



TOOLS OF THE MIND

Tools of the Mind

PreK Curriculum, 8.1 Edition

Alignment with the 2021 Virginia’s Early Learning & Development Standards (ELDS)

Table of Contents

Approaches to Play and Learning (APL)	2
Social and Emotional Development	6
Communication, Language, and Literacy Development	10
Health and Physical Development	14
Cognitive Development	19
Glossary — Tools of the Mind Preschool Terms & Activities	27

Alignment of *Tools of the Mind* Preschool Curriculum with the
2021 VIRGINIA'S EARLY LEARNING & DEVELOPMENT STANDARDS (ELDS)

Approaches to Play and Learning (APL)

APL 1. Curiosity and Initiative

APL1.1 Being curious learners		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
Seeks out new information, asks “Why?” (APL1.1g)	Shows curiosity by saying things like, “I wonder what will happen next.” (APL1.1h) Seeks out new information by asking, “How does that work?” (APL1.1i) Shows eagerness to learn about a variety of topics (APL1.1j)	<ul style="list-style-type: none"> • Make-Believe Play • Free Play • Puzzles, Manipulatives, & Blocks • Science Eyes • Story Lab- Predictions • Story Lab- Character Empathy
APL1.2 Taking initiative		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
Purposely tries different ways of doing things to see what happens (e.g., builds ramps with different blocks to make their cars go faster and farther) (APL1.2m) Makes attempts at new and challenging activities (e.g., climbs a new, higher slide) (APL1.2n)	Chooses different ways to explore the environment based on prior experiences with tools or actions (APL1.2o) Suggests new ideas for play activities and follows through with self-direction and independence (APL1.2p) Seeks new challenges with familiar materials and activities independently (e.g., climbs up the slide) (APL1.2q)	<ul style="list-style-type: none"> • Make-Believe Play • Make-Believe Play Planning • Free Play • Puzzles, Manipulatives, & Blocks • Science Eyes • Make-Believe Play: Prop Making

APL 2. Creativity and Imagination

APL 2.1 Showing creativity and imagination		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
Transitions between reality and imagination in cooperative play, dramatic play, or during guided drama experience (APL2.1i) Begins to sequence actions in dramatic play (e.g., gathers pots, spoons, and plastic vegetables to “make soup”) (APL2.1m) Connects dramatic play to story (e.g., acts as a familiar character) (APL2.1n)	Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play) (APL2.1o) Utilizes realistic and open-ended materials in cooperative play (APL2.1p) Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle) (APL2.1q)	<ul style="list-style-type: none"> • Make-Believe Play • Make-Believe Play Planning • Make-Believe Play Practice • Make-Believe Play: Prop Making • Free Play • Pretend Transitions • Pattern Movement

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APL 3. Executive Functions and Cognitive Self-Regulation

APL 3.1 Focusing and paying attention		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>With adult prompts and support, focuses attention on activities like listening to stories read to a group for short periods of time in spite of interruptions or distraction (APL3.1i)</p> <p>Stays with a variety of tasks that interest them (e.g., plays in the dramatic play and block areas for 10 minutes) (APL3.1j)</p>	<p>Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence (APL3.1k)</p> <p>Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes) (APL3.1l)</p> <p>Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group) (APL3.1m)</p>	<ul style="list-style-type: none"> • Attention Focusing and Refocusing • Classroom Rules • Classroom Practices • Make-Believe Play Block - Play, Play Planning, Play Practice • Small Group Activities (Math/Science & Literacy)
APL 3.2 Building working memory		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Repeats a list of items needed for self-care or play (APL3.2j)</p> <p>Plays simple memory and matching games (APL3.2k)</p> <p>Remembers and follows 2-step directions to complete simple tasks (e.g., “wash your hands then help prepare or eat a snack”) (APL3.2l)</p>	<p>Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug) (APL3.2m)</p> <p>Remembers actions that go with stories or songs (APL3.2n)</p> <p>Teaches another child the steps taken for a given action (e.g., shows a peer how to use soap to wash hands before snack) (APL3.2o)</p>	<ul style="list-style-type: none"> • I Have–Who Has Games • Graphics Practice • Make-Believe Play Practice • Make-Believe Play • Free Play • Remember & Replicate • Story Lab- Story Grammar

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APL 3.3 Thinking flexibly and adapting		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Demonstrates “cognitive flexibility” by trying another approach, with adult support, when something does not work the first time (e.g., tries a different way to climb a structure when the first effort does not work or uses a tool or another person to get an item out of reach) (APL3.3k)</p> <p>Shows ability to shift attention from one task or activity to another when necessary (APL3.3l)</p>	<p>Adapts to new rules in game or activity (e.g., sorting cards by color and then by shape) (APL3.3m)</p> <p>Considers ideas from adults and other children in finding a solution or strategy (APL3.3n)</p> <p>Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials) (APL3.3o)</p> <p>Responds consistently to adult suggestions to try out different activities (APL3.3p)</p>	<ul style="list-style-type: none"> • Attribute Game • Classroom Practices • Fingerplays, Chants & Song • Graphics Practice • Make-Believe Play • Make-Believe Play Practice • Make-Believe Play: Prop Making • Pattern Movement • Venger Drawing/Collage
APL 3.4 Inhibiting responses		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Seeks adult help when distressed with behavior of or interaction with a peer (APL3.4b)</p> <p>With adult support, begins to use words, signs or gestures to express distress with peers (instead of biting or pushing) (APL3.4c)</p> <p>Begins to inhibit impulsive behaviors with adult support (e.g., inhibits initial response to call out an answer to a question during story time with teacher's reminder) (APL3.4d)</p>	<p>Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out) (APL3.4e)</p> <p>Uses strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy or activity (APL3.4f)</p>	<ul style="list-style-type: none"> • Buddy Reading • Classroom Rules • Classroom Practices • Clean Up Song • Daily Schedule • External Mediators • Graphics Practice • Make-Believe Play Block - Play, Play Planning, Play Practice • Physical Self- Regulation Activities- Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement

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APL 3.5 Executive Functions and Cognitive Self-Regulation		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Persists in preferred tasks that may be challenging, with or without adult support (APL3.5o)</p> <p>Remembers solutions discovered before and uses them (e.g., uses a spoon to mix flour and water for playdough when fingers get sticky from using hands) (APL3.5p)</p> <p>Responds to adult's positive feedback for effort to continue trying or practicing a new skill (APL3.5q)</p>	<p>Sometimes persists in less preferred activities with or without adult support (APL3.5r)</p> <p>Figures out more than one solution to a problem (e.g., using packing tape with strings to hold cardboard pieces together when masking tape doesn't work) (APL3.5s)</p>	<ul style="list-style-type: none"> • Classroom Rules • Classroom Practices • External Mediators • Make-Believe Play Block (particularly Play Planning) • Small Group Activities (Math/Science & Literacy)

APL4. Behavioral Self-Regulation

APL4. Managing actions and behaviors		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Follows classroom rules and routines with prompting and reminders from adults (e.g., uses visual aids to meet behavioral expectations) (APL4.1g)</p> <p>Uses classroom materials with adult support (e.g., how to handle appropriately, how to properly store) (APL4.1h)</p>	<p>Follows classroom rules and routines more independently (e.g., morning arrival) (APL4.1i)</p> <p>Uses classroom materials appropriately (APL4.1j)</p> <p>Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations) (APL4.1k)</p>	<ul style="list-style-type: none"> • Classroom Rules • Classroom Practices • Clean Up Song • Daily Schedule • External Mediators • Make-Believe Play Block - Play, Play Planning, Play Practice • Pretend Transitions • Share the News

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Social and Emotional Development

SED 1. Positive Self-Concept

SED 1.1 Developing self-awareness		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Demonstrates awareness of self as a unique individual (e.g., refers to favorite shirt or boots) (SED1.1k)</p> <p>Uses own first and family (last) name (SED1.1l)</p> <p>Describes their physical characteristics, behavior, and abilities positively (e.g., tells a peer, “My hair is curly and beautiful.”) (SED1.1m)</p>	<p>Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests) (SED1.1n)</p> <p>Positively identifies self as a member of a specific culture or group that fits into a larger world picture (SED1.1o)</p> <p>Shares other identifying information (e.g., parent’s name) (SED1.1p)</p> <p>Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people (SED1.1q)</p>	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block - Play, Play Planning, Play Practice • Mystery Games • Story Lab- Connections
SED 1.2 Developing self-confidence		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Begins to experiment with their own potential (e.g., sees how high they can climb on the playground equipment or sees how fast they can complete a task) (SED1.2h)</p> <p>Shows positive self-identity (e.g., “I am a smart girl”) (SED1.2i)</p> <p>Exhibits confidence in performance (e.g., “Look how high I jumped.”) (SED1.2j)</p>	<p>Displays pride in their accomplishments (SED1.2k)</p>	<ul style="list-style-type: none"> • Make-Believe Play • Make-Believe Play Planning • Share the News • Outdoor Play • Free Play • Small Group Activities- (Math/Science & Literacy)
SED 1.3 Becoming autonomous and independent		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Transitions into unfamiliar settings with assistance of familiar adults (SED1.3j)</p> <p>Asks for help from adults when needed, but may prefer to complete tasks independently (SED1.3k)</p>	<p>Acts independently in unfamiliar settings with unfamiliar adults (SED1.3l)</p> <p>Attempts to complete tasks independently (SED1.3m)</p> <p>Asks for support from adults only when needed (SED1.3n)</p>	<ul style="list-style-type: none"> • Pretend Transitions • Clean Up • Classroom Rules • Share the News • Make-Believe Play Planning • Make-Believe Play • Story Lab- Character Empathy

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2021 VIRGINIA'S EARLY LEARNING & DEVELOPMENT STANDARDS (ELDS)

SED 2. Emotional Competence

SED 2.1 Seeing and naming emotions in self and others		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
Identifies complex emotions in a book, picture, or on a person's face (e.g., frustrated, confused, excited) (SED2.1h)	<p>Begins to recognize their own emotions before reacting (e.g., pauses and takes deep breath when mad) (SED2.1i)</p> <p>Communicates how other children or adults may be feeling and why (e.g., states that a peer is sad because their toy was taken away) (SED2.1j)</p>	<ul style="list-style-type: none"> • Share the News • Story Lab - Character Empathy • Make-Believe Play
SED 2.2 Expressing emotions		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Expresses feelings that are appropriate to the situation (SED2.2i)</p> <p>Begins to recognize and express own emotions using words or visuals rather than actions (e.g., uses a communication board to point to picture of sad face) (SED2.2j)</p>	<p>Recognizes appropriate reaction to situations (SED2.2k)</p> <p>Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.") (SED2.2l)</p>	<ul style="list-style-type: none"> • Classroom Practices • Make-Believe Play • Make-Believe Play Practice • Share the News • Story Lab- Character Empathy • Story Lab- Connections
SED 2.3 Communicating feelings, wants, and needs		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
Uses appropriate communication skills when expressing needs, wants, and feelings (e.g., uses an appropriate method of communication to tell adults when they are hungry) (SED2.3e)	<p>Demonstrates confidence in meeting own needs (SED2.3f)</p> <p>Seeks and accepts help when needed (SED2.3g)</p>	<ul style="list-style-type: none"> • Classroom Practices • Make-Believe Play • Make-Believe Play Practice • Share the News • Story Lab- Character Empathy • Story Lab- Connections

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SED 2.4 Regulating emotions		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Begins to respond to an adult's cues about regulating their emotions (e.g., "The slide looks scary, but I think you can do it.") (SED2.4j)</p> <p>Begins to demonstrate acceptable reaction to situations (e.g., does not shout when upset) (SED2.4k)</p> <p>Begins to understand the impact of their emotional behavior (e.g., asks to join in peer play rather than angrily grabbing toy) (SED2.4l)</p>	<p>Increasingly uses a variety of strategies to self-soothe or solve problems (e.g., goes to a quiet area or uses a fidget toy when upset) (SED2.4m)</p> <p>Exhibits emotional control with or without adult support (e.g., follows group activities although upset) (SED2.4n)</p>	<ul style="list-style-type: none"> • Classroom Practices • Make-Believe Play • Make-Believe Play Practice • Share the News • Story Lab- Character Empathy • Story Lab- Connections

SED 2.5 Showing care and concern for others		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Recognizes the needs of others and responds appropriately, with support from adults (e.g., asks Abraham to play after the teacher points out he is by himself) (SED2.5f)</p> <p>Relates complex emotions to self and others (e.g., sees a friend is sad and offers a toy to share) (SED2.5g)</p>	<p>Shows care and concern for others, including comforting others in distress (SED2.5h)</p> <p>Begins to recognize the emotions of peers and responds with empathy and compassion (SED2.5i)</p> <p>Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys) (SED2.5j)</p>	<ul style="list-style-type: none"> • Classroom Practices • Make-Believe Play • Make-Believe Play Practice • Share the News • Story Lab- Character Empathy • Story Lab- Connections

SED 3. Interacting with Others

SED 3.1 Developing relationships with adults		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Develops positive relationships and interacts comfortably with familiar adults (SED3.1l)</p> <p>Begins to interact with less familiar adults (e.g., substitute teacher or neighbor) (SED3.1m)</p>	<p>Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults (SED3.1n)</p> <p>Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom) (SED3.1o)</p>	<ul style="list-style-type: none"> • Classroom Rules • Classroom Practices • Share the News • Make-Believe Play Planning

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SED 3.2 Developing relationships with other children		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Builds social relationships and becomes more connected to other children (e.g., has a favorite friend at library story time) (SED3.2m)</p> <p>Shows preference for particular playmates, such as greeting friends by name (SED3.2n)</p> <p>Makes friends and is able to name friends when asked by an adult or others (SED3.2o)</p> <p>Expresses interest in participating in a group activity by initiating or responding (SED3.2p)</p> <p>Engages in shared activities or play with shared toy or material (SED3.2q)</p>	<p>Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play) (SED3.2r)</p> <p>Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area) (SED3.2s)</p> <p>Maintains friendships over time (SED3.2t)</p> <p>Responds to the needs of others and tries to help others with simple tasks (SED3.2u)</p>	<ul style="list-style-type: none"> • Classroom Rules • Classroom Practices • Make-Believe Play Block - Play, Play Planning, Play Practice • Share the News • Buddy Reading • Small Group Activities- (Math/Science & Literacy)
SED 3.3 Engaging in cooperative play		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Engages in associative play (e.g., playing in housekeeping with each child assuming individual roles) (SED3.3k)</p> <p>Begins to engage in cooperative play, playing with a few other children to carry out familiar roles (SED3.3l)</p> <p>Includes familiar adults in dramatic play (SED3.3m)</p>	<p>Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme (SED3.3n)</p>	<ul style="list-style-type: none"> • Make-Believe Play • Make-Believe Practice Play • Free Play
SED 3.4 Solving social interaction problems		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Identifies and describes common social problems and may suggest some solutions (SED3.4b)</p> <p>Uses problem-solving strategies with adult assistance (e.g., waits turn after adult reminds them how many children can be in art area) (SED3.4c)</p>	<p>Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict (SED3.4d)</p> <p>Expresses feelings and needs in conflict situations (e.g., "I'm feeling upset because you have the truck I need for my racetrack.") (SED3.4e)</p> <p>Uses problem-solving strategies independently or with adult prompting when feeling angry or frustrated (e.g., asks peer to trade toys because they want the one-of-a-kind toy) (SED3.4f)</p>	<ul style="list-style-type: none"> • Classroom Practices • Make-Believe Play • Make-Believe Play Planning • Share the News • Small Group Activities- (Math/Science & Literacy) • Story Lab- Character Empathy • Story Lab- Connections

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Communication, Language, and Literacy Development

CLLD 1. Communication

CLLD 1.1 Understanding verbal and nonverbal cues		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Demonstrates understanding by answering questions (CLLD1.1x)</p> <p>Follows two-step unrelated directions (CLLD1.1y)</p> <p>Understands and responds to spatial concepts (e.g., in/out, under, front, behind) (CLLD1.1z)</p>	<p>Answers questions and adds comments relevant to the topic (CLLD1.1aa)</p> <p>Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet) (CLLD1.1ab)</p> <p>Understands and responds to words for descriptive concepts (e.g., hard, square) (CLLD1.1ac)</p> <p>Follows 2-3 step related directions and some new directions related to familiar and daily routines (CLLD1.1ad)</p> <p>Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth.) (CLLD1.1ae)</p>	<ul style="list-style-type: none"> • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • External Mediators • Make-Believe Play • Share the News • Small Group Activities (Math/Science & Literacy) - particularly Remember and Replicate and Math Memory • Freeze Game (Two-Step Freeze)
CLLD 1.2 Using vocabulary and nonverbal cues to communicate		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Begins to use complex sentences and ask simple questions (e.g., "After the gingerbread man ran, he swam on the fox's back."; "What happened to the gingerbread man?") (CLLD1.2o)</p> <p>Answers questions from unfamiliar people including some open-ended questions (CLLD1.2p)</p> <p>Uses adjectives to describe people, objects, or environments (CLLD1.2q)</p> <p>Begins to use prepositions (e.g., in, on) (CLLD1.2r)</p>	<p>Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did) (CLLD1.2s)</p> <p>Answers open-ended questions comfortably (CLLD1.2t)</p> <p>Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.) (CLLD1.2u)</p>	<ul style="list-style-type: none"> • All Story Labs (Particularly Story Lab- Story Grammar and Story Lab- Extensions) • Make-Believe Play Planning (Specifically Play Plan Review) • Mystery Games • Share the News • Buddy Reading • Small Group Activities (Math/Science & Literacy)

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CLLD 1.3 Learning and engaging in conversational interactions		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Continues a conversation through several exchanges with or without adult help (CLLD1.3k)</p> <p>Alternates between speaker/listener roles (CLLD1.3l)</p> <p>Asks and responds to questions (CLLD1.3m)</p>	<p>Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals) (CLLD1.3n)</p> <p>Engages in multiple back-and-forth conversations with adults in ways that can be goal directed (such as solving problems) (CLLD1.3o)</p> <p>Asks and responds to questions with accurate information (CLLD1.4p)</p>	<ul style="list-style-type: none"> • Share the News • Buddy Reading • Make-Believe Play • Make-Believe Play Planning • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Science Eyes

CLLD 2. Foundations of Reading

CLLD 2.1 Paying attention to print as meaningful		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Begins to select books for reading enjoyment and reading related activities, including pretending to read to self or others (CLLD2.1i)</p> <p>Demonstrates an understanding of the conventions of print (e.g., directionality of print and texts) (CLLD2.1j)</p> <p>Understands that the print communicates the message in stories or other texts (CLLD2.1k)</p>	<p>Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.) (CLLD2.1l)</p> <p>Begins to track individual words in text or braille by pointing or touching (CLLD2.1m)</p>	<ul style="list-style-type: none"> • Buddy Reading • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions, Venger Drawing • Make-Believe Play

CLLD 2.2 Understanding ideas, vocabulary, and information in stories and texts		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Asks or answers questions about what is happening in a book or story (CLLD2.2k)</p> <p>Retells 1-2 key events from a story (CLLD2.2l)</p> <p>Narrates a story using pictures as a guide (CLLD2.2m)</p> <p>Recites from memory words, phrases, and parts of favorite stories (CLLD2.2n)</p> <p>Recognizes nouns as the person, place, or thing in a sentence (CLLD2.2o)</p>	<p>Listens and responds to a variety of texts and media (e.g., audio book, music and movement) (CLLD2.2p)</p> <p>Tells fictional or personal stories sequentially and with 3 or more details (CLLD2.2q)</p> <p>Begins to understand cause and effect relationships in fiction and nonfiction texts (CLLD2.2r)</p> <p>Predicts what will happen next in an unfamiliar story (CLLD2.2s)</p> <p>Uses new words learned through listening to stories (CLLD2.2t)</p>	<ul style="list-style-type: none"> • Buddy Reading • All Story Labs (Particularly Story Grammar and Vocabulary) • Make-Believe Play Practice • Make-Believe Play • Make-Believe Play Planning

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CLLD 2.3 Learning spoken language is closed of smaller segments of sound		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Imitates and enjoys rhyme and alliteration (e.g., Jalisa jumped) (CLLD2.3g)</p> <p>With instructional support, distinguishes when two words rhyme and when two words begin with the same sound (e.g., boy/toy, dog/dad) (CLLD2.3h)</p>	<p>Begins to rhyme and produce rhymes of simple words (CLLD2.3i)</p> <p>Begins to orally segment and combine compound words (e.g., lunchbox segmented is lunch-box; when combined it is lunchbox) (CLLD2.3j)</p> <p>Begins to segment and combine syllables (e.g., purple segmented is pur-ple; when combined it is purple) (CLLD2.3k)</p> <p>Begins to identify the initial and final sound in words (e.g., /b/ in bat) (CLLD2.3l)</p>	<ul style="list-style-type: none"> • Elkonin Box Games I-II • Fingerplays, Chants and Songs • I Have Who Has - Sounds • Mystery Literacy Activities- Mystery Rhyme, Mystery Letter • Rhyming Game • Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay & Write Along • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions, Venger Drawing
CLLD 2.4 Learning how letters and print work to create words and meaning		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Begins to recognize more upper, and lower case letters if taught (CLLD2.4b)</p> <p>Identifies sounds and recognizes letters associated with beginning of first name and last name (CLLD2.4c)</p> <p>Begins to connect alphabet letters and corresponding sounds (e.g., connecting letters and sounds of common letters/words) (CLLD2.4d)</p> <p>Can often write first name from memory (CLLD2.4e)</p>	<p>For many, with instructional support, matches the sound with the corresponding letter (CLLD2.4f)</p> <p>For many, with instructional support, matches the letter with the corresponding sound (CLLD2.4g)</p> <p>Recognizes many upper and lower case letters (CLLD2.4h)</p> <p>Will use a combination of letters and symbols to represent words (CLLD2.4i)</p>	<ul style="list-style-type: none"> • All Story Labs • Buddy Reading • I Have Who Has - Letters • Mystery Literacy Activities • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions, Venger Drawing • Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay & Shared Scaffolded Writing (Write Along)

*Alignment of Tools of the Mind Preschool Curriculum with the
2021 VIRGINIA'S EARLY LEARNING & DEVELOPMENT STANDARDS (ELDS)*

CLLD 3.1 Drawing, scribbling, and writing to communicate		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Begins to use letter strings or a group of letters to represent words, ideas, phrases, sentences, and stories or events (CLLD3.1k)</p> <p>Begins to use print in the environment as part of their writing (e.g., attempts to copy a sign or poster in room) (CLLD3.1l)</p> <p>Begins to copy or write letters or numbers (CLLD3.1m)</p> <p>Begins to represent all letters in their name (CLLD3.1n)</p> <p>Begins to recognize name as separate from other pictures or writing produced (CLLD3.1o)</p> <p>Begins to distinguish print from images or illustrations (CLLD3.1p)</p>	<p>Begins to use initial letter sounds to represent a whole word (e.g., /f/ for fish) (CLLD3.1q)</p> <p>Begins to represent the initial and final sounds to represent a word (e.g., 'dg' for dog) (CLLD3.1r)</p> <p>Retells or reads their writing to others (CLLD3.1s)</p> <p>Represents all letters in their own name, with sequencing, positioning, and reversals still evidenced (CLLD3.1t)</p> <p>Begins to produce a correct representation of their name using capital letters, lowercase letters, or a combination of both moving from left to right (CLLD3.1u)</p> <p>Begins to copy names of familiar people and objects (CLLD3.1v)</p>	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions, Venger Drawing • Shared Scaffolded Writing - Message of the Day, Write a Familiar Fingerplay, and Write Along • Graphics Practice • Make-Believe Play • Make-Believe Play: Prop Making • Buddy Reading
CLLD 3.2 Developing writing habits and skills		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Begins to revise writing in the moment based on interactions with peers and adults (CLLD3.2d)</p> <p>Begins to modify and expand their drawings/ writing to meet personal ideas and include others' ideas (e.g., several children begin drawing rainbows and unicorns after one child narrates their work) (CLLD3.2e)</p>	<p>Continues to revise writing in the moment based on interactions with peers and adults (CLLD3.2f)</p> <p>Begins to revise by adding details to drawings/writings to express their ideas (CLLD3.2g)</p> <p>Begins to make a plan for the writing they will produce (e.g., creates picture to tell story and then writes) (CLLD3.2h)</p>	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions, Venger Drawing • Shared Scaffolded Writing - Message of the Day, Write a Familiar Fingerplay, and Write Along • Graphics Practice • Make-Believe Play
CLLD 3.3 Handling writing tools		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Begins to show increased fine motor strength in writing (CLLD3.3e)</p> <p>Becomes more skillful with a variety of writing tools (e.g., markers, pens, pencils, crayons, chalk) (CLLD3.3f)</p>	<p>Begins to use a comfortable and efficient three-finger grip to control a variety of writing tools (CLLD3.3g)</p> <p>Uses a variety of digital tools to write or draw (CLLD3.3h)</p>	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions, Venger Drawing • Shared Scaffolded Writing - Write Along • Graphics Practice • Make-Believe Play • Make-Believe Play: Prop Making

Alignment of *Tools of the Mind* Preschool Curriculum with the
2021 VIRGINIA'S EARLY LEARNING & DEVELOPMENT STANDARDS (ELDS)

Health and Physical Development

HPD 1. Using Senses

HPD 1.1 Learning through all senses		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Develops the ability to use one sense to predict what they would perceive with another (e.g., realizes food is hot or cold) (HPD1.1n)</p> <p>Shows some awareness of one's own body, space, and relationship to other objects (e.g., jumps three times and then turns around without bumping into a peer or other object) (HPD1.1o)</p> <p>Learns about ways to protect sensory body parts (e.g., wears helmets to protect heads, gloves to protect hands, and headphones for listening to protect ears) (HPD1.1p)</p>	<p>Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children) (HPD1.1q)</p> <p>Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line)</p>	<ul style="list-style-type: none"> • Physical Self- Regulation Activities- Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement • Numberline Hopscotch • Science Center • Science Eyes • Science Eyes Experiments & Journals

HPD 2. Gross Motor

HPD 2.1 Developing large muscle control		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Identifies parts of the body that help us move and understands how movement leads to a rise in heart and breathing rates (HPD2.1j)</p> <p>Understands that physical fitness is important and identifies activities they enjoy doing with their family (HPD2.1k)</p> <p>Moves body in space with good coordination (e.g., running, hopping in place, galloping) (HPD2.1l)</p> <p>Demonstrates strength and balance by managing uneven surfaces such as hills, ramps, and steps (HPD2.1m)</p> <p>Uses a variety of toys and equipment that enhance gross motor skills and coordination (e.g., throws and catches balls, climbs up steps to a slide) (HPD2.1n)</p>	<p>Demonstrates more coordinated movement when jumping for height and distance, hopping, and running (HPD2.1o)</p> <p>Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time (HPD2.1p)</p> <p>Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels (HPD2.1q)</p>	<ul style="list-style-type: none"> • Do What I Do • Freeze Game • Freeze on the Number • Movement Games and Songs • Number Line Hopscotch • Outdoor Play • Freeze Game (Two-Step Freeze)

Alignment of *Tools of the Mind* Preschool Curriculum with the
2021 VIRGINIA'S EARLY LEARNING & DEVELOPMENT STANDARDS (ELDS)

HPD 2.2 Exploring the environment		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
Chooses to participate in simple games and other structured motor activities (indoor and outdoor) that enhance physical fitness, such as songs with movement, throwing and catching balls (HPD2.2e)	Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light) (HPD2.2f)	<ul style="list-style-type: none"> • Do What I Do • Freeze Game • Freeze on the Number • Movement Games and Songs • Numberline Hopscotch • Outdoor Play • Freeze Game (Two-Step Freeze)

HPD 3. Fine Motor

HPD 3.1 Using eyes and hands together		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Plays with smaller objects with increasing control (HPD3.1g)</p> <p>Draws simple shapes and figures (square, circle) and copies straight lines and circles (HPD3.1h)</p> <p>Uses tools that require strength, control, and skills of small muscles such as a fork and scissors (HPD3.1i)</p>	<p>Uses objects with ease (e.g., fork, spoon, and sometimes a table knife) (HPD3.1j)</p> <p>Draws smaller figures and includes more detail (e.g., faces with features) (HPD3.1k)</p>	<ul style="list-style-type: none"> • Art Center • Science Cente • Table Toys Center • Fingerplays and Chants • Graphics Practice • Venger Drawing and Venger Collage • Make-Believe Play • Make-Believe Play: Prop Making • Make-Believe Play Planning • Outdoor Play • Scaffolded Writing Activities

*Alignment of Tools of the Mind Preschool Curriculum with the
2021 VIRGINIA'S EARLY LEARNING & DEVELOPMENT STANDARDS (ELDS)*

HPD 3.2 Developing small muscle control		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Uses scissors to cut along a straight line and circle, with some precision (within 1/2" to 1/4" of line) (HPD3.2i)</p>	<p>Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle) (HPD3.2j)</p> <p>Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping) (HPD3.2k)</p>	<ul style="list-style-type: none"> • Art Center • Venger Drawing and Venger Collage • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions, Venger Drawing • Make-Believe Play • Make-Believe Play: Prop Making

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2021 VIRGINIA'S EARLY LEARNING & DEVELOPMENT STANDARDS (ELDS)*

HPD 4. Physical Health and Self-care

HPD 4.1 Taking care of daily health needs		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Identifies places at home, in the neighborhood, and in the community where children can play safely and be physically active (HPD4.1l)</p> <p>Describes ways to participate in physical activity and provides alternatives to screen time (HPD4.1m)</p> <p>Begins to take care of personal health needs and self-care needs independently by washing hands after using the toilet (HPD4.1n)</p> <p>Uses language to ask adults or peers for help needed to start a zipper or turn on water to wash hands (HPD4.1o)</p> <p>Uses a variety of strategies to calm themselves (e.g., changing activities, getting a comfort object) (HPD4.1p)</p> <p>Understands need for good dental hygiene, including brushing teeth (HPD4.1q)</p>	<p>Takes more responsibility for personal hygiene and self-care skills (e.g., washing hands independently) (HPD4.1r)</p> <p>Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes (HPD4.1s)</p> <p>Consistently uses strategies to calm themselves when needed (HPD4.1t)</p>	<ul style="list-style-type: none"> • Classroom Practices • Make-Believe Play- Particularly Health Clinic and Family Themes • Story Lab - Learning Facts • Share the News
HPD 4.2 Adopting safe behaviors		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Shows awareness of a growing number of personal safety practices and routines; looks to adults for support in enacting these; participates in safety drills (HPD4.2j)</p> <p>Tells peers and adults when dangerous situations are observed (HPD4.2k)</p> <p>Tells a trusted adult when someone gets hurt (HPD4.2l)</p> <p>Demonstrates safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted (HPD4.2m)</p> <p>Identifies medicines and other household substances that can be harmful (HPD4.2n)</p>	<p>Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules (HPD4.2o)</p> <p>Participates in safety practices by helping to use car seat restraints and helmets (HPD4.2p)</p> <p>Identifies people in the community who can help them (e.g., firefighter, nurse) (HPD4.2q)</p> <p>Identifies emergency and non-emergency situations (HPD4.2r)</p>	<ul style="list-style-type: none"> • Classroom Practices • Classroom Rules • Make-Believe Play- Particularly Family and Medical Play Themes • Share the News • Story Lab – Connections & Learning Facts

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2021 VIRGINIA'S EARLY LEARNING & DEVELOPMENT STANDARDS (ELDS)*

HPD 4.3 Eating with healthy habits		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Explains that food provides energy for movement (HPD4.3i)</p> <p>Identifies at least 1 fruit and 1 vegetable; explains that fruits and vegetables help our bodies move (HPD4.3j)</p> <p>Helps prepare nutritious snacks, serving self and others (HPD4.3k)</p> <p>Identifies a variety of healthy and unhealthy foods, sorting pictures of food by color or as “always” and “sometimes”foods (HPD4.3l)</p>	<p>Makes healthy eating choices both independently and with support (HPD4.3m)</p> <p>Follows picture recipes to prepare a simple snack (HPD4.3n)</p> <p>Demonstrates an increasing understanding of the ways in which healthy food helps the body grow, like saying, “milk makes my bones strong.” (HPD4.3o)</p>	<ul style="list-style-type: none"> • Make-Believe Play- Particularly Restaurant, Grocery & Medical Play Themes • Story Lab - Learning Facts • Share the News
HPD 4.4 Developing healthy habits for rest and sleep		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>With increasing independence, starts and participates in sleep routines to calm the body and prepare for sleeping (HPD4.4j)</p> <p>Recognizes when they are tired and tells an adult (HPD4.4k)</p> <p>Gradually ends naps (HPD4.4l)</p>	<p>Independently starts and participates in sleep routines (HPD4.4m)</p> <p>Can describe why sleep keeps us healthy (HPD4.4n)</p>	<ul style="list-style-type: none"> • Classroom Practices • Classroom Rules • Make-Believe Play- Particularly Family and Health Clinic Theme • Story Lab – Connections & Learning Facts • Share the News

Alignment of *Tools of the Mind* Preschool Curriculum with the
2021 VIRGINIA'S EARLY LEARNING & DEVELOPMENT STANDARDS (ELDS)

Cognitive Development

CD 1. Science: The Natural and Physical World

CD 1.1 Paying attention to the natural world		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Notifies and talks with adults about similarities and differences among objects and living things (CD1.1h)</p> <p>Notifies and talks with adults about changes in nature and in substances (e.g., water to ice) (CD1.1i)</p>	<p>Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics) (CD1.1j)</p> <p>Imitates and uses adults' words and ideas when talking about the physical and natural worlds (CD1.1k)</p> <p>Shows detail in drawings, constructions, demonstrations to show thinking (CD1.1l)</p>	<ul style="list-style-type: none"> • Science Eyes • Science Eyes Experiments & Journals • Story Lab- Learning Facts • Make-Believe Play • Free Play • Science Center • Attribute Game
CD 1.2 Testing questions and ideas		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Answers questions (e.g., "What will happen if...") to make predictions (CD1.2j)</p> <p>With adult support, asks a question, gathers information, and makes a prediction (CD1.2k)</p> <p>Uses mathematical ideas such as counting, weighing, and measuring to understand objects and categories of objects (CD1.2l)</p> <p>Uses drawing, building, and demonstrating to show thinking about an object or idea (CD1.2m)</p>	<p>Uses many sources (e.g., pictures, books) to gather information (CD1.2n)</p> <p>With adult guidance, plans and conducts investigations (CD1.2o)</p> <p>Analyzes results, draws conclusions, and communicates results (CD1.2p)</p> <p>Collaborates with others to conduct investigations (CD1.2q)</p>	<ul style="list-style-type: none"> • Science Eyes • Science Eyes Experiments & Journals • Make-Believe Play • Free Play • Science Center • Making Collections • Numerals Game • Math Mystery Games • Story Lab- Learning Facts

Alignment of *Tools of the Mind* Preschool Curriculum with the
2021 VIRGINIA'S EARLY LEARNING & DEVELOPMENT STANDARDS (ELDS)

CD 2. Social Science: People, Community, and Culture

CD 2.1 Learning about ways people interact		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Communicates about family members in terms of relationships (e.g., “Riley is my sister.”) (CD2.1h)</p> <p>Communicates about family members in terms of roles (e.g., “Grandma picks me up from school.”) (CD2.1i)</p> <p>Communicates about past events and changes over time (CD2.1j)</p> <p>Communicates about the roles of people encountered in the community (e.g., bus driver, mail carrier) (CD2.1k)</p> <p>Uses props and dramatic play to dramatize stories from culturally responsive books, movies and shows (CD2.1l)</p> <p>Uses visual arts such as drawing, sculpting, and building to show thinking (CD2.1m)</p>	<p>Communicates about the roles of people in the community encountered directly (teacher) and roles introduced through pictures, books and other media (artists, cooks, cashiers, construction workers) (CD2.1n)</p> <p>Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus) (CD2.1o)</p> <p>Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about social connections (CD2.1p)</p>	<ul style="list-style-type: none"> • Share the News • Make-Believe Play • Make-Believe Play Planning • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary
CD 2.2 Understanding relationships and connections		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Communicates about self as member of specific groups (e.g., neighborhood, faith community, team) (CD2.2e)</p> <p>Participates as a member of the group to work cooperatively, make plans and solves problems (CD2.2f)</p>	<p>Communicates about self as member of many different groups, such as within a family, classroom, faith community, or sport team (CD2.2g)</p> <p>Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group (CD2.2h)</p> <p>With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions (CD2.2i)</p>	<ul style="list-style-type: none"> • Classroom Rules • Classroom Practices • Share the News • Make-Believe Play Planning • Small Group Activities (Math/Science & Literacy)



*Alignment of Tools of the Mind Preschool Curriculum with the
2021 VIRGINIA'S EARLY LEARNING & DEVELOPMENT STANDARDS (ELDS)*

CD 2.3 Learning about differences		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Follows adult's lead to notice and talk about differences presented in books and other media (CD2.3e)</p> <p>Follows caregiver's model to talk accurately and respectfully about similarities and differences present in the group (CD2.3f)</p>	<p>Learns simple vocabulary of other languages spoken in home, classroom, or school community (CD2.3g)</p> <p>Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences (CD2.3h)</p> <p>With adult help, notices and communicates about different family structures represented in the group (CD2.3i)</p> <p>Communicates about own family's culture and traditions and accepts that children and families are different (CD2.3j)</p>	<ul style="list-style-type: none"> • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Share the News • Make-Believe Play - particularly the Family Theme • Make-Believe Play Practice

Alignment of *Tools of the Mind* Preschool Curriculum with the
2021 VIRGINIA'S EARLY LEARNING & DEVELOPMENT STANDARDS (ELDS)

CD 3. Mathematics

CD 3.1 Comparing numbers, counting, and recognizing quantities		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Names some numbers when they appear in print (CD3.1j)</p> <p>Continues counting from a running start, as in “What comes after 1, 2, 3, 4...?” (CD3.1k)</p> <p>Uses own fingers to show a number (CD3.1l)</p> <p>Instantly recognizes a collection of up to 4 objects (i.e. subitizes) (CD3.1m)</p> <p>Begins to explore one-to-one correspondence (e.g., setting places at a table), counting up to 10 (CD3.1n)</p> <p>Counts up to 5 objects in a line (CD3.1o)</p> <p>Compares sets of objects that range in size from 1-5, as having “more” or “fewer” (CD3.1p)</p>	<p>Counts forward to 20 by memory (CD3.1q)</p> <p>Counts backwards from 5 (CD3.1r)</p> <p>Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects (CD3.1s)</p> <p>Counts up to 10 objects in a line (CD3.1t)</p> <p>Answers the question “How many?” for up to 10 objects (CD3.1u)</p> <p>Counts out 10-20 objects in a line from a larger group (CD3.1v)</p> <p>Instantly recognizes a collection of up to 10 objects (i.e. subitizes) (CD3.1w)</p> <p>Uses words that mean zero such as “nothing” or “none” (CD3.1x)</p> <p>Shows a quantity to match a numeral by making marks, drawing items, or placing actual objects (CD3.1y)</p> <p>Compares sets of objects that range in size from 1-10, as having “more”, “fewer” or “same” (CD3.1z)</p> <p>Arranges images with 3 or more different quantities of objects in correct order (CD3.1aa)</p>	<ul style="list-style-type: none"> • Timeline Calendar • Weather Graphing • I Have–Who Has - Numbers • Mystery Numeral • Making Collections • Numerals Game • Freeze on the Number • Number Line Hopscotch • Make-Believe Play
CD 3.2 Understanding number relationships and solving problems using operations		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>With adult help, adds two small sets of objects (e.g., “I have two books and you have two books. How many books do we have all together?”) (CD3.2a)</p> <p>With adult help, subtracts small sets of objects (e.g., “You have four ribbons. If you share three with your friends, how many will you have left?”) (CD3.2b)</p>	<p>Solves addition (joining) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2c)</p> <p>Solves subtraction (separating) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2d)</p> <p>With adult help, uses “counting on” as a strategy to solve addition (joining) problems (e.g., “I have 3 and 2 more gives me 4, 5”) (CD3.2e)</p> <p>With adult help, uses “counting back from” as a strategy to solve subtraction (separating) problems (e.g., To take away 3 from 5, “5,4,3...leaves 2”) (CD3.2f)</p>	<ul style="list-style-type: none"> • Make-Believe Play • Making Collections • Numerals Game • Timeline Calendar • Weather Graph

Alignment of *Tools of the Mind* Preschool Curriculum with the
2021 VIRGINIA'S EARLY LEARNING & DEVELOPMENT STANDARDS (ELDS)

CD 3.3 Geometric thinking and spatial reasoning		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Uses words that describe and compare shapes in the environment (e.g., “the cracker is a circle”, “the green square is smaller than the purple square”) (CD3.3i)</p> <p>Recognizes and names a typical circle, square, and sometimes triangle (CD3.3m)</p> <p>Matches some shapes that are different sizes or orientations with adult support (CD3.3n)</p> <p>Describes the spatial features of objects in the classroom, home, or neighborhood (e.g., Pointing to a picture of the sun, child says “It’s a circle.”) (CD3.3o)</p> <p>Uses words about position – “first”, “last”, “middle” – to describe the placement of a person or thing (CD3.3p)</p> <p>Uses words about direction and distance (e.g., “run toward the tree”, “my car went farther than your car”) (CD3.3q)</p> <p>In outside play, uses and responds to direction (e.g., up, down) or position (e.g., on top of, beside) words (CD3.3r)</p>	<p>Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square) (CD3.3s)</p> <p>Correctly names squares, rectangles and triangles regardless of size or orientation (CD3.3t)</p> <p>Describes attributes of two and three dimensional shapes (e.g., “A square has four corners/angles”, “a triangle has three straight sides”) (CD3.3u)</p> <p>Draws and describes pictures that show relative locations and uses terms like “near to” or “closer to” (CD3.3v)</p>	<ul style="list-style-type: none"> • Remember and Replicate • Math Memory • Make-Believe Play • Free Play • Outdoor Play • Mystery Shape • Attribute Game • Venger Drawing and Venger Collage • I Have–Who Has - Shapes
CD 3.4 Sorting, classifying, and patterning		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Shows understanding of simple patterns by recognizing and extending simple, repeating, “ABAB” patterns (e.g., of movements such as “tap head, tap knees, tap head...”; or of objects such as “red car, yellow car, red car...”) (CD3.4j)</p> <p>With adult help, fills in the missing element of a pattern (e.g., red, blue, red, ____, red) (CD3.4k)</p>	<p>Identifies, duplicates, extends, and creates simple repeating patterns (CD3.4l)</p> <p>Fills in missing elements of simple, repeating patterns (CD3.4m)</p> <p>Recognizes, names and extends simple repeating patterns (CD3.4n)</p> <p>Describes quantitative changes (e.g., “I am two years older than when I started school”) (CD3.4o)</p>	<ul style="list-style-type: none"> • Pattern Movement • Mystery Pattern • Patterns with Manipulatives

Alignment of *Tools of the Mind* Preschool Curriculum with the
2021 VIRGINIA'S EARLY LEARNING & DEVELOPMENT STANDARDS (ELDS)

CD 3.5 Describing, comparing, and measuring	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Early Preschool: 34-48 Months</p> <p>With adult support, makes direct comparisons of objects' volume or length (e.g., standing two students back to back to see which one is taller) (CD3.4e)</p> <p>With adult support, indirectly compares the length of two objects using a third object (e.g., using a piece of string to measure two objects on the playground and determining which is taller) (CD3.4f)</p>	<p>Directly compares the length or volume of two objects (CD3.5g)</p> <p>Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.) (CD3.5h)</p> <p>With adult support, measures using the same non-standard unit, such as putting together snap cubes to see how tall a book is. (CD3.5i)</p> <p>With adult support, compares or orders up to 5 objects based on their measurable attributes, such as height or weight. (CD3.5j)</p> <p>With adult support, recognizes that different attributes such as weight, height, and volume require different tools to measure (CD3.5k)</p> <p>With adult support, demonstrates "size seriation" by comparing and ordering objects according to measured attribute/characteristic (e.g., places books on shelf according to measured size) (CD3.5l)</p> <p>With adult support, explores tools of measurement such as rulers, scales, and measuring cup, using the appropriate tool for the attribute/characteristic being measured (CD3.5m)</p> <p>With instruction, shows an awareness of time by talking about events with words such as before, after, and later (CD3.5n)</p>	<ul style="list-style-type: none"> • Science Eyes • Science Eyes - Experiments • Make-Believe Play • Attribute Game • Free Play • Science Center • Table Toys Center • Story Lab- Story Grammar • Make-Believe Play

CD 4. Fine Arts

*Alignment of Tools of the Mind Preschool Curriculum with the
2021 VIRGINIA'S EARLY LEARNING & DEVELOPMENT STANDARDS (ELDS)*

CD 4.1 Exploring and expressing ideas through movement and dance		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Imitates adult's model of moving body parts in isolation or coordination (CD4.1j)</p> <p>Uses words that describe movement (e.g., roll, gallop, etc.) (CD4.1k)</p> <p>Follows adult's guidance to recognize other children's personal space, as suggested by the cultures of the children in the group (CD4.1l)</p> <p>Repeats longer rhythm patterns (CD4.1m)</p> <p>Imitates dance movements or patterns of movement (CD4.1n)</p> <p>Contributes ideas to create dance movements (CD4.1o)</p>	<p>Imitates adult model of walking in a circle or circular fashion, walking on tiptoe and balancing on one foot during guided movement experiences (CD4.1p)</p> <p>Follows directions or demonstrations of moving forward, backwards, sideways, or in a turning motion (CD4.1q)</p> <p>Changes tempo of movements in response to changes in tempo or beat of music (CD4.1r)</p> <p>Follows directions or example to stop moving on cue (CD4.1s)</p> <p>Reproduces dance steps or movements several times (CD4.1t)</p> <p>Uses dance to communicate ideas or feelings (CD4.1u)</p>	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • Physical Self- Regulation Activities- Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement • Pretend Transitions • Number Follow the Leader • Community Building Activities • Graphics Practice • Music Games & Songs
CD 4.2 Learning about and through music		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Shows preferences for music by requesting songs (CD4.2n)</p> <p>Participates in conversations about music dynamics, including sound qualities and pitch (high or low) (CD4.2o)</p> <p>Repeats longer rhythm patterns (CD4.2p)</p> <p>Creates beats, patterns or simple melodies using the voice or simple materials in the environment (CD4.2q)</p> <p>Sings alone and with others (CD4.2r)</p>	<p>Creates original lyrics and songs (CD4.2s)</p> <p>Keeps a steady beat for 8-16 counts by patting body parts or using small instruments (CD4.2t)</p> <p>Draws to represent patterns in sound (e.g., "clap, clap, stomp, stomp" drawn as "dot, dot, dash, dash") (CD4.2u)</p> <p>Uses songs, simple instruments and found materials to create music that expresses mood, story, or relationships (CD4.2v)</p>	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • Physical Self- Regulation Activities- Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement • Pretend Transitions • Number Follow the Leader • Community Building Activities • Music Games & Songs
CD 4.3 Building understanding, empathy, and relationship skills through drama and theatre arts		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Uses props and dramatic play to act out emotions related to fear, excitement, happiness, sadness and anger (CD4.3k)</p> <p>When engaged in role play, contributes dialogue, gesture, and facial expressions to convey meaning, ideas and feelings (CD4.3l)</p> <p>With adult guiding dramatic play, explores character, plot and setting (CD4.3m)</p>	<p>Uses props and dramatic play to explore roles and events in the larger community and world (CD4.3n)</p> <p>Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play (CD4.3o)</p>	<ul style="list-style-type: none"> • Make-Believe Play • Make-Believe Play Practice • Story Lab- Character Empathy, Story Grammar, Connections

Alignment of *Tools of the Mind* Preschool Curriculum with the
2021 VIRGINIA'S EARLY LEARNING & DEVELOPMENT STANDARDS (ELDS)

CD 4.4 Using visual arts media to express thoughts and feelings		
Early Preschool: 34-48 Months	Later Preschool: 44-60 Months	Tools of the Mind Activities
<p>Begins to transition drawings from spontaneous loops and lines to intentional shapes, including ovals, circles, and rectangles (CD4.4i)</p> <p>Shows control and coordination with scissors (CD4.4j)</p>	<p>Begins to draw with planning and purpose to show or tell a story about something in their experience (CD4.4k)</p> <p>Draws the human form with more accuracy and detail (CD4.4l)</p> <p>Begins to describe art and the story it tells (CD4.4m)</p> <p>With adult help, chooses media to match the intention of the art (e.g., clay vs. paint vs. 3-D vs. collage) (CD4.4n)</p>	<ul style="list-style-type: none"> • Graphics Practice • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions, • Venger Drawing and Venger Collage • Art Center • Free Play



Glossary—Tools of the Mind Preschool Terms & Activities

Art Center— One of the 6 centers, Art Center activities include exploration of open-ended materials such as paint, play-doh, markers & crayons as well as materials for creation of three-dimensional art projects such as glue, wood and found materials. **AY**

Attention Focusing— Fingerplays, songs, and clapping games are used as attention focusing activities to capture and regain children’s attention prior to starting a Tools activity. These activities also provide children with the opportunity to practice rhyme, develop oral language skills and combine speech with motor actions. **AY**

Attribute Game— Children learn to recognize basic shapes and learn about their attributes while also working on concepts such as: same/different, more/less & sorting skills. **Semester II**

Block Center— One of the 6 centers, Block Center activities include exploration of open-ended construction materials such as Unit Blocks, books on construction and related play materials that support building such as signs, trucks and small people and animals. **AY**

Buddy Reading— Children practice concepts of print, book handling skills and comprehension building as well as turn-taking roles of reader and listener in this activity that occurs 2-3 times per week. Children also read their own writing to their ‘buddy’ several times/week starting in Semester II. Buddy Reading tubs are divided into categories so that children practice classification as part of the clean up routine associated with this activity. **AY**

Classroom Practices— The following practices are used by teachers in Tools and are reflective of the Tools of the Mind classroom experience. **AY**

Classroom Rules— The teacher and children collaborate to create a set of 3-4 classroom rules for all to follow. Rules are written and accompanied by an icon. Teachers are intentional in previewing relevant rules *before* activities and creatively eliciting children’s use of language to remember and say the rules. **AY**

Daily Schedule— Teachers post icons representing the daily schedule and review with children each day during Opening Group. **AY**

External Mediators— Are used to support students in understanding how to begin or complete complex tasks. An example would be the use of “Lips and Ears” cards in **Buddy Reading**, to assist students in understanding when it is their turn to speak and when to listen. External mediators are used in the majority of activities in the Tools of the Mind curriculum. **AY**

Paired “Buddy Work”— Children are paired during small group activities in which there are specific roles for each person. Buddies are expected to help one another and check each other’s work, engaging in the Vygotskian practice of “other-regulation”. Children are paired with all members of the classroom over time, supporting the development of positive relationships with every member of the group. **AY**

Key:

AY: All Year: *Activity occurs across the year beginning in the first several months of school*

Semester I: *Activity is typically introduced and used in the first half of the year*

Semester II: *Activity is typically introduced and used in the second half of the year*

Glossary—Tools of the Mind Preschool Terms & Activities

Participation Styles— Teachers are deliberate in their choice of participation styles to keep all children mentally engaged in. They include: **Turn & talk**— children turn to peer seated next to them and share; **Double Talk**— children turn and talk with two peers; **Choral Response**— children respond chorally to questions that have a single answer; **Individual Response**— children respond individually to questions posed by the teacher or peers. **AY**

Scaffolding— Teachers are deliberate in their instruction of students by providing supports, prompts & resources that allow them to work within their Zone of Proximal Development and thus achieve cognitive and social growth while fostering independence and confidence. Scaffolding may include deliberately organizing activities where peers support each other and the teacher takes on the role of a facilitator or the teacher may provide scaffolding directly as needed. **AY**

Community-Building Activities— Games & songs played to assist children in learning & remembering their classmates' names such as; **Name Game Chants, I Have- Who Has? Names**. These activities also provide children with the opportunity to practice rhyme, develop oral language skills and combine speech with motor actions. **AY**

Counting Activities— Activities designed to practice counting specific number of objects with accuracy and develop an understanding of self-checking and correction. The game is played in pairs, with a role for the “Hand” who counts, and the “Checker” who checks her buddy’s counting. Roles are switched until play ends. Counting activities include; **Exploration with Manipulatives, Making Collections, Making Collections with Categories, Math Memory, Number Follow the Leader, Number Line Hopscotch, Numerals Game, Timeline Calendar**. See individual activities for more information. **AY**

Do What I Do— Children listen and/or view a pattern of actions demonstrated by the teacher, remember and replicate it in this Attention Focusing and Self-regulation Transition Activity. **AY**

Dramatic Play Center— One of the 6 centers, Dramatic Play Center activities include exploration of open-ended materials such as fabric & costumes, kitchen set & furniture, pretend food & props for role-play. **AY**

Dramatic Play— The development of mature dramatic play skills are a focus of the Tools of the Mind curriculum. Dramatic Play happens daily and has three main goals:

- To develop children’s underlying cognitive skills such as; memory, attention & inhibitory control
- To help support children’s literacy development. Through dramatization, children strengthen their vocabulary & comprehension skills by using their background knowledge and understanding of the story roles & events.
- To develop social skills involved in play such as turn taking and the ability to understand multiple perspectives. Dramatization takes place 5 days a week. **AY**

Elkonin Boxes I-II— This is a series of games designed for practicing phonemic awareness. There are two different versions in which children learn to segment and blend words by phonemes. Children learn in small teacher-led groups **Semester II**

- **Elkonin Boxes I- Jump the Boxes**— Children use gesture, jumping and language to break apart and recombine words into individual phonemes
- **Elkonin Boxes II- The Token Game**— Children work in pairs to push tokens into boxes for each phoneme on selected Elkonin picture cards using gesture and language

Fingerplays, Chants & Songs— Used in a variety of ways. Teachers use as attention focusing activities to capture and regain children’s attention prior to starting an activity. These activities also provide children with the opportunity to practice rhyme, develop oral language skills and combine speech with motor actions. **AY**

Free Play— A block of time separate from the Make-Believe Play Block where children can explore centers either independently, with peers or with scaffolding from a teacher. **AY**

Freeze Game— Children dance to music looking at poses on a card and freeze to make the pictured pose when music stops. Poses increase in complexity and challenge over time, maintain a high level of children’s focus and attention. **Freeze on the Number** is introduced in Semester II and increases the challenge level of this activity by introducing math concepts. See section *Physical Self-Regulation*. **AY**

Geometry, Measurement, & Data Activities— Children practice these concepts by participating in *Attribute Game*, I Have-Who Has? Shapes, Mystery Shape, Pattern Movement, Remember and Replicate, *Science Eyes*, *Tallying*, *Venger Drawing & Venger Collage*, and *Weather Graphing* as well as by exploring materials present in the Science, Table Toys or Block Center. See individual activities for more information. **AY**

Graphics Practice— Graphics Practice is the Tools of the Mind handwriting program in which children develop the fine motor coordination required for drawing and penmanship. Children learn the strokes and shapes, correct grasp and pressure as they direct their hand’s motor movements to music. Self-regulation is built into graphics practice as the children stop and start fine motor movement along with the music. Graphics Practice is conducted several times per week. **AY**

I Have–Who Has Games— All I Have–Who Has Games are designed for children to gain automaticity and thus fluency in a particular skill in both literacy and math. The games are motivating, played in small groups, allow children to help one another. Games are introduced by Semester listed but may be used throughout the year.

- **I Have–Who Has Literacy Games** are practiced in *Small Group* and include:
 - **Colors**— rapid naming of colors **Semester I**

- **Names**— children learn classmates names **Semester I**
- **Letters**— rapid letter naming **Semester II**
 - Uppercase letters
 - Lowercase letters
 - Upper and Lowercase letter matching
- **Sounds**— Children name the sound the letter makes (not the name of the letter) **Semester II**
- **I Have–Who Has Math Games** include:
 - **Numerals**— rapid naming of numbers **Semester I**
 - **Shapes**— rapid naming of shapes **Semester I**

Listening Center—Classrooms may include a Listening Center where children listen to recorded books in their Literacy Center. **AY**

Literacy Center— One of the 6 centers, Literacy Center activities include exploration of open-ended literacy materials such as books on various topics, writing paper and implements, listening center materials, computers and other technology, journal and letter writing materials and other literacy related play materials. **AY**

Make-Believe Play Building Background Knowledge— In the first week of a new *Play Theme*, children learn about roles, actions, vocabulary & facts related to the upcoming theme. Teachers support children to use Make Believe Play to bring this information to life during Play centers, and use this information to create setting and props for dramatic play. **AY**

Make-Believe Play Center Block— is the centerpiece of the Tools of the Mind preschool program. It is a 45-60 minute block of uninterrupted time when children engage in intentional make-believe play. During this time block, children plan their play, engage in play together & work to clean up when play is over. Teachers scaffold Play Planning and Play development, helping children become deeply engaged in play with one another, developing ever more mature stages of play. **AY**

Make-Believe Play Planning— Children draw and write a plan for their dramatization using Scaffolded Writing. Planning includes the role the child will play and role actions and speech. Play planning takes place daily across the entire year as part of the Make Believe Play Block. **AY**

Make-Believe Play Practice— The teacher leads children in the use of gesture and language to act out the meaning of new vocabulary or facts children have learned about the roles & actions related to the theme being played in the classroom (e.g., a restaurant or hospital), as well as characters’ feelings and emotions and story events and actions. Make Believe Play Practice happens daily. **AY**

Make-Believe Play: Prop Making— Teacher provides support and materials for prop making during the background-building week of a new theme. Children also make and invent props on their own throughout the play theme using a variety of materials such as cardboard, paper, wood, tape, glue & paint. **AY**

Make-Believe Play Scaffolding— Daily support teachers’ provide to students to support the development of mature make believe play.

Making Collections— Children learn to represent quantities with objects & engage in meaningful counting. The format of the game is specifically designed to support partner play & turn taking that allows for the practice of self-regulation skills. In the second semester Making Collections adds Categories to increase the challenge level of the activity by requiring children to recognize and count objects that belong to distinct categories. **AY**

Math Memory— Children learn to use mental visualization and language as a memory tool to identify objects that have been added, removed or remain the same in an array; develop complex vocabulary & language to describe objects and isolate their attributes. Children have a ‘Memory Buddy’ with whom to practice recall strategies. **Semester I**

Message of the Day— Supports the development of Scaffolded Writing by providing the teacher with the opportunity to demonstrate literacy concepts & skills within the Zone of Proximal Development of the children in the classroom. Message of the Day is done daily and children practice the concepts demonstrated during *Scaffolded Writing* activities such as *Play Planning*. **AY**

Music Games & Songs— Music & Movement activities are used throughout the day both as *Attention Gathering* activities as well as for the development of motor skills and the exploration of musical concepts such as rhythm, beat & tempo. **AY**

Mystery Literacy Activities— Children build literacy skills by solving a daily Mystery. The games help children to practice phonemic awareness, sound-symbol correspondence, compare onset-rime patterns in words and engage with peers as they solve the mysteries together. **AY** Mystery Literacy Activities include:

- **Mystery Question**— Children work together to solve a daily question e.g. Are you wearing red? Students identify their name on an index card and place it under a response e.g. Yes or No **Semester I**
- **Mystery Literacy- Mystery Letter**— Children identify what letter is missing (initial, medial and final positions in words) **Semester II**
- **Mystery Literacy- Mystery Rhyme**— Children choose from two words which rhymes with target word **Semester II**

- **Mystery Literacy- Mystery Word**— Children view a target sound and match it to the correct picture (beginning or ending sound) **Semester II**

Mystery Math Activities— Mystery Math activities are designed to teach and reinforce math concepts and engage children in meaningful conversations about math concepts. Children engage in discussion with peers to solve the mysteries. The teacher debriefs their solutions during whole group math. Mystery Math activities may also be part of *Operations and Algebraic Thinking* learning center. Mystery Math Activities include: **AY**

- **Mystery Numeral**— Children identify the numeral associated with a number of dots **Semester II**
- **Mystery Numeral Two Card**— Requires children to add two quantities pictured on two cards and choose answer **Semester II**
- **Mystery Pattern**— Children determine if patterns pictured on strips are the same or different **Semester II**
- **Mystery Shape**— By manipulating two pieces of a shape, children determine which pair of composite shapes compose a target shape **Semester I**

Name Games— Children participate in songs and chants designed to help them learn the names of their classmates. Name Games occur daily at the beginning of the year and are part of the larger construct of **Community Building Activities**. **Semester I**

Number Follow the Leader— Children take turns being the leader that demonstrates a movement to the class which is then replicated a specific number of times by all the children. **Semester II**

Number Line Hopscotch— Designed to practice rote counting by pairing one child's jumping numbered carpet squares with the group's oral counting and clapping. In a more challenging version, the carpet squares are arranged in challenging nonlinear arrangements and include numerals up to 20 or greater. **Semester II**

Numerals Game— Children play in pairs taking turns to count and check a number of objects specified on a numeral card, learning to count and recognize numerals 1-10, then 1-20 **AY**

Outdoor Play— Time provided for children to play outside with a variety of structures and materials on a daily basis

Pattern Movement— Children use gesture and language to replicate patterns in this teacher-led activity in this Physical Self-Regulation activity. **AY**

Patterns with Manipulatives— Children work in pairs to learn to use a key card to arrange manipulatives to match pattern strips-one child replicating a pattern, the other child checking—and then they switch roles and work on new pattern strips. **Semester II**.



Glossary—Tools of the Mind Preschool Terms & Activities

Physical Self- Regulation Activities— Children practice physical self-regulation by planning and inhibiting specific actions until the appropriate moment They learn to follow multi-step directions of increasing complexity. *Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement. AY*

Penmanship Activities— Children have free and abundant access to writing implements which available in all centers. In addition, *Graphics Practice* has been designed for children to practice correct formation of numerals while also learning inhibitory control. Through this activity, which occurs multiple times per week, children internalize a model for legible writing. **AY**

Physical Self-Regulation—A key component in developing self-regulation in the Tools of the Mind program are the physical self-regulation activities. They are designed to allow children to practice controlling body movements by matching them to cues. Physical Self-regulation Activities are used to focus children at the start of new activity blocks to prepare children to learn. Activities are: *Freeze Game, Pattern Movement, Simon Says, and Movement Songs & Dances. AY*

Play Planning— As part of the *Make Believe Play Block* children draw and write a plan for their dramatization using *Scaffolded Writing*. Planning includes the role the child will play and role actions and speech. *Play Planning* takes place daily. **AY**

Play Themes— Five Play Themes are provided to teachers to begin the school year: Family, Restaurant, Grocery Store, Hospital/Health Clinic & Pets & Vets. Teachers are provided with guidance on how to create their own *Play Themes* based on the interests of the children in their class and the resources of the community to create Make Believe Play Centers for the remainder of the year. **AY**

Poems— Children are exposed to poems both during *Fingerplays & Chants* as well as *Write a Familiar Finger play. Semester II*

Pretend Transitions— Children combine gesture, private speech, and pretending during all transitions throughout the day in this Self-regulation Transition Activity. **AY**

Private Speech— a Vygotskian term meaning audible self-directed speech that assists one with regulating thinking & behavior. The tactic of use of Private Speech is taught to students in the Tools of the Mind curriculum as a strategy for learning & self-regulation. **AY**

Puzzles, Manipulatives & Blocks— Teacher facilitated small group experience where children explore, plan and create using Tangrams, Cuisenaire Rods, Unifix Cubes, Patterns Blocks and Jigsaw and Puzzles, and other Manipulatives & Math materials. These materials are also available for exploration in the Table Toys Centers during Free Choice. **Semester I**

Remember & Replicate— Children remember & replicate sets of play dough forms different colors, sizes & shapes that they first watch the teacher make and assemble. The activity develops the child's fine motor skills, memory & knowledge of positional words and shape, spatial and color concepts. **Semester I**



Glossary—Tools of the Mind Preschool Terms & Activities

Rhyming Game— Lead by the teacher in Opening Group, children are asked to make a rhyme with the word modeled by the teacher. Children make rhyming words with their peers (turn & talk, double talk) and respond chorally to the teacher with examples. **Semester II**

Scaffolded Writing— In the Tools of the Mind program, writing is seen as the gateway to literacy learning. As children learn to encode, they are practicing all skills needed for decoding. Shared Scaffolded Writing occurs during *Message of the Day, Write a Familiar Finger play & Write Along*. Individual Scaffolded writing is where a child produces an individual, unique written product demonstrating levels of understanding of meaning and mechanics. Children receive scaffolding support from adults & peers. The major Individual Scaffolded Writing activities are: *Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story lab*. **AY**

Scaffolding— Term used to describe a method of applying support for learning and development based on knowledge of the Zone of Proximal development of individual children.

Science Center— One of the 6 centers, Science Center activities include exploration of science materials such as magnets, magnifying glasses, objects from nature & living things. **AY**

Science Eyes— Science activities designed to apply and extend children’s knowledge, develop new vocabulary, learn and apply scientific method of discovery, observation, data collection, data recording and analysis. Children work in pairs, taking turns looking at objects and describing what they see using a variety of senses. Children draw, write and use mathematics in these activities. **AY**

- **Science Eye-Science Experiments**— This version of Science Eyes includes long-range observational studies and experiments **Semester II**
- **Science Eye- Journals**— Children are provided with journals in which to record their observations during Science Eyes lessons. **Semester II**

Self-Regulation Transition Activities— Designed to promote focused attention, deliberate memory and the use of private speech (all components of self-regulation) to set the stage for children to learn. These activities are designed to use during transitions and less structured times during the day. Activities include: *Do What I Do and Pretend Transitions*. **AY** See individual activities for descriptions.

Share the News— During Share the News, children engage in collaborative conversations with peers, taking turns in conversations. There are rules to guide Share the News. Topics are presented by the teacher; including feelings, social problem solving, opinions, ideas and concepts. Tools participation styles, Turn & Talk and Double Talk, are used. **AY**

Shared Scaffolded Writing-Teacher Modeled— In this shared writing experience; children learn the mechanics of how to do Scaffolded Writing with the support of both teacher and peers. The teacher introduces and models the process step by step, then, children write altogether. Children learn concept of word, voice to line match, sound to symbol correspondence and how to use the Sound Map. Children learn that writing has a purpose and develop the ability to “read” and “re-read” their writing, all steps on the path to decoding. **AY**

Small Group Activities (Math/Science & Literacy)— Refers to an instructional practice whereby children are divided into two or three groups to engage in a teacher planned and facilitated learning experience with a specified learning objective from the Tools of the Mind curriculum. Small group learning activities happen daily. **AY**

Sound Map- (consonant & vowel)— a map of letters with a pictorial representation designed to allow children to explore sound-to-symbol correspondence and develop phonemic awareness. **AY**

Story Lab— Story Lab is an interactive reading activity where children listen with a purpose, with a specific comprehension strategy in mind and then answer questions related to the strategy. Story Lab is an integral part of Dramatization, Scaffolded Writing activities and decoding instruction. Story Lab is connected to both Dramatization as well as Math & Science concepts. The teacher leads the children with speech and gesture to process information, remember story elements and actively practice comprehension strategies. **AY**

- **Story Lab - Active Listening:** Children learn to ask and respond to questions about ideas and facts within a text. **AY**
- **Story Lab - Character Empathy**— Children think about and label what a character is feeling **AY**
- **Story Lab - Connections**— Children make connections between something that is known and something that is learned from a text **AY**
- **Story Lab - Extensions-** Children use drawing and writing to extend a predictable, patterned book **Semester II**
- **Story Lab - Inference**— Children to experience the events of story from the characters' perspective **Semester II**
- **Story Lab - Learning Facts** – Children talk about an eventual draw a fact from a Non-Fiction text **Semester I**
- **Story Lab- Predictions**—Children make text-based predictions about the next chapter based upon background knowledge of the developing story line within the book **Semester II**
- **Story Lab-Story Grammar**— Children identify and diagram the main characters, setting and sequence of events **Semester II**
- **Story Lab- Visualization** — Children picture the story in their mind **AY**
- **Story Lab-Vocabulary**—Children learn the meaning of new words and practice remembering their meaning **AY**

Syllable Clapping— Children learn to clap out the syllables in names and familiar words during *Fingerplays, Chants & Songs* in this teacher-led, Opening Group literacy activity **Semester II**

Table Toys Center— One of six centers, children explore, plan and create using Tangrams, Cuisenaire Rods, Unifix Cubes, Patterns Blocks and Jigsaw and logic puzzles and other selected small Manipulatives & Math activities

Take-Away Sounds— A teacher led activity that prompts children to break words up into initial sounds (*onset*) and rime. **Semester II**

Tallying— Children learn how to create a visual model of “5” and to track of items counted with different questions **Semester II**

- **Large Group - Preferences & Classroom Data**— Children respond to the teacher’s question or the first Mystery Questions, tallying up responses.

Timeline Calendar— Timeline Calendar uses a number line for the concept of time in this daily Opening Group activity. Children are able to learn that days make up months, and months make up years and that time is a continuous concept. Teachers lead children in counting and clapping the days and practice time vocabulary like before, after, until, how long. At the end of the year teachers transform the number line with children into a conventional monthly calendar format. **AY**

Venger Drawing— Children use basic shapes to make their own pictures, applying the concept of shape in an meaningful context. Children learn to discuss, imagine and then incorporate basic shapes into their own drawings and label their designs. **Semester I**

Venger Collage— In this more challenging version, children cut, paste and incorporate colored geometric shapes into their Venger Drawings. Children write a sentence to describe their creation. **Semester II**

Weather Graphing— Children learn to observe and use a graph to record, summarize, read and analyze weather data in this daily Opening Group activity. Children practice math skills, comparing quantities, counting to confirm and the concept of zero. In Semester II, weather data is kept from January through June, using Ten’s Triangles to represent ten days of a type of weather. **AY**

Write a Familiar Fingerplay— a teacher led activity that is an extension of *Message of the Day*, where *Scaffolded Writing* is used to model writing a familiar finger play, song, chant or poem for students. **Semester II**

Write Along— a teacher led activity that is an extension of *Message of the Day* where children write the daily message using *Scaffolded Writing* instead of participating verbally as the teacher writes. **Semester II**

Zone of Proximal Development (ZPD)— A term used to explain the Vygotskian description of how learning and development are related. At the bottom of the Zone of Proximal Development is what the child can do independently. At the top of the Zone is what the child can do with maximum assistance. Knowing what a child’s ZPD is for any given skill allows the teacher to most effectively provide instruction as it can be aimed at a level just beyond what the child can do independently thereby allowing learning to lead development.