

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>ENGLISH/ LANGUAGE ARTS</b>	
<b>COMMON CORE STATE STANDARD: Reading Standards: Foundational Skills Phonological Awareness ISTAR-KR: Demonstrates Awareness of Sounds</b>	
ELA.1.1 Emulate sounds in the environment (e.g., animal, motor).	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>
ELA.1.2 Actively attend to things that an adult is showing.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• All Story Labs</li> <li>• Graphics Practice</li> <li>• Opening Group</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Do What I Do</li> <li>• Attention Focusing Activities</li> </ul>
ELA.1.3 Anticipate actions, sounds, or phrases from a predictable story.	<ul style="list-style-type: none"> <li>• Story Labs – Connections &amp; Predictions</li> </ul>
ELA.1.4 Imitate sounds in environment (e.g., animal, motor).	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> <li>• Fingerplays, Chants, Songs</li> </ul>
ELA.1.5 Associate writing with sounds.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.1.6 Vary pitch, length, and volume of vocalizations to express wants/needs	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
ELA.1.7 Use jargon (expressive sounds) in conversational manner.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
ELA.1.8 Match the sound that begins own name with the sound that begins another word or name.	<ul style="list-style-type: none"> <li>• Mystery Literacy Activities- Letter &amp; Word</li> <li>• Elkonin Boxes I &amp; II</li> </ul>
ELA.1.9 Generate and blend the sounds of letter patterns into recognizable words.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
ELA.1.10 Recognize that words that look alike may sound alike.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.1.11 Name sounds heard in familiar environment.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.1.12 Follow printed words as a story is read or caption as a video is played.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
ELA.1.13 Write using phonetically spelled words.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.1.14 Use different combinations of letters to achieve sounds.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>



**Alignment of Tools of the Mind Preschool Curriculum to Indiana Academic Standards for Young Children**

Standard	Tools of the Mind Activity
<b>ENGLISH/ LANGUAGE ARTS</b>	
	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Elkonin I &amp; II</li> <li>• Take Away Sounds</li> <li>• Rhyming Game</li> <li>• Mystery Literacy Activities- Mystery Rhyme</li> </ul>
ELA.1.15 Imitate simple rhymes.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants, Songs</li> <li>• Mystery Literacy Activities- Mystery Rhyme</li> <li>• Rhyming Game</li> </ul>
ELA.1.16 Repeat simple sentences as presented.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Fingerplays, Chants, Songs</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.1.17 Talk without repeating sounds and syllables in words.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
ELA.1.18 Alerts to and locates sounds in the environment.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.1.19 Finds hidden sound above and behind another object.	<ul style="list-style-type: none"> <li>• Elkonin I &amp; II</li> <li>• Mystery Games- Mystery Word &amp; Mystery Rhyme</li> <li>• Take Away Sounds</li> <li>• Rhyming Game</li> </ul>
<b>COMMON CORE STATE STANDARD: Reading Standards Foundational Skills – Print Concepts; Phonics and Word Recognition</b> <b>ISTAR-KR: Demonstrates Awareness of Symbols</b>	
ELA.2.1 Point to pictures in a picture book.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.2.2 Visually engage with a book.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> </ul>
ELA.2.3 Pretend to read a book aloud.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.2.4 Match pictures to actual objects.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
ELA.2.5 Distinguish print from pictures.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.2.6 Point to a letter when asked.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Mystery Literacy Games- Mystery Letter</li> <li>• I Have Who Has Letters</li> </ul>

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ELA.2.7 Actively attend to things that an adult is showing.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• All Story Labs</li> <li>• Graphics Practice</li> <li>• Opening Group</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Do What I Do</li> <li>• Attention Focusing Activities</li> </ul>
ELA.2.8 Enjoy looking at books.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.2.9 Find named pictures or textures in book.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
ELA.2.10 Anticipate actions, sounds, or phrases from a predictable story.	<ul style="list-style-type: none"> <li>• Story Labs – Connections &amp; Predictions</li> </ul>
ELA.2.11 Name actions from pictures or a story.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> </ul>
ELA.2.12 Identify where he/she is currently located.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Play Planning</li> </ul>
ELA.2.13 Recognize a favorite character.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> </ul>
ELA.2.14 Use symbols or objects to communicate.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
ELA.2.15 Attempt to write and draw.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Venger Drawing</li> </ul>
ELA.2.16 Use drawings or pictures to represent objects.	<ul style="list-style-type: none"> <li>• Venger Drawing &amp; Venger Collage</li> <li>• Make-Believe Play</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.2.17 Scribble a message on a card or picture.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.2.18 Make marks with writing tools.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Venger Drawing</li> <li>• Graphics Practice</li> </ul>
ELA.2.19 Mark on paper rather than other surfaces.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> </ul>
ELA.2.20 Imitate drawing a vertical line.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story</li> </ul>
ELA.2.21 Imitate drawing a horizontal line.	

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ELA.2.22 Imitate drawing a circle.	lab, Science Eyes, Story Extensions Story Lab
ELA.2.23 Associate writing with sounds.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.2.24 Jointly attend to pictures and books for several minutes.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Make-Believe Play</li> </ul>
ELA.2.25 Use two-word vocalizations, signs, symbols, or gestures to tell about objects or events in the present.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Buddy Reading</li> <li>• Share the News</li> <li>• Science Eyes</li> </ul>
ELA.2.26 Name objects from a picture book.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.2.27 Hold book right side up, looking at pages and pictures.	
ELA.2.28 Identify five common signs or symbols.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Mystery Literacy Games</li> </ul>
ELA.2.29 Follow printed words as a story is read or caption as a video is played.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
ELA.2.30 Tell a story while holding a book.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.2.31 Read own writing (gives meaning to own writing by “reading what it says”).	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.2.32 Name 13 uppercase letters.	<ul style="list-style-type: none"> <li>• I Have Who Has Literacy Games- Letters</li> <li>• Mystery Games- Mystery Letter</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.2.33 Point to and name six letters.	
ELA.2.34 Watch and listen to a story to completion for ten or more minutes.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
ELA.2.35 Recognize own name in isolated print.	<ul style="list-style-type: none"> <li>• All Mystery Games</li> <li>• I Have Who Has Literacy Games- Names</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.2.36 Match like letters.	<ul style="list-style-type: none"> <li>• I Have Who Has Literacy Games- Letters</li> <li>• Mystery Games- Mystery Letter</li> </ul>
ELA.2.37 Match the same letter in different styles (e.g., signs, books, newspaper).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>



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ENGLISH/ LANGUAGE ARTS	
ELA.2.38 Recognize that words that look alike may sound alike.	<ul style="list-style-type: none"> <li>• Elkonin I &amp; II</li> <li>• Mystery Games- Mystery Rhyme</li> </ul>
ELA.2.39 Point to a title of a book.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.2.40 Match upper to lower case letters.	<ul style="list-style-type: none"> <li>• I Have Who Has Literacy Games- Letters</li> </ul>
ELA.2.41 Put letter shapes or tiles in alphabetical order.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Table Toys Center</li> </ul>
ELA.2.42 Ask adult to read printed information.	<ul style="list-style-type: none"> <li>• Mystery Literacy Activities- Mystery Question</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
ELA.2.43 Talk about action pictures of family, pets, or self.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News- Share and Tell</li> </ul>
ELA.2.44 Tell simple story from pictures and books.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.2.45 Express what might happen after the action in a picture.	<ul style="list-style-type: none"> <li>• Story Labs- Story Grammar &amp; Predictions</li> <li>• Buddy Reading</li> </ul>
ELA.2.46 Follow pages that accompany a story on audiotape or CD.	<ul style="list-style-type: none"> <li>• Free Choice – books on audiotape or CD may be made available</li> </ul>
ELA.2.47 Describe a picture in a book.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Story Lab- Visualization</li> </ul>
ELA.2.48 Talk about the cover and illustrations prior to the story being read.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
ELA.2.49 Recognize print in media other than a book.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> </ul>
ELA.2.50 Draw pictures and scribble to generate and express ideas.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Make-Believe Play</li> </ul>
ELA.2.51 Follow dictated writing read by an adult.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
ELA.2.52 Associate writing with words.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.2.53 Give writing to someone as a means of communicating.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
ELA.2.54 Use writing or symbols to share an idea with someone.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
ELA.2.55 Use known letters or approximations of letters to represent written language.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.2.56 Add writing to a picture story.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.2.57 Use writing to label drawings.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
ELA.2.58 Draw name or a message on a card or picture.	
ELA.2.59 Write more than word correctly.	
ELA.2.60 Represent action with drawing.	
ELA.2.61 Combine strokes and shapes to represent letters.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story</li> </ul>

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	<ul style="list-style-type: none"> <li>lab, Science Eyes, Story Extensions Story Lab</li> <li>• Shared Scaffolded Writing- Write Along</li> </ul>
ELA.2.62 Copy a vertical line.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> </ul>
ELA.2.63 Copy a horizontal line.	
ELA.2.64 Copy a circle.	
ELA.2.65 Write letters in strings.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Make-Believe Play</li> </ul>
ELA.2.66 Write using phonetically spelled words.	
ELA.2.67 Use different combinations of letters to achieve sounds.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Elkonin I &amp; II</li> <li>• Take Away Sounds</li> <li>• Rhyming Game</li> <li>• Mystery Literacy Activities- Mystery Rhyme</li> </ul>
ELA.2.68 Use the correct grasp of writing tool.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.2.69 Imitate drawing a cross.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> </ul>
ELA.2.70 Copy a cross.	
ELA.2.71 Copy an “X”	
ELA.2.72 Copy a square.	
ELA.2.73 Follow two-step spoken directions with prompts.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Freeze Game- Two-Step Freeze</li> </ul>
ELA.2.74 Imitate a series of three numbers or unrelated words.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Remember &amp; Replicate</li> </ul>
ELA.2.75 Use six word vocalizations, signs, symbols, or gestures to communicate.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News</li> </ul>
ELA.2.76 Use four word vocalization signs, symbols, or gestures to tell about objects and events.	
<b>COMMON CORE STATE STANDARD: Reading Standards Foundational Skills – Informational Texts</b>	
<b>ISTAR-KR: Uses print for pleasure and information</b>	
ELA.3.1 Track movement.	<ul style="list-style-type: none"> <li>• Do What I Do</li> <li>• Fingerplays, Chants, Songs</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> <li>• Literacy Center</li> </ul>
ELA.3.2 Open a book.	
ELA.3.3 Explore a book	
ELA.3.4 Point to pictures in a picture book.	
ELA.3.5 Turn several pages of a book at a time.	

Standard	<i>Tools of the Mind</i> Activity
<b>ENGLISH/ LANGUAGE ARTS</b>	
ELA.3.6 Look at books for one minute.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
ELA.3.7 Visually engage with a book.	
ELA.3.8 Pretend to read a book aloud.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.3.9 Match pictures to actual objects.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> <li>• Patterns with Manipulatives</li> </ul>
ELA.3.10 Distinguish print from pictures.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.3.11 Point to a letter when asked to “point to a letter.”	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Mystery Literacy Games- Mystery Letter</li> <li>• I Have Who Has Letters</li> </ul>
ELA.3.12 Actively attend to things that an adult is showing.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• All Story Labs</li> <li>• Graphics Practice</li> <li>• Opening Group</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Do What I Do</li> <li>• Attention Focusing Activities</li> </ul>
ELA.3.13 Enjoy looking at books.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.3.14 Find named pictures or textures in book.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
ELA.3.15 Anticipate actions, sounds, or phrases from a predictable story.	<ul style="list-style-type: none"> <li>• Story Labs – Predictions</li> </ul>
ELA.3.16 Recognize pictures of family members.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News- Share and Tell</li> </ul>
ELA.3.17 Name actions from pictures or a story.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> </ul>
ELA.3.18 Recognize a favorite character.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> </ul>
ELA.3.19 Use symbols or objects to communicate.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
ELA.3.20 Attempt to write and draw.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story</li> </ul>



**Alignment of *Tools of the Mind* Preschool Curriculum to Indiana Academic Standards for Young Children**

Standard	<i>Tools of the Mind</i> Activity
<b>ENGLISH/ LANGUAGE ARTS</b>	
	lab, Science Eyes, Story Extensions Story Lab • Venger Drawing
ELA.3.21 Use drawings or pictures to represent objects.	• Venger Drawing & Venger Collage • Make-Believe Play • Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab
ELA.3.22 Scribble a message on a card or picture.	• Make-Believe Play • Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab
ELA.3.23 Make marks with writing tools.	• Make-Believe Play • Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab • Venger Drawing • Graphics Practice
ELA.3.24 Mark on paper rather than other surfaces.	• Graphics Practice • Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab
ELA.3.25 Imitate drawing a vertical line.	• Graphics Practice
ELA.3.26 Imitate drawing a circle.	
ELA.3.27 Associate writing with sounds.	• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab
ELA.3.28 Jointly attend to object of interest to self.	• Share the News- Share and Tell • Buddy Reading • Science Eyes
ELA.3.29 Jointly attend to pictures and books for several minutes.	• Buddy Reading • All Story Labs • Make-Believe Play
ELA.3.30 Use two-word vocalizations, signs, symbols, or gestures to tell about objects or events in the present.	• Make-Believe Play Practice • Make-Believe Play • Buddy Reading • Share the News • Science Eyes • Math Memory
ELA.3.31 Turn one page at a time.	• Buddy Reading
ELA.3.32 Name objects from a picture book.	
ELA.3.33 Hold book right side up, looking at pages and pictures.	
ELA.3.34 Turn pages from front to back.	

Standard	<i>Tools of the Mind</i> Activity
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ELA.3.35 Identify five common signs or symbols.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• All Mystery Games</li> <li>• Make-Believe Play</li> </ul>
ELA.3.36 Tell something that a favorite character does in a story.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> </ul>
ELA.3.37 Follow printed words as a story is read or caption as a video is played.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• All Story Labs</li> </ul>
ELA.3.38 Read own writing (e.g., gives meaning to own writing by “reading what it says”).	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Make-Believe Play</li> </ul>
ELA.3.39 Name 13 uppercase letters.	<ul style="list-style-type: none"> <li>• I Have Who Has Literacy Games- Letters</li> </ul>
ELA.3.40 Point to and name six letters.	<ul style="list-style-type: none"> <li>• Mystery Games- Mystery Letter</li> </ul>
ELA.3.41 Watch and listen to a story to completion or for ten or more minutes.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
ELA.3.42 Recognize own name in isolated print.	<ul style="list-style-type: none"> <li>• All Mystery Games</li> <li>• I Have Who Has Literacy Games- Names</li> </ul>
ELA.3.43 Recognize that words that look alike may sound alike.	<ul style="list-style-type: none"> <li>• Elkonin I &amp; II</li> <li>• Mystery Games- Mystery Rhyme</li> </ul>
ELA.3.44 Point to words in a book while telling a story.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.3.45 Point to a title of a book.	
ELA.3.46 Match upper to lower case letters.	<ul style="list-style-type: none"> <li>• I Have Who Has Literacy Games- Letters</li> </ul>
ELA.3.47 Put letter shapes or tiles in alphabetical order.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Table Toys Center</li> </ul>
ELA.3.48 Ask adult to read printed information.	<ul style="list-style-type: none"> <li>• Mystery Literacy Activities- Mystery Question</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
ELA.3.49 Talk about action pictures of family, pets, or self.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News- Share and Tell</li> </ul>
ELA.3.50 Tell simple story from pictures and books.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.3.51 Request or select a story by the title of the book.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Buddy Reading</li> </ul>
ELA.3.52 Express what might happen after the action in a picture.	<ul style="list-style-type: none"> <li>• Story Labs - Story Grammar &amp; Predictions</li> <li>• Buddy Reading</li> </ul>
ELA.3.53 Follow pages that accompany a story on audiotape or CD.	<ul style="list-style-type: none"> <li>• Free Choice – books on audiotape or CD may be made available</li> </ul>
ELA.3.54 Tell a story while holding a book.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.3.55 Talk about the cover and illustrations prior to the story being read.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>

<b>Standard</b>	<b>Tools of the Mind Activity</b>
<b>ENGLISH/ LANGUAGE ARTS</b>	
ELA.3.56 Recognize print in media other than a book.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> </ul>
ELA.3.57 Draw pictures and scribbles to generate and express ideas.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Make-Believe Play</li> </ul>
ELA.3.58 Associate writing with words.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.3.59 Give writing to someone as a means of communicating.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Make-Believe Play</li> </ul>
ELA.3.60 Use writing or symbols to share an idea with someone.	
ELA.3.61 Use known letters or approximations of letters to represent written language.	
ELA.3.62 Add writing to a picture story.	
ELA.3.63 Use writing to label drawings.	
ELA.3.64 Draw name or a message on a card or picture.	
ELA.3.65 Write more than one word correctly.	
ELA.3.66 Represent action with drawing.	
ELA.3.67 Combine strokes and shapes to represent letters.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Shared Scaffolded Writing- Write Along</li> </ul>
ELA.3.68 Write letters in strings.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Make-Believe Play</li> </ul>
ELA.3.69 Write using phonetically spelled words.	
<b>COMMON CORE STATE STANDARD: Reading - Literature: Stories, Novels, Drama, and Poetry</b> <b>ISTAR-KR: Comprehends details of events and main ideas</b>	
ELA.4.1 Track movement.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Buddy Reading</li> </ul>
ELA.4.2 Open a book.	
ELA.4.3 Explore a book.	
ELA.4.4 Point to pictures in a picture book.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Buddy Reading</li> </ul>
ELA.4.5 React to a story or event.	
ELA.4.6 React to new situations based on the memory of a previous event.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Story Lab - Connections</li> </ul>
ELA.4.7 Recognize when a caregiver is not present.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
ELA.4.8 Show affection to a caregiver, character, or plaything.	<ul style="list-style-type: none"> <li>• Story Lab- Character Empathy</li> <li>• Make-Believe Play</li> </ul>
ELA.4.9 Turn several pages of a book at a time.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.4.10 Look at books for one minute.	

Standard	<i>Tools of the Mind</i> Activity
<b>ENGLISH/ LANGUAGE ARTS</b>	
ELA.4.11 Visually engage with a book.	
ELA.4.12 Pretend to read a book aloud.	
ELA.4.13 Match pictures to actual objects.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
ELA.4.14 Distinguish print from pictures.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.4.15 Point to a letter when asked to “point to a letter.”	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Mystery Literacy Games- Mystery Letter</li> <li>• I Have Who Has Letters</li> </ul>
ELA.4.16 Actively attend to things that an adult is showing.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• All Story Labs</li> <li>• Graphics Practice</li> <li>• Opening Group</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Do What I Do</li> <li>• Attention Focusing Activities</li> </ul>
ELA.4.17 Enjoy looking at books.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.4.18 Find named pictures or textures in book.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
ELA.4.19 Anticipate actions, sounds, or phrases from a predictable story.	<ul style="list-style-type: none"> <li>• Story Lab – Connections</li> <li>• Story Lab - Predictions</li> </ul>
ELA.4.20 Recognize pictures of family members.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News- Share and Tell</li> </ul>
ELA.4.21 Name actions from pictures or a story.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> </ul>
ELA.4.22 Identify where he/she is currently located.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Play Planning</li> </ul>
ELA.4.23 Recognize a favorite character.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> </ul>
ELA.4.24 Pretend to do something or be someone.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
ELA.4.25 Use eye gaze to communicate.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
ELA.4.26 Use proximity to communicate.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
ELA.4.27 Use gestures to communicate.	<ul style="list-style-type: none"> <li>• Paired Activities</li> </ul>
ELA.4.28 Show affection for an imaginary character or plaything.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> </ul>



Standard	<i>Tools of the Mind</i> Activity
<b>ENGLISH/ LANGUAGE ARTS</b>	
	<ul style="list-style-type: none"> <li>• Story Lab – Character Empathy</li> <li>• Make-Believe Play</li> </ul>
ELA.4.29 Use symbols or objects to communicate.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Make-Believe Play Practice</li> </ul>
ELA.4.30 Imitate sounds in environment (e.g., animal, motor).	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> <li>• Fingerplays, Chants, Songs</li> </ul>
ELA.4.31 Engage someone else to record ideas in words, drawings, or symbols.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Make-Believe Play</li> </ul>
ELA.4.32 Listen to others tell about their writing.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
ELA.4.33 Mark on paper rather than other surfaces.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Graphics Practice</li> </ul>
ELA.4.34 Imitate drawing a vertical line.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> </ul>
ELA.4.35 Imitate drawing a horizontal line.	
ELA.4.36 Imitate drawing a circle.	
ELA.4.37 Associate writing with sounds.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.4.38 Vocalize while looking at a book.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> </ul>
ELA.4.39 Respond to arrival of a familiar person.	<ul style="list-style-type: none"> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> </ul>
ELA.4.40 Smile or laugh when looked at or spoken to.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
ELA.4.41 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s Mommy?”).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News</li> <li>• Community-Building Activities- Name Game Chants, I Have- Who</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>ENGLISH/ LANGUAGE ARTS</b>	
	Has Names
ELA.4.42 Vary pitch, length, and volume of vocalizations to express wants and needs.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
ELA.4.43 Use jargon (expressive sounds) in conversational manner.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
ELA.4.44 Give an object when asked.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
ELA.4.45 Engage in turn-taking vocalizations.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Share the News</li> <li>• Science Eyes</li> <li>• All Story Labs</li> </ul>
ELA.4.46 Jointly attend to object of interest to self.	<ul style="list-style-type: none"> <li>• Share the News- Share and Tell</li> <li>• Buddy Reading</li> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
ELA.4.47 Jointly attend to pictures and books for several minutes.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Make-Believe Play</li> </ul>
ELA.4.48 Shift attention along with communication partner.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Science Eyes</li> <li>• Buddy Reading</li> </ul>
ELA.4.49 Follow simple directions with prompts.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> <li>• Remember &amp; Replicate</li> </ul>
ELA.4.50 Pretend to read a book.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.4.51 Turn one page at a time.	
ELA.4.52 Name objects from a picture book.	
ELA.4.53 Hold book right side up, looking at pages and pictures.	
ELA.4.54 Turn pages from front to back.	
ELA.4.55 Identify five common signs or symbols.	
ELA.4.56 Tell something that a favorite character does in a story.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> </ul>
ELA.4.57 Follow printed words as a story is read or caption as a video is played.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>ENGLISH/ LANGUAGE ARTS</b>	
	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
ELA.4.58 Distinguish print from pictures.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.4.59 Tell a story while holding a book.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.4.60 Name 13 uppercase letters.	<ul style="list-style-type: none"> <li>• I Have Who Has Literacy Games- Letters</li> </ul>
ELA.4.61 Point to and name six letters.	<ul style="list-style-type: none"> <li>• Mystery Games- Mystery Letter</li> </ul>
ELA.4.62 Point to words in a book while telling a story.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.4.63 Point to a title of a book.	
ELA.4.64 Match upper to lower case letters.	<ul style="list-style-type: none"> <li>• I Have Who Has Literacy Games- Letters</li> </ul>
ELA.4.65 Put letter shapes or tiles in alphabetical order.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Table Toys Center</li> </ul>
ELA.4.66 Name sounds heard in the environment.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Mystery Literacy Activities- Mystery Rhyme and Mystery Word</li> <li>• Take Away Sounds</li> </ul>
ELA.4.67 Ask and answer simple questions about a story being read.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Buddy Reading</li> </ul>
ELA.4.68 Tell one thing that happens in a familiar story.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> </ul>
ELA.4.69 Tell simple story from pictures and books.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.4.70 Use new vocabulary learned from experiences.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Story Lab- Vocabulary</li> <li>• Science Eyes</li> </ul>
ELA.4.71 Act out familiar, scripted events and routines.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>
ELA.4.72 Identify a favorite story.	<ul style="list-style-type: none"> <li>• Story Lab - Connections</li> <li>• Story Lab - Active Listening</li> <li>• Buddy Reading</li> <li>• Share the News</li> </ul>
ELA.4.73 Request or select a story by the title of the book.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Buddy Reading</li> <li>• Story Lab- Connections</li> </ul>
ELA.4.74 Express what might happen after the action in a picture.	<ul style="list-style-type: none"> <li>• Story Lab- Story Grammar</li> <li>• Story Lab - Predictions</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>ENGLISH/ LANGUAGE ARTS</b>	
	<ul style="list-style-type: none"> <li>Buddy Reading</li> </ul>
ELA.4.75 Use personal experiences to answer questions about stories.	<ul style="list-style-type: none"> <li>Story Lab - Connections</li> <li>Story Lab - Active Listening</li> </ul>
ELA.4.76 Follow pages that accompany a story on audiotape or CD.	<ul style="list-style-type: none"> <li>Free Choice – books on audiotape or CD may be made available</li> </ul>
ELA.4.77 Identify the beginning, middle, and end of the story.	<ul style="list-style-type: none"> <li>Story Lab- Story Grammar</li> </ul>
ELA.4.78 Actively look for or keep attending to things that an adult points to, shows, or talks about.	<ul style="list-style-type: none"> <li>All Story Labs</li> <li>Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>Graphics Practice</li> <li>Fingerplays, Chants, Songs</li> </ul>
ELA.4.79 Ask questions and make comments about a story being read.	<ul style="list-style-type: none"> <li>All Story Labs</li> </ul>
ELA.4.80 Describe a picture in a book.	<ul style="list-style-type: none"> <li>Buddy Reading</li> <li>Story Lab- Visualization</li> </ul>
ELA.4.81 Follow reader’s finger as a story is read.	<ul style="list-style-type: none"> <li>All Story Labs</li> <li>Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
ELA.4.82 Talk about the cover and illustrations prior to the story being read.	<ul style="list-style-type: none"> <li>All Story Labs</li> </ul>
ELA.4.83 Identify a location where he/she is going or has been.	<ul style="list-style-type: none"> <li>Story Lab- Story Grammar</li> </ul>
ELA.4.84 Identify a location of a caregiver if not present.	<ul style="list-style-type: none"> <li>Daily routines and classroom practices</li> </ul>
ELA.4.85 Recognize print in media other than a book.	<ul style="list-style-type: none"> <li>Story Lab- Connections</li> <li>Make-Believe Play</li> </ul>
ELA.4.86 Identify two characters that interact in a story.	<ul style="list-style-type: none"> <li>Story Lab- Predictions, Inferences, Story Grammar, Character Empathy, Active Listening</li> </ul>
ELA.4.87 Recall if something truly happened	<ul style="list-style-type: none"> <li>Story Lab- Connections</li> <li>Share the News</li> <li>Play Planning</li> </ul>
ELA.4.88 Draw pictures and scribble to generate and express ideas.	<ul style="list-style-type: none"> <li>Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>Make-Believe Play</li> </ul>
ELA.4.89 Follow dictated writing read by an adult.	<ul style="list-style-type: none"> <li>Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
ELA.4.90 Draw at the top or bottom of the page, when requested.	<ul style="list-style-type: none"> <li>Graphics Practice</li> </ul>
ELA.4.91 Use known letters or approximations of letters to represent written language.	<ul style="list-style-type: none"> <li>Shared Scaffolded Writing- Write Along</li> </ul>
ELA.4.92 Read own writing (e.g., give meaning to own writing by “reading what it says”).	<ul style="list-style-type: none"> <li>Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.4.93 Dictate something for an adult to write down.	
ELA.4.94 Add writing to a picture story.	<ul style="list-style-type: none"> <li>Make-Believe Play</li> </ul>
ELA.4.95 Use writing to label drawings.	
ELA.4.96 Scribble a message on a card or picture.	<ul style="list-style-type: none"> <li>Make-Believe Play</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>ENGLISH/ LANGUAGE ARTS</b>	
	<ul style="list-style-type: none"> <li>Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.4.97 Writes more than one word correctly.	<ul style="list-style-type: none"> <li>Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>Make-Believe Play</li> </ul>
ELA.4.98 Represent action with drawing.	<ul style="list-style-type: none"> <li>Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>Make-Believe Play</li> </ul>
ELA.4.99 Write from left to right.	<ul style="list-style-type: none"> <li>Graphics Practice</li> <li>Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.4.100 Combine strokes and shapes to represent letters.	<ul style="list-style-type: none"> <li>Graphics Practice</li> <li>Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>Shared Scaffolded Writing- Write Along</li> </ul>
ELA.4.101 Copy a vertical line.	<ul style="list-style-type: none"> <li>Graphics Practice</li> </ul>
ELA.4.102 Copy a horizontal line.	
ELA.4.103 Copy a circle.	
ELA.4.104 Write letters in strings.	
ELA.4.105 Write using phonetically spelled words.	<ul style="list-style-type: none"> <li>Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>Shared Scaffolded Writing- Write Along</li> <li>Make-Believe Play</li> </ul>
ELA.4.106 Use different combinations of letters to achieve sounds.	<ul style="list-style-type: none"> <li>Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>Elkonin I &amp; II</li> <li>Take Away Sounds</li> <li>Rhyming Game</li> <li>Mystery Literacy Activities- Mystery Rhyme</li> </ul>
ELA.4.107 Imitate drawing a cross.	<ul style="list-style-type: none"> <li>Graphics Practice</li> </ul>
ELA.4.108 Copy a cross.	
ELA.4.110 Copy an “X”.	
ELA.4.111 Copy a square.	
ELA.4.112 Watch and listen to a story to completion for ten minutes or more.	

Standard	<i>Tools of the Mind</i> Activity
<b>ENGLISH/ LANGUAGE ARTS</b>	
ELA.4.113 Stay with an adult-directed activity or story for 10-15 minutes.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Graphics Practice</li> <li>• Opening Group</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
ELA.4.114 Follow one-step spoken directions without prompts (e.g., Get your shoe).	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Do What I Do</li> <li>• Pretend Transitions</li> <li>• Freeze Game</li> </ul>
ELA.4.115 Ask and answer simple questions.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Share the News</li> <li>• Science Eyes</li> <li>• Make-Believe Play</li> <li>• Buddy Reading</li> <li>• All Mystery Games</li> </ul>
ELA.4.116 Follow commands containing two familiar attributes (e.g., Get the big, red sock).	<ul style="list-style-type: none"> <li>• Remember &amp; Replicate</li> <li>• Science Eyes</li> <li>• Mystery Literacy Activities- Mystery Question</li> </ul>
ELA.4.117 Follow two-step spoken directions with prompts.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Freeze Game- Two-Step Freeze</li> </ul>
ELA.4.118 Use trial and error to solve a simple problem.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Mystery Literacy Games</li> </ul>
ELA.4.119 Generalize a solution to a new situation.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
ELA.4.120 Imitate a series of three numbers or unrelated words.	<ul style="list-style-type: none"> <li>• Rhyming Game</li> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Remember &amp; Replicate</li> </ul>
ELA.4.121 Imitate simple rhymes.	<ul style="list-style-type: none"> <li>• Rhyming Game</li> <li>• Mystery Literacy Activities- Mystery Rhyme</li> <li>• Fingerplays, Chants &amp; Songs</li> </ul>
ELA.4.122 Repeat simple sentences as presented.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> <li>• Fingerplays, Chants, Songs</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.4.123 Use six word vocalizations, signs, symbols, or gestures to communicate.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
ELA.4.124 Use four word vocalization signs, symbols, or gestures to tell about objects and	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>ENGLISH/ LANGUAGE ARTS</b>	
events in the recent past and near future.	
ELA.4.125 Pick from two ideas to talk about.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Share the News</li> </ul>
ELA.4.126 Understand and follow a one-step direction.	<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> </ul>
<b>COMMON CORE STATE STANDARD: Writing Standards</b>	
<b>ISTAR-KR: Writes for a specific purpose and audience</b>	
ELA.5.1 Grasp tools.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Graphics Practice</li> <li>• Make-Believe Play</li> </ul>
ELA.5.2 Intentionally make marks in substances.	
ELA.5.3 Read own writing (e.g., gives meaning to own writing by “reading what it says”).	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Make-Believe Play</li> </ul>
ELA.5.4 Draw pictures and scribble to generate and express ideas.	
ELA.5.5 Give writing to someone as a means of communicating.	
ELA.5.6 Draw at the top or bottom of the page, when requested.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> </ul>
ELA.5.7 Write from left to right.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Graphics Practice</li> </ul>
ELA.5.8 Write using pictures, letters, and words.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.5.9 Use writing or symbols to share an idea with someone.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Make-Believe Play</li> </ul>
ELA.5.10 Dictate something for an adult to write down.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Make-Believe Play</li> </ul>
ELA.5.11 Add writing to a picture story.	
ELA.5.12 Use writing to label drawings.	
ELA.5.13 Draw name or a message on a card or picture.	
ELA.5.14 Scribble a message on a card or picture.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.5.15 Write more than word correctly.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
ELA.5.16 Represent action with drawing.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Make-Believe Play</li> </ul>
ELA.5.17 Copy a vertical line.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> </ul>
ELA.5.18 Copy a horizontal line.	
ELA.5.19 Copy a circle.	
ELA.5.20 Classify categories of words.	<ul style="list-style-type: none"> <li>• Rhyming Game</li> </ul>



<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>ENGLISH/ LANGUAGE ARTS</b>	
	<ul style="list-style-type: none"> <li>• Mystery Literacy Activities- Mystery Rhyme</li> <li>• Fingerplays, Chants &amp; Songs</li> </ul>
ELA.5.21 Identify attributes of objects.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Math Memory</li> <li>• Science Eyes</li> </ul>
ELA.5.22 Identify categories of objects in pictures (e.g., animals).	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
ELA.5.23 Use trial and error to solve a simple problem.	<ul style="list-style-type: none"> <li>• Elkonin I &amp; II</li> <li>• Take Away Sounds</li> <li>• Make-Believe Play</li> <li>• Mystery Literacy Games</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
<b>COMMON CORE STATE STANDARD: Language Conventions - printing, punctuation, capitalization ISTAR-KR: Uses writing implements</b>	
ELA.6.1 Attempt to write and draw.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Venger Drawing</li> </ul>
ELA.6.2 Scribble a message on a card or picture.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.6.3 Make marks with writing tools.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Venger Drawing</li> <li>• Graphics Practice</li> </ul>
ELA.6.4 Imitate drawing a vertical line.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.6.5 Imitate drawing a horizontal line.	
ELA.6.6 Imitate drawing a circle.	
ELA.6.7 Draw pictures and scribble to generate and express ideas.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Venger Drawing</li> <li>• Make-Believe Play</li> </ul>
ELA.6.8 Draw at the top or bottom of the page, when requested.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> </ul>
ELA.6.9 Position paper for writing.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>ENGLISH/ LANGUAGE ARTS</b>	
	<ul style="list-style-type: none"> <li>• Venger Drawing</li> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.6.10 Write from left to right.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.6.11 Use writing or symbols to share an idea with someone.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Make-Believe Play</li> </ul>
ELA.6.12 Use known letters or approximations of letters to represent written language.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> <li>• Venger Drawings</li> </ul>
ELA.6.13 Read own writing (e.g., give meaning to own writing by “reading what it says”).	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Buddy Reading (reading play plans)</li> </ul>
ELA.6.14 Combine strokes and shapes to represent letters.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Shared Scaffolded Writing- Write Along</li> </ul>
ELA.6.15 Copy a vertical line.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> </ul>
ELA.6.16 Copy a horizontal line.	
ELA.6.17 Copy a circle.	
ELA.6.18 Write letters in strings.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.6.19 Write using phonetically spelled words.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Make-Believe Play</li> </ul>
ELA.6.20 Use different combinations of letters to achieve sounds.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Elkonin I &amp; II</li> <li>• Take Away Sounds</li> </ul>

<b>Standard</b>	<b>Tools of the Mind Activity</b>
<b>ENGLISH/ LANGUAGE ARTS</b>	
	<ul style="list-style-type: none"> <li>• Rhyming Game</li> <li>• Mystery Literacy Activities- Mystery Rhyme</li> </ul>
ELA.6.21 Write more than one word correctly.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Make-Believe Play</li> </ul>
ELA.6.22 Use the correct grasp of writing tool.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.6.23 Imitate drawing a cross.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> </ul>
ELA.6.24 Copy a cross.	
ELA.6.25 Copy an “X”.	
ELA.6.26 Copy a square.	
<b>COMMON CORE STATE STANDARD: Speaking and Listening – Comprehend and Collaborate ISTAR-KR: Demonstrates Receptive Language</b>	
ELA.7.1 React to a story or event.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> <li>• Share the News</li> </ul>
ELA.7.2 React to new situations based on the memory of a previous event.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Story Lab - Connections</li> </ul>
ELA.7.3 Match pictures to actual objects.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
ELA.7.4 Point to a letter when asked.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Mystery Literacy Games- Mystery Letter</li> <li>• I Have Who Has- Letters</li> </ul>
ELA.7.5 Actively attend to things that an adult is showing.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• All Story Labs</li> <li>• Graphics Practice</li> <li>• Opening Group</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Do What I Do</li> <li>• Attention Focusing Activities</li> </ul>
ELA.7.6 Find named pictures or textures in book.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>ENGLISH/ LANGUAGE ARTS</b>	
ELA.7.7 Anticipate actions, sounds, or phrases from a predictable story.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> <li>• Story Lab - Predictions</li> </ul>
ELA.7.8 Recognize pictures of family members.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News- Share and Tell</li> </ul>
ELA.7.9 Name actions from pictures or a story.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> </ul>
ELA.7.10 Recognize a favorite character.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> </ul>
ELA.7.11 Pretend to do something or be someone.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Buddy Reading</li> </ul>
ELA.7.12 Imitate sounds in environment (e.g., animal, motor).	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> <li>• Fingerplays, Chants, Songs</li> </ul>
ELA.7.13 Listen to others tell about their writing.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
ELA.7.14 Respond to arrival of a familiar person.	<ul style="list-style-type: none"> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> </ul>
ELA.7.15 Smile or laugh when looked at or spoken to.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
ELA.7.16 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s Mommy?”).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News</li> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> </ul>
ELA.7.17 Vary pitch, length, and volume of vocalizations to express wants and needs.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
ELA.7.18 Use jargon (expressive sounds) in conversational manner.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
ELA.7.19 Give an object when asked.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
ELA.7.20 Engage in turn-taking vocalizations.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Share the News</li> <li>• All Story Labs</li> <li>• All Paired Activities – Turn &amp; talk strategy</li> </ul>
ELA.7.21 Jointly attend to object of interest to self.	<ul style="list-style-type: none"> <li>• Share the News- Share and Tell</li> <li>• Buddy Reading</li> <li>• Science Eyes</li> </ul>
ELA.7.22 Jointly attend to pictures and books for several minutes.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Make-Believe Play</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
ENGLISH/ LANGUAGE ARTS	
ELA.7.23 Shift attention along with communication partner.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Science Eyes</li> <li>• Buddy Reading</li> </ul>
ELA.7.24 Use action words.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
ELA.7.25 Follow simple directions with prompts.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> <li>• Remember &amp; Replicate</li> </ul>
ELA.7.26 Identify five common signs or symbols.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Mystery Games</li> </ul>
ELA.7.27 Tell something that a favorite character does in a story.	<ul style="list-style-type: none"> <li>• Story Lab-Connections</li> </ul>
ELA.7.28 Follow printed words as a story is read or caption as a video is played.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• All Story Labs</li> </ul>
ELA.7.29 Watch and listen to a story to completion or for ten or more minutes.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
ELA.7.30 Name sounds heard in familiar environment.	<ul style="list-style-type: none"> <li>• Mystery Literacy Activities- Mystery Letter &amp; Mystery Word</li> <li>• Elkonin Boxes I &amp; II</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Buddy Reading</li> </ul>
ELA.7.31 Ask and answer simple questions about a story being read.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Buddy Reading</li> </ul>
ELA.7.32 Ask adult to read printed information.	<ul style="list-style-type: none"> <li>• Mystery Literacy Activities- Mystery Question</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
ELA.7.33 Tell one thing that happens in a familiar story.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> </ul>
ELA.7.34 Tell simple story from pictures and books.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.7.35 Use new vocabulary learned from experiences.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>ENGLISH/ LANGUAGE ARTS</b>	
	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Story Lab- Vocabulary</li> <li>• Science Eyes</li> </ul>
ELA.7.36 Act out familiar, scripted events and routines.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>
ELA.7.37 Identify a favorite story.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> <li>• Story Lab - Active Listening</li> <li>• Buddy Reading</li> <li>• Share the News</li> </ul>
ELA.7.38 Request or select a story by the title of the book.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Story Lab- Connections</li> </ul>
ELA.7.39 Tell simple stories from pictures and books.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Story Lab- Story Extensions</li> <li>• Make-Believe Play</li> </ul>
ELA.7.40 Express what might happen after the action in a picture.	<ul style="list-style-type: none"> <li>• Story Lab- Story Grammar</li> <li>• Story Lab - Predictions</li> <li>• Buddy Reading</li> </ul>
ELA.7.41 Tell one thing that happens in a familiar story.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> </ul>
ELA.7.42 Use personal experiences to answer questions about stories.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> <li>• Story Lab - Active Listening</li> </ul>
ELA 7.43 Follow pages that accompany a story on audiotape or CD.	<ul style="list-style-type: none"> <li>• Free Choice – books on audiotape or CD may be made available</li> </ul>
ELA.7.44 Identify the beginning, middle, and end of the story.	<ul style="list-style-type: none"> <li>• Story Lab- Story Grammar</li> </ul>
ELA.7.45 Actively look for or keep attending to things that an adult points to, shows, or talks about.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Graphics Practice</li> <li>• Fingerplays, Chants, Songs</li> </ul>
ELA.7.46 Ask questions and make comments about a story being read.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
ELA.7.47 Use personal information to answer questions about a story.	<ul style="list-style-type: none"> <li>• Story Lab-Connections</li> </ul>
ELA.7.48 Describe a picture in a book.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Story Lab- Visualization</li> </ul>
ELA.7.49 Talk about the cover and illustrations prior to the story being read.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
ELA.7.50 Identify a favorite story.	<ul style="list-style-type: none"> <li>• Story Lab -Connections</li> <li>• Story Lab - Active Listening</li> <li>• Buddy Reading</li> <li>• Share the News</li> </ul>
ELA.7.51 Identify a location of a caregiver if not present.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>ENGLISH/ LANGUAGE ARTS</b>	
ELA.7.52 Follow dictated writing read by an adult.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
ELA.7.53 Represent action with drawing.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Make-Believe Play</li> </ul>
ELA.7.54 Name sounds heard in the environment.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Make-Believe Play Practice</li> <li>• Do What I Do</li> </ul>
ELA.7.55 Watch and listen to a story to completion for ten minutes or more.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
ELA.7.56 Follow one-step spoken directions without prompts (e.g., Get your shoe).	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Do What I Do</li> <li>• Pretend Transitions</li> <li>• Freeze Game</li> </ul>
ELA.7.57 Ask and answer simple questions.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Share the News</li> <li>• Science Eyes</li> <li>• Make-Believe Play</li> <li>• Buddy Reading</li> <li>• All Mystery Literacy Games</li> </ul>
ELA.7.58 Classify categories of words.	<ul style="list-style-type: none"> <li>• Rhyming Game</li> <li>• Mystery Literacy Activities- Mystery Rhyme</li> <li>• Fingerplays, Chants &amp; Songs</li> </ul>
ELA.7.59 Identify attributes of objects.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Math Memory</li> <li>• Science Eyes</li> </ul>
ELA.7.60 Identify categories of objects in pictures (e.g., animals).	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
ELA.7.61 Follow commands containing two familiar attributes (e.g., Get the big, red sock).	<ul style="list-style-type: none"> <li>• Remember &amp; Replicate</li> <li>• Science Eyes</li> <li>• Mystery Literacy Activities- Mystery Question</li> </ul>
ELA.7.62 Follow two-step spoken directions with prompts.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Freeze Game- Two-Step Freeze</li> </ul>
ELA.7.63 Use trial and error to solve a simple problem.	<ul style="list-style-type: none"> <li>• Elkonin I &amp; II</li> <li>• Take Away Sounds</li> <li>• Make-Believe Play</li> <li>• Mystery Literacy Games</li> </ul>



Standard	<i>Tools of the Mind</i> Activity
<b>ENGLISH/ LANGUAGE ARTS</b>	
	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.7.64 Generalize a solution to a new situation.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
ELA.7.65 Imitate simple rhymes.	<ul style="list-style-type: none"> <li>• Rhyming Game</li> <li>• Mystery Literacy Activities- Mystery Rhyme</li> <li>• Fingerplays, Chants &amp; Songs</li> </ul>
ELA.7.66 Repeat simple sentences as presented.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> <li>• Fingerplays, Chants, Songs</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.7.67 Engage in reciprocal conversations for two to three exchanges.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> <li>• Science Eyes</li> <li>• Story Labs - Active Listening, Character Empathy, Predictions, Inferences, Learning Facts, Connections</li> </ul>
ELA.7.68 Imitate four to five word sentences.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Fingerplays, Chants &amp; Songs</li> </ul>
ELA.7.69 Talk without repeating sounds and syllables in words.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
ELA.7.70 Use six word vocalizations, signs, symbols, or gestures to communicate.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
ELA.7.71 Use four word vocalization signs, symbols, or gestures to tell about objects.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
<b>COMMON CORE STATE STANDARD: Speaking and Listening – Comprehend and Collaborate ISTAR-KR: Demonstrates Expressive Language</b>	
ELA.8.1 Emulate sounds in the environment (e.g., animal, motor).	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>
ELA.8.2 Show affection to a caregiver, character, or plaything.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Story Lab- Character Empathy</li> <li>• Community-Building Activities- Name Game Chants, I Have Who Has Names.</li> </ul>
ELA.8.3 Pretend to read a book aloud.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
ELA.8.4 Anticipate actions, sounds, or phrases from a predictable story.	<ul style="list-style-type: none"> <li>• Story Lab - Connections</li> <li>• Story Lab - Predictions</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
ENGLISH/ LANGUAGE ARTS	
ELA.8.5 Recognize pictures of family members.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News- Share and Tell</li> </ul>
ELA.8.6 Name actions from pictures or a story.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> </ul>
ELA.8.7 Recognize a favorite character.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> </ul>
ELA.8.8 Pretend to do something or be someone.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Buddy Reading</li> </ul>
ELA.8.9 Use eye gaze to communicate.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News</li> </ul>
ELA.8.10 Use proximity to communicate.	
ELA.8.11 Use gestures to communicate.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Share the News</li> </ul>
ELA.8.12 Show affection for an imaginary character or plaything.	<ul style="list-style-type: none"> <li>• Story Lab - Connections</li> <li>• Story Lab - Character Empathy</li> <li>• Make-Believe Play</li> </ul>
ELA.8.13 Use symbols or objects to communicate.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Make-Believe Play Practice</li> </ul>
ELA.8.14 Imitate sounds in environment (e.g., animal, motor).	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> <li>• Fingerplays, Chants, Songs</li> </ul>
ELA.8.15 Engage someone else to record ideas in words, drawings, or symbols.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Make-Believe Play</li> </ul>
ELA.8.16 Vocalize while looking at a book.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Make-Believe Play</li> </ul>
ELA.8.17 Respond to arrival of a familiar person.	<ul style="list-style-type: none"> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> </ul>
ELA.8.18 Smile or laugh when looked at or spoken to.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
ELA.8.19 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s mom?”).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News</li> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
ENGLISH/ LANGUAGE ARTS	
ELA.8.20 Imitate one-word vocalization.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> <li>• Remember and Replicate</li> </ul>
ELA.8.21 Vary pitch, length, and volume of vocalizations to express wants and needs.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
ELA.8.22 Use jargon (expressive sounds) in conversational manner.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
ELA.8.23 Give an object when asked.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
ELA.8.24 Engage in turn-taking vocalizations.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Share the News</li> <li>• Science Eyes</li> <li>• All Story Labs</li> </ul>
ELA.8.25 Jointly attend to object of interest to self.	<ul style="list-style-type: none"> <li>• Share the News- Share and Tell</li> <li>• Buddy Reading</li> <li>• Science Eyes</li> </ul>
ELA.8.26 Jointly attend to pictures and books for several minutes.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Make-Believe Play</li> </ul>
ELA.8.27 Use action words.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
ELA.8.28 Use appropriate intonations for questions.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> <li>• Buddy Reading</li> </ul>
ELA.8.29 Use two-word vocalizations, signs, symbols, or gestures to tell about objects or events in the present.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Buddy Reading</li> <li>• Share the News</li> <li>• Science Eyes</li> <li>• Math Memory</li> </ul>
ELA.8.30 Name objects from a picture book.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.8.31 Identify five common signs or symbols.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Mystery Games</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>ENGLISH/ LANGUAGE ARTS</b>	
ELA.8.32 Tell something that a favorite character does in a story.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> </ul>
ELA.8.33 Tell a story while holding a book.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.8.34 Read own writing (e.g., gives meaning to own writing by “reading what it says”).	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Make-Believe Play</li> <li>• Buddy Reading</li> </ul>
ELA.8.35 Name 13 uppercase letters.	<ul style="list-style-type: none"> <li>• I Have Who Has Literacy Games- Letters</li> </ul>
ELA.8.36 Point to and name six letters.	<ul style="list-style-type: none"> <li>• Mystery Games- Mystery Letter</li> </ul>
ELA.8.37 Match the sound that begins own name with the sound that begins another word or name.	<ul style="list-style-type: none"> <li>• Mystery Literacy Activities- Mystery Letter &amp; Mystery Word</li> <li>• Elkonin Boxes I &amp; II</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Buddy Reading</li> </ul>
ELA.8.38 Identify first letter of own name.	<ul style="list-style-type: none"> <li>• Mystery Literacy Activities- Mystery Letter</li> <li>• I Have Who Has - Names</li> </ul>
ELA.8.39 Generate sounds from letters.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Mystery Literacy Games- Mystery Letter</li> </ul>
ELA.8.40 Recognize that words that look alike and may sound alike.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Buddy Reading</li> </ul>
ELA.8.41 Imitate simple rhymes.	<ul style="list-style-type: none"> <li>• Rhyming Game</li> <li>• Mystery Literacy Activities- Mystery Rhyme</li> <li>• Fingerplays, Chants &amp; Songs</li> </ul>
ELA.8.42 Sing the alphabet song.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> </ul>
ELA.8.43 Recite/sing one rhyme or song.	<ul style="list-style-type: none"> <li>• Community-Building Activities- Name Game Chants</li> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Shared Scaffolded Writing- Write a Familiar Finger Play</li> </ul>
ELA.8.44 Generate and blend the sounds of letter patterns into recognizable words.	<ul style="list-style-type: none"> <li>• Elkonin I &amp; II</li> <li>• Take Away Sounds</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>ENGLISH/ LANGUAGE ARTS</b>	
	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Mystery Literacy Games- Mystery Word and Mystery Letter</li> </ul>
ELA.8.45 Clap out syllables in word songs.	<ul style="list-style-type: none"> <li>• Community-Building Activities- Name Game Chants</li> <li>• Fingerplays, Chants &amp; Songs</li> </ul>
ELA.8.46 Point to words in a book while telling a story.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.8.47 Name sounds heard in familiar environment.	<ul style="list-style-type: none"> <li>• Mystery Literacy Activities- Mystery Letter &amp; Mystery Word</li> <li>• Elkonin Boxes I &amp; II</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Buddy Reading</li> </ul>
ELA.8.48 Ask and answer simple questions about a story being read.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Buddy Reading</li> </ul>
ELA.8.49 Ask adult to read printed information.	<ul style="list-style-type: none"> <li>• Mystery Literacy Activities- Mystery Question</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
ELA.8.50 Talk about action pictures of family, pets, or self.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News- Share and Tell</li> </ul>
ELA.8.51 Tell one thing that happens in a familiar story.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> </ul>
ELA.8.52 Tell simple story from pictures and books.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
ELA.8.53 Use new vocabulary learned from experiences.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Story Lab- Vocabulary</li> <li>• Science Eyes</li> </ul>
ELA.8.54 Act out familiar, scripted events and routines.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>
ELA.8.55 Identify a favorite story.	<ul style="list-style-type: none"> <li>• Story Lab-Connections</li> <li>• Story Lab - Active Listening</li> <li>• Buddy Reading</li> <li>• Share the News</li> </ul>
ELA.8.56 Request or select a story by the title of the book.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Buddy Reading</li> <li>• Story Lab- Connections</li> </ul>
ELA.8.57 Tell simple stories from pictures and books.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Story Lab- Story Extensions</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>ENGLISH/ LANGUAGE ARTS</b>	
	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
ELA.8.58 Express what might happen after the action in a picture.	<ul style="list-style-type: none"> <li>• Story Lab- Story Grammar</li> <li>• Story Lab - Predictions</li> <li>• Buddy Reading</li> </ul>
ELA.8.59 Use personal experiences to answer questions about stories.	<ul style="list-style-type: none"> <li>• Story Lab - Connections</li> <li>• Story Lab - Active Listening</li> </ul>
ELA.8.60 Identify the beginning, middle, and end of the story.	<ul style="list-style-type: none"> <li>• Story Lab- Story Grammar</li> </ul>
ELA.8.61 Describe a picture in a book.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Story Lab- Visualization</li> </ul>
ELA.8.62 Identify a location where he/she is going or has been.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Opening Group- Daily Schedule</li> <li>• Individual Scaffolded Writing- Play Planning</li> </ul>
ELA.8.63 Identify a location of a caregiver if not present.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
ELA.8.64 Identify two characters that interact in a story.	<ul style="list-style-type: none"> <li>• Story Lab- Predictions, Inferences, Story Grammar, Character Empathy, Active Listening</li> </ul>
ELA.8.65 Recall if something truly happened.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab- Connections</li> <li>• Story Lab - Story Grammar</li> </ul>
ELA.8.66 Draw pictures and scribble to generate and express ideas.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Make-Believe Play</li> </ul>
ELA.8.67 Give writing to someone as a means of communicating.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Make-Believe Play</li> </ul>
ELA.8.68 Write using pictures, letters, and words.	
ELA.8.69 Use writing or symbols to share an idea with someone.	
ELA.8.70 Use known letters or approximations of letters to represent written language.	
ELA.8.71 Dictate something for an adult to write down.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.8.72 Add writing to a picture story.	
ELA.8.73 Use writing to label drawings.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Venger Drawing/Venger Collage</li> </ul>
ELA.8.74 Draw name or a message on a card or picture.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Make-Believe Play</li> </ul>
ELA.8.75 Scribble a message on a card or picture.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.8.76 Write more than word correctly.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>ENGLISH/ LANGUAGE ARTS</b>	
ELA.8.77 Represent action with drawing.	Finger play & Write Along <ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Make-Believe Play</li> </ul>
ELA.8.78 Ask and answer simple questions.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Buddy Reading</li> <li>• Share the News</li> <li>• Science Eyes</li> </ul>
ELA.8.79 Classify categories of words.	<ul style="list-style-type: none"> <li>• Rhyming Game</li> <li>• Mystery Literacy Activities- Mystery Rhyme</li> <li>• Fingerplays, Chants &amp; Songs</li> </ul>
ELA.8.80 Identify attributes of objects.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Math Memory</li> <li>• Science Eyes</li> </ul>
ELA.8.81 Identify categories of objects in pictures (e.g., animals).	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Attribute Game</li> <li>• Make-Believe Play</li> </ul>
ELA.8.82 Use new vocabulary learned from experiences	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Story Lab- Vocabulary</li> <li>• Science Eyes</li> </ul>
ELA.8.83 Repeat simple sentences as presented.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> <li>• Fingerplays, Chants, Songs</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.8.84 Request permission.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
ELA.8.85 Use language instead of physical force to resolve conflicts, with assistance.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
ELA.8.86 Imitate four to five word sentences.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Fingerplays, Chants &amp; Songs</li> </ul>
ELA.8.87 Talk without repeating sounds and syllables in words.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
ELA.8.88 Use auxiliary verbs (e.g., am, is, are).	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Buddy Reading</li> </ul>



<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>ENGLISH/ LANGUAGE ARTS</b>	
	<ul style="list-style-type: none"> <li>Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.8.89 Use nouns, plurals, prepositions, and verb forms frequently.	<ul style="list-style-type: none"> <li>Make-Believe Play Practice</li> <li>Make-Believe Play</li> <li>Share the News</li> <li>All Story Labs</li> <li>Buddy Reading</li> </ul>
ELA.8.90 Use pronouns correctly.	<ul style="list-style-type: none"> <li>Make-Believe Play Practice</li> <li>Make-Believe Play</li> <li>Share the News</li> <li>All Story Labs</li> <li>Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.8.91 Use six word vocalizations, signs, symbols, or gestures to communicate.	<ul style="list-style-type: none"> <li>Make-Believe Play</li> </ul>
ELA.8.92 Use four word vocalization signs, symbols, or gestures to tell about objects and events in the recent past and near future.	<ul style="list-style-type: none"> <li>Share the News</li> <li>Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
ELA.8.93 Pick from two ideas to talk about.	<ul style="list-style-type: none"> <li>Share the News</li> <li>Play Planning</li> </ul>
ELA.8.94 Understand and follow a one-step direction.	<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> </ul>
ELA.8.95 Communicate recent experiences.	<ul style="list-style-type: none"> <li>Share the News</li> </ul>
ELA.8.96 Give name, age, and gender upon request.	
ELA.8.97 Give address upon request.	<ul style="list-style-type: none"> <li>Make-Believe Play</li> <li>Share the News</li> </ul>
ELA.8.98 Tell three events in chronological order.	<ul style="list-style-type: none"> <li>Story Lab - Story Grammar</li> <li>Opening Group- Daily Schedule</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>MATHEMATICS</b>	
<b>COMMON CORE STATE STANDARD: Counting, Cardinality, and Operations Base Ten</b>	
<b>ISTAR-KR: Counting and Quantity</b>	
M.1.1 Repeat a movement like a clap.	<ul style="list-style-type: none"> <li>Timeline Calendar</li> <li>Do What I Do</li> <li>Fingerplays, Chants, Songs</li> </ul>
M.1.2 Touch one object.	<ul style="list-style-type: none"> <li>Numerals Game</li> <li>Making Collections</li> <li>Mystery Math Activities- Mystery Numeral</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>MATHEMATICS</b>	
M.1.3 Give an object when asked.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Make-Believe Play</li> </ul>
M.1.4 Repeat number words.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Number Follow the Leader</li> <li>• Making Collections</li> <li>• Mystery Math Activities- Mystery Numeral</li> <li>• Number Line Hopscotch</li> <li>• Make-Believe Play</li> <li>• I Have Who Has Numbers</li> </ul>
M.1.5 Count 1.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Number Follow the Leader</li> <li>• Making Collections</li> <li>• Mystery Math Activities- Mystery Numeral</li> <li>• Number Line Hopscotch</li> <li>• Tallying</li> </ul>
M.1.6 Select the preferred item when given two choices.	<ul style="list-style-type: none"> <li>• Mystery Math Activities- Mystery Numeral &amp; Mystery Pattern</li> <li>• Tallying</li> <li>• Make-Believe Play</li> </ul>
M.1.7 Communicate when something is empty or “all gone.”	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
M.1.8 Indicate a desire for more.	<ul style="list-style-type: none"> <li>• Science Eyes</li> </ul>
M.1.9 Clap or moves to a beat.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> </ul>
M.1.10 Touch in sequence, one at a time	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Mystery Math Activities- Mystery Numeral</li> <li>• Number Line Hopscotch</li> </ul>
M.1.11 Use fingers to show how many or age of self.	<ul style="list-style-type: none"> <li>• Freeze Dance- Freeze on the Number</li> </ul>
M.1.12 Use whole numbers up to 3 to describe objects and experiences.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Mystery Math Activities- Mystery Numeral</li> <li>• Make-Believe Play</li> <li>• Tallying</li> </ul>
M.1.13 Rote count to 3.	<ul style="list-style-type: none"> <li>• Time Line Calendar</li> <li>• Number Line Hopscotch</li> <li>• Number Follow the Leader</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>MATHEMATICS</b>	
M.1.14 Match like numerals.	<ul style="list-style-type: none"> <li>• I Have Who Has Numbers</li> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Mystery Math Activities- Mystery Numeral</li> <li>• Make-Believe Play</li> </ul>
M.1.15 Give 1 object when asked.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Make-Believe Play</li> </ul>
M.1.16 Line up objects.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Make-Believe Play</li> <li>• Patterns with Manipulatives</li> </ul>
M.1.17 Identify which is more (visually, tactilely, or audibly).	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> <li>• Tallying</li> </ul>
M.1.18 Count backward from 3.	<ul style="list-style-type: none"> <li>• Number Line Hopscotch</li> <li>• Make-Believe Play</li> <li>• Fingerplays, chants, songs</li> </ul>
M.1.19 Give “more” when asked.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Make-Believe Play</li> </ul>
M.1.20 Sing and dance to a number song.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Fingerplays, Chants, Songs</li> </ul>
M.1.21 Count a number of objects up to three.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Number Follow the Leader</li> <li>• Making Collections</li> </ul>
M.1.22 Count each object only once.	<ul style="list-style-type: none"> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Mystery Math Activities- Mystery Numeral</li> <li>• Number Line Hopscotch</li> <li>• Freeze on the Number</li> <li>• Tallying</li> </ul>
M.1.23 Imitate counting behavior using the names of large numbers.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Weather Graphing</li> <li>• Make-Believe Play</li> <li>• Tallying</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>MATHEMATICS</b>	
M.1.24 Identify first and last.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Remember and Replicate</li> <li>• Math Memory</li> </ul>
M.1.25 Use whole numbers up to five to describe objects and experiences.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Mystery Math Activities- Mystery Numeral</li> <li>• Make-Believe Play</li> <li>• Tallying</li> </ul>
M.1.26 Identify when objects are the same number, even if arrangement is changed.	<ul style="list-style-type: none"> <li>• Making Collections</li> <li>• Make-Believe Play</li> <li>• Math Memory</li> </ul>
M.1.27 Rote count to five.	<ul style="list-style-type: none"> <li>• Time Line Calendar</li> <li>• Number Line Hopscotch</li> <li>• Number Follow the Leader</li> </ul>
M.1.28 Draw pictures or symbols to represent a spoken number.	<ul style="list-style-type: none"> <li>• Tallying</li> <li>• Make-Believe Play</li> </ul>
M.1.29 Match number symbols with amounts 1-3.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Mystery Math Activities- Mystery Numeral</li> <li>• Freeze on the Number</li> </ul>
M.1.30 Give “all” objects when asked.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Make-Believe Play</li> </ul>
M.1.31 Identify the concept of “less.”	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> <li>• Tallying</li> </ul>
M.1.32 Count backward from five.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Fingerplays, Chants, Songs</li> </ul>
M.1.33 Give “some” and give “the rest” when asked.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
M.1.34 Identify the concept of “none.”	<ul style="list-style-type: none"> <li>• Making Collections (with Categories)</li> <li>• Attribute Game</li> <li>• Tallying</li> </ul>
M.1.35 Rote count to ten.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Weather Graphing</li> <li>• Fingerplays, Chants, Songs</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>MATHEMATICS</b>	
M.1.36 Match number symbols with amounts 0-5.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Mystery Math Activities- Mystery Numeral</li> <li>• Make-Believe Play</li> <li>• Freeze on the Number</li> </ul>
M.1.37 Apply one-to-one correspondence with objects and people.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Mystery Math Activities- Mystery Numeral</li> </ul>
M.1.38 Identify the next number in a series of numbers up to ten.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Freeze on the Number</li> <li>• Number Follow the Leader</li> <li>• Number Line Hopscotch</li> </ul>
M.1.39 Count backward from ten.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Fingerplays, Chants, Songs</li> </ul>
M.1.40 Pass out objects or food to people or characters.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
M.1.41 Name groups of objects.	<ul style="list-style-type: none"> <li>• Attribute Game</li> </ul>
M.1.42 Use a tally system.	<ul style="list-style-type: none"> <li>• Tallying</li> </ul>
M.1.43 Identify “first” and “last.”	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Remember and Replicate</li> <li>• Math Memory</li> </ul>
M.1.44 Trade several smaller items for a larger item.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
M.1.45 Communicate that a snack is split in “half.”	<ul style="list-style-type: none"> <li>• Science Eyes</li> </ul>
M.1.46 Make guesses related to quantity.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Weather Graphing</li> <li>• Tallying</li> </ul>
M.1.47 Break apart a whole quantity of something into a set.	<ul style="list-style-type: none"> <li>• Attribute Game</li> </ul>
<b>COMMON CORE STATE STANDARD: Operations and Algebraic Thinking ISTAR-KR: Computation</b>	
M.2.1 Select the preferred item when given two choices.	<ul style="list-style-type: none"> <li>• Mystery Math Activities- Mystery Numeral &amp; Mystery Pattern</li> <li>• Tallying</li> <li>• Make-Believe Play</li> </ul>
M.2.2 Communicate when something is empty or “all gone.”	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
M.2.3 Indicate a desire for more.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> </ul>
M.2.4 Gather small collections of 1-3 objects without counting.	<ul style="list-style-type: none"> <li>• Making Collections</li> <li>• Attribute Game</li> </ul>
M.2.5 Take away an object when asked.	<ul style="list-style-type: none"> <li>• Making Collections</li> <li>• Numerals Game</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>MATHEMATICS</b>	
M.2.6 Show something that was received.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Making Collections</li> <li>• Numerals Game</li> </ul>
M.2.7 Show displeasure at losing something.	<ul style="list-style-type: none"> <li>• All I Have Who Has Games</li> <li>• Tallying</li> </ul>
M.2.8 Give 1 object when asked.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Make-Believe Play</li> </ul>
M.2.9 Line up objects.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Make-Believe Play</li> <li>• Patterns with Manipulatives</li> </ul>
M.2.10 Identify which is “more” visually, tactilely, or audibly.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> <li>• Tallying</li> </ul>
M.2.11 Count backward from 3.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Fingerplays, Chants, Songs</li> <li>• Number Line Hopscotch</li> </ul>
M.2.12 Give “more” when asked.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Make-Believe Play</li> </ul>
M.2.13 Share a set of 2 with a friend.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Attribute Game</li> <li>• Numerals Games</li> <li>• Making Collections</li> </ul>
M.2.14 Move objects one at a time from one group or container to another.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Make-Believe Play</li> </ul>
M.2.15 Identify the object that had been added to a group.	<ul style="list-style-type: none"> <li>• Math Memory</li> </ul>
M.2.16 Describe that something was taken.	
M.2.17 Count on fingers.	<ul style="list-style-type: none"> <li>• Freeze on the Number</li> </ul>
M.2.18 Identify and use the concepts of “one more” and “one less.”	<ul style="list-style-type: none"> <li>• Making Collections</li> </ul>
M.2.19 Make a collection of items smaller by taking away items when asked.	<ul style="list-style-type: none"> <li>• Numerals Game</li> </ul>
M.2.20 Make a collection of items larger by adding items when asked.	
M.2.21 Describe addition situations for numbers less than three.	<ul style="list-style-type: none"> <li>• Mystery Math Activities- Mystery Numeral Two Card</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>MATHEMATICS</b>	
M.2.22 Make guesses related to quantity.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Weather Graphing</li> <li>• Science Eyes</li> </ul>
M.2.23 Describe subtraction situations for numbers less than three.	<ul style="list-style-type: none"> <li>• Mystery Math Activities- Mystery Numeral Two Card</li> </ul>
M.2.24 Describe addition situations for numbers less than five.	
M.2.25 Describe subtraction situations for numbers less than five.	
<b>COMMON CORE STATE STANDARD: Measurement and Data ISTAR-KR: Time</b>	
M.3.1 Cooperate with a routine.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Daily Schedule</li> </ul>
M.3.2 Anticipate an event.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Timeline Calendar</li> </ul>
M.3.3 Follow a daily schedule.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> </ul>
M.3.4 Follow steps in a simple routine.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Make-Believe Play</li> <li>• All Mystery Games</li> </ul>
M.3.5 Relate time to events.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Timeline Calendar</li> </ul>
M.3.6 Associate events with time-related concepts.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Make-Believe Play</li> <li>• Share the News</li> <li>• Timeline Calendar</li> <li>• Weather Graphing</li> </ul>
M.3.7 Tell what comes before and after.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Timeline Calendar</li> </ul>
M.3.8 Tell what activity comes first and what follows in sequence.	
M.3.9 Tells three events in chronological order.	
<b>COMMON CORE STATE STANDARD: Measurement and Data ISTAR-KR: Location</b>	
M.4.1 Notice objects and purposely move and manipulate different objects.	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Science Eyes</li> <li>• Patterns with Manipulatives</li> <li>• Attribute Game</li> <li>• Mystery Math Activities- Mystery Shape</li> <li>• Make-Believe Play</li> </ul>
M.4.2 Use a shape toy to explore basic shapes.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes</li> </ul>
M.4.3 Look or feel for an object that has been hidden from view.	<ul style="list-style-type: none"> <li>• Math Memory</li> </ul>
M.4.4 Put things in and out of other things.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>



Standard	Tools of the Mind Activity
<b>MATHEMATICS</b>	
M.4.5 Put things on and off of other things.	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Science Eyes</li> <li>• Venger Drawing &amp; Venger Collage</li> <li>• Patterns with Manipulatives</li> <li>• Attribute Game</li> <li>• Mystery Math Activities- Mystery Shape &amp; Mystery Pattern</li> <li>• Make-Believe Play</li> </ul>
M.4.6 Find hidden objects or sounds.	<ul style="list-style-type: none"> <li>• Math Memory</li> </ul>
M.4.7 Hide behind or between objects in play.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
M.4.8 Identify where he/she is currently located.	
M.4.9 Search for something out of sight.	
M.4.10 Complete a three piece inset puzzle.	<ul style="list-style-type: none"> <li>• Puzzles &amp; Manipulatives</li> </ul>
M.4.11 Move objects from one container to another.	<ul style="list-style-type: none"> <li>• Numeral Game</li> <li>• Making Collections</li> <li>• Make-Believe Play</li> </ul>
M.4.12 Show interest in something out of place, like finding a small object on the carpet	<ul style="list-style-type: none"> <li>• Math Memory</li> <li>• Make-Believe Play</li> </ul>
M.4.13 Search for something out of sight.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
M.4.14 Complete an inset puzzle of 3 or more pieces.	<ul style="list-style-type: none"> <li>• Puzzles &amp; Manipulatives</li> </ul>
M.4.15 Give clues for finding hidden objects.	<ul style="list-style-type: none"> <li>• Math Memory</li> <li>• Remember and Replicate</li> <li>• Make-Believe Play</li> </ul>
M.4.16 Discriminate between object that is pulled apart and one that is put together.	<ul style="list-style-type: none"> <li>• Mystery Math Activities- Mystery Shape</li> <li>• Puzzles &amp; Manipulatives</li> </ul>
M.4.17 Identify the missing parts (e.g., the door of a car, nose of the dog).	<ul style="list-style-type: none"> <li>• Venger Drawings &amp; Venger Collage</li> </ul>
M.4.18 Use “in” and “out” to indicate where things are in space.	<ul style="list-style-type: none"> <li>• Math Memory</li> <li>• Make-Believe Play</li> </ul>
M.4.19 Use “on” and “off” to indicate where things are in space.	
M.4.20 Use the words “here” or “there” to indicate where things are in space.	
M.4.21 Follow instructions to place an object “here” or “there.”	
M.4.22 Follow instructions to place an object “beside” or “next to” something.	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Make-Believe Play</li> </ul>
M.4.23 Follow instructions to place an object “between” two things.	
M.4.24 Identify ten body parts.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Attention Focusing Activities</li> </ul>
M.4.25 Complete interlocking puzzle of 8-12 pieces.	<ul style="list-style-type: none"> <li>• Puzzles &amp; Manipulatives</li> </ul>
M.4.26 Identify the missing object.	<ul style="list-style-type: none"> <li>• Math Memory</li> </ul>
M.4.27 Give clues for finding hidden objects.	

Standard	<i>Tools of the Mind</i> Activity
<b>MATHEMATICS</b>	
M.4.28 Discriminate between object that is pulled apart and one that is put together.	<ul style="list-style-type: none"> <li>• Mystery Math Activities- Mystery Shape</li> <li>• Puzzles &amp; Manipulatives</li> </ul>
M.4.29 Identify parts of an object.	
<b>COMMON CORE STATE STANDARD: Measurement and Data ISTAR-KR: Length, Capacity, Weight, Temperature</b>	
M.5.1 Give one object when asked.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Make-Believe Play</li> <li>• Science Eyes</li> </ul>
M.5.2 Select the preferred item when given two choices.	<ul style="list-style-type: none"> <li>• Tallying</li> <li>• Make-Believe Play</li> </ul>
M.5.3 Communicate when something is empty or “all gone.”	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> </ul>
M.5.4 Indicate a desire for more.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> </ul>
M.5.5 Identify big.	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Math Memory</li> <li>• Science Eyes</li> <li>• Attribute Game</li> </ul>
M.5.6 Pour substances out of containers.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> </ul>
M.5.7 Identify which is “more” visually, tactilely, or audibly.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> <li>• Tallying</li> </ul>
M.5.8 Give “more” when asked.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Make-Believe Play</li> </ul>
M.5.9 Share a set of 2 with a friend.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Attribute Game</li> <li>• Numerals Games</li> <li>• Making Collections</li> </ul>
M.5.10 Distinguish big and little.	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Math Memory</li> </ul>
M.5.11 Make choices based on size.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
M.5.12 Identify when objects are similar.	

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>MATHEMATICS</b>	
M.5.13 Pour substances into containers.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> </ul>
M.5.14 Anticipates a sequence during daily activities.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Timeline Calendar</li> <li>• Daily Schedule</li> <li>• Make-Believe Play</li> </ul>
M.5.15 Order three objects by size.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Remember and Replicate</li> <li>• Make-Believe Play</li> </ul>
M.5.16 Use any descriptive word or gesture to express amount or size.	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Attribute Game</li> <li>• Make-Believe Play</li> <li>• Science Eyes</li> </ul>
M.5.17 Use cups and tools in sand and water.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> </ul>
M.5.18 Use common measuring tools in correct context.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> </ul>
M.5.19 Communicate the size of things relative to self (e.g., compared to size of finger, arms length).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes</li> <li>• Science Eyes (with Experiments)</li> </ul>
M.5.20 Identify when something is hot and cold.	
M.5.21 Communicate feelings of hot and cold.	
M.5.22 Sort objects into long and short.	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Attribute Game</li> <li>• Make-Believe Play</li> </ul>
M.5.23 Identify similarities and differences in objects.	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Math Memory</li> <li>• Science Eyes</li> <li>• Attribute Game</li> </ul>
M.5.24 Ask why something is the same or different.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Attribute Game</li> </ul>
M.5.25 Identify when something is too heavy to lift.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
M.5.26 Categorize familiar items by function and class.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Make-Believe Play</li> </ul>
M.5.27 Choose an object based on function.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes</li> </ul>
M.5.28 Choose between two activities.	<ul style="list-style-type: none"> <li>• Play Planning</li> <li>• Make-Believe Play</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>MATHEMATICS</b>	
	<ul style="list-style-type: none"> <li>• Tallying</li> </ul>
<b>COMMON CORE STATE STANDARD: Geometry ISTAR-KR: Sorting and Classifying Objects</b>	
M.6.1 Show interest in visual/auditory/tactile patterns.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Mystery Math Activities- Mystery Pattern</li> <li>• Patterns with Manipulatives</li> <li>• Attribute Game</li> </ul>
M.6.2 Show interest in something out of place, like finding a small object on the carpet.	<ul style="list-style-type: none"> <li>• Math Memory</li> <li>• Make-Believe Play</li> </ul>
M.6.3 Complete a word or phrase that repeats in a familiar song or story.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants, Songs</li> <li>• Story Lab- Story Extensions</li> </ul>
M.6.4 Purposely move and manipulate different objects.	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Science Eyes</li> <li>• Venger Drawing &amp; Venger Collage</li> <li>• Patterns with Manipulatives</li> <li>• Attribute Game</li> <li>• Mystery Math Activities- Mystery Shape</li> <li>• Make-Believe Play</li> </ul>
M.6.5 Clap or move to a beat.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Timeline Calendar</li> </ul>
M.6.6 Nest smaller objects into larger.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Puzzles &amp; Manipulatives</li> </ul>
M.6.7 Put things in order.	<ul style="list-style-type: none"> <li>• Patterns with Manipulatives</li> <li>• Puzzles &amp; Manipulatives</li> <li>• Numerals Game</li> <li>• Make-Believe Play</li> </ul>
M.6.8 Move objects from one container to another.	<ul style="list-style-type: none"> <li>• Numeral Game</li> <li>• Making Collections</li> <li>• Make-Believe Play</li> </ul>
M.6.9 Identify which is “more” visually, tactilely, or audibly.	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> <li>• Attribute Game</li> <li>• Tallying</li> </ul>
M.6.10 Put pairs together.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>MATHEMATICS</b>	
	<ul style="list-style-type: none"> <li>• Puzzles and Manipulatives</li> </ul>
M.6.11 Identify when objects are the same.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Science Eyes</li> <li>• Mystery Math Activities- Mystery Shape</li> </ul>
M.6.12 Follow along and imitate patterns of sounds and movement.	<ul style="list-style-type: none"> <li>• Do What I Do</li> <li>• Pattern Movement</li> <li>• Fingerplays, Chants, Songs</li> </ul>
M.6.13 Reproduce patterns of sounds and movement.	
M.6.14 Reproduce simple AB patterns of concrete objects.	<ul style="list-style-type: none"> <li>• Patterns with Manipulatives</li> <li>• Pattern Movement</li> <li>• Mystery Math Activities- Mystery Pattern</li> </ul>
M.6.15 Predict what comes next when shown a simple AB pattern of concrete objects.	
M.6.16 Identify attributes of objects.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Math Memory</li> <li>• Science Eyes</li> </ul>
M.6.17 Give reason of placement of objects.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Make-Believe Play</li> </ul>
M.6.18 Sort a group of objects by more than one way.	
M.6.19 Name groups of objects.	
M.6.20 Divide a set of four objects into equal parts.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Puzzles and Manipulatives</li> </ul>
M.6.21 Categorize familiar objects by function and class.	<ul style="list-style-type: none"> <li>• Attribute Game</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Social Emotional Development</b>	
<b>COMMON CORE STATE STANDARD: NONE</b>	
<b>ISTAR-KR: Sense of Self and Others</b>	
SE.1.1 Recognize when a caregiver is not present.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
SE.1.2 Show affection to a caregiver, character, or plaything.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Story Lab- Character Empathy</li> <li>• Community-Building Activities- Name Game Chants, I Have Who Has Names.</li> <li>• Share the News</li> </ul>
SE.1.3 Recognize pictures of family members.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News- Share and Tell</li> </ul>
SE.1.4 Recognize own name in isolated print.	<ul style="list-style-type: none"> <li>• All Mystery Games</li> <li>• Play Planning</li> <li>• I Have Who Has Literacy Games- Names</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
SE.1.5 Pretend to do something or be someone.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.1.6 Identify a favorite story.	<ul style="list-style-type: none"> <li>• Story Lab - Connections</li> <li>• Story Lab - Active Listening</li> <li>• Buddy Reading</li> <li>• Share the News</li> </ul>
SE.1.7 Act out familiar, scripted events and routines.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>
SE.1.8 Use eye gaze to communicate.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News</li> </ul>
SE.1.9 Use proximity to communicate.	
SE.1.10 Show affection for an imaginary character or plaything.	<ul style="list-style-type: none"> <li>• Story Lab - Connections</li> <li>• Story Lab - Character Empathy</li> <li>• Make-Believe Play</li> </ul>
SE.1.11 Use eye gaze, proximity, and gestures to communicate.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News</li> </ul>
SE.1.12 Respond to arrival of a familiar person.	<ul style="list-style-type: none"> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> </ul>
SE.1.13 Smile or laugh when looked at or spoken to.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.1.14 Jointly attend to object of interest to self.	<ul style="list-style-type: none"> <li>• Share the News- Share and Tell</li> <li>• Buddy Reading</li> <li>• Science Eyes</li> <li>• Paired “Buddy work”</li> </ul>
SE.1.15 Actively attend to things an adult is showing.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• All Story Labs</li> <li>• Graphics Practice</li> <li>• Opening Group</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Do What I Do</li> <li>• Attention Focusing Activities</li> </ul>
SE.1.16 Follow simple directions with prompts.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> <li>• Remember and Replicate</li> </ul>
SE.1.17 Initiate turn taking in play.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.1.18 Engage in reciprocal conversations for two to three exchanges.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Science Eyes</li> </ul>
SE.1.19 Claim objects as “mine.”	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.1.20 Select the preferred item when given two choices.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Tallying</li> <li>• Science Eyes</li> </ul>
SE.1.21 Share a set of 2 items with a friend.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Attribute Game</li> <li>• Numerals Games</li> <li>• Making Collections</li> </ul>
SE.1.22 Hide face in play.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.1.23 Cooperate with a routine.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Daily Schedule</li> </ul>
SE.1.24 Follow a daily schedule.	
SE.1.25 Use a learned behavior in a new way.	<ul style="list-style-type: none"> <li>• Pattern Movement</li> <li>• Freeze Games</li> <li>• Make-Believe Play</li> </ul>
SE.1.26 Repeat a behavior that had previously caused a desired effect.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SE.1.27 Communicate discomfort.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab- Character Empathy</li> <li>• Make-Believe Play</li> </ul>
SE.1.28 Show pleasure or displeasure at an effect.	
SE.1.29 Communicate disappointment.	
SE.1.30 Recognize and discriminate the sight, smell, and sound of the principal caregiver.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
SE.1.31 Show curiosity in objects and sounds.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
SE.1.32 Predict reactions from others (e.g., ).	<ul style="list-style-type: none"> <li>• Story Lab- Predictions &amp; Inferences</li> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.1.33 Seek interaction and enjoy social play (e.g., patty cake).	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Fingerplays, Chants, Songs</li> <li>• Make-Believe Play</li> </ul>
SE.1.34 Show fear of falling off of a high place.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SE.1.35 Resist separation and seek reassurance from trusted caregiver when encountering an unfamiliar person or object.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
SE.1.36 Resist adult’s direction or agenda by testing limits.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Use of External Mediators</li> </ul>
SE.1.37 Show an interest in interacting with pets and participate in their care with assistance from caregiver.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
SE.1.38 Cry to express displeasure.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab- Character Empathy</li> <li>• Make-Believe Play</li> </ul>
SE.1.39 Enjoy simple pretend play.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.1.40 Anticipate a sequence during daily activities.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Timeline Calendar</li> </ul>
SE.1.41 React to new situations based on memory of a previous event.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Timeline Calendar</li> </ul>
SE.1.42 Identify other people and their roles.	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Make-Believe Play</li> </ul>
SE.1.43 Sequence recurring events (e.g., “After I eat lunch, I take a rest.”).	<ul style="list-style-type: none"> <li>• Daily Schedule</li> </ul>
SE.1.44 Show interest in other children.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Community-Building Activities</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
SE.1.45 Communicates “no.”	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Play Planning</li> </ul>
SE.1.46 Around two, show self as “doer” (e.g., explore everything, be assertive in preferences, and increase range of self-help skills).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.1.47 Develop the process of “play” from playing alone to playing alongside, then playing with someone else around age three.	
SE.1.48 Recognize the faces and voices of the key people (e.g., parents, grandparents, brothers and sisters, child care givers) in their lives.	<ul style="list-style-type: none"> <li>• Make Believe Play</li> </ul>
SE.1.49 Prefer to look at faces of key people.	
SE.1.50 Protest separation from primary caregiver between age 12 and 18 months.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
SE.1.51 Pretend to take care of a doll by feeding and other activities.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.1.52 Draw pictures of their family.	<ul style="list-style-type: none"> <li>• Play Planning</li> <li>• Make-Believe Play</li> </ul>
SE.1.53 Help with routines that keep the house neat.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Classroom Routines</li> <li>• Daily Schedule</li> </ul>
SE.1.54 Pretend to take care of a doll by feeding and other activities.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> </ul>



Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
SE.1.55 Play the role of different family members through dramatic play.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.1.56 Discuss members of the family and their roles.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Story Labs</li> </ul>
SE.1.57 Ask questions about families.	
SE.1.58 Talk about how he is the same and/or different from other children.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Community-Building Activities</li> <li>• Tallying</li> </ul>
SE.1.59 Demonstrate awareness of activities that can satisfy people’s wants.	<ul style="list-style-type: none"> <li>• Story Lab-Character Empathy</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.1.60 Talk about what he wants to be when he grows up.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab - Connections</li> <li>• Make-Believe Play</li> </ul>
SE.1.61 Recognize gender differences.	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Make-Believe Play</li> </ul>
SE.1.62 Ask questions about physical differences.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
SE.1.63 Take turns in interactions with others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Science Eyes</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> <li>• Play Planning</li> </ul>
SE.1.64 Share belongings with others.	<ul style="list-style-type: none"> <li>• Share the News- Share and Tell</li> <li>• Make-Believe Play</li> </ul>
SE.1.65 Value the importance of caring for others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab- Character Empathy</li> <li>• Community-Building Activities</li> <li>• Make-Believe Play</li> </ul>
SE.1.66 Work and play cooperatively with others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Science Eyes</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
SE.1.67 Demonstrate early pretending with objects.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
SE.1.68 Use words to express family relationships, (i.e. mother/grandpa).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.1.69 Realize that other children are more alike than different.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> <li>• Community-Building Activities</li> </ul>
SE.1.70 Say please and thank you.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.1.71 Learn social skills.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Science Eyes</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Buddy Reading</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.1.72 Comment on or ask questions about physical differences.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
SE.1.73 Become aware of themselves as separate from others.	<ul style="list-style-type: none"> <li>• Community Building Activities</li> <li>• Make-Believe Play</li> </ul>
SE.1.74 Imitate, follow, and enjoy adult interactions during games (e.g., peek-a-boo, pat-a-cake, moving to music/dancing).	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Fingerplays, Chants, Songs</li> </ul>
SE.1.75 Show pride in physical/personal accomplishments.	<ul style="list-style-type: none"> <li>• Do What I Do</li> </ul>
SE.1.76 Exhibit self-confidence while participating in movement activities.	<ul style="list-style-type: none"> <li>• Pattern Movement</li> </ul>
SE.1.77 Express both positive and negative feelings about participating in physical activities.	<ul style="list-style-type: none"> <li>• I Have Who Has Games</li> </ul>
SE.1.78 Help others during physical activities.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.1.79 Work together as a team toward a common goal.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• I Have Who Has Games</li> </ul>
SE.1.80 Play cooperatively with others during physical activities.	<ul style="list-style-type: none"> <li>• Physical Self Regulation Games, (i.e. Mouse Trap, Mr. Wolf)</li> </ul>
SE.1.81 Treat others with respect during physical activities.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> </ul>
SE.1.82 Move to the music on own and with others.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Clean-Up Song</li> <li>• Graphics Practice</li> </ul>
SE.1.83 Imitate pat-a-cake or other familiar games.	<ul style="list-style-type: none"> <li>• Attention Focusing Activities</li> </ul>
SE.1.84 Make up songs and dances by themselves and along with others.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.1.85 Sing a song as a means of comfort.	<ul style="list-style-type: none"> <li>• Free Play</li> </ul>
SE.1.86 Smile or laugh when music is played.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Clean-Up Song</li> </ul>
SE.1.87 Verbally express enjoyment.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
SE.1.88 Watch an activity before getting involved.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> </ul>
SE.1.89 Express self through dramatic play.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.1.90 Use dance and visual art as a vehicle for self-expression.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Make-Believe Play</li> </ul>
SE.1.91 Show individuality in artwork.	<ul style="list-style-type: none"> <li>• Make-Believe Play – Prop making</li> <li>• Art Center</li> </ul>
SE.1.92 Pretend through role-play.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.1.93 Develop growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Art Center</li> </ul>
SE.1.94 Learn to enjoy and respect the art work of others.	
SE.1.95 Display interest in the artwork of others.	
SE.1.96 Respond to familiar voices, songs, and sounds.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Clean-Up Song</li> <li>• Graphics Practice</li> </ul>
SE.1.97 Smile and coo to sounds the child likes.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.1.98 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs).	<ul style="list-style-type: none"> <li>• Attention Focusing Activities</li> <li>• Graphics Practice</li> </ul>
<b>COMMON CORE STATE STANDARD: NONE</b> <b>ISTAR-KR: Manages Emotions</b>	
SE.2.1 Show affection to a caregiver, character, or plaything.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Story Lab- Character Empathy</li> <li>• Community-Building Activities- Name Game Chants, I Have Who Has Names.</li> <li>• Share the News</li> </ul>
SE.2.2 Actively attend to things that an adult is showing.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• All Story Labs</li> <li>• Graphics Practice</li> <li>• Opening Group</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Do What I Do</li> <li>• Attention Focusing Activities</li> </ul>
SE.2.3 Show affection for an imaginary character or plaything.	<ul style="list-style-type: none"> <li>• Story Lab- Connections &amp; Character Empathy</li> <li>• Make-Believe Play</li> </ul>
SE.2.4 Respond to arrival of a familiar person.	<ul style="list-style-type: none"> <li>• Community-Building Activities- Name Game Chants, I Have- Who</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
	Has Names
SE.2.5 Smile or laugh when looked at or spoken to.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.2.6 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s Mommy?”).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News</li> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> </ul>
SE.2.7 Follow simple directions with prompts	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> <li>• Remember and Replicate</li> </ul>
SE.2.8 Use language instead of physical force to resolve conflicts, with assistance.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> <li>• Classroom Rules</li> </ul>
SE.2.9 Share a set of 2 items with a friend.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Attribute Game</li> <li>• Numerals Games</li> <li>• Making Collections</li> </ul>
SE.2.10 Claim objects as “mine.”	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.2.11 Hide face in play.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.2.12 Communicate when something does not belong or should not happen.	<ul style="list-style-type: none"> <li>• Paired “Buddy Work”</li> </ul>
SE.2.13 Cooperate with a routine.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Daily Schedule</li> </ul>
SE.2.14 Indicate a need.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News</li> </ul>
SE.2.15 Communicate discomfort.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
SE.2.16 Show pleasure or displeasure at an effect.	<ul style="list-style-type: none"> <li>• Story Lab- Character Empathy</li> </ul>
SE.2.17 Communicate disappointment.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.2.18 Communicate when something does not belong or should not happen.	<ul style="list-style-type: none"> <li>• Paired “Buddy work”</li> </ul>
SE.2.19 Show curiosity in objects and sounds.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
SE.2.20 Experiment with likes and dislikes of caregivers and other children (e.g., pulling hair).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.2.21 Predict reactions from others (e.g., pulling hair).	<ul style="list-style-type: none"> <li>• Story Lab- Predictions &amp; Inferences</li> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.2.22 Show fear of falling off of a high place.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
	regulation.
SE.2.23 Resist separation and seek reassurance from trusted caregiver when encountering an unfamiliar person or object.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
SE.2.24 Get into everything and require constant supervision.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SE.2.25 Resist adult’s direction or agenda by testing limits.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Use of External Mediators</li> </ul>
SE.2.26 Move from primarily reflex actions to doing things on purpose.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SE.2.27 Cry to express displeasure.	<ul style="list-style-type: none"> <li>• Story Lab- Character Empathy</li> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.2.28 Cooperate with a routine.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Daily Schedule</li> </ul>
SE.2.29 Communicates “no.”	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.2.30 Around two, show self as “doer” (e.g., explore everything, be assertive in preferences, and increase range of self-help skills).	
SE.2.31 Push away something not wanted.	
SE.2.32 Talk about the importance and reason for rules.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Share the News</li> <li>• Paired “Buddy Work”</li> </ul>
SE.2.33 Tell the consequences of not following rules.	
SE.2.34 Participate in games and follow the rules.	<ul style="list-style-type: none"> <li>• Physical Self Regulation Games (i.e. Freeze Game, Mr. Wolf, Mouse Trap)</li> <li>• I Have Who Has Games</li> <li>• Make-Believe Play</li> </ul>
SE.2.35 Remind other children about the rules and things children shouldn’t do to others and why (one should not bite because it hurts).	<ul style="list-style-type: none"> <li>• Paired “Buddy work”</li> </ul>
SE.2.36 Tell the consequences of behaviors and choices.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab- Character Empathy</li> <li>• Make-Believe Play</li> <li>• Classroom Rules</li> </ul>
SE.2.37 Set own consequences for some behaviors.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.2.38 Identify and follow different rules in different places (e.g., school rules may be different from home).	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.2.39 Show self-control by following rules in different places.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SE.2.40 Start sharing some objects with others.	<ul style="list-style-type: none"> <li>• Share the News- Share and Tell</li> <li>• Make-Believe Play</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
SE.2.41 By age four, compromise, share, and take turns.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• I Have Who Has Games</li> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
SE.2.42 Show greater ability to control intense feelings (e.g., anger, frustration).	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SE.2.43 Make choices after considering alternatives.	
SE.2.44 Show fear of falling off high places such as stairs.	
SE.2.45 Demonstrate fear, caution, or curiosity with new people depending on age and temperament style.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
SE.2.46 Protest separation from primary caregiver between age 12 and 18 months.	
SE.2.47 Value the importance of caring for others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab- Character Empathy</li> <li>• Community-Building Activities</li> <li>• Make-Believe Play</li> </ul>
SE.2.48 Work and play cooperatively with others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Science Eyes</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
SE.2.49 Use words to express feelings.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.2.50 Use thinking skills to resolve conflicts.	
SE.2.51 Learn social skills.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> <li>• All Paired Activities and Paired “Buddy work”</li> </ul>
SE.2.52 Use interpersonal skills of sharing and taking turns in interactions with others.	
SE.2.53 Imitate, follow, and enjoy adult interactions during games (e.g., peek-a-boo, pat-a-cake, moving to music/dancing).	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Fingerplays, Chants, Songs</li> <li>• Do What I Do</li> <li>• Pattern Movement</li> <li>• I Have Who Has Games</li> </ul>
SE.2.54 Imitate other’s expressions and actions.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
	<ul style="list-style-type: none"> <li>• Story Lab- Character Empathy</li> </ul>
SE.2.55 Use adults as resources.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.2.56 Show pride in physical/personal accomplishments.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Physical Self-regulation games</li> </ul>
SE.2.57 Follow rules for simple games and activities.	<ul style="list-style-type: none"> <li>• Physical Self-regulation games (i.e. Freeze Game, Mr. Wolf, Mouse Trap)</li> <li>• I Have Who Has Games</li> <li>• Do What I Do</li> </ul>
SE.2.58 Exhibit self-confidence while participating in movement activities.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> </ul>
SE.2.59 Talk about enjoying movement activities.	<ul style="list-style-type: none"> <li>• Attention Focusing Activities</li> </ul>
SE.2.60 Express both positive and negative feelings about participating in physical activities.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Fingerplays, Chants, Songs</li> <li>• Do What I Do</li> <li>• Pattern Movement</li> <li>• Make-Believe Play</li> </ul>
SE.2.61 Demonstrate a determination to develop skills through repetitive practice.	<ul style="list-style-type: none"> <li>• All Mystery Games</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• All I Have Who Has Games</li> <li>• Remember and Replicate</li> </ul>
SE.2.62 Take turns during physical activities.	<ul style="list-style-type: none"> <li>• Attention Focusing Activities</li> <li>• Freeze Dance</li> </ul>
SE.2.63 Help others during physical activities.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.2.64 Work together as a team toward a common goal.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• I Have Who Has Games</li> </ul>
SE.2.65 Play cooperatively with others during physical activities.	<ul style="list-style-type: none"> <li>• Physical Self-regulation games (i.e. Mouse Trap, Mr. Wolf, Freeze Dance)</li> </ul>
SE.2.66 Treat others with respect during physical activities.	
SE.2.67 Resolve conflicts in socially accepted ways during physical activities.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.2.68 Smile and coo to sounds the child likes.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.2.69 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs).	<ul style="list-style-type: none"> <li>• Attention Focusing Activities</li> <li>• Graphics Practice</li> </ul>
SE.2.70 Sing a song as a means of comfort.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Fingerplays</li> </ul>
SE.2.71 Smile or laugh when music is played.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Clean-Up Song</li> </ul>

Standard	Tools of the Mind Activity
<b>Social Emotional Development</b>	
SE.2.72 Verbally express enjoyment.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.2.73 Express self through dramatic play.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.2.74 Use dance and visual art as a vehicle for self-expression.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Make-Believe Play</li> </ul>
SE.2.75 Show individuality in artwork.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Art Center</li> </ul>
SE.2.76 Express feelings about art work.	
SE.2.77 Select different art media to express emotions or feelings. (e.g., painting with bright colors to match a playful mood)	
SE.2.78 Use art media to channel frustration and anger in a socially acceptable way. (e.g., punching and pounding clay)	
SE.2.79 Learn to enjoy and respect the art work of others.	
<b>COMMON CORE STATE STANDARD: NONE ISTAR-KR: Interpersonal Skills</b>	
SE.3.1 React to a story or event.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> <li>• Share the News</li> </ul>
SE.3.2 React to new situations based on the memory of a previous event.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.3.3 Recognize when a caregiver is not present.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
SE.3.4 Actively attend to things that an adult is showing.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• All Story Labs</li> <li>• Graphics Practice</li> <li>• Opening Group</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Do What I Do</li> <li>• Attention Focusing Activities</li> </ul>
SE.3.5 Recognize pictures of family members.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News- Share and Tell</li> </ul>
SE.3.6 Watch and listen to a story to completion or for ten or more minutes.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
SE.3.7 Recognize own name in isolated print.	<ul style="list-style-type: none"> <li>• All Mystery Games</li> <li>• I Have Who Has Literacy Games- Names</li> <li>• Play Planning</li> </ul>
SE.3.8 Pretend to do something or be someone.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> </ul>
SE.3.9 Act out familiar, scripted events and routines.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>



Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
	<ul style="list-style-type: none"> <li>• Pretend Transitions</li> </ul>
SE.3.10 Identify a favorite story.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> <li>• Story Lab - Active Listening</li> <li>• Buddy Reading</li> <li>• Share the News</li> </ul>
SE.3.11 Actively look for or keep attending to things that an adult points to, shows, or talks about.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Graphics Practice</li> <li>• Fingerplays, Chants, Songs</li> </ul>
SE.3.12 Watch and listen to a story to completion or for ten minutes or more.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
SE.3.13 Identify a favorite story.	<ul style="list-style-type: none"> <li>• Story Lab- Connections, Active Listening</li> <li>• Buddy Reading</li> <li>• Share the News</li> </ul>
SE.3.14 Act out familiar, scripted events and routines.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>
SE.3.15 Use eye gaze to communicate.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News</li> </ul>
SE.3.16 Use proximity to communicate.	
SE.3.17 Show affection for an imaginary character or plaything.	<ul style="list-style-type: none"> <li>• Story Lab - Connections</li> <li>• Story Lab - Character Empathy</li> <li>• Make-Believe Play</li> </ul>
SE.3.18 Use eye gaze, proximity, and gestures to communicate.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News</li> </ul>
SE.3.19 Respond to arrival of a familiar person.	<ul style="list-style-type: none"> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> </ul>
SE.3.20 Smile or laugh when looked at or spoken to.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
SE.3.21 Respond to own name, words, or short phrases.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News</li> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> </ul>
SE.3.22 Jointly attend to object of interest to self.	<ul style="list-style-type: none"> <li>• Share the News- Share and Tell</li> <li>• Buddy Reading</li> <li>• Science Eyes</li> </ul>
SE.3.23 Jointly attend to pictures and books for several minutes	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> </ul>
SE.3.24 Actively attend to things an adult is showing.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• All Story Labs</li> </ul>

Standard	Tools of the Mind Activity
<b>Social Emotional Development</b>	
	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Opening Group</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Do What I Do</li> <li>• Attention Focusing Activities</li> </ul>
SE.3.25 Stay with an adult-directed activity or story for 10-15 minutes.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Graphics Practice</li> <li>• Opening Group</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
SE.3.26 Use trial and error to solve a simple problem.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• All Mystery Games</li> <li>• Science Eyes (with Experiments)</li> </ul>
SE.3.27 Generalize a solution to a new situation.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.3.28 Initiate turn taking in play.	
SE.3.29 Select the preferred item when given two choices.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Tallying</li> <li>• Science Eyes</li> </ul>
SE.3.30 Trade several smaller items for a larger item.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.3.31 Follow a daily schedule.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> </ul>
SE.3.32 Follow steps in a simple routine.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Make-Believe Play Block</li> <li>• All Mystery Literacy and Math Games</li> </ul>
SE.3.33 Use a learned behavior in a new way.	<ul style="list-style-type: none"> <li>• Pattern Movement</li> <li>• Freeze Games</li> <li>• Make-Believe Play</li> </ul>
SE.3.34 Repeat a behavior that had previously caused a desired effect.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SE.3.35 Use active exploration to solve a problem.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• All Mystery Games</li> <li>• Science Eyes (with Experiments)</li> </ul>
SE.3.36 See a simple task through to completion.	<ul style="list-style-type: none"> <li>• Play Planning</li> <li>• All Mystery Games</li> </ul>
SE.3.37 Show pleasure or displeasure at an effect.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab- Character Empathy</li> <li>• Make-Believe Play</li> </ul>
SE.3.38 Make simple cause/effect predictions.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
	<ul style="list-style-type: none"> <li>• Story Lab- Predictions</li> <li>• Make-Believe Play</li> </ul>
SE.3.39 Use trial and error to solve problems.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• All Mystery Games</li> </ul>
SE.3.40 See a simple task through to completion.	<ul style="list-style-type: none"> <li>• Play Planning</li> <li>• All Mystery Games</li> </ul>
SE.3.41 Recognize and discriminate the sight, smell, and sound of the principal caregiver.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
SE.3.42 Show curiosity in objects and sounds.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
SE.3.43 Repeat a behavior that had previously caused a desired effect.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SE.3.44 Experiment with likes and dislikes of caregivers and other children.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.3.45 Predict reactions from others.	<ul style="list-style-type: none"> <li>• Story Lab- Predictions</li> <li>• Science Eyes</li> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.3.46 Engage in a scientific experiment with a peer or with small groups of children using sharing/turn taking skills.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> </ul>
SE.3.47 Apply previously learned information to new situations.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> </ul>
SE.3.48 Seek interaction and enjoy social play.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Fingerplays, Chants, Songs</li> </ul>
SE.3.49 Resist separation and seek reassurance from trusted caregiver when encountering an unfamiliar person or object.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
SE.3.50 Get into everything and require constant supervision.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SE.3.51 Repeat a behavior that had previously caused a desired effect.	
SE.3.52 Resist adult’s direction or agenda by testing limits.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Use of External Mediators</li> </ul>
SE.3.53 Show an interest in interacting with pets and participate in their care with assistance from caregiver.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
SE.3.54 Move from primarily reflex actions to doing things on purpose.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SE.3.55 Enjoy simple pretend play.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.3.56 React to new situations based on memory of a previous event.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Timeline Calendar</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
SE.3.57 Recognize when caregiver is not present.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
SE.3.58 Identify other people and their roles.	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Make-Believe Play</li> </ul>
SE.3.59 Show interest in other children.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Community-Building Activities</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
SE.3.60 Around two, show self as “doer” (e.g., explore everything, be assertive in preferences, and increase range of self-help skills).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.3.61 Participate in games and follow the rules.	<ul style="list-style-type: none"> <li>• Physical Self-regulation Games (i.e. Freeze Dance, Mr. Wolf, Mouse Trap)</li> <li>• I Have Who Has Games</li> <li>• Make-Believe Play</li> </ul>
SE.3.62 Remind other children about the rules and things children shouldn’t do to others and why (one should not bite because it hurts).	<ul style="list-style-type: none"> <li>• Paired “Buddy work”</li> </ul>
SE.3.63 Tell the consequences of behaviors and choices.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab- Character Empathy</li> <li>• Make-Believe Play</li> <li>• Classroom Rules</li> </ul>
SE.3.64 Set own consequences for some behaviors.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.3.65 Recognize the faces and voices of the key people (e.g., parents, grandparents, brothers and sisters, child care givers) in their lives.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Play Planning</li> </ul>
SE.3.66 Prefer to look at faces of key people.	
SE.3.67 Pretend to take care of a doll by feeding and other activities.	
SE.3.68 Draw pictures of their family.	
SE.3.69 Pretend to take care of a doll by feeding and other activities.	
SE.3.70 Play the role of different family members through dramatic play.	
SE.3.71 Draw pictures of their family.	
SE.3.72 Ask questions about families.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• All Story Labs</li> </ul>
SE.3.73 Talk about how he is the same and/or different from other children.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Community-Building Activities</li> <li>• Tallying</li> </ul>
SE.3.74 Choose between two or more alternatives.	<ul style="list-style-type: none"> <li>• Play Planning</li> <li>• Make-Believe Play</li> <li>• Tallying</li> <li>• Rhyming Game</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
	<ul style="list-style-type: none"> <li>• All Mystery Games</li> </ul>
SE.3.75 Demonstrate awareness of activities that can satisfy people’s wants.	<ul style="list-style-type: none"> <li>• Story Lab-Character Empathy</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.3.76 Talk about what he wants to be when he grows up.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab- Connections</li> <li>• Make-Believe Play</li> </ul>
SE.3.77 Recognize gender differences.	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Make-Believe Play</li> </ul>
SE.3.78 Ask questions about physical differences.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
SE.3.79 Take turns in interactions with others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Science Eyes</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
SE.3.80 Share belongings with others.	<ul style="list-style-type: none"> <li>• Share the News- Share and Tell</li> <li>• Make-Believe Play</li> </ul>
SE.3.81 Work and play cooperatively with others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Science Eyes</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
SE.3.82 Demonstrate early pretending with objects.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.3.83 Use words to express family relationships, such as mother or grandpa.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Share the News</li> </ul>
SE.3.84 Recognize differences between people of different cultures and abilities.	<ul style="list-style-type: none"> <li>• Story Labs</li> <li>• Make-Believe Play</li> </ul>
SE.3.85 Realize that other children are more alike than different.	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Share the News</li> </ul>
SE.3.86 Comment on or ask questions about physical differences.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
SE.3.87 Identify differences between people of different cultures, backgrounds, and abilities.	<ul style="list-style-type: none"> <li>• Story Labs</li> <li>• Make-Believe Play</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> </ul>
SE.3.88 Attend to and comment on gender differences.	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Make-Believe Play</li> </ul>
SE.3.89 Use interpersonal skills of sharing and taking turns in interactions with others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Science Eyes</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
SE.3.90 Imitate, follow, and enjoy adult interactions during games (e.g., peek-a-boo, pat-a-cake, moving to music/dancing).	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Fingerplays, Chants, Songs</li> <li>• Do What I Do</li> <li>• Pattern Movement</li> <li>• I Have Who Has Games</li> </ul>
SE.3.91 Show understanding of cause and effect.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> </ul>
SE.3.92 Show interest in cause and effect.	
SE.3.93 Imitate other’s expressions and actions.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> <li>• Story Lab- Character Empathy</li> </ul>
SE.3.94 Identify and solve problems through active explorations.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> <li>• Mystery Math Activities- Mystery Shape</li> </ul>
SE.3.95 Talk about enjoying movement activities.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Fingerplays, Chants, Songs</li> <li>• Do What I Do</li> <li>• Pattern Movement</li> <li>• Make-Believe Play</li> </ul>
SE.3.96 Express both positive and negative feelings about participating in physical activities.	
SE.3.97 Demonstrate a determination to develop skills through repetitive practice.	<ul style="list-style-type: none"> <li>• All Mystery Games</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• All I Have Who Has Games</li> <li>• Remember and Replicate</li> </ul>
SE.3.98 Help others during physical activities.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Physical Self-regulation Activities</li> </ul>
SE.3.99 Work together as a team toward a common goal.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• I Have Who Has Games</li> </ul>
SE.3.100 Play cooperatively with others during physical activities.	<ul style="list-style-type: none"> <li>• Mouse Trap</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
	<ul style="list-style-type: none"> <li>• Mr. Wolf</li> <li>• Freeze Dance</li> </ul>
SE.3.101 Respond to familiar voices, songs, and sounds.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Clean-Up Song</li> <li>• Graphics Practice</li> </ul>
SE.3.102 Smile and coo to sounds the child likes.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.3.103 Behave differently depending on the types of music.	<ul style="list-style-type: none"> <li>• Fingerplays, Songs, and Chants</li> <li>• Graphics Practice</li> </ul>
SE.3.104 Move to the music on own and with others.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Clean-Up Song</li> <li>• Graphics Practice</li> </ul>
SE.3.105 Imitate pat-a-cake or other familiar games.	<ul style="list-style-type: none"> <li>• Attention Focusing Activities</li> </ul>
SE.3.106 Make up songs and dances by themselves and along with others.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.3.107 Sing a song as a means of comfort.	
SE.3.108 Smile or laugh when music is played.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Clean-Up Song</li> </ul>
SE.3.109 Verbally express enjoyment.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.3.110 Watch an activity before getting involved.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.3.111 Express self through dramatic play.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.3.112 Use dance and visual art as a vehicle for self-expression.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Make-Believe Play</li> </ul>
SE.3.113 Show individuality in artwork.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.3.114 Pretend through role play.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.3.115 Express self in dramatic play through storytelling, puppetry, and other language development activities.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Buddy Reading</li> </ul>
SE.3.116 Select different art media to express emotions or feelings.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.3.117 Use art media to channel frustration and anger in a socially acceptable way.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> </ul>
SE.3.118 Engage in cooperative pretend play with another child.	
SE.3.119 Watch an activity before joining.	
SE.3.120 Develop growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.	

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
<b>COMMON CORE STATE STANDARD: NONE</b> <b>ISTAR-KR: Responsibility</b>	
SE.4.1 Recognize when a caregiver is not present.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
SE.4.2 Show affection to a caregiver, character, or plaything.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Story Lab- Character Empathy</li> <li>• Community-Building Activities- Name Game Chants, I Have Who Has Names.</li> <li>• Share the News</li> </ul>
SE.4.3 Act out familiar, scripted events and routines.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>
SE.4.4 Respond to arrival of a familiar person.	<ul style="list-style-type: none"> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> </ul>
SE.4.5 Smile or laugh when looked at or spoken to.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
SE.4.6 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s Mommy?”)	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News</li> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> </ul>
SE.4.7 Engage in turn-taking vocalizations.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Share the News</li> <li>• Science Eyes</li> <li>• All Story Labs</li> </ul>
SE.4.8 Follow simple directions with prompts.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> <li>• Remember and Replicate</li> </ul>
SE.4.9 Follow one-step spoken directions without prompts (e.g., Get your shoe).	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Do What I Do</li> <li>• Pretend Transitions</li> <li>• Freeze Game</li> </ul>
SE.4.10 Engage in reciprocal conversations for two to three exchanges.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• All Story Labs</li> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Science Eyes</li> </ul>
SE.4.11 Request permission.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.4.12 Understand and follow a one-step direction.	<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> </ul>



Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
SE.4.13 Cooperate with a routine.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Daily Schedule</li> </ul>
SE.4.14 Anticipate an event.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Story Lab- Predictions</li> <li>• Timeline Calendar</li> </ul>
SE.4.15 Anticipates a sequence during daily activities.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Timeline Calendar</li> </ul>
SE.4.16 Follow a daily schedule.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> </ul>
SE.4.17 Follow steps in a simple routine.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Make-Believe Play</li> <li>• All Mystery Literacy and Math Games</li> </ul>
SE.4.18 Communicate when something does not belong or should not happen.	<ul style="list-style-type: none"> <li>• Paired “Buddy work”</li> </ul>
SE.4.19 Predict reactions from others (e.g., pulling hair).	<ul style="list-style-type: none"> <li>• Story Lab- Predictions, Character Empathy</li> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.4.20 Resist adult’s direction or agenda by testing limits.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Use of External Mediators</li> </ul>
SE.4.21 Anticipate a sequence during daily activities.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Timeline Calendar</li> </ul>
SE.4.22 React to new situations based on memory of a previous event.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Timeline Calendar</li> </ul>
SE.4.23 Sequence recurring events (e.g., “After I eat lunch, I take a rest.”).	<ul style="list-style-type: none"> <li>• Daily Schedule</li> </ul>
SE.4.24 Show anticipation for regularly scheduled events.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Timeline Calendar</li> </ul>
SE.4.25 Describe daily routine (e.g., home and/or school).	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.4.26 Follow simple directions.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Play Planning</li> <li>• Graphics Practice</li> <li>• Remember and Replicate</li> </ul>
SE.4.27 Complete basic responsibilities related to daily needs.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
SE.4.28 Respond positively to options rather than commands.	<ul style="list-style-type: none"> <li>• Play Planning</li> <li>• Make-Believe Play</li> </ul>
SE.4.29 Talk about the importance and reason for rules.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> </ul>
SE.4.30 Tell the consequences of not following rules.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Paired “Buddy work”</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
SE.4.31 Participate in games and follow the rules.	<ul style="list-style-type: none"> <li>• Physical Self-regulation Activities (i.e. Freeze Dance, Mr. Wolf, Mouse Trap)</li> <li>• I Have Who Has Games</li> <li>• Make-Believe Play</li> </ul>
SE.4.32 Remind other children about the rules and things children shouldn't do to others and why (one should not bite because it hurts).	<ul style="list-style-type: none"> <li>• Paired "Buddy work"</li> <li>• Classroom Rules</li> </ul>
SE.4.33 Tell the consequences of behaviors and choices.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> <li>• Classroom Rules</li> </ul>
SE.4.34 Set own consequences for some behaviors.	
SE.4.35 Identify and follow different rules in different places (e.g., school rules may be different from home).	
SE.4.36 Show self-control by following rules in different places.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SE.4.37 Start sharing some objects with others.	<ul style="list-style-type: none"> <li>• Share the News- Share and Tell</li> <li>• Make-Believe Play</li> <li>• Science Eyes</li> </ul>
SE.4.38 By age four, compromise, share, and take turns.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• I Have Who Has Games</li> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
SE.4.39 Help with routines that keep the house neat.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Classroom Routines &amp; Practices</li> </ul>
SE.4.40 Choose between two or more alternatives.	<ul style="list-style-type: none"> <li>• Play Planning</li> <li>• Make-Believe Play</li> <li>• Tallying</li> <li>• Rhyming Game</li> <li>• All Mystery Games</li> </ul>
SE.4.41 Value the importance of caring for others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Community-Building Activities</li> <li>• Make-Believe Play</li> </ul>
SE.4.42 Work and play cooperatively with others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Science Eyes</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Buddy Reading</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.4.43 Use words to express feelings.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
SE.4.44 Use thinking skills to resolve conflicts.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.4.45 Say please and thank you.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Classroom Routines &amp; Practices</li> </ul>
SE.4.46 Follow rules for simple games and activities.	<ul style="list-style-type: none"> <li>• Physical Self-regulation Activities (i.e. Freeze Dance, Mr. Wolf, Mouse Trap)</li> <li>• I Have Who Has Games</li> <li>• Do What I Do</li> <li>• Make-Believe Play</li> </ul>
SE.4.47 Identify and solve problems through active explorations.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> <li>• Mystery Math Activities- Mystery Shape</li> <li>• Elkonin II</li> </ul>
SE.4.48 Follow basic safety rules (e.g., fire and traffic/pedestrian safety).	<ul style="list-style-type: none"> <li>• Classroom Rules</li> </ul>
SE.4.49 Avoid potentially harmful objects, substances, and activities.	<ul style="list-style-type: none"> <li>• Classroom Routines &amp; Practices</li> </ul>
<b>COMMON CORE STATE STANDARD: NONE</b> <b>ISTAR-KR: Problem Solving</b>	
SE.5.1 React to a story or event.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> <li>• Share the News</li> </ul>
SE.5.2 React to new situations based on the memory of a previous event.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.5.3 Recognize when a caregiver is not present.	<ul style="list-style-type: none"> <li>• Classroom Routines &amp; Practices</li> </ul>
SE.5.4 Actively attend to things that an adult is showing.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• All Story Labs</li> <li>• Graphics Practice</li> <li>• Opening Group</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Do What I Do</li> <li>• Attention Focusing Activities</li> </ul>
SE.5.5 Recognize pictures of family members.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News- Share and Tell</li> </ul>
SE.5.6 Watch and listen to a story to completion or for ten or more minutes.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
SE.5.7 Recognize own name in isolated print.	<ul style="list-style-type: none"> <li>• All Mystery Games</li> <li>• I Have Who Has Literacy Games- Names</li> <li>• Play Planning</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
SE.5.8 Pretend to do something or be someone.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.5.9 Act out familiar, scripted events and routines.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Pretend Transitions</li> </ul>
SE.5.10 Identify a favorite story.	<ul style="list-style-type: none"> <li>• Story Labs - Connections, Active Listening</li> <li>• Buddy Reading</li> <li>• Share the News</li> </ul>
SE.5.11 Actively look for or keep attending to things that an adult points to, shows, or talks about.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Graphics Practice</li> <li>• Fingerplays, Chants, Songs</li> </ul>
SE.5.12 Act out familiar, scripted events and routines.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>
SE.5.13 Use eye gaze to communicate.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.5.14 Use proximity to communicate.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
SE.5.15 Use eye gaze, proximity, and gestures to communicate.	<ul style="list-style-type: none"> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> </ul>
SE.5.16 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s Mommy?”)	
SE.5.17 Jointly attend to pictures and books for several minutes.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Make-Believe Play</li> </ul>
SE.5.18 Follow simple directions with prompts.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> <li>• Remember and Replicate</li> </ul>
SE.5.19 Stay with an adult-directed activity or story for 10-15 minutes.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Graphics Practice</li> <li>• Opening Group</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
SE.5.20 Follow one-step spoken directions without prompts (e.g., Get your shoe).	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Do What I Do</li> <li>• Pretend Transitions</li> <li>• Freeze Game</li> </ul>
SE.5.21 Use trial and error to solve a simple problem.	<ul style="list-style-type: none"> <li>• Venger Collage</li> <li>• Make-Believe Play</li> <li>• All Mystery Activities</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
SE.5.22 Generalize a solution to a new situation.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> </ul>
SE.5.23 Request permission.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.5.24 Use language instead of physical force to resolve conflicts, with assistance.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> <li>• Classroom Rules</li> </ul>
SE.5.25 Understand and follow a one-step direction.	<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> </ul>
SE.5.26 Give name, age, and gender upon request.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
SE.5.27 Select the preferred item when given two choices.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Tallying</li> <li>• Science Eyes</li> </ul>
SE.5.28 Claim objects as “mine.”	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.5.29 Trade several smaller items for a larger item.	
SE.5.30 Clap hands and wave bye if prompted.	
SE.5.31 Cooperate with a routine.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Daily Schedule</li> </ul>
SE.5.32 Anticipate an event.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Story Lab- Predictions</li> <li>• Timeline Calendar</li> </ul>
SE.5.33 Anticipates a sequence during daily activities.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Timeline Calendar</li> </ul>
SE.5.34 Follow a daily schedule.	
SE.5.35 Follow steps in a simple routine.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Make-Believe Play</li> <li>• All Mystery Literacy and Math Games</li> </ul>
SE.5.36 Indicate a need.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News</li> </ul>
SE.5.37 Use a learned behavior in a new way.	<ul style="list-style-type: none"> <li>• Pattern Movement</li> <li>• Freeze Dance</li> <li>• Patterns with Manipulatives</li> <li>• Make-Believe Play</li> </ul>
SE.5.38 Repeat a behavior that had previously caused a desired effect.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SE.5.39 Communicate discomfort.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.5.40 Use active exploration to solve a problem.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
SE.5.41 See a simple task through to completion.	<ul style="list-style-type: none"> <li>• Play Planning</li> <li>• All Mystery Games</li> </ul>
SE.5.42 Show pleasure or displeasure at an effect.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.5.43 Communicate disappointment.	
SE.5.44 Make simple cause/effect predictions.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Story Lab- Predictions</li> <li>• Make-Believe Play</li> </ul>
SE.5.45 Communicate when something does not belong or should not happen.	<ul style="list-style-type: none"> <li>• Paired “Buddy work”</li> </ul>
SE.5.46 Use trial and error to solve problems.	<ul style="list-style-type: none"> <li>• Venger Collage</li> <li>• Make-Believe Play</li> <li>• All Mystery Activities</li> </ul>
SE.5.47 Recognize and discriminate the sight, smell, and sound of the principal caregiver.	<ul style="list-style-type: none"> <li>• Daily Classroom Practices</li> </ul>
SE.5.48 Show curiosity in objects and sounds.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
SE.5.49 Experiment with likes and dislikes of caregivers and other children (e.g., pulling hair).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.5.50 Predict reactions from others (e.g., pulling hair).	<ul style="list-style-type: none"> <li>• Story Lab- Predictions</li> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.5.51 Engage in a scientific experiment with a peer or with small groups of children using sharing/turn-taking skills.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> </ul>
SE.5.52 Seek interaction and enjoy social play (e.g., patty cake).	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Fingerplays, Chants, Songs</li> <li>• Make-Believe Play</li> </ul>
SE.5.53 Show fear of falling off of a high place.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SE.5.54 Resist separation and seek reassurance from trusted caregiver when encountering an unfamiliar person or object.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
SE.5.55 Get into everything and require constant supervision.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SE.5.56 Resist adult’s direction or agenda by testing limits.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Use of External Mediators</li> </ul>
SE.5.57 Show an interest in interacting with pets and participate in their care with assistance from caregiver.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
SE.5.58 Move from primarily reflex actions to doing things on purpose.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SE.5.59 Cry to express displeasure.	<ul style="list-style-type: none"> <li>• Story Lab- Character Empathy</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.5.60 Enjoy simple pretend play.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.5.61 Talk to self to solve problems.	<ul style="list-style-type: none"> <li>• Use of Private Speech</li> </ul>
SE.5.62 Cooperate with a routine.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Daily Schedule</li> </ul>
SE.5.63 Anticipate a sequence during daily activities.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Timeline Calendar</li> </ul>
SE.5.64 React to new situations based on memory of a previous event.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Timeline Calendar</li> </ul>
SE.5.65 Identify other people and their roles.	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Make-Believe Play</li> </ul>
SE.5.66 Sequence recurring events (e.g., “After I eat lunch, I take a rest.”).	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Timeline Calendar</li> </ul>
SE.5.67 Show anticipation for regularly scheduled events.	
SE.5.68 Describe daily routine (e.g., home and/or school).	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.5.69 Show interest in other children.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Community-Building Activities</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
SE.5.70 Communicates “no.”	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Make-Believe Play Practice</li> </ul>
SE.5.71 Around two, show self as “doer” (e.g., explore everything, be assertive in preferences, and increase range of self-help skills).	
SE.5.72 Develop the process of “play” from playing alone to playing alongside, then playing with someone else around age three.	
SE.5.73 Follow simple directions.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> <li>• Remember and Replicate</li> <li>• All Mystery Games</li> </ul>
SE.5.74 Respond positively to options rather than commands.	<ul style="list-style-type: none"> <li>• Play Planning</li> <li>• Make-Believe Play</li> </ul>
SE.5.75 Push away something not wanted.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.5.76 Follow simple directions.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• All Mystery Games</li> </ul>
SE.5.77 Complete basic responsibilities related to daily needs.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
SE.5.78 Respond positively to options rather than commands.	<ul style="list-style-type: none"> <li>• Play Planning</li> <li>• Make-Believe Play</li> </ul>
SE.5.79 Talk about the importance and reason for rules.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> </ul>
SE.5.80 Tell the consequences of not following rules.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Paired “Buddy work”</li> </ul>
SE.5.81 Participate in games and follow the rules.	<ul style="list-style-type: none"> <li>• Physical Self-regulation Activities (i.e. Freeze Dance, Mr. Wolf, Mouse Trap)</li> <li>• I Have Who Has Games</li> <li>• Make-Believe Play</li> </ul>
SE.5.82 Remind other children about the rules and things children shouldn’t do to others and why (one should not bite because it hurts).	<ul style="list-style-type: none"> <li>• Paired “Buddy work”</li> <li>• Classroom Rules</li> </ul>
SE.5.83 Tell the consequences of behaviors and choices.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Share the News</li> <li>• Story Lab- Character Empathy</li> <li>• Make-Believe Play</li> </ul>
SE.5.84 Set own consequences for some behaviors.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.5.85 Identify and follow different rules in different places (e.g., school rules may be different from home).	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.5.86 Show self-control by following rules in different places.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SE.5.87 Start sharing some objects with others.	<ul style="list-style-type: none"> <li>• Share the News- Share and Tell</li> <li>• Make-Believe Play</li> <li>• Science Eyes</li> </ul>
SE.5.88 By age four, compromise, share, and take turns.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• I Have Who Has Games</li> <li>• Science Eyes</li> <li>• Make-Believe Play</li> <li>• Play Planning</li> </ul>
SE.5.89 Show greater ability to control intense feelings (e.g., anger, frustration).	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SE.5.90 Make choices after considering alternatives.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>



Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
SE.5.91 Follow simple directions.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> <li>• Remember and Replicate</li> </ul>
SE.5.92 Recognize the faces and voices of the key people (e.g., parents, grandparents, brothers and sisters, child care givers) in their lives.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.5.93 Prefer to look at faces of key people.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
SE.5.94 Demonstrate fear, caution, or curiosity with new people depending on age and temperament style.	
SE.5.95 Pretend to take care of a doll by feeding and other activities.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.5.96 Draw pictures of their family.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.5.97 Help with routines that keep the house neat.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Classroom Routines</li> <li>• Daily Schedule</li> </ul>
SE.5.98 Pretend to take care of a doll by feeding and other activities.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.5.99 Discuss members of the family and their roles.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Story Labs- Learning Facts, Active Listening, Vocabulary</li> </ul>
SE.5.100 Draw pictures of their family.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.5.101 Ask questions about families.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Story Labs- Learning Facts, Active Listening, Vocabulary</li> </ul>
SE.5.102 Talk about how he is the same and/or different from other children	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Community-Building Activities</li> <li>• Tallying</li> </ul>
SE.5.103 Choose between two or more alternatives.	<ul style="list-style-type: none"> <li>• Play Planning</li> <li>• Make-Believe Play</li> <li>• Tallying</li> <li>• Rhyming Game</li> <li>• All Mystery Games</li> </ul>
SE.5.104 Demonstrate awareness of activities that can satisfy people’s wants.	<ul style="list-style-type: none"> <li>• Story Lab-Character Empathy</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.5.105 Talk about what he wants to be when he grows up.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab- Connections</li> <li>• Make-Believe Play</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
SE.5.106 Recognize gender differences.	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Make-Believe Play</li> </ul>
SE.5.107 Ask questions about physical differences.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
SE.5.108 Take turns in interactions with others.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
SE.5.109 Value the importance of caring for others.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
SE.5.110 Work and play cooperatively with others.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> <li>• Community-Building Activities</li> <li>• Paired “Buddy work”</li> </ul>
SE.5.111 Use words to express feelings.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
SE.5.112 Use thinking skills to resolve conflicts.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.5.113 Demonstrate early pretending with objects.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> </ul>
SE.5.114 Use words to express family relationships, such as mother or grandpa.	<ul style="list-style-type: none"> <li>• Story Lab- Vocabulary</li> </ul>
SE.5.115 Recognize differences between people of different cultures and abilities.	<ul style="list-style-type: none"> <li>• Story Labs- Character Empathy, Connections, Active Listening, Vocabulary, Inferences</li> <li>• Make-Believe Play</li> <li>• Community-Building Activities</li> </ul>
SE.5.116 Realize that other children are more alike than different.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> <li>• Community-Building Activities</li> </ul>
SE.5.117 Comment on or ask questions about physical differences.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
SE.5.118 Identify differences between people of different cultures, backgrounds, and abilities.	<ul style="list-style-type: none"> <li>• Story Labs- Character Empathy, Connections, Active Listening, Vocabulary, Inferences</li> <li>• Make-Believe Play</li> <li>• Community-Building Activities</li> </ul>
SE.5.119 Attend to and comment on gender differences.	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Make-Believe Play</li> </ul>
SE.5.120 Use interpersonal skills of sharing and taking turns in interactions with others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Science Eyes</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
SE.5.121 Become aware of themselves as separate from others.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Play Planning</li> </ul>
SE.5.122 Show understanding of cause and effect.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
SE.5.123 Show pride in physical/personal accomplishments.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.5.124 Follow rules for simple games and activities.	<ul style="list-style-type: none"> <li>• Physical Self-regulation Activities (i.e. Freeze Dance, Mr. Wolf, Mouse Trap)</li> <li>• I Have Who Has Games</li> <li>• Do What I Do</li> <li>• Make-Believe Play</li> </ul>
SE.5.125 Identify and solve problems through active explorations.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> <li>• Mystery Math Activities- Mystery Shape</li> </ul>
SE.5.126 Demonstrate a determination to develop skills through repetitive practice.	<ul style="list-style-type: none"> <li>• All Mystery Games</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• All I Have Who Has Games</li> <li>• Remember and Replicate</li> </ul>
SE.5.127 Follow basic safety rules (e.g., fire and traffic/pedestrian safety).	<ul style="list-style-type: none"> <li>• All classroom routines and rules support the recognition of safe/unsafe practices.</li> </ul>
SE.5.128 Avoid potentially harmful objects, substances, and activities.	
SE.5.129 Show interest in cause and effect.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> </ul>
SE.5.130 Imitate other’s expressions and actions.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> <li>• Make-Believe Play Practice</li> </ul>
SE.5.131 Use adults as resources.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SE.5.132 Work together as a team toward a common goal.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• I Have Who Has Games</li> </ul>
SE.5.133 Play cooperatively with others during physical activities.	<ul style="list-style-type: none"> <li>• Mouse Trap</li> <li>• Mr. Wolf</li> <li>• Freeze Dance</li> </ul>
SE.5.134 Resolve conflicts in socially accepted ways during physical activities.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SE.5.135 Respond to familiar voices, songs, and sounds.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Clean-Up Song</li> <li>• Graphics Practice</li> </ul>
SE.5.136 Smile and coo to sounds the child likes.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.5.137 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs).	<ul style="list-style-type: none"> <li>• Attention Focusing Activities</li> <li>• Graphics Practice</li> </ul>
SE.5.138 Move to the music on own and with others.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
	<ul style="list-style-type: none"> <li>• Attention Focusing Activities</li> <li>• Clean-Up Song</li> <li>• Graphics Practice</li> </ul>
SE.5.139 Imitate pat-a-cake or other familiar games.	<ul style="list-style-type: none"> <li>• Attention Focusing Activities</li> </ul>
SE.5.140 Make up songs and dances by themselves and along with others.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.5.141 Sing a song as a means of comfort.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> </ul>
SE.5.142 Watch an activity before getting involved.	
SE.5.143 Express self through dramatic play.	
SE.5.144 Use dance and visual art as a vehicle for self-expression.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Make-Believe Play</li> </ul>
SE.5.145 Show individuality in artwork.	<ul style="list-style-type: none"> <li>• Make-Believe Play – Prop making</li> <li>• Art Center</li> </ul>
SE.5.146 Pretend through role-play.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> </ul>
SE.5.147 Express self in dramatic play through storytelling, puppetry, and other language development activities.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.5.148 Select different art media to express emotions or feelings. (e.g., painting with bright colors to match a playful mood)	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Art Center</li> </ul>
SE.5.149 Use art media to channel frustration and anger in a socially acceptable way. (e.g., punching and pounding clay)	
SE.5.150 Engage in cooperative pretend play with another child.	
SE.5.151 Watch an activity before entering into it.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
<b>COMMON CORE STATE STANDARD: NONE ISTAR-KR: Approaches to Learning</b>	
SE.6.1 React to a story or event.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> <li>• Share the News</li> </ul>
SE.6.2 React to new situations based on the memory of a previous event.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.6.3 Recognize when a caregiver is not present.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
SE.6.4 Show affection to a caregiver, character, or plaything.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Story Lab- Character Empathy</li> <li>• Community-Building Activities- Name Game Chants, I Have Who Has Names.</li> <li>• Share the News</li> </ul>
SE.6.5 Actively attend to things that an adult is showing.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• All Story Labs</li> <li>• Graphics Practice</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
	<ul style="list-style-type: none"> <li>• Opening Group</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Do What I Do</li> <li>• Attention Focusing Activities</li> </ul>
SE.6.6 Recognize pictures of family members.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News- Share and Tell</li> </ul>
SE.6.7 Watch and listen to a story to completion or for ten or more minutes.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
SE.6.8 Recognize own name in isolated print.	<ul style="list-style-type: none"> <li>• All Mystery Games</li> <li>• I Have Who Has Literacy Games- Names</li> </ul>
SE.6.9 Pretend to do something or be someone.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> </ul>
SE.6.10 Act out familiar, scripted events and routines.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>
SE.6.11 Identify a favorite story.	<ul style="list-style-type: none"> <li>• Story Labs- Connections, Active Listening</li> <li>• Buddy Reading</li> <li>• Share the News</li> </ul>
SE.6.12 Actively look for or keep attending to things that an adult points to, shows, or talks about.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Graphics Practice</li> <li>• Fingerplays, Chants, Songs</li> </ul>
SE.6.13 Watch and listen to a story to completion or for ten minutes or more.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
SE.6.14 Identify a favorite story.	<ul style="list-style-type: none"> <li>• Story Labs- Connections, Active Listening</li> <li>• Buddy Reading</li> <li>• Share the News</li> </ul>
SE.6.15 Act out familiar, scripted events and routines.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>
SE.6.16 Use eye gaze to communicate.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.6.17 Use proximity to communicate.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> </ul>
SE.6.18 Show affection for an imaginary character or plaything.	<ul style="list-style-type: none"> <li>• Story Labs- Connections &amp; Character Empathy</li> <li>• Make-Believe Play</li> </ul>
SE.6.19 Use eye gaze, proximity, and gestures to communicate.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News</li> </ul>
SE.6.20 Respond to arrival of a familiar person.	<ul style="list-style-type: none"> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> </ul>
SE.6.21 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s Mommy?”).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Emotional Development</b>	
	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> </ul>
SE.6.22 Jointly attend to object of interest to self.	<ul style="list-style-type: none"> <li>• Share the News- Share and Tell</li> <li>• Buddy Reading</li> <li>• Science Eyes</li> </ul>
SE.6.23 Jointly attend to pictures and books for several minutes.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Make-Believe Play</li> </ul>
SE.6.24 Actively attend to things an adult is showing.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• All Story Labs</li> <li>• Graphics Practice</li> <li>• Opening Group</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Do What I Do</li> <li>• Attention Focusing Activities</li> </ul>
SE.6.25 Stay with an adult-directed activity or story for 10-15 minutes.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Graphics Practice</li> <li>• Opening Group</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
SE.6.26 Use trial and error to solve a simple problem.	<ul style="list-style-type: none"> <li>• Venger Drawing &amp; Venger Collage</li> <li>• Make-Believe Play</li> <li>• All Mystery Games</li> </ul>
SE.6.27 Generalize a solution to a new situation	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Science Eyes (with experiments)</li> </ul>
SE.6.28 Initiate turn taking in play	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SE.6.29 Select the preferred item when given two choices.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Tallying</li> <li>• Science Eyes</li> </ul>
SE.6.30 Follow a daily schedule.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Daily Schedule</li> </ul>
SE.6.31 Follow steps in a simple routine.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Make-Believe Play</li> <li>• All Mystery Literacy and Math Games</li> </ul>
SE.6.32 Use a learned behavior in a new way.	<ul style="list-style-type: none"> <li>• Pattern Movement</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Social Emotional Development</b>	
	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Patterns with Manipulatives</li> <li>• Make-Believe Play</li> </ul>
SE.6.33 Repeat a behavior that had previously caused a desired effect.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SE.6.34 Use active exploration to solve a problem.	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Make-Believe Play</li> <li>• All Mystery Games</li> </ul>
SE.6.35 See a simple task through to completion.	<ul style="list-style-type: none"> <li>• Play Planning</li> <li>• All Mystery Games</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Physical Skills</b>	
<b>SENSORY INTEGRATION</b> <b>COMMON CORE STATE STANDARD: NONE</b> <b>ISTAR-KR: Sensory Integration</b>	
P.1.1 Responds to sensory input with a variety of behaviors.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Remember and Replicate</li> <li>• Science Eyes (with Experiments)</li> <li>• Graphics Practice</li> </ul>
P.1.2 Tolerates a variety of sensory of input.	
P.1.3 Regulates sensory input with assistance.	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Science Eyes (with Experiments)</li> <li>• Graphics Practice</li> </ul>
P.1.4 Applies a strategy to regulate sensory input.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Graphics Practice</li> <li>• Remember and Replicate</li> </ul>
P.1.5 Explore objects, people, and things by kicking, reaching, grasping, and pulling.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> </ul>
P.1.6 Hear and feel through their activities.	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Freeze Dance</li> <li>• Science Eyes (with Experiments)</li> <li>• Attention Focusing Activities</li> </ul>
P.1.7 Explore the environment using the five senses.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> </ul>
P.1.8 Explore the people and objects around them using all of their senses.	

Standard	<i>Tools of the Mind</i> Activity
<b>Physical Skills</b>	
P.1.9 Enjoy movement activities.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Pattern Movement</li> <li>• Do What I Do</li> <li>• Attention Focusing Activities</li> </ul>
P.1.10 Participate in a variety of gross/fine motor and sensory activities.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• All Math Small Group Activities</li> <li>• Graphics Practice</li> <li>• Elkonin I &amp; II</li> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Pattern Movement</li> <li>• Do What I Do</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Number Follow the Leader</li> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> </ul>
<ul style="list-style-type: none"> <li>• <b>PHYSICAL STABILITY</b></li> <li>• <b>ISTAR-KR Area: Physical Stability</b></li> </ul>	
P.2.1 Demonstrates strength in resisting gravity (e.g. controls head, turns head, sits momentarily with support).	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Do What I Do</li> <li>• Number Follow the Leader</li> <li>• Pattern Movement</li> <li>• Make-Believe Play</li> </ul>
P.2.2 Demonstrates movement with strength (e.g. moves when on stomach or back; raises head and chest when on tummy; moves arms and legs when on back or tummy).	
P.2.3 Demonstrates stability and balance in upright position with assistance (e.g. sits with support; stands a few moments with help; pulls to stand holding onto something)	
P.2.4 Demonstrates stability, balance and control in upright position (e.g. bears weight on a variety of body parts; stands from sitting; stoops and picks up object and regains stand; transitions from sit back or tummy; sits independently).	
P.2.5 Develop increased control over their body parts.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Do What I Do</li> <li>• Number Follow the Leader</li> <li>• Pattern Movement</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> </ul>
P.2.6 Open doors and cabinets	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
P.2.7 Try putting on clothing	
P.2.8 Throw a ball	<ul style="list-style-type: none"> <li>• Outdoor Play</li> </ul>



Standard	<i>Tools of the Mind</i> Activity
<b>Physical Skills</b>	
P.2.9 Identify and use a variety of spatial relationships with objects (e.g., the child will move self and/or an object over, under, beside, and through as directed).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Remember and Replicate</li> <li>• Graphics Practice</li> </ul>
P.2.10 Apply movement concepts to specific movement situations (e.g., bend knees to soften the landing).	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Do What I Do</li> <li>• Number Follow the Leader</li> <li>• Pattern Movement</li> <li>• Make-Believe Play</li> </ul>
P.2.11 Integrate a variety of educational concepts in games and rhythmic/fitness activities (e.g., child moves like a lion and roars as he/she moves).	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Do What I Do</li> <li>• Number Follow the Leader</li> <li>• Pattern Movement</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>
<p>• <b>GROSS MOTOR SKILLS</b></p> <p>• <b>ISTAR-KR Area: Gross Motor Skills</b></p>	
P.3.1 Roll side to side.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
P.3.2 Crawl, creep on knees.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> <li>• Attention Focusing Activities</li> </ul>
P.3.3 Move in upright position.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> </ul>
P.3.4 Regulate forward movement.	<ul style="list-style-type: none"> <li>• Do What I Do</li> <li>• Number Follow the Leader</li> </ul>
P.3.5 Sustain physical activity.	<ul style="list-style-type: none"> <li>• Pattern Movement</li> </ul>
P.3.6 Perform motor skills in progression of head control, rolling, sitting, standing, walking, running, climbing.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> <li>• Outdoor Play</li> </ul>
P.3.7 Explore the environment (e.g., banging, shaking, throwing, dropping, climbing).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> <li>• Outdoor Play</li> </ul>
P.3.8 Repeat actions and gain strength.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Do What I Do</li> <li>• Number Follow the Leader</li> <li>• Pattern Movement</li> <li>• Pretend Transitions</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Physical Skills</b>	
P.3.9 Display protective responses. (i.e. Hands out to catch self)	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
P.3.10 Use objects as tools.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Make-Believe Play Practice</li> </ul>
P.3.11 Initiate motor play.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
P.3.12 Perform locomotor and nonlocomotor skills at a basic level (e.g., marching, walking, running, hopping, kicking, crawling, jumping forward with feet together, sliding, stretching, climbing, and walking in a line one behind the other).	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Do What I Do</li> <li>• Number Follow the Leader</li> <li>• Pattern Movement</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> <li>• Outdoor Play</li> </ul>
P.3.13 Perform stability skills alone and/or with a partner. (e.g., transferring weight so as to rock, roll, stand on one foot for six seconds and walk up and down steps with alternating feet, tumbling skill of somersaults and log rolls, and walking on a balance beam forward and backward).	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Make-Believe Play</li> </ul>
P.3.14 Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level. (e.g., throws an object at a target with an overhand motion and trunk rotation, throws something upward and catches it, and jumps over a stationary object).	<ul style="list-style-type: none"> <li>• Outdoor Play</li> </ul>
P.3.15 Perform basic rhythmical skills alone and/or with a partner. (e.g., the child marches and dances to music or rhythmical sounds in free form or with simple adult directions).	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> </ul>
<ul style="list-style-type: none"> <li>• <b>OBJECT CONTROL</b></li> <li>• <b>ISTAR-KR Area: Object Control</b></li> </ul>	
P.4.1 Reaches for, grasps and releases objects.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Make-Believe Play</li> <li>• Freeze Dance</li> <li>• Outdoor Play</li> </ul>
P.4.2 Releases objects with control.	
P.4.3 Uses both hands in the midline of body.	
P.4.4 Throws, catches, and kicks objects.	
P.4.5 Throws, catches, kicks objects with control.	
P.4.6 Use objects as tools.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Make-Believe Play Practice</li> </ul>
P.4.7 Manipulate objects by throwing or catching (i.e.. large balls with two hands, striking, swinging)	<ul style="list-style-type: none"> <li>• Outdoor Play</li> </ul>
<ul style="list-style-type: none"> <li>• <b>PRECISION HAND SKILLS</b></li> <li>• <b>ISTAR-KR Area: Precision Hand</b></li> </ul>	
P.5.1 Grasps small objects.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes</li> <li>• Remember and Replicate</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Physical Skills</b>	
P.5.2 Isolates one or two fingers.	<ul style="list-style-type: none"> <li>• Freeze Dance- Freeze on the Number</li> </ul>
P.5.3 Uses fingers of two hands to complete activities.	<ul style="list-style-type: none"> <li>• Mystery Math Activities- Mystery Shape</li> <li>• Make-Believe Play</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> </ul>
P.5.4 Explore the environment (e.g., banging, shaking, throwing, dropping, climbing).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
P.5.5 Use objects as tools.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Make-Believe Play Practice</li> </ul>
P.5.6 Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level. (e.g., throws an object at a target with an overhand motion and trunk rotation, throws something upward and catches it, and jumps over a stationary object).	<ul style="list-style-type: none"> <li>• Outdoor Play</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Personal Care</b>	
<b>ORAL MOTOR DEVELOPMENT COMMON CORE STATE STANDARD: NONE ISTAR-KR: Personal Care/Oral Motor</b>	
PC.1.1 Coordinates sucking, swallowing, breathing.	<ul style="list-style-type: none"> <li>• Most Tools of the Mind Classrooms will have a time to provide breakfast/ snack and/or lunch.</li> </ul>
PC.1.2 Swallows pureed or lumpy foods.	
PC.1.3 Uses tongue to move and mush solid foods.	
PC.1.4 Chews with rotary movement.	
PC.1.5 Use sight, sound, taste, touch, and smell to explore their world.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> </ul>
PC.1.6 Explore things with mouth, hands, fingers, and toes.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> </ul>
PC.1.7 Explore the environment (e.g., bang, shake, drop, mouth).	
PC.1.8 Use reflexes such as searching for something to suck, turning head to avoid obstruction of breath, and grasping an object.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes</li> <li>• Remember and Replicate</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> </ul>
PC.1.9 Increase independence and drive to master developing motor abilities.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Do What I Do</li> <li>• Number Follow the Leader</li> <li>• Pattern Movement</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Personal Care</b>	
PC.1.10 Show autonomy in self-care.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
PC.1.11 Demonstrate awareness of rules for safety.	<ul style="list-style-type: none"> <li>• All classroom routines and rules support the recognition of safe/unsafe practices.</li> </ul>
PC.1.12 Use adults as resources.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
PC.1.13 Show pride in physical/personal accomplishments.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
PC.1.14 Identify and solve problems through active explorations.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> <li>• Mystery Math Activities- Mystery Shape</li> <li>• Elkonin II</li> </ul>
<b>SELF-FEEDING</b> <b>COMMON CORE STATE STANDARD: NONE</b> <b>ISTAR-KR: Personal Care/Self-Feeding</b>	
PC.2.1 Cooperate with feeding.	<ul style="list-style-type: none"> <li>• Most Tools of the Mind Classrooms will have a time to provide breakfast/ snack and/or lunch.</li> </ul>
PC.2.2 Assist in feeding self.	
PC.2.3 Feed self.	
PC.2.4 Use utensils and open cup to feed self.	
PC.2.5 Serve self food and drink.	<ul style="list-style-type: none"> <li>• Most Tools of the Mind Classrooms will have a time to provide breakfast/ snack and/or lunch.</li> <li>• Make-Believe Play</li> </ul>
PC.2.6 Assist with daily needs.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
PC.2.7 Push away something not wanted.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
PC.2.8 Use objects as tools.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Make-Believe Play Practice</li> </ul>
PC.2.9 Increase independence and drive to master developing motor abilities.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Do What I Do</li> <li>• Number Follow the Leader</li> <li>• Pattern Movement</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>
PC.2.10 Finds ways to maneuver around an obstacle that is in the way of obtaining something desired.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
PC.2.11 Choose between two or more alternatives.	<ul style="list-style-type: none"> <li>• Play Planning</li> <li>• Make-Believe Play</li> <li>• Tallying</li> <li>• Rhyming Game</li> <li>• All Mystery Games</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Personal Care</b>	
PC.2.12 Sequence recurring events (e.g., “After I eat lunch, I take a rest.”).	<ul style="list-style-type: none"> <li>• Daily Schedule</li> </ul>
PC.2.13 Describe daily routine (e.g., home and/or school).	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
PC.2.14 Complete basic responsibilities related to daily needs.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
PC.2.15 Apply movement concepts to specific movement situations (e.g., bend knees to soften the landing and avoid obstacles in the path).	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Do What I Do</li> <li>• Number Follow the Leader</li> <li>• Pattern Movement</li> <li>• Make-Believe Play</li> </ul>
PC.2.16 Identify and solve problems through active explorations.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> <li>• Mystery Math Activities- Mystery Shape</li> <li>• Elkonin II</li> </ul>
PC.2.17 Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.	<ul style="list-style-type: none"> <li>• Most Tools of the Mind Classrooms will have a time to provide breakfast/ snack and/or lunch.</li> <li>• Daily routines and classroom practices</li> </ul>
<b>DRESSING/UNDRESSING</b> <b>COMMON CORE STATE STANDARD: NONE</b> <b>ISTAR-KR: Dressing/Undressing</b>	
PC.3.1 Cooperate with dressing/undressing.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Daily routines and classroom practices</li> </ul>
PC.3.2 Assist with dressing/undressing.	
PC.3.3 Complete dressing/undressing.	
PC.3.4 Assist with daily needs (washing hands, toileting, brushing teeth, getting dressed).	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
PC.3.5 Try putting on clothing.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Make-Believe Play Practice</li> </ul>
PC.3.6 Push away something not wanted.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
PC.3.7 Finds ways to maneuver around an obstacle that is in the way of obtaining something desired.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
PC.3.8 Notice that people wear different types of clothing depending on the weather.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> </ul>
PC.3.9 Choose between two or more alternatives.	<ul style="list-style-type: none"> <li>• Play Planning</li> <li>• Make-Believe Play</li> <li>• Tallying</li> <li>• Rhyming Game</li> <li>• All Mystery Games</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Personal Care</b>	
PC.3.10 Increase independence and drive to master developing motor abilities.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Do What I Do</li> <li>• Number Follow the Leader</li> <li>• Pattern Movement</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>
PC.3.11 Sequence recurring events (e.g., “After I eat breakfast, I get dressed”).	<ul style="list-style-type: none"> <li>• Daily Schedule</li> </ul>
PC.3.12 Describe daily routine (e.g., home and/or school).	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
PC.3.13 Complete basic responsibilities related to daily needs.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
PC.3.14 Determine what type of clothing to wear based on the weather.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Make-Believe Play</li> </ul>
PC.3.15 Apply movement concepts to specific movement situations (e.g., bend knees to put on socks, pants).	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Do What I Do</li> <li>• Number Follow the Leader</li> <li>• Pattern Movement</li> <li>• Make-Believe Play</li> </ul>
<b>CARE OF HANDS, FACE, NOSE</b> <b>COMMON CORE STATE STANDARD: NONE</b> <b>ISTAR-KR: Care of hands, face, nose</b>	
PC.4.1 Cooperate with personal care routines.	<ul style="list-style-type: none"> <li>• Most Tools of the Mind Classrooms will have a time to provide breakfast/ snack and/or lunch.</li> <li>• Daily routines and classroom practices</li> </ul>
PC.4.2 Assist in personal care routines.	
PC.4.3 Complete personal care routines.	
PC.4.4 Assist with daily needs (washing hands, toileting, brushing teeth).	
PC.4.5 Push away something not wanted.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
PC.4.6 Increase independence and drive to master developing motor abilities.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Do What I Do</li> <li>• Number Follow the Leader</li> <li>• Pattern Movement</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>
PC.4.7 Show autonomy in self-care.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
PC.4.8 Demonstrate awareness of rules for safety.	<ul style="list-style-type: none"> <li>• All classroom routines and rules support the recognition of safe/unsafe practices.</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Personal Care</b>	
PC.4.9 Use adults as resources.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
PC.4.10 Show pride in physical/personal accomplishments.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
PC.4.11 Sequence recurring events (e.g., “Before I eat, I wash my hands, after I eat lunch I wash my face and hands).	<ul style="list-style-type: none"> <li>• Daily Schedule</li> </ul>
PC.4.12 Describe daily routine (e.g., home and/or school).	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
PC.4.13 Complete basic responsibilities related to daily needs.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
PC.4.14 Apply movement concepts to specific movement situations (e.g., hold tissue over face, dry hands on toweling).	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Do What I Do</li> <li>• Number Follow the Leader</li> <li>• Pattern Movement</li> <li>• Make-Believe Play</li> </ul>
PC.4.15 Identify and solve problems through active explorations.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> <li>• Mystery Math Activities- Mystery Shape</li> <li>• Elkonin II</li> </ul>
PC.4.16 Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth and toileting.	<ul style="list-style-type: none"> <li>• Most Tools of the Mind Classrooms will have a time to provide breakfast/ snack and/or lunch.</li> <li>• Daily routines and classroom practices</li> </ul>
<b>TOILETING</b> <b>COMMON CORE STATE STANDARD: NONE</b> <b>ISTAR-KR: Toileting</b>	
PC.5.1 Demonstrate an awareness of physical elimination.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
PC.5.2 Participate in toileting.	
PC.5.3 Complete toileting independently.	
PC.5.4 Assist with daily needs (washing hands, toileting, brushing teeth, assisting with meal preparation).	<ul style="list-style-type: none"> <li>• Most Tools of the Mind Classrooms will have a time to provide breakfast/ snack and/or lunch.</li> <li>• Daily routines and classroom practices</li> </ul>
PC.5.5 Increase independence and drive to master developing motor abilities.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Do What I Do</li> <li>• Number Follow the Leader</li> <li>• Pattern Movement</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Personal Care</b>	
PC.5.6 Describe daily routine (e.g., home and/or school).	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
PC.5.7 Complete basic responsibilities related to daily needs.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
PC.5.8 Apply movement concepts to specific movement situations (e.g., bend knees to soften the landing and avoid obstacles in the path).	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Do What I Do</li> <li>• Number Follow the Leader</li> <li>• Pattern Movement</li> <li>• Make-Believe Play</li> </ul>
PC.5.9 Follow rules for simple games and activities.	<ul style="list-style-type: none"> <li>• Mr. Wolf</li> <li>• Mouse Trap</li> <li>• I Have Who Has Games</li> <li>• Do What I Do</li> </ul>
PC.5.10 Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.	<ul style="list-style-type: none"> <li>• Most Tools of the Mind Classrooms will have a time to provide breakfast/ snack and/or lunch.</li> <li>• Daily routines and classroom practices</li> </ul>
PC.5.11 Indicate a wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
PC.5.12 Shows interest in toilet training and can use toilet regularly by 36 months, with assistance.	

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Science</b>	
<b>COMMON CORE STATE STANDARD: NONE</b> <b>ISTAR-KR: English/Language Arts; Comprehension, Receptive &amp; Expressive Language</b> <b>Math – Computation, Length/Size/Weight/Temperature</b> <b>Social Emotional – Problem Solving</b> <b>Physical – Sensory Integration</b>	
SC.1.1 Search and respond to sound and voice.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Graphics Practice</li> <li>• Science Eyes</li> </ul>
SC.1.2 Focus eyes on small objects and reach for them.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes</li> <li>• Remember and Replicate</li> </ul>



Standard	<i>Tools of the Mind</i> Activity
<b>Science</b>	
SC.1.3 Interact with and explore a variety of objects, books, and materials.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Buddy Reading</li> <li>• Venger Collage</li> <li>• Make-Believe Play</li> </ul>
SC.1.4 Make representative drawings of familiar objects and people.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Make-Believe Play</li> <li>• Venger Drawings &amp; Venger Collage</li> </ul>
SC.1.5 Identify, copy, extend, and create patterns with objects and in drawings.	<ul style="list-style-type: none"> <li>• Patterns with Manipulatives</li> <li>• Pattern Movement</li> <li>• Mystery Math Activities- Mystery Pattern</li> </ul>
SC.1.6 Dictate statements/draw pictures to share findings.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> </ul>
SC.1.7 Use charts, drawings, and/or graphs to share their findings with others.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Tallying</li> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> </ul>
SC.1.8 Use their findings to create self-published books and/or materials.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> </ul>
SC.1.9 Communicate discoveries.	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts</li> </ul>
SC.1.10 Express ideas and share observations with others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab- Learning Facts</li> <li>• Science Eyes (with Experiments)</li> </ul>
SC.1.11 Observe and describe properties of objects.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Share the News- Share and Tell</li> </ul>
SC.1.12 Hold a crayon or marker and scribble.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Make-Believe Play</li> <li>• Venger Drawings &amp; Venger Collage</li> </ul>
SC.1.13 Seek interaction and enjoy social play (e.g., patty cake).	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Fingerplays, Chants, Songs</li> <li>• Make-Believe Play</li> <li>• Science Eyes</li> </ul>
SC.1.14 Listens to others' conversations.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Science Eyes</li> <li>• Story Lab- Active Listening, Connections, Predictions, Character Empathy</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Science</b>	
SC.1.15 Ask and answer simple questions.	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts</li> <li>• Share the News</li> <li>• Science Eyes</li> <li>• Make-Believe Play</li> <li>• Buddy Reading</li> </ul>
SC.1.16 Imitate something heard or seen earlier in the day (delayed imitation).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SC.1.17 Label and describe familiar objects.	<ul style="list-style-type: none"> <li>• Share the News- Share and Tell</li> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
SC.1.18 Use words to describe physical attributes of objects (e.g., size, color).	<ul style="list-style-type: none"> <li>• Math Memory</li> <li>• Attribute Game</li> <li>• Science Eyes</li> <li>• Venger Drawings and Venger Collage</li> </ul>
SC.1.19 Ask and answer questions about his world.	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts</li> <li>• Share the News</li> <li>• Science Eyes</li> <li>• Make-Believe Play</li> <li>• Buddy Reading</li> </ul>
SC.1.20 Manipulate a variety of objects and tell about what is observed (e.g., more than, less than, equal to/same).	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> </ul>
SC.1.21 Talk about the fact that everything has a shape.	<ul style="list-style-type: none"> <li>• Venger Drawings &amp; Venger Collage</li> </ul>
SC.1.22 Investigate and talk about the characteristics of matter (e.g., liquids and solids, smooth and rough, bend-not bend).	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Science Eyes (with Experiments)</li> </ul>
SC.1.23 Describe differences and similarities in various physical environments.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Story Lab- Learning Facts</li> <li>• Make-Believe Play</li> </ul>
SC.1.24 Ask questions and/or make comments about the sun, stars, planets, and clouds.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Story Lab- Learning Facts, Active Listening</li> </ul>
SC.1.25 Describe how the physical environment affects the living environment and vice versa.	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts, Active Listening</li> <li>• Weather Graphing</li> <li>• Science Eyes (with Experiments)</li> </ul>
SC.1.26 Identify plants and animals as living things.	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts</li> </ul>
SC.1.27 Identify non-living things.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SC.1.28 Use vocabulary that indicates understanding of scientific principles (e.g., sink, float, melt, solid, liquid).	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Story Lab- Learning Facts</li> <li>• Make-Believe Play</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Science</b>	
SC.1.29 Classify objects by an attribute (characteristic) and share their thinking with another.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Science Eyes</li> <li>• Math Memory</li> </ul>
SC.1.30 Participate in discussions related to their findings.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> </ul>
SC.1.31 Participate in activities related to number sequencing and counting.	<ul style="list-style-type: none"> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Freeze Dance- Freeze on the Number</li> <li>• Mystery Math Activities- Mystery Numeral</li> <li>• Number Line Hopscotch</li> <li>• Number Follow the Leader</li> </ul>
SC.1.32 Use age appropriate scientific equipment (e.g., magnifying glasses, thermometer, scales) when participating in scientific experiences.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> </ul>
SC.1.33 Manipulate a variety of objects and tell about what is observed (e.g., more than, less than, equal to/same).	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> </ul>
SC.1.34 Manipulate objects.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Remember and Replicate</li> <li>• Make-Believe Play</li> </ul>
SC.1.35 Get inside things to explore.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes</li> </ul>
SC.1.36 Follow a moving object or person with eyes.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Remember and Replicate</li> </ul>
SC.1.37 Use their five senses to learn about the environment.	<ul style="list-style-type: none"> <li>• Science Eyes</li> </ul>
SC.1.38 Identify hot and cold in the environment.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SC.1.39 Identify sun and rain in the environment.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> </ul>
SC.1.40 Use a variety of –scientific tools (e.g., balance scales, magnifying glasses, measuring cups, food coloring) to investigate the environment and to gather information.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> </ul>
SC.1.41 Use familiar materials to measure things (e.g., popsicle sticks, unifix cubes, paper clips, crayons, hand).	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Science</b>	
SC.1.42 Investigate the physical surroundings by digging in dirt, collecting and classifying rocks, recognizing changes in weather.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> <li>• Weather Graphing</li> </ul>
SC.1.43 Gain a natural sense of the forces of nature by experiencing wind blowing, temperature changes, changing seasons of the year, or things falling.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> </ul>
SC.1.44 Look at things within the environment.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> <li>• Weather Graphing</li> </ul>
SC.1.45 Explore objects by touching, shaking, banging, and mouthing.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> </ul>
SC.1.46 Enjoy filling and dumping activities.	
SC.1.47 Explore objects with various properties (e.g., color, sound, texture, shape).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes</li> </ul>
SC.1.48 Sort and match objects by more than one attribute.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Make-Believe Play</li> </ul>
SC.1.49 Classify objects by different attributes (characteristics).	<ul style="list-style-type: none"> <li>• Math Memory</li> <li>• Attribute Game</li> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
SC.1.50 Observe shapes and look for objects that are the same shape.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Venger Drawings and Venger Collage</li> </ul>
SC.1.51 Observe and describe properties of objects.	<ul style="list-style-type: none"> <li>• Math Memory</li> <li>• Attribute Game</li> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
SC.1.52 Participate in activities using materials with a variety of shapes and patterns.	<ul style="list-style-type: none"> <li>• Venger Drawings and Venger Collage</li> <li>• Make-Believe Play</li> </ul>
SC.1.53 Participate in activities using materials with a variety of properties (e.g., color, shape, size, name, type of material).	<ul style="list-style-type: none"> <li>• Venger Drawings and Venger Collage</li> <li>• Make-Believe Play</li> <li>• Science Eyes</li> </ul>
SC.1.54 Investigate and talk about the characteristics of matter (e.g., liquids and solids, smooth and rough, bend-not bend).	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> </ul>
SC.1.55 Sort things by attribute or characteristic.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Make-Believe Play</li> </ul>
SC.1.56 Compare characteristics of living things (e.g., Donkeys have shorter legs and longer ears than horses; a tulip looks like just a cup, but a daffodil looks like a cup and saucer).	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts</li> <li>• Science Eyes</li> </ul>
SC.1.57 Recognize and discriminate the sight, smell, and sound of the principal caregiver.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Science</b>	
SC.1.58 Predict reactions from others (e.g., pulling hair).	<ul style="list-style-type: none"> <li>• Story Lab- Predictions, Character Empathy</li> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SC.1.59 Show fear of falling off of a high place.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SC.1.60 Resist separation and seek reassurance from trusted caregiver when encountering an unfamiliar person or object.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
SC.1.61 Repeat a behavior that had previously caused a desired effect.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SC.1.62 Resist adult’s direction or agenda by testing limits.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• All year external mediators are used in the activities and during play to help scaffold children.</li> </ul>
SC.1.63 Cry to express displeasure.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SC.1.64 Experiment with likes and dislikes of caregivers and other children (e.g., pulling hair).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Share the News</li> </ul>
SC.1.65 Express ideas and share observations with others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab- Learning Facts</li> <li>• Science Eyes (with Experiments)</li> </ul>
SC.1.66 Seek interaction and enjoy social play (e.g., patty cake).	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Fingerplays, Chants, Songs</li> <li>• Make-Believe Play</li> <li>• Science Eyes</li> </ul>
SC.1.67 Enjoy simple pretend play.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SC.1.68 Get into everything and require constant supervision.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SC.1.69 Talk to self to solve problems.	<ul style="list-style-type: none"> <li>• Remember and Replicate</li> <li>• Graphics Practice</li> </ul>
SC.1.70 Engage in a scientific experiment with a peer or with small groups of children using sharing/turn-taking skills.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> </ul>
SC.1.71 Show curiosity in objects and sounds.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> </ul>
SC.1.72 Apply previously learned information to new situations.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> </ul>
SC.1.73 Use their five senses to learn about the environment.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SC.1.74 Follow objects.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Science</b>	
	<ul style="list-style-type: none"> <li>Remember and Replicate</li> <li>Math Memory</li> </ul>
SC.1.75 Look for a toy that has rolled out of sight.	<ul style="list-style-type: none"> <li>Math Memory</li> <li>Make-Believe Play</li> </ul>
SC.1.76 Actively explore simple machines (e.g., pulleys, levers, wheels).	<ul style="list-style-type: none"> <li>Make-Believe Play</li> </ul>
SC.1.77 Anticipate and navigate around environmental barriers.	
SC.1.78 Push or pull objects while walking.	
SC.1.79 Manipulate objects.	<ul style="list-style-type: none"> <li>Science Eyes (with Experiments)</li> <li>Making Collections</li> <li>Numerals Game</li> <li>Puzzles, Manipulatives &amp; Blocks</li> <li>Remember and Replicate</li> <li>Make-Believe Play</li> </ul>
SC.1.80 Activate simple machines or cause and effect toys; take toys apart.	<ul style="list-style-type: none"> <li>Make-Believe Play</li> <li>Puzzles, Manipulatives &amp; Blocks</li> </ul>
SC.1.81 Interact with and explore a variety of objects, books, and materials.	<ul style="list-style-type: none"> <li>Science Eyes</li> <li>Buddy Reading</li> <li>Venger Collage</li> <li>Make-Believe Play</li> </ul>
SC.1.82 Move from primarily reflex actions to doing things on purpose.	<ul style="list-style-type: none"> <li>All Tools of the Mind activities support the development of self-regulation.</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Social Studies</b>	
<b>COMMON CORE STATE STANDARD STATE STANDARD: None</b> <b>ISTAR-KR Standard Area:</b> <b>Social Emotional – Sense of self and others, Responsibility</b> <b>Standard Area: Mathematics: Time</b> <b>Standard Area: Comprehension, Receptive</b>	
SS.1.1 Listen to stories about people and places.	<ul style="list-style-type: none"> <li>All Story Labs</li> <li>Buddy Reading</li> </ul>
SS.1.2 Direct attention to familiar objects and people.	<ul style="list-style-type: none"> <li>Make-Believe Play</li> <li>Math Memory</li> </ul>
SS.1.3 Recall immediate stories/events and begin to develop sequence of happenings.	<ul style="list-style-type: none"> <li>Story Lab- Story Grammar</li> <li>Story Lab - Connections</li> </ul>
SS.1.4 Recall details from immediate past. (At about one year, the child may remember things for 1-2 days.)	<ul style="list-style-type: none"> <li>Share the News</li> <li>Play Planning</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Studies</b>	
SS.1.5 Use own vocabulary to relate experiences (e.g., any event happening in the past is referred to as happening yesterday).	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Timeline Calendar</li> </ul>
SS.1.6 Retell a story or event in sequential order.	<ul style="list-style-type: none"> <li>• Story Lab- Story Grammar</li> <li>• Buddy Reading</li> </ul>
SS.1.7 Verbalize the days of the week and names of the months.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> </ul>
SS.1.8 Recall information about the immediate past.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Daily Schedule</li> <li>• Play Planning</li> <li>• Weather Graphing</li> </ul>
SS.1.9 Anticipate a sequence during daily activities.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Timeline Calendar</li> </ul>
SS.1.10 Sequence recurring events (e.g., “After I eat lunch, I take a rest.”).	<ul style="list-style-type: none"> <li>• Daily Schedule</li> </ul>
SS.1.11 Construct a sense of time.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Daily Schedule</li> </ul>
SS.1.12 Use terms relative to time sequence (e.g., beginning/ending, before/after, early/late, night/day, first/next/last, morning/afternoon/evening).	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Daily Schedule</li> <li>• Play Planning</li> <li>• Story Lab- Story Grammar</li> </ul>
SS.1.13 Put pictures in sequential order.	<ul style="list-style-type: none"> <li>• Story Lab- Story Grammar</li> </ul>
SS.1.14 Retell a story or event in sequential order.	<ul style="list-style-type: none"> <li>• Story Lab- Story Grammar</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
SS.1.15 Distinguish between past, present, and future.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Daily Schedule</li> </ul>
SS.1.16 Verbalize the days of the week and names of the months.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> </ul>
SS.1.17 Gauge time using their own vocabulary (e.g., number of „sleeps“ instead of days).	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Daily Schedule</li> </ul>
SS.1.18 Cooperate with a routine.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Daily Schedule</li> </ul>
SS.1.19 React to new situations based on memory of a previous event.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Timeline Calendar</li> </ul>
SS.1.20 Recognize when caregiver is not present.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
SS.1.21 Identify other people and their roles.	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Make-Believe Play</li> </ul>
SS.1.22 Recognize the beginning of an event (e.g., come to table when food is placed there).	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Daily Schedule</li> <li>• Make-Believe Play</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Social Studies</b>	
SS.1.23 Notice likeness and differences in others.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Community-Building Activities</li> <li>• Tallying</li> <li>• Share the News</li> </ul>
SS.1.24 Relate new experiences to past experiences.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Daily Schedule</li> <li>• Story Lab- Connections</li> <li>• Make-Believe Play</li> </ul>
SS.1.25 Show anticipation for regularly scheduled events.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Timeline Calendar</li> </ul>
SS.1.26 Describe daily routine (e.g., home and/or school).	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
<b>CIVICS AND GOVERNMENT</b> <b>COMMON CORE STATE STANDARD: NONE</b> <b>ISTAR-KR Standard Area:</b>  <b>Personal Care – Self-feeding</b> <b>English/Language Arts – Comprehension, Receptive and Expressive Language</b>	
SS.2.1 Listen to stories about helping.	<ul style="list-style-type: none"> <li>• Story Lab- Character Empathy</li> <li>• Story Lab - Active Listening</li> </ul>
SS.2.2 Pay attention to conversations.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> <li>• Science Eyes</li> <li>• Story Labs - Active Listening, Character Empathy, Predictions, Inferences, Learning Facts, Connections</li> </ul>
SS.2.3 Listen and talk about stories that illustrate the concept of being responsible.	<ul style="list-style-type: none"> <li>• Story Lab- Active Listening</li> </ul>
SS.2.4 Identify the U.S. and state flags.	<ul style="list-style-type: none"> <li>• Most Tools of the Mind Classrooms will provide time to pledge allegiance to the flag.</li> </ul>
SS.2.5 Say the name of the current President.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.2.6 Help feed themselves.	<ul style="list-style-type: none"> <li>• Most Tools of the Mind Classrooms will provide a time for breakfast/ snack and/or lunch.</li> </ul>
SS.2.7 Around two, show self as “doer” (e.g., explore everything, be assertive in preferences, and increase range of self-help skills).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.2.8 Participate in games and follow the rules.	<ul style="list-style-type: none"> <li>• Mr. Wolf</li> <li>• Mouse Trap</li> <li>• I Have Who Has Games</li> </ul>



Standard	<i>Tools of the Mind</i> Activity
<b>Social Studies</b>	
	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.2.9 Watch people.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SS.2.10 Around one year, offer toys or objects to others but expect them to be returned.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.2.11 Show interest in other children.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Community-Building Activities</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
SS.2.12 Communicates “no.”	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.2.13 Assist with simple chores on a daily basis.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> <li>• Clean-Up Song</li> </ul>
SS.2.14 Develop the process of “play” from playing alone to playing alongside, then playing with someone else around age three.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SS.2.15 Follow simple directions.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> <li>• Remember and Replicate</li> </ul>
SS.2.16 Respond positively to options rather than commands.	<ul style="list-style-type: none"> <li>• Play Planning</li> <li>• Make-Believe Play</li> </ul>
SS.2.17 Push away something not wanted.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.2.18 Follow simple directions.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> <li>• Remember and Replicate</li> </ul>
SS.2.19 Respond positively to options rather than commands.	<ul style="list-style-type: none"> <li>• Play Planning</li> <li>• Make-Believe Play</li> </ul>
SS.2.20 Talk about the importance and reason for rules.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> </ul>
SS.2.21 Tell the consequences of not following rules.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Paired “Buddy work”</li> </ul>
SS.2.22 Remind other children about the rules and things children shouldn’t do to others and why (one should not bite because it hurts).	<ul style="list-style-type: none"> <li>• Paired “Buddy work”</li> <li>• Classroom rules</li> </ul>
SS.2.23 Tell the consequences of behaviors and choices.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab- Character Empathy</li> <li>• Make-Believe Play</li> <li>• Classroom Rules</li> </ul>
SS.2.24 Set own consequences for some behaviors.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Social Studies</b>	
SS.2.25 Identify and follow different rules in different places (e.g., school rules may be different from home).	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SS.2.26 Show self-control by following rules in different places.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> <li>• Classroom Rules</li> </ul>
SS.2.27 Start sharing some objects with others.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.2.28 By age four, compromise, share, and take turns.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• All Story Labs</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• I Have Who Has Games</li> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
SS.2.29 Show greater ability to control intense feelings (e.g., anger, frustration).	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SS.2.30 Make choices after considering alternatives.	
<b>GEOGRAPHY</b> <b>COMMON CORE STATE STANDARD: NONE</b> <b>See Page 197* not sure what to do here</b>	
SS.3.1 Around 2 or 3, point out signs that indicate location.	<ul style="list-style-type: none"> <li>• Story Lab-Learning Facts</li> <li>• Make-Believe Play</li> </ul>
SS.3.2 Become familiar with the idea that maps help people locate themselves in space.	<ul style="list-style-type: none"> <li>• Story Lab-Learning Facts</li> <li>• Make-Believe Play</li> </ul>
SS.3.3 Recognize that streets have signs and houses have numbers to help identify locations.	<ul style="list-style-type: none"> <li>• I Have Who Has Numbers</li> <li>• Make-Believe Play</li> <li>• Make Believe Play Building Background Knowledge</li> </ul>
SS.3.4 Use a simple map (e.g., diagram of the house, street on which the child lives).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.3.5 Recognize where the child is while traveling in the car.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Make Believe Play Building Background Knowledge</li> </ul>
SS.3.6 Describe features of familiar places (e.g., buildings, stores).	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> <li>• Story Lab- Story Grammar</li> </ul>
SS.3.7 Talk about how to get from one common place to another.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.3.8 Discuss different types and modes of transportation to get from one location to another and why certain vehicles are more suitable.	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts</li> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Studies</b>	
SS.3.9 Listen and respond to stories about other areas (e.g., deserts, mountains).	<ul style="list-style-type: none"> <li>• Story Lab- Story Grammar, Active Listening, Connections, Visualization</li> </ul>
SS.3.10 Draw pictures representing the seasonal changes.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> <li>• Story Lab- Learning Facts</li> </ul>
SS.3.11 Draw pictures of their family.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.3.12 Design posters for recycling and post in the home/school.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.3.13 Observe weather, location of familiar places, and different ways of travel while on neighborhood/community walks.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Science Eyes (with Experiments)</li> </ul>
SS.3.14 Identify and locate familiar places.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> </ul>
SS.3.15 By age two, distinguish between near and far.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.3.16 Notice features of immediate surroundings (e.g., bedroom, yard).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes</li> </ul>
SS.3.17 Use blocks to represent roads and buildings.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> </ul>
SS.3.18 Ask questions about everything the child sees and finds.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
SS.3.19 Identify and locate familiar places (e.g., home, store, grandparent’s house).	<ul style="list-style-type: none"> <li>• Daily Schedule</li> </ul>
SS.3.20 Point out and name various rooms in the house from the outside.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.3.21 Pretend blocks represent buildings and make signs for the roads and buildings.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> </ul>
SS.3.22 Recognize familiar places.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> </ul>
SS.3.23 Describes simple features of familiar places.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> <li>• Story Lab- Story Grammar</li> </ul>
SS.3.24 Give the name of home city or town.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
SS.3.25 Give information about home (e.g., street name, house description).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.3.26 Use words such as hard and soft, rough and smooth, and water and land.	<ul style="list-style-type: none"> <li>• Math Memory</li> <li>• Remember and Replicate</li> <li>• Science Eyes (with Experiments)</li> <li>• Story Lab- Vocabulary</li> <li>• Make-Believe Play</li> </ul>
SS.3.27 Match objects to location such as stove to kitchen, bed to bedroom.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SS.3.28 Identify various natural features.	<ul style="list-style-type: none"> <li>• Science Eyes</li> </ul>
SS.3.29 State the name of his city or town.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Studies</b>	
SS.3.30 Identify common community symbols (e.g., signs, street markers, lights).	<ul style="list-style-type: none"> <li>• Make Believe Play Building Background Knowledge</li> <li>• Make-Believe Play</li> </ul>
SS.3.31 Create representations of the surrounding neighborhood and community (e.g., blocks, drawings).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> </ul>
SS.3.32 Talk about weather and its relationship to appropriate clothing/activities.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> <li>• Weather Graphing</li> <li>• Story Lab- Learning Facts</li> </ul>
SS.3.33 Show comfort and discomfort with the temperature of the room or when outdoors.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> </ul>
SS.3.34 Talk about and be curious about the weather (e.g., temperature, rain, snow, climate inside and outside).	
SS.3.35 Notice that people wear different types of clothing depending on the weather.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Weather Graphing</li> <li>• Story Lab- Learning Facts</li> </ul>
SS.3.36 Determine what type of clothing to wear based on the weather.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Weather Graphing</li> </ul>
SS.3.37 Identify seasons by temperature or other characteristics (e.g., snow, leaves changing).	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Story Lab- Learning Facts, Active Listening</li> <li>• Science Eyes</li> </ul>
SS.3.38 Recognize people live in different types of homes (e.g., apartments, etc.)	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> <li>• Make Believe Play Building Background Knowledge</li> </ul>
SS.3.39 Identify and describe people who live in different places for different reasons (e.g., farms, cities, small towns).	
SS.3.40 Follow simple directions.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> <li>• Remember and Replicate</li> </ul>
SS.3.41 Name and locate eyes, ears, or nose when asked.	<ul style="list-style-type: none"> <li>• Do What I Do</li> <li>• Pattern Movement</li> <li>• Attention Focusing Activities</li> </ul>
SS.3.42 Explore things with mouth, hands, fingers, and toes.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> </ul>
SS.3.43 Show fear of falling off high places such as stairs.	<ul style="list-style-type: none"> <li>• All Tools of the Mind activities support the development of self-regulation.</li> </ul>
SS.3.44 Recognize the faces and voices of the key people (e.g., parents, grandparents, brothers and sisters, child care givers) in their lives.	<ul style="list-style-type: none"> <li>• The Tools of the Mind Make-Believe Play themes should be community based and parents should be able to participate, volunteer and contribute to their development.</li> </ul>
SS.3.45 Prefer to look at faces of key people.	
SS.3.46 Demonstrate fear, caution, or curiosity with new people depending on age and temperament style.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Studies</b>	
SS.3.47 Protest separation from primary caregiver between age 12 and 18 months.	
SS.3.48 Pretend to take care of a doll by feeding and other activities.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SS.3.49 Play the role of different family members through dramatic play.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.3.50 Recognize things that do not belong in the environment (litter).	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts</li> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> </ul>
SS.3.51 Place trash in the wastebasket.	<ul style="list-style-type: none"> <li>• Daily routines and classroom practices</li> </ul>
SS.3.52 Help clean up after doing an activity.	<ul style="list-style-type: none"> <li>• Clean-Up Song</li> </ul>
SS.3.53 Help with routines that keep the house neat.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Classroom Routines</li> <li>• Daily Schedule</li> </ul>
SS.3.54 Alert others to a messy environment.	<ul style="list-style-type: none"> <li>• Clean-Up Song</li> </ul>
SS.3.55 Name some bad things that people do to our environment.	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts</li> <li>• Make-Believe Play</li> </ul>
SS.3.56 Name body parts and point to the location of each.	<ul style="list-style-type: none"> <li>• Attention Focusing Activities</li> <li>• Freeze Game</li> <li>• Pattern Movement</li> <li>• Number Follow the Leader</li> </ul>
SS.3.57 Discuss negative and positive aspects of areas and why people might want to be there.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.3.58 Pretend to take care of a doll by feeding and other activities.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SS.3.59 Discuss members of the family and their roles.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SS.3.60 Ask questions about families.	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts, Active Listening, Vocabulary</li> </ul>
SS.3.61 Talk about how he is the same and/or different from other children.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Community-Building Activities</li> <li>• Tallying</li> </ul>
SS.3.62 List things that do and do not belong in the environment (e.g., litter, smoke)	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts</li> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> </ul>
SS.3.63 Discuss the need for a clean environment.	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts</li> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> <li>• Clean-Up Song</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Social Studies</b>	
SS.3.64 Help with home and class routines that keep the house/classroom clean and safe.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Classroom Routines</li> <li>• Daily Schedule</li> </ul>
SS.3.65 Help parents/adults with recycling empty containers at home/school.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> </ul>
SS.3.66 Finds ways to maneuver around an obstacle that is in the way of obtaining something desired.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.3.67 Play the role of different family members through dramatic play.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.3.68 Move in directions on command (e.g., forward, backward, sideways).	<ul style="list-style-type: none"> <li>• Attention Focusing Activities</li> <li>• Do What I Do</li> </ul>
<b>ECONOMICS</b> <b>ISTAR-KR Standard Area:</b> <b>Social Emotional – Sense of self and others, Problem Solving, Approaches to Learning</b>	
SS.4.1 Play store or restaurant with play or real money, receipts, credit cards, telephones.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.4.2 Role play different types of occupations	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SS.4.3 Assist and use money in purchasing goods.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.4.4 Are aware that adults work in order to earn enough money to buy the food, clothing, and housing that a family needs.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Make Believe Play Building Background Knowledge</li> </ul>
SS.4.5 Save money for a future purpose.	
SS.4.6 Choose between two or more alternatives.	<ul style="list-style-type: none"> <li>• Play Planning</li> <li>• Make-Believe Play</li> <li>• Tallying</li> <li>• Rhyming Game</li> <li>• All Mystery Games</li> </ul>
SS.4.7 Prefer objects that can be held or touched and that can satisfy people’s wants.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.4.8 Demonstrate awareness of activities that can satisfy people’s wants.	<ul style="list-style-type: none"> <li>• Story Lab-Character Empathy</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SS.4.9 Recognize that things have to be paid for with money and that sometimes you can’t buy what you want because you don’t have enough money.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Make Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> </ul>
<b>INDIVIDUALS, SOCIETY AND CULTURE</b> <b>ISTAR-KR Standard Area:</b> <b>Social Emotional – Sense of self and others, Problem Solving, Approaches to Learning, Interpersonal Skills, Responsibility</b> <b>English/Language Arts – Comprehension, Receptive and Expressive Language</b> <b>Mathematics - Computation</b>	

Standard	<i>Tools of the Mind</i> Activity
<b>Social Studies</b>	
SS.5.1 Use words to express feelings.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SS.5.2 Use thinking skills to resolve conflicts.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SS.5.3 Demonstrate early pretending with objects	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SS.5.4 Use words to express family relationships, such as mother or grandpa	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Share the News</li> <li>• Story Lab- Connections</li> <li>• Story Lab - Vocabulary</li> </ul>
SS.5.5 Realize that different families live in different types of housing.	<ul style="list-style-type: none"> <li>• Story Lab- Connections, Learning Facts, Active Listening</li> <li>• Make-Believe Play</li> <li>• Make Believe Play Building Background Knowledge</li> <li>• Share the News</li> </ul>
SS.5.6 Recognize community helpers.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Make Believe Play Building Background Knowledge</li> <li>• Story Lab- Learning Facts, Active Listening, Vocabulary</li> </ul>
SS.5.7 Comment on or ask questions about physical differences.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
SS.5.8 Recognize gender differences.	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Make-Believe Play</li> </ul>
SS.5.9 Ask questions about physical differences.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
SS.5.10 Take turns in interactions with others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Science Eyes</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
SS.5.11 Share belongings with others.	<ul style="list-style-type: none"> <li>• Share the News- Share and Tell</li> <li>• Make-Believe Play</li> </ul>
SS.5.12 Value the importance of caring for others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab- Character Empathy</li> <li>• Community-Building Activities</li> <li>• Make-Believe Play</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Social Studies</b>	
SS.5.13 Work and play cooperatively with others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Science Eyes</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
SS.5.14 Use words to express feelings.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SS.5.15 Use thinking skills to resolve conflicts.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
SS.5.16 Recognize differences between people of different cultures and abilities.	<ul style="list-style-type: none"> <li>• Story Labs- Character Empathy, Connections, Active Listening, Vocabulary, Inferences</li> <li>• Make-Believe Play</li> <li>• Community-Building Activities</li> </ul>
SS.5.17 Realize that other children are more alike than different.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> <li>• Community-Building Activities</li> </ul>
SS.5.18 Recognize community helpers.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Make Believe Play Building Background Knowledge</li> <li>• Story Lab- Learning Facts, Active Listening, Vocabulary</li> </ul>
SS.5.19 Say please and thank you.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
SS.5.20 Learn social skills.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Science Eyes</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Buddy Reading</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
SS.5.21 Notice that some people talk differently from others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Community-Building Activities</li> </ul>
SS.5.22 Identify differences between people of different cultures, backgrounds, and abilities.	<ul style="list-style-type: none"> <li>• Story Lab- Character Empathy, Connections, Active Listening, Vocabulary, Inferences</li> <li>• Make-Believe Play</li> <li>• Community-Building Activities</li> </ul>



<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Social Studies</b>	
SS.5.23 Notice people’s skin and explore the differences.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Story Lab- Connections</li> <li>• Make-Believe Play</li> </ul>
SS.5.24 Discuss how grandparents and older people look and act different from children.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Make Believe Play Building Background Knowledge</li> </ul>
SS.5.25 Express enjoyment and pleasure when hearing poems, stories, and songs about a variety of people and cultures.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Fingerplays, Chants, &amp; Songs</li> </ul>
SS.5.26 Use interpersonal skills of sharing and taking turns in interactions with others.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Science Eyes</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Fine Arts</b>	
<b>FINE ART STANDARDS AREA:  COMMON CORE STATE STANDARD: NONE  Indiana Academic Standards for Fine Arts can be found here:  <a href="http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/arts.shtml">http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/arts.shtml</a>  <b>ISTAR-KR Area: NONE</b></b>	
FA.1.1 Produce rhythmic patterns to familiar songs (e.g., Jingle Bells).	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Graphics Practice</li> </ul>
FA.1.2 Create own alternate pattern/action for a finger play to a familiar song.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants, &amp; Songs</li> <li>• Pattern Movement</li> </ul>
FA.1.3 Reflect on differences and preferences as he/she encounters artwork.	<ul style="list-style-type: none"> <li>• Story Lab- Active Listening</li> <li>• Make-Believe Play</li> </ul>
FA.1.4 Compare and contrast own creations and those of others.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Venger Drawings &amp; Venger Collage</li> </ul>
FA.1.5 Create sounds by singing and making music.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants, &amp; Songs</li> <li>• Make-Believe Play</li> </ul>
FA.1.6 Recognize familiar melodies long before understanding the meaning of words.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants, &amp; Songs</li> </ul>
FA.1.7 Hum or sing along to tune playing on radio, tape/CD player, or television.	

Standard	<i>Tools of the Mind</i> Activity
<b>Fine Arts</b>	
FA.1.8 Use words/concepts learned through music in non-musical activities.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants, &amp; Songs</li> <li>• Rhyming Game</li> <li>• Mystery Literacy Activities- Mystery Rhyme</li> <li>• Make-Believe Play</li> </ul>
FA.1.9 Talk about different art professions.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Story Lab- Active Listening</li> </ul>
FA.1.10 Visit and discuss works of art at various locations.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Make Believe Play Building Background Knowledge</li> </ul>
FA.1.11 Respond to familiar voices, songs, and sounds.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Clean-Up Song</li> <li>• Graphics Practice</li> </ul>
FA.1.12 Smile and coo to sounds the child likes.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
FA.1.13 Imitate noises such as, clicking and raspberries.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Do What I Do</li> </ul>
FA.1.14 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs).	<ul style="list-style-type: none"> <li>• Attention Focusing Activities</li> <li>• Graphics Practice</li> </ul>
FA.1.15 Learn to sing other songs.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants, &amp; Songs</li> </ul>
FA.1.16 Sing a favorite song again and again, just as listening to a favorite book many times over.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
FA.1.17 Sing a song as a means of comfort.	
FA.1.18 Express self through dramatic play.	
FA.1.19 Smile or laugh when music is played.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Clean-Up Song</li> </ul>
FA.1.20 Verbally express enjoyment.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play</li> </ul>
FA.1.21 Sing along to familiar songs.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Clean-Up Song</li> </ul>
FA.1.22 Sing songs from favorite movies or television shows from memory.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Clean-Up Song</li> </ul>
FA.1.23 Describe art work and interpret potential intentions of the artist.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Story Lab- Active Listening</li> </ul>
FA.1.24 Express feelings about artwork.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Story Lab- Active Listening</li> </ul>
FA.1.25 Wonder about or ask questions about works of art.	

Standard	<i>Tools of the Mind</i> Activity
<b>Fine Arts</b>	
FA.1.26 Assign meaning to scribbles.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab</li> <li>• Make-Believe Play</li> <li>• Venger Drawings &amp; Venger Collage</li> </ul>
FA.1.27 Imitate art forms of illustrators after listening to a story.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Make-Believe Play</li> </ul>
FA.1.28 Toe point, leg wag, and arm wave to music.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> </ul>
FA.1.29 Move to the music on own and with others.	<ul style="list-style-type: none"> <li>• Clean-Up Song</li> <li>• Graphics Practice</li> </ul>
FA.1.30 Imitate pat-a-cake or other familiar games.	<ul style="list-style-type: none"> <li>• Attention Focusing Activities</li> </ul>
FA.1.31 Perform songs and dances.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Make-Believe Play</li> </ul>
FA.1.32 Make up songs and dances by themselves and along with others.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
FA.1.33 Pretend through role-play.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
FA.1.34 Request certain songs/finger plays, etc.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants, &amp; Songs</li> </ul>
FA.1.35 Clap hands in glee/begin to clap in rhythm.	
FA.1.36 Dance/sway/tap toes/jump/hop to music alone or with others.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Clean-Up Song</li> <li>• Graphics Practice</li> </ul>
FA.1.37 Hum or sing familiar/original lullaby while rocking a doll.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
FA.1.38 Examine art products from different world cultures.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> </ul>
FA.1.39 Respond in various ways to the creative work of others (e.g., body language, facial expression, or oral language).	
FA.1.40 Role play imaginary events and characters in the media.	
FA.1.41 Participate freely in dramatic play activities that become more extended and complex.	
FA.1.42 Express self in dramatic play through storytelling, puppetry, and other language development activities.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Buddy Reading</li> </ul>
FA.1.43 Spontaneously explore sounds produced by striking a variety of materials (e.g., pots and pans, wooden spoons, measuring cups, wooden blocks).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Science Eyes (with Experiments)</li> </ul>
FA.1.44 Engage in cooperative pretend play with another child.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
FA.1.45 Pretend through role-playing.	

Standard	<i>Tools of the Mind</i> Activity
<b>Fine Arts</b>	
FA.1.46 Make rhythmic patterns with objects (e.g., hitting the table with a spoon).	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Fingerplays, Chants, &amp; Songs</li> <li>• Make-Believe Play</li> </ul>
FA.1.47 Follow repetitive patterns of movements.	<ul style="list-style-type: none"> <li>• Pattern Movement</li> <li>• Attention Focusing Activities</li> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>
FA.1.48 Moderate vocalizations to tempo and dynamics of music.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants, &amp; Songs</li> </ul>
FA.1.49 Observe and discuss art forms during a nature walk.	<ul style="list-style-type: none"> <li>• Science Eyes</li> </ul>
FA.1.50 Delight in touch and feel of materials rather than what is being produced.	<ul style="list-style-type: none"> <li>• Science Eyes (with Senses)</li> <li>• Make-Believe Play</li> </ul>
FA.1.51 Scribble (e.g., pictures rarely look like a recognizable object).	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Venger Drawing &amp; Venger Collage</li> </ul>
FA.1.52 Use dance and visual art as a vehicle for self-expression.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Make-Believe Play</li> </ul>
FA.1.53 Randomly distribute marks in different areas of paper.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Venger Drawing &amp; Venger Collage</li> </ul>
FA.1.54 Paint with fingers, draw with crayons, and mold with dough.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
FA.1.55 Show individuality in artwork.	
FA.1.56 Play classroom instruments.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
FA.1.57 Choose real or improvised instruments to play along with instrument heard.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> </ul>
FA.1.58 Imitate different cultures through art.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
FA.1.59 Select different art media to express emotions or feelings. (e.g., painting with bright colors to match a playful mood)	
FA.1.60 Use art media to channel frustration and anger in a socially acceptable way.	
FA.1.61 Show individuality by actions such as drawing a pumpkin that differs in color and design from the traditional.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab</li> <li>• Venger Drawing &amp; Venger Collage</li> </ul>
FA.1.62 Enjoy repetition of materials and activities to further explore, manipulate, and exercise the imagination.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Venger Drawing &amp; Venger Collage</li> </ul>
FA.1.63 Develop growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Fine Arts</b>	
FA.1.64 Focus on motions and movement.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Remember and Replicate</li> <li>• Graphics Practice</li> <li>• Pretend Transitions</li> </ul>
FA.1.65 Create patterns through art, blocks, and other objects in their environment.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> </ul>
FA.1.66 Use different colors, shapes, and textures to create form and meaning.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
FA.1.67 Use different colors, surface textures, and shapes to create form and meaning.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Venger Drawing &amp; Venger Collage</li> </ul>
FA.1.68 Progress in ability to create drawings, models, and other art creations that are more detailed, creative, or realistic.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Art Center</li> </ul>
FA.1.69 Use a variety of materials (e.g., crayons, paint, clay, markers) to create original work.	
FA.1.70 Prefer looking at black and white colors and patterns during the first month rather than other colors.	
FA.1.71 Identify patterns in their environment.	
FA.1.72 Measure ingredients for various recipes.	<ul style="list-style-type: none"> <li>• Pattern Movement</li> <li>• Mystery Math Activities- Mystery Pattern</li> <li>• Patterns with Manipulatives</li> </ul>
FA.1.73 Respond to the world with eyes, fingers, and mouth.	<ul style="list-style-type: none"> <li>• Science Eyes (with Experiments)</li> <li>• Make-Believe Play</li> </ul>
FA.1.74 Produce rhythmic patterns to familiar songs (e.g., Jingle Bells).	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Fingerplays, Chants, &amp; Songs</li> <li>• Make-Believe Play</li> </ul>
FA.1.75 Create own alternate pattern/action for a finger play to a familiar song.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants, &amp; Songs</li> <li>• Pattern Movement</li> </ul>
FA.1.76 Respond positively to transitions from desired to less desired activity when paired with music.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> </ul>
FA.1.77 Moderate movements to tempo (fast/ slow) and dynamics (loud/soft) of music heard.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> </ul>
FA.1.78 Distinguish among the sounds of several common instruments.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Make-Believe Play Practice</li> </ul>
FA.1.79 Use objects as symbols for other things (e.g., a scarf to represent bird wings or a box to represent a car).	
FA.1.80 Decide which lines should be long or short, wavy or straight, thick or thin, and what color and where on the paper.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> </ul>
FA.1.81 With various media, use shapes, lines and color.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Fine Arts</b>	
FA.1.82 Make patterns on their own.	<ul style="list-style-type: none"> <li>• Pattern Movement</li> <li>• Patterns with Manipulatives</li> <li>• Mystery Math Activities- Mystery Pattern</li> </ul>
FA.1.83 Sort objects by texture, size, or color.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Make-Believe Play</li> </ul>
FA.1.84 Watch an activity before getting involved.	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
FA.1.85 Recognize people in the community who are artists.	<ul style="list-style-type: none"> <li>• The Tools of the Mind Make-Believe Play themes should be community based and parents should be able to participate, volunteer and contribute to their development.</li> </ul>
FA.1.86 Learn to enjoy and respect the artwork of others.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
FA.1.87 Display interest in the artwork of others.	
FA.1.88 Demonstrate increasing skill in using different art materials. (e.g., paper, paint, clay, scraps, buttons)	
FA.1.89 Mimic art works and forms by various artists.	
FA.1.90 Respond to familiar voices, songs, and sounds.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Clean-Up Song</li> <li>• Graphics Practice</li> </ul>
FA.1.91 Toe point, leg wag, and arm wave to music.	
FA.1.92 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs).	<ul style="list-style-type: none"> <li>• Attention Focusing Activities</li> <li>• Graphics Practice</li> </ul>
FA.1.93 Move to the music on own and with others.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Clean-Up Song</li> <li>• Graphics Practice</li> </ul>
FA.1.94 Perform songs and dances.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Make-Believe Play</li> </ul>
FA.1.95 Make up songs and dances by themselves and along with others.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
FA.1.96 Use dance and visual art as a vehicle for self-expression.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Make-Believe Play</li> </ul>
FA.1.97 Clap hands in glee/begin to clap in rhythm.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants, &amp; Songs</li> </ul>
FA.1.98 Dance/sway/tap toes/jump/hop to music alone or with others.	<ul style="list-style-type: none"> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> <li>• Clean-Up Song</li> </ul>
FA.1.99 Follow repetitive patterns of movements.	<ul style="list-style-type: none"> <li>• Pattern Movement</li> <li>• Attention Focusing Activities</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>Fine Arts</b>	
	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Pretend Transitions</li> </ul>
FA.1.100 Moderate movements to tempo (fast/slow) and dynamics (loud/soft) of music heard.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Freeze Dance</li> <li>• Attention Focusing Activities</li> </ul>
FA.1.101 Use various art forms such as dance, theater, and visual art as a vehicle for creative expression.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>



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

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

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

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

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

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

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

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

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

### **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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

- **I Have–Who Has Literacy Games** are practiced in *Small Group* and include:  
Introduced Semester I and practiced throughout the year as needed:
  - **Colors**— rapid naming of colors **Semester I**
  - **Names**— children learn classmates names **Semester I**
  - **Letters**— rapid letter naming **Semester II**
    - Uppercase letters
    - Lowercase letters
    - Upper and Lowercase letter matching
  - **Sounds**— Children name the sound the letter makes (not the name of the letter) **Semester II**
  
- **I Have–Who Has Math Games** include:
  - **Numerals**— rapid naming of numbers **Semester I**
  - **Shapes**— rapid naming of shapes **Semester I**

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

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

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

**Make-Believe Play Center Block-** is the centerpiece of the Tools of the Mind preschool program. It is a 45-60 minute block of uninterrupted time when children engage in intentional make-believe play. During this time block, children plan their play, engage in



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play together & work to clean up when play is over. Teachers scaffold Play Planning and Play development, helping children become deeply engaged in play with one another, developing ever more mature stages of play. **AY**

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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





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- **Science Eye- Journals-** Children are provided with journals in which to record their observations during Science Eyes lessons. **Semester II**

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

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

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

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

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

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

- **Story Lab - Active Listening:** Children learn to ask and respond to questions about ideas and facts within a text. **AY**
- **Story Lab - Character Empathy**— Children think about and label what a character is feeling **AY**
- **Story Lab - Connections**— Children make connections between something that is known and something that is learned from a text **AY**
- **Story Lab - Extensions-** Children use drawing and writing to extend a predictable, patterned book **Semester II**





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- **Story Lab - Inference**— Children to experience the events of story from the characters’ perspective **Semester II**
- **Story Lab - Learning Facts** – Children talk about an eventual draw a fact from a Non-Fiction text **Semester I**
- **Story Lab- Predictions**—Children make text-based predictions about the next chapter based upon background knowledge of the developing story line within the book **Semester II**
- **Story Lab-Story Grammar**— Children identify and diagram the main characters, setting and sequence of events **Semester II**
- **Story Lab- Visualization** — Children picture the story in their mind **AY**
- **Story Lab-Vocabulary**—Children learn the meaning of new words and practice remembering their meaning **AY**

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

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

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

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

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

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

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

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

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



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

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

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