



Tools of the Mind aligned with the Maryland Model for School Readiness Framework and Standard for Prekindergarten

PERSONAL AND SOCIAL DEVELOPMENT	
STANDARD: 1.0 PERSONAL SELF-REGULATIONS- Students will demonstrate effective personal functioning in group settings and as individuals.	
Performance Indicators and Objectives	Tools of the Mind activities (please see glossary in appendix for explanation of all activities)
1.A.1 Demonstrate healthy confidence a. Attempt new play and learning experiences independently b. Know resources are available in the classroom and how to use them	<ul style="list-style-type: none"> • Classroom Practices • Free Play • Make-Believe Play • Play Planning
1.A.2 Uses coping skills with help from others a. Relate needs, wants, and feelings to others b. Persevere with activities when feeling frustrated	<ul style="list-style-type: none"> • Make-Believe Play • Share the News • Story Lab (all)
1.A.3 Show self-direction in familiar settings a. Make choices with help and pursues tasks with intention b. Care for own belongings with occasional reminders	<ul style="list-style-type: none"> • Classroom Practices • Classroom Rules • Daily Schedule • Make-Believe Play • Make-Believe Play Planning • Make-Believe Play (clean up) • Pretend Transitions • Share the News
1.A.4 Follow simple classroom rules and routines with guidance a. Generate and follow classroom rules b. Plan routine activities in the classroom with guidance	<ul style="list-style-type: none"> • Classroom Practices • Daily Schedule • Make-Believe Play • Make-Believe Play Planning • Make-Believe Play (clean up) • Pretend Transitions • Share the News
1.A.5 Use classroom materials appropriately a. Play with and use materials with appropriate intention and purpose b. Put away classroom materials after use with occasional reminders	<ul style="list-style-type: none"> • Classroom Practices • Share the News • Make-Believe Play • Make-Believe Play Planning • Make-Believe Play (clean up)
STANDARD: 2.0 SOCIAL SELF-REGULATION-Students will demonstrate effective social functioning in group settings and as individuals	
Performance Indicators	Tools of the Mind activities
2.A.1 Initiate and maintain relationships with peers and adults a. Initiate conversation with peers and adults b. Take turns when working in groups with guidance c. Share materials and equipment with guidance d. Seek adult help when solving interaction conflicts	<ul style="list-style-type: none"> • Classroom Practices • Community Building Activities • Make-Believe Play • Share the News • Story Lab
2.A.2 Participate cooperatively in group activities	<ul style="list-style-type: none"> • Classroom Practices • Community Building Activities



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<p>a. Listen to directions from peers and responds to simple tasks</p> <p>b. Understand rules of group activities with guidance</p> <p>c. Speak of individual contributions and group accomplishments</p>	<ul style="list-style-type: none"> • Make-Believe Play • Share the News 		
<p>2.A.3 Show empathy and concern for peers and adults</p> <p>a. Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally</p> <p>b. Care with guidance for peers who are in distress</p>	<ul style="list-style-type: none"> • Classroom Practices • Community Building Activities • Make-Believe Play • Share the News • Story Lab – Character Empathy 		
<p>STANDARD: 3.0 APPROACHES TOWARD LEARNING- Students will demonstrate active interest in learning and apply learning and study skills to new tasks.</p>			
<p>Performance Indicators</p>	<p>Tools of the Mind activities</p>		
<p>3.A.1 Show eagerness and curiosity as a learner</p> <p>a. Demonstrate interest and curiosity in learning new things with guidance</p> <p>b. Ask some questions about new things and experiences</p> <p>c. Speak about new learning experiences</p>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Classroom Practices • Make-Believe Play • Make-Believe Play Planning • Scaffolding Writing • Science Eyes </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Share the News • Story Lab – Connections • Story Lab – Learning Facts </td> </tr> </table>	<ul style="list-style-type: none"> • Classroom Practices • Make-Believe Play • Make-Believe Play Planning • Scaffolding Writing • Science Eyes 	<ul style="list-style-type: none"> • Share the News • Story Lab – Connections • Story Lab – Learning Facts
<ul style="list-style-type: none"> • Classroom Practices • Make-Believe Play • Make-Believe Play Planning • Scaffolding Writing • Science Eyes 	<ul style="list-style-type: none"> • Share the News • Story Lab – Connections • Story Lab – Learning Facts 		
<p>3.A.2 Attend to learning tasks with guidance</p> <p>a. Manage transitions from one activity to the next with guidance</p> <p>b. Listen to simple directions specific to the tasks</p> <p>c. Complete short-term tasks</p>	<ul style="list-style-type: none"> • Classroom Practices • Graphics Practice • Make Believe Play • Play Planning • Pretend Transitions 		
<p>3.A.3 Use some learning strategies when approaching new tasks</p> <p>a. Plan and carry out familiar tasks with guidance</p> <p>b. Ask questions to seek ideas for new tasks</p> <p>c. Relate relevant previous experiences to new task</p>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Classroom Practices • Make-Believe Play • Make-Believe Play Planning • Scaffolding Writing • Science Eyes </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Share the News • Story Lab – Connections • Story Lab – Learning Facts </td> </tr> </table>	<ul style="list-style-type: none"> • Classroom Practices • Make-Believe Play • Make-Believe Play Planning • Scaffolding Writing • Science Eyes 	<ul style="list-style-type: none"> • Share the News • Story Lab – Connections • Story Lab – Learning Facts
<ul style="list-style-type: none"> • Classroom Practices • Make-Believe Play • Make-Believe Play Planning • Scaffolding Writing • Science Eyes 	<ul style="list-style-type: none"> • Share the News • Story Lab – Connections • Story Lab – Learning Facts 		
<p>3.A.4 Accepts responsibility for learning</p> <p>a. Put away materials after completing activity or task</p> <p>b. Participate in classroom activities</p> <p>c. Recognize mistakes and asks for help</p>	<ul style="list-style-type: none"> • Classroom Practices • Make Believe Play • Make-Believe Play (clean up) • Small Group Activities (Math/Science & Literacy) 		



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LANGUAGE AND LITERACY DEVELOPMENT	
STANDARD: 1.0 GENERAL READING PROCESSES: PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.	
Performance Indicators	Tools of the Mind activities
1.A.1 Discriminate sounds and words a. Tell whether sounds are same or different b. Recognize that letters represent sounds c. Identify and repeat initial sounds in words d. Classify words by initial sounds	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • Message of the Day • Mystery Word • Rhyming Game • Scaffolded Writing Activities • Sound Map • Take Away Sounds
1.A.2 Discriminate and produce rhyming words and alliteration. a. Repeat rhyming words b. Repeat phrases and sentences with alliteration c. Discriminate rhyming words from non-rhyming words	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • Mystery Rhyme • Rhyming Game • Story Lab
1.A.3 Blend sounds and syllables to form words a. Orally blend syllables into a whole word, such as fun-ny = funny	<ul style="list-style-type: none"> • Message of the Day • Elkonin Box Activities I-II • Scaffolded Writing Activities • Take Away Sounds • Write Along • Write a Familiar Fingerplay
1.A.4 Segment sounds in spoken words and sentences a. Clap words in a sentence b. Identify the initial sound in a word	<ul style="list-style-type: none"> • Elkonin Box Activities I-II • Message of the Day • Scaffolded Writing Activities • Sound Map • Take Away Sounds • Write Along • Write a Familiar Fingerplay
STANDARD: 1.0 GENERAL READING PROCESSES: PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.	
Performance Indicators	Tools of the Mind activities
1.B.1 Recognize that letters have corresponding sounds a. Recognize similarities and differences in letter shapes b. Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p	<ul style="list-style-type: none"> • Message of the Day • Mystery Literacy Activities • Scaffolded Writing Activities • Sound Map • Write Along • Write a Familiar Fingerplay
1.B.2 Decode words in grade-level texts a. Identify and name some upper and lower case letters in words, especially those in the student's own name	<ul style="list-style-type: none"> • Buddy Reading • I Have Who Has – Letters Message of the Day • Mystery Literacy Games • Scaffolded Writing Activities • Write Along • Write a Familiar Fingerplay



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STANDARD: 1.0 GENERAL READING PROCESSES: FLUENCY: Students will read orally with accuracy and expression at a rate that sounds like speech.	
Performance Indicators	Tools of the Mind activities with explanation
1.C.1 Engage in imitative reading at an appropriate rate <ol style="list-style-type: none"> Listen to models of fluent reading Recite nursery rhymes, poems, and finger plays with expression Develop beginning sight vocabulary of familiar words, such as first name, color words 	<ul style="list-style-type: none"> Buddy Reading Fingerplays, Chants & Songs Message of the Day Mystery Literacy Activities Storylab Activities-All
STANDARD: 1.0 GENERAL READING PROCESSES: VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.	
Performance Indicators	Tools of the Mind activities
1.D.1 Develop and apply vocabulary through exposure to a variety of texts <ol style="list-style-type: none"> Acquire new vocabulary through listening to a variety of texts on a daily basis Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation Ask questions about unknown objects and words related to topics discussed Listen to and identify the meaning of content-specific vocabulary Identify some signs, labels, and environmental print Collect and play with favorite words 	<ul style="list-style-type: none"> Make-Believe Play Make-Believe Play Practice Play Planning Share the News Story Lab—All (particularly Story lab-Learning Facts & Story lab-Vocabulary)
1.D.2 Develop a conceptual understanding of new words <ol style="list-style-type: none"> Use words to describe size, color, and shape Name common objects shown in pictures 	<ul style="list-style-type: none"> Attribute Game Buddy Reading Make-Believe Play Practice Make-Believe Play Math Memory Remember & Replicate Story Lab—All
1.D.3 Understand, acquire, and use new vocabulary <ol style="list-style-type: none"> Use illustrations to find meaning of unknown words Use newly learned vocabulary on multiple occasions to reinforce meaning 	<ul style="list-style-type: none"> Buddy Reading Make-Believe Play Practice Make-Believe Play Play Planning Story lab-All



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STANDARD: 1.0 GENERAL READING PROCESSES: COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).	
Performance Indicators	Tools of the Mind activities
<p>1.E.1 Demonstrate an understanding of concepts of print to determine how print is organized and read</p> <ol style="list-style-type: none"> Understand that speech can be written and read Understand that print conveys meaning Demonstrate the proper use of a book Identify the title of a book Demonstrate that text is read from left to right and top to bottom Identify pictures, shapes, letters, and numerals 	<ul style="list-style-type: none"> Buddy Reading Message of the Day Mystery Literacy Activities Play Planning Science Eyes Story Lab-Vocabulary Venger Drawing Write a Familiar Fingerplay Write Along
<p>1.E.2 Use strategies to prepare for reading (before reading)</p> <ol style="list-style-type: none"> Make connections to the text using illustrations/ photographs from prior knowledge Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic Help set a purpose for reading 	<ul style="list-style-type: none"> Buddy Reading Literacy Center Story Labs-All
<p>1.E.3 Use strategies to make meaning from text (during reading)</p> <ol style="list-style-type: none"> Use illustrations to construct meaning Make and confirm predictions Connect events, characters, and actions in stories to specific life experiences 	<ul style="list-style-type: none"> Buddy Reading Story Lab – All (particularly-Story Lab Connections, Story Lab Predictions & Inferences) Message of the Day Play Planning Science Eyes
<p>1.E.4 Demonstrate understanding of text (after reading)</p> <ol style="list-style-type: none"> Recall information from text Respond orally to questions Respond to text in a variety of ways <ul style="list-style-type: none"> Retell Dramatize Draw Review the purpose for reading Retell a story as though reading a book 	<ul style="list-style-type: none"> Buddy Reading Make Believe Play Make Believe Play Practice Story Lab – All (Particularly, Story Lab Learning Facts & StoryLab Story Grammar)



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STANDARD: 2.0 COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.	
Performance Indicators	Tools of the Mind activities
2.A.1 Develop comprehension skills by reading a variety of informational texts <ul style="list-style-type: none"> a. Listen to nonfiction materials <ul style="list-style-type: none"> • Nonfiction trade books • Magazines • Multimedia resources b. Listen to and read functional documents by following simple oral or rebus directions <ul style="list-style-type: none"> • Recipes • Rules • Signs • Labels • Center activities • Classroom schedules c. Listen to and use personal interest materials, such as books and magazines 	<ul style="list-style-type: none"> • Buddy Reading • Daily Schedule • Make-Believe Play • Make-Believe Play Practice • Prop Making • Story Lab – Learning Facts
2.A.2 Recognize and use text features to facilitate understanding of informational texts <ul style="list-style-type: none"> a. Recognize print features <ul style="list-style-type: none"> • Print size b. Recognize graphic aids <ul style="list-style-type: none"> • Photographs • Drawings • Maps • Graphs • Diagrams 	<ul style="list-style-type: none"> • Buddy Reading • Make-Believe Play • Message of the Day • Play Planning • Science Eyes • Story Labs-All
2.A.3 Develop knowledge of organizational structure of informational texts <ul style="list-style-type: none"> a. Recognize sequential order 	<ul style="list-style-type: none"> • Story Lab – Story Grammar
2.A.4 Determine important ideas and messages in informational texts <ul style="list-style-type: none"> a. Retell important facts from a text b. Identify how someone might use the text 	<ul style="list-style-type: none"> • Story Lab – All
2.A.5 Evaluate informational text	<ul style="list-style-type: none"> • Story Lab – Learning Facts
STANDARD: 3.0 COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.	
Performance Indicators	Tools of the Mind activities
3.A.1 Develop comprehension skills by listening to	<ul style="list-style-type: none"> • Buddy Reading



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<p>a variety of self-selected and assigned literary texts</p> <ol style="list-style-type: none"> a. Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities a. Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales 	<ul style="list-style-type: none"> • Story Labs- All
<p>3.A.2 Use text features to facilitate understanding of literary texts</p> <ol style="list-style-type: none"> a. Identify and explain how the title contributes to meaning b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning 	<ul style="list-style-type: none"> • All Story Labs
<p>3.A.3 Use elements of narrative texts to facilitate understanding</p> <ol style="list-style-type: none"> a. Identify the beginning and end of a story b. Identify the characters of a story 	<ul style="list-style-type: none"> • All Story Labs- (particular Story Lab- Story Grammar)
<p>3.A.4 Use elements of poetry to facilitate understanding</p> <ol style="list-style-type: none"> a. Identify rhyme, rhythm, and repetition in poems read to them 	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • Write a Familiar Fingerplay
<p>3.A.5 Use elements of drama to facilitate understanding</p> <ol style="list-style-type: none"> a. Recognize that a play has characters, dialogue, scenery, and tells a story 	<ul style="list-style-type: none"> • Make-Believe Play • Make-Believe Play Practice • Story Labs-All
<p>3.A.6 Determine important ideas and messages in literary texts</p> <ol style="list-style-type: none"> a. Retell the story by sequencing the main events b. Identify a personal connection to the text 	<ul style="list-style-type: none"> • Story Lab - Story Grammar • Story Lab - Connections

LANGUAGE AND LITERACY DEVELOPMENT

STANDARD: 4.0 WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.

Performance Indicators	<i>Tools of the Mind</i> activities
<p>4.A.1 Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <ol style="list-style-type: none"> a. Recognize that writing conveys meaning b. Generate ideas by using letter-like shapes, symbols, and letters, dictating words and 	<ul style="list-style-type: none"> • Message of the Day • Scaffolded Writing Activities • Write Along



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phrases, and using drawings to represent ideas	
4.A.2 Compose oral and visual presentations that express personal ideas a. Write to express personal ideas using letter-like shapes, symbols, and letters a. Contribute to a shared writing experience or topic of interest b. Use drawings, letters, or symbols to express personal ideas	<ul style="list-style-type: none"> • Message of the Day • Literacy Center • Scaffolded Writing Activities • Write Along
4.A.4 Identify how language choices in writing and speaking affect thoughts and feelings a. Identify and use words to communicate feelings b. Acquire and use new vocabulary	<ul style="list-style-type: none"> • Share the News • Story Labs- All (particularly Story Lab- Vocabulary & Story Lab- Character Empathy) • Make-Believe Play • Make-Believe Play Practice
STANDARD: 5.0 CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.	
Performance Indicators	Tools of the Mind activities
5.A.1 Use grammar concepts and skills that strengthen oral language a. Use complete sentences to respond to questions	<ul style="list-style-type: none"> • Make-Believe Play • Make-Believe Play Planning • Share the News • Story Lab – All
5.B.1 Comprehend and apply standard English usage in oral language a. Use sentences with subject/verb agreement b. Use correct verb tense	<ul style="list-style-type: none"> • Make-Believe Play • Make-Believe Play Practice • Share the News • Story Lab – All
5.C.1 Comprehend basic punctuation and capitalization in written language	<ul style="list-style-type: none"> • Make-Believe Play Planning • Message of the Day • Scaffolded Writing Activities • Write a Familiar Fingerplay • Write Along
STANDARD: 6.0 LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.	
Performance Indicators	Tools of the Mind activities
6.A.1 Demonstrate active listening strategies	<ul style="list-style-type: none"> • Story Lab- All (particularly Story Lab Active Listening)
6.A.2 Comprehend and analyze what is heard	<ul style="list-style-type: none"> • Story Lab- All (particularly Story Lab Predictions & Inferences)
STANDARD: 7.0 SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.	
Performance Indicators	Tools of the Mind activities
7.A.1 Use organization and delivery strategies	<ul style="list-style-type: none"> • Make Believe Play
7.A.2 Make oral presentations	<ul style="list-style-type: none"> • Make Believe Play • Make Believe Play Planning



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COGNITION AND GENERAL KNOWLEDGE MATHEMATICS	
STANDARD: 1.0 KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.	
Performance Indicators	Tools of the Mind activities
1.A.2 Identify, copy, and extend non-numeric patterns	<ul style="list-style-type: none"> • Patterns with Manipulatives • Pattern Movement • Mystery Pattern • Puzzles, Manipulatives, and Blocks
1.B.2 Identify inequalities	<ul style="list-style-type: none"> <li style="width: 50%;">• Tallying <li style="width: 50%;">• Numerals Game <li style="width: 50%;">• Making Collections <li style="width: 50%;">• Weather Graphing <li style="width: 50%;">• Mystery Numeral
STANDARD: 2.0 KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.	
Performance Indicators	Tools of the Mind activities
2.A.1 Recognize and use the attributes of plane geometric figures	<ul style="list-style-type: none"> • Attribute Game • Mystery Shape • Puzzles & Manipulatives • Venger Drawing & Venger Collage
2.B.2 Recognize and use the attributes of solid geometric figures	<ul style="list-style-type: none"> • Attribute Game • Block Center • Puzzles & Manipulatives
2.E.1 Begin to recognize a transformation a. Tell position by using words such as: over, under, above, on, next to, below, beside, behind b. Recognize a slide using concrete materials	<ul style="list-style-type: none"> • Make-Believe Play • Math Memory • Remember and Replicate • Puzzles, Manipulatives, and Blocks
STANDARD: 3.0 KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.	
Performance Indicators	Tools of the Mind activities
3.A.1 Recognize and use measurement attributes	<ul style="list-style-type: none"> • Attribute Game • Make-Believe Play • Science Center • Science Eyes • Tallying
3.B.1 Measure in non-standard units	<ul style="list-style-type: none"> • Make Believe Play • Puzzles, Manipulatives, & Blocks • Science Center • Science Eyes
STANDARD: 4.0 KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.	



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Performance Indicators	Tools of the Mind activities
4.A.1 Explore and display data	<ul style="list-style-type: none"> • Make-Believe Play • Science Eyes • Tallying • Weather Graphing
4.B.1 Analyze data	<ul style="list-style-type: none"> • Tallying • Science Eyes • Weather Graphing
STANDARD: 6.0 KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATION/ARITHMATIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.	
Performance Indicators	Tools of the Mind activities
6.A.1 Apply knowledge of whole numbers	<ul style="list-style-type: none"> • I Have-Who Has? Numbers • Freeze on the Number • Making Collections • Make-Believe Play • Mystery Numeral • Numerals Game • Number Follow the Leader • Numberline Hopscotch • Tallying • Timeline Calendar
STANDARD: 7.0 PROCESSES OF MATHEMATICS: Students demonstrate the process of mathematics by making connections and applying reasoning to solve and to communicate their findings.	
Performance Indicators	Tools of the Mind activities
7.A.1 Apply a variety of concepts, processes, and skills to solve problems <ol style="list-style-type: none"> a. Identify the question in the problem b. Decide if enough information is present to solve the problem c. Make a plan to solve a problem d. Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation e. Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation f. Identify alternative ways to solve a problem g. Show that a problem might have multiple solutions or no solution h. Extend the solution of a problem to a new problem situation 	<ul style="list-style-type: none"> • Making Collections • Make-Believe Play • Numerals Game • Science Eyes Experiments
7.B.1 Justify ideas or solutions with mathematical concepts or proofs <ol style="list-style-type: none"> a. Use inductive or deductive reasoning b. Make or test generalizations c. Support or refute mathematical statements or solutions 	<ul style="list-style-type: none"> • Making Collections • Make-Believe Play • Numerals Game • Science Eyes Experiments



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<p>d. Use methods of proofs, i.e., direct, indirect, paragraph, or contradiction</p>	
<p>7.C.1 Present mathematical ideas using words, symbols, visual displays, or technology</p> <p>a. Use multiple representations to express concepts or solutions</p> <p>b. Express mathematical ideas orally</p> <p>c. Explain mathematically ideas in written form</p> <p>d. Express solutions using concrete materials</p> <p>e. Express solutions using pictorial, tabular, graphical, or algebraic methods</p> <p>f. Explain solutions in written form</p> <p>g. Ask questions about mathematical ideas or problems</p> <p>h. Give or use feedback to revise mathematical thinking</p>	<ul style="list-style-type: none"> • Making Collections • Make-Believe Play • Numerals Game • Science Eyes Experiments
<p>7.D.1 Relate or apply mathematics within the discipline, to other disciplines, and to life</p> <ul style="list-style-type: none"> • Identify mathematics within the discipline, to other disciplines, and to life • Identify mathematical concepts in relationships to other disciplines • Identify mathematical concepts in relationship to life • Use the relationship among mathematical concepts to learn other mathematical concepts 	<ul style="list-style-type: none"> • Making Collections • Make-Believe Play • Numerals Game • Science Eyes Experiments
<p>COGNITION AND GENERAL KNOWLEDGE SCIENCE</p>	
<p>STANDARD: 1.0 SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2</p>	
<p>Performance Indicators</p>	<p><i>Tools of the Mind</i> activities</p>
<p>1.A.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p>	<ul style="list-style-type: none"> • Make-Believe Play • Story Lab – Learning Facts • Science Eyes • Science Eyes Experiments
<p>1.B.1 People are more likely to believe your ideas if you can give good reasons for them.</p>	<ul style="list-style-type: none"> • Make-Believe Play • Science Eyes • Share the News • Story Lab – All (particularly Story Lab-Predictions & Inferences)
<p>1.C.1 Ask, “How do you know?” in appropriate situations and attempt reasonable answers when</p>	<ul style="list-style-type: none"> • Make-Believe Play • Science Eyes/Experiments • Share the News • Story Lab – Learning Facts



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others ask them the same question	
1.D.1 Design and make things with simple tools and a variety of materials.	<ul style="list-style-type: none"> • Make-Believe Play • Make-Believe Play (Prop Making) <ul style="list-style-type: none"> • Venger Drawing/Collage • Puzzle, Manipulatives & Blocks
1.D.2 Practice identifying the parts of things and how one part connects to and affects another.	<ul style="list-style-type: none"> • Make-Believe Play • Make-Believe Play (Prop making) <ul style="list-style-type: none"> • Venger Drawing/Collage • Puzzle, Manipulatives, and Blocks
1.D.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.	<ul style="list-style-type: none"> • Make-Believe Play • Make-Believe Play (Prop making) • Make-Believe Play Practice
1.E.1 Recognize that everyone can do science and invent things.	<ul style="list-style-type: none"> • Make-Believe Play • Make-Believe Play (Prop making) <ul style="list-style-type: none"> • Science Eyes/Experiments • Story Lab – Learning Facts
STANDARD: 2.0 EARTH/SPACE SCIENCE: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.	
Performance Indicators	Tools of the Mind activities
2.E.2 Describe the weather using observations.	<ul style="list-style-type: none"> • Science Eyes • Story Lab – Learning Facts • Weather Graphing
STANDARD: 3.0 LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.	
Performance Indicators	Tools of the Mind activities
3.A.1 Observe a variety of familiar plants and animals to describe how they are alike and how they are different	<ul style="list-style-type: none"> • Science Center • Science Eyes • Story Lab – Learning Facts
3.C.1 Observe, describe and compare different kinds of animals and their offspring	<ul style="list-style-type: none"> • Science Center • Science Eyes • Story Lab – Learning Facts
STANDARD: 4.0 CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.	
Performance Indicators	Tools of the Mind activities
4.A.1 Use evidence from investigations to describe the observable properties of a variety of objects.	<ul style="list-style-type: none"> • Attribute Game • Math Memory • Science Center • Science Eyes/Experiments
COGNITION AND GENERAL KNOWLEDGE	
SOCIAL STUDIES	
STANDARD: 1.0 POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.	
Performance Indicators	Tools of the Mind activities
1.A.1 Identify the importance of rules	<ul style="list-style-type: none"> • Classroom Rules • Share the News



Tools of the Mind aligned with the Maryland Model for School Readiness Framework and Standard for Prekindergarten

1.A.2 Identify symbols and practices associated with the United States of America	<ul style="list-style-type: none"> • Story Lab – Learning Facts • Make-Believe Play
1.B.1 Recognize people important to the American political system	<ul style="list-style-type: none"> • Story Lab – Learning Facts • Share the News
1.C.1 Identify the roles, rights, and responsibilities of being a member of the family and school	<ul style="list-style-type: none"> • Classroom Rules • Make-Believe Play • Share the News
STANDARD: 2.0 PEOPLES OF THE NATIONS AND WORLD: (Prek – 3 Standard) Students will understand how people in Maryland, the United States, and around the world are alike and different.	
Performance Indicators	Tools of the Mind activities
2.A.1 Identify themselves as individuals and members of families that have the same human needs as others	<ul style="list-style-type: none"> • Classroom Rules • Make-Believe Play (particularly Family Theme) • Share the News • Story Lab – Character Empathy • Story Lab - Connections
2.C.2 Identify how groups of people interact a. Identify and demonstrate appropriate social skills, such as listening to others, settling disagreements, and taking turns that help people live, work, and play together at home and in school.	<ul style="list-style-type: none"> • Classroom Practices • Make-Believe Play • Share the News • Small Group Activities • Story Lab- Character Empathy
STANDARD: 3.0 GEOGRAPHY: (PreK – 3 Standard) Students will use geographic concepts and processes to understand location and its relationship to human activities.	
Performance Indicators	Tools of the Mind activities
3.A.1 Recognize that a globe and maps are used to help people locate places.	<ul style="list-style-type: none"> • Make-Believe Play • Science Eyes • Story Lab – Learning Facts
3.B.1 Recognize that places in the immediate environment have specific physical and human-made features.	<ul style="list-style-type: none"> • Make-Believe Play • Science Eyes • Story Lab – Learning Facts
3.C.1 Identify the role of transportation in the community.	<ul style="list-style-type: none"> • Make-Believe Play • Science Eyes • Story Lab – Learning Facts
3.D.1 Describe how people adapt to their immediate environment.	<ul style="list-style-type: none"> • Make-Believe Play • Science Eyes • Story Lab – Learning Facts
STANDARD: 4.0 ECONOMICS: (Prek – 3 Standard) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.	
Performance Indicators	Tools of the Mind activities
4.A.1 Recognize that people have to make choices	<ul style="list-style-type: none"> • Make-Believe Play (particularly Grocery Store & Restaurant Theme)



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<p>because of unlimited economic wants</p> <ul style="list-style-type: none"> Identify that goods are things that people make or grow. Demonstrate the ability to make a choice. 	<ul style="list-style-type: none"> Play Planning Science Eyes Story Lab – Learning Facts
<p>4.A.2 Identify that materials/resources are used to make products</p> <ol style="list-style-type: none"> Recognize that workers do jobs in the home and school. Participate in steps that are followed in making a product, such as a drawing, a block building, and a card for a friend or relative. 	<ul style="list-style-type: none"> Make-Believe Play Prop Making Science Eyes Story Lab – Learning Facts
<p>4.A.3 Explain how technology affects the way people live, work, and play</p>	<ul style="list-style-type: none"> Make-Believe Play Science Eyes Story Lab – Learning Facts
<p>4.B.1 Identify types of local markets</p>	<ul style="list-style-type: none"> Make-Believe Play (particularly Grocery Theme) Science Eyes Story Lab – Learning Facts
<p>4.B.2 Identify how goods are acquired</p>	<ul style="list-style-type: none"> Make-Believe Play Share the News Science Eyes Story Lab – Learning Facts
<p>STANDARD: 5.0 HISTORY: (PreK – 3 Standard) Students will use historical thinking skills to understand how individuals and events have changed society over time.</p>	
<p>Performance Indicators</p>	<p>Tools of the Mind activities</p>
<p>5.A.1 Distinguish among past, present, and future time</p>	<ol style="list-style-type: none"> Timeline Calendar Story Lab – Learning Facts
<p>STANDARD: 6.0 SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.</p>	
<p>Performance Indicators</p>	<p>Tools of the Mind activities</p>
<p>6.B.1 Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <ol style="list-style-type: none"> Write to express social studies ideas using a variety of forms. 	<ul style="list-style-type: none"> Make Believe Play Scaffolded Writing Activities
<p>6.C.1 Identify a topic that requires further study</p> <ol style="list-style-type: none"> Identify prior knowledge about the topic. Pose questions about the topic. 	<ul style="list-style-type: none"> Science Eyes Share the News Story Lab – Connections
<p>6.D.1 Identify primary and secondary sources of information that relate to the topic/situation/ problem being studied</p>	<ul style="list-style-type: none"> Make-Believe Play Science Eyes Story Lab - Connections



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COGNITION AND GENERAL KNOWLEDGE FINE ARTS - MUSIC	
STANDARD: 1.0 PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.	
Performance Indicators	Tools of the Mind activities
1.A.1 Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment	<ul style="list-style-type: none"> • Attention Focusing Activities • Community-Building Activities • Freeze Game • Graphics Practice • Movement Games and Songs
1.A.2 Experience performance through singing, playing instruments, and listening to performances of others	<ul style="list-style-type: none"> • Attention Focusing Activities • Community-Building Activities • Freeze Game • Graphics Practice • Movement Games and Songs
1.A.3 Respond to music through movement	<ul style="list-style-type: none"> • Attention Focusing Activities • Community-Building Activities • Freeze Game • Graphics Practice • Movement Games and Songs
STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.	
Performance Indicators	Tools of the Mind activities
2.B.1 Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression	<ul style="list-style-type: none"> • Attention Focusing Activities • Community-Building Activities • Freeze Game • Graphics Practice • Movement Games and Songs
2.B.2 Become acquainted with the roles of music in the lives of people	<ul style="list-style-type: none"> • Movement Games & Songs • Story Lab- Learning Facts
2.B.3 Explore the relationship of music to dance, theatre, the visual arts, and other disciplines	<ul style="list-style-type: none"> • Movement Games & Songs • Story Lab- Learning Facts
2.B.4 Develop knowledge of a wide variety of styles and genres through the study of music history	<ul style="list-style-type: none"> • Attention Focusing Activities • Community-Building Activities • Freeze Game • Graphics Practice • Movement Games and Songs
STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.	
Performance Indicators	Tools of the Mind activities
3.C.1 Develop confidence in the ability to improvise music through experimentation with sound	<ul style="list-style-type: none"> • Movement Games & Songs
3.C.2 Investigate composing music through experiencing with sound and the tools of composition	<ul style="list-style-type: none"> • Movement Games & Songs
STANDARD: 4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to make aesthetic judgments.	
Performance Indicators	Tools of the Mind activities
4.D.1 Express preferences about selected musical compositions	<ul style="list-style-type: none"> • Attention Focusing Activities • Community-Building Activities • Graphics Practice • Movement Games and Songs



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	<ul style="list-style-type: none"> • Freeze Game
COGNITION AND GENERAL KNOWLEDGE FINE ARTS – VISUAL ARTS	
STANDARD: 1.0 PERCEIVING AND RESPONDING: AESTHETIC EDUCATION- Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.	
Performance Indicators	<i>Tools of the Mind activities</i>
1.A.1 Identify, describe, and interpret observed form <ul style="list-style-type: none"> • Identify colors, lines, and shapes found in the environment • Use colors, lines, and shapes to communicate ideas about the observed world 	<ul style="list-style-type: none"> • Art Center • Story Lab – Learning Facts • Make-Believe Play (prop making) • Venger Drawing/Collage
1.A.2 Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine <ol style="list-style-type: none"> Identify the subject matter of various works of art Use color, line, and shape to represent ideas visually from observation, memory, and imagination 	<ul style="list-style-type: none"> • Art Center • Make-Believe Play (prop making) • Story Lab – Learning Facts • Venger Drawing/Collage
1.A.3 Experiment with elements of art elements of design to organize personally meaningful compositions <ol style="list-style-type: none"> Explore color, line, and shape in artworks Use color, line, and shape to make artworks 	<ul style="list-style-type: none"> • Art Center • Make-Believe Play (prop making) • Venger Drawing/Collage
STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.	
Performance Indicators	<i>Tools of the Mind activities</i>
2.B.1 Determine ways in which works of art express ideas about oneself, other people, places, and events <ul style="list-style-type: none"> • Observe works of art and identify ideas expressed by the artists • Use selected works of art as inspiration to express ideas visually and verbally 	<ul style="list-style-type: none"> • Art Center • Story Lab – Learning Facts
2.B.2 Discuss reasons why people (including self) create and use art by studying artworks and other sources of information <ol style="list-style-type: none"> Discuss and describe artworks with common themes or similar ideas expressed 	<ul style="list-style-type: none"> • Art Center • Story Lab – Learning Facts



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b. Describe and share personal artworks	
2.B.3 Differentiate among works by artists representative of different cultures a. Discuss the subject matter of selected artworks b. Categorize the subject matter of artworks as the same or different	<ul style="list-style-type: none"> • Art Center • Story Lab – Learning Facts
2.B.4 Describe the processes used to interpret and express ideas in the visual arts and other disciplines • Identify the visual qualities of works of art and the environment • Explain and use a variety of visual arts processes to express ideas	<ul style="list-style-type: none"> • Art Center • Story Lab – Learning Facts • Make-Believe Play (prop making) • Venger Drawing/Collage
STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.	
Performance Indicators	Tools of the Mind activities
3.C.1 Create images and forms from observation, memory, imagination, and feeling a. Explore art media, processes, and techniques b. Manipulate art media, materials and tools safely c. Create artworks that explore the uses of color, line, and shape, to express ideas	<ul style="list-style-type: none"> • Art Center • Story Lab – Learning Facts • Make-Believe Play (prop making) • Venger Drawing/Collage
3.C.2 Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel a. Explore ways images communicate ideas b. Identify color, line, and shape in artworks	<ul style="list-style-type: none"> • Art Center • Story Lab – Learning Facts
STANDARD: 4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.	
Performance Indicators	Tools of the Mind activities
4.D.1 Develop and apply criteria to evaluate personally created artworks and the artworks of others a. Observe and respond to selected artworks	<ul style="list-style-type: none"> • Art Center • Story Lab – Learning Facts
COGNITION AND GENERAL KNOWLEDGE FINE ARTS - THEATER	
STANDARD: 1.0 PERCEIVING AND RESPONDING: Aesthetic Education- The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.	
Performance Indicators	Tools of the Mind activities



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<p>1.A.1 Describe ways that theatre depicts themes and stories</p> <p>a. Listen to and perform nursery rhymes, finger plays, and popular books and other media</p> <p>b. Explore themes and ideas about people and events through improvisational play</p> <p>c. Explore roles and behaviors associated with family and community</p>	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • Make-Believe Play • Make-Believe Play Practice • Movement Games and Songs
<p>1.A.2 Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances</p> <p>a. Explore expressive qualities in dance, music, theatre, and visual arts</p>	<ul style="list-style-type: none"> • Art Center • Dramatic Play Center • Make-Believe Play • Make-Believe Play Practice • Movement Games and Songs
<p>STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCAIL CONTEXTS – The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.</p>	
<p>Performance Indicators</p>	<p><i>Tools of the Mind activities</i></p>
<p>2.B.1 Express a range of responses to a variety of stimuli</p> <p>a. Listen to and imitate sounds in the environment</p> <p>b. Sing and move to a variety of traditional children’s songs from a variety of cultures</p>	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • Freeze Game • Graphics Practice • Movement Games and Songs
<p>2.B.2 Demonstrate knowledge of theatrical conventions as performers and as an audience</p> <p>a. Listen to and retell familiar stories and create accompaniment using natural and human-made sounds</p> <p>b. Create accompaniment to stories using natural and human made sounds</p>	<ul style="list-style-type: none"> • Story Lab – Story Grammar • Make-Believe Play • Make-Believe Play Practice
<p>STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.</p>	
<p>Performance Indicators</p>	<p><i>Tools of the Mind activities</i></p>
<p>3.C.1 Use a variety of theatrical elements to communicate ideas and feelings</p> <p>a. Pantomime characters from books or rhymes</p> <p>b. Use sound effects, costumes, and properties to enhance the quality of dramatic activities</p> <p>c. Explore the expressive qualities of a</p>	<ul style="list-style-type: none"> • Attention Focusing • Make-Believe Play • Make-Believe Play Practice • Movement Games and Songs • Pretend Transitions



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<p>variety of locomotor and non-locomotor movements</p> <p>d. Improvise roles and behaviors associated with a variety of animals and professions</p>	
<p>3.C.2 Demonstrate knowledge of theatre performance and production skills in formal and informal presentations</p> <p>a. Recognize that a play has characters, dialogue, setting(s), and tells a story</p> <p>b. Observe and identify what characters do in a variety of settings</p> <p>c. Imitate the actions of observed characters and objects</p>	<ul style="list-style-type: none"> • Story Lab Activities- All • Make-Believe Play • Make-Believe Play Practice
<p>STANDARD: 4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.</p>	
<p>Performance Indicators</p>	<p>Tools of the Mind activities</p>
<p>4.D.1 Identify, describe, and apply criteria to assess individual and group theatre processes</p> <p>a. Observe and respond to theatrical experiences as participants and audience members</p> <p>b. Identify favorite television shows and movies</p>	<ul style="list-style-type: none"> • Make-Believe Play • Make-Believe Play Practice • Share the News • Story Lab – Connections
<p>4.D.2 Identify, describe, and apply criteria to assess dramatic texts and other literature of the theatre</p> <p>a. Identify and discuss characters in stories</p>	<ul style="list-style-type: none"> • Buddy Reading • Story Lab – Active Listening, Character Empathy, Predictions and Inferences
<p>COGNITION AND GENERAL KNOWLEDGE FINE ARTS - DANCE</p>	
<p>STANDARD: 1.0 PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to dance.</p>	
<p>Performance Indicators</p>	<p>Tools of the Mind activities</p>
<p>1.A.1 Demonstrate knowledge of how elements of dance are used to communicate meaning</p> <p>a. Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings</p> <p>b. Combine selected characteristics of the elements of dance, such as body parts and positions; shapes, levels, energy, fast and slow, and use sensory stimuli to create movement</p>	<ul style="list-style-type: none"> • Attention Focusing • Freeze Game • Graphics Practice • Movement Games and Songs • Physical Self-Regulation Games



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<p>1.A.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement</p> <ol style="list-style-type: none"> Explore locomotor and non-locomotor movements using kinesthetic awareness Respond to prompts related to timing while executing locomotor and nonlocomotor movements Perform and name selected dance movements Reproduce movement demonstrated by the teacher 	<ul style="list-style-type: none"> Attention Focusing Freeze Game Movement Games and Songs Outdoor Play Physical Self-Regulation Games
<p>1.A.3 Respond to dance through observation, experience, and analysis</p> <ul style="list-style-type: none"> Apply the language of dance to observed movement Explore the uses of dance movements 	<ul style="list-style-type: none"> Attention Focusing Freeze Game Movement Games and Songs Physical Self-Regulation Games
<p>STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT - Students will demonstrate an understanding of dance as an essential aspect of history and human experience.</p>	
<p>Performance Indicators</p>	<p><i>Tools of the Mind activities</i></p>
<p>2.B.1 Demonstrate knowledge of dances from a variety of cultures</p>	<ul style="list-style-type: none"> Movement Games and Songs Story Lab- Learning Facts
<p>2.B.2 Relate dance to history, society and personal experience</p>	<ul style="list-style-type: none"> Movement Games and Songs Story Lab- Connections & Story Lab Learning Facts
<p>2.B.3 Demonstrate understanding of the relationships between and among dance and other content areas</p>	<ul style="list-style-type: none"> Attention Focusing Freeze Game Freeze on the Number Movement Games and Songs Physical Self-Regulation Games
<p>STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION - Students will demonstrate the ability to create and perform dance.</p>	
<p>Performance Indicators</p>	<p><i>Tools of the Mind activities</i></p>
<p>3.C.1 Develop the ability to improvise dance</p>	<ul style="list-style-type: none"> Freeze Game Movement Games and Songs Physical Self-Regulation Games
<p>3.C.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</p>	<ul style="list-style-type: none"> Freeze Game Movement Games and Songs Physical Self-Regulation Games
<p>3.C.3 Develop performance competencies in dance</p>	<ul style="list-style-type: none"> Movement Games and Songs



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STANDARD: 4.0 AESTHETIC CRITICISM-Students will demonstrate the ability to make aesthetic judgments in dance.	
Performance Indicators	Tools of the Mind activities with explanation
4.D.1 Identify and apply criteria to evaluate choreography and performance	<ul style="list-style-type: none"> • Share the News • Story Lab- Learning Facts
PHYSICAL DEVELOPMENT AND HEALTH PHYSICAL EDUCATION	
STANDARD: 1.0 SKILLFULNESS- Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.	
Performance Indicators	Tools of the Mind activities
1.A.1 Show fundamental movement skills	<ul style="list-style-type: none"> • Attention Focusing Activities • Community-Building Activities • Do What I Do • Freeze Game • Freeze on the Number • Graphics Practice • Movement Games and Songs • Outdoor Play • Two-Step Freeze
1.B.1 Show creative movement skills	<ul style="list-style-type: none"> • Attention Focusing Activities • Community-Building Activities • Do What I Do • Freeze Game • Freeze on the Number • Graphics Practice • Movement Games and Songs • Outdoor Play • Two-Step Freeze
1.C.1 Explore and experience skill themes a. Demonstrate rolling a ball at an object b. Demonstrate throwing a ball c. Demonstrate striking a light weight object with different body parts	<ul style="list-style-type: none"> • Attention Focusing Activities • Community-Building Activities • Freeze Game • Freeze on the Number • Graphics Practice • Movement Games and Songs • Two-Step Freeze
STANDARD: 2.0 BIOMECHANICAL PRINCIPLES-Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.	
Performance Indicators	Tools of the Mind activities
2.A.1 Identify ways that people and objects move	<ul style="list-style-type: none"> • Do What I Do • Freeze Game • Make-Believe Play • Movement Games and Songs • Pretend Transitions
2.B.1 Identify balance through movement	<ul style="list-style-type: none"> • Freeze Game • Movement Games and Activities • Outdoor Play • Pattern Movement • Pretend Transitions
STANDARD: 3.0 MOTOR LEARNING PRINCIPLES-Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.	
Performance Indicators	Tools of the Mind activities
3.A.1 Recognize that skills will develop over time with appropriate practice and use of the correct cues.	<ul style="list-style-type: none"> • Graphics Practice • Movement Games and Songs • Outdoor Play • Scaffolded Writing Activities



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3.B.1 Identify the importance of corrective feedback on performance	<ul style="list-style-type: none"> Classroom Practices
STANDARD: 4.0 EXERCISE PHYSIOLOGY- Students will demonstrate the ability to use scientific principals to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.	
Performance Indicators	<i>Tools of the Mind</i> activities
4.A.1 Identify the effects of physical activity on the body systems a. Demonstrate how exercise affects the body. For example, the body sweats, the heart beats faster, and the lungs work harder	<ul style="list-style-type: none"> Outdoor Play Share the News Story Lab – Learning Facts
4.C.1 Identify the components of physical activity a. List and demonstrate activities that promote fitness for a healthy lifestyle	<ul style="list-style-type: none"> Share the News Story Lab – Learning Facts
4.D.1 Recognize the benefits of physical activity.	<ul style="list-style-type: none"> Outdoor Play Share the News Story Lab – Learning Facts
4.E.1 Recognize the relationship between nutrition and physical activity a. Describe how food is fuel to the body as gas is fuel to a car	<ul style="list-style-type: none"> Meal Times Share the News Story Lab – Connections & Story Lab- Learning Facts
4.F.1 Recognize that factors influencing daily physical activity a. Identify and perform physical activities that are fun, enjoyable, and promote fitness	<ul style="list-style-type: none"> Freeze Games Movement Games and Songs Outdoor Play Physical Self-Regulation Games
STANDARD: 5.0 PHYSICAL ACTIVITY – students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.	
Performance Indicators	<i>Tools of the Mind</i> activities
5.A.1 Identify and show individual aerobic capacity/cardio respiratory fitness.	<ul style="list-style-type: none"> Freeze Games Movement Games and Songs Outdoor Play Physical Self-Regulation Games
5.B.1 Identify and show activities for muscular strength and muscular endurance	<ul style="list-style-type: none"> Freeze Games Movement Games and Songs Outdoor Play Physical Self-Regulation Games
5.C.1 Identify and show activities for flexibility	<ul style="list-style-type: none"> Freeze Games Movement Games and Songs Outdoor Play Physical Self-Regulation Games



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STANDARD: 6.0 SOCIAL PSYCHOLOGICAL PRINCIPLES- Student will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.	
Performance Indicators	Tools of the Mind activities
6.A.1 Demonstrate safety in physical activity settings a. Use person and general space safely in a physical activity setting to avoid injury	<ul style="list-style-type: none"> • Classroom Rules • Movement Games and Songs • Physical Self-Regulation Games
6.C.1 Identify and behavioral skills to develop a sense of community in physical activity settings	<ul style="list-style-type: none"> • Classroom Rules • Community Building Activities • Movement Games and Songs • Physical Self-Regulation Games
PHYSICAL DEVELOPMENT AND HEALTH HEALTH EDUCATION	
STANDARD: 5.0 SAFETY AND INJURY PREVENTION- Student will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.	
Performance Indicators	Tools of the Mind activities
5.A.1 Recognize how to respond appropriately to emergency situations a. Identify how to respond to an emergency situations such as tell and adult, and call 911	<ul style="list-style-type: none"> • Make-Believe Play (Particularly Hospital Theme) • Share the News • Story Lab- Learning Facts
STANDARD: 6.0 NUTRITION AND FITNESS-Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.	
Performance Indicators	Tools of the Mind activities
6.A.1 Students will identify the relationship between food and the senses a. Recognize that foods have different tastes such as, sweet, sour, bitter, and salty	<ul style="list-style-type: none"> • Meal Times • Science Eyes/Experiments
6.E.1 Recognize the relationship between food and health a. Tell why the body needs food	<ul style="list-style-type: none"> • Make Believe Play (Particularly Restaurant & Grocery Theme) • Meal Time • Story Lab – Learning Facts