



The CIA of Education for ALL Students Early Childhood Strand

*University of Guam
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Handout Packet Day 1*

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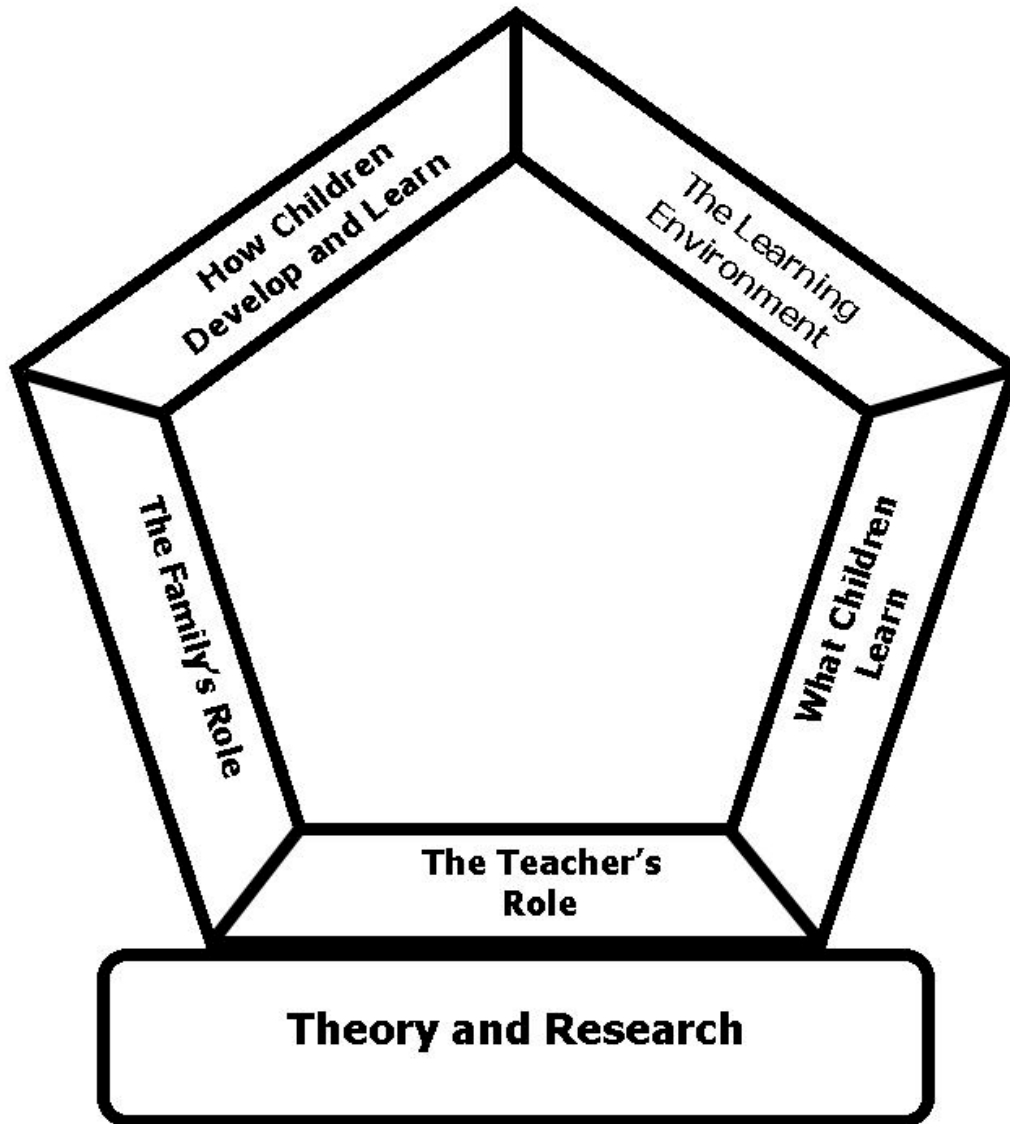
Fun fact about partner _____

Fun fact about one of partner's students _____

One challenge about a student of partner's _____

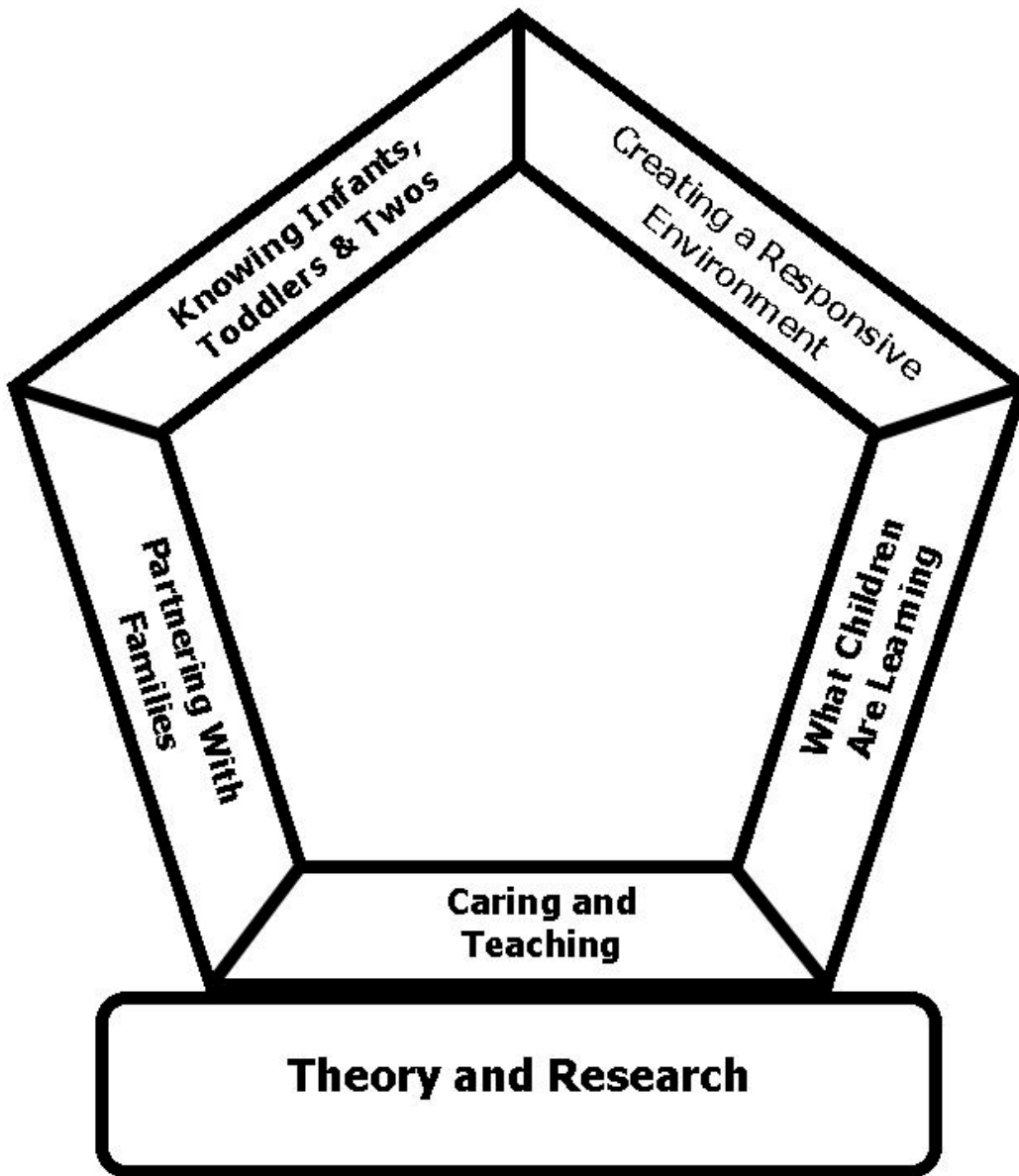
One expectation for this week _____

Preschool Framework



The Creative Curriculum ©

Infants, Toddlers, & Twos Framework



The Creative Curriculum ®

JAMAL:

Write what you see and hear:

What might you work on with Jamal?

MATTHEW:

Write what you see and hear:

What might you work on with Matthew?

Teaching Strategies GOLD™ Objectives and Dimensions

Social/Emotional

1a.

1b.

1c.

2a.

2b.

2c.

2d.

3a.

3b.

Physical

4.

5.

6.

7a.

7b.

Language

8a.

8b.

9a.

9b.

9c.

9d.

10a.

10b.

11a.

Cognitive 11b.

11c.

11d.

11e.

12a.

12b.

13.

14a.

14b.

Literacy

15a.

15b.

15c.

16a

16b.

17a.

17b.

18a.

18b.

19a.

19b.

Mathematics

20a.

20b.

20c.

21a.

21b.

22.

23.

Science and Technology:

- 24.
- 25.
- 26.
- 27.
- 28.

Social Studies

- 29.
- 30.
- 31.
- 32.

The Arts

- 33.
- 34.
- 35.
- 36.

English Language Acquisition

- 37.
- 38.

FIND THE ITEM: List domain, item #, and level

- Calms self with favorite toy _____
- Runs from one place to another without falling _____
- Holds pencil with three-finger grasp while writing name _____
- Follows single direction (waves bye) _____
- Makes collage with some assistance _____
- Does not visually follow any person or object _____
- Spells a few words _____
- Identifies a few numerals _____
- Uses accurate vocabulary to describe living things (germinate, sprout) _____
- Follows directions when given in English without gestures _____

Planning Form – Preschool-Jamal

Planning Changes to the Environment

Student: _____ Goal: _____

Goal: _____ Goal: _____

Blocks	Dramatic Play	Toys and Games	Strengths and Needs
Art	Library	Discovery	
Sand and Water	Music and Movement	Cooking	
Computers	Outdoors	Family/Community Involvement	

Planning Form – Infant/Toddler-Matthew

Planning Changes to the Environment

Child: _____

Goal: _____

Goal: _____

Goal: _____

Routines/Transitions	Routines/Self-Care	Toys	Strengths and Needs
Art	Stories & Books	Discovery	
Sand and Water	Music and Movement	Tasting, preparing food	
Imitating & Pretending	Outdoors	Family/Community Involvement	

Planning Form – Your Student

Planning Changes to the Environment

Student: _____ Goal: _____

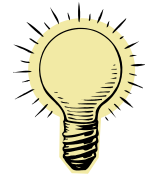
Goal: _____ Goal: _____

Blocks	Dramatic Play	Toys and Games	Strengths and Needs
Art	Library	Discovery	
Sand and Water	Music and Movement	Cooking	
Computers	Outdoors	Family/Community Involvement	

TOPIC



**Points
to Remember**



**Idea
to Try**