



# Tools of the Mind

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

Alignment with the Illinois Early Learning and Development Standards

Standard	<i>Tools of the Mind</i> Activity
<b>Language Arts</b>	
<b>Goal 1: Demonstrate increasing competence in oral communication (listening and speaking).</b>	
<b>Learning Standard 1.A: Demonstrate understanding through age-appropriate responses.</b>	
1.A.ECa Follow simple one-, two- and three-step directions.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <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</li> </ul>
1.A.ECb Respond appropriately to questions from others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Buddy Reading</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Block</li> </ul>
1.A.ECc Provide comments relevant to the context.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Buddy Reading</li> <li>• Make-Believe Play Planning</li> <li>• Science Eyes</li> <li>• Make-Believe Play Block</li> </ul>
1.A.ECd Identify emotions from facial expressions and body language.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Block</li> <li>• Story Lab- Character Empathy, Connections</li> </ul>
<b>Learning Standard 1.B: Communicate effectively using language appropriate to the situation and audience.</b>	
1.B.ECa Use language for a variety of purposes.	<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>• Science Eyes</li> </ul>
1.B.ECb With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Science Eyes</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• All Small Group Math/Science Activities</li> </ul>
1.B.ECc Continue a conversation through two or more exchanges.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play Block</li> </ul>

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<p>1.B.ECd Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).</p>	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Block</li> <li>• All Story Labs</li> </ul>
<p><b>Learning Standard 1.C: Use language to convey information and ideas.</b></p>	
<p>1.C.ECa Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail.</p>	<ul style="list-style-type: none"> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• All Story Labs</li> <li>• Science Eyes</li> <li>• Share the News</li> </ul>
<p><b>Learning Standard 1.D: Speak using conventions of standard English.</b></p>	
<p>1.D.ECa With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations.</p>	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Block</li> <li>• Science Eyes</li> </ul>
<p>1.D.ECb Speak using age-appropriate conventions of Standard English grammar and usage.</p>	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play Block</li> <li>• Individual Scaffolded Writing- Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions</li> <li>• Buddy Reading</li> </ul>
<p>1.D.ECc Understand and use question words in speaking.</p>	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Share the News</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Block</li> </ul>
<p><b>Learning Standard 1.E: Use increasingly complex phrases, sentences, and vocabulary.</b></p>	
<p>1.E.ECa With teacher assistance, begin to use increasingly complex sentences.</p>	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Block</li> <li>• Individual Scaffolded Writing- Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions, Venger Drawing</li> </ul>
<p>1.E.ECb Exhibit curiosity and interest in learning new words heard in conversations and books.</p>	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Community-Building Activities</li> </ul>

	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Story Lab- Vocabulary</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> </ul>
1.E.ECc With teacher assistance, use new words acquired through conversations and book-sharing experiences.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Practice</li> <li>• Science Eyes</li> <li>• Share the News</li> <li>• I Have—Who Has-Vocabulary</li> </ul>
1.E.ECd With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).	<ul style="list-style-type: none"> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Story Lab- Vocabulary, Connections, Learning Facts</li> </ul>
1.E.ECe With teacher assistance, use adjectives to describe people, places, and things.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Story Lab-Vocabulary, Character Empathy, Connections</li> <li>• Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions</li> <li>• Share the News</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Block</li> </ul>
<b>Goal 2: Demonstrate understanding and enjoyment of literature.</b>	
<b>Learning Standard 2.A: Demonstrate interest in stories and books.</b>	
2.A.ECa Engage in book-sharing experience with purpose and understanding.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Block</li> </ul>
2.A.ECb Look at books independently, pretending to read.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Make-Believe Play Block</li> </ul>
<b>Learning Standard 2.B: Recognize key ideas and details in stories.</b>	
2.B.ECa With teacher assistance, ask and answer questions about books read aloud.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Buddy Reading</li> </ul>
2.B.ECb With teacher assistance, retell familiar stories with three or more key events.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Story Lab-Story Grammar</li> <li>• Make-Believe Play Block</li> </ul>
2.B.ECc With teacher assistance, identify main character(s) of the story.	<ul style="list-style-type: none"> <li>• Story Lab- Story Grammar, Character Empathy</li> </ul>
<b>Learning Standard 2.C: Recognize concepts of books.</b>	
2.C.ECa Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> </ul>

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	<ul style="list-style-type: none"> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Fingerplays, Chants &amp; Songs</li> </ul>
2.C.ECb Identify the front and back covers of books and display the correct orientation of books and page-turning skills.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Make-Believe Play Block</li> </ul>
2.C.ECc With teacher assistance, describe the role of an author and illustrator.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
<b>Learning Standard 2.D: Establish personal connections with books.</b>	
2.D.ECa With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.	<ul style="list-style-type: none"> <li>• Story Lab-Connections</li> <li>• Make-Believe Play Building Background Knowledge</li> </ul>
2.D.ECb With teacher assistance, compare and contrast two stories relating to the same topic.	<ul style="list-style-type: none"> <li>• Story Lab-Connections</li> </ul>
<b>Goal 3: Demonstrate interest in and understanding of informational text.</b>	
<b>Learning Standard 3.A: Recognize key ideas and details in nonfiction text.</b>	
3.A.ECa With teacher assistance, ask and answer questions about details in a nonfiction book.	<ul style="list-style-type: none"> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Story Lab-Vocabulary, Learning Facts</li> </ul>
3.A.ECb With teacher assistance, retell detail(s) about main topic in a nonfiction book.	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts</li> <li>• Make-Believe Play Building Background Knowledge</li> </ul>
<b>Learning Standard 3.B: Recognize key ideas and details in stories.</b>	
3.B.ECa With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic.	<ul style="list-style-type: none"> <li>• Story Lab-Connections</li> <li>• Make-Believe Play Building Background Knowledge</li> </ul>
<b>Goal 4: Demonstrate increasing awareness of and competence in emergent reading skills and abilities.</b>	
<b>Learning Standard 4.A: Demonstrate understanding of the organization and basic features of print.</b>	
4.A.ECa Recognize the differences between print and pictures.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Make-Believe Play Building Background Knowledge</li> </ul>
4.A.ECb Begin to follow words from left to right, top to bottom, and page by page.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along</li> </ul>
4.A.ECc Recognize the one-to-one relationship between spoken and written words.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along</li> <li>• Mystery Literacy Activities - Mystery Question, Mystery Letter, Mystery Rhyme, Mystery Word</li> </ul>
4.A.ECd Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions</li> </ul>

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	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along</li> <li>• Mystery Question</li> </ul>
4.A.ECe Recognize that letters are grouped to form words	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along</li> <li>• Mystery Letter, Mystery Word</li> </ul>
4.A.ECf Differentiate letters from numerals	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along</li> <li>• Mystery Activities- Mystery Letter, Mystery Numeral</li> </ul>
<b>Learning Standard 4.B: Demonstrate an emerging knowledge and understanding of the alphabet</b>	
4.B.ECa With teacher assistance, recite the alphabet.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> </ul>
4.B.ECb Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.	<ul style="list-style-type: none"> <li>• I Have-Who Has Letters</li> <li>• Mystery Letter</li> <li>• Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along</li> </ul>
4.B.ECc With teacher assistance, match some upper/lowercase letters of the alphabet.	<ul style="list-style-type: none"> <li>• I Have—Who Has Letters</li> </ul>
4.B.ECd With teacher assistance, begin to form some letters of the alphabet, especially those in own name.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions</li> <li>• Write Along</li> <li>• Graphics Practice</li> </ul>
<b>Learning Standard 4.C: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</b>	
4.C.ECa Recognize that sentences are made up of separate words.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along</li> </ul>
4.C.ECb With teacher assistance, recognize and match words that rhyme.	<ul style="list-style-type: none"> <li>• Rhyming Game</li> <li>• Mystery Rhyme</li> <li>• Fingerplays, Chants &amp; Songs</li> </ul>
4.C.ECc Demonstrate ability to segment and blend syllables into words (e.g., “trac/tor, tractor”).	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> </ul>
4.C.ECd With teacher assistance, isolate and pronounce the initial sounds in words.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar</li> </ul>

	<ul style="list-style-type: none"> <li>Fingerplay, Write Along</li> <li>Take Away Sounds</li> <li>Elkonin I &amp; II</li> </ul>
4.C.ECe With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat).	<ul style="list-style-type: none"> <li>Elkonin I &amp; II</li> <li>Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions</li> <li>Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along</li> <li>Take Away Sounds</li> </ul>
4.C.ECf With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).	<ul style="list-style-type: none"> <li>Elkonin I &amp; II</li> <li>Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions</li> <li>Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along Finger Play, Write Along</li> <li>Take Away Sounds</li> </ul>
4.C.ECg With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat).	<ul style="list-style-type: none"> <li>Take Away Sounds</li> <li>Rhyming Game</li> </ul>
<b>Learning Standard 4.D: Demonstrate emergent phonics and word-analysis skills.</b>	
4.D.ECa Recognize own name and common signs and labels in the environment.	<ul style="list-style-type: none"> <li>Mystery Math and Mystery Literacy Activities</li> <li>Community Building Activities</li> <li>Make-Believe Play Block</li> </ul>
4.D.ECb With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.	<ul style="list-style-type: none"> <li>Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions</li> <li>Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along</li> <li>I Have—Who Has Sounds</li> </ul>
4.D.ECc With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.	<ul style="list-style-type: none"> <li>Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions</li> <li>Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along</li> </ul>
<b>Goal 5: Demonstrate increasing awareness of and competence in emergent writing skills and abilities.</b>	
<b>Learning Standard 5.A: Demonstrate growing interest and abilities in writing.</b>	
5.A.ECa Experiment with writing tools and materials.	<ul style="list-style-type: none"> <li>Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions</li> <li>Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along Fingerplay</li> <li>Make-Believe Play Block</li> </ul>
5.A.ECb Use scribbles, letterlike forms, or letters/words to represent written language.	<ul style="list-style-type: none"> <li>Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions</li> <li>Shared Scaffolded Writing- Message of the Day, Write a Familiar</li> </ul>

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	<ul style="list-style-type: none"> <li>Fingerplay, Write Along</li> <li>Make-Believe Play Block</li> </ul>
5.A.ECc With teacher assistance, write own first name using appropriate upper/lowercase letters.	<ul style="list-style-type: none"> <li>Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions</li> <li>Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along</li> <li>Make-Believe Play Block</li> </ul>
<b>Learning Standard 5.B: Use writing to represent ideas and information.</b>	
5.B.ECa With teacher assistance, use a combinations of drawing, dictation, or writing to express an opinion about a book or topic.	<ul style="list-style-type: none"> <li>Make-Believe Play Planning</li> <li>Make-Believe Play Block</li> </ul>
5.B.ECb With teacher assistance, use a combinations of drawing, dictation, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<ul style="list-style-type: none"> <li>Story Lab- Learning Facts, Vocabulary</li> <li>Science Eyes- Journals</li> </ul>
5.B.ECc With teacher assistance, use a combinations of drawing, dictation, or writing to narrate a single event and provide a reaction to what happened.	<ul style="list-style-type: none"> <li>Make-Believe Play Planning</li> <li>Story Lab- Extensions</li> </ul>
<b>Learning Standard 5.C: Use writing to research and share knowledge.</b>	
5.C.ECa Participate in group projects or units of study designed to learn about a topic of interest.	<ul style="list-style-type: none"> <li>Science Eyes- Experiments, Journals, Senses</li> <li>Make-Believe Play Building Background Knowledge</li> <li>Make-Believe Play Prop Making</li> </ul>
5.C.ECb With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.	<ul style="list-style-type: none"> <li>Story Lab- Learning Facts</li> <li>Science Eyes- Journals</li> <li>Make-Believe Play Planning</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Mathematics</b>	
<b>Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.</b>	
<b>Learning Standard 6.A: Demonstrate beginning understanding of numbers, number names, and numerals.</b>	
6.A.ECa Count with understanding and recognize “how many” in small sets up to 5.	<ul style="list-style-type: none"> <li>Making Collections</li> <li>Numerals Game</li> <li>Mystery Numeral</li> <li>Number Line Hopscotch</li> <li>Tallying</li> </ul>
6.A.ECb Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less.	<ul style="list-style-type: none"> <li>Mystery Numeral</li> <li>Freeze on the Number</li> <li>Making Collections</li> </ul>
6.A.ECc Understand and appropriately use informal or everyday terms that mean zero, such as “none” or “nothing”.	<ul style="list-style-type: none"> <li>Timeline Calendar</li> <li>Attribute Game</li> <li>Making Collection with Categories</li> </ul>



6.A.ECd Connect numbers to quantities they represent using physical models and informal representations.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Tallying</li> </ul>
6.A.ECe Differentiate numerals from letters and recognize some single-digit written numerals.	<ul style="list-style-type: none"> <li>• I Have Who Has Numbers</li> <li>• Numerals Game</li> <li>• Make-Believe Play</li> </ul>
6.A.ECf Verbally recite numbers from 1 to 10.	<ul style="list-style-type: none"> <li>• I Have Who Has Numbers</li> <li>• Timeline Calendar</li> </ul>
6.A.ECg Be able to say the number after another in the series up to 9 when given a “running start,” as in “What comes after one, two, three, four...?”	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Make-Believe Play</li> </ul>
<b>Learning Standard 6.B: Add and subtract to create new numbers and begin to construct sets.</b>	
6.B.ECa Recognize that numbers (or sets of objects) can be combined or separated to make another number.	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Math Memory</li> <li>• Mystery Numeral Two Card</li> </ul>
6.B.ECb Show understanding of how to count out and construct sets of objects of a given number up to 5.	<ul style="list-style-type: none"> <li>• Making Collections</li> <li>• Tallying</li> <li>• Numerals Game</li> </ul>
6.B.ECc Identify the new number created when small sets (up to 5) are combined or separated.	<ul style="list-style-type: none"> <li>• Math Memory</li> <li>• Mystery Numeral Two Card</li> </ul>
6.B.ECd Informally solve simple mathematical problems presented in a meaningful context.	<ul style="list-style-type: none"> <li>• Math Memory</li> <li>• Make-Believe Play Block</li> <li>• Mystery Numeral Two Card</li> </ul>
6.B.ECe Fairly share a set of up to 10 items between two children.	<ul style="list-style-type: none"> <li>• Making Collections</li> <li>• Numerals Game</li> </ul>
<b>Learning Standard 6.C: Begin to make reasonable estimates of numbers.</b>	
6.C.ECa Estimate number of objects in a small set.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Tallying</li> </ul>
<b>Learning Standard 6.D: Compare quantities using appropriate vocabulary terms.</b>	
6.D.ECa Compare two collections to see if they are equal or determine which is more, using a procedure of the child’s choice.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Making Collections</li> <li>• Numerals Game</li> </ul>
6.D.ECb Describe comparisons with appropriate vocabulary, such as “more”, “less”, “greater than”, “fewer”, “equal to”, or “same as”.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Weather Graphing</li> <li>• Attribute Game</li> </ul>
<b>Goal 7: Explore measurement of objects and quantities.</b>	
<b>Learning Standard 7.A: Measure objects and quantities using direct comparison methods and nonstandard units.</b>	
7.A.ECa Compare, order, and describe objects according to a single attribute.	<ul style="list-style-type: none"> <li>• Attribute Game</li> </ul>
7.A.ECb Use nonstandard units to measure attributes such as length and capacity.	<ul style="list-style-type: none"> <li>• Science Eyes- Experiments</li> </ul>

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	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> </ul>
7.A.ECc Use vocabulary that describes and compares length, height, weight, capacity, and size.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Attribute Game</li> <li>• Story Lab-Vocabulary</li> <li>• Make-Believe Play Block</li> </ul>
7.A.ECd Begin to construct a sense of time through participation in daily activities.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Timeline Calendar</li> </ul>
<b>Learning Standard 7.B: Begin to make estimates of measurements.</b>	
7.B.ECa Practice estimating in everyday play and everyday measurement problems.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Block</li> </ul>
<b>Learning Standard 7.C: Explore tools used for measurement.</b>	
7.C.ECa With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Block</li> </ul>
7.C.ECb Know that different attributes, such as length, weight, and time, are measure using different kinds of units, such as feet, pounds, and seconds.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Daily Schedule</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Block</li> <li>• Science Eyes</li> </ul>
<b>Goal 8: Identify and describe common attributes, patterns, and relationships in objects.</b>	
<b>Learning Standard 8.A: Explore objects and patterns.</b>	
8.A.ECa Sort, order, compare, and describe objects according to characteristics or attribute(s).	<ul style="list-style-type: none"> <li>• Attribute Game</li> </ul>
8.A.ECb Recognize, duplicate, extend, and create simple patterns in various formats.	<ul style="list-style-type: none"> <li>• Pattern Movement</li> <li>• Mystery Pattern</li> </ul>
<b>Learning Standard 8.B: Describe and document patterns using symbols.</b>	
8.B.ECa With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions.	<ul style="list-style-type: none"> <li>• Pattern Movement</li> <li>• Mystery Pattern</li> </ul>
<b>Goal 9: Explore concepts of geometry and spatial relations.</b>	
<b>Learning Standard 9.A: Recognize, name, and match common shapes.</b>	
9.A.ECa Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).	<ul style="list-style-type: none"> <li>• I Have—Who Has Shapes</li> <li>• Mystery Shape</li> <li>• Attribute Game</li> <li>• Venger Drawing</li> </ul>
9.A.ECb Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).	<ul style="list-style-type: none"> <li>• Attribute Game</li> </ul>
9.A.ECc Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names.	<ul style="list-style-type: none"> <li>• Story Lab-Learning Facts</li> </ul>

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9.A.ECd Combine two-dimensional shapes to create new shapes.	<ul style="list-style-type: none"> <li>• Mystery Shape</li> <li>• Venger Collage</li> </ul>
9.A.ECe Think about/imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down).	<ul style="list-style-type: none"> <li>• Venger Drawing</li> <li>• Venger Collage</li> <li>• Mystery Shape</li> </ul>
<b>Learning Standard 9.B: Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.</b>	
9.B.ECa Show understanding of location and ordinal position	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Timeline Calendar</li> <li>• Math Memory</li> </ul>
9.B.ECb Use appropriate vocabulary for identifying location and ordinal position.	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Timeline Calendar</li> <li>• Math Memory</li> </ul>
<b>Goal 10: Begin to make predictions and collect data information.</b>	
<b>Learning Standard 10.A: Generate questions and processes for answering them.</b>	
10.A.ECa With teacher assistance, come up with meaningful questions that can be answered through gathering information.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Science Eyes- Experiments</li> </ul>
10.A.ECb Gather data about themselves and their surroundings to answer meaningful questions.	<ul style="list-style-type: none"> <li>• Tallying</li> <li>• Science Eyes- Experiments</li> </ul>
<b>Learning Standard 10.B: Organize and describe data and information.</b>	
10.B.ECa Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Tallying</li> <li>• Attribute Game</li> <li>• Make-Believe Play Block</li> </ul>
10.B.ECb Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Science Eyes- Experiments, Journals</li> </ul>
<b>Learning Standard 10.C: Determine, describe, and apply the probabilities of events.</b>	
10.B.ECa Describe likelihood of events with appropriate vocabulary, such as “possible”, “impossible”, “always”, and “never”.	<ul style="list-style-type: none"> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Block</li> <li>• Weather Graphing</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Science</b>	
<b>Goal 11: Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.</b>	
<b>Learning Standard 11.A: Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.</b>	
11.A.ECa Express wonder and curiosity about their world by asking questions, solving problems, and designing things.	<ul style="list-style-type: none"> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Prop Making</li> <li>• Make-Believe Play Block</li> <li>• Science Eyes- Experiments, Journals, Senses</li> <li>• Story Lab- Learning Facts</li> <li>• Puzzles, Manipulatives, &amp; Blocks</li> </ul>
11.A.ECb Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay.	<ul style="list-style-type: none"> <li>• Make-Believe Play Prop Making</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• Story Lab-Learning Facts</li> <li>• Science Eyes- Experiments, Journals, Senses</li> <li>• Puzzles, Manipulatives, &amp; Blocks</li> </ul>
11.A.ECc Plan and carry out simple investigations.	<ul style="list-style-type: none"> <li>• Science Eyes- Experiments</li> </ul>
11.A.ECd Collect, describe, compare, and record information from observations and investigations.	<ul style="list-style-type: none"> <li>• Science Eyes- Experiments, Journals, Senses</li> </ul>
11.A.ECe Use mathematical and computational thinking.	<ul style="list-style-type: none"> <li>• Math Memory</li> <li>• Mystery Numeral Two Card</li> </ul>
11.A.ECf Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation.	<ul style="list-style-type: none"> <li>• Science Eyes- Experiments, Journals, Senses</li> </ul>
11.A.ECfG Generate explanations and communicate ideas and/or conclusions about their investigations.	<ul style="list-style-type: none"> <li>• Science Eyes- Experiments, Journals, Senses</li> </ul>
<b>Goal 12: Explore concepts and information about the physical, earth, and life sciences.</b>	
<b>Learning Standard 12.A: Understand that living things grow and change.</b>	
12.A.ECa Observe, investigate, describe, and categorize living things.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Science Experiments, Journals</li> </ul>
12.A.ECb Show an awareness of changes that occur in oneself and the environment.	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts, Connections</li> <li>• Timeline Calendar</li> <li>• Weather Graphing</li> </ul>
<b>Learning Standard 12.B: Understand that living things rely on the environment and/or others to live and grow.</b>	
12.B.ECa Describe and compare basic needs of living things.	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts, Vocabulary</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Block</li> </ul>

12.B.ECb Show respect for living things	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts, Connections</li> <li>• Science Eyes- Experiments</li> </ul>
<b>Learning Standard 12.C: Explore the physical properties of objects.</b>	
1.C.EC.a Identify, describe, and compare the physical properties of objects.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Science Experiments</li> </ul>
1.C.EC.b Experiment with changes in matter when combined with other substances.	
<b>Learning Standard 12.D: Explore concepts of force and motion.</b>	
12.D.ECa Describe the effects of forces in nature.	<ul style="list-style-type: none"> <li>• Science Eyes- Experiments</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Block</li> </ul>
12.D.ECb Explore the effect of force on objects in and outside the early childhood environment.	<ul style="list-style-type: none"> <li>• Science Eyes -Experiments</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play</li> <li>• Make-Believe Play Block</li> </ul>
<b>Learning Standard 12.E: Explore concepts and information related to the Earth, including ways to take care of our planet.</b>	
12.E.ECa Observe and describe characteristics of earth, water, and air.	<ul style="list-style-type: none"> <li>• Science Eyes- Experiments</li> </ul>
12.E.ECb Participate in discussions about simple ways to take care of the environment.	<ul style="list-style-type: none"> <li>• Story Lab-Learning Facts</li> <li>• Share the News</li> </ul>
<b>Learning Standard 12.F: Explore changes related to the weather and seasons.</b>	
12.F.ECa Observe and discuss changes in weather and seasons using common vocabulary.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Timeline Calendar</li> <li>• Story Lab- Learning Facts, Vocabulary</li> </ul>
<b>Goal 13: Understand important connections and understandings in science and engineering.</b>	
<b>Learning Standard 13.A: Understand rules to follow when investigating and exploring.</b>	
13.A.ECa Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Science Eyes- Experiments</li> </ul>
<b>Learning Standard 13.B: Use tools and technology to assist with science and engineering investigations.</b>	
13.B.ECa Use nonstandard and standard scientific tools for investigation.	<ul style="list-style-type: none"> <li>• Science Eyes-Experiments</li> <li>• Make-Believe Play Block</li> </ul>
13.B.ECb Become familiar with technological tools that can aid in scientific inquiry.	<ul style="list-style-type: none"> <li>• Science Eyes-Experiments</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Block</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Studies</b>	
<b>Goal 14: Understand some concepts related to citizenship.</b>	
<b>Learning Standard 14.A: Understand what it means to be a member of a group and community.</b>	
14.A.ECa Recognize the reasons for rules in the home and early childhood environment and for laws in the community.	<ul style="list-style-type: none"> <li>• Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule</li> <li>• Story Lab- Learning Facts, Vocabulary</li> <li>• Share the News</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> </ul>
14.A.ECb Contribute to the well-being of one’s early childhood environment, school, and community.	<ul style="list-style-type: none"> <li>• Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule</li> </ul>
<b>Learning Standard 14.B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations.</b>	
<i>Not applicable to preschool</i>	
<b>Learning Standard 14.C: Understand ways groups make choices and decisions.</b>	
14.C.ECa Participate in voting as a way of making choices.	<ul style="list-style-type: none"> <li>• Tallying</li> <li>• Make-Believe Play Block</li> </ul>
<b>Learning Standard 14.D: Understand the role that individuals can play in a group or community.</b>	
14.D.ECa Develop an awareness of what it means to be a leader.	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts, Vocabulary</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Share the News</li> </ul>
14.D.ECb Participate in a variety of roles in the early childhood environment.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• All Small Group Literacy, Math/Science Activities</li> <li>• Buddy Reading</li> </ul>
<b>Learning Standard 14.E: Understand United States foreign policy as it relates to other nations and international issues.</b>	
<i>Not applicable to preschool</i>	

<b>Learning Standard 14.F: Understand the development of United States' political ideas and traditions.</b>	
<i>Not applicable to preschool</i>	
<b>Goal 15: Explore economic systems and human interdependence.</b>	
<b>Learning Standard 15.A: Explore roles in the economic system and workforce.</b>	
15.A.ECa Describe some common jobs and what is needed to perform those jobs.	<ul style="list-style-type: none"> <li>• Story Lab- Connections, Learning Facts, Vocabulary</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Share the News</li> </ul>
15.A.ECb Discuss why people work.	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts, Vocabulary</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Share the News</li> </ul>
<b>Learning Standard 15.B: Explore issues of limited resources in the early childhood environment and world.</b>	
15.B.ECa Understand that some resources and money are limited.	<ul style="list-style-type: none"> <li>• Story Lab - Active Listening, Connections, Learning Facts, Vocabulary</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> </ul>
<b>Learning Standard 15.C: Understand that scarcity necessitates choices by producers.</b>	
<i>Not applicable to preschool</i>	
<b>Learning Standard 15.D: Explore concepts about trade as an exchange of goods or services.</b>	
15.D.ECa Begin to understand the use of trade or money to obtain goods and services.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Story Lab- Active Listening, Connections, Learning Facts, Vocabulary</li> </ul>
<b>Learning Standard 15.E: Understand the impact of government policies and decisions on production and consumption in the economy.</b>	
<i>Not applicable to preschool</i>	
<b>Goal 16: Develop an awareness of the self and his or her uniqueness and individuality.</b>	

<b>Learning Standard 16.A: Explore his or her self and personal history.</b>	
16.A.ECa Recall information about the immediate past.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Remember and Replicate</li> <li>• Math Memory</li> </ul>
16.A.ECb Develop a basic awareness of self as an individual.	<ul style="list-style-type: none"> <li>• Story Lab- Active Listening, Character Empathy, Connections,</li> <li>• Share the News</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> </ul>
<b>Learning Standard 16.B: Understand the development of significant political events.</b>	
<i>Not applicable to preschool</i>	
<b>Learning Standard 16.C: Understand the development of economic systems.</b>	
<i>Not applicable to preschool</i>	
<b>Learning Standard 16.D: Understand Illinois, United States, and world social history.</b>	
<i>Not applicable to preschool</i>	
<b>Learning Standard 16.E: Understand Illinois, United States, and world environmental history.</b>	
<i>Not applicable to preschool</i>	
<b>Goal 17: Explore geography, the child’s environment, and where people live, work, and play.</b>	
<b>Learning Standard 17.A: Explore environments and where people live.</b>	
17.A.ECa Locate objects and places in familiar environments.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Clean Up Routine</li> <li>• All Mystery Literacy &amp; Mystery Math Activities</li> </ul>
17.A.ECb Express beginning geographic thinking.	<ul style="list-style-type: none"> <li>• Story Lab- Connections, Learning Facts</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> </ul>
<b>Learning Standard 17.B: Analyze and explain characteristics and interactions of the Earth’s physical systems.</b>	
<i>Not applicable to preschool</i>	
<b>Learning Standard 17.C: Understand relationships between geographic factors and society.</b>	
<i>Not applicable to preschool</i>	
<b>Learning Standard 17.D: Understand the historical significance of geography.</b>	
<i>Not applicable to preschool</i>	



<b>Goal 18: Explore people and families.</b>	
<b>Learning Standard 18.A: Explore people, their similarities, and their differences.</b>	
18.A.ECa Recognize similarities and differences in people.	<ul style="list-style-type: none"> <li>• Story Lab- Active Listening, Character Empathy, Connections</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Practice</li> <li>• Share the News</li> </ul>
<b>Learning Standard 18.B: Develop an awareness of self within the context of a family.</b>	
18.B.ECa Understand that each of us belongs to a family and recognize that families vary.	<ul style="list-style-type: none"> <li>• Story Lab- Active Listening, Character Empathy, Connections</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Practice</li> <li>• Share the News</li> </ul>
<b>Learning Standard 18.C: Understand how social systems form and develop over time.</b>	
<i>Not applicable to preschool</i>	

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Physical Development and Health</b>	
<b>Goal 19: Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.</b>	
<b>Learning Standard 19.A: Demonstrate physical competency and control of large and small muscles.</b>	
19.A.ECa Engage in active play using gross- and fine-motor skills.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Practice</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> <li>• Small Group Literacy and Small Group Math/Science Activities</li> <li>• Outdoor Play</li> </ul>
19.A.ECb Move with balance and control in a range of physical activities.	<ul style="list-style-type: none"> <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>

	<ul style="list-style-type: none"> <li>• Pretend Transitions</li> <li>• Make-Believe Play Block</li> <li>• Outdoor Play</li> </ul>
19.A.ECc Use strength and control to accomplish tasks.	<ul style="list-style-type: none"> <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> <li>• Number Line Hopscotch</li> <li>• Number Follow the Leader</li> <li>• Make-Believe Play Block</li> <li>• Graphics Practice</li> </ul>
19.A.ECd Use eye-hand coordination to perform tasks.	<ul style="list-style-type: none"> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions</li> <li>• Venger Drawing</li> <li>• Remember &amp; Replicate</li> <li>• Graphics Practice</li> <li>• Make-Believe Play</li> <li>• Numerals Game</li> </ul>
19.A.ECe Use writing and drawing tools with some control.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions</li> <li>• Shared Scaffolded Writing- Write a Familiar Fingerplay, Write Along</li> <li>• Make-Believe Play Block</li> <li>• Science Eyes-Journals</li> </ul>
<b>Learning Standard 19.B: Demonstrate awareness and coordination of body movements.</b>	
19.B.ECa Coordinate movements to perform complex tasks.	<ul style="list-style-type: none"> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Individual Scaffolded Writing- Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions</li> <li>• Remember &amp; Replicate</li> <li>• Graphics Practice</li> <li>• Make-Believe Play Block</li> <li>• Venger Drawing/Collage</li> <li>• Write Along</li> </ul>
19.B.ECb Demonstrate body awareness when moving in different spaces.	<ul style="list-style-type: none"> <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>

	<ul style="list-style-type: none"> <li>• Clean Up Routine</li> <li>• Pretend Transitions</li> <li>• Outdoor Play</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Practice</li> </ul>
19.B.ECc Combine large motor movements with and without the use of equipment.	<ul style="list-style-type: none"> <li>• Outdoor play</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>
<b>Learning Standard 19.C: Demonstrate knowledge of rules and safety during activity.</b>	
19.C.ECa Follow simple safety rules while participating in activities.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Clean Up Routine</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Practice</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>
<b>Goal 20: Develop habits for lifelong fitness.</b>	
<b>Learning Standard 20.A: Achieve and maintain a health-enhancing level of physical fitness.</b>	
20.A.ECa Participate in activities to enhance physical fitness.	<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>• Number Line Hopscotch</li> </ul>
20.A.ECb Exhibit increased levels of physical activity.	<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>• Number Line Hopscotch</li> </ul>
<b>Learning Standard 20.B: Assess individual fitness levels.</b>	
<i>Not applicable to preschool</i>	
<b>Learning Standard 20.C: Set goals based on fitness data and develop, implement, and monitor and individual fitness improvement plan.</b>	
<i>Not applicable to preschool</i>	
<b>Goal 21: Develop team-building skills by working with others through physical activity.</b>	
<b>Learning Standard 21.A: Demonstrate individual responsibility during group physical activities.</b>	
21.A.ECa Follow rules and procedures when participating in group physical activities.	<ul style="list-style-type: none"> <li>• Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games &amp; Songs,</li> </ul>

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	<p>Do What I Do, Fingerplays, Chants &amp; Songs, Mouse Trap, and Mr. Wolf.</p> <ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Outdoor Play</li> </ul>
21.A.ECb Follow directions, with occasional adult reminders, during group activities.	<ul style="list-style-type: none"> <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> <li>• Make-Believe Play Practice</li> </ul>
<b>Learning Standard 21.B: Demonstrate cooperative skills during structured group physical activity.</b>	
21.B.ECa Demonstrate ability to cooperate with others during group physical activities.	<ul style="list-style-type: none"> <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> <li>• Make-Believe Play Practice</li> <li>• Outdoor Play</li> </ul>
<b>Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.</b>	
<b>Learning Standard 22.A: Explain the basic principles of health promotion, illness prevention, treatment, and safety.</b>	
22.A.ECa Identify simple practices that promote healthy living and prevent illness.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Block</li> <li>• Story Lab- Learning Facts, Vocabulary</li> </ul>
22.A.ECb Demonstrate personal care and hygiene skills, with adult reminders.	<ul style="list-style-type: none"> <li>• Throughout Daily Schedule</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Block</li> </ul>
22.A.ECc Identify and follow basic safety rules.	<ul style="list-style-type: none"> <li>• Classroom Practices - Classroom Rules, Clean-up Routine</li> <li>• Share the News</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Story Lab- Learning Facts, Vocabulary</li> </ul>
<b>Learning Standard 22.B: Describe and explain the factors that influence health among individuals, groups, and communities.</b>	
<i>Not applicable to preschool</i>	
<b>Learning Standard 22.C: Explain how the environment can affect health.</b>	
<i>Not applicable to preschool</i>	

<b>Goal 23: Understand human body systems and factors that influence growth and development.</b>	
<b>Learning Standard 23.A: Describe and explain the structure and functions of the human body systems and how they interrelate.</b>	
23.A.ECa Identify body parts and their functions.	<ul style="list-style-type: none"> <li>• Story Lab- Active Listening, Learning Facts, Vocabulary</li> <li>• Attention Focusing Activities</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Practice</li> </ul>
<b>Learning Standard 23.B: Identify ways to keep the body healthy.</b>	
23.B.ECa Identify examples of healthy habits.	<ul style="list-style-type: none"> <li>• Story Lab- Active Listening, Learning Facts, Vocabulary</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Prop Making</li> <li>• Make-Believe Play Practice</li> <li>• Classroom Rules</li> </ul>
23.B.ECb Identify healthy and non-healthy foods and explain the effect of these foods on the body.	<ul style="list-style-type: none"> <li>• Story Lab- Active Listening, Learning Facts, Vocabulary</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Prop Making</li> <li>• Make-Believe Play Practice</li> <li>• Share the News</li> </ul>
<b>Learning Standard 23.C: Describe factors that affect growth and development.</b>	
<i>Not applicable to preschool</i>	
<b>Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</b>	
<b>Learning Standard 24.A: Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.</b>	
<i>Not applicable to preschool</i>	
<b>Learning Standard 24.B: Apply decision-making skills related to the protection and promotion of individual health.</b>	
<i>Not applicable to preschool</i>	
<b>Learning Standard 24.C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.</b>	
24.C.ECa Participate in activities to learn to avoid dangerous situations.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> </ul>

	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> </ul>
<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>The Arts</b>	
<b>Goal 25: Gain exposure to and explore the arts.</b>	
<b>Learning Standard 25.A: Investigate, begin to appreciate, and participate in the arts.</b>	
25.A.ECa Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities.	<ul style="list-style-type: none"> <li>• Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Movement Games, Do What I Do, Fingerplays, Chants &amp; Songs</li> </ul>
25.A.ECb Drama: Begin to appreciate and participate in dramatic activities.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Prop Making</li> <li>• Make-Believe Play Practice</li> <li>• Pretend Transitions</li> </ul>
25.A.ECc Music: Begin to appreciate and participate in music activities.	<ul style="list-style-type: none"> <li>• Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Movement Games, Fingerplays, Chants &amp; Songs</li> </ul>
25.A.ECd Visual Arts: Investigate and participate in activities using visual arts materials.	<ul style="list-style-type: none"> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Prop Making</li> <li>• Make-Believe Play Block</li> <li>• All Story Labs</li> <li>• Buddy Reading</li> </ul>
<b>Learning Standard 25.B: Display an awareness of some distinct characteristics of the arts.</b>	
25.B.ECa Describe or respond to their creative work or the creative work of others.	<ul style="list-style-type: none"> <li>• Make-Believe Play Prop Making</li> <li>• Make-Believe Play Block</li> <li>• Share the News</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions</li> </ul>
<b>Goal 26: Understand that the arts can be used to communicate ideas and emotions.</b>	
<b>Learning Standard 26.A: Understand processes, traditional tools, and modern technologies used in the arts.</b>	
<i>Not applicable to preschool</i>	
<b>Learning Standard 25.B: Understand ways to express meaning through the arts.</b>	
26.B.ECa Use creative arts as an avenue for self-expression.	<ul style="list-style-type: none"> <li>• Make-Believe Play Prop Making</li> <li>• Make-Believe Play Block</li> </ul>

	<ul style="list-style-type: none"> <li>Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions</li> </ul>
<b>Goal 27: Understand the role of the arts in civilizations, past and present.</b>	
<b>Learning Standard 27.A: Analyze how the arts function in history, society, and everyday life.</b>	
<i>Not applicable to preschool</i>	
<b>Learning Standard 27.B: Understand how the arts shape and reflect history, society, and everyday life.</b>	
<i>Not applicable to preschool</i>	

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>English Language Learner Home Language Development</b>	
<b>Goal 28: Use the home language to communicate within and beyond the classroom.</b>	
<b>Learning Standard 28.A: Use the home language at age-appropriate levels for a variety of social and academic purposes.</b>	
28.A.ECa May demonstrate progress and mastery of benchmarks through home language.	Tools of the Mind works closely with individual districts or programs on how to implement activities based on their mode of instruction and Dual Language model.
28.A.ECb Use home language in family, community, and early childhood settings.	
28.A.ECc Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in.	
<b>Goal 29: Use the home language to make connections and reinforce knowledge and skills across academic and social areas.</b>	
<b>Learning Standard 29.A: Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.</b>	
29.A.ECa Use home cultural and linguistic knowledge to express current understandings and construct new concepts.	Tools of the Mind works closely with individual districts or programs on how to implement activities based on their mode of instruction and Dual Language model. Use of home cultural and linguistic knowledge to express current understandings and construct new concepts may be observed across the day, but especially observed in: <ul style="list-style-type: none"> <li>Make-Believe Play Building Background Knowledge</li> <li>Make-Believe Play Planning</li> <li>Make Make-Believe Play Block</li> <li>Make-Believe Play Practice</li> </ul>

	<ul style="list-style-type: none"> <li>• Small Group Literacy, Math/Science Activities</li> <li>• Buddy Reading</li> <li>• Share the News</li> </ul>
29.A.ECb With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS.	<p>Tools of the Mind works closely with individual districts or programs on how to implement activities based on their mode of instruction and Dual Language model. Demonstrated progress in meeting IELDS may be observed across the day, but especially observed in:</p> <ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> <li>• Make Make-Believe Play Block</li> <li>• Small Group Literacy, Math/Science Activities</li> <li>• Buddy Reading</li> <li>• Share the News</li> <li>• Graphics Practice</li> <li>• Timeline Calendar</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger Play, Write Along</li> </ul>
29.A.ECc Exhibit foundational literacy skills in home language to foster transfer to English.	<p>Tools of the Mind works closely with individual districts or programs on how to implement activities based on their mode of instruction and Dual Language model. Foundational literacy skills in home language may be observed across the day, but especially observed in:</p> <ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions</li> <li>• Buddy Reading</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social/Emotional Development</b>	
<b>Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others.</b>	
<b>Learning Standard 30.A: Identify and manage one’s emotions and behavior.</b>	
30.A.ECa Recognize and label basic emotions.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab- Vocabulary, Connections, Character Empathy, Predictions</li> <li>• Buddy Reading</li> <li>• Make-Believe Play Block</li> </ul>
30.A.ECb Use appropriate communication skills when expressing needs, wants, and feelings.	<ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• Share the News</li> <li>• Story Lab- Connections, Character Empathy</li> </ul>
30.A.ECc Express feelings that are appropriate to the situation.	<ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Practice</li> </ul>



	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Share the News</li> <li>• Story Lab- Connections, Character Empathy</li> </ul>
30.A.ECd Begin to understand how to follow rules.	<ul style="list-style-type: none"> <li>• Classroom Practices- Classroom Rules, Clean Up Routine, Daily Schedule</li> <li>• Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games, Songs, Do What I Do, Fingerplays, Chants, Mouse Trap, Mr. Wolf</li> <li>• Make-Believe Play Block</li> </ul>
30.A.ECe Use materials with purpose, safety, and respect.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Prop Making</li> <li>• Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab-Learning Facts, Science Eyes, Story Lab-Extensions</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along</li> <li>• Buddy Reading</li> <li>• Small Group Literacy and Small Group Math/Science Activities</li> <li>• Graphics Practice</li> </ul>
30.A.ECf Begin to understand the consequences of his or her behavior.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Share the News</li> <li>• Story Lab- Connections, Character Empathy, Predictions</li> </ul>
<b>Learning Standard 30.B: Recognize own uniqueness and personal qualities.</b>	
30.B.ECa Describe self using several basic characteristics.	<ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> <li>• Share the News</li> <li>• Story Lab- Character Empathy, Connections</li> </ul>
<b>Learning Standard 30.C: Demonstrate skills related to successful personal and school outcomes.</b>	
30.B.ECa Exhibit eagerness and curiosity as a learner.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Prop Making</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Science Eyes</li> </ul>
30.B.ECb Demonstrate persistence and creativity in seeking solutions to problems.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Share the News</li> </ul>
30.B.ECc Show some initiative, self-direction, and independence in actions.	<ul style="list-style-type: none"> <li>• Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games &amp; Songs,</li> </ul>

	<ul style="list-style-type: none"> <li>Do What I Do, Fingerplays, Chants &amp; Songs, Mouse Trap, and Mr. Wolf.</li> <li>Mystery Literacy Activities - Mystery Question, Mystery Letter, Mystery Rhyme, Mystery Word</li> <li>Mystery Math Activities - Mystery Numeral, Mystery Numeral Two Card, Mystery Pattern, Mystery Shape</li> <li>Buddy Reading</li> </ul>
30.B.ECd Demonstrate engagement and sustained attention in activities.	<ul style="list-style-type: none"> <li>Make-Believe Play Block</li> <li>Make-Believe Play Planning</li> <li>Make-Believe Play Prop Making</li> <li>Make-Believe Play Building Background Knowledge</li> <li>Make-Believe Play Practice</li> <li>Buddy Reading</li> <li>All Story Labs</li> <li>Graphics Practice</li> <li>Small Group Literacy, Math/Science Activities</li> </ul>
<b>Goal 31: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b>	
<b>Learning Standard 31.A: Develop positive relationships with peers and adults.</b>	
31.A.ECa Show empathy, sympathy, and caring for others.	<ul style="list-style-type: none"> <li>Community-Building Activities</li> <li>Share the News</li> <li>Story Lab- Connections, Character Empathy</li> <li>Make-Believe Play Block</li> </ul>
31.A.ECb Recognize the feelings and perspectives of others.	<ul style="list-style-type: none"> <li>Community-Building Activities</li> <li>Share the News</li> <li>Story Lab- Vocabulary, Connections, Character Empathy, Predictions</li> <li>Make-Believe Play Practice</li> <li>Make-Believe Play Block</li> <li>Tallying</li> </ul>
31.A.ECc Interact easily with familiar adults.	<ul style="list-style-type: none"> <li>This could be observed across the whole day, both indoor and outdoor time.</li> </ul>
31.A.ECd Demonstrate attachment to familiar adults.	<ul style="list-style-type: none"> <li>This could be observed across the whole day, both indoor and outdoor time.</li> </ul>
31.A.ECe Develop positive relationships with peers.	<ul style="list-style-type: none"> <li>Community-Building Activities</li> <li>Share the News</li> <li>Make-Believe Play Planning</li> <li>Make-Believe Play Block</li> </ul>
<b>Learning Standard 31.B: Use Communication and social skills to interact effectively with others.</b>	
31.B.ECa Interact verbally and nonverbally with other children.	<ul style="list-style-type: none"> <li>Share the News</li> <li>All Story Labs</li> </ul>

	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Small Group Math/Science Activities</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> </ul>
31.B.ECb Engage in cooperative group play.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Practice</li> <li>• Small Group Literacy and Small Group Math/Science Activities</li> <li>• Fingerplays, Chants, &amp; Songs</li> </ul>
31.B.ECc Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Planning</li> <li>• Classroom Rules</li> <li>• Clean Up Routine</li> <li>• Fingerplays, Chants, &amp; Songs</li> <li>• Share the News</li> <li>• Buddy Reading</li> </ul>
<b>Learning Standard 31.C: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>	
31.B.ECa Begin to share materials and experiences and take turns.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Planning</li> <li>• Classroom Rules</li> <li>• Fingerplays, Chants, &amp; Songs</li> <li>• Share the News</li> </ul>
31.B.ECb Solve simple conflicts with peers with independence, using gestures or words.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Classroom Rules</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• Small Group Literacy and Small Group Math/Science Activities</li> </ul>
30.B.ECc Seek adult help when needed to resolve conflict.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Classroom Rules</li> <li>• Small Group Literacy and Small Group Math/Science Activities</li> </ul>
<b>Goal 32: Demonstrate decision-making skills and behaviors in personal, school, and community contexts.</b>	
<b>Learning Standard 32.A: Begin to consider ethical, safety, and societal factors in making decisions.</b>	
32.A.ECa Participate in discussions about why rules exist.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Share the News</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Block</li> </ul>



**Alignment of *Tools of the Mind* Preschool Curriculum to Illinois Early Learning and Development Standards**

	<ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> </ul>
32.A.ECb Follow rules and make good choices about behavior.	<ul style="list-style-type: none"> <li>• This could be observed across the whole day, both indoor and outdoor time.</li> </ul>
<b>Learning Standard 32.B: Apply decision-making skills to deal responsibly with daily academic and social situations.</b>	
32.B.ECa Participate in discussion about finding alternative solutions to problems.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Share the News</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> </ul>
<b>Learning Standard 32.C: Contribute to the well-being of one's school and community.</b>	
<i>Refer to Social Studies, Standard 14.A</i>	



## 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**



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**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



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**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**



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- **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**



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- **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**