TOOLS OF THE MIND

Tools of the Mind

PreK Curriculum, 7th Edition

Alignment with the Colorado Early Learning Development Guidelines
Ages 3-5

Standard	*Tools of the Mind* Activity
Physical Development and Health (Ages 3-5)	
1. Physical Health Status: The maintenance of healthy and age-appropriate physical well-being.	
1. Possess good overall health, including oral, visual, and auditory health, and be free from communicable or preventable diseases.	• N/A
2. Participate in the prevention and management of chronic health conditions and avoid toxins, such as lead.	
3. Maintain physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight and height by age.	
4. Get sufficient rest and exercise to support healthy development.	• Most Tools of the Mind Classrooms have a short rest time. • Outdoor Play • Make-Believe Play Block • Physical Self-Regulation Activities- Do What I Do, Finger plays, Chants & Songs, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement
2. Health Knowledge & Practice: The understanding of healthy and safe habits and practicing healthy habits.	
1. Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.	• Most Tools of the Mind Classrooms provide breakfast/ snack and/or lunch. • Daily routines and classroom practices
2. Communicate an understanding of the importance of health and safety routines and rules.	• Classroom Rules
3. Follow basic health and safety rules and responds appropriately to harmful or unsafe situations.	• All classroom routines and rules support the recognition of safe/unsafe practices • Make Believe Play Block • Story Lab – Connections, Vocabulary, and/or Learning Facts
4. Distinguish food on a continuum from most healthy to less healthy.	• Make-Believe Play Block • Story Lab- Learning Facts
5. Eat a variety of nutritious foods.	• Most Tools of the Mind Classrooms provide breakfast/ snack and/or lunch.
6. Participate in structured and unstructured physical activities.	• Outdoor Play • Make-Believe Play Block • Physical Self-Regulation Activities- Do What I Do, Finger plays, Chants & Songs, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement • Pretend Transitions • Number Line Hopscotch

Standard	*Tools of the Mind* Activity
Physical Development and Health (Ages 3-5)	
7. Recognize the importance of doctor and dentist	• Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Story Lab- Learning Facts, Active Listening, Connections, Vocabulary
8. Cooperate during doctor and dentist visits and health and developmental screening.	• All Tools of the Mind activities support the development of self-regulation.
3. Gross Motor Skills: The control of large muscles for movement, navigation, and balance.	
1. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.	• Outdoor Play • Freeze Game • Physical Self-Regulation Activities- Do What I Do, Finger plays, Chants & Songs, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement • Attention Focusing Activities • Make-Believe Play • Number Follow the Leader • Number Line Hopscotch
2. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.	• Outdoor Play • Pretend Transitions • Make-Believe Play Block
3. Understand movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.	• Freeze Game • Attention Focusing Activities • Graphics Practice • Physical Self-Regulation Activities- Do What I Do, Finger plays, Chants & Songs, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement • Make-Believe Play Block • Number Line Hopscotch
4. Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.	
1. Develop hand strength and dexterity.	• Attention Focusing Activities • Graphics Practice • Remember and Replicate • Make -Believe Play Prop Making • Make-Believe Play Planning • Physical Self-Regulation Activities- Do What I Do, Finger plays, Chants & Songs, Freeze Game

Standard	***Tools of the Mind* Activity**
Physical Development and Health (Ages 3-5)	
2. Develop hand-eye coordination to use everyday tools, such as pitchers for pouring or utensils for eating.	• Most Tools of the Mind Classrooms provide breakfast/ snack and/or lunch. • Graphics Practice • Make-Believe Play Block
3. Manipulate a range of objects, such as blocks or books.	• Buddy Reading • Make-Believe Play Block • Science Eyes • Small Group Math Activities- Puzzles, Manipulatives, & Blocks, Making Collections, Numerals Game, Patterns with Manipulatives, Attribute Game
4. Manipulate writing, drawing, and art tools.	• Graphics Practice • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions • Make-Believe Play: Prop Making • Venger Drawing • Venger Collage • Shared Scaffolded Writing- Write Along

Standard	***Tools of the Mind* Activity**
Social and Emotional Development (Ages 3-5)	
1. Social Relationships: The healthy relationships and interactions with adults and peers.	
1. Communicate with familiar adults and accept or request guidance.	• Make-Believe Play Block • Make-Believe Play Practice • Throughout all daily classroom interactions
2. Cooperate with others.	• Make-Believe Play Block • Share the News • Buddy Reading • Community Building Activities • Freeze Game • Outdoor Play • Small Group Math Activities- Making Collections, Numerals Game, Math Memory, Attribute Game • Science Eyes • Story Labs- Character Empathy, Connections, Active Listening
3. Develop friendships with peers.	• Community Building Activities • Make-Believe Play Block

Standard	*Tools of the Mind* Activity
Social and Emotional Development (Ages 3-5)	
	• Share the News
4. Establish secure relationships with adults.	• Throughout all daily classroom interactions
5. Use socially appropriate behavior with peers	• Make-Believe Play Block • Buddy Reading • Share the News • Outdoor Play • Small Group Math Activities- Making Collections, Numerals Game, Math Memory, Attribute Game • Story Labs- Character Empathy, Connections, Active Listening
6. Resolve conflict with peers alone and/or with adult intervention as appropriate.	• Make-Believe Play Block • Share the News
7. Recognize and label others' emotions.	• Make-Believe Play Block • Share the News • Story Labs- Character Empathy, Connections
8. Express empathy and sympathy to peers.	
9. Recognize how actions affect others and accept consequences of one's actions.	• Classroom Rules • Make-Believe Play Center Block • Share the News • Story Labs- Character Empathy, Connections
2. Self-Concept and Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
1. Identify personal characteristics, preferences, thoughts, and feelings.	• Share the News • Buddy Reading • Make-Believe Play Block • Make Believer Play Practice • Science Eyes • Story Labs- Character Empathy, Connections, Active Listening
2. Demonstrate age-appropriate independence in a range of activities, routines, and tasks.	• Classroom Rules • Daily Schedule • Make-Believe Play Block • Mystery Literacy Activities-Question, Word, Letter, Rhyme • Mystery Math Activities-Shape, Numeral, Pattern
3. Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	• Make-Believe Play Block • Make Believe Play Planning • Mystery Literacy Activities-Question, Word, Letter, Rhyme • Mystery Math Activities-Shape, Numeral, Pattern
4. Demonstrate age-appropriate independence in decision- making regarding activities and materials.	• Buddy Reading • Make-Believe Play Block

Standard	*Tools of the Mind* Activity
Social and Emotional Development (Ages 3-5)	
	• Make Believe Play Planning • Mystery Literacy Activities-Question, Word, Letter, Rhyme • Mystery Math Activities-Shape, Numeral, Pattern
3. Self-Regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior.	
1. Recognize and label emotions.	• Share the News • Make-Believe Play Block • Story Labs- Character Empathy, Connections
2. Handle impulses and behavior with minimal direction from adults.	• All Tools of the Mind activities support the development of self-regulation. • The Tools program uses ***External Mediation*** as a tactic to help children gain control over their own behavior
3. Follow simple rules, routines, and directions.	• Classroom Rules • Daily Schedule • Make-Believe Play Block
4. Shift attention between tasks and move through transitions with minimal direction from adults.	• Classroom Rules • Clean-Up Song and Routines • Daily Schedule • Pretend Transitions
4. Emotional and Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.	
1. Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear.	• Make Believe Play Block • Make Believe Play Practice • Share the News
2. Refrain from disruptive, aggressive, angry, or defiant behaviors.	• All Tools of the Mind activities support the development of self-regulation. • The Tools program uses ***External Mediation*** as a tactic to help children gain control over their own behavior.
3. Adapt to new environments with appropriate emotions and behaviors.	• Make-Believe Play Block • Share the News • Story Labs- Character Empathy, Connections

Standard	*Tools of the Mind* Activity
English Language Development (Ages 3-5)	
1. Receptive English Language Skills: The ability to comprehend or understand the English language.	

Standard	*Tools of the Mind* Activity
English Language Development (Ages 3-5)	
1. Participate with movement and gestures while other children and the teachers dance and sing in English.	• Attention Focusing Activities • Community Building Activities • Physical Self-Regulation Activities- Finger plays, Chants & Songs, Freeze Game
2. Acknowledge or respond nonverbally to common words or phrases, such as "hello," "good bye," "snack time," and "bathroom," when accompanied by adult gestures.	• Daily routines and classroom practices • Attention Focusing Activities • Community Building Activities
3. Point to body parts when asked, "Where is your nose, hand, leg…?"	• Attention Focusing Activities • Physical Self-Regulation Activities- Do What I Do, Finger plays, Chants & Songs, Freeze Game
4. Comprehend and respond to increasingly complex and varied English vocabulary, such as "Which stick is the longest?" and "Why do you think the caterpillar is hungry?"	• Share the News • Make-Believe Play Block • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary Math Memory • Science Eye-Science Experiments
5. Follow multi-step directions in English with minimal cues or assistance.	• Daily Schedule • Physical Self-Regulation Activities- Do What I Do, Finger plays, Chants & Songs, Freeze Game
2. Expressive English Language Skills: The ability to speak or use English.	
1. Repeat word or phrase to self, such as "bus" while the group sings the song "Wheels on the Bus" or "brush teeth" after lunch.	• Attention Focusing Activities • Community Building Activities • Graphics Practice • Physical Self-Regulation Activities- Do What I Do, Finger plays, Chants & Songs, Freeze Game
2. Request items in English, such as "car," "milk," "book," or "ball."	• Make-Believe Play Block
3. Use one or two English words, sometimes joined to represent a bigger idea, such as "throw ball."	• Mystery Literacy Activities-Mystery Question • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Make-Believe Play Practice • I Have Who Has Vocabulary
4. Use increasingly complex and varied English vocabulary.	• Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Make-Believe Play Practice • Math Memory • Science Eye-Science Experiments

Standard	***Tools of the Mind* Activity**
English Language Development (Ages 3-5)	
	• Story Lab- Vocabulary, Connections
5. Construct sentences, such as "The apple is round." or "I see a fire truck with lights on."	• Share the News • Buddy Reading • Make-Believe Play Block • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Science Eye-Science Experiments
3. Engagement in English Literacy Activities: Understanding and responding to books, storytelling, and songs presented in English.	
1. Demonstrate eagerness to participate in songs, rhymes, and stories in English.	• Attention Focusing Activities • Buddy Reading • Community Building Activities • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary Physical Self-Regulation Activities- Do What I Do, Finger plays, Chants & Songs Freeze Game
2. Point to pictures and says the word in English, such as "frog," "baby," "run."	• Buddy Reading • Story Labs- Vocabulary, Connections, Active Listening, Character Empathy, Learning Facts
3. Learn part of a song or poem in English and repeat it.	• Attention Focusing Activities • Community Building Activities Physical Self-Regulation Activities- Finger plays, Chants & Songs
4. Talk with peers or adults about a story read in English.	• Buddy Reading • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Make-Believe Play Block
5. Tell a story in English with a beginning, middle, and end from a book or about a personal experience.	• Buddy Reading • Story Lab- Story Grammar, Connections

Standard	***Tools of the Mind* Activity**
Language Development (Ages 3-5)	
1. Receptive English Language Skills: The ability to comprehend or understand the English language.	
1. Attend to language during conversations, songs, stories, or other learning experiences.	• Share the News

Standard	***Tools of the Mind* Activity**
Language Development (Ages 3-5)	
	• Buddy Reading • Graphics Practice • Make-Believe Play Block • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Math Memory • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Science Eye-Science Experiments
2. Comprehend increasingly complex and varied vocabulary.	• Share the News • Buddy Reading • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Make-Believe Play Practice • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Math Memory • Science Eye-Science Experiments
3. Comprehend different forms of language, such as questions or exclamations.	• Mystery Question • Share the News • Buddy Reading • Make-Believe Play Block • Make-Believe Play Practice • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Science Eye-Science Experiments
4. Comprehend different grammatical structures or rules for using language.	• Share the News • Shared Scaffolded Writing-Message of the Day • Make-Believe Play Block • Make Believe Play Planning • Make-Believe Play Practice • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary

Standard	***Tools of the Mind* Activity**
Language Development (Ages 3-5)	
2. Expressive Language: The ability to use language.	
1. Engage in communication and conversation with others.	• Share the News • Buddy Reading • Make-Believe Play Block • Make Believe Play Planning • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Math Memory • Science Eye-Science Experiments
2. Use language to express ideas and needs.	• Share the News • Buddy Reading • Make-Believe Play Block • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary
3. Use increasingly complex and varied vocabulary.	• Share the News • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Make-Believe Play Practice • I Have Who Has Vocabulary • Math Memory • Science Eye-Science Experiments • Story Lab- Vocabulary, Connections
4. Use different forms of language.	• Share the News • Buddy Reading • Make-Believe Play Block • Make-Believe Play Practice • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Science Eye-Science Experiments
5. Use different grammatical structures for a variety of purposes.	• Share the News • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Make-Believe Play Block

Standard	***Tools of the Mind* Activity**
Language Development (Ages 3-5)	
	• Make-Believe Play Planning • Make-Believe Play Practice
6. Engage in storytelling.	• Buddy Reading • Make-Believe Play Block • Story Lab- Story Extensions, Story Grammar
7. Engage in conversations with peers and adults.	• Share the News • Buddy Reading • Make-Believe Play Block • Math Memory • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Science Eye-Science Experiments

Standard	***Tools of the Mind* Activity**
Literacy Knowledge & Skills (Ages 3-5)	
1. Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.	
1. Show interest in shared reading experiences and looking at books independently.	• Buddy Reading • Make-Believe Play Block • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary
2. Recognize how books are read, such as front-to back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.	• Buddy Reading • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary
3. Ask and answer questions and make comments about print materials.	• Buddy Reading • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Make-Believe Play Block

Standard	*Tools of the Mind* Activity
Literacy Knowledge & Skills (Ages 3-5)	
4. Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.	• Buddy Reading • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary
5. Retell stories or information from books through conversation, artistic works, creative movement, or drama.	• Buddy Reading • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary Make-Believe Play Block
6. Make predictions based on illustrations or portions of story or text.	• Buddy Reading • Story Lab- Predictions
2. Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.	
1. Identify and discriminate between words in language.	• Attention Focusing Activities • Physical Self-Regulation Activities- Finger plays, Chants & Songs • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play • Individual Scaffolded Writing- Make Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions • Story Lab- Active Listening • Rhyming Game • Mystery Literacy Activities- Mystery Rhyme
2. Identify and discriminate between separate syllables in words.	• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along Individual Scaffolded Writing- Make Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions • Make Believe Play Planning • Attention Focusing Activities • Community Building Activities • Physical Self-Regulation Activities- Finger plays, Chants & Songs
3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.	• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions • Mystery Literacy Activities- Mystery Letter, Mystery Rhyme, Mystery Word • Elkonin Boxes I - II • Take- Away Sounds
4. Recognize patterns of sounds in songs, storytelling, and poetry.	• Attention Focusing Activities

Standard	***Tools of the Mind* Activity**
Literacy Knowledge & Skills (Ages 3-5)	
	• Community Building Activities • Physical Self-Regulation Activities- Finger plays, Chants & Songs • Story Lab- Connections

3. Alphabet Knowledge: The names and sounds associated with letters.	
1. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	• I Have Who Has Letters • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions • Mystery Literacy Activities- Mystery Letter
2. Recognize that letters of the alphabet have distinct sound(s) associated with them.	• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions • Mystery Literacy Activities- Mystery Letter • I Have Who Has Sounds
3. Attend to the beginning letters and sounds in familiar words.	• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions • Mystery Literacy Activities- Mystery Letter, Mystery Word
4. Identify letters and associate correct sounds with letters.	• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions • I Have Who Has Letters • Mystery Literacy Activities- Mystery Letter, Mystery Word • Elkonin Boxes I - II

4. Print Concepts and Conventions: The concepts about print and early decoding (identifying letter-sound relationships).	
1. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.	• Mystery Literacy Activities-Mystery Question • Buddy Reading • Classroom Rules • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions • Make-Believe Play Block
2. Understand that print conveys meaning.	
3. Understand conventions, such as print moves from left to right and top to bottom of a page.	• Buddy Reading • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make Believe Play Planning, Story

	Lab-Learning Facts, Science Eyes, Story Lab-Extensions • Mystery Literacy Activities- Mystery Question • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary
4. Recognize words as a unit of print and understand that letters are grouped to form words.	• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions • Mystery Literacy Activities- Mystery Question, Mystery Letter • Elkonin Boxes I - II
5. Recognize the association between spoken or signed and written words.	• Buddy Reading • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions • Make-Believe Play Block • Elkonin Boxes I - II
5. Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	
1. Experiment with writing tools and materials.	• Graphics Practice • Individual Scaffolded Writing- Make Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions • Make-Believe Play Block • Make-Believe Play Prop Making • Shared Scaffolded Writing- Write Along
2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.	• Individual Scaffolded Writing- Make Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions • Make-Believe Play Block • Make-Believe Play Prop Making • Shared Scaffolded Writing- Write Along
3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. 4. Copy, trace, or independently write letters or words.	• Graphics Practice • Individual Scaffolded Writing- Make Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Story Extensions • Make-Believe Play Block • Make-Believe Play Prop Making • Shared Scaffolded Writing- Write Along
5. Dictate ideas to an adult.	• Individual Scaffolded Writing- Make Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions
6. Identify information that is relevant.	• Make-Believe Play Block • Story Labs- Learning Facts, Connections • Science Eye-Science Experiments

Standard	***Tools of the Mind* Activity**
Logic & Reasoning (Ages 3-5)	
1. Reasoning and Problem-Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.	
1. Seek multiple solutions to a question, task, or problem.	• Share the News • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Make-Believe Play Practice • Science Eye-Science Experiments
2. Recognize cause-and-effect relationships.	• Story Lab- Learning Facts • Science Eye-Science Experiments
3. Classify, compare, and contrast objects, events, and experiences.	• Share the News • Make-Believe Play Block • Story Lab- Vocabulary, Connections, Predictions, Story Grammar • Attribute Game • Science Eye-Science Experiments
4. Use past knowledge to build new knowledge.	• Share the News • Make-Believe Play Practice • Story Lab- Predictions • Science Eye-Science Experiments
5. Know that problems can be identified and possible solutions can be created.	• Share the News • Make-Believe Play Block • Make-Believe Play Practice • Science Eye-Science Experiments
2. Symbolic Representation: The use of symbols or objects to represent something else.	
1. Represent people, places, or things through drawings, movement, and three-dimensional objects.	• Individual Scaffolded Writing- Make Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions • Make-Believe Play Block • Make-Believe Play Prop Making • Make-Believe Play Practice • Venger Drawing
2. Engage in pretend play and act out roles.	• Make-Believe Play Block • Make-Believe Play Practice
3. Recognize the difference between pretend or fantasy situations and reality.	• Make-Believe Play Block • Make-Believe Play Practice • Story Lab-Connections

Standard	*Tools of the Mind* Activity
Mathematics Knowledge & Skills (Ages 3-5)	
1. Number Concepts and Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).	
1. Recognize numbers and quantities in the everyday environment.	• Timeline Calendar • Weather Graphing • Make-Believe Play Block • Freeze Game- Freeze on the Number • Making Collections • Numerals Game • I Have-Who Has Numbers • Mystery Math Activities- Mystery Numeral • Number Follow the Leader • Number Line Hopscotch • Tallying
2. Recite numbers in the correct order and understand that numbers come "before" or "after" one another.	• Timeline Calendar • Finger plays, Chants, & Songs • Number Follow the Leader • Number Line Hopscotch
3. Associate quantities and the names of numbers with written numerals.	• Timeline Calendar • Make-Believe Play Block • Numerals Game • Mystery Math Activities- Mystery Numeral
4. Use one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.	• Timeline Calendar • Weather Graphing • Freeze Game- Freeze on the Number • Tallying
5. Use the number name of the last object counted to represent the number of objects in the set.	• Making Collections • Numerals Game • Tallying
2. Number Relationships and Operations: The use of numbers to describe relationships and solve problems.	
1. Use a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describe the comparison with terms, such as more, less, greater than, fewer, or equal to.	• Weather Graphing • Making Collections • Numerals Game • Tallying
2. Recognize that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.	• Making Collections-Categories • Mystery Math Activities- Mystery Numeral Two Card • Tallying

Standard	*Tools of the Mind* Activity
Mathematics Knowledge & Skills (Ages 3-5)	
3. Identify the new number created when numbers are combined or separated.	• Mystery Math Activities- Mystery Numeral Two Card
3. Geometry and Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another.	
1. Recognize and name common shapes, their parts, and attributes.	• Mystery Math Activities- Mystery Shape • Story Lab- Learning Facts • I Have Who Has Shapes • Attribute Game
2. Combine and separate shapes to make other shapes.	• Mystery Math Activities- Mystery Shape • Make-Believe Play Block • Venger Collage
3. Compare objects in size and shape.	• Remember and Replicate • Make-Believe Play Block • Math Memory • Science Eyes • Attribute Game
4. Understand directionality, order, and position of objects, such as up, down, in front, and behind.	• Remember and Replicate • Make-Believe Play Block • Math Memory
4. Patterns: The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.	
1. Sort, classify, and serialize (put in a pattern) objects using attributes, such as color, shape, or size.	• Remember and Replicate • Pattern Movement • Mystery Math Activities- Mystery Pattern • Attribute Game • Make-Believe Play Block
2. Recognize, duplicate, and extend simple patterns.	• Remember and Replicate • Pattern Movement • Mystery Math Activities- Mystery Pattern • Make-Believe Play Block
3. Create patterns through the repetition of a unit.	• Pattern Movement • Mystery Math Activities- Mystery Pattern • Make-Believe Play Block
5. Measurement and Comparison: The understanding of attributes and relative properties of objects as related to size, capacity, and area.	
1. Compare objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier).	• Remember and Replicate • Math Memory • Science Eyes Attribute Game

Standard	*Tools of the Mind* Activity
Mathematics Knowledge & Skills (Ages 3-5)	
	• Make-Believe Play Block
2. Order objects by size or length.	• Make-Believe Play Block • Science Eye-Science Experiments
3. Use nonstandard and standard techniques and tools to measure and compare.	
4. Describe the order of common events.	• Daily Schedule • Timeline Calendar • Story Lab- Story Grammar • Make-Believe Play Block
5. Sequence a simple set of activities or events.	

Standard	*Tools of the Mind* Activity
Science Knowledge & Skills (Ages 3-5)	
1. Scientific Skills and Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.	
1. Use senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.	• Science Eyes • Make-Believe Play Block • Science Eye-Science Experiments
2. Observe and discuss common properties, differences, and comparisons among objects.	• Remember and Replicate • Make-Believe Play Block • Math Memory • Attribute Game • Science Eye-Science Experiments
3. Participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.	• Make-Believe Play Block • Science Eye-Science Experiments
4. Collect, describe, and record information through discussions, drawings, maps, and charts.	
5. Describe and discuss predictions, explanations, and generalizations based on past experience.	• Weather Graphing • Story Labs- Story Grammar, Predictions, Learning Facts • Make-Believe Play Block • Science Eye-Science Experiments
2. Conceptual Knowledge of the Natural and Physical World: The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.	
1. Observe, describe, and discuss living things and natural processes.	• Science Eyes • Story Lab- Learning Facts • Science Eye-Science Experiments • Make-Believe Play Block
2. Predict, explain, and infer patterns based on observations and representations of living things, their needs, and life cycles.	
3. Observe, describe, and discuss properties of materials and transformation of substances.	

Standard	*Tools of the Mind* Activity
Science Knowledge & Skills (Ages 3-5)	
4. Identify, predict, and extend patterns based on observations and representations of objects in the sky, daily weather, and seasonal changes.	• Weather Graphing • Science Eye-Science Experiments
5. Observe and describe patterns observed over the course of a number of days and nights, possibly including differences in the activities or appearance of plants and animals.	
6. Recognize and investigate cause-and-effect relationships in everyday experiences – pushing, pulling, kicking, rolling, or blowing objects.	• Story Lab- Learning Facts • Make-Believe Play Block • Outdoor Play • Science Eye-Science Experiments

Standard	*Tools of the Mind* Activity
Social Studies Knowledge & Skills (Ages 3-5)	
1. Self, Family, and Community: The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.	
1. Identify personal and family structure.	• Share the News • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Story Lab- Active Listening, Connections
2. Understand similarities and respect differences among people.	• Share the News • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Story Lab- Active Listening, Connections, Character Empathy
3. Recognize a variety of jobs and the work associated with them.	• Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Make-Believe Play Practice • Story Lab- Active Listening, Learning Facts, Vocabulary
4. Understand the reasons for rules in the home and classroom and for laws in the community.	• Classroom Rules • Share the News • Make-Believe Play Block
5. Describe or draw aspects of the geography of the classroom, home, and community.	• Make-Believe Play Block • Venger Drawings
6. Recognize money and identify its purpose.	• Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Make-Believe Play Practice • Story Lab- Learning Facts
2. People and the Environment: The understanding of the relationship between people and the environment in which they live.	

Standard	***Tools of the Mind* Activity**
Social Studies Knowledge & Skills (Ages 3-5)	
1. Recognize aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	• Story Lab- Learning Facts, Vocabulary • Make-Believe Play Block • Science Eye-Science Experiments
2. Recognize that people share the environment with other people, animals, and plants.	• Share the News • Science Eyes • Make-Believe Play Block
3. Understand that people can take care of the environment through activities, such as recycling.	• Story Lab- Learning Facts, Vocabulary • Make-Believe Play Block
3. History and Events: The understanding that events happened in the past and how these events relate to one's self, family, and community.	
1. Differentiate between past, present, and future.	• Daily Schedule • Timeline Calendar • Weather Graphing • Make-Believe Play Block • Make Believe Play Planning • Story Lab- Story Grammar
2. Recognize events that happened in the past, such as family or personal history.	• Daily Schedule • Timeline Calendar • Weather Graphing • Share the News • Make Believe Play Planning
3. Understand that how people live and what they do changes over time.	• Share the News • Make-Believe Play Block • Story Lab- Character Empathy, Story Grammar

Standard	***Tools of the Mind* Activity**
Creative Arts Expression (Ages 3-5)	
1. Music: The use of voice and instruments to create sounds.	
1. Participate in music activities, such as listening, singing, or performing.	• Attention Focusing Activities • Community Building Activities • Make-Believe Play Block • Physical Self-Regulation Activities- Do What I Do, Finger plays, Chants & Songs, Freeze Game
2. Experiment with musical instruments	• Attention Focusing Activities • Make-Believe Play Block

Standard	***Tools of the Mind* Activity**
Creative Arts Expression (Ages 3-5)	
3. Respond to rhythmic patterns and elements of music using expressive movement.	• Attention Focusing Activities • Graphics Practice • Make-Believe Play Block • Physical Self-Regulation Activities- Finger plays, Chants & Songs, Freeze Game
4. Improvise movement and sound responses to music.	• Attention Focusing Activities • Make-Believe Play Block • Physical Self-Regulation Activities- Finger plays, Chants & Songs, Freeze Game
5. Describe and respond to musical elements.	• Attention Focusing Activities • Graphics Practice • Make-Believe Play Block • Physical Self-Regulation Activities- Finger plays, Chants & Songs, Freeze Game
6. Recognize a wide variety of sounds and sound sources.	
7. Express feeling responses to music.	• Share the News • Attention Focusing Activities • Graphics Practice • Make-Believe Play Block • Physical Self-Regulation Activities- Finger plays, Chants & Songs, Freeze Game
8. Recognize music in daily life.	• Attention Focusing Activities • Clean Up Routine • Make-Believe Play Block • Physical Self-Regulation Activities- Finger plays, Chants & Songs, Freeze Game

2. Creative Movement and Dance: The use of the body to move to music and express oneself.	
1. Express what is felt and heard in various musical tempos and styles.	• Attention Focusing Activities • Share the News • Graphics Practice • Make-Believe Play Block • Physical Self-Regulation Activities- Finger plays, Chants & Songs, Freeze Game • Story Lab- Active Listening, Learning Facts
2. Move to different patterns of beat and rhythm in music.	• Attention Focusing Activities • Graphics Practice
3. Use creative movement to express concepts, ideas, or feelings.	• Attention Focusing Activities • Make-Believe Play Block • Physical Self-Regulation Activities- Finger plays, Chants & Songs, Freeze Game
4. Demonstrate simple phrases of movement in time and space.	• Attention Focusing Activities • Graphics Practice • Make-Believe Play Block • Physical Self-Regulation Activities- Finger plays, Chants & Songs, Freeze Game
5. Attentively observe a dance performance.	• Make-Believe Play Block • Make- Believe Play Practice • Physical Self-Regulation Activities- Do What I Do, Finger plays, Chants & Songs, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement
6. Recognize dances from around the world.	• Attention Focusing Activities • Story Lab- Active Listening, Learning Facts
3. Art: The use of a range of media and materials to create drawings, pictures, or other objects.	
1. Use different materials and techniques to make art creations.	• Make-Believe Play Block • Make-Believe Play Prop Making • Venger Collage
2. Discuss one's own artistic creations and those of others.	• Individual Scaffolded Writing- Make Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions • Make-Believe Play Block • Make-Believe Play Prop Making • Venger Drawing
3. Know that works of art can represent people, places, and things.	
4. Identify art in daily life.	• Buddy Reading • Make-Believe Play Block • Story Lab- Story Extensions, Vocabulary
5. Understand that artists have an important role in communities	• Make-Believe Play Block • Story Lab- Learning Facts

4. Drama & Theatre Arts: The portrayal of events, characters, or stories through acting and using props and language.	
1. Use dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.	• Buddy Reading • Make Believe Play Block • Story Lab- Character Empathy, Story Extensions
2. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations.	• Make-Believe Play Block • Make-Believe Play Practice
3. Respond to stories and plays.	• Make-Believe Play Block • Make-Believe Play Practice • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary

Standard	***Tools of the Mind* Activity**
Approaches to Learning (Ages 3-5)	
1. Initiative and Curiosity: An interest in varied topics and activities, a desire to learn, creativity, and independence in learning.	
1. Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.	• Share the News • Buddy Reading • Graphics Practice • Make-Believe Play Block • Make Believe Play Planning • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Making Collections • Math Memory • Numerals Game • Science Eye-Science Experiments
2. Demonstrate eagerness to learn about and discuss a range of topics, ideas, and tasks.	• Share the News • Buddy Reading • Make-Believe Play Block • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Science Eye-Science Experiments
3. Ask questions and seek new information.	• Share the News • Buddy Reading • Make-Believe Play Block • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary

Standard	*Tools of the Mind* Activity
Approaches to Learning (Ages 3-5)	
	• Science Eye-Science Experiments
2. Persistence and Attentiveness: The ability to begin and finish activities with persistence and attention.	
1. Maintain interest in a project or activity until completed.	• Make Believe Play Block • Buddy Reading • Graphics Practice • Individual Scaffolded Writing- Make Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions • Make-Believe Play Prop Making • Making Collections • Math Memory • Numerals Game
2. Set goals and develop and follow through on plans.	• Make-Believe Play Block • Make Believe Play Planning
3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges.	• All Tools of the Mind activities support the development of self-regulation.
3. Cooperation: An interest and engagement in group experiences.	
1. Plan, initiate, and complete learning activities with peers.	• Share the News • Buddy Reading • Story Labs-Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary Attribute Game • Make-Believe Play Block • I Have Who Has Games- Colors, Names, Letters, Sounds, Numerals, Shapes • Making Collections • Numerals Game • Science Eyes
2. Join in cooperative play with others and invite others to play.	• Make-Believe Play Block • Outdoor Play
3. Model or teach peers.	• Mystery Literacy and Mystery Math Activities • Buddy Reading • Make-Believe Play Block • Make Believe Play Planning • Making Collections • Numerals Game • Attribute Game

Standard	***Tools of the Mind* Activity**
Approaches to Learning (Ages 3-5)	
4. Help, share, and cooperate in a group.	• Attention Focusing Activities • Classroom Rules • Community Building Activities • Make-Believe Play Block • Physical Self-Regulation Activities- Do What I Do, Finger plays, Chants & Songs, Freeze Game • Share the News

Glossary–Tools of the Mind Preschool Terms & Activities

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**

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*

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—***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**

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:
  Introduced Semester I and practiced throughout the year as needed:
  - **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**

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 Scaffolded Writing***. Planning includes the role the child will play and role actions and speech. ***Play Planning*** takes place daily. **AY**

Glossary–Tools of the Mind Preschool Terms & Activities

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**

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**

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**

Glossary–Tools of the Mind Preschool Terms & Activities

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**

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**

Glossary–Tools of the Mind Preschool Terms & Activities

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**
- **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**

- **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.

Glossary–Tools of the Mind Preschool Terms & Activities

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**

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**