spot; this is your spot for painting.”</p> <p>As the painting progresses, the teacher describes how the different pictures work together. “I see you're making big red circles and small brown dots.” Miriam says, “Those are apples and acorns. Food for Jonah's squirrel.”</p>
GREEN	<p>Encourage the children to plan the mural together. As they work, invite them to discuss their plans with each other, notice each other's contributions, and add to the mural accordingly. Offer guidance when necessary.</p> <p>“Jason, you're interested in working on the mural now? Why don't you ask Luna what the mural plan is? She and the others made some decisions before they started painting.”</p>
GREEN	
BLUE	
PURPLE	

Questions to Guide Your Observations

- How did the child work with others? (2c)
- Was the child able to follow classroom expectations? (1b)

Related LearningGames®

- 192. We Play Relay

Objective 15

Demonstrates phonological awareness, phonics skills, and word recognition

b. Notices and discriminates alliteration

Related Objectives: 3a, 7a, 11a, 16a, 16b, 34

What You Do

1. Sing the following nonsense words to the tune of “Twinkle Twinkle Little Star.”

Dinky, dinky, dinky, doo.

Willy, willy, willy, woo.

Dinky, dinky, dinky, doo.

Willy, willy, willy, woo.

Dinky, dinky, dinky, doo.

Willy, willy, willy, woo.

2. Repeat using nonsense words that start with T.

Tinky, tinky, tinky, too.

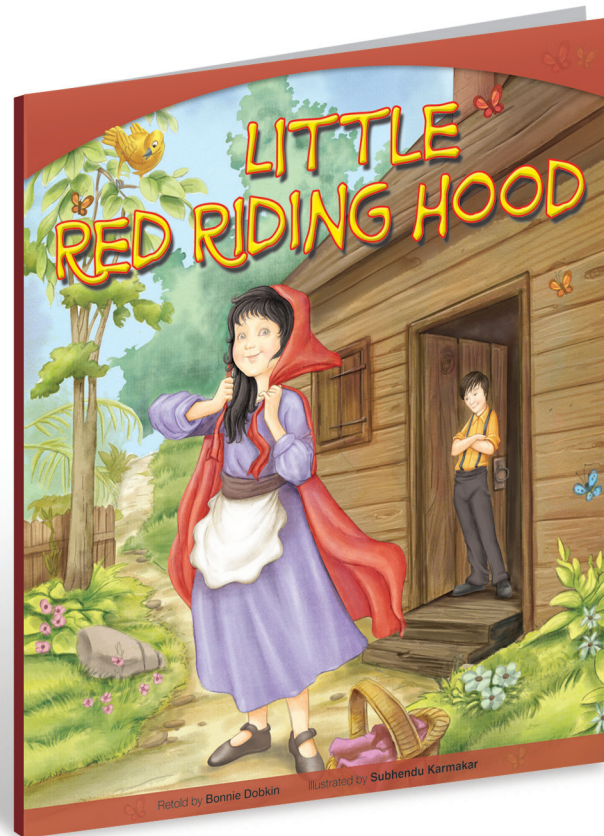
Tilly, tilly, tilly, too.

- Hold up a letter card and have the children make up nonsense words that begin with that letter sound. Sing the song using their nonsense words.
- Clap, snap, or tap to the beat.
- Use instruments or chant the song.
- Challenge the children to sing the song in different ways, e.g., fast/slow, quiet/loud.

Little Red Riding Hood

Retold by Bonnie Dobkin

Is Grandmother in need of a shave, or is something scary wearing her nightgown? See what becomes of a young girl who strays from the path to Grandmother's house and discovers that she's been tricked by the sly wolf she met along the way!



1 First Read-Aloud

Before Reading

Introduce characters and the problem.

“This book is called *Little Red Riding Hood*. One day, Little Red Riding Hood goes to visit Grandmother. Mother tells Little Red Riding Hood how to stay safe as she travels through the woods, but she doesn’t listen. Along the way, Little Red Riding Hood sees many interesting things and meets a clever wolf. When she gets to Grandmother’s house, Grandmother looks very strange. What do you think happened? Let’s find out.”

While Reading

Expand vocabulary by pointing to pictures, using gestures to dramatize, and describing:

treats, bored, stray, splendid, dangerous, rude, bouquet, scampered, flung, rumples, burrs, scrambled

Comment on main characters’ thoughts and ideas.

- “I wonder what Little Red Riding Hood thinks when she hears her brother say that she won’t listen to their mother. I’m sure Little Red Riding Hood thinks she’s a good girl who does what she’s told.”
- “Little Red Riding Hood remembers what her mother said, but she seems to find reasons not to follow her directions. I think that could get her into some trouble.”
- “Little Red Riding Hood looks surprised. I wonder if she’s starting to figure out that something isn’t quite right with Grandmother.”
- “I think Little Red Riding Hood had a very scary experience. She just might do what her mother says from now on.”

After Reading

Invite explanations, wonder aloud, and ask follow-up questions.

- “Why do you think Little Red Riding Hood didn’t follow her mother’s directions? What would you have done if you were Little Red Riding Hood?”
- “What do you think Little Red Riding Hood learned?”
- “Little Red Riding Hood thinks her mother won’t mind if she doesn’t follow the rules. Do you agree with Little Red Riding Hood? Why do you think so?”

2 Second Read-Aloud

Before Reading

Recall the characters and the problem.

“We are going to read *Little Red Riding Hood* again. You may remember that Little Red Riding Hood decides to visit her grandmother. Little Red Riding Hood’s mother gives her some rules to follow so that she’ll be safe. What did Mother tell her to do? Did Little Red Riding Hood follow the directions? Whom did she meet in the woods? What happened at Grandmother’s house?”

While Reading

Expand vocabulary using more verbal explanations:

flung, rumped

Reinforce some previously introduced words by pointing to pictures and dramatizing:

stray, splendid, scampered

Comment on and ask follow-up questions about the other characters.

- “Little Red Riding Hood’s brother keeps saying she won’t listen to their mother’s warnings. How does he know that Little Red Riding Hood doesn’t always do as she’s told?”
- “Why do you think Little Red Riding Hood’s mother trusts her to walk in the woods by herself?”
- “I think the wolf is clever. He seems to know it will take Little Red Riding Hood a long time to pick flowers, and he will have plenty of time to get to Grandmother’s house.”
- “I think Grandmother is very glad that Little Red Riding Hood’s brother knew she wouldn’t listen to her mother. I think Little Red Riding Hood is very glad, too!”

After Reading

Invite explanations, wonder aloud, and ask follow-up questions.

- “Why did the wolf pretend to be Little Red Riding Hood’s grandmother?”
- “How did Little Red Riding Hood’s brother know that he needed to go to Grandmother’s house? Do you think he followed his sister? How else might he have known?”

3 Third Read-Aloud

Before Reading

Encourage children to recall the problem and solution.

“We’re going to read a story we’ve read two times before. Who can tell us the name of this book? What does Little Red Riding Hood’s mother ask her to do one day? What happens in the woods? What happens at Grandmother’s house?”

While Reading

Expand vocabulary:

stray, splendid, scampered

Guide children to reconstruct the story as you turn the pages.

Read a few pages and allow the children to reconstruct parts of the story. Occasionally ask questions such as “What is happening here?” or “What happens next?” that help children recall the events of the story. Encourage children to explain what characters are thinking and feeling.

After Reading

Wonder aloud and ask follow-up questions.

- “I wonder how Little Red Riding Hood’s mother will feel when she hears about her daughter’s adventure. Do you think she will let Little Red Riding Hood walk in the woods by herself again?”
- “What do you think Little Red Riding Hood will do the next time she meets a stranger in the woods?”
- “What would be a safer way for Little Red Riding Hood to go exploring in the woods? Who could she take with her the next time she wants to have an adventure?”

Objective 18 Comprehends and responds to books and other texts
a. Interacts during reading experiences, book conversations, and text reflections

Related Objectives: 1a, 1b, 2a, 8a, 9a, 11a, 15a, 32

Vocabulary

treats

food or drink that someone may especially like

bored

feeling unhappy because you do not have anything to do

stray

to wander away from a place you are supposed to be

splendid

very good; excellent

dangerous

not safe

rude

talking to someone in an unkind way

bouquet

(point to illustration) a bunch of flowers

scampered

ran quickly

flung

(demonstrate action) threw

rumpled

messy and wrinkled

burrs

seeds or fruit that have a rough, prickly covering

scrambled

climbed quickly

Supporting Social–Emotional Development

Manages feelings (1a)

- “Little Red Riding Hood sticks out her tongue at her brother when he says she won’t listen. Why do you think she does that? How do you think that makes her brother feel? What is a better way to let someone know you don’t like what he or she says about you?”

Follows limits and expectations (1b)

- “Little Red Riding Hood’s mother gave her rules to keep her safe, but Little Red Riding Hood didn’t follow them. What rules do we have to keep us safe and out of danger? Why is it important to follow those rules?”

Forms relationships with adults (2a)

- “Why does Little Red Riding Hood’s mother want her to visit her grandmother? How do you think her grandmother feels about having visitors?”

LITTLE RED RIDING HOOD

A colorful illustration of Little Red Riding Hood and the Wolf. Little Red Riding Hood is in the foreground, wearing a purple dress, a white apron, and a red hood. She is smiling and adjusting her hood. The Wolf is in the background, standing in the doorway of a wooden cabin, wearing a yellow shirt, suspenders, and dark pants, with his arms crossed. The scene is set in a lush green forest with a tree, a path, and various flowers. A yellow bird is perched on a branch, and several butterflies are flying around.

Printing allowed for implementation of Investigation 7, Day 1.
"What other special clothes do people wear?" from *The Creative Curriculum*® for Preschool Teaching Guide featuring the Clothes Study.

Retold by **Bonnie Dobkin**

Illustrated by **Subhendu Karmakar**

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Little Red Riding Hood

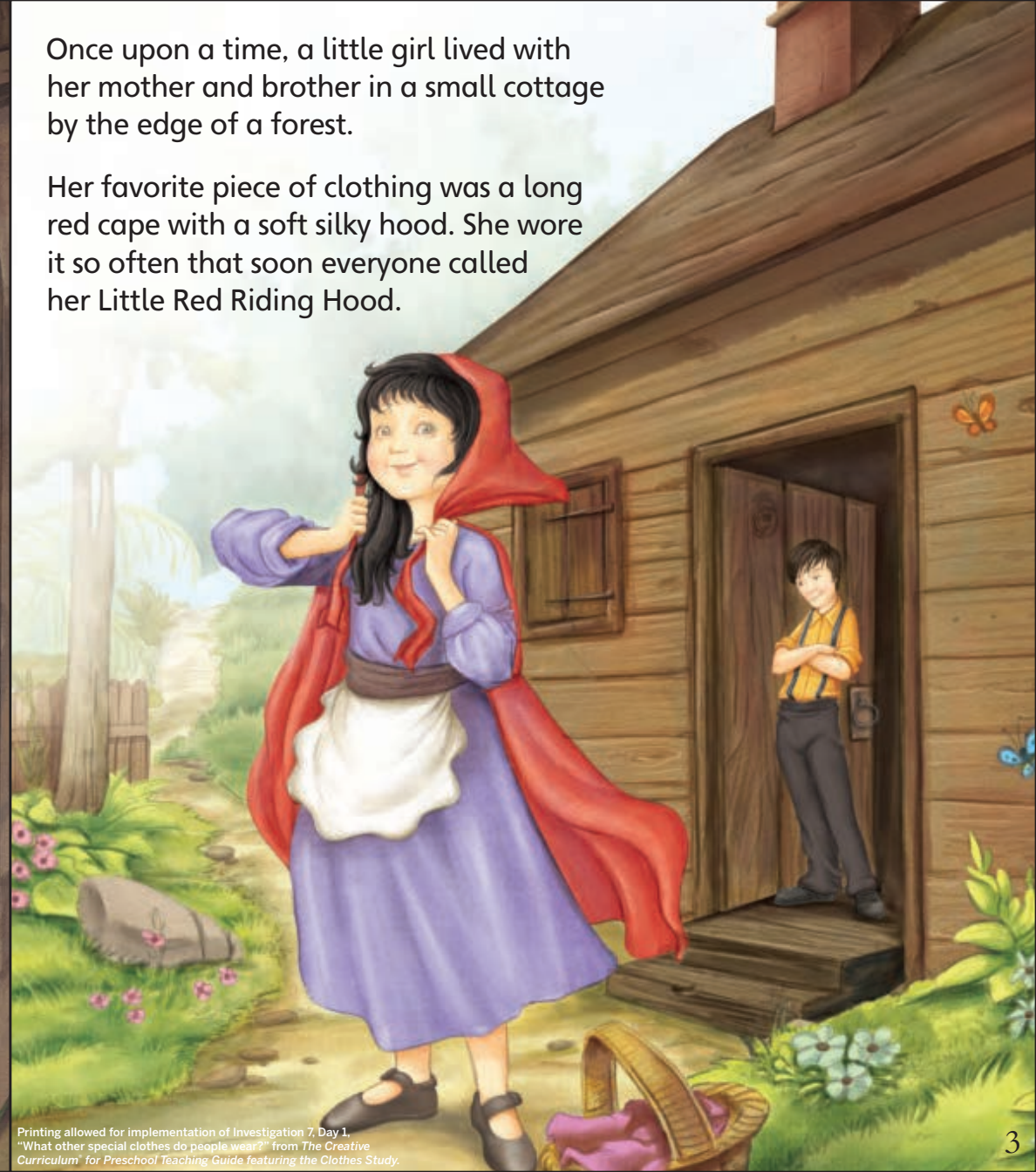
Retold by **Bonnie Dobkin**

Illustrated by **Subhendu Karmakar**



Once upon a time, a little girl lived with her mother and brother in a small cottage by the edge of a forest.

Her favorite piece of clothing was a long red cape with a soft silky hood. She wore it so often that soon everyone called her Little Red Riding Hood.

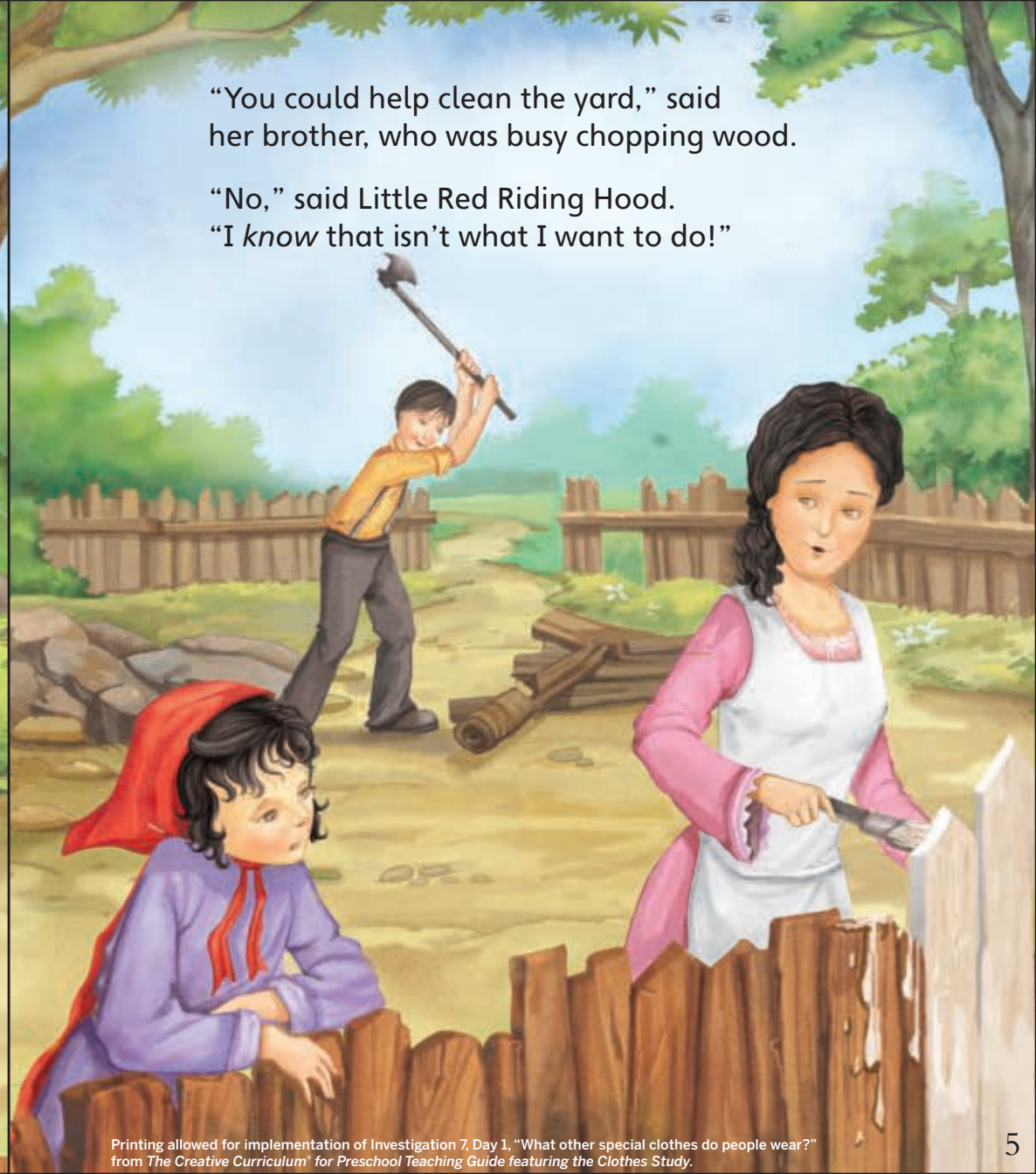




One day, Little Red Riding Hood was bored and looking for something to do.

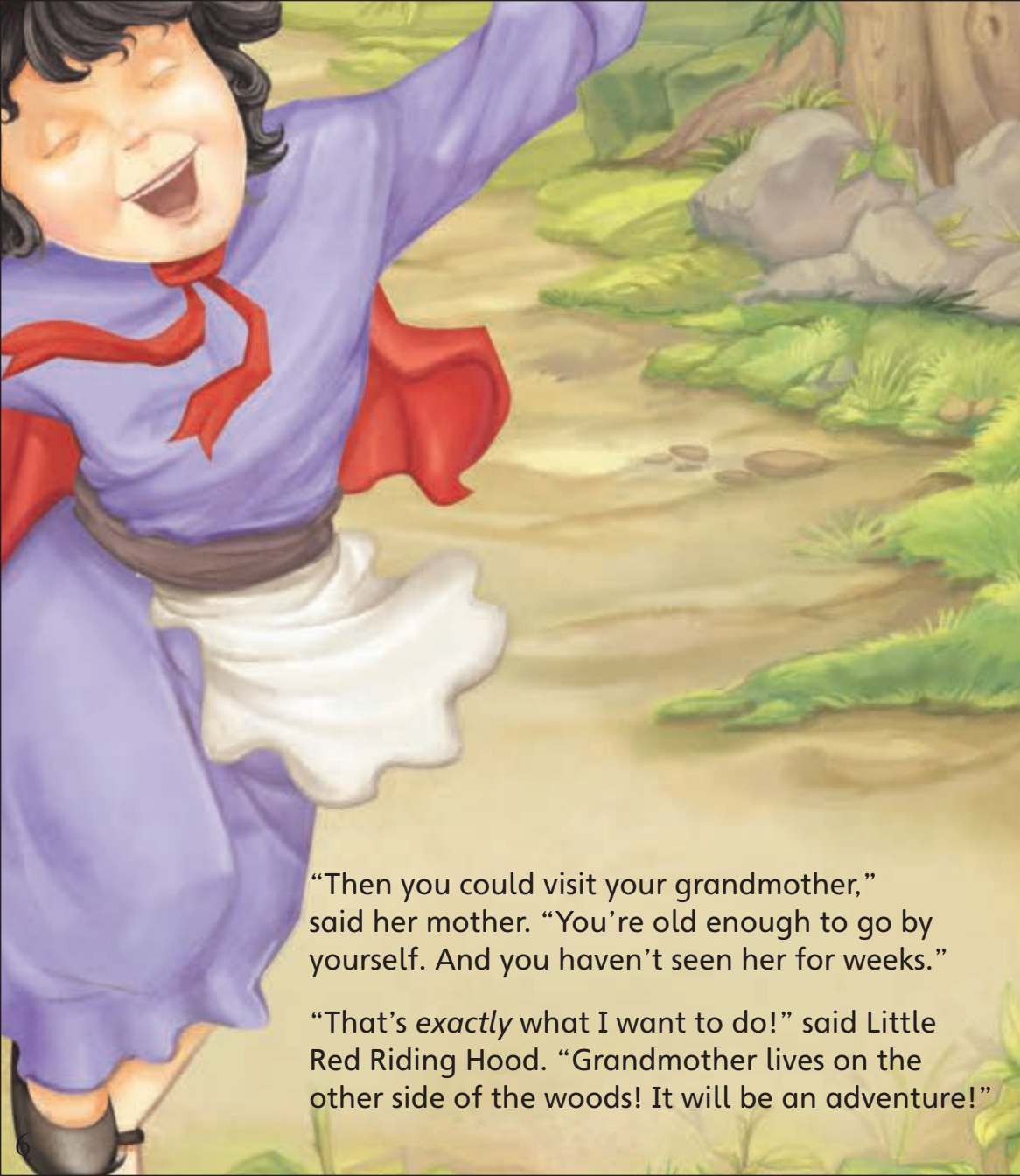
“You could sweep the floors,” said her mother, who was busy painting the fence.

“No,” said Little Red Riding Hood.
“I don’t think that’s what I want to do.”



“You could help clean the yard,” said her brother, who was busy chopping wood.

“No,” said Little Red Riding Hood.
“I *know* that isn’t what I want to do!”

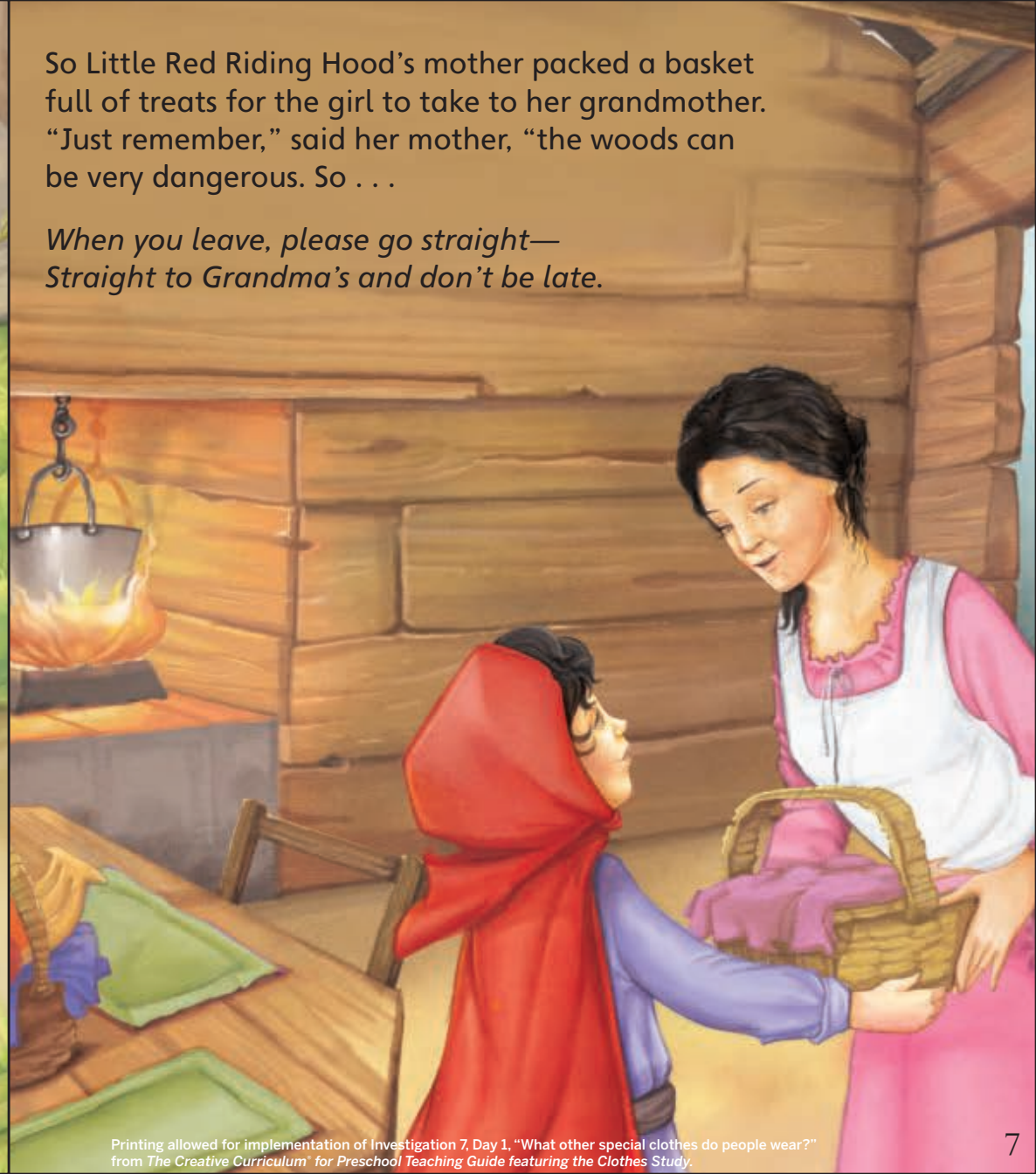


“Then you could visit your grandmother,” said her mother. “You’re old enough to go by yourself. And you haven’t seen her for weeks.”

“That’s *exactly* what I want to do!” said Little Red Riding Hood. “Grandmother lives on the other side of the woods! It will be an adventure!”

So Little Red Riding Hood’s mother packed a basket full of treats for the girl to take to her grandmother. “Just remember,” said her mother, “the woods can be very dangerous. So . . .

*When you leave, please go straight—
Straight to Grandma’s and don’t be late.*



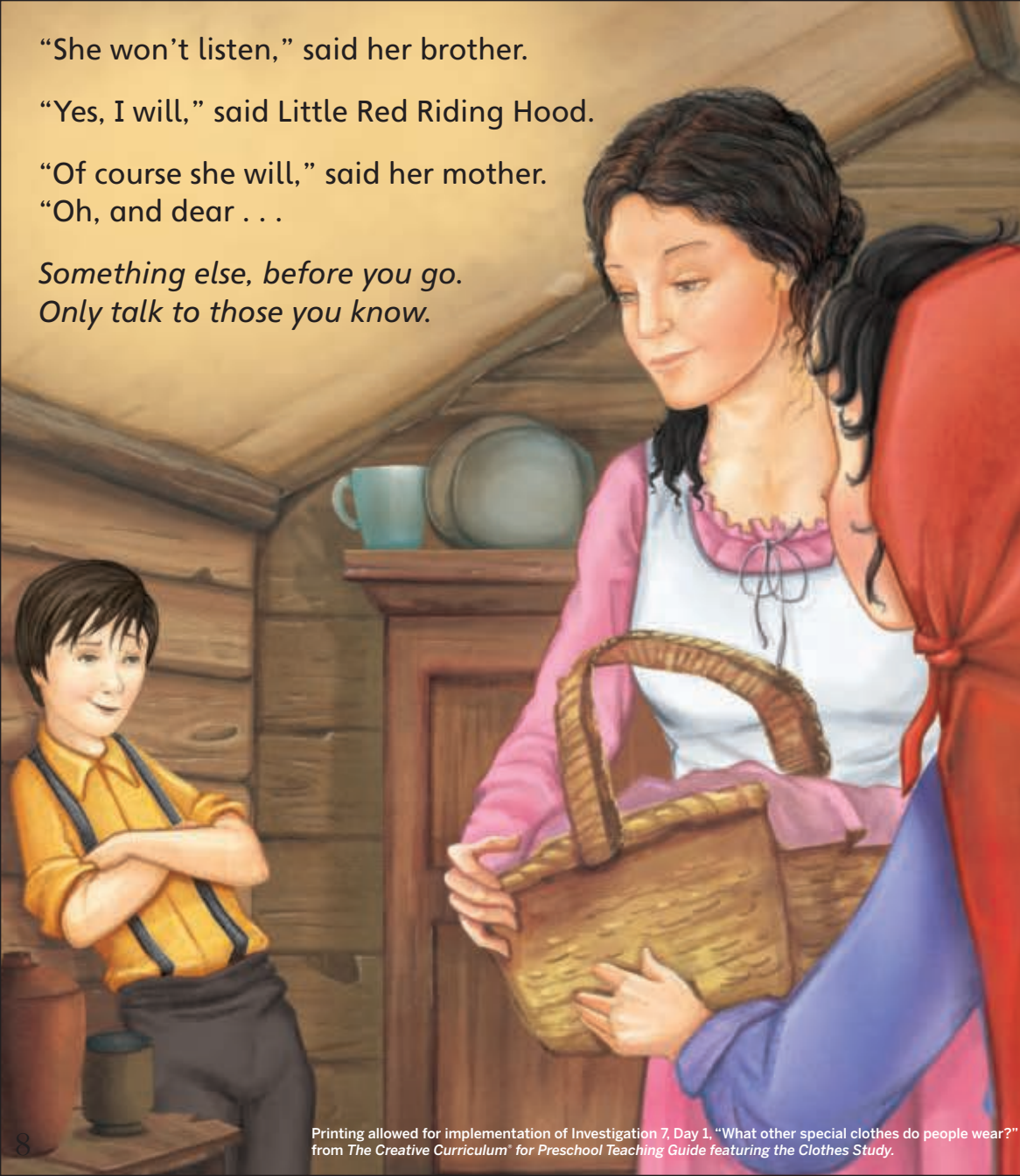
“She won’t listen,” said her brother.

“Yes, I will,” said Little Red Riding Hood.

“Of course she will,” said her mother.

“Oh, and dear . . .

*Something else, before you go.
Only talk to those you know.*



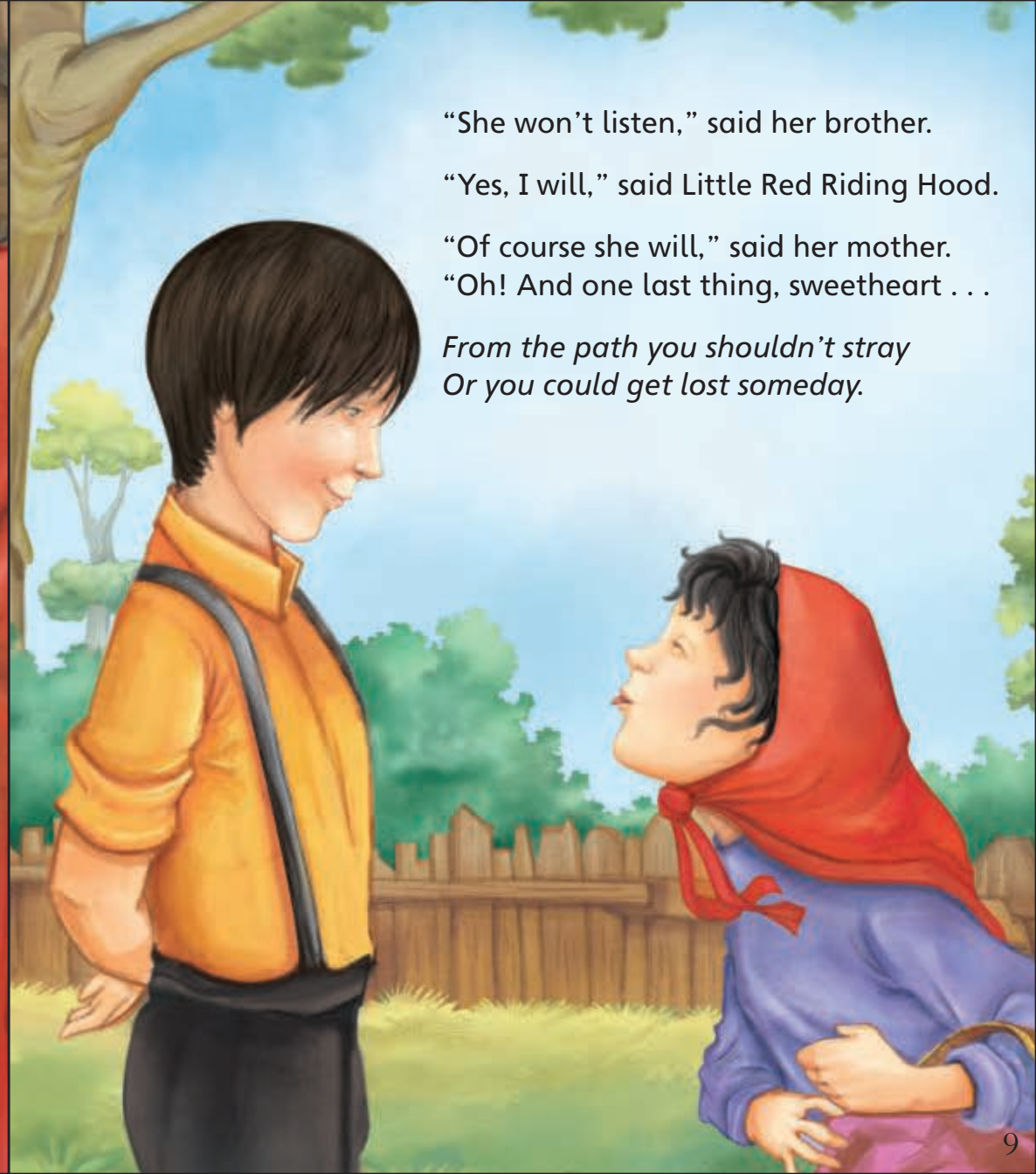
“She won’t listen,” said her brother.

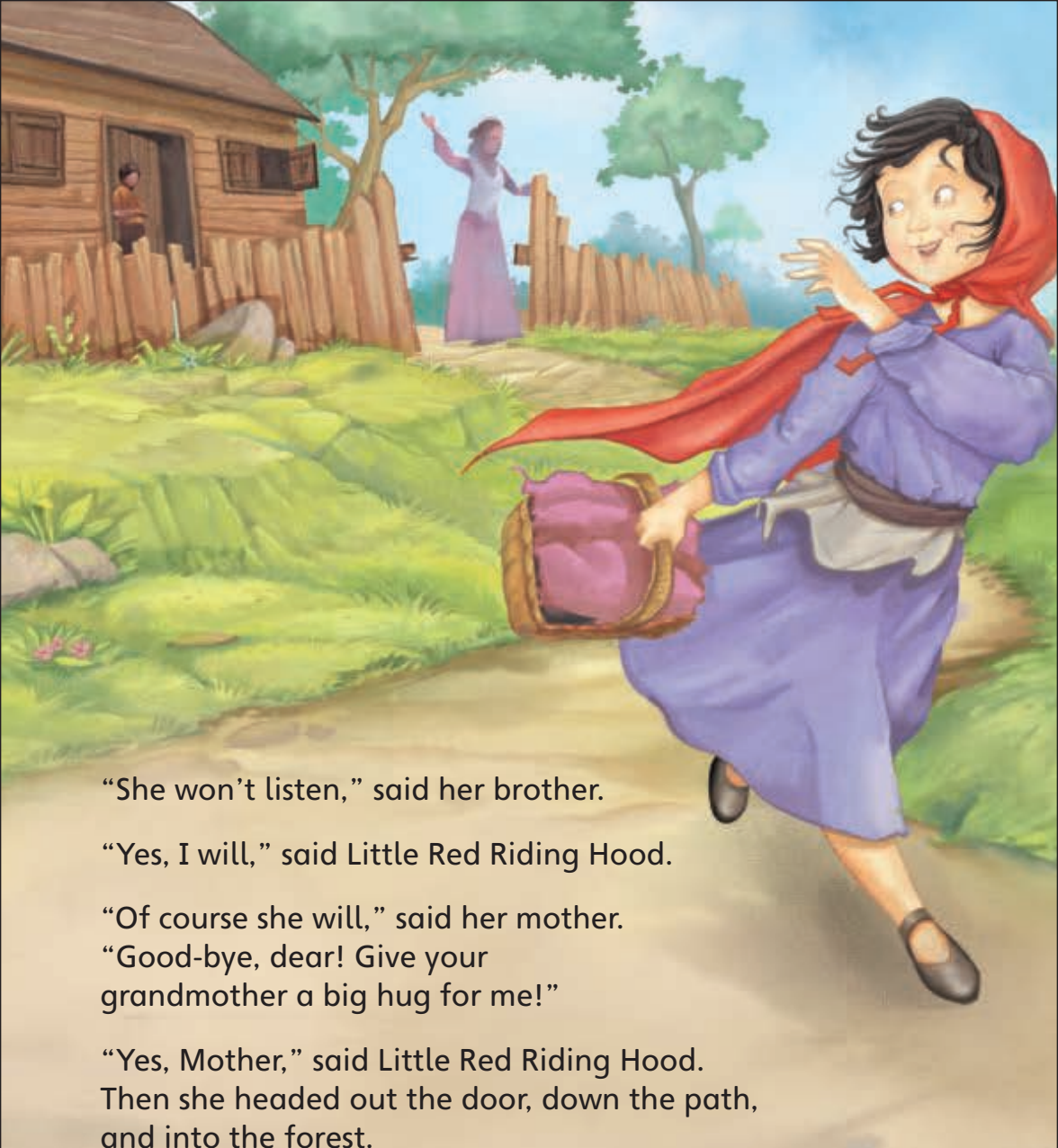
“Yes, I will,” said Little Red Riding Hood.

“Of course she will,” said her mother.

“Oh! And one last thing, sweetheart . . .

*From the path you shouldn’t stray
Or you could get lost someday.*





“She won’t listen,” said her brother.

“Yes, I will,” said Little Red Riding Hood.

“Of course she will,” said her mother.

“Good-bye, dear! Give your grandmother a big hug for me!”

“Yes, Mother,” said Little Red Riding Hood. Then she headed out the door, down the path, and into the forest.

There was so much to see in the woods! A sleeping owl! A giant mushroom! An amazing spider web! Then Little Red Riding Hood remembered what her mother had said:

*When you leave, please go straight—
Straight to Grandma’s and don’t be late.*

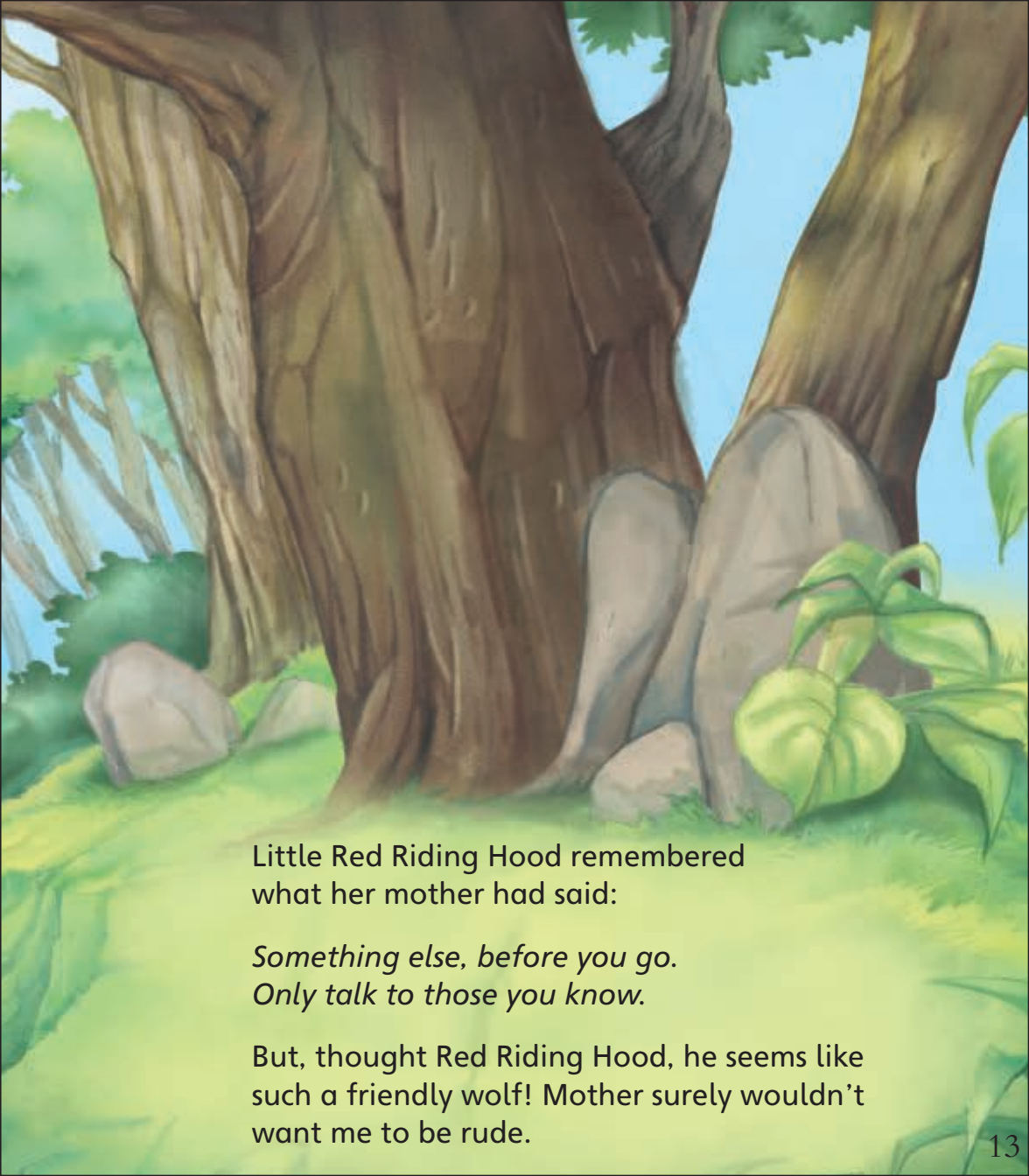
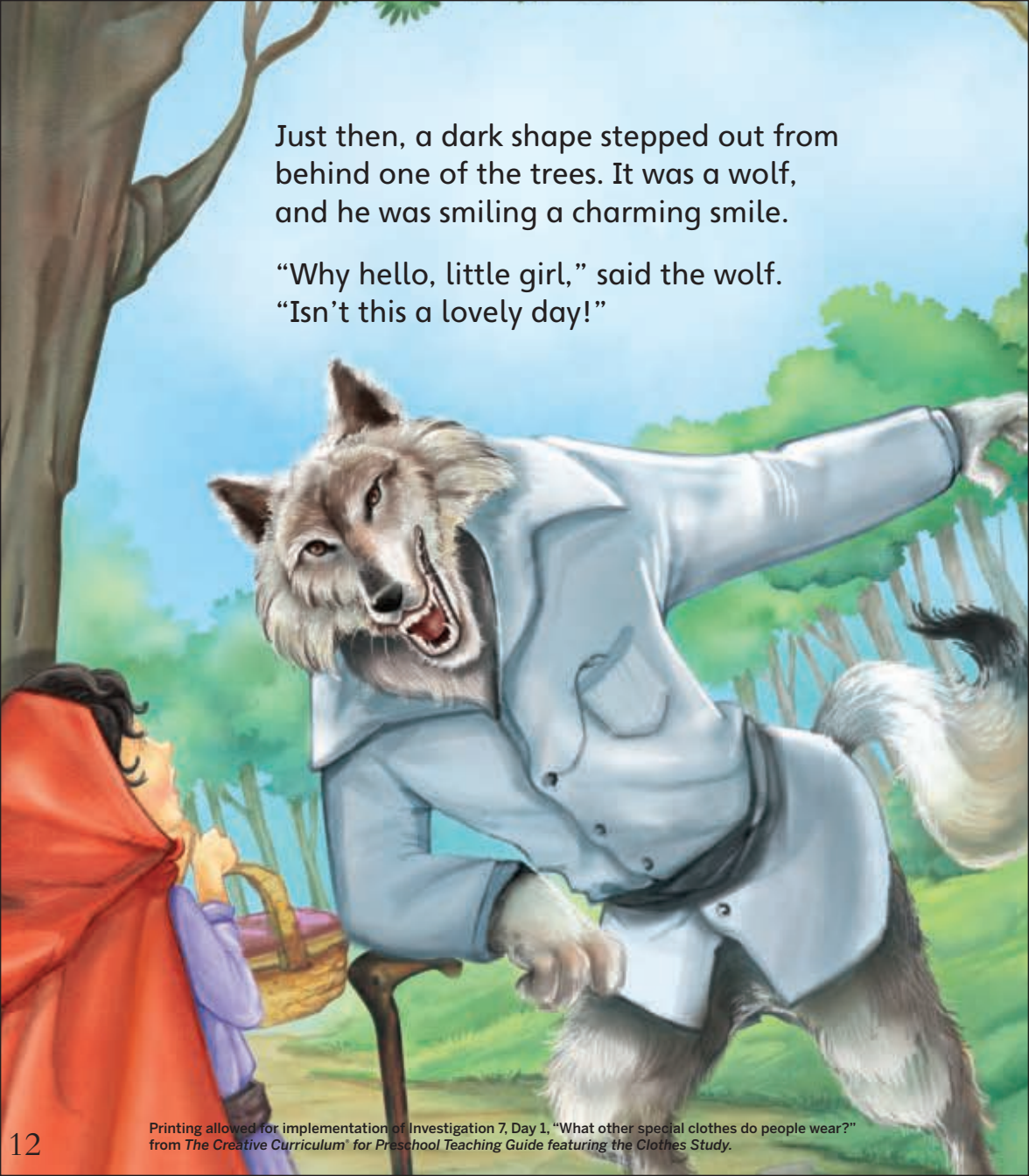
But, thought Red Riding Hood, Mother surely would want me to enjoy the forest!

So she stopped and looked around.



Just then, a dark shape stepped out from behind one of the trees. It was a wolf, and he was smiling a charming smile.

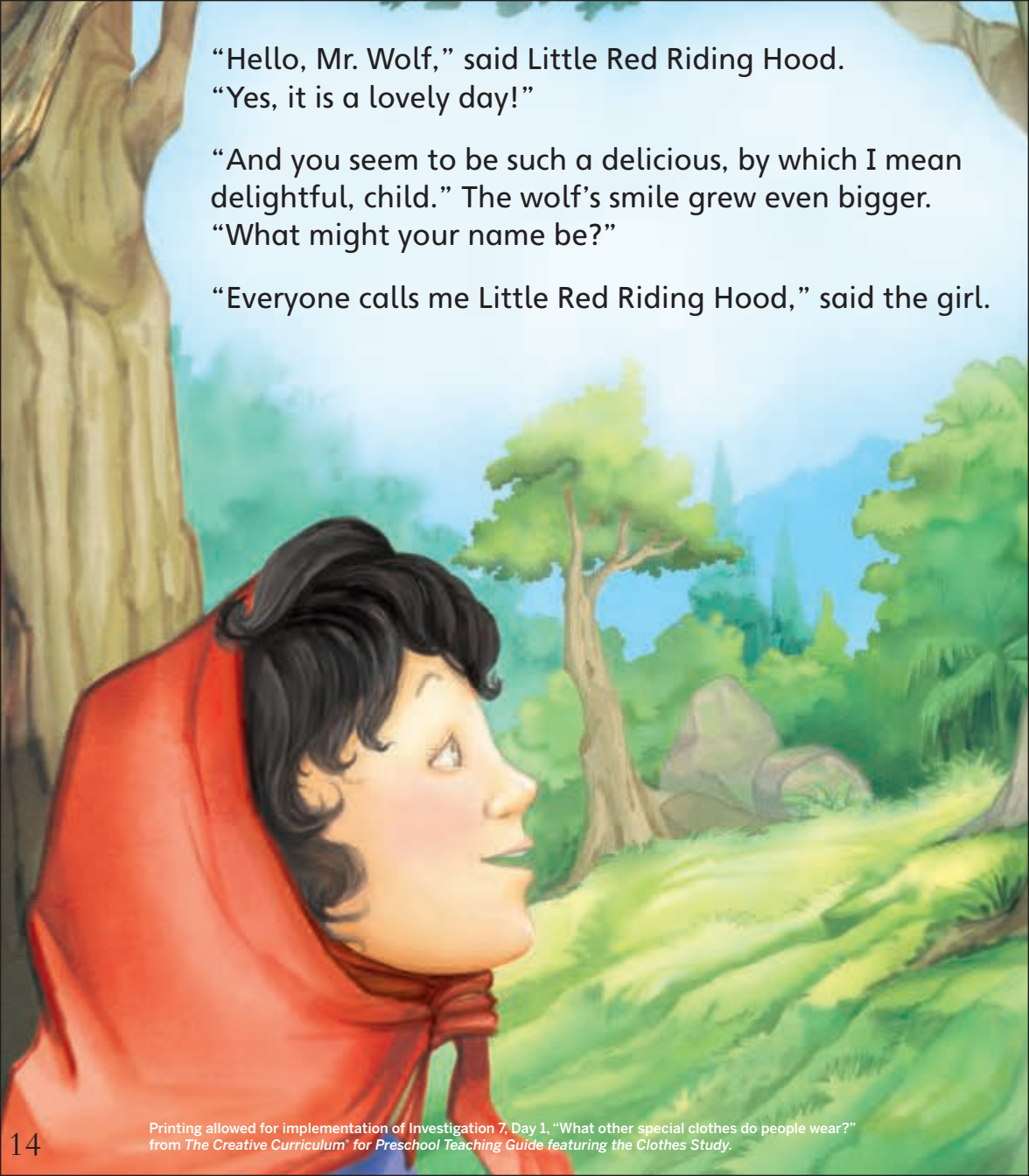
“Why hello, little girl,” said the wolf.
“Isn’t this a lovely day!”



Little Red Riding Hood remembered what her mother had said:

*Something else, before you go.
Only talk to those you know.*

But, thought Red Riding Hood, he seems like such a friendly wolf! Mother surely wouldn't want me to be rude.



“Hello, Mr. Wolf,” said Little Red Riding Hood.

“Yes, it is a lovely day!”

“And you seem to be such a delicious, by which I mean delightful, child.” The wolf’s smile grew even bigger.

“What might your name be?”

“Everyone calls me Little Red Riding Hood,” said the girl.



“A splendid name,” said the wolf. “And where might you be headed, Little Red—if I may call you that?”

“You may,” said Little Red Riding Hood. “I’m bringing my grandmother this basket of treats. She lives just on the other side of the forest.”

“How kind of you!” the wolf said. “In fact, wouldn’t your grandmother like a lovely bouquet of wildflowers, as well? There are some just over that hill, down by the edge of the river.”

Red Riding Hood remembered what her mother said:

*From the path you shouldn’t stray
Or you could get lost someday.*



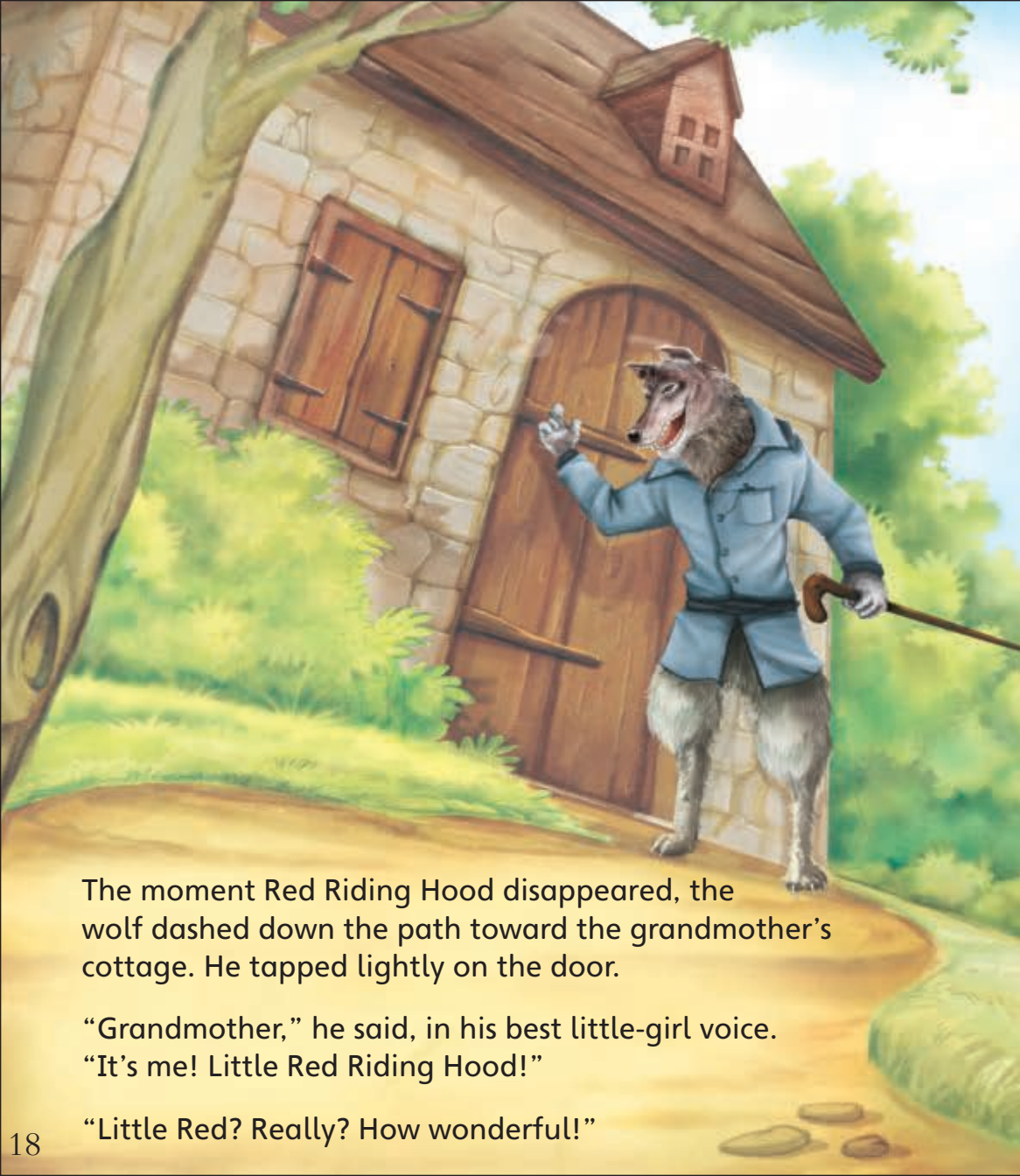
Printing allowed for implementation of Investigation 7, Day 1, “What other special clothes do people wear?” from *The Creative Curriculum*® for Preschool Teaching Guide featuring the Clothes Study.



But, thought Red Riding Hood, Mother surely would want me to bring Grandmother some flowers.

“That’s a wonderful idea, Mr. Wolf! I’ll pick some right away!” And she scampered off into the woods.

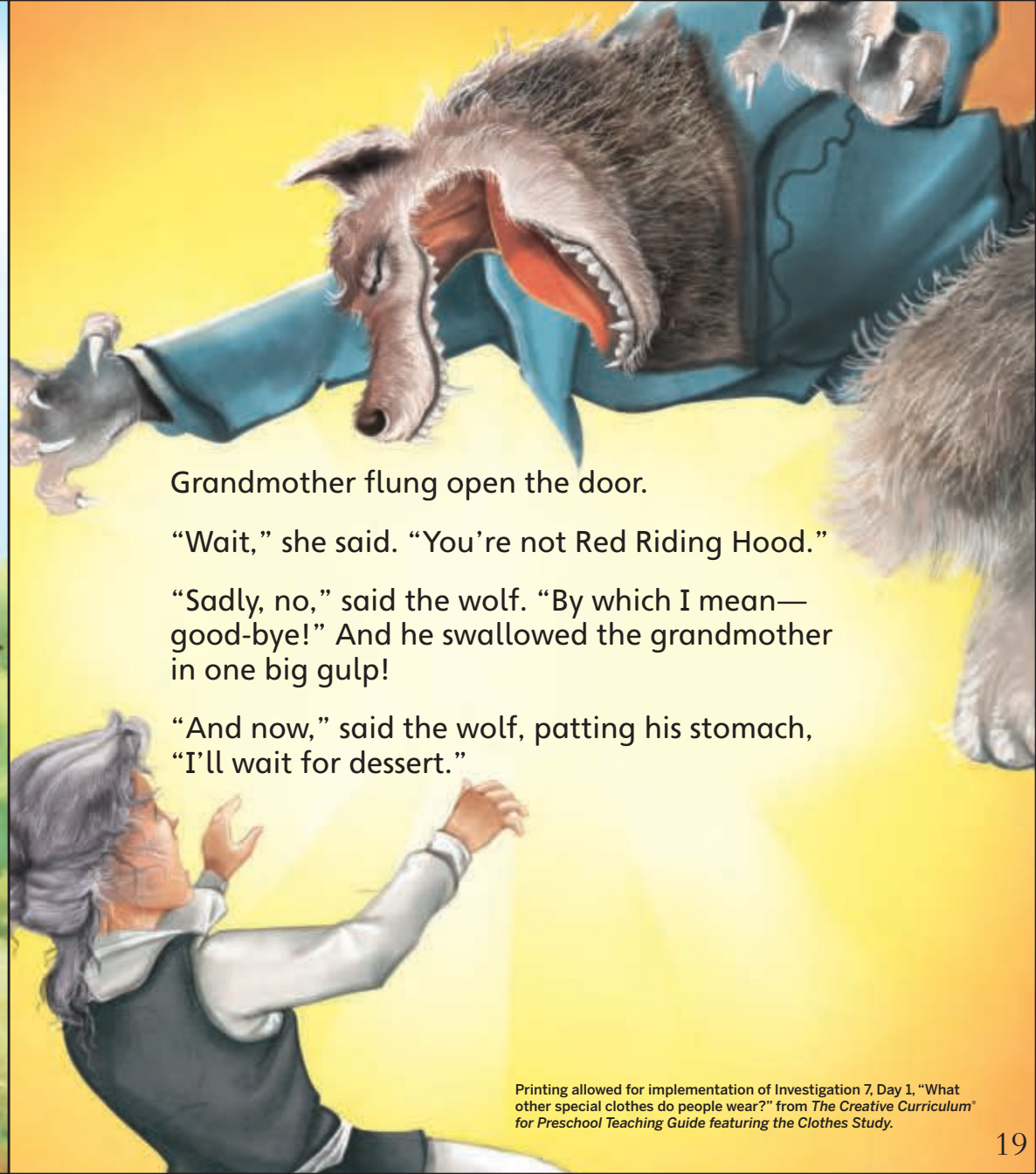
“Good-bye, Little Red!” the wolf called after her. “I’m sure we’ll meet again very soon.” And then he whispered, “By which I mean—for lunch!”



The moment Red Riding Hood disappeared, the wolf dashed down the path toward the grandmother's cottage. He tapped lightly on the door.

"Grandmother," he said, in his best little-girl voice. "It's me! Little Red Riding Hood!"

"Little Red? Really? How wonderful!"



Grandmother flung open the door.

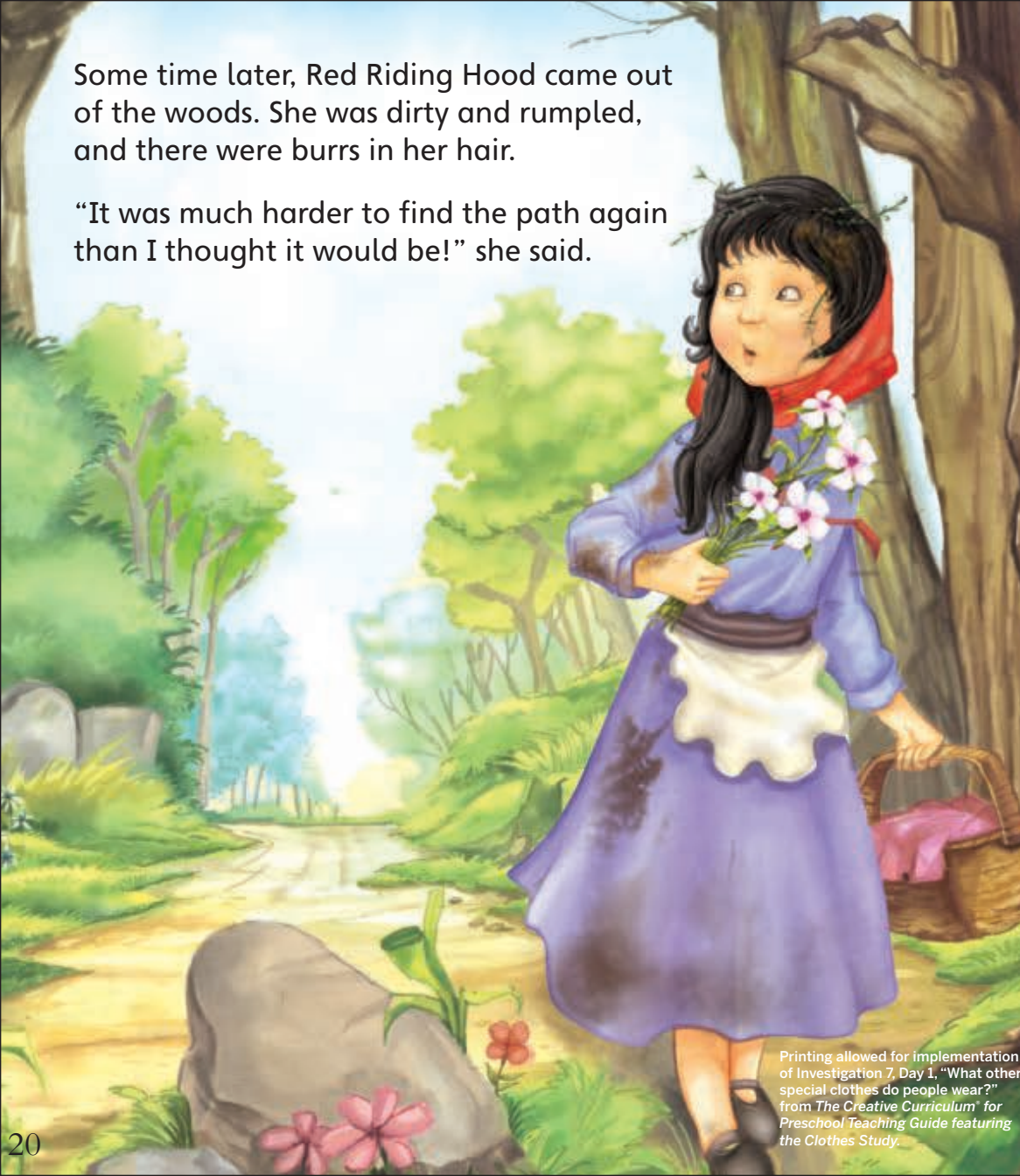
"Wait," she said. "You're not Red Riding Hood."

"Sadly, no," said the wolf. "By which I mean—good-bye!" And he swallowed the grandmother in one big gulp!

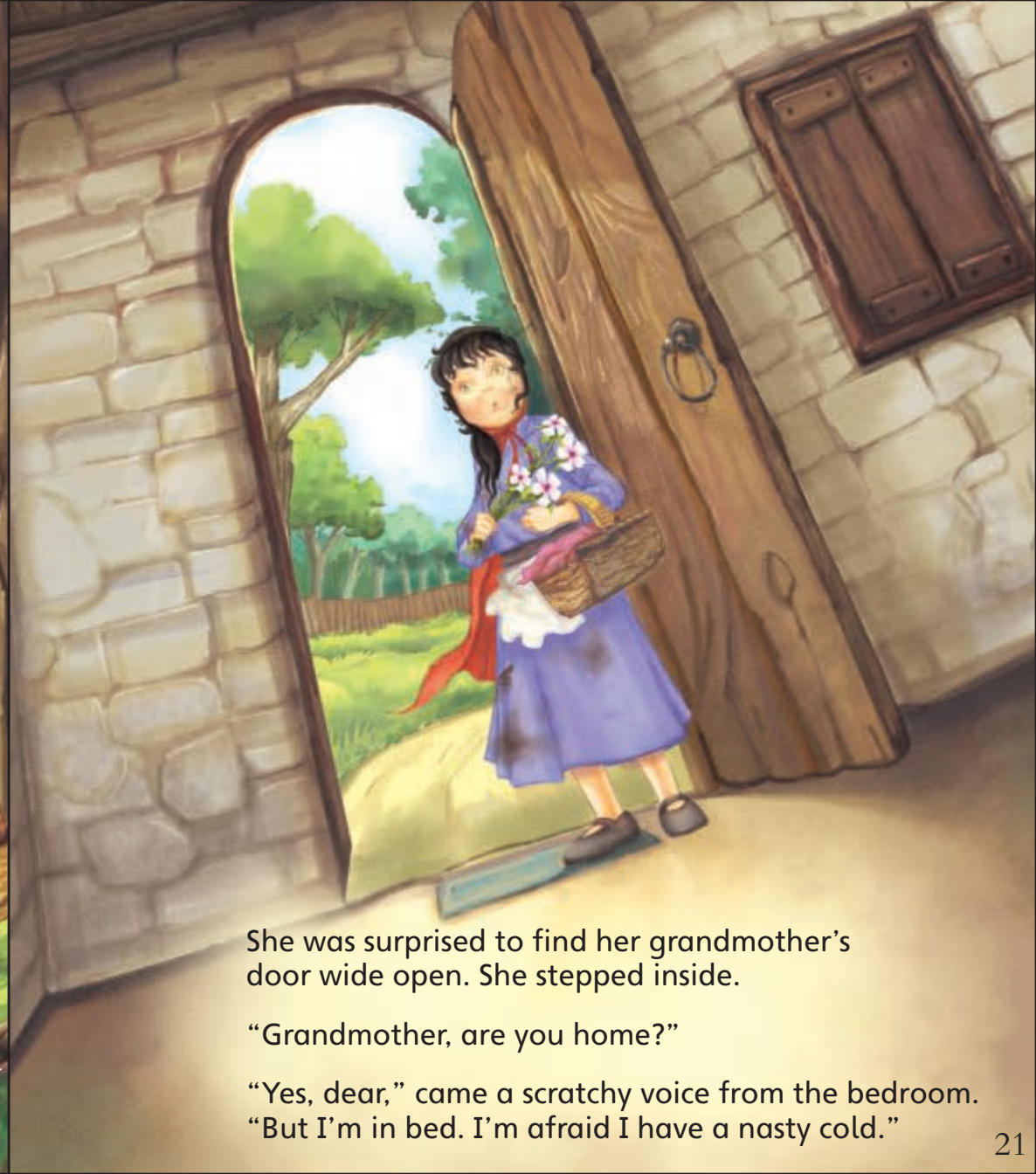
"And now," said the wolf, patting his stomach, "I'll wait for dessert."

Some time later, Red Riding Hood came out of the woods. She was dirty and ruffled, and there were burrs in her hair.

“It was much harder to find the path again than I thought it would be!” she said.



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She was surprised to find her grandmother’s door wide open. She stepped inside.

“Grandmother, are you home?”

“Yes, dear,” came a scratchy voice from the bedroom. “But I’m in bed. I’m afraid I have a nasty cold.”

Red Riding Hood followed the voice into the bedroom.
The curtains were closed, and it was very dark.
Grandmother was wearing a floppy nightcap,
and the blankets were pulled up past her nose.

Red Riding Hood moved toward the bed.
Grandmother's eyes looked very odd.



“Why, Grandmother,” she said.
“What big eyes you have!”

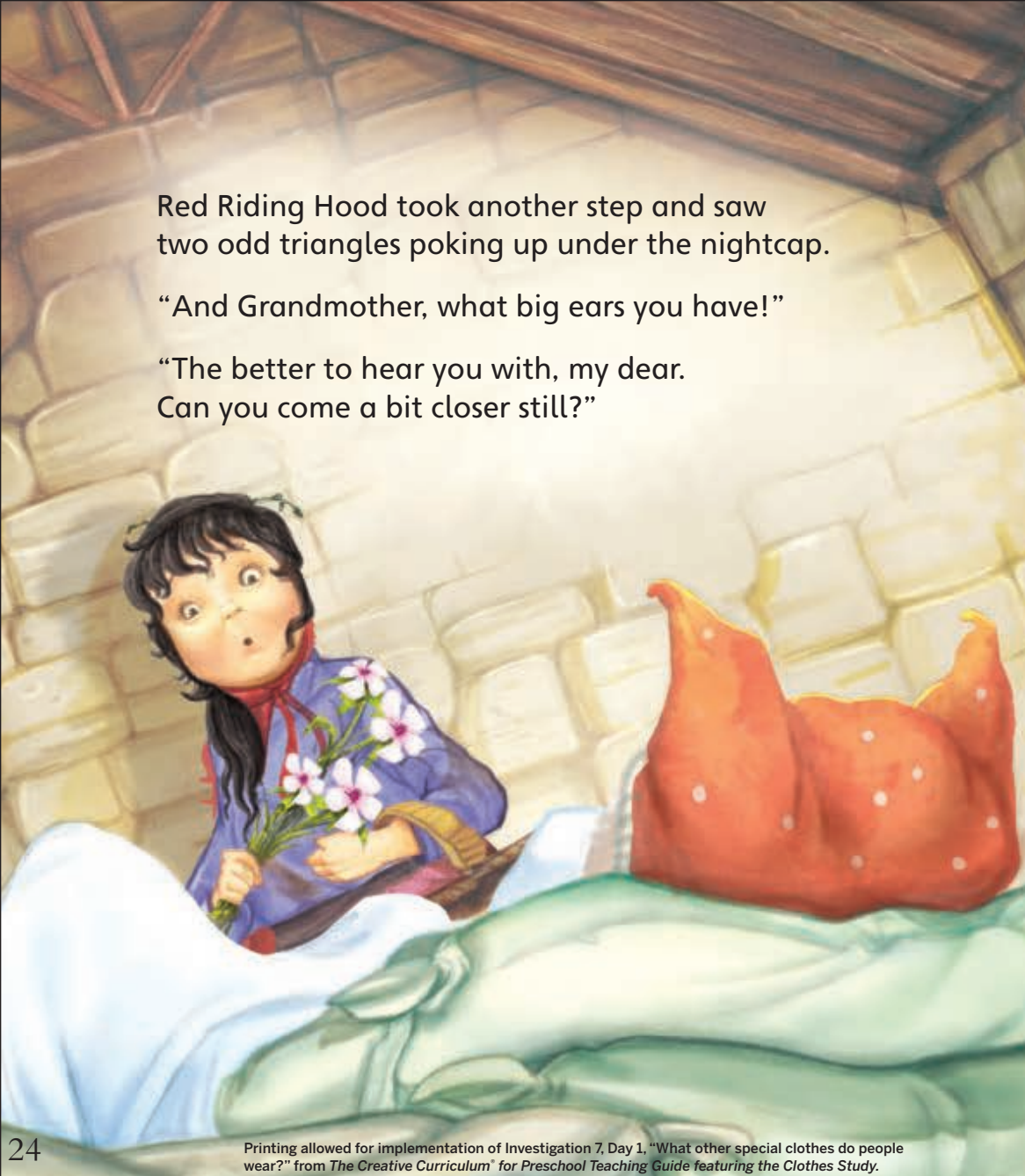
“The better to see you with, my dear.
Come closer so I can give you a hug.”



Red Riding Hood took another step and saw two odd triangles poking up under the nightcap.

“And Grandmother, what big ears you have!”

“The better to hear you with, my dear. Can you come a bit closer still?”



Just then the blankets slipped from the grandmother’s face, revealing two rows of very sharp teeth!

“B-but Grandmother,” said Red Riding Hood. “What big teeth you have!”

“THE BETTER TO EAT YOU WITH!” roared the wolf, leaping out of the grandmother’s bed.



Red Riding Hood screamed. She ran out of the bedroom, through the main room, and into the kitchen, slamming doors behind her. She clambered into a cabinet and yanked the door shut.



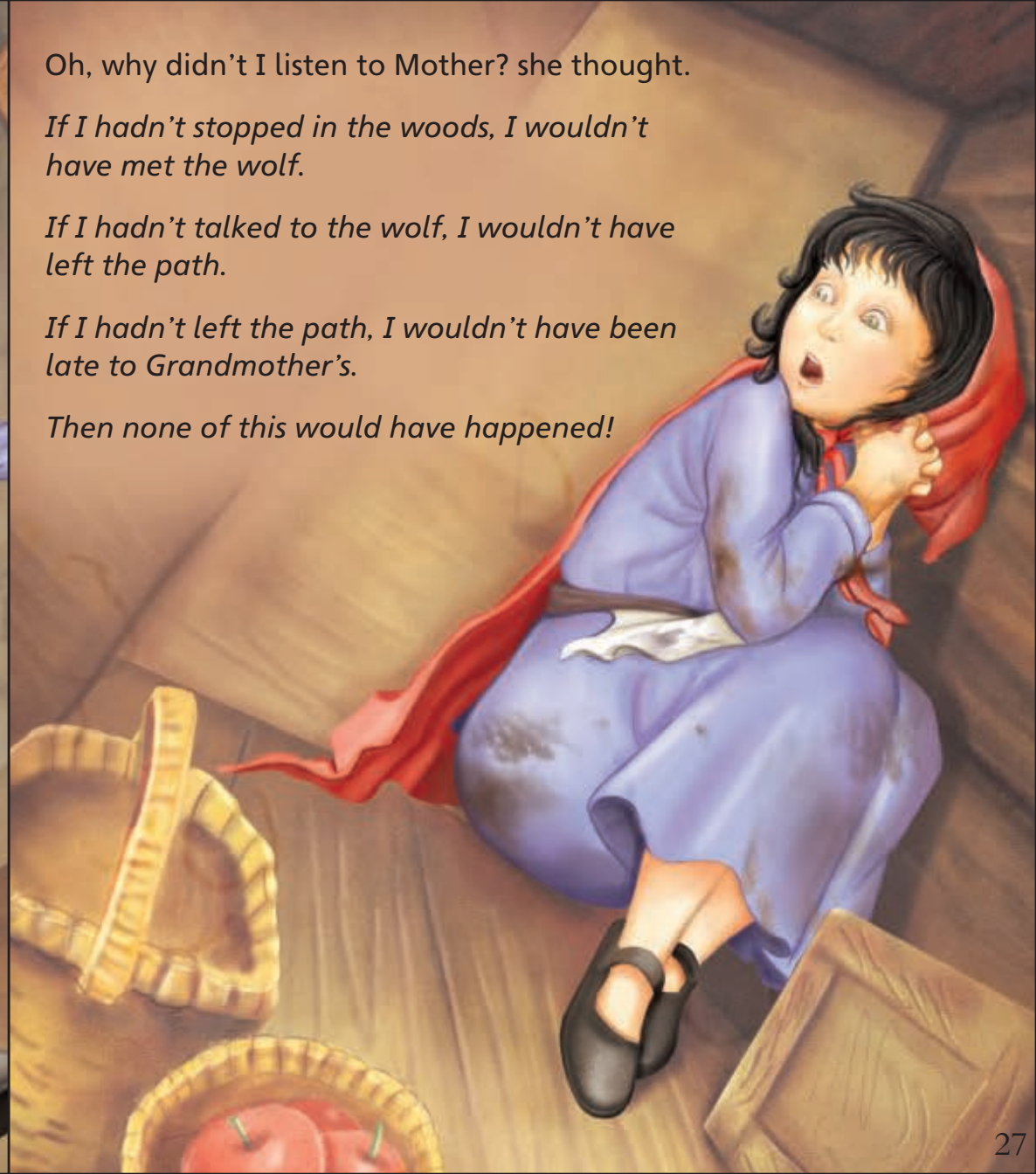
Oh, why didn't I listen to Mother? she thought.

If I hadn't stopped in the woods, I wouldn't have met the wolf.

If I hadn't talked to the wolf, I wouldn't have left the path.

If I hadn't left the path, I wouldn't have been late to Grandmother's.

Then none of this would have happened!





In the kitchen, she could hear the wolf calling to her.

“Where are you, Little Red?” he said.
“There’s no need to hide. By which I mean, I’m going to find you and eat you, no matter what!”



Just then, something crashed.

A voice yelled.

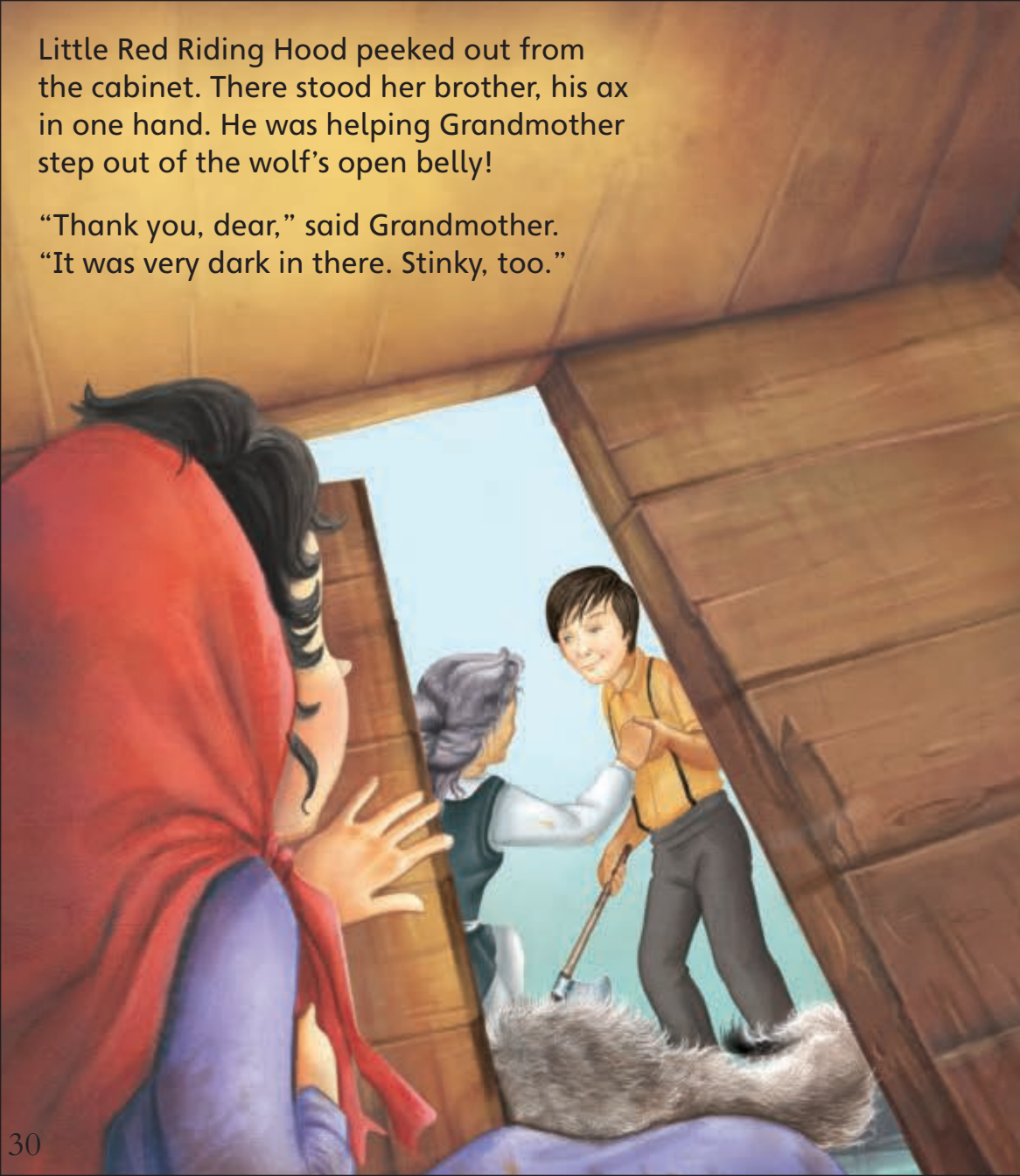
Dishes smashed!

The sounds got louder and
louder and wilder and wilder.

And then everything was quiet.

Little Red Riding Hood peeked out from the cabinet. There stood her brother, his ax in one hand. He was helping Grandmother step out of the wolf's open belly!

"Thank you, dear," said Grandmother. "It was very dark in there. Stinky, too."



The brother looked at Little Red Riding Hood. "I *knew* you wouldn't listen."

Little Red Riding Hood scrambled out of the cabinet and gave her brother a big, big hug.

"You were right," she said. "But I will from now on!"



Then Red Riding Hood, her brother, and their grandmother all sat down together to eat the treats from the basket. And they also talked about what a fine rug the wolf would make.



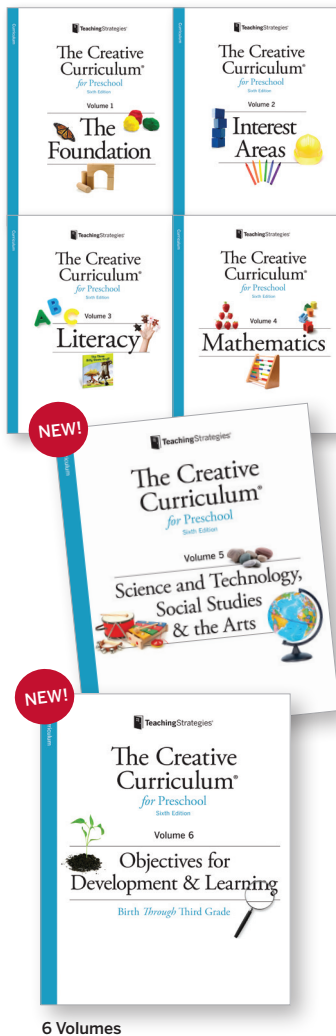


LITTLE RED RIDING HOOD

Is Grandma in need of a shave, or
is something scary wearing her nightgown?
See what becomes of a young girl who strays
from the path to Grandma's house and
discovers that she's been tricked by the sly
wolf she met along the way!

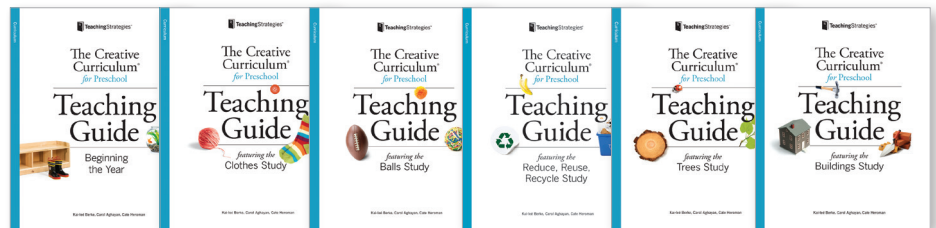
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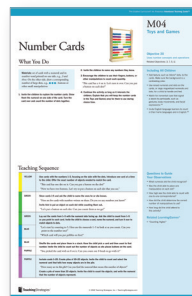


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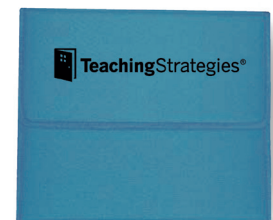
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