

**Alignment of the New Hampshire Early Learning Guidelines With
The Goals and Objectives of *The Creative Curriculum*® Developmental Continuum for Ages 3–5 and
Related Publications from *The Creative Curriculum*® System:**

- ***The Creative Curriculum*® for Preschool**
- ***Literacy: The Creative Curriculum*® Approach**
- ***The Creative Curriculum*® Study Starters**

The Creative Curriculum for Preschool is a comprehensive curriculum that guides teachers in designing a preschool program in which children learn important skills and content and develop social competence. *The Creative Curriculum* shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program. It shows teachers how to guide learning in literacy, math, science, social studies, the arts, and technology while also supporting children’s social/emotional development. Curriculum and assessment are linked by use of *The Creative Curriculum Developmental Continuum* Assessment System, based on *The Creative Curriculum Developmental Continuum for Ages 3–5*.

The Developmental Continuum has 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective has three developmental steps showing the expected sequence of development. In addition, there may be children who, in one or more areas of development, are not yet in the typical range. Thus we have also created Expanded Forerunners for each objective which also have three steps. (The Expanded Forerunners are not shown in this document.)

Literacy: The Creative Curriculum Approach shows teachers how to plan focused lessons and maximize literacy learning opportunities throughout the day.

The Creative Curriculum Study Starters (2005 Series: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings, and Balls*) are a series of guides to help teachers implement investigative, project-based learning in the classroom. With *Study Starters*, children learn science and social studies content as they explore, while also developing skills in literacy, math, the arts, and technology.

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References

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<i>New Hampshire Early Learning Guidelines</i>	<i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> [®] for Preschool and Related Publications
PHYSICAL DEVELOPMENT		
STRANDS		
<ul style="list-style-type: none"> ◆ Body awareness and control: children’s ability to gather information with their senses to gain knowledge of their bodies, including balance and increasing control of actions; ◆ Large muscle development and coordination: children’s ability to move in different ways using their whole bodies; and ◆ Small muscle development and coordination: children’s ability to use their eyes and hands together to accomplish tasks and solve problems. 		
INDICATORS: We know that preschoolers are making progress when they...		
<ul style="list-style-type: none"> ◆ exhibit awareness of individual body parts and their coordination; 	<p>PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441, especially “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424 Chapter 16: “Outdoors,” pp. 493–522, especially “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494</p>
<ul style="list-style-type: none"> ◆ show awareness of their body and movements in relationship to space and objects; 	<p>PHYSICAL DEVELOPMENT—Gross Motor 15. Shows balance while moving</p> <ul style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam <p>PHYSICAL DEVELOPMENT—Gross Motor 16. Climbs up and down</p> <ul style="list-style-type: none"> I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441, especially “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424 Chapter 16: “Outdoors,” pp. 493–522, especially “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494</p>

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<p>◆ demonstrate ability in a variety of physically challenging experiences;</p>	<p>PHYSICAL DEVELOPMENT—Gross Motor 17. Pedals and steers a tricycle (or other wheeled vehicle) I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy</p>	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441, especially “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424 Chapter 16: “Outdoors,” pp. 493–522, especially “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494</p>
<p>◆ use hands, tools, and/or instruments with skill for a range of purposes; and</p>	<p>PHYSICAL DEVELOPMENT—Fine Motor 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name</p>	<p>Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapter 6: “Blocks,” pp. 243–269 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349 Chapter 10: “Library,” pp. 351–379 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Note especially sections in Chapters 6, 7, 8, 9, 10, 11, 12, 14, 15: “How Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Cooking, and Computers Promote Physical Development: Fine Motor,” pp. 243–244, 271–272, 295–296, 317–318, 351–352, 381–382, 403–404, 443–444, 471–472</p>
<p>◆ continue sensory exploration of the environment.</p>	<p>PHYSICAL DEVELOPMENT—Fine Motor 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination</p>	<p>Chapter 9: “Art,” pp. 317–349 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 14: “Cooking,” pp. 443–469 Chapter 16: “Outdoors,” pp. 493–522 Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”</p>

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SOCIAL/EMOTIONAL DEVELOPMENT		
STRANDS		
<ul style="list-style-type: none"> ◆ Self-concept: children’s sense of self; ◆ Identity: children’s ideas about their place in the world; ◆ Social competence: children’s ability to navigate social situations; and ◆ Emotional expression: children’s ability to express feelings and understand behaviors. 		
INDICATORS: We know that preschoolers are making progress when they...		
<ul style="list-style-type: none"> ◆ play both by themselves and cooperatively with others; 	<p>SOCIAL/EMOTIONAL DEVELOPMENT— Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <ul style="list-style-type: none"> I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance <p>SOCIAL/EMOTIONAL DEVELOPMENT— Prosocial Behavior</p> <p>10. Plays well with other children</p> <ul style="list-style-type: none"> I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child 	<p>Chapter 2: “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Coaching Children on How to Be Assertive,” p. 120</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p>

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♦ communicate social and emotional interests and needs;	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>2. Demonstrates appropriate trust in adults</p> <ul style="list-style-type: none"> I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not <p>3. Recognizes own feelings and manages them appropriately</p> <ul style="list-style-type: none"> I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings <p>4. Stands up for rights</p> <ul style="list-style-type: none"> I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights 	<p>Chapter 2: “Building a Relationship With Each Child,” pp. 103–105; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p>
♦ develop self-help skills;	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>6. Takes responsibility for own well-being</p> <ul style="list-style-type: none"> I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living 	<p>Chapter 2: “Transition Times,” pp. 88–89; “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92</p>
♦ follow routines and participate successfully in small and large groups;	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 	<p>Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Daily Events,” pp. 82–92; “The Daily Schedule,” pp. 92–97; “Developing Rules for a Classroom Community,” pp. 108–110</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p>

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<p>◆ know how their actions affect others by showing sympathy, empathy, and an understanding of cause and effect;</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT— Prosocial Behavior</p> <p>11. Recognizes the feelings of others and responds appropriately</p> <ul style="list-style-type: none"> I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want <p>12. Shares and respects the rights of others</p> <ul style="list-style-type: none"> I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn 	<p>Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Developing Rules for a Classroom Community,” pp. 108–110</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p>
<p>◆ demonstrate willingness to investigate new and different environments;</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT— Sense of Self</p> <p>1. Shows ability to adjust to new situations</p> <ul style="list-style-type: none"> I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school 	<p>Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81; “Does The Classroom Convey the Positive Messages I Intend?” pp. 76–78</p> <p>Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178</p>
<p>◆ begin to develop problem-solving skills by negotiating conflicts and differences; and</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT— Prosocial Behavior</p> <p>13. Uses thinking skills to resolve conflicts</p> <ul style="list-style-type: none"> I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise 	<p>Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Coaching Children on How to Be Assertive,” p. 120</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p>

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♦ adapt to expectations in different situations and environments.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88; “Transition Times,” pp. 88–89 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174-175 Section in all Interest Area chapters: “The Teacher’s Role: Interacting With Children in the ___ Area”
APPROACHES TO LEARNING		
STRANDS		
♦ Play: children’s interaction and experimentation with materials, objects, and people; ♦ Learning styles: children’s different approaches to acquiring information and problem solving; ♦ Risk taking: children’s increasing comfort with trying new experiences and tasks; ♦ Engagement: children’s ability to show initiative and to persevere in their activities; and ♦ Reflection: children’s ability to draw on prior experiences and apply these discoveries, inventions, and solutions to new situations.		
INDICATORS: We know that preschoolers are making progress when they...		
♦ show willingness to approach new situations;	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Interacting With Children to Promote Learning,” pp. 175–178; “Integrating Learning Through Studies,” pp. 190–198 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development,” “Connecting ___ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “Interacting With Children in the ___ Area” <i>The Creative Curriculum® Study Starters</i> “What Children Want to Know,” p. 7
♦ use imaginative play to experiment with various roles, situations, and strategies;	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play	Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” <i>The Creative Curriculum® Study Starters</i> “Enhancements to Interest Areas: Dramatic Play,” p. 13

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◆ learn from prior experiences;	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context 	<p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Integrating Learning Through Studies,” pp. 190–198</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p> <p>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p> <p><i>The Creative Curriculum</i>[®] Study Starters</p> <p>“What Children Already Know,” p. 6</p> <p>“What Children Want to Know,” p. 7</p> <p>“Investigate the Topic,” p. 12</p> <p>“Sample Investigations,” pp. 14– 23</p> <p>“Celebrate Learning,” p. 25</p>
◆ solve problems through trial and error;	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>23. Approaches problems flexibly</p> <ul style="list-style-type: none"> I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems <p>25. Explores cause and effect</p> <ul style="list-style-type: none"> I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas 	<p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Integrating Learning Through Studies,” pp. 190–198</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p> <p>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p> <p><i>The Creative Curriculum</i>[®] Study Starters</p> <p>“Investigate the Topic,” p. 12</p> <p>“Sample Investigations,” pp. 14– 23</p>

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<p>◆ solve problems through interaction with others;</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise</p>	<p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175; “Interacting With Children to Promote Learning,” pp. 175–178; “Large-Group Instruction,” pp. 183–185; “Small-Group Instruction,” pp. 185–187; “Integrating Learning Through Studies,” pp. 190–198 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p> <p><i>The Creative Curriculum® Study Starters</i> “What Children Already Know,” p. 6 “What Children Want to Know,” p. 7</p>
<p>◆ demonstrate increasing ability to complete tasks;</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it</p>	<p>Chapter 2: “A System for Classroom Jobs,” pp. 73–74 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, Technology” Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p> <p><i>The Creative Curriculum® Study Starters</i> “What Children Already Know,” p. 6 “What Children Want to Know,” p. 7 “Investigate the Topic,” p. 12 “Sample Investigations,” pp. 14–23 “Celebrate Learning,” p. 25</p>

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<p>◆ become comfortable with engaging in challenging tasks; and</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>24. Shows persistence in approaching tasks</p> <ul style="list-style-type: none"> I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it 	<p>Chapter 2: “A System for Classroom Jobs,” pp. 73–74</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Integrating Learning Through Studies,” pp. 190–198</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, Technology”</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p> <p><i>The Creative Curriculum® Study Starters</i></p> <p>“What Children Already Know,” p. 6</p> <p>“What Children Want to Know,” p. 7</p> <p>“Investigate the Topic,” p. 12</p> <p>“Sample Investigations,” pp. 14–23</p> <p>“Celebrate Learning,” p. 25</p>
<p>◆ begin to make plans and follow through with them.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <ul style="list-style-type: none"> I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance 	<p>Chapter 2: “A System for Classroom Jobs,” pp. 73–74</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Integrating Learning Through Studies,” pp. 190–198</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, Technology”</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p> <p><i>The Creative Curriculum® Study Starters</i></p> <p>“What Children Already Know,” p. 6</p> <p>“What Children Want to Know,” p. 7</p> <p>“Investigate the Topic,” p. 12</p> <p>“Sample Investigations,” pp. 14–23</p> <p>“Celebrate Learning,” p. 25</p>

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CREATIVE EXPRESSION/AESTHETIC DEVELOPMENT		
STRANDS		
<ul style="list-style-type: none"> ◆ Invention and imagination: children’s increasing ability to imagine, create, invent, and participate in an array of open-ended activities; ◆ Curiosity: children’s ability to explore the world with a sense of joy, confidence, and wonder; ◆ Appreciation: children’s attention to different sensory characteristics, and their emerging ability to distinguish details; and ◆ Variety: children’s awareness and use of a range of materials and activities to express themselves. 		
INDICATORS: We know that preschoolers are making progress when they...		
<ul style="list-style-type: none"> ◆ express curiosity; 	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 	<p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Integrating Learning Through Studies,” pp. 190–198</p> <p>Section in all Interest Area chapters: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“What Children Want to Know,” p. 7</p> <p>“Create Webs of Important Ideas and Content,” pp. 8–9</p> <p>“Investigate the Topic,” p. 12</p> <p>“Sample Investigations,” pp. 14–23</p>

<i>New Hampshire Early Learning Guidelines</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<p>◆ use words, their bodies, objects, and materials for self-expression;</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play</p>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Dance,” p. 152, 155; “Music,” p. 153, 155; “Drama,” pp. 153–154, 155; “Visual Arts,” p. 154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349 Chapter 10: “Library,” pp. 351–379 Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Literacy: The Creative Curriculum® Approach Scope & Sequence for Language and Literacy “Self-Expression,” p. 275 “Purposes of Writing,” p. 285 “Writing Mechanics,” p. 285</p> <p>The Creative Curriculum® Study Starters “Enhancements to Interest Areas: Blocks, Dramatic Play, Art, Library, Music and Movement,” p. 13</p>
<p>◆ create stories and pictures;</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations</p> <p>LANGUAGE DEVELOPMENT—Reading and Writing 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning</p>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349 Chapter 10: “Library,” pp. 351–379 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p> <p>Literacy: The Creative Curriculum® Approach Scope & Sequence for Language and Literacy “Self-Expression,” p. 275 “Purposes of Writing,” p. 285 “Writing Mechanics,” p. 285</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Dramatic Play,” p. 13 “Enhancements to Interest Areas: Art,” p. 13 “Enhancements to Interest Areas: Library,” p. 13</p>

New Hampshire Early Learning Guidelines	Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool and Related Publications
♦ make up songs and rhythms;	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>30. Recognizes patterns and can repeat them</p> <ul style="list-style-type: none"> I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying 	<p>Chapter 3: “Dance,” p. 152, 155; “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Literacy: The Creative Curriculum® Approach Chapter 4: “Literacy in the Music and Movement Area,” pp. 171–175</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Music and Movement,” p. 13</p>
♦ engage in pretend play;	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play <p>36. Makes believe with objects</p> <ul style="list-style-type: none"> I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play 	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150; “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13</p>
♦ express ideas and feelings in a variety of ways;	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150; “Music,” p. 153, 155; “Drama,” pp. 153–154, 155; “Visual Arts,” p. 154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349 Chapter 13: “Music and Movement,” pp. 423–441</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13 “Enhancements to Interest Areas: Art,” p. 13 “Enhancements to Interest Areas: Music and Movement,” p. 13</p>
♦ use and find humor in a widening variety of situations;	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293

<i>New Hampshire Early Learning Guidelines</i>	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
♦ appreciate, display, and describe their own work; and	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349, especially “Talking With Children About Their Art,” pp. 342–344 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Art,” p. 13
♦ notice and appreciate the creative expression of others.	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349, especially “Nurturing Children’s Appreciation of Art,” p. 345 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Art,” p. 13

<i>New Hampshire Early Learning Guidelines</i>	<i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> [®] for Preschool and Related Publications
COMMUNICATION AND LITERACY DEVELOPMENT		
STRANDS		
<ul style="list-style-type: none"> ◆ Listening comprehension (receptive language): children’s ability to listen and understand what is said; ◆ Nonverbal communication: children’s use of movement, sounds, and facial expression for purposeful communication; ◆ Verbal expression (expressive language): children’s use of words and the development of vocabulary for purposeful communication; ◆ Emergent and early reading: children’s awareness and recognition of sounds and symbols (print), and enjoyment of written materials; and ◆ Written expression: children’s ability to make use of symbols—including pictures, letters, and words—to communicate. 		
INDICATORS: We know that preschoolers are making progress when they...		
<ul style="list-style-type: none"> ◆ use gestures, sounds, words, and/or sentences to relate information about their experiences; 	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <ul style="list-style-type: none"> I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings 	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Literacy: <i>The Creative Curriculum</i>[®] Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Supporting Children’s Language Learning,” pp. 73–77 Scope & Sequence for Language and Literacy Oral Language: Vocabulary and Language “Listening and Responding to Language,” p. 274 “Self-Expression,” p. 275</p>

<i>New Hampshire Early Learning Guidelines</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum® for Preschool</i> and Related Publications
<p>◆ play with sounds of spoken language including letter sounds, rhymes and words;</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words</p>	<p>Chapter 3: “Phonological Awareness,” pp. 127–128, 132 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Phonological Awareness,” pp. 16–21 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p> <p>Scope & Sequence for Language and Literacy Oral Language: Phonological Awareness “Listening,” p. 276 “Rhyming,” p. 276 “Alliteration,” p. 277 “Sentences and Words,” p. 278 “Syllables,” p. 278 “Onset and Rime,” p. 279 “Phonemic Awareness,” p. 279</p>
<p>◆ understand how books work and that print carries a message;</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read</p>	<p>Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Skills for Engaging With Books,” pp. 365–366 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Knowledge of Print,” pp. 22–27</p> <p>Scope & Sequence for Language and Literacy “Concepts of Books,” p. 281 “Print Concepts, p. 282</p>
<p>◆ enjoy looking at books, listening to stories, and talking about them;</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader</p>	<p>Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Materials for Listening,” pp. 359; “Reading Books to Children,” pp. 370–373; “Listening to Tapes With Children,” p. 374 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10 Chapter 2: “Creating a Literacy-Rich Physical Environment,” pp. 52–53; “Literacy Throughout the Day,” pp. 54–57; “Meeting the Needs of All Children,” pp. 58–65 Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100</p>

<i>New Hampshire Early Learning Guidelines</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum® for Preschool</i> and Related Publications
<p>◆ respond to directions and engage in conversations;</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>40. Understands and follows oral directions</p> <p>I. Follows one-step directions</p> <p>II. Follows two-step directions</p> <p>III. Follows directions with more than two steps</p> <p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others’ comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Comprehension,” pp. 33–38</p> <p>Scope & Sequence for Language and Literacy</p> <p>Oral Language: Vocabulary and Language</p> <p>“Listening and Responding to Language,” p. 274</p> <p>“Self-Expression,” p. 275</p>
<p>◆ retell familiar stories and create new ones;</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <p>I. Imitates act of reading in play</p> <p>II. Compares and predicts story events; acts out main events of a familiar story</p> <p>III. Retells a story including many details and draws connections between story events</p>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Materials for Story Retelling,” p. 358; “Retelling Stories With Children,” p. 373</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38</p> <p>Chapter 3: “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108</p> <p>Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190</p> <p>Scope & Sequence for Language and Literacy</p> <p>Oral Language: Vocabulary and Language</p> <p>“Listening and Responding to Language,” p. 274</p> <p>“Self-Expression,” p. 275</p> <p>Written Language: Reading</p> <p>“Motivation for Reading,” p. 280</p> <p>“Concepts of Books,” p. 281</p> <p>“Print Concepts, p. 282</p> <p>“Comprehension,” p. 284</p>

<i>New Hampshire Early Learning Guidelines</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum® for Preschool</i> and Related Publications
<p>◆ understand that symbols may be used to communicate;</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>46. Demonstrates knowledge of the alphabet</p> <ol style="list-style-type: none"> I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections <p>47. Uses emerging reading skills to make meaning from print</p> <ol style="list-style-type: none"> I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print 	<p>Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133</p> <p>Chapter 10: “Skills for Engaging With Books,” pp. 365–366</p> <p>Literacy: <i>The Creative Curriculum® Approach</i></p> <p>Chapter 1: “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32</p> <p>Chapter 3: “Writing,” pp. 109–119</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Alphabet and Word Knowledge,” p. 283</p>
<p>◆ relate stories, understanding that stories have a beginning, middle, and end;</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <ol style="list-style-type: none"> I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events 	<p>Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Materials for Story Retelling,” p. 358; “Retelling Stories With Children,” p. 373</p> <p>Literacy: <i>The Creative Curriculum® Approach</i></p> <p>Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38</p> <p>Chapter 3: “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108;</p> <p>Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190</p> <p>Scope & Sequence for Language and Literacy</p> <p>Oral Language: Vocabulary and Language</p> <p>“Listening and Responding to Language,” p. 274</p> <p>“Self-Expression,” p. 275</p> <p>Written Language: Reading</p> <p>“Motivation for Reading,” p. 280</p> <p>“Concepts of Books,” p. 281</p> <p>“Print Concepts, p. 282</p> <p>“Comprehension,” p. 284</p>

<i>New Hampshire Early Learning Guidelines</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum® for Preschool</i> and Related Publications
♦ show interest in recording meaningful information; and	LANGUAGE DEVELOPMENT—Reading and Writing 49. Understands the purpose of writing <ul style="list-style-type: none"> I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning 	Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Developmental Steps in Writing,” pp. 367–369 Literacy: The Creative Curriculum® Approach Chapter 1: “Knowledge of Print,” pp. 22–27 Chapter 3: “Writing,” pp. 109–119 Scope & Sequence for Language and Literacy “Purposes of Writing,” p. 285
♦ begin to recognize and form meaningful letters and words.	LANGUAGE DEVELOPMENT—Reading and Writing 50. Writes letters and words <ul style="list-style-type: none"> I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words 	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Developmental Steps in Writing,” pp. 367–369 Literacy: The Creative Curriculum® Approach Chapter 1: “Letters and Words,” pp. 28–32 Chapter 3: “Writing,” pp. 109–119 Scope & Sequence for Language and Literacy “Writing Mechanics,” p. 285

<i>New Hampshire Early Learning Guidelines</i>	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
HEALTH AND SAFETY		
STRANDS		
<ul style="list-style-type: none"> ◆ Nutrition: children’s growing understanding of food and its effect on their bodies; ◆ Hygiene: children’s ability to keep their bodies clean and healthy; ◆ Basic safety: children’s increasing ability to keep themselves safe; and ◆ Self-care: children’s attention to their basic needs. 		
INDICATORS: We know that preschoolers are making progress when they...		
<ul style="list-style-type: none"> ◆ grow in independence in expressing and caring for physical and emotional needs; 	<p>SOCIAL/EMOTIONAL DEVELOPMENT— Sense of Self</p> <p>3. Recognizes own feelings and manages them appropriately</p> <ul style="list-style-type: none"> I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings <p>4. Stands up for rights</p> <ul style="list-style-type: none"> I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights 	<p>Chapter 1: “Areas of Development,” pp. 18–22; “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26; “Individual Differences,” pp. 27–41</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p>
<ul style="list-style-type: none"> ◆ begin to understand the importance of eating a variety of healthy foods; 	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	<p>Chapter 2: “Mealtimes,” pp. 89–91</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“Enhancements to Interest Areas: Cooking,” p. 13</p>

<i>New Hampshire Early Learning Guidelines</i>	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
<p>◆ begin to understand and follow health practices—washing hands, brushing teeth, nose blowing, avoiding danger;</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>8. Follows classroom routines</p> <p>I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting</p> <p>II. Understands and follows classroom procedures without prompting</p> <p>III. Follows and understands the purpose of classroom procedures</p> <p>9. Follows classroom rules</p> <p>I. Follows classroom rules with reminders</p> <p>II. Understands and follows classroom rules without reminders</p> <p>III. Follows and understands reasons for classroom rules</p>	<p>Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110; “Mealtimes,” pp. 89–91; “Transition Times,” pp. 88–89</p> <p>Chapter 3: “Life Science,” pp. 143–144, 145; “Social Studies,” pp. 146–151</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“Integrate Content Area Learning: Science,” p. 10</p> <p>“Integrate Content Area Learning: Social Studies,” p. 10</p>
<p>◆ know how and when particular health products are used, e.g., tooth brush and paste, band aid, soap, toilet paper; and</p>	<p>There are no <i>Creative Curriculum</i>® objectives that align directly with this item.</p>	<p>Chapter 2: “Mealtimes,” pp. 89–91; “Transition Times,” pp. 88–89</p> <p>Chapter 3: “People and How They Live,” pp. 147–148, 150</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p>
<p>◆ begin to understand the importance of and use safety skills—using seat belts when riding in vehicles, crossing streets, etc.</p>	<p>There are no <i>Creative Curriculum</i>® objectives that align directly with this item.</p>	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p>

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COGNITIVE DEVELOPMENT		
STRANDS		
<ul style="list-style-type: none"> ◆ Focused exploration: children’s purposeful investigation of their environment and their application of knowledge to guide and deepen their experiences; ◆ Inquiry: children’s increasing ability to draw on their knowledge and experiences to formulate questions and hypotheses that support the development of mathematical, scientific, linguistic, and sociocultural concepts; ◆ Concepts: children’s emerging knowledge, understanding, and ability to describe basic cause and effect; ◆ Critical thinking: children’s ability to take in experiences, make sense of them, and draw on this information to formulate additional questions, actively construct meaning, and make decisions; and ◆ Shared language: children’s ability to use descriptive words to talk about their activities and understanding of their environment. 		
INDICATORS: We know that preschoolers are making progress when they...		
<ul style="list-style-type: none"> ◆ begin to compare and contrast people, places, things, and ideas; 	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures</p> <ul style="list-style-type: none"> I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools 	<p>Chapter 3: “Measurement,” pp. 137–138, 141; “Spaces and Geography,” pp. 146–147, 150</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, Technology”</p> <p><i>The Creative Curriculum Study Starters</i></p> <p>2005 Series: <i>Boxes, Rocks, Ants, Clothes, Flowers, Buildings, and Balls.</i></p> <p>2006 Series: <i>Water Pipes, Exercise, Wheels, Trash, Shadows, and Chairs.</i></p>

<i>New Hampshire Early Learning Guidelines</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum® for Preschool</i> and Related Publications
<p>◆ investigate, demonstrate, and describe cause and effect relationships;</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>25. Explores cause and effect</p> <ul style="list-style-type: none"> I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas 	<p>Chapter 3: “Mathematics,” pp. 134–141, especially “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145; “Technology,” pp. 156–160</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Chapter 15: “Computers,” pp. 471–491</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics, Science, Technology”</p> <p><i>The Creative Curriculum® Study Starters</i></p> <p>“Integrate Content Area Learning: Math, Science, Technology” pp. 10–11</p> <p>“Investigate the Topic,” p. 12</p> <p>“Sample Investigations,” pp. 14–23</p>
<p>◆ collect and organize materials and information to enhance play;</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason <p>30. Recognizes patterns and can repeat them</p> <ul style="list-style-type: none"> I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying 	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140; “Data Collection, Organization, and Representation,” pp. 138–139, 141</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p><i>The Creative Curriculum® Study Starters</i></p> <p>“Integrate Content Area Learning: Math,” pp. 10–11</p> <p>“Enhancements to Interest Areas: Toys and Games,” p. 13</p>

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<p>◆ group and order objects according to specific features (i.e. shape, size, texture, color);</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>29. Arranges objects in a series</p> <ul style="list-style-type: none"> I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features 	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Science,” pp. 142–145</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p><i>The Creative Curriculum® Study Starters</i></p> <p>“Integrate Content Area Learning: Math,” pp. 10–11</p> <p>“Integrate Content Area Learning: Science,” p. 10</p> <p>“Enhancements to Interest Areas: Toys and Games,” p. 13</p> <p>“Enhancements to Interest Areas: Discovery,” p. 13</p>
<p>◆ use numbers and counting to solve problems and express quantities;</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>33. Uses one-to-one correspondence</p> <ul style="list-style-type: none"> I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets <p>34. Uses numbers and counting</p> <ul style="list-style-type: none"> I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total 	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p><i>The Creative Curriculum® Study Starters</i></p> <p>“Integrate Content Area Learning: Math,” pp. 10–11</p> <p>“Enhancements to Interest Areas: Toys and Games,” p. 13</p>

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<p>◆ make predictions about what might happen by drawing on experience and observations; and</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context 	<p>Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145; “People and the Environment,” p. 148, 151; “Technology,” pp. 156–160</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Chapter 15: “Computers,” pp. 471–491</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p> <p><i>The Creative Curriculum® Study Starters</i> “Integrate Content Area Learning: Science,” p. 10 “Integrate Content Area Learning: Technology,” p. 11 “Sample Investigations,” pp. 14–23</p>

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<p>◆ express awareness of and use words to describe concepts.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>31. Shows awareness of time concepts and sequence</p> <ul style="list-style-type: none"> I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts <p>32. Shows awareness of position in space</p> <ul style="list-style-type: none"> I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective <p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>41. Answers questions</p> <ul style="list-style-type: none"> I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details <p>42. Asks questions</p> <ul style="list-style-type: none"> I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding 	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Geometry and Spatial Sense,” pp. 136–137, 141; “Science,” pp. 142–145; “Spaces and Geography,” pp. 146–147, 150</p> <p>Chapter 4: “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Integrating Learning Through Studies,” pp. 190–198</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, Technology”</p> <p><i>The Creative Curriculum® Study Starters</i></p> <p>“What Children Already Know,” p. 6</p> <p>“What Children Want to Know,” p. 7</p> <p>“Create Webs of Important Ideas and Content,” pp. 8–9</p> <p>“Integrate Content Area Learning: Science,” p. 10</p> <p>“Integrate Content Area Learning: Social Studies,” p. 10</p> <p>“Integrate Content Area Learning: Literacy,” pp. 10–11</p> <p>“Integrate Content Area Learning: Math,” pp. 10–11</p> <p>“Integrate Content Area Learning: The Arts,” p. 11</p> <p>“Integrate Content Area Learning: Technology,” p. 11</p> <p>“Investigate the Topic,” p. 12</p> <p>“Sample Investigations,” pp. 14– 23</p> <p>“Celebrate Learning,” p. 25</p>