



Tools of the Mind

PreK Curriculum, 7th Edition

Alignment with the Maine Early Learning and Development Standards

Alignment of *Tools of the Mind* Preschool Curriculum to Maine's Early Learning and Development Standards

Standard	<i>Tools of the Mind</i> Activity
Social and Emotional Development	
Emotional Development- Self Concept	
Has an awareness of self as having certain abilities, characteristics, preferences and rights	<ul style="list-style-type: none"> • Share the news • Story Lab- Active Listening, Connections • Make-Believe Play Block • Make-Believe Play Planning
Demonstrates self-direction by making choices among peers, activities and materials	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning • Buddy Reading • All Mystery Literacy & Math Activities
Takes on new tasks and improves skills with practice	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Shared Scaffolded Writing- Write a Familiar Finger Play, Write Along • Make-Believe Play Practice • Make-Believe Play Block • Graphics Practice • All Mystery Literacy & Mystery Math Activities • All Small Group Literacy and Small Group Math/Science Activities
Initiates actions or activities with peers	<ul style="list-style-type: none"> • Buddy Reading • Share the News • Make-Believe Play Block • All Small Group Literacy and Small Group Math/Science Activities • Fingerplays, Chants & Songs
Expresses delight over a successful project and want others to like it too	<p>Tools teachers provide a variety of activities during the day for children to accomplish and express success with, and that they may share with others. Celebrations and sharing of success can be included in (but are not limited to):</p> <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Prop Making • Puzzles, Manipulatives, & Blocks • Make-Believe Play Planning
Demonstrates confidence in own abilities and delights in the mastery of a skill	<p>Children participate in a variety of activities, both indoors and outdoors, that allow them to develop confidence in abilities and mastery of skills. Teachers may scaffold children as they develop confidence and skill mastery. These activities include but are not limited to:</p> <ul style="list-style-type: none"> • Puzzles, Manipulatives, & Blocks



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Social and Emotional Development	
	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning • All Small Group Literacy and Small Group Math/Science Activities • Outdoor Play
Demonstrates an understanding of and follows through with basic responsibilities	<ul style="list-style-type: none"> • Classroom Rules • Clean-up Routine • All Mystery Literacy & Mystery Math Activities • Make-Believe Play Planning • Make-Believe Play Block
Emotional Development- Self-Regulation	
Expresses self in safe and appropriate ways through words and actions	<ul style="list-style-type: none"> • Share the News • Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games & Songs, Do What I Do, Fingerplays, Chants & Songs • Make-Believe Play Practice • Make-Believe Play Block • Make-Believe Play Planning • All Story Labs
Seeks peaceful resolutions to conflict	<ul style="list-style-type: none"> • Classroom Rules • Make-Believe Play Block • Share the News
Stops and listens to instructions before jumping into activity, with guidance	<ul style="list-style-type: none"> • Share the News • All Small Group Literacy and Small Group Math/Science Activities • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger Play, Write Along • Physical Self-Regulation Activities- Pattern Movement, Number Follow the Leader, Do What I Do • Make-Believe Play Practice • Make-Believe Play Prop Making
Follows rules and routines	<ul style="list-style-type: none"> • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule • All Mystery Literacy & Mystery Math Activities • Opening Group- Attention Focusing Activities, Timeline Calendar, Weather Graphing, Share the News, Message of the Day, and Physical Self-Regulation Activities • Make-Believe Play Practice

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Social and Emotional Development	
	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning
Respects the rights and property of others	<ul style="list-style-type: none"> • Make-Believe Play Block • Classroom Rules
Uses materials appropriately	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Shared Scaffolded Writing- Write a Familiar Fingerplay, Write Along • Make-Believe Play Block • Make-Believe Play Prop Making • All Small Group Literacy and Small Group Math/Science Activities • Puzzles, Manipulatives & Blocks
Is able to share materials or caregiver's/teacher's attention	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning • Make-Believe Play Prop Making • All Small Group Literacy and Small Group Math/Science Activities
Can wait for turn in simple game or use of equipment	<ul style="list-style-type: none"> • Share the News • Buddy Reading • Make-Believe Play Planning • All Small Group Literacy and Small Group Math/Science Activities • Make-Believe Play Block • Make-Believe Play Prop Making • Outdoor Play
Accepts consequences of own actions	<ul style="list-style-type: none"> • Classroom Rules • Make-Believe Play Block
Regulates own emotions and behaviors	<p>Tools teachers provide multiple opportunities across the day for children to regulate their own emotions and behaviors through a wide variety of activities. Children's self-regulation of emotions and behaviors may be observed in (but are not limited to):</p> <ul style="list-style-type: none"> • Make-Believe Play Block • Buddy Reading • Share the News • Physical Self-Regulation Activities- Freeze Game, Movement Games, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf • Clean Up Routine • Pretend Transitions
Refrains from disruptive, aggressive, angry or defiant behaviors	<p>Tools teachers provide multiple opportunities across the day for children to inhibit behaviors that are disruptive, aggressive, angry or defiant. Children's inhibition of these behaviors may be observed in (but are not limited to):</p>

Standard	<i>Tools of the Mind</i> Activity
Social and Emotional Development	
	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning • Make-Believe Play Building Background Knowledge • Buddy Reading • All Story Labs • Physical Self-Regulation Activities- Freeze Game, Movement Games, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf.
Asks what and why questions to understand effects of behavior	<ul style="list-style-type: none"> • Story Lab- Character Empathy, Connections, Learning Facts, Vocabulary • Share the News • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block
Emotional Development- Sympathy and Empathy	
Expresses empathy for others	<ul style="list-style-type: none"> • Community-Building Activities • Share the News • Story Lab- Vocabulary, Connections, Character Empathy • Make-Believe Play Block
Comforts physically hurt or emotionally upset child through appropriate words or actions	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Practice • Story Lab- Connections, Character Empathy • Share the News
Labels own emotions and, increasingly, the emotions of others	<ul style="list-style-type: none"> • Story Lab- Connections, Character Empathy, Vocabulary • Share the News • Buddy Reading • Make-Believe Play Block • Make-Believe Play Planning
Demonstrates understanding of the consequences of own actions on others	<ul style="list-style-type: none"> • Story Lab- Connections, Character Empathy, Vocabulary • Share the News • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block
Understands the reasons for rules and routines within the group and accepts them	<ul style="list-style-type: none"> • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule • Story Lab- Connections, Character Empathy • Make-Believe Play Building Background Knowledge • Make-Believe Play Block



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Standard	<i>Tools of the Mind</i> Activity
Social and Emotional Development	
Asks “what” and “why” questions to understand effects of behavior	<ul style="list-style-type: none"> • Story Lab- Connections, Character Empathy • Make-Believe Play Building Background Knowledge • Share the News
Shows progress in expressing feelings, needs, and opinions, in difficult situations and conflicts, without harming self, others, or property	<ul style="list-style-type: none"> • Share the News • Buddy Reading • Make-Believe Play Block • Make-Believe Play Practice • All Small Group Literacy and Small Group Math/Science Activities
Emotional Development- Adapting to Diverse Settings	
Demonstrates ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/ attendance	<p>Tools teachers use structures and routines strategically to help children self-regulate. When routines vary, children’s flexibility and adjustment to change may be observed. Teachers can practice with children and scaffold them in their flexibility and adjustment to change during (but not limited to):</p> <ul style="list-style-type: none"> • Classroom Practices - Classroom Rules, Daily Schedule • Story Lab- Connections, Character Empathy • Share the News
Adjusts to transitions from one activity setting to the next during the day with appropriate emotions and behaviors	<ul style="list-style-type: none"> • Pretend Transitions • Classroom Practices- Daily Schedule, Clean Up Routine, Classroom Rules
Anticipates with assistance what will be needed in diverse settings	<ul style="list-style-type: none"> • Classroom Rules • Daily Schedule
Follows rules in diverse settings	<ul style="list-style-type: none"> • Classroom Rules
Social Development-Building Relationships with Adults	
Asks questions and checks with an adult before deviating from rules and routines	<ul style="list-style-type: none"> • Classroom Rules • Daily Schedule • Make-Believe Play Block
Seeks adult help when needed for emotional support	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning
Confides in at least one adult	<p>Tools teachers use language and shared activity during the day to encourage children’s development of self-regulation. Children can practice language and confide in adults at various points during the day.</p>
Works independently and asks for help only when necessary	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Make-Believe Play Block • Graphics Practice • Write Along

Standard	<i>Tools of the Mind</i> Activity
Social and Emotional Development	
Works cooperatively with an adult to plan and organize activities and solve problems	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Make-Believe Play Practice • Make-Believe Play Block • Make-Believe Play Prop Making
Uses socially appropriate behavior with peers and adults such as helping, sharing and taking turns	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning • Make-Believe Play Prop Making • Share the News • Buddy Reading • All Small Group Literacy and Small Group Math/Science Activities • Clean Up Routine
Social Development-Building Relationships with Children	
Participates cooperatively in large and small group activities	<ul style="list-style-type: none"> • All Small Group Literacy and Small Group Math/Science Activities • All Story Labs • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block • Make-Believe Play Planning • Buddy Reading • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger Play, Write Along
Participates in classroom and group routines	<ul style="list-style-type: none"> • Opening Group- Attention Focusing Activities, Timeline Calendar, Weather Graphing, Share the News, Message of the Day • Clean Up Routine • Physical Self-Regulation Activities- Freeze Game, Movement Games, Do What I Do, Fingerplays, Chants & Songs • Pretend Transitions • All Mystery Literacy & Mystery Math Activities
Uses different turn-taking strategies	<ul style="list-style-type: none"> • Share the News • Buddy Reading • All Small Group Literacy and Small Group Math/Science Activities • Make-Believe Play Block • Make-Believe Play Planning
Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers	<ul style="list-style-type: none"> • Make-Believe Play Block • Story Lab- Character Empathy, Vocabulary, Connections • Classroom Rules • Share the News

Standard	<i>Tools of the Mind</i> Activity
Social and Emotional Development	
Develops consideration for the needs or interests of peers	<ul style="list-style-type: none"> • Community-Building Activities • Share the News • Story Lab- Connections, Character Empathy • Make-Believe Play Practice • Make-Believe Play • Tallying
Develops friendships with peers	<ul style="list-style-type: none"> • Make-Believe Play Block • Community-Building Activities • Share the News • Buddy Reading
Notices and comments on who is absent from routine group settings	<ul style="list-style-type: none"> • Opening Group • Mystery Literacy and Mystery Math Activities
Shows concern for personal fairness within a peer group	<ul style="list-style-type: none"> • Buddy Reading • Make-Believe Play Block • Make-Believe Play Planning • All Small Group Literacy and Small Group Math/Science Activities
Defends own rights and the rights of others	<ul style="list-style-type: none"> • Story Lab- Connections, Character Empathy, Vocabulary • Share the News • Classroom Rules
Gives social support to others	<ul style="list-style-type: none"> • Make-Believe Play Block • All Small Group Literacy and Small Group Math/Science Activities • Buddy Reading • All Mystery Literacy & Mystery Math Activities • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Story Lab- Extensions
Demonstrates knowledge that fairness involves a recognition that respects the needs of individuals as well as sharing and turn-taking	<ul style="list-style-type: none"> • Buddy Reading • All Small Group Literacy and Small Group Math/Science Activities • Story Lab- Connections, Character Empathy • Make-Believe Play Block • Make-Believe Play Planning • Share the News
Identifies and expresses self a part of several groups (e.g. family, preschool class, faith community, etc.)	<ul style="list-style-type: none"> • Community-Building Activities • Share the News • Story Lab- Connections
Uses play to explore, practice and understand social roles	<ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block • Pretend Transitions

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Social and Emotional Development	
Joins in the middle of an on- going group activity with friends independently	<ul style="list-style-type: none"> • Make-Believe Play Block
Invents and sets up activities that include more than one child	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning • Make-Believe Play Practice
Social Development-Respecting Similarities and Differences	
Names and accepts differences and similarities in preferences	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block • Make-Believe Play Planning
Notices that other children might communicate differently or use different words for the same object	<ul style="list-style-type: none"> • Story Lab- Connections, Active Listening • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Make-Believe Play Planning • Share the News • Buddy Reading
Begins to examine a situation from others' perspective	<ul style="list-style-type: none"> • Story Lab- Character Empathy, Connections • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block
Shows concern about personal fairness within a peer group	<ul style="list-style-type: none"> • Story Lab- Character Empathy, Connections • Make-Believe Play Block • Buddy Reading • All Small Group Literacy and Small Group Math/Science Activities • Classroom Rules

Standard	<i>Tools of the Mind</i> Activity
Approaches to Learning	
Initiative & Curiosity	
Initiates participation in a widening ranges of topics, ideas, and tasks	<p>Tools teachers strategically use shared activity and language to foster interactions among children at a variety of times during the day. Teachers can scaffold children's participation in a wide range of topics, ideas, and tasks particularly through:</p> <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning • All Story Labs
Invents projects and works on them with little assistance	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Prop Making



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Standard	<i>Tools of the Mind</i> Activity
Approaches to Learning	
Wonders and asks questions about change in his/her world	<ul style="list-style-type: none"> • All Story Labs • Share the News • Make-Believe Play Block
Uses “ <i>wh</i> ” questions to get information a variety of topics (why, who, what, where and when)	<ul style="list-style-type: none"> • All Story Labs • Share the News • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block
Approaches tasks and activities with increasing flexibility, imagination, and inventiveness	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Prop Making • Individual Scaffolded Writing- Make-Believe Play Planning, Science Eyes, Story Lab- Extensions
Invents games and new activities	<ul style="list-style-type: none"> • Make-Believe Play Block • Outdoor Play • Puzzles, Manipulatives & Blocks
Engagement & Persistence	
Persists in and completes an increasing variety of tasks, activities, projects, and experiences despite frustrations	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Make-Believe Play Block • All Small Group Literacy and Small Group Math/Science Activities
Demonstrates resiliency and coping skills when faced with challenges (i.e. concentrates despite distractions and/ or increasingly manages own level of frustration)	
Chooses to leave a project and returns to it later for completion or elaboration	
Sets goals, develops plans, and completes tasks with increasing independence	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Prop Making • Make-Believe Play Block
Maintains concentration despite distractions	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Block • Buddy Reading • All Story Labs
Reflection & Problem-Solving	
Predicts when something might be a problem or challenge	<ul style="list-style-type: none"> • Story Lab- Predictions, Connections • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block • Make-Believe Play Planning

Standard	<i>Tools of the Mind</i> Activity
Approaches to Learning	
Makes predictions about what will happen next	<ul style="list-style-type: none"> • Story Lab- Predictions • Make-Believe Play Block • Make-Believe Play Planning • Science Eyes- Experiments
Looks for more than one solution to a question, task, or problem	<ul style="list-style-type: none"> • Make-Believe Play Block • Science Eyes- Experiments • All Story Labs • Puzzles, Manipulatives & Blocks • Venger Drawing & Venger Collage
Applies prior experiences, senses, and knowledge to new learning situations	<ul style="list-style-type: none"> • Make-Believe Play Block • Science Eyes- Senses • All Story Labs • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice
Considers and implements different approaches to carrying out a task	<ul style="list-style-type: none"> • Make-Believe Play Block • Attribute Game • Venger Drawing & Venger Collage • Science Eyes- Experiments
Independently alters approach to tasks when initial approach does not work	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • All Mystery Literacy & Mystery Math Activities • Science Eyes- Experiments
Discusses or documents important aspects of an experience and identifies what was learned	<ul style="list-style-type: none"> • Science Eyes- Experiments, Journals, Senses • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Story Lab- Extensions • Make-Believe Play Building Background Knowledge
Solves increasingly complex problems and an increased number of problems	<ul style="list-style-type: none"> • Make-Believe Play Block • All Mystery Literacy & Mystery Math Activities • Making Collections • Math Memory • Numerals Game • Puzzles, Manipulatives & Blocks • Timeline Calendar • Elkonin I & II • Take-Away Sounds • Science Eyes

Standard	<i>Tools of the Mind</i> Activity
Creative Arts	
Visual Arts	
Shows interest in different art media and materials in a variety of ways for creative expression and representation	<ul style="list-style-type: none"> • Make-Believe Play- Prop Making • Make-Believe Play Block • Venger Drawing & Venger Collage
Works collaboratively to create group art displays	<ul style="list-style-type: none"> • Make-Believe Play Prop Making
Progresses in abilities to create drawings, paintings and other art creations that reflect more detail, uniqueness, and/or realism	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Make-Believe Play Prop Making • Venger Drawing & Venger Collage
Uses art materials safely and appropriately	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Make-Believe Play Prop Making • Make-Believe Play Block • Venger Drawing & Venger Collage
Selects and describes the elements of personal artwork with teachers, other children and parents	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Make-Believe Play Prop Making • Make-Believe Play Block
Movement and Dance	
Moves in response to tempo changes and different styles of music	<ul style="list-style-type: none"> • Physical Self-Regulation Activities- Freeze Game, Movement Games, Fingerplays, Chants & Songs • Graphics Practice
Uses creative movement, planned or improvised, that expresses an idea or feeling	<ul style="list-style-type: none"> • Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games Do What I Do, Fingerplays, Chants & Songs • Make-Believe Play Block
Listens and cooperates in group creative movement/dances	<ul style="list-style-type: none"> • Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games, Do What I Do, Fingerplays, Chants & Songs
Music	
Shows increasing ability to recognize tempo changes and different styles of music	<ul style="list-style-type: none"> • Graphics Practice • Freeze Game • Movement Games • Fingerplays, Chants & Songs
Sings songs with more complex and varied lyrics, patterns and notations	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs

Standard	<i>Tools of the Mind</i> Activity
Creative Arts	
Uses music and instruments to imitate and improvise songs, melodies, and patterns	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • Make-Believe Play Block
Dramatic Expression	
Uses objects for other than their intended purpose to create representations of real life objects or activities	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Practice
Represents fantasy and real life experiences through pretend play and use of props and costumes	
Uses pretend play to represent known or anticipated situations	
Performance	
Creates characters through physical movement, gesture, sound, speech and facial expressions	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Practice
Recreates dramatic play experiences, stories or poems for an audience	

Standard	<i>Tools of the Mind</i> Activity
Early Language and Literacy-Speaking and Listening	
Comprehension & Collaboration	
Increases ability to engage in collaborative conversations about preschool topics and texts with peers and adults in small & larger groups: <ul style="list-style-type: none"> • Follows agreed-upon rules for discussions (e.g., listening to other & taking turn speaking about the topics & texts under discussion) • Engages in conversations with multiple exchanges 	<ul style="list-style-type: none"> • Share the News • All Story Labs • Buddy Reading • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Make-Believe Play Planning
Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions	<ul style="list-style-type: none"> • All Story Labs • Buddy Reading • Make-Believe Play Building Background Knowledge
Asks questions in order to seek help, get information, or clarify something that is not understood	<ul style="list-style-type: none"> • All Story Labs • Buddy Reading • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Make-Believe Play Planning
Presentation of Knowledge & Ideas	
Describes familiar people, places, things, and events, and, with prompting and support, begins to provide additional detail	<ul style="list-style-type: none"> • All Story Labs • Share the News • Buddy Reading

Standard	<i>Tools of the Mind</i> Activity
Early Language and Literacy-Speaking and Listening	
	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Make-Believe Play Planning
Begins to add drawing or other visual displays to descriptions to provide additional detail	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Make-Believe Play Block
Speaks audibly most of the time and expresses thoughts, feelings, and ideas	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block • Make-Believe Play Planning • All Story Labs • All Small Group Literacy and Small Group Math/Science Activities
Early Language and Literacy-Language	
Conventions of Standard English	
Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking: <ul style="list-style-type: none"> • Prints some upper- and lowercase letters, and can write own name • Uses frequently occurring nouns and verbs • Begins to form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes) • Responds to and uses more question words (interrogatives, e.g. <i>who, what, where, when, why, how</i>) • Begins to use the most frequently occurring prepositions (e.g. <i>to, from, in, out, on, off, for, of, by, with</i>) • Demonstrates the ability to speak in complete sentences 	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • All Small Group Literacy and Small Group Math/Science Activities • Make-Believe Play Practice • Make-Believe Play Block • Share the News • Buddy Reading • All Story Labs
Begins to use standard English capitalization, punctuation, and spelling when writing: <ul style="list-style-type: none"> • Capitalizes the first letter in own name • Begins to recognize punctuation (e.g., ., ?, !) • Begins to write letters to represent sounds • Begins to spell simple words phonetically, drawing on knowledge of sound-letter relationship 	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Write Along
Vocabulary Acquisition & Use	
Asks & answers questions about the meanings of new words and phrases introduced through books, activities and play: <ul style="list-style-type: none"> • With prompting and support, generates words that are similar in meaning (e.g. <i>happy/glad, angry/mad</i>) 	<ul style="list-style-type: none"> • Story Lab-Vocabulary • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block • Make-Believe Play Planning

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Early Language and Literacy-Language	
<p>Explores word relationships and meanings:</p> <ul style="list-style-type: none"> Sorts common objects into categories (e.g. big/small, living/nonliving) Applies words learned in classroom activities to real-life examples (e.g. names places in school that are fun, quiet, or noisy) Begins to distinguish shades of meaning among verbs describing the same general action by acting out the meaning 	<ul style="list-style-type: none"> Attribute Game Story Lab- Vocabulary Make-Believe Play Building Background Knowledge Make-Believe Play Practice Make-Believe Play Block
<ul style="list-style-type: none"> Uses words and phrases acquired through conversations, listening to books read aloud, activities, and play 	<ul style="list-style-type: none"> Make-Believe Play Building Background Knowledge Make-Believe Play Practice Make-Believe Play Block Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions All Story Labs Buddy Reading Share the News

Early Language and Literacy-Reading Standards for Literature	
Key Ideas & Details	
<i>With prompting and support:</i> Asks and answers questions about simple stories	<ul style="list-style-type: none"> All Story Labs Buddy Reading Make-Believe Play Building Background Knowledge
<i>With prompting and support:</i> Retells at least one major event from a simple story	
<i>With prompting and support:</i> Identifies main characters in simple stories	
Craft & Structure	
Asks questions about unknown words and phrases in stories	<ul style="list-style-type: none"> Story Lab- Vocabulary Make-Believe Play Building Background Knowledge
Begins to recognize that there are different text structures, such as stories, poems, and songs	<ul style="list-style-type: none"> All Story Labs Make-Believe Play Building Background Knowledge Fingerplays, Chants & Songs
Begins to describe the roles of authors & illustrators	<ul style="list-style-type: none"> All Story Labs
Integration of Knowledge & Ideas	
Retells stories using both storybook language and pictures	<ul style="list-style-type: none"> Story Lab- Story Grammar
Begins to make connections between characters in familiar stories	<ul style="list-style-type: none"> Story Lab- Connections
Reading Level & Level of Text Complexity	
Participates in (individually and in groups) a variety of age- appropriate print materials	<ul style="list-style-type: none"> All Story Labs Buddy Reading Make-Believe Play Building Background Knowledge Make-Believe Play Block

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Early Language and Literacy-Reading Standards for Informational Text	
Details-Informational Text	
<i>With prompting and support:</i> Asks and answers questions about an informational text read aloud	<ul style="list-style-type: none"> • Story Lab- Learning Facts, Vocabulary, Connections • Make-Believe Play Building Background Knowledge
<i>With prompting and support:</i> Recalls important facts from an informational text after hearing it read aloud or studying particular pages/visuals	
<i>With prompting and support:</i> Represents or acts out concepts learned from hearing an informational text read aloud (e.g. makes a skyscraper out of blocks at the sensory table)	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block
Structure-Informational Text	
Asks questions about unknown words and phrases in informational texts read aloud or shared visually	<ul style="list-style-type: none"> • Story Lab- Learning Facts, Vocabulary, Connections • Make-Believe Play Building Background Knowledge
Identifies front cover and back cover of a book and title	<ul style="list-style-type: none"> • All Story Labs • Buddy Reading
Begins to describe the role of authors and illustrators	<ul style="list-style-type: none"> • All Story Labs
Integration of Knowledge & Ideas	
Describes important information from text and pictures/photos/graphics	<ul style="list-style-type: none"> • All Story Labs • Make-Believe Play Building Background Knowledge • Buddy Reading
Recognizes that information on a topic can be found in more than one text	<ul style="list-style-type: none"> • Story Lab - Connections • Make-Believe Play Building Background Knowledge • Buddy Reading
Range of Reading Level of Text Complexity	
Participates individually and in groups in a variety of age- appropriate informational text materials	<ul style="list-style-type: none"> • Story Lab- Learning Facts, Vocabulary, Connections • Make-Believe Play Building Background Knowledge • Buddy Reading
Early Language and Literacy-Reading Standards: Foundational Skills	
Print Concepts	
Displays appropriate book- handling skills and knowledge of print conventions: <ul style="list-style-type: none"> • Begins to track print from left to right and top to bottom • Recognizes that print is something that is read and has specific meaning • Begins to demonstrate that words are separated by spaces in print • Recognizes and names at least 15-20 upper and 15-20 lower case letters. 	<ul style="list-style-type: none"> • Buddy Reading • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along • Mystery Literacy Activities- Mystery Question, Mystery Letter • I Have—Who Has- Letters

Alignment of *Tools of the Mind* Preschool Curriculum to Maine's Early Learning and Development Standards

Early Language and Literacy-Reading Standards: Foundational Skills

Phonological Awareness

<p><i>With prompting and support:</i> Demonstrates understanding of spoken words, syllables, and some beginning sounds (phonemes):</p> <ul style="list-style-type: none"> Recognizes and produces rhyming words Counts, pronounces, blends, and segments syllables in spoken words Blends and segments onsets and rimes of single-syllable words Isolates and pronounces the initial and final sounds (phonemes) in single syllable words and their name Begins to add or substitute individual sounds (phonemes) in simple, one- syllable words to make new words 	<ul style="list-style-type: none"> Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along Rhyming Game Mystery Literacy Activities- Mystery Letter, Mystery Word, Mystery Rhyme Elkonin I & II Take-Away Sounds
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Phonics & Word Recognition

<p>With prompting and support, applies beginning phonics and word analysis skills:</p> <ul style="list-style-type: none"> Links a sound to a picture of an object that begins with that sound. Begins to link a sound to the corresponding printed letter Recognizes names of other children in the classroom and common print around the classroom. 	<ul style="list-style-type: none"> Mystery Literacy Activities- Mystery Letter I Have—Who Have- Sounds, Names Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along
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Fluency

<p>Attends to fluent models of reading</p>	<ul style="list-style-type: none"> All Story Labs Make-Believe Play Building Background Knowledge
<p>Imitates fluent models of reading</p>	<ul style="list-style-type: none"> Buddy Reading Make-Believe Play Block

Early Language and Literacy-Writing Standards

Text Types and Purposes of Writing

<p>With prompting and support, uses a combination of drawing, dictating and writing to:</p> <ul style="list-style-type: none"> Communicate opinions on topics of interest (e.g., My favorite food is...) Communicate information about a topic Tell a story 	<ul style="list-style-type: none"> Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions
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Production & Distribution of Writing

<p>With prompting and support: Shares drawing and writing with peers to gather additional ideas and/or answer questions</p>	<ul style="list-style-type: none"> Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions Buddy Reading
<p>Recognizes that digital tools are used for communication and, with support and guidance uses them to convey messages in picture and/or words</p>	<ul style="list-style-type: none"> Make-Believe Play Building Background Knowledge All Story Labs

Alignment of *Tools of the Mind* Preschool Curriculum to Maine's Early Learning and Development Standards

Early Language and Literacy-Writing Standards	
Research to Build & Present Knowledge-Writing	
Participates in shared research and writing projects modeled by adults (e.g. class explores how tadpoles become frogs and create visuals)	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Story Lab- Learning Facts • Science Eyes- Experiments, Journals
With guidance and support, begins to recall information from experiences or gather information from different sources	

Standard	<i>Tools of the Mind</i> Activity
Physical Development and Health	
Nutrition	
Recognizes, chooses and eats a variety of healthy foods from various cultures	Meal times and snack times provide opportunities to observe children's choices for healthy and diverse foods. Teachers may also instruct and scaffold children in their understanding of healthy and diverse foods through: <ul style="list-style-type: none"> • Story Lab- Learning Facts • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block
Identifies foods by their food group and where the food comes from, and knows the difference between healthful foods and those with little nutritional value	<ul style="list-style-type: none"> • Story Lab- Learning Facts • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block
Shows a growing awareness of nutrition and independence in hygiene, nutrition and personal care when eating	Meal times, snack times, hand washing, and tooth brushing provide opportunities to observe children's awareness of nutrition and personal care habits. Teachers may scaffold children's understandings and independence in these areas through: <ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block
Safety	
Identifies how people help keep them safe in dangerous situations	<ul style="list-style-type: none"> • Story Lab- Character Empathy, Connections, Extensions, Learning Facts, Predictions • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Share the News
Can identify a stranger	<ul style="list-style-type: none"> • Story Lab- Connections, Learning Facts
Follows basic safety rules and practices	<ul style="list-style-type: none"> • Classroom Practices - Classroom Rules, Clean-up Routine • Physical Self-Regulation Activities- Freeze Game, Movement

Standard	<i>Tools of the Mind</i> Activity
Physical Development and Health	
	Games, Mouse Trap, and Mr. Wolf <ul style="list-style-type: none"> • Outdoor Play
Responds appropriately to harmful or unsafe situations, objects, substances and environments, and can identify the consequences of unsafe behavior	<ul style="list-style-type: none"> • Story Lab- Character Empathy, Connections, Predictions • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Make-Believe Play Practice
Demonstrates safety awareness and responsibility when using materials	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Story Lab- Extensions • Shared Scaffolded Writing- Write a Familiar Fingerplay, Write Along • Make-Believe Play Block • Make-Believe Play Prop Making • Puzzles, Manipulatives & Blocks • All Small Group Literacy and Small Group Math/Science Activities
Uses caution and keeps a distance from wildlife and unknown pets	When animals are present, a teacher may observe children's safety practices. Teachers may also scaffold emerging understandings of safety around unknown animals and pets through: <ul style="list-style-type: none"> • Story Lab- Learning Facts • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Make-Believe Play Practice
Follows emergency routines after adult instruction	<ul style="list-style-type: none"> • Classroom Rules • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Make-Believe Play Practice
Fine Motor	
Holds drawing, writing and painting tools by using a three- point finger grip, writing more detail, and drawing more recognizable facial features	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Write Along
Continues to progress with use of utensils with limited spilling, using fork, and using knife for cutting	Meal times and snack times provide opportunities to observe the progress with the use of utensils. Teachers may also scaffold these skills through: <ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block
Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper stationary with other hand	<ul style="list-style-type: none"> • Make-Believe Play Prop Making • Venger Collage
Practices manual self- help skills, including dressing self and attempting to tie shoes	Children's preparations for outdoor time and dismissal at the end of the day provide opportunities to observe self-help skills such as dressing and shoe tying. Teachers may also practice and scaffold emerging self-help skills through:

Standard	<i>Tools of the Mind</i> Activity
Physical Development and Health	
	<ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block • All Story Labs
Uses small, precise finger and hand movements	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Graphics Practice • Write Along • Make-Believe Play Block • Venger Drawing & Venger Collage • Numerals Game • Making Collections • Puzzles, Manipulatives & Blocks
Uses fingers, hands and wrists to manipulate a variety of small tools (e.g., stapler, hole punchers, spray bottles)	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Prop Making
Gross Motor	
Coordinates complex movements in play and games	<ul style="list-style-type: none"> • Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf • Number Line Hopscotch • Outdoor Play
Understands movement concepts, how the body moves, an awareness of space and directionality, and that the body can move independently or in coordination with other objects	
Demonstrates progressive locomotive skills; successive hopping, and forward jumping. Has control over speed and direction and balance (running, sliding, galloping forward, back, right, left)	<ul style="list-style-type: none"> • Number Line Hopscotch • Elkonin I • Pretend Transitions • Movement Games & Songs • Outdoor Play
Demonstrates cooperative skills while participating in physical activities	<ul style="list-style-type: none"> • Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf • Number Line Hopscotch • Elkonin I • Outdoor Play
Sustains balance during complex movements	
Manipulates balls or similar objects with a full range of motion	
Develops coordination and balance with a variety of playground equipment	<ul style="list-style-type: none"> • Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf • Number Line Hopscotch • Outdoor Play
Enjoys challenging him/herself to try new and increasingly difficult activities	

Standard	<i>Tools of the Mind</i> Activity
Physical Development and Health	
Shows enthusiasm for mastery of gross motor movements through repetitive practice	<ul style="list-style-type: none"> • Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf • Number Line Hopscotch • Outdoor Play
Physical Health Status	
Participates in games, outdoor play, and other forms of exercise to enhance physical fitness	<ul style="list-style-type: none"> • Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf • Outdoor Play
Develops an awareness of personal health and fitness	<ul style="list-style-type: none"> • Story Lab- Learning Facts • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf • Outdoor Play
Participates in moderate to vigorous physical activity independently and in groups that increase strength, endurance and flexibility.	<ul style="list-style-type: none"> • Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf • Outdoor Play • Number Line Hopscotch • Elkonin I • Make-Believe Play Block
Health Knowledge and Practices	
Identifies specific practices that support body development and function	<ul style="list-style-type: none"> • Story Lab- Learning Facts • Make-Believe Play Building Background Knowledge • Make-Believe Play Block
Combines and uses different senses depending on the activity	<ul style="list-style-type: none"> • Science Eyes- Experiments, Journals, Senses • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block
Recognizes the importance of doctor and dentist visits	<ul style="list-style-type: none"> • Story Lab- Learning Facts, Vocabulary • Make-Believe Play Building Background Knowledge • Make-Believe Play Block
Identifies medicine and knows that is it used to stay healthy	
Identifies which school and community health helpers are needed in a given situation	

Standard	<i>Tools of the Mind</i> Activity
Physical Development and Health	
Regulates own emotions and behaviors	<p>Tools teachers provide multiple opportunities across the day for children to regulate their own emotions and behaviors through a wide variety of activities. Children's self-regulation of emotions and behaviors may be observed in (but are not limited to):</p> <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning • Make-Believe Play Practice • Buddy Reading • All Mystery Literacy & Mystery Math Activities • Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf
Moves with an awareness of others	<p>Children are able to participate in a variety of physical movement activities done at various times in the day. Teachers may scaffold children's awareness of others during:</p> <ul style="list-style-type: none"> • Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf • Pretend Transitions • Make-Believe Play Block
Demonstrates the increasing ability to perform self-care skills independently when eating, tooth brushing, dressing, toileting, grooming	<p>Meal times, snack times, preparations for going outdoors, hand washing, and tooth brushing all provide opportunities to observe children's self-care skills. Teachers may also scaffold children's understandings and independence in these areas through:</p> <ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block
Participates easily and knows what to do in routine activities	<ul style="list-style-type: none"> • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule • Opening Group- Attention Focusing Activities, Timeline Calendar, Weather Graphing, Share the News, Message of the Day, and Physical Self-Regulation Activities. • All Mystery Literacy & Mystery Math Activities • Make-Believe Play Planning • Share the News • Buddy Reading
Covers mouth when coughing	<p>Children may demonstrate mouth-covering at any point in the day. Teachers may also scaffold children's use of this health practice during:</p> <ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block



Alignment of *Tools of the Mind* Preschool Curriculum to Maine's Early Learning and Development Standards

Standard	<i>Tools of the Mind</i> Activity
Physical Development and Health	
Helps with routine care of the environment	<ul style="list-style-type: none"> • Clean-up Routine • Make-Believe Play Block
Recognizes there are multiple components of health	<ul style="list-style-type: none"> • Story Lab- Learning Facts • Make-Believe Play Building Background Knowledge • Make-Believe Play Block
Identifies physical changes that accompany moderate to vigorous physical activity	
Participates in sleep routines	Observable at rest times and knowable through communication with parents/guardians, but may be practiced through: <ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block

Standard	<i>Tools of the Mind</i> Activity
Math	
Mathematical Practices	
Approaches math with enthusiasm.	<ul style="list-style-type: none"> • All Small Group Math Activities • Timeline Calendar • Make-Believe Play Block
Associates math with engaging classroom materials and activities	<ul style="list-style-type: none"> • All Small Group Math Activities • Puzzles, Manipulatives & Blocks • All Math Mystery Activities
Recognizes the usefulness of math in everyday tasks	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Block
Uses math to solve problems in the context of classroom and home experiences	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Science Eyes- Experiments
Represents mathematical concepts using manipulatives	<ul style="list-style-type: none"> • Making Collections • Numerals Game • Attributes Game • Remember & Replicate • Puzzles, Manipulatives, & Blocks
Uses math-related skills, such as sorting, counting, and matching in the course of everyday classroom experiences	<ul style="list-style-type: none"> • All Mystery Math Activities • Timeline Calendar • Weather Graphing
Uses math terms in the course of everyday conversations	<ul style="list-style-type: none"> • Make-Believe Play Block • Share the News • Timeline Calendar

Standard	<i>Tools of the Mind</i> Activity
Math	
Counting and Cardinality Cluster	
Rote counts to 20 and beyond by ones with increasing accuracy	<ul style="list-style-type: none"> • Timeline Calendar • Number Line Hopscotch
Recognizes and names written numerals 0 -10	<ul style="list-style-type: none"> • Numerals Game • I Have—Who Has- Numerals • Number Line Hopscotch • Mystery Numeral
Subitizes to determine how many (recognizes small quantities immediately)	<ul style="list-style-type: none"> • Mystery Numeral • Freeze on the Number • Making Collections • Numerals Game • Tallying
Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-10)	<ul style="list-style-type: none"> • Mystery Numeral, Mystery Numeral Two Card • Freeze on the Number • Making Collections • Numerals Game • Tallying
Shows understanding that the last number name spoken tells the number of objects counted up to 10 (cardinality)	<ul style="list-style-type: none"> • Mystery Numeral, Mystery Numeral Two Card • Weather Graphing • Timeline Calendar • Making Collections • Numerals Game
Shows understanding that the number of objects is the same regardless of their arrangement or the order in which they were counted	<ul style="list-style-type: none"> • Mystery Numeral • Making Collections • Numerals Game • Tallying
Begins to write number symbols 0-10	<ul style="list-style-type: none"> • Graphics Practice • Make-Believe Play Block
Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10	<ul style="list-style-type: none"> • Weather Graphing • Making Collections • Numerals Game • Tallying
Operations and Algebraic Thinking	
Associates quantity with a number name or written numeral	<ul style="list-style-type: none"> • Mystery Numeral • Making Collections • Numerals Game • Tallying
Counts using 1:1 correspondence with increasing accuracy	

Standard	<i>Tools of the Mind</i> Activity
Math	
Represents addition and subtraction with fingers, drawing, acting out situations and verbal explanation	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • Making Collections • Numerals Game • Make-Believe Play Practice • Make-Believe Play Block
Uses concrete objects to model real-world addition and subtraction up to 5 (composing and decomposing numbers)	<ul style="list-style-type: none"> • Mystery Numeral Two Card • Number Line Hopscotch • Making Collections • Numerals Game • Make-Believe Play Practice • Make-Believe Play Block
Acts out and solves story problems using sets of up to ten objects	<ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block
Geometry	
Describes, sorts and classifies shapes using some attributes such as size, sides, and other properties	<ul style="list-style-type: none"> • Attribute Game
Discovers connections between formal geometric shapes and the surrounding environment	<ul style="list-style-type: none"> • Venger Drawing & Venger Collage
Combines materials to make three-dimensional and two-dimensional shapes	<ul style="list-style-type: none"> • Puzzles, Manipulatives & Blocks
Breaks down shapes into parts and wholes	<ul style="list-style-type: none"> • Mystery Shape
Initiates activities that indicate understanding of directionality	<ul style="list-style-type: none"> • Remember and Replicate • Venger Drawing & Venger Collage • Mystery Shape
Uses orientation and directionality words such as slides, flips and turns as shapes are manipulated	<ul style="list-style-type: none"> • Venger Drawing & Venger Collage • Mystery Shape
Uses symbols and/or objects to indicate beginning understanding of relative positions in space (i.e. creates simple maps; follows directions during nature walks)	<ul style="list-style-type: none"> • Remember and Replicate • Make-Believe Play Block • Make-Believe Play Prop Making
Demonstrates or describes relative positions of objects, using words such as up, down, beside, over	<ul style="list-style-type: none"> • Remember and Replicate • Venger Drawing & Venger Collage • Make-Believe Play Practice • Make-Believe Play Block
Measurement and Data	
Describes, sorts and classifies groups of objects using one or more attribute	<ul style="list-style-type: none"> • Attribute Game
Identifies and compares measurable attributes of everyday objects, using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, full, empty)	<ul style="list-style-type: none"> • Science Eyes

Standard	<i>Tools of the Mind</i> Activity
Math	
Begins to identify such words as “first”, “next”, and “last	<ul style="list-style-type: none"> • Math Memory • Remember & Replicate • Story Lab-Story Grammar • Make-Believe Play Practice • Make-Believe Play Block
Uses discrete attributes to order and seriate materials	<ul style="list-style-type: none"> • Attribute Game
Recognizes, duplicates, creates, and extends simple patterns using objects	<ul style="list-style-type: none"> • Pattern Movement • Mystery Pattern
Uses past and future tenses and time words appropriately	<p>Tools teachers strategically incorporate both written and oral language into a variety of activities during the day and children can use both past and future tenses and time words during these activities. Teachers may scaffold understandings and usage of past and future tenses and time words especially through:</p> <ul style="list-style-type: none"> • Timeline Calendar • Share the News
Begins to understand concepts such as yesterday, today, and tomorrow	<ul style="list-style-type: none"> • Timeline Calendar • Share the News • All Story Labs • Make-Believe Play Block
Responds to questions that can be answered through data analysis	<ul style="list-style-type: none"> • Weather Graphing • Science Eyes- Experiments, Journals
Represents data using simple charts and graphs (2-D or 3-D)	
Uses non-standard units of measurement to measure objects; notices similarities and differences	<ul style="list-style-type: none"> • Science Eyes • Make-Believe Play Practice • Make-Believe Play Block
Connects measurement terms and concepts in everyday life	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block • Story Lab- Learning Facts, Connections

Standard	<i>Tools of the Mind</i> Activity
Science	
Physical Science	
Uses senses, tools (including technology) to observe, describe, discuss and attempt to explain the effects of different strengths or different directions of pushes and pulls on the object	<ul style="list-style-type: none"> • Science Eyes- Experiments, Journals, Senses
Plans and carries out, with teacher support, comparisons of motion and force using common objects and materials (e.g., which objects move faster or slower, which object goes faster or	<ul style="list-style-type: none"> • Science Eyes- Experiments

Standard	<i>Tools of the Mind</i> Activity
Science	
further when you just let go or give it a push)	
Records results of observations, with teacher support, using simple drawings, discussions, charts, photos or models and reflects on what was learned	<ul style="list-style-type: none"> • Science Eyes- Experiments, Journals
Uses knowledge and skills learned through observation and exploration to create new and improved objects or processes (e.g., changes the surface material of a ramp or put bigger wheels on a car to make a difference in speed)	
Listens to stories, poems, and finger plays about physical knowledge and uses vocabulary about speed, motion and stability in daily conversations	<ul style="list-style-type: none"> • Story Lab- Learning Facts • Fingerplays, Chants & Songs
Constructs a system of tubes and/or ramps for a marble to travel through; and discovers that steeper ramps will cause a marble to travel faster	<ul style="list-style-type: none"> • Science Eyes- Experiments
Earth Science	
Uses senses and tools (including technology) to observe, describe, discuss and generate questions about changes in weather over time (e.g., why ice melts faster in the sun than in the woods, why puddles evaporate in the sun but remain longer in the shade, why metal gets hot on a sunny day but not a rainy one)	<ul style="list-style-type: none"> • Science Eyes- Experiments, Journals, Senses • Weather Graphing • Story Lab- Learning Facts
Plans and carries out simple experiments about water and heat (turning water to ice when brought outdoors in winter or mud turning to dirt in the sun) and records observations using drawings, discussions, graphs and technology	<ul style="list-style-type: none"> • Science Eyes- Experiments, Journals
Asks questions and investigates the ways that weather can affect things that can be done outside	<ul style="list-style-type: none"> • Science Eyes- Experiments • Share the News • Story Lab-Connections, Vocabulary, Learning Facts
Uses knowledge and skills learned through observation of the earth and sun to create new and improved objects or processes (e.g. creating shade on a hot day or changing the path of water away from the playground after rain)	<ul style="list-style-type: none"> • Science Eyes- Experiments
Demonstrates, through observation and investigation, an understanding that human action impacts the earth (i.e., use of resources and recycling, the process from cutting trees to recycling paper)	<ul style="list-style-type: none"> • Science Eyes- Experiments • Story Lab- Learning Facts • Make-Believe Play Block
Demonstrates an understanding of how weather forecasts are used to select appropriate garments to wear or bring along when leaving home	<ul style="list-style-type: none"> • Story Lab- Learning Facts • Make-Believe Play Building Background Knowledge • Make-Believe Play Block
Develops a sense of dangerous/severe weather in Maine	<ul style="list-style-type: none"> • Story Lab- Learning Facts
Life Science	
Uses senses to observe and describe properties of familiar plants and animals	<ul style="list-style-type: none"> • Science Eyes- Experiments, Journals, Senses
Uses vocabulary for naming plants and animals moving beyond generic labels (e.g. “bug”) to names of specific creatures (e.g. “ant”, “beetle”) and use symbols or icons to identify where they see such creatures	<ul style="list-style-type: none"> • Science Eyes- Experiments • Story Lab- Vocabulary, Learning Facts

Standard	<i>Tools of the Mind</i> Activity
Science	
Develops plans, based on observations and guided inquiry, to care for plants and animals in the classroom and surrounding area	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block
Observes and describes animals in his/her immediate environment to learn what they need to live	<ul style="list-style-type: none"> • Science Eyes- Experiments, Journals • Make-Believe Play Block
Uses nature journals, tally sheets and resource materials, with support to summarize observations (e.g., make connections between the types and numbers of birds coming to a feeder in summer or winter by counting and categorizing)	
Listens to accounts and discusses pictures found in fictional or non-fictional books or media to enhance vocabulary and concept knowledge of living things and their environments	<ul style="list-style-type: none"> • Story Lab- Learning Facts, Vocabulary • Make-Believe Play Building Background Knowledge
Identifies problems affecting the lives of plants and animals (including themselves) and generates possible solutions	<ul style="list-style-type: none"> • Story Lab- Learning Facts, Vocabulary • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block
With teacher support, creates drawings or models for possible solutions	<ul style="list-style-type: none"> • Science Eyes- Journals • Make-Believe Play Block • Make-Believe Play Planning
Compares tools or solutions and reflects on what works well	<ul style="list-style-type: none"> • Science Eyes- Experiments, Journals
Designs and creates materials to change the behavior or incidence of creatures (e.g. bird feeders, butterfly gardens) in places	<ul style="list-style-type: none"> • Science Eyes- Experiments, Journals • Make-Believe Play Prop Making

Standard	<i>Tools of the Mind</i> Activity
Social Studies	
Civics and Government	
Understands the reasons for rules in the home and classroom and for laws in the community	<ul style="list-style-type: none"> • Classroom Rules • Story Lab- Connections, Learning Facts, Predictions • Make-Believe Play Building Background Knowledge
Understands and discusses why responsibilities are important	<ul style="list-style-type: none"> • Story Lab- Connections, Learning Facts, Predictions • Make-Believe Play Building Background Knowledge • Share the News
Displays awareness that rules and laws change	<ul style="list-style-type: none"> • Story Lab- Connections, Learning Facts • Make-Believe Play Building Background Knowledge
Participates in developing classroom rules and decisions	<ul style="list-style-type: none"> • Classroom Rules • Make-Believe Play Practice • Make-Believe Play Block
Assists, with support and guidance, in developing and participating in activity designed to	<ul style="list-style-type: none"> • Share the News

Standard	<i>Tools of the Mind</i> Activity
Social Studies	
care for the environment and/or community	<ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block • Story Lab- Learning Facts, Story Extensions
Economics	
Explores and discusses differences between needs and wants	<ul style="list-style-type: none"> • Story Lab- Connections, Learning Facts • Share the News • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block
Understands individuals may have to wait before buying a good or service they want	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block
Geography	
Develops an understanding of the use and representation of simple maps, globes, and other geographic tools	<ul style="list-style-type: none"> • Story Lab- Learning Facts, Vocabulary • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block
Describes some physical features of the community	<ul style="list-style-type: none"> • Story Lab- Learning Facts, Vocabulary • Share the News
Recognizes that environmental changes can impact people, animals, and plants	<ul style="list-style-type: none"> • Story Lab- Learning Facts, Vocabulary, Connections • Make-Believe Play Building Background Knowledge
Displays awareness that geographic features influence how people live and work in their community and in other geographic regions	<ul style="list-style-type: none"> • Story Lab- Learning Facts, Vocabulary, Connections • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block
History	
Differentiates between past, present, and future	<ul style="list-style-type: none"> • Timeline Calendar • Story Lab- Connections, Predictions
Demonstrates a basic understanding of how things, people, and places change over time	<ul style="list-style-type: none"> • Story Lab- Connections, Predictions
Recalls events that happened in the past, such as a family or personal history	<ul style="list-style-type: none"> • Share the News • Story Lab- Connections
Displays awareness of similarities and differences among individuals and families	<ul style="list-style-type: none"> • Story Lab- Connections • Share the News • Make-Believe Play Building Background Knowledge • Make-Believe Play Block



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

Semester II

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

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

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

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

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

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

Key:

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

Counting Activities—Activities designed to practice counting specific number of objects with accuracy and develop an understanding of self-checking and correction. Counting activities include; **Puzzles, Manipulatives & Blocks, Making Collections, Making Collections with Categories, Math Memory, Number Follow the Leader, Number Line Hopscotch, Numerals Game, Timeline Calendar**. See individual activities for more information. **AY**

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

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

- **Elkonin Boxes I- Jump the Boxes**— Children use gesture, jumping and language to break apart and recombine words into individual phonemes



Glossary–Tools of the Mind Preschool Terms & Activities

- **Elkonin Boxes II- The Token Game** — Children work in pairs to push tokens into boxes for each phoneme on selected Elkonin picture cards using gesture and language

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

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

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

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

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

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

- **I Have–Who Has Literacy Games** are practiced in *Small Group* and include:
Introduced Semester I and practiced throughout the year as needed:
 - **Colors**— rapid naming of colors **Semester I**
 - **Names**— children learn classmates names **Semester I**



Glossary–Tools of the Mind Preschool Terms & Activities

- **Letters**— rapid letter naming **Semester II**
 - Uppercase letters
 - Lowercase letters
 - Upper and Lowercase letter matching
- **Sounds**— children name the sound the letter makes (not the name of the letter) **Semester II**
- **Vocabulary** – children learn vocabulary words related to the *Play Theme AY*

- **I Have–Who Has** Math Games include:
 - **Numerals**— rapid naming of numbers **Semester I**
 - **Shapes**— rapid naming of shapes **Semester I**

Make-Believe Play Block- is the centerpiece of the Tools of the Mind preschool program. It is a 45-60 minute block of uninterrupted time when children engage in intentional make-believe play (similar to dramatic play). Make-Believe Play occurs in all of the centers typically found in a preschool classroom. There are three primary goals:

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

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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

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

- **Mystery Question**—Children work together to solve a daily question e.g. Are you wearing red? Students identify their name on an index card and place it under a response e.g. Yes or No **Semester I**



Glossary–Tools of the Mind Preschool Terms & Activities

- **Mystery Letter**—Children identify what letter is missing (initial, medial and final positions in words) **Semester II**
- **Mystery Rhyme**— Children choose from two words which rhymes with target word **Semester II**
- **Mystery Word**—Children view a target sound and match it to the correct picture (beginning or ending sound) **Semester II**

Mystery Math Activities— Mystery Math activities are designed to teach and reinforce math concepts and engage children in meaningful conversations about math concepts. Children engage in discussion with peers to solve the mysteries. The teacher debriefs their solutions during whole group math. **AY** Mystery Math Activities include:

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

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

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

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

Numerals Game— In this small group activity, children play in pairs taking turns to count and check a number of objects specified on a numeral card, learning to count and recognize numerals 1-10, then 1-20. **AY**

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

Physical Self-Regulation Activities—A key component in developing self-regulation in the Tools of the Mind program are the physical self-regulation activities. Children practice physical self-regulation by planning and inhibiting specific actions until the appropriate moment. The activities are designed to allow children to practice controlling body movements by matching them to cues. Physical Self-regulation Activities are used to focus children at the start of new activity blocks to prepare children to learn. They learn to follow multi-step directions and increase in complexity throughout the year. Activities include: *Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games & Songs, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf*.
AY

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

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

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

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

Scaffolded Writing–In the Tools of the Mind program, writing is seen as the gateway to literacy learning. As children learn to encode, they are practicing all skills needed for decoding. **AY**

- **Shared Scaffolded Writing** - In this shared writing experience, children learn the mechanics of how to do Scaffolded Writing with the support of both teacher and peers. The teacher introduces and models the process step by step, and children then write all together. Children learn concept of word, voice-to-line match, sound-to-symbol correspondence and how to use the *Sound Map*. Children learn that writing has a purpose and develop the ability to “read” and “re-read” their writing, all steps on the path to decoding. Shared Scaffolded Writing occurs during *Message of the Day, Write a Familiar Fingerplay & Write Along*. **AY**
- **Individual Scaffolded Writing** - A child produces an individual, unique written product demonstrating levels of understanding of meaning and mechanics. Children receive scaffolding support from adults and peers and, when ready, use the *Sound Map* to practice sound-to-symbol correspondence. The primary Individual Scaffolded Writing activities include: *Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab – Story Extensions*. **AY**

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

- **Science Eyes-Science Experiments** – This version of Science Eyes includes long-range observational studies and experiments **Semester II**
- **Science Eyes- Journals-** Children are provided with journals in which to record their observations during Science Eyes experiments or long-range observational studies. **Semester II**



Glossary–Tools of the Mind Preschool Terms & Activities

- **Science Eyes – Senses** – Children learn to classify their observations and remember to use more than one sense to observe. **Semester II**

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

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

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

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

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

- **Story Lab - Active Listening** - Children learn to ask and respond to questions about ideas and facts within a text. **AY**
- **Story Lab - Character Empathy**— Children think about and label what a character is feeling **AY**
- **Story Lab - Connections**— Children make connections between something that is known and something that is learned from a text **AY**
- **Story Lab - Extensions**- Children use drawing and writing to extend a predictable, patterned book **Semester II**
- **Story Lab - Learning Facts** – Children talk about an eventual draw a fact from a Non-Fiction text **Semester I**
- **Story Lab- Predictions**—Children make text-based predictions about the next chapter based upon background knowledge of the developing story line within the book **Semester II**
- **Story Lab-Story Grammar**— Children identify and diagram the main characters, setting and sequence of events **Semester II**



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

Weather Graphing—Children learn to observe and use a graph to record, summarize, read and analyze weather data in this daily *Opening Group* activity. Children practice math skills, comparing quantities, counting to confirm and the concept of zero. **AY**

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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

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