



# Tools of the Mind

PreK Curriculum, 7<sup>th</sup> Edition

Alignment with the Florida Early Learning and Developmental  
Standards

Three Year-Olds and Four Year Olds



Standard	<i>Tools of the Mind</i> Activity
<b>I. Physical Development</b>	
<b>3 Year-Olds</b>	
<b>A. Gross Motor Development</b>	
1. Shows characteristics of appropriate health and development	<ul style="list-style-type: none"> <li>• Physical Self-Regulation Activities - Do What I Do, Fingerplays &amp; Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement</li> <li>• Outdoor Play</li> <li>• Make-Believe Play Block</li> <li>• Story Lab -Active Listening, Connections, and Learning Facts</li> </ul>
2. Demonstrates increasing control of large muscles	<ul style="list-style-type: none"> <li>• Outdoor Play</li> <li>• Make-Believe Play Block</li> <li>• Physical Self-Regulation Activities - Do What I Do, Fingerplays &amp; Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement</li> <li>• Number Line Hopscotch</li> <li>• Elkonin Boxes I</li> </ul>
3. Demonstrates increasing coordination of large muscles	
<b>B. Fine Motor Development</b>	
1. Demonstrates increasing control of small muscles	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes</li> <li>• Graphics Practice</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Make-Believe Play Block</li> <li>• Remember and Replicate</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Attribute Game</li> <li>• Write Along</li> </ul>
2. Shows improving eye-hand coordination	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Prop Making</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Remember and Replicate</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Venger Drawing/Venger Collage</li> <li>• Write Along</li> </ul>



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<p>3. Uses various drawing and art tools with developing coordination</p>	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes</li> <li>• Make-Believe Play Block</li> <li>• Venger Drawing</li> <li>• Venger Collage</li> <li>• Write Along</li> </ul>
<p><b>C. Self-help</b></p>	
<p>1. Actively participates in self-care</p>	<p>The children are encouraged to actively participate in self-care skills throughout the day, with teachers providing scaffolding when children need assistance. For example, as they arrive children are encouraged to put away their belongings by themselves and be responsible for them. During snack or lunch times, they are encouraged to wash their hands, get their snacks out of their bags, and cleanup. Children are encouraged to put on their coats and jackets independently before going outside. It is expected that three-year-old children may need more teacher assistance and scaffolding to participate in some self-care tasks.</p>
<p>2. Actively takes part in basic health and safety routines</p>	<ul style="list-style-type: none"> <li>• Classroom Practices - Classroom Rules</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Practice</li> </ul>
<p><b>D. Health</b></p>	
<p>1. Exhibits auditory abilities that support healthy growth and development</p>	<ul style="list-style-type: none"> <li>• Physical Self-Regulation Activities - Do What I Do, Fingerplays &amp; Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement</li> <li>• Pretend Transitions</li> <li>• Buddy Reading</li> <li>• Graphics Practice</li> <li>• Message of the Day</li> <li>• Share the News</li> <li>• Make-Believe Play Block</li> <li>• Mystery Math and Mystery Literacy Activities</li> <li>• Making Collections</li> <li>• All Story Labs</li> </ul>
<p>2. Shows characteristics of good oral health</p>	<ul style="list-style-type: none"> <li>• Story Lab - Active Listening, Connections &amp; Learning Facts</li> <li>• Share the News</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Building Background Knowledge</li> </ul>
<p>3. Shows physical needs are met</p>	<p>Observable in classroom routines and knowable through communication with parents or guardians.</p>



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Standard	<i>Tools of the Mind</i> Activity
<b>I. Physical Development</b>	
<b>4 Year-Olds</b>	
<b>A. Health and Wellness</b>	
1. Shows characteristics of good health to facilitate learning	<ul style="list-style-type: none"> <li>• Physical Self-Regulation Activities - Do What I Do, Fingerplays &amp; Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement</li> <li>• Make-Believe Play Block</li> <li>• Outdoor Play</li> <li>• Puzzles, Manipulatives, and Blocks</li> <li>• Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes</li> <li>• Number Line Hopscotch</li> <li>• Elkonin Boxes I</li> <li>• Share the News</li> <li>• All Story Labs</li> </ul>
2. Shows visual abilities facilitate learning and healthy growth and development	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions</li> <li>• All Story Labs</li> <li>• Make-Believe Play Block</li> <li>• Buddy Reading</li> <li>• Make Believe Play Planning</li> <li>• Making Collections</li> <li>• Remember and Replicate</li> <li>• Numerals Game</li> </ul>
3. Demonstrates auditory ability to facilitate learning and healthy growth and development	<ul style="list-style-type: none"> <li>• Physical Self-Regulation Activities - Do What I Do, Fingerplays &amp; Chants, Freeze Game, Pattern Movement</li> <li>• Graphics Practice</li> <li>• Pretend Transitions</li> <li>• Message of the Day</li> <li>• Share the News</li> <li>• Make-Believe Play Block</li> <li>• All Story Labs</li> <li>• Buddy Reading</li> </ul>
4. Demonstrates characteristics of good oral health and performs oral hygiene routines	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play Block</li> </ul>
5. Shows familiarity with health care providers in relation to health and wellness	<ul style="list-style-type: none"> <li>• Make-Believe Building Background Knowledge</li> </ul>



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	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Story Lab- Active Listening, Connections, Vocabulary &amp; Learning Facts</li> </ul>
6. Demonstrates self-control, interpersonal and social skills in relation to mental health	<p>In <i>Tools</i> classrooms, self-regulation is embedded in all activities. Interpersonal and social skills are scaffolded and encouraged throughout the day, especially in (but not limited to):</p> <ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• All Small Group Literacy and Small Group Math Activities</li> </ul>
7. Shows basic physical needs are met	Observable in classroom routines and knowable through communication with parents or guardians.
8. Actively takes part in basic health and safety routines	<ul style="list-style-type: none"> <li>• Classroom Practices - Classroom Rules, Daily Schedule</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Story Lab - Active Listening, Learning Facts, Connections, and Vocabulary</li> </ul>
9. Participates in physical fitness activities	<ul style="list-style-type: none"> <li>• Outdoor Play</li> <li>• Physical Self-Regulation Activities - Do What I Do, Fingerplays &amp; Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement</li> <li>• Number Line Hopscotch</li> <li>• Elkonin Boxes I</li> </ul>
10. Makes healthy food choices	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Building Background Knowledge</li> <li>• Story Lab-Active Listening, Connections, and Learning Facts</li> </ul>
<b>B. Self – Help</b>	
1. Actively participates in self-care	<p>The children are encouraged to actively participate in self-care skills throughout the day, with teachers providing scaffolding when children need assistance. For example, as they arrive children are encouraged to put away their belongings by themselves and be responsible for them. During snack or lunch times, they are encouraged to wash their hands, get their snacks out of their bags, and cleanup. Children are encouraged to put on their coats and jackets independently before going outside. It is expected that three-year-old children may need more teacher assistance and scaffolding to participate in some self-care tasks.</p>
2. Helps carry out classroom routines	<ul style="list-style-type: none"> <li>• Classroom Practices - Classroom Rules, Daily Schedule</li> <li>• Make-Believe Play Block</li> </ul>
<b>C. Gross Motor Development</b>	
1. Demonstrates increasing motor control and balance	<ul style="list-style-type: none"> <li>• Outdoor Play</li> <li>• Physical Self-Regulation Activities - Do What I Do, Fingerplays</li> </ul>



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2. Demonstrates the ability to combine movements for gross motor skills	& Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement <ul style="list-style-type: none"> <li>• Number Follow the Leader</li> <li>• Number Line Hopscotch</li> <li>• Elkonin Boxes I</li> </ul>
<b>D. Fine Motor Development</b>	
1. Demonstrates increasing control of small motor muscles to perform simple tasks	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Prop Making</li> </ul>
2. Uses eye-hand coordination to perform fine motor tasks	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Attribute Game</li> <li>• Write Along</li> </ul>
3. Shows beginning control of writing by using various drawing and art tools with increasing coordination.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes</li> <li>• Venger Drawing/Venger Collage</li> <li>• Make-Believe Play Block</li> <li>• Write Along</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>II. Approaches to Learning</b>	
<b>3 Year-Olds</b>	
<b>A. Eagerness and Curiosity</b>	
1. Shows eagerness and is curious to learn new things and have new experiences	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Science Eyes</li> </ul>
<b>B. Persistence</b>	
1. Sustains attention for brief periods and finds help when needed	Throughout the Tools of the Mind day, children are scaffolded to sustain attention and focus. This can be observed in but not limited to: <ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Puzzles, Manipulatives and Blocks</li> <li>• All Story Labs</li> </ul>



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<b>C. Creativity and Inventiveness</b>	
1. Approaches daily activities with creativity and inventiveness	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Practice</li> <li>• Fingerplays, Chants, and Songs</li> </ul>
<b>D. Planning and Reflection</b>	
1. Shows initial signs of planning and learning from their experiences	<ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Practice</li> <li>• Share the News</li> <li>• Story Lab - Connections</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>II. Approaches to Learning</b>	
<b>4 Year-Olds</b>	
<b>A. Eagerness and Curiosity</b>	
1. Shows curiosity and is eager to learn new things and have new experiences	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Science Eyes</li> </ul>
<b>B. Persistence</b>	
1. Attends to tasks for brief periods and finds help when needed	<p>Throughout the Tools of the Mind day, children are scaffolded to sustain attention and focus. This can be observed in but not limited to:</p> <ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Puzzles, Manipulatives and Blocks</li> <li>• All Story Labs</li> <li>• All Small Group Literacy and Small Group Math Activities</li> </ul>
<b>C. Creativity</b>	
1. Approaches daily activities with creativity	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Practice</li> <li>• Fingerplays, Chants, and Songs</li> </ul>
<b>D. Planning and Reflection</b>	
1. Shows initial signs of planning and learning from their experiences	<ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Practice</li> <li>• Share the News</li> <li>• Story Lab - Connections</li> <li>• Science Eyes—Experiments</li> </ul>



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Standard	<i>Tools of the Mind</i> Activity
<b>III. Social Emotional Development</b>	
<b>3 Year-Olds</b>	
<b>A. Pro-social Behaviors</b>	
1. Develops positive relationships and interacts with familiar adults	Positive relationships and interactions with peers within the classroom are encouraged throughout the day. Some examples of where these interactions can be observed (but are not limited to): <ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Buddy Reading</li> <li>• Share the News</li> <li>• Make-Believe Play Block</li> <li>• All Small Group Literacy and Small Group Math Activities</li> </ul>
2. Interacts and develops positive relationships with peers	
3. Joins in group activities and experiences within early learning environments	
4. Shows care and concern for others	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Make-Believe Play Block</li> <li>• Story Lab—Character Empathy</li> <li>• Share the News</li> </ul>
<b>B. Self-Regulation</b>	
1. Follows simple rules and routines with support	<ul style="list-style-type: none"> <li>• Classroom Routines - Classroom Rules, Daily Schedule</li> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Graphics Practice</li> <li>• Mystery Literacy and Mystery Math Activities</li> <li>• All Story Labs</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> </ul>
2. Begins to use materials with increasing care and safety	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Clean Up Routine</li> </ul>
3. Adapts to transitions with support	<ul style="list-style-type: none"> <li>• Classroom Practices: Daily Schedule</li> <li>• Pretend Transitions</li> <li>• Attention Focusing Activities</li> </ul>
4. Shows developing ability to solve social problems with support from familiar adults	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Classroom Practices – Classroom Rules, Clean Up Routine</li> </ul>
<b>C. Self-Concept</b>	
1. Shows growing confidence in their abilities	<ul style="list-style-type: none"> <li>• Make Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• All Story Labs</li> <li>• All Small Group Literacy and Small Group Math Activities</li> </ul>





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2. Begins to independently initiate and direct some experiences	<ul style="list-style-type: none"> <li>• Make Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• Buddy Reading</li> <li>• Mystery Literacy and Mystery Math Activities</li> </ul>
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Standard	<i>Tools of the Mind</i> Activity
<b>III. Social Emotional Development</b>	
<b>4 Year-Olds</b>	
<b>A. Self-Regulation</b>	
<b>a. Affective</b>	
1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Make-Believe Play Block</li> <li>• Make Believe Play Planning</li> <li>• Mystery Literacy and Mystery Math Activities</li> </ul>
2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• Story Lab—Character Empathy</li> </ul>
<b>b. Life/Adaptive</b>	
1. Follows simple rules, agreements and familiar routines with teacher support	<ul style="list-style-type: none"> <li>• Classroom Routines - Classroom Rules, Daily Schedule</li> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Graphics Practice</li> <li>• Mystery Literacy and Mystery Math Activities</li> <li>• All Story Labs</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> </ul>
2. Begins to use materials with increasing care and safety	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Clean Up Routine</li> </ul>
3. Adapts to transitions with increasing independence	<ul style="list-style-type: none"> <li>• Classroom Practices - Daily Schedule</li> <li>• Pretend Transitions</li> <li>• Attention Focusing Activities</li> </ul>
<b>B. Relationships</b>	
<b>a. Self</b>	
1. Shows increasing confidence in their own abilities	<ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• Share the News</li> </ul>



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	<ul style="list-style-type: none"> <li>Buddy Reading</li> </ul>
<b>b. Peers</b>	
1. Interacts and develops positive relationships with peers	<ul style="list-style-type: none"> <li>Community-Building Activities</li> <li>Make-Believe Play Block</li> <li>Share the News</li> <li>Buddy Reading</li> <li>All Small Group Literacy and Small Group Math Activities</li> </ul>
2. Develops special friendships	<ul style="list-style-type: none"> <li>Community-Building Activities</li> <li>Make-Believe Play Planning</li> <li>Make-Believe Play Block</li> <li>Share the News</li> <li>All Small Group Literacy and Small Group Math Activities</li> </ul>
3. Shows care and concern for others	<ul style="list-style-type: none"> <li>Community-Building Activities</li> <li>Make-Believe Play Block</li> <li>Share the News</li> <li>Story Lab – Character Empathy</li> </ul>
<b>c. Adults</b>	
1. Develops positive relationships and interacts comfortably with familiar adults	Positive relationships and interactions with adults within the classroom are encouraged throughout the day.
<b>C. Social Problem Solving</b>	
1. Shows developing ability to solve social problems with support from familiar adults	<ul style="list-style-type: none"> <li>Make-Believe Play Block</li> <li>Make-Believe Play Planning</li> <li>Share the News</li> <li>All Small Group Math Activities</li> <li>Story Lab – Character Empathy, Learning Facts, Connections</li> </ul>
2. Develops an initial understanding of bullying, with support from familiar adults	

Standard	<i>Tools of the Mind</i> Activity
<b>IV. Language and Communication</b>	
<b>3 Year-Olds</b>	
<b>A. Listening and Understanding</b>	
1. Listens to and understands spoken language	<ul style="list-style-type: none"> <li>All Story Labs</li> <li>Share the News</li> <li>Attention-Focusing Activities</li> <li>Make-Believe Play Block</li> <li>Buddy Reading</li> </ul>
2. Shows understanding by following simple directions	<ul style="list-style-type: none"> <li>Physical Self-Regulation Activities - Do What I Do, Fingerplays &amp; Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement</li> <li>Make-Believe Play Planning</li> </ul>



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	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Graphics Practice</li> </ul>
<b>B. Communication and Speaking</b>	
1. Shows improving expressive communication skills	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• All Story Labs</li> <li>• Buddy Reading</li> </ul>
2. Shows increased vocabulary and uses language for many purposes	<ul style="list-style-type: none"> <li>• Story Lab—Vocabulary</li> <li>• Make-Believe Play Practice</li> <li>• Make Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• Science Eyes</li> </ul>
<b>C. Early Reading</b>	
1. Shows an appreciation and enjoyment of reading	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Make-Believe Play Block</li> <li>• All Story Labs</li> </ul>
2. Demonstrates beginning phonological awareness	<ul style="list-style-type: none"> <li>• Attention-Focusing Activities</li> <li>• Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes</li> <li>• Shared Scaffolded Writing: Message of the Day, Write a Familiar Fingerplay &amp; Write Along</li> <li>• Make-Believe Play Block</li> <li>• Mystery Rhyme</li> <li>• Rhyming Game</li> </ul>
3. Shows awareness of letters and symbols	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes</li> <li>• Shared Scaffolded Writing: Message of the Day, Write a Familiar Fingerplay &amp; Write Along</li> <li>• I Have—Who Has - Letters</li> <li>• Mystery Literacy and Mystery Math Activities</li> <li>• Make-Believe Play Block</li> </ul>
4. Demonstrates comprehension and responds to stories	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
<b>D. Early Writing</b>	
1. Begins to use writing, pictures and play to express ideas	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes</li> <li>• Shared Scaffolded Writing: Message of the Day, Write a Familiar Fingerplay &amp; Write Along</li> <li>• Make-Believe Play Block</li> <li>• Venger Drawing/Venger Collage</li> </ul>
2. Shows beginning writing skills by making letter like shapes and scribbles to write	



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Standard	<i>Tools of the Mind</i> Activity
<b>IV. Language, Communication and Emergent Literacy</b>	
<b>4 Year-Olds</b>	
<b>A. Listening and Understanding</b>	
1. Increases knowledge through listening	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Make-Believe Play Block</li> <li>• Buddy Reading</li> </ul>
2. Follows multi-step directions	<ul style="list-style-type: none"> <li>• Physical Self-Regulation Activities - Do What I Do, Fingerplays &amp; Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement</li> <li>• Clean Up Routine</li> <li>• Share the News</li> <li>• Make-Believe Play Planning</li> <li>• Buddy Reading</li> <li>• Graphics Practice</li> <li>• All Small Group Math Activities</li> </ul>
<b>B. Speaking</b>	
1. Speech is understood by both a familiar and an unfamiliar peer or adult	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> </ul>
<b>C. Vocabulary</b>	
1. Shows an understanding of words and their meanings	
Benchmark a: Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs).	<ul style="list-style-type: none"> <li>• Story Lab – Vocabulary, Character Empathy</li> <li>• Math Memory</li> <li>• Science Eyes</li> <li>• Make-Believe Play Block</li> </ul>
Benchmark b: Child has mastery of functional and organizational language of the classroom (e.g., same and different, in front of and behind, next to, opposite, below).	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Math Memory</li> <li>• Make-Believe Play Block</li> <li>• Mystery Pattern</li> </ul>
Benchmark c: Child understands or knows the meaning of many thousands of words, including disciplinary words (e.g., science, social studies, math, and literacy), many more than he or she routinely uses (receptive language).	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> </ul>
2. Shows increased vocabulary to describe many objects, actions and events	



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Benchmark a: Child uses a large speaking vocabulary, adding new words weekly.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• Buddy Reading</li> <li>• Science Eyes</li> <li>• Math Memory</li> <li>• Attribute Game</li> <li>• All Story Labs</li> </ul>
Benchmark b: Child uses category labels (e.g., fruit, vegetable, animal, transportation, tool).	
Benchmark c: Child uses a variety of word meaning relationships (e.g., part-whole, object-function, object-location).	
<b>D. Sentence and Structure</b>	
1. Uses age appropriate grammar in conversations and increasingly complex phrases and sentences	
Benchmark a: Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes</li> <li>• Make-Believe Play Block</li> <li>• All Story Labs</li> <li>•</li> </ul>
Benchmark b: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	
2. Connects phrases and sentences to build ideas	
Benchmark a: Child uses sentences with more than one phrase.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Science Eyes</li> </ul>
Benchmark b: Child combines more than one idea using complex sentences.	
Benchmark c: Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.	
<b>E. Conversation</b>	
1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems	
Benchmark a: Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving).	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Buddy Reading</li> <li>• All Small Group Math Activities</li> <li>• Science Eyes</li> </ul>
2. Initiates, asks questions and responds to adults and peers in a variety of settings	
Benchmark a: Child follows another’s conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Make-Believe Play Block</li> <li>• All Story Labs</li> </ul>
Benchmark b: Child provides appropriate information for the setting (e.g., introduces him or herself, requests assistance, answers questions by providing name and address to a police	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> </ul>



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officer or other appropriate adult).	
3. Uses appropriate language and style context	
Benchmark a: Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> </ul>
Benchmark b: Child demonstrates knowledge of non-verbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation).	
Benchmark c: Child matches language to social and academic contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom).	
<b>F. Emergent Reading</b>	
1. Shows motivation for reading	
Benchmark a: Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Make Believe Play Planning</li> <li>• Make-Believe Play Block</li> </ul>
Benchmark b: Child interacts appropriately with books and other materials in a print-rich environment.	
Benchmark c: Child asks to be read to or asks the meaning of written text.	
2. Shows age-appropriate phonological awareness	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes</li> <li>• Shared Scaffolded Writing: Message of the Day, Write a Familiar Fingerplay &amp; Write Along</li> <li>• Mystery Literacy Activities – Mystery Word and Mystery Letter</li> <li>• Make-Believe Play Block</li> <li>• Take-Away Sounds</li> <li>• Venger Drawing/Venger Collage</li> <li>• Elkonin Boxes I and II</li> </ul>
Benchmark a: Child can distinguish individual words within spoken phrases or sentences.	
Benchmark b: Child combines words to make a compound word (e.g., “foot” + “ball” = “football”).	
Benchmark c: Child deletes a word from a compound word (e.g., “starfish” – “star” = “fish”).	
Benchmark d: Child combines syllables into words (e.g., “sis” + “ter” = “sister”).	
Benchmark e: Child can delete a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”).	
Benchmark f: Child combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures, and adult says /c/ + “at,” child	<ul style="list-style-type: none"> <li>• Take Away Sounds</li> </ul>

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can select the picture of the cat).	
3. Shows alphabetic knowledge	
Benchmark a: Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that is named).	<ul style="list-style-type: none"> <li>• I Have – Who Has Letters</li> <li>• Shared Scaffolded Writing: Message of the Day, Write a Familiar Fingerplay &amp; Write Along</li> </ul>
Benchmark b: Child names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name).	
Benchmark c: Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given).	
Benchmark d: Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes).	<ul style="list-style-type: none"> <li>• I Have – Who Has Sounds</li> <li>• Shared Scaffolded Writing: Message of the Day, Write a Familiar Fingerplay &amp; Write Along</li> </ul>
4. Demonstrates comprehension of text read aloud	
Benchmark a: Child retells or reenacts story after it is read aloud.	<ul style="list-style-type: none"> <li>• Story Lab – Story Grammar, Story Extensions</li> </ul>
Benchmark b: Child asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”).	<ul style="list-style-type: none"> <li>• Story Lab – Active Listening, Predictions, Character Empathy</li> <li>• Buddy Reading</li> </ul>
<b>G. Emergent Writing</b>	
1. Shows motivation to engage in written expression	
Benchmark a: Child demonstrates understanding of the connections among their own ideas, experiences, and written expression.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes</li> <li>• Shared Scaffolded Writing: Message of the Day, Write a Familiar Fingerplay &amp; Write Along</li> <li>• Make-Believe Play Block</li> </ul>
Benchmark b: Child intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes).	
2. Uses scribbling, letter-like shapes and letters that are clearly different from drawing to represent thoughts and ideas	
Benchmark a: Child independently uses letter-like shapes or letters to write words or parts of words.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes</li> <li>• Make-Believe Play Block</li> </ul>
Benchmark b: Child writes own name (e.g., first name, last name, or frequent nickname), not necessarily with full correct spelling or well-formed letters.	
3. Demonstrates age-appropriate ability to write letters	
Benchmark a: Child independently writes some letters on request.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes</li> <li>• Make-Believe Play Block</li> <li>• Venger Drawing/Venger Collage</li> </ul>
4. Demonstrates knowledge of purposes, functions and structure of written composition	
Benchmark a: When writing or dictating, child uses appropriate writing conventions (e.g., a letter starts with “Dear”; a story has a beginning, middle, and end).	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes</li> <li>• Make-Believe Play Block</li> </ul>



Standard	<i>Tools of the Mind</i> Activity
<b>Cognitive Development and General Knowledge</b>	
<b>3 Year-Olds</b>	
<b>A. Mathematical Thinking</b>	
1. Demonstrates interest in mathematical problem-solving	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Mystery Math Activities</li> <li>• Remember and Replicate</li> <li>• Make-Believe Play Block</li> </ul>
2. Sorts objects into groups by one characteristic	<ul style="list-style-type: none"> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Make-Believe Play Block</li> <li>• Attribute Game</li> </ul>
3. Shows knowledge of numbers and counting	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Weather Graphing</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Mystery Numeral</li> <li>• Make-Believe Play Block</li> </ul>
4. Recognizes some geometric shapes	<ul style="list-style-type: none"> <li>• I Have—Who Has Shapes</li> <li>• Remember and Replicate</li> <li>• Attribute Game</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Mystery Shape</li> <li>• Venger Drawing/Venger Collage</li> </ul>
5. Shows beginning understanding of spatial relationships and position words	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Freeze Game</li> <li>• Graphics Practice</li> <li>• Make-Believe Play Block</li> <li>• Math Memory</li> </ul>
6. Demonstrates beginning ability to compare and contrast	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Making Collections</li> <li>• Math Memory</li> <li>• Science Eyes</li> <li>• Attribute Game</li> <li>• Tallying</li> <li>• Make-Believe Play Block</li> </ul>
7. Engages in activities that explore measurement	<ul style="list-style-type: none"> <li>• Puzzles, Manipulatives &amp; Blocks</li> </ul>





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	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Prop Making</li> <li>• Science Eyes - Experiments</li> </ul>
<b>B. Scientific Thinking</b>	
1. Uses senses to collect information through observation and exploration	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Science Eyes Senses</li> <li>• Science Eyes –Science Experiments</li> <li>• Weather Graphing</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Make-Believe Play Block</li> </ul>
2. Begins to use simple tools for observing and investigating	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Science Eyes Experiments</li> <li>• Make-Believe Play Block</li> </ul>
3. Begins to compare objects	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Science Eyes</li> <li>• Make-Believe Play Block</li> </ul>
<b>C. Social Studies</b>	
1. Begins to recognize and appreciate similarities and differences in people	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Building Background Knowledge</li> </ul>
2. Begins to understand family characteristics, roles, and functions	
3. Shows awareness of some social roles and jobs that people do	
4. Demonstrates awareness of group rules	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Opening Group Activities</li> <li>• Make-Believe Play Block</li> </ul>
5. Demonstrates awareness of the environment around them	<ul style="list-style-type: none"> <li>• Clean Up Routine</li> <li>• Make-Believe Play Block</li> </ul>
<b>D. The Arts</b>	
1. Uses many different creative art materials to express and explore	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Prop Making</li> <li>• Venger Drawing/Venger Collage</li> </ul>
2. Engages in musical experiences	<ul style="list-style-type: none"> <li>• Attention-Focusing Activities</li> <li>• Graphics Practice</li> <li>• Movement Games and Songs</li> <li>• Make-Believe Play Block</li> <li>• Freeze Game</li> </ul>
3. Engages in creative movement and dramatic play	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Physical Self-Regulation Activities: Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games &amp; Songs, Do What I Do, Fingerplays, Chants &amp; Songs, Mouse Trap,</li> </ul>



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	<ul style="list-style-type: none"> <li>and Mr. Wolf</li> <li>• Pretend Transitions</li> <li>• Number Follow the Leader</li> <li>• Community-Building Activities</li> </ul>
4. Shows understanding and appreciation of artistic creations or events	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Physical Self-Regulation Activities: Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games &amp; Songs, Do What I Do, Fingerplays, Chants &amp; Songs, Mouse Trap, and Mr. Wolf</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Cognitive Development and General Knowledge</b>	
<b>4 Year-Olds</b>	
<b>A. Mathematical Thinking</b>	
<b>a. Number Sense</b>	
1. Demonstrates understanding of one-to-one correspondence	
Benchmark a: Child demonstrates one-to-one correspondence when counting.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Tallying</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Make-Believe Play Block</li> <li>• Mystery Numeral</li> </ul>
Benchmark b: Child demonstrates one-to-one correspondence to determine if two sets are equal.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Making Collections</li> <li>• Tallying</li> <li>• Make-Believe Play Block</li> </ul>
2. Shows understanding of how to count and construct sets	
Benchmark a: Child counts sets in the range of 10 to 15 objects.	<ul style="list-style-type: none"> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Make-Believe Play Block</li> </ul>
Benchmark b: Child constructs sets in the range of 10 to 15 objects.	
3. Shows understanding by participating in the comparison of quantities	
Benchmark a: Child compares two sets to determine if they are equal.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Tallying</li> <li>• Math Memory</li> </ul>
Benchmark b: Child compares two sets to determine if one set has more.	



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Benchmark c: Child compares two sets to determine if one set has fewer.	<ul style="list-style-type: none"> <li>• Making Collections</li> <li>• Numerals Game</li> </ul>
Benchmark d: Child determines one set of objects is a lot more than another set of objects.	<ul style="list-style-type: none"> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Make-Believe Play Block</li> </ul>
4. Assigns and relates numerical representations among numerals (written), sets of objects and number names (spoken) from zero to 10	<ul style="list-style-type: none"> <li>• Mystery Numeral</li> <li>• Numerals Game</li> <li>• Freeze on the Number</li> <li>• Tallying</li> <li>• Make-Believe Play Block</li> </ul>
5. Counts and knows the sequence of number names (spoken) in the range of 10 to 15	
Benchmark a: Child counts and recognizes number names (spoken) in the range of 10 to 15.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Weather Graphing</li> <li>• Number Line Hopscotch</li> <li>• Fingerplays, Songs &amp; Chants</li> <li>• Make-Believe Play Block</li> </ul>
Benchmark b: Child counts up through 31 by understanding the pattern of adding by one, with teacher support and multiple experiences over time.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Make-Believe Play Block</li> </ul>
6. Shows understanding of and uses appropriate terms to describe ordinal positions	
Benchmark a: Child demonstrates the concept of ordinal position with concrete objects (e.g., children or objects).	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Math Memory</li> </ul>
Benchmark b: Child names ordinal positions (e.g., first, second, third, fourth, fifth).	<ul style="list-style-type: none"> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Make-Believe Play Block</li> </ul>
<b>b. Number and Operations</b>	
1. Shows understanding of how to combines sets and remove from a concrete set of objects (receptive knowledge)	
Benchmark a: Child indicates there are more when combining (adding) sets of objects.	<ul style="list-style-type: none"> <li>• Math Memory</li> <li>• Make-Believe Play Block</li> </ul>
Benchmark b: Child indicates there are less (fewer) when removing (subtracting) objects from a set.	<ul style="list-style-type: none"> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Fingerplays, Songs &amp; Chants</li> <li>• Mystery Numeral Two Card</li> </ul>
2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in every day classroom activities	
Benchmark a: Child combines sets of objects to equal a set no larger than 10.	<ul style="list-style-type: none"> <li>• Puzzles, Manipulatives &amp; Blocks</li> </ul>
Benchmark b: Child removes objects from a set no larger than 10.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Make-Believe Play Block</li> </ul>
Benchmark c: Child uses concrete objects (e.g., fingers, blocks) to solve complex problems.	<ul style="list-style-type: none"> <li>• Making Collections</li> <li>• Puzzle, Manipulatives, &amp; Blocks</li> <li>• Math Memory</li> <li>• Remember &amp; Replicate</li> </ul>



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3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• I Have—Who Has Games</li> </ul>
<b>c. Patterns and Seriation</b>	
1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue, versus a non-pattern like a rainbow)	
Benchmark a: Child recognizes patterns and non-patterns.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Pattern Movement</li> <li>• Mystery Pattern</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Attention-Focusing Activities</li> <li>• Do What I Do</li> <li>• Make-Believe Play Block</li> </ul>
Benchmark b: Child duplicates identical patterns with at least two elements.	<ul style="list-style-type: none"> <li>• Pattern Movement</li> <li>• Attention – Focusing Activities</li> <li>• Do What I Do</li> </ul>
Benchmark c: Child recognizes pattern units (e.g., red/blue is the pattern unit of a red/blue/red/blue/red/blue pattern; dog/cat/cow is the pattern unit of a dog/cat/cow/dog/cat/cow pattern).	<ul style="list-style-type: none"> <li>• Mystery Pattern</li> <li>• Pattern Movement</li> </ul>
Benchmark d: Child begins to independently produce patterns with at least two elements (e.g., red/blue, red/blue), with teacher support and multiple experiences over time.	<ul style="list-style-type: none"> <li>• Attention Focusing Activities</li> <li>• Do What I Do</li> <li>• Make-Believe Play Block</li> </ul>
2. Sorts, orders, compares and describes objects according to characteristics or attribute(s) (seriation)	
Benchmark a: Child places objects in increasing order of size where the increasing unit is constant (e.g., unit blocks).	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Science Eyes</li> <li>• Make-Believe Play Block</li> </ul>
Benchmark b: Child verbalizes why objects were placed in order (e.g., describes process of how and why), with teacher support and multiple experiences over time.	
<b>d. Geometry</b>	
1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval and other less common shapes (e.g., trapezoid, rhombus)	
Benchmark a: Child categorizes (sorts) examples of two-dimensional shapes.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Puzzle, Manipulatives &amp; Blocks</li> </ul>
Benchmark b: Child names two-dimensional shapes.	<ul style="list-style-type: none"> <li>• I Have-Who Has Shapes</li> <li>• Venger Drawing/Venger Collage</li> <li>• Make-Believe Play Block</li> <li>• Mystery Shape</li> </ul>
Benchmark c: Child constructs examples of two-dimensional shapes.	<ul style="list-style-type: none"> <li>• Venger Drawing/Venger Collage</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Prop Making</li> <li>• Remember &amp; Replicate</li> <li>• Mystery Shape</li> </ul>



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Benchmark d: Child identifies the number of sides of two-dimensional shapes.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Venger Drawing/Venger Collage</li> </ul>
2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations	
Benchmark a: Child slides shapes, with teacher support and multiple experiences over time.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Mystery Shape</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Venger Drawing/Venger Collage</li> </ul>
Benchmark b: Child flips shapes, with teacher support and multiple experiences over time.	
Benchmark c: Child rotates shapes, with teacher support and multiple experiences over time.	
3. Understands various three dimensional shapes, including sphere, cube, cone and other less common shapes (e.g., cylinder, pyramid)	
Benchmark a: Child categorizes (sorts) examples of three-dimensional shapes.	<ul style="list-style-type: none"> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Make-Believe Play Block</li> </ul>
Benchmark b: Child names three-dimensional shapes.	
4. Analyzes and constructs examples of simple symmetry and non-symmetry in two dimensions, using concrete objects	<ul style="list-style-type: none"> <li>• Mystery Shape</li> <li>• Make-Believe Play Block</li> <li>• Puzzle, Manipulatives, &amp; Blocks</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Cognitive Development and General Knowledge</b>	
<b>4 Year-Olds</b>	
<b>A. Mathematical Thinking</b>	
<b>e. Spatial Relations</b>	
1. Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, inside, outside)	
Benchmark a: Child shows understanding of positional words (receptive knowledge).	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Math Memory</li> <li>• Venger Drawing/Venger Collage</li> <li>• Mystery Shape</li> <li>• Freeze Game</li> <li>• Movement Games &amp; Songs</li> <li>• Graphics Practice</li> <li>• Make-Believe Play Block</li> </ul>
Benchmark b: Child uses the positional terms verbally (expressive knowledge) (e.g., in front of, behind, between, over, through, under), with teacher support and multiple experiences over time.	
2. Describes relative position from different perspectives (e.g., “I am on top of the climber and you are below me.”)	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Math Memory</li> <li>• Venger Drawing/Venger Collage</li> <li>• Mystery Shape</li> <li>• Freeze Game</li> <li>• Movement Games &amp; Songs</li> <li>• Graphics Practice</li> </ul>



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	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> </ul>
3. Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)	<ul style="list-style-type: none"> <li>• Freeze Game</li> <li>• Graphics Practice</li> <li>• Make-Believe Play Prop Making</li> <li>• Make-Believe Play Block</li> </ul>
4. Uses directions to move through space and find places in space (e.g., obstacle course, Simon Says, Mother May I?, hop scotch, giving simple directions)	<ul style="list-style-type: none"> <li>• Physical Self-Regulation Activities - Do What I Do, Fingerplays &amp; Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement</li> <li>• Number Follow the Leader</li> <li>• Number Line Hopscotch</li> <li>• Pretend Transitions</li> <li>• Make-Believe Play Block</li> <li>• Outside Play</li> </ul>
<b>f. Measurement</b>	
1. Engages in activities that explore measurement	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Make-Believe Play Block</li> </ul>
2. Compares continuous quantities using length, weight and height	
Benchmark a: Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time.	<ul style="list-style-type: none"> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Science Eyes</li> <li>• Make-Believe Play Block</li> </ul>
Benchmark b: Child measures or compares the weight of one or more objects using non-standard reference (e.g., beans), with teacher support and multiple experiences over time.	
Benchmark c: Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time.	
Benchmark d: Child uses measurement vocabulary (e.g., length, weight, height) and comparative terminology (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time.	<ul style="list-style-type: none"> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Remember and Replicate</li> <li>• Science Eyes</li> <li>• Attribute Game</li> <li>• Make-Believe Play Block</li> </ul>
3. Represents and analyzes data	
Benchmark a: Child assists with collecting and sorting materials to be graphed.	<ul style="list-style-type: none"> <li>• Tallying</li> <li>• Science Eyes</li> <li>• Attribute Game</li> <li>• Make-Believe Play Block</li> </ul>
Benchmark b: Child works with teacher and small groups to represent mathematical relations in charts and graphs.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Tallying</li> <li>• Science Eyes</li> </ul>
Benchmark c: Child analyzes, with teacher and small groups, the relationship between items/objects represented by charts and graphs.	



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4. Predicts the results of data collection, with teacher support and multiple experiences over time	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Tallying</li> <li>• Science Eyes – Science Experiments</li> <li>• Make-Believe Play Block</li> </ul>
<b>B. Scientific Thinking</b>	
<b>a. Investigation and Inquiry</b>	
1. Demonstrates the use of simple tools and equipment for observing and investigating	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Make-Believe Play Block</li> </ul>
2. Examines objects and makes comparisons	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Attribute Game</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Make-Believe Play Block</li> </ul>
<b>b. Physical Science</b>	
1. Explores the physical properties and creative use of objects or matter	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Science Eyes –Senses</li> <li>• Science Eyes – Science Experiments</li> <li>• Attribute Game</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Make-Believe Play Block</li> </ul>
<b>c. Life Science</b>	
1. Explores growth and change of living things	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Science Eyes –Senses</li> <li>• Science Eyes – Science Experiments</li> <li>• Make-Believe Play Block</li> </ul>
2. Identifies the characteristics of living things	
3. Identifies the five senses and explores functions of each	
<b>d. Earth and Space</b>	
1. Explores the outdoor environment and begins to recognize changes (e.g., weather conditions) in the environment, with teacher support and multiple experiences over time	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Science Eyes</li> <li>• Science Eyes—Science Experiments</li> <li>• Make-Believe Play Block</li> </ul>
2. Discovers and explores objects (e.g., rocks, twigs, leaves, sea shells) that are naturally found in the environment	

Standard	<i>Tools of the Mind</i> Activity
<b>Cognitive Development and General Knowledge</b>	
<b>4 Year-Olds</b>	



Three Year-Olds and Four Year Olds

<b>B. Scientific Thinking</b>	
<b>e. Environmental Awareness</b>	
1. Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Story Lab - Learning Facts, Vocabulary, and Connections</li> <li>• Make-Believe Play Block</li> </ul>
<b>C. Social Studies</b>	
<b>a. Individual Development and Identity</b>	
1. Begins to recognize and appreciate similarities and differences in people	<ul style="list-style-type: none"> <li>• Story Lab - Active Listening, Learning Facts, Vocabulary, and Connections</li> <li>• Share the News</li> <li>• Make-Believe Play Block</li> </ul>
2. Begins to understand family characteristics, roles and functions	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Practice Make-Believe Play Building Background Knowledge</li> </ul>
3. Shows awareness and describes some social roles and jobs that people do	<ul style="list-style-type: none"> <li>• Story Lab - Active Listening, Learning Facts, Vocabulary, and Connections</li> </ul>
<b>b. People, Places and Environments</b>	
1. Demonstrates awareness of geographic thinking	<ul style="list-style-type: none"> <li>• Math Memory</li> <li>• Remember and Replicate</li> <li>• Science Eyes</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Graphics Practice</li> <li>• Make-Believe Play Block</li> </ul>
<b>c. Technology and Our World</b>	
1. Shows awareness of technology and its impact on how people live	<ul style="list-style-type: none"> <li>• Story Lab - Active Listening, Learning Facts, and Connections</li> <li>• Make-Believe Play Block</li> <li>• Science Eyes</li> <li>• Make-Believe Play Prop Making</li> <li>• Make-Believe Play Building Background Knowledge</li> </ul>
<b>d. Civic Ideals and Practices</b>	
1. Demonstrates awareness of group rules (civics)	<ul style="list-style-type: none"> <li>• Classroom Practices - Classroom Rules, Clean Up Routine</li> <li>• Share the News</li> <li>• Make-Believe Play Block</li> </ul>
2. Begins to understand and take on leadership roles	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Make-Believe Play Block</li> <li>• Share the News</li> <li>• Mystery Literacy and Mystery Math Activities</li> <li>• I Have—Who Has Games</li> <li>• All Small Group Math and Science Activities</li> </ul>
<b>D. Creative Expression Through The Arts</b>	





Three Year-Olds and Four Year Olds

<b>a. Visual Arts</b>	
1. Explores visual arts	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Prop Making</li> <li>• Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes</li> <li>• Venger Drawing/Venger Collage</li> </ul>
2. Children create visual art to communicate an idea	
3. Discusses and responds to the feelings caused by artwork	
<b>b. Music</b>	
1. Explores music	<ul style="list-style-type: none"> <li>• Physical Self-Regulation Activities - Do What I Do, Fingerplays &amp; Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement</li> <li>• Graphics Practice</li> <li>• Pretend Transitions</li> <li>• Community-Building Activities</li> <li>• Make-Believe Play Block</li> </ul>
2. Creates music to communicate an idea	
3. Discusses and responds to the feeling caused by music	
<b>c. Creative Movement and Dance</b>	
1. Explores creative movement and dance	<ul style="list-style-type: none"> <li>• Physical Self-Regulation Activities - Do What I Do, Fingerplays &amp; Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement</li> <li>• Community-Building Activities</li> <li>• Make-Believe Play Block</li> </ul>
2. Create creative movement and dance to communicate an idea	
3. Discusses and responds to the feelings caused by creative movement and dance	
<b>d. Dramatic Play and Theatre</b>	
1. Explores dramatic play and theatre	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Practice</li> <li>• Story Lab – Story Grammar</li> </ul>
2. Creates dramatic play and theatre to communicate and idea	
3. Discusses and responds to the feeling caused by dramatic play and theatre	



## 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**

**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**

### **Key:**

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

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

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



## Glossary–Tools of the Mind Preschool Terms & Activities

**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



## Glossary–Tools of the Mind Preschool Terms & Activities

- **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**



## Glossary–Tools of the Mind Preschool Terms & Activities

- **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**



## Glossary–Tools of the Mind Preschool Terms & Activities

- **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**



## Glossary–Tools of the Mind Preschool Terms & Activities

- **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**



## Glossary–Tools of the Mind Preschool Terms & Activities

- **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 an 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**