



TOOLS OF THE MIND

Tools of the Mind

PreK Curriculum, 8.1 Edition alignment with the

North Carolina Foundations for Early Learning and Development

Table of Contents

Approaches to Play and Learning (APL)	2
Emotional and Social Development (ESD)	6
Health and Physical Development (HPD)	10
Language Development and Communication (LDC)	13
Cognitive Development (CD)	21
Glossary — Tools of the Mind Preschool Terms & Activities	31

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

Approaches to Play and Learning (APL)

Curiosity, Information-Seeking, and Eagerness

APL-1: Children show curiosity and express interest in the world around them.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Discover things that interest and amaze them and seek to share them with others. APL-1j</p> <p>Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1k</p> <p>Show interest in a growing range of topics, ideas, and tasks. APL-1l</p>	<p>Discover things that interest and amaze them and seek to share them with others. APL-1m</p> <p>Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1n</p> <p>Show interest in a growing range of topics, ideas, and tasks. APL-1o</p> <p>Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). APL-1p</p>	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block • Science Eyes • Story Lab - Connections • Physical Self- Regulation Activities- Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement • Small Group Activities (Math/Science & Literacy)
APL-2: Children actively seek to understand the world around them.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Ask questions about the people and things around them. APL-2i</p> <p>Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float). APL-2j</p> <p>Purposely try different ways of doing things to see what and how they work (adjust blocks use as a ramp to make a ball roll faster and farther).APL-2k</p>	<p>Ask questions to find out more about the things that interest them, including questions about future events. APL-2l</p> <p>Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new). APL-2m</p> <p>Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n</p>	<ul style="list-style-type: none"> • Share the News • Science Eyes • Puzzles and Manipulatives • Make-Believe Play Block

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

Play and Imagination

APL-3: Children engage in increasingly complex play.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Engage in dramatic play themes that include interacting with other children, but often are not coordinated. APL-3m</p> <p>Talk to peers and share materials during play. APL-3n</p> <p>Engage in make-believe play with imaginary objects. APL-3o</p> <p>Use language to begin and carry on play with others. APL-3p</p> <p>Express knowledge of their everyday lives and culture through play (uses chopsticks to eat, pretends to fix hair the way his/her family styles hair). APL-3q</p>	<p>Develop and sustain more complex pretend play themes in cooperation with peers. APL-3r</p> <p>Use more complex and varied language to share ideas and influence others during play. APL-3s</p> <p>Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). APL-3t</p> <p>Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what mommies do.”). APL-3u</p>	<ul style="list-style-type: none"> • Make Believe Play Block • Make-Believe Play Prop Making • Make-Believe Play Building Background Knowledge • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Share the News
APL-4: Children demonstrate creativity, imagination, and inventiveness		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Offer new ideas about how to do or make things. APL-4h</p> <p>Add new actions, props, or dress-up items to pretend play. APL-4i</p> <p>Use materials (e.g., art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in novel ways. APL-4j</p> <p>Experiment with language, musical sounds, and movement. APL-4k</p>	<p>Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4l</p> <p>Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m</p> <p>Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n</p> <p>Make up stories, songs, or dances for fun during play. APL-4o</p>	<ul style="list-style-type: none"> • Make-Believe Play Prop Making • Make-Believe Play Block • Make-Believe Practice Play • Make-Believe Play Planning • Movement Games & Songs • Venger Drawing • Venger Collage

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

Risk-Taking, Problem-Solving, and Flexibility

APL-5: Children are willing to try new and challenging experiences		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Express a belief that they can do things that are hard. APL-5k</p> <p>Choose to participate in an increasing variety of familiar and new experiences. APL-5l</p> <p>Accept new challenges when offered. APL-5m</p> <p>Try things they are not sure they can do, while avoiding dangerous risks. APL-5n</p>	<p>Express a belief that they can do things that are hard. APL-5o</p> <p>Approach new experiences independently. APL-5p</p> <p>Ask to participate in new experiences that they have observed or heard about. APL-5q</p> <p>Independently seek new challenges. APL-5r</p>	<ul style="list-style-type: none"> • Make-Believe Play Block • Free Choice Play • Small Group Activities (Math/Science & Literacy) • Mystery Activities • Physical Self- Regulation Activities- Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement
APL-6: Children use a variety of strategies to solve problems		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”). APL-6k</p> <p>Purposefully use a variety of strategies to solve different types of problems. APL-6l</p> <p>Talk to themselves to work through the steps to solve a problem. APL-6m</p>	<p>Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”). APL-6n</p> <p>Describe the steps they will use to solve a problem. APL-6o</p> <p>Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p</p> <p>Explain how they solved a problem to another person. APL-6q</p>	<ul style="list-style-type: none"> • Share the News • Science Eyes • Make-Believe Play Prop Making • Make Believe Play Block • Small Group Activities (Math/Science & Literacy)

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

Attentiveness, Effort, and Persistence

APL-7: Children demonstrate initiative.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Show increasing independence and purpose when making choices (“I want to go to blocks.”). APL-7h</p> <p>Express goals or plans and follow through on them (“I’m going to draw my house.”). APL-7i</p>	<p>Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”). APL-7j</p> <p>Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7k</p> <p>Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”). APL-7l</p>	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Block • Make-Believe Prop Making • Venger Drawing • Venger Collage • Story Lab Extensions
APL-8: Children maintain attentiveness and focus		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking). APL-8h</p> <p>Remain engaged in more complex activities that they have chosen. APL-8i</p> <p>Maintain focus and return to an activity after a break. APL-8j</p>	<p>Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape). APL-8k</p> <p>Consistently remain engaged in self-directed activities. APL-8l</p>	<ul style="list-style-type: none"> • Mystery Activities • Make-Believe Play Block • Attribute Game • Classroom Practices • Pretend Transitions • Small Group Activities (Math/Science & Literacy)

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

APL-9: Children persist at challenging activities.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9e</p> <p>When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9f</p> <p>Keep working to complete tasks, including those that are somewhat difficult. APL-9g</p>	<p>Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9h</p> <p>When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9i</p> <p>Plan and follow through on longer-term tasks (planting a seed and caring for the plant). APL-9j</p> <p>Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). APL-9k</p>	<ul style="list-style-type: none"> • Small Group Activities (Math/Science & Literacy) • Make-Believe Play Planning • Make-Believe Play Block • Mystery Activities • Free Choice

Emotional and Social Development (ESD)

Developing a Sense of Self

ESD-1: Children demonstrate a positive sense of self-identity and self-awareness		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Describe self (characteristics that can be seen, things they can do, things they like, possessions). ESD-1k</p> <p>Express a sense of belonging to a group (say “There’s Kirby from my class,” move to stand with own group upon request, I am a girl.”). ESD-1l</p> <p>Use own first and last name. ESD-1m</p> <p>Choose activities they like and name their favorite activities. ESD-1n</p>	<p>Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”). ESD-1o</p> <p>Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1p</p> <p>Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1q</p>	<ul style="list-style-type: none"> • Share the News • Community-Building Activities • Play Themes (Family) • Make-Believe Play Block • Mystery Activities • Make-Believe Play Planning

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

ESD-2: Children express positive feelings about themselves and confidence in what they can do		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2k	Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2n	<ul style="list-style-type: none"> • Community-Building Activities • Share the News • Make-Believe Play Block • Small Group Activities (Math/Science & Literacy) • Mystery Activities
Express the belief that they can do many things. ESD-2l	Express the belief that they can do many things. ESD-2o	
Try new activities and attempt new challenges. ESD-2m	Stick with tasks even when they are challenging. ESD-2p	
	Express opinions about their abilities in different areas (“I’m a good friend.” “I can run fast.” “I know all my letters!”). ESD-2q	

Developing a Sense of Self with Others

ESD-4: Children form relationships and interact positively with other children.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
Demonstrate social skills when interacting with other children (turntaking, conflict resolution, sharing). ESD-4k	Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing). ESD-4p	<ul style="list-style-type: none"> • Make-Believe Play Block • Mystery Activities • Classroom Practices • Share the News • Buddy Reading • Community-Building Activities
Form and maintain friendships with a few other children. ESD-4l	Form and maintain friendships with other children of diverse cultural backgrounds and abilities. ESD-4q	
Identify another child as a friend. ESD-4m	Seek and give support with children they identify as friends. ESD-4r	
Approach other children easily, expecting positive interactions. ESD-4n	Use language effectively to have conversations with other children and influence another child’s behavior (negotiate sharing a toy, plan how to build a block tower together). ESD-4s	
Show ease and comfort in their interactions with familiar children. ESD-4o	Play and interact cooperatively with other children (work on project together, exchange ideas). ESD-4t	

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. ESD-5k</p> <p>Often make requests clearly and effectively. ESD-5l</p> <p>Show awareness that their actions affect others (move carefully around classmate's block structure). ESD-5m</p> <p>Wait for a short time to get what they want (a turn with a toy, a snack). ESD-5n</p> <p>Work to resolve conflicts effectively, with guidance and support. ESD-5o</p> <p>Notice and accept similarities and differences among all people, including people with disabilities and those from different cultures. ESD-5p</p>	<p>Follow social rules, transitions, and routines that have been explained to them. ESD-5q</p> <p>Make requests clearly and effectively most of the time. ESD-5r</p> <p>Balance their own needs with those of others in the group. ESD-5s</p> <p>Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5t</p> <p>Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5u</p> <p>Express respect and caring for all people, including people with disabilities and those from different cultures. ESD-5v</p>	<ul style="list-style-type: none"> • Classroom Practices • Make-Believe Play Block • Make-Believe Background Building • Community-Building Activities • Small Group Activities (Math/Science & Literacy) • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

Learning about Feelings

ESD-7: Children recognize and respond to the needs and feelings of others.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7j</p> <p>Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). ESD-7k</p> <p>Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). ESD-7l</p> <p>Show awareness that other people have different feelings ("I like raisins but he doesn't." "I'm scared on that ride but she isn't."). ESD-7m</p>	<p>Communicate understanding and empathy for others' feelings. ESD-7n</p> <p>Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). ESD-7o</p> <p>Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others). ESD-7p</p>	<ul style="list-style-type: none"> • Story Lab- Character Empathy • Share the News • Community-Building Activities • Make-Believe Play Block

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

Health and Physical Development (HPD)

Physical Health and Growth

HPD-1: Children develop healthy eating habits.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Try new foods. HPD-1p</p> <p>Feed themselves with utensils independently. HPD-1q</p> <p>Communicate that some foods are good for them (fresh fruits, vegetables, milk) and some are not healthy (potato chips, soda). HPD-1r</p>	<p>Try new foods. HPD-1s</p> <p>Feed themselves with utensils independently. HPD-1t</p> <p>Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1u</p> <p>Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v</p> <p>Name foods and beverages that help to build healthy bodies. HPD-1w</p>	<ul style="list-style-type: none"> • Play Themes (Family, Grocery, Restaurant) • Make-Believe Play Block • Share the News • Story Lab - Learning Facts
HPD-2: Children engage in active physical play indoors and outdoors.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Develop strength and stamina by spending moderate periods of time playing vigorously. HPD-2k</p> <p>Choose a variety of structured and unstructured physical activities indoors and outdoors. HPD-2l</p> <p>Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). HPD-2m</p> <p>Transition from active to quiet activities with limited guidance and support. HPD-2n</p>	<p>Develop strength and stamina by spending extended periods of time playing vigorously. HPD-2o</p> <p>Communicate ways exercise keeps us healthy and makes us feel good. HPD-2p</p> <p>Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2q</p> <p>Transition independently from active to quiet activities most of the time. HPD-2r</p>	<ul style="list-style-type: none"> • Outdoor Play • Pretend Transitions • Fingerplays, Chants & Songs • Numberline Hopscotch • Physical Self- Regulation Activities- Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement • Make-Believe Play Block • Free Play

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

HPD-3: Children develop healthy sleeping habits.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Recognize and communicate signs of being tired. HPD-3i</p> <p>With increasing independence, start and participate in sleep routines. HPD-3j</p>	<p>Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k</p> <p>Independently start and participate in sleep routines most of the time. HPD-3l</p>	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block • Story Lab - Learning Facts

Motor Development

HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. HPD-4l</p> <p>Refine movements and show generally good coordination (e.g., throwing and catching). HPD-4m</p> <p>Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology). HPD-4n</p> <p>Move their bodies in space with good coordination (running, hopping in place, galloping). HPD-4o</p>	<p>Coordinate movement of upper and lower body. HPD-4p</p> <p>Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q</p> <p>Move quickly through the environment and be able to stop (run fast, pedal fast). HPD-4r</p> <p>Show awareness of own body in relation to other people and objects while moving through space. HPD-4s</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 • Make-Believe Play Block • Outdoor Play • Pattern Movement

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Draw simple shapes and figures (square for block, circles). HPD-5j</p> <p>Engage in activities that require hand-eye coordination (build with manipulatives, mold PlayDoh®, work puzzles with smaller pieces). HPD-5k</p> <p>Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools). HPD-5l</p>	<p>Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5m</p> <p>Engage in complex handeye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5n</p> <p>Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). HPD-5o</p>	<ul style="list-style-type: none"> • Graphics Practice • Remember & Replicate • Make-Believe Play Block • Make-Believe Play Planning • Venger Drawing • Venger Collage • Story Lab- Extensions • Science Eyes

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

Self-Care

HPD-6: Children develop awareness of their needs and the ability to communicate their needs.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6g</p> <p>Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner). HPD-6h</p>	<p>Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6i</p> <p>Consistently use strategies to calm themselves when needed. HPD-6j</p>	<ul style="list-style-type: none"> • Make-Believe Play Block • Classroom Practices • Physical Self- Regulation Activities- Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement • Community-Building Activities
HPD-7: Children develop independence in caring for themselves and their environment.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7j</p> <p>Dress and undress themselves with occasional assistance. HPD-7k</p> <p>Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow). HPD-7l</p> <p>Serve food for themselves. HPD-7m</p> <p>Help with routine care of the indoor and outdoor learning environment (recycle, care for garden). HPD-7n</p> <p>Name people who help children stay healthy. HPD-7o</p>	<p>Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7p</p> <p>Dress and undress themselves independently. HPD-7q</p> <p>Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). HPD-7r</p> <p>Eat with a fork. HPD-7s</p> <p>Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7t</p> <p>Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7u</p>	<ul style="list-style-type: none"> • Make-Believe Play Block • Classroom Practices • Share the News

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

Safety Awareness

HPD-8: Children develop awareness of basic safety rules and begin to follow them.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Know what their bodies can do, and play within their abilities to avoid injury to self or others. HPD-8i</p> <p>Usually recognize and avoid objects and situations that might cause harm. HPD-8j</p> <p>Usually follow basic safety rules. HPD-8k</p> <p>Call a trusted adult when someone gets injured or is in an unsafe situation. HPD-8l</p>	<p>Avoid potentially dangerous behaviors. HPD-8m</p> <p>Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm. HPD-8n</p> <p>Independently follow basic safety rules. HPD-8o</p> <p>Identify people who can help them in the community (police, firefighter, nurse). HPD-8p</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 • Make-Believe Play Block • Classroom Practices • Classroom Rules • Share the News

Language Development and Communication (LDC)

Learning to Communicate

LDC-1: Children understand communications from others.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Show understanding of increasingly complex sentences. LDC-1k</p> <p>With prompting and support, respond to requests for information or action. LDC-1l</p> <p>Follow simple multistep directions with visual cues if needed. LDC-1m</p>	<p>Show understanding of increasingly complex sentences. LDC-1n</p> <p>Respond to requests for information or action. LDC-1o</p> <p>Follow more detailed multistep directions. LDC-1p</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 • Make-Believe Play Block • Share the News • Buddy Reading • Classroom Practices • Physical Self- Regulation Activities- Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement Mystery Activities • Small Group Activities (Math/Science & Literacy)

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication). LDC-2i</p> <p>Initiate and carry on conversations, and ask questions about things that interest them. LDC-2j</p> <p>With prompting and support, make comments and ask questions related to the topic of discussion. LDC-2k</p>	<p>Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l</p> <p>Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m</p> <p>Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n</p> <p>Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o</p> <p>Appreciate and use humor. LDC-2p</p>	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block • Fingerplays, Chants, & Songs • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Science Eyes
LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Answer longer questions using more detail. LDC-3d</p> <p>Use sentences or questions to ask for things (people, actions, objects, pets) or gain information. LDC-3e</p>	<p>Answer more complex questions with more explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”). LDC-3f</p> <p>Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g</p>	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Classroom Practices • Buddy Reading • Science Eyes

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Communicate messages with expression, tone, and inflection appropriate to the situation. LDC-4h</p> <p>Speak clearly enough to be understood by familiar adults and children. LDC-4i</p>	<p>Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4j</p> <p>Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4k</p> <p>Speak clearly enough to be understood by most people. LDC-4l</p>	<ul style="list-style-type: none"> • Share the News • Buddy Reading • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Make-Believe Play Block • Make-Believe Play Planning
LDC-5: Children describe familiar people, places, things, and events.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. LDC-5d</p> <p>Describe experiences and create or retell short narratives. LDC-5e</p>	<p>Describe experiences and create and/or retell longer narratives. LDC-5f</p>	<ul style="list-style-type: none"> • Share the News • Buddy Reading • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Make-Believe Play Block
LDC-6: Children use most grammatical constructions of their home language well.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). LDC-6g</p> <p>Make grammatical errors that follow language rules (say, “mouses” instead of “mice”). LDC-6h</p>	<p>Speak in full sentences that are grammatically correct most of the time. LDC-6i</p>	<ul style="list-style-type: none"> • Buddy Reading • Share the News • Make-Believe Play Block • Make-Believe Practice Play • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

LDC-7: Children respond to and use a growing vocabulary.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Repeat familiar songs, chants, or rhymes. LDC-7k</p> <p>Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg). LDC-7l</p> <p>Make up names for things using words they know (e.g., dog doctor for veterinarian). LDC-7m</p> <p>Use many kinds of cues in the environment to figure out what words mean. LDC-7n</p>	<p>Repeat familiar songs, chants, or rhymes. LDC-7o</p> <p>Use a growing vocabulary that includes many different kinds of words to express ideas clearly. LDC-7p</p> <p>Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7q</p>	<ul style="list-style-type: none"> • Fingerplays Chants & Songs • Share the News • Make-Believe Play Block • Make-Believe Building Background Knowledge • Buddy Reading • Story Lab - Vocabulary • Shared Scaffolded Writing - Message of the Day, Write Along, and Write a Familiar Fingerplay • Make-Believe Play Planning • Science Eyes

Foundations for Reading

LDC-8: Children develop interest in books and motivation to read.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8j</p> <p>Show an interest in books, other print, and reading related activities. LDC-8k</p> <p>Listen to and discuss storybooks, simple information books, and poetry. LDC-8l</p>	<p>Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m</p> <p>Use and share books and print in their play. LDC-8n</p> <p>Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o</p>	<ul style="list-style-type: none"> • Buddy Reading • Make-Believe Play Block • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

LDC-9: Goal LDC-9: Children comprehend and use information presented in books and other print media.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Imitate the special language in storybooks and story dialogue with some accuracy and detail. LDC-9i</p> <p>With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information. LDC-9j</p> <p>Use their knowledge of the world (what things are, how things work) to make sense of stories and information texts. LDC-9k</p> <p>Relate personal experiences to events described in familiar books, with prompting and support. LDC-9l</p> <p>Ask questions about a story or the information in a book. LDC-9m</p> <p>With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-9n</p>	<p>Imitate the special language in storybooks and story dialogue with accuracy and detail. LDC-9o</p> <p>Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-9p</p> <p>Use knowledge of the world to make sense of more challenging texts. LDC-9q</p> <p>Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-9r</p> <p>Ask more focused and detailed questions about a story or the information in a book. LDC-9s</p> <p>Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-9t</p>	<ul style="list-style-type: none"> • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary Buddy Reading • Make-Believe Play Block • Make-Believe Background Building Knowledge • Share the News • Buddy Reading

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

LDC-10: Children develop book knowledge and print awareness.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Hold a book upright while turning pages one by one front to back, but not always in order. LDC-10h</p> <p>With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, “message” on card for family member). LDC-10i</p> <p>Demonstrate an understanding that print can tell people what to do (such as print and symbols to organize classroom activities— where to store things, when they will have a turn). LDC-10j</p>	<p>Hold a book upright while turning pages one by one from front to back. LDC-10k</p> <p>Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, “Those words tell the story.”). LDC-10l</p> <p>Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). LDC-10m</p> <p>With prompting and support, run their finger under or over print as they pretend to read text. LDC-10n</p> <p>Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-10o</p> <p>Identify their name and the names of some friends when they see them in print. LDC-10p</p>	<ul style="list-style-type: none"> • Buddy Reading • Story Lab • Classroom Practices • Mystery Activities • Make-Believe Play Block • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Shared Scaffolded Writing - Message of the Day, Write a Familiar Fingerplay, and Write Along • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions, Venger Drawing

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

Foundations for Writing

LDC-11: Children develop phonological awareness.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds. LDC-11</p> <p>Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11g</p> <p>Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words). LDC-11h</p>	<p>Enjoy rhymes and wordplay, and sometimes add their own variations. LDC-11i</p> <p>Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11j</p> <p>Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11k</p> <p>Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-11l</p>	<ul style="list-style-type: none"> • Rhyming Game • Mystery Literacy Games • Fingerplays, Chants & Songs • Pattern Movement • Numberline Hopscotch • Elkonin Boxes I-II • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Make-Believe Play Block
LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Demonstrate an interest in learning the alphabet. LDC-12b</p> <p>Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals. LDC-12c</p> <p>Recognize and name some letters of the alphabet, especially those in their own name. LDC-12d</p>	<p>Demonstrate an interest in learning the alphabet. LDC-12e</p> <p>Show they know that letters function to represent sounds in spoken words. LDC-12f</p> <p>Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g</p> <p>Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “ A-a-apple.”). LDC-12h</p> <p>Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i</p>	<ul style="list-style-type: none"> • I Have — Who Has (Letters, Sounds) • Shared Scaffolded Writing - Shared Scaffolded Writing - Message of the Day, Write a Familiar Fingerplay, and Write Along • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions, Venger Drawing • Mystery Literacy Activities • Make-Believe Play Block • Buddy Reading • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want). LDC-13c</p> <p>With prompting and support, communicate their thoughts for an adult to write. LDC-13d</p> <p>Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play). LDC-13e</p>	<p>Represent thoughts and ideas in drawings and by writing letters or letter-like forms. LDC-13f</p> <p>Communicate their thoughts for an adult to write. LDC-13g</p> <p>Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/ letters in pretend play, write messages that include letters or symbols). LDC-13h</p>	<ul style="list-style-type: none"> • Scaffolded Writing • Venger Drawing • Graphics Practice • Make-Believe Play Block • Story Lab Extensions • Science Eyes • Make-Believe Play Planning
LDC-14: Children use knowledge of letters in their attempts to write.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Begin to use letters and approximations of letters to write their name. LC-14a</p> <p>Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a list of letters). LC-14b</p>	<p>Use known letters and approximations of letters to write their own name and some familiar words. LC-14c</p> <p>Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). LC-14d</p>	<ul style="list-style-type: none"> • Shared Scaffolded Writing - Shared Scaffolded Writing - Message of the Day, Write a Familiar Fingerplay, and Write Along • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions, Venger Drawing • Make-Believe Play Block • Mystery Literacy Activities

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

LDC-15: Children use writing skills and conventions.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers). LC-15f</p> <p>Make marks they call “writing” that look different from drawings (vertical series of marks for a “grocery list,” horizontal line of marks for a “story”). LC-15g</p> <p>Play with writing letters and make letter-like forms. LC-15h</p>	<p>Use a variety of writing tools and materials with increasing precision. LC-15i</p> <p>Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). LC-15j</p> <p>Use some conventional letters in their writing. LC-15k</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 • Shared Scaffolded Writing - Write Along • Make-Believe Play Block • Make-Believe Play Prop Making

Cognitive Development (CD)

Construction of Knowledge: Thinking and Reasoning

CD-1: Children use their senses to construct knowledge about the world around them.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1h</p> <p>Express knowledge gathered through their senses using play, art, language, and other forms of representation. CD-1i</p> <p>Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail). CD-1j</p>	<p>Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1k</p> <p>Express knowledge gathered through their senses using play, art, language, and other forms of representation. CD-1l</p> <p>Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1m</p> <p>Organize and use information through matching, grouping, and sequencing. CD-1n</p>	<ul style="list-style-type: none"> • Science Eyes • Make-Believe Play Prop Making • Make-Believe Play Block • Mystery Activities • Attribute Game • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

CD-2: Children recall information and use it for new situations and problems.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Recognize whether a picture or object is the same as or different from something they have seen before. CD-2o</p> <p>Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus). CD-2p</p> <p>Describe or act out a memory of a situation or action, with adult support. CD-2q</p> <p>Make predictions about what will happen using what they know. CD-2r</p> <p>Introduce ideas or actions in play based on previous knowledge or experience. CD-2s</p> <p>Ask questions about why things happen and try to understand cause and effect. CD-2t</p>	<p>Demonstrate their ability to apply what they know about everyday experiences to new situations. CD-2u</p> <p>Describe past events in an organized way, including details or personal reactions. CD-2v</p> <p>Improve their ability to make predictions and explain why things happen using what they know. CD-2w</p> <p>Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x</p> <p>Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. CD-2y</p>	<ul style="list-style-type: none"> • Story Lab - Predictions, Story Grammar, Learning Facts • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block • Science Eyes • Share the News • Remember and Replicate • Math Memory
CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”). CD-3f</p> <p>Use words like “think” and “know” to talk about thoughts and beliefs. CD-3g</p> <p>Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is). CD-3h</p>	<p>Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”). CD-3i</p> <p>Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”). CD-3j</p> <p>Use language to describe their thinking processes with adult support. CD-3k</p>	<ul style="list-style-type: none"> • Make-Believe Practice Play • Make-Believe Play Block • Scaffolded Writing • Story Lab - Character Empathy • Buddy Reading • Share the News • Science Eyes • Mystery Activities

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

Creative Expression

CD-4: Children demonstrate appreciation for different forms of artistic expression.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). CD-4g</p> <p>Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4h</p>	<p>Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). CD-4i</p> <p>Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4j</p> <p>Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”). CD-4k</p>	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Prop Making • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Buddy Reading • Share the News • Science Eyes • Art Center
CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5m</p> <p>Show creativity and imagination when using materials and assuming roles during pretend play. CD-5n</p> <p>Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways. CD-5o</p> <p>Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities. CD-5p</p> <p>Show awareness of various patterns of beat, rhythm, and movement through music and dance activities. CD-5q</p>	<p>Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5r</p> <p>Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s</p> <p>Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. CD-5t</p> <p>Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). CD-5u</p> <p>Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v</p>	<ul style="list-style-type: none"> • Movement Games & Songs • Fingerplays Chants & Songs • Physical Self- Regulation Activities- Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement • Make-Believe Play Block • Make- Believe Play Prop Making • Make-Believe Practice Play • Venger Drawing • Venger Collage • Remember and Replicate

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

Social Connections

CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Talk about close family members, name their relationships to each other, and describe family routines (“Marika is my sister.” “My grandma takes care of me at night.”). CD-6h</p> <p>Adopt roles of family and community members during play, given support and realistic props. CD-6i</p> <p>Recognize and identify the roles of some community helpers (police, fire fighters, garbage collectors). CD-6j</p>	<p>Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. CD-6k</p> <p>Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. CD-6l</p> <p>Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m</p>	<ul style="list-style-type: none"> • Play Themes (Family) • Make-Believe Play Block • Story Lab - Connections, Character Empathy, Extensions • Make-Believe Play Building Background Knowledge • Share the News
CD-7: Children recognize that they are members of different groups (e.g. family, preschool class, cultural group).		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, “That’s my family,” or “I’m in Ms. Emily’s class.”). CD-7d</p>	<p>Identify and express self as a part of several groups (e.g., family, preschool class, faith community). CD-7e</p>	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Story Lab - Connections, Character Empathy, Extensions • Community Building Activities • Play Themes (Family)

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Show acceptance of people who are different from themselves as well as people who are similar. CD-8d</p> <p>Given support and guidance, explore different cultural practices during play and planned activities. CD-8e</p>	<p>Show acceptance of people who are different from themselves as well as people who are similar. CD-8f</p> <p>Talk about how other children have different family members and family structures than their own (“I live with my Grandma and Shanika lives with her Mom and Dad.” “David’s dad works but my Daddy stays home and takes care of me.”). CD-8g</p> <p>Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). CD-8h</p>	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Story Lab -Connections, Character Empathy • Community Building Activities • Play Themes (Family, Restaurant)
CD-9: Children explore concepts connected with their daily experiences in their community.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”). CD-9b</p> <p>Notice changes that happen over time (seasons, self or others growing bigger). CD-9c</p> <p>Notice and talk about weather conditions. CD-9d</p> <p>With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full). CD-9e</p>	<p>Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”). CD-9f</p> <p>Observe and talk about changes in themselves and their families over time. CD-9g</p> <p>Observe and talk about how people adapt to seasons and weather conditions (put out salt in icy weather, wear rain gear). CD-9h</p> <p>Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i</p> <p>Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). CD-9j</p>	<ul style="list-style-type: none"> • Weather Graphing • Share the News • Make-Believe Play Building Background Knowledge • Science Eyes • Story Lab- Connections • Play Themes (Family)

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

Mathematical Thinking and Expression

CD-10: Children show understanding of numbers and quantities during play and other activities.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Rote count in order to 10 with increasing accuracy. CD-10j</p> <p>Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?” CD-10k</p> <p>Compare visually two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and which one has more (choose a plate with four cookies rather than a plate with one cookie). CD-10l</p> <p>Show they understand that adding objects to a group will make a bigger group, and taking away objects will make a smaller group. CD-10m</p>	<p>Rote count in order to 20 with increasing accuracy. CD-10n</p> <p>Without counting, state the number of objects in a small collection (1-3) (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting). CD-10o</p> <p>Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?” CD-10p</p> <p>Given a number 0-5, count out that many objects. CD-10q</p> <p>Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects. CD-10r</p> <p>Show they understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. C-10s</p> <p>Write numerals or number-like forms during play and daily activities. CD-10t</p> <p>Match numerals 1-5 to sets of objects, with guidance and support. CD-10u</p> <p>Recognize some numerals and attempt to write them during play and daily activities. CD-10v</p> <p>Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train). CD-10w</p>	<ul style="list-style-type: none"> • Numberline Hopscotch • Making Collections • Numerals Game • Mystery Math Activities - Mystery Numeral • Freeze on the Number • Make-Believe Play Block • Remember & Replicate • Tallying

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

CD-11: Children compare, sort, group, organize, and measure objects and create patterns in their everyday environment.

Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Use descriptive language for size, length, or weight (short, tall, long, heavy, big). CD-11f</p> <p>Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). CD-11g</p> <p>Compare the size or weight of two objects and identify which one is longer/ taller/heavier than the other (“That rock is heavier than this one; I can’t lift it.” “A snake is longer than a worm.”). CD-11h</p> <p>Identify familiar objects as the same or different. CD-11i</p> <p>Sort familiar objects into categories with increasing accuracy (tools for woodworking and utensils for cooking; rectangle blocks on one shelf and square blocks on another shelf). CD-11j</p> <p>Recognize simple repeating patterns and attempt to create them during play (repeat a movement pattern during a song, make a line of blocks in alternating colors). CD-11k</p>	<p>Use descriptive language for size, length, or weight (short, tall, long, heavy, big). CD-11l</p> <p>Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). CD-11m</p> <p>Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string). CD-11n</p> <p>Put a few objects in order by length (arrange a group of 3 blocks in order from the shortest to the longest). CD-11o</p> <p>Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color). CD-11p</p> <p>Duplicate and extend simple patterns using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). CD-11q</p>	<ul style="list-style-type: none"> • Weather Graphing • Remember & Replicate • Math Memory • Attribute Game • Science Eyes • Pattern Movement • Mystery Math Activities - Mystery Pattern • Do What I Do • Finger Plays, Chants and Songs

*Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development*

CD-12: Children identify and use common shapes and concepts about position during play and other activities.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Show they understand positions in space by using position words during play and by following directions from an adult (say, “Stand behind the chair.” “Put the ball in the box.”). CD-12h</p> <p>Use 2- and 3-dimensional shapes to create pictures, designs, or structures. CD-12i</p> <p>Find shapes in the environment and describe them in their own words. CD-12j</p>	<p>Consistently use a variety of words for positions in space, and follow directions using these words. CD-12k</p> <p>Use 2- and 3-dimensional shapes to represent real world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”). CD-12l</p> <p>Name basic shapes and describe their characteristics using descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”). CD-12m</p>	<ul style="list-style-type: none"> • Remember & Replicate • Venger Drawing • Venger Collage • Math Mystery Activities - Mystery Shape • I Have — Who Has Shapes • Make-Believe Play Prop Making
CD-13: Children use mathematical thinking to solve problems in their everyday environment.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block). CD-13b</p> <p>Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area). CD-13c</p> <p>Use drawing and concrete materials to represent mathematical ideas (draw many circles to show “lots of people,” put Popsicle® sticks in a pile to show the number of children who want crackers for snack). CD-13d</p>	<p>Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies. CD-13e</p> <p>Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). CD-13f</p> <p>Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates’ answers to a survey question). CD-13g</p> <p>Begin to explain how a mathematical problem was solved (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have cookies so I got four more.”). CD-13h</p>	<ul style="list-style-type: none"> • Making Collections • Numerals Game • Timeline Calendar • Make Believe Play Block • Tallying

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

Scientific Exploration and Knowledge

CD-14: Children observe and describe characteristics of living things and the physical world.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet). CD-14e</p> <p>Notice and react to the natural world and the outdoor environment. CD-14f</p> <p>Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat. CD-14g</p> <p>Notice and describe current weather conditions. CD-14h</p> <p>Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens). CD-14i</p> <p>Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper). CD-14j</p>	<p>Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). CD-14k</p> <p>Notice and react to the natural world and the outdoor environment. CD-14l</p> <p>Describe some things plants and animals need to live and grow (sunlight, water, food). CD-14m</p> <p>Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-14n</p> <p>Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. CD-14o</p> <p>Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). CD-14p</p> <p>Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). CD-14q</p>	<ul style="list-style-type: none"> • Science Eyes - Science Eye- Journal, Science Eye- Experiments • Puzzles Manipulatives and Blocks • Story Lab- Learning Facts • Weather Graphing

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

CD-15: Children explore the natural world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.		
Younger Preschoolers	Older Preschoolers	Tools of the Mind Activities
<p>Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-15i</p> <p>Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, weight, color, etc.). CD-15j</p> <p>Ask questions to find out more about the natural world. CD-15k</p> <p>Use simple tools to investigate objects and materials, with guidance and support (magnifying glass, sifter, ramps for rolling balls and cars). CD-15l</p> <p>Describe and predict changes that take place when mixing and manipulating materials. CD-15m</p>	<p>Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-15n</p> <p>Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). CD-15o</p> <p>Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-15p</p> <p>Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-15q</p> <p>Make and check predictions through observations and experimentation, with adult support and guidance. CD-15r</p> <p>Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). CD-15s</p>	<ul style="list-style-type: none"> • Science Eyes - Science Eye- Journal, Science Eye-Experiments • Puzzles Manipulatives and Blocks • Story Lab- Learning Facts • Math Memory

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

Attention Focusing Activities—*Fingerplays, Chants, & 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**

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 of the Mind 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**

Clean Up Routine – The teacher plays a clean up song and, while it is playing, one teacher walks around and encourages children to finish before the song is over. Children join the other teacher on the rug, and the next activity begins when the song is over.

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**

Participation Styles—Teachers are deliberate in their choice of participation styles to keep all children mentally engaged. 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**—

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*

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

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. Counting activities include; **Puzzles, Manipulatives & Blocks, 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, Physical Self-regulation,** and **Transition Activity.** **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**

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

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 and require 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 & 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**

Vocabulary – children learn vocabulary words related to the ***Play Theme*** **AY**

I Have–Who Has Math Games include:

Numerals— rapid naming of numbers **Semester I**

Shapes— rapid naming of shapes **Semester I**

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

Make-Believe Play 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 (similar to dramatic play). Make-Believe Play occurs in all of the centers typically found in a preschool classroom. There are three primary 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 and comprehension skills by using their background knowledge and understanding of the story roles and events.
- To develop social skills involved in play such as turn taking and the ability to understand multiple perspectives

During this time block, children plan their play, engage in play together and work to clean up when play is over. Teachers scaffold ***Make-Believe Play Planning*** and play development, helping children become deeply engaged in play with one another, and developing ever more mature stages of play. **AY**

Make-Believe Play Building Background Knowledge—In the first week of a new ***Play Theme***, children learn about roles, actions, vocabulary and 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 Planning— As part of the ***Make-Believe Play Block*** children draw and write a plan for their dramatization using ***Individual Scaffolding Writing***. Planning includes the role the child will play and role actions and speech. ***Play Planning*** takes place daily. **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 and 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. **AY**

Making Collections- Children learn to represent quantities with objects and engage in meaningful counting in this small group activity. 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**

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

Math Memory- In this small group activity, children learn to use mental visualization and language as memory tools to identify objects that have been added, removed or remain the same in an array. Children develop complex vocabulary and 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 *Make-Believe Play Planning*. **AY**

Movement Games & Songs- Music & Movement activities are used throughout the day both as *Attention Focusing 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 Letter—Children identify what letter is missing (initial, medial and final positions in words) **Semester II**

Mystery Rhyme— Children choose from two words which rhymes with target word **Semester II**

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. **AY** Mystery Math Activities include:

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**

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

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—This small group activity is 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— In this small group activity, 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**

Opening Group – Teachers and children start the day in a large group activity which includes *Attention Focusing Activities, Timeline Calendar, Weather Graphing, Share the News, Message of the Day, and Physical Self-Regulation Activities*. Opening Group should not exceed 15 minutes. **AY**

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

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

Physical Self-Regulation Activities—A key component in developing self-regulation in the Tools of the Mind program are the physical self-regulation activities. Children practice physical self-regulation by planning and inhibiting specific actions until the appropriate moment. The activities 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. They learn to follow multi-step directions and increase in complexity throughout the year. Activities include: *Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games & Songs, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf*. **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 & Songs* as well as *Write a Familiar Fingerplay*. **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**

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

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- In this small group activity, children remember and replicate sets of play dough forms different colors, sizes and 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**

Rhyming Game —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**

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**

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. **AY**

Shared Scaffolded Writing - 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, and children then write all together. 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. Shared Scaffolded Writing occurs during *Message of the Day, Write a Familiar Fingerplay & Write Along*. **AY**

Individual Scaffolded Writing - A child produces an individual, unique written product demonstrating levels of understanding of meaning and mechanics. Children receive scaffolding support from adults and peers and, when ready, use the *Sound Map* to practice sound-to-symbol correspondence. The primary Individual Scaffolded Writing activities include: *Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab – Story Extensions*. **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 Eyes activities increase in complexity throughout the year and include:

Science Eyes-Science Experiments – This version of Science Eyes includes long-range observational studies and experiments **Semester II**

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

Science Eyes- Journals- Children are provided with journals in which to record their observations during Science Eyes experiments or long-range observational studies. **Semester II**

Science Eyes – Senses – Children learn to classify their observations and remember to use more than one sense to observe. **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*. See individual activities for descriptions. **AY**

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**

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 - 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**

Alignment of Tools of the Mind Preschool Curriculum with the
North Carolina Foundations for Early Learning and Development

Story Lab-Vocabulary—Children learn the meaning of new words and practice remembering their meaning **AY**

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**

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 am meaningful context in this small group activity. 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. **AY**

Write a Familiar Fingerplay- A teacher led activity that is an extension of *Message of the Day*, where *Shared Scaffolded Writing* is used to model writing a familiar fingerplay, 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 *Shared 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.

In addition to all of the above Tools of the Mind Terms and Activities, each Tools of the Mind preschool classroom will usually also include the following centers typically found in early childhood classrooms:

Art Center- One of the six 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**



Alignment of Tools of the Mind Preschool Curriculum with the
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Block Center— One of the six 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**

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

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

Literacy Center- One of the six 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**

Science Center-One of the six centers, Science Center activities include exploration of science materials such as magnets, magnifying glasses, objects from nature, living things, and sensory materials. **AY**

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. **AY**