



Tools of the Mind

PreK Curriculum, 7th Edition

Alignment with the Michigan Prekindergarten Guidelines

Alignment of *Tools of the Mind* Preschool Curriculum to Michigan Prekindergarten Guidelines

| Standard | <i>Tools of the Mind</i> Activity |
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| Approaches to Learning | |
| Habits of Mind | |
| 1. Creativity-Imagination-Visualization - Children demonstrate a growing ability to use originality or vision when approaching learning; use imagination, show ability to visualize a solution or new concept | |
| 1. Can be playful with peers and adults. | <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • All Story Labs • Venger Drawing & Venger Collage • Share the News • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions |
| 2. Make connections with situations or events, people or stories. | <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Story Lab- Connections • Share the News |
| 3. Create new images or express ideas. | <ul style="list-style-type: none"> • Make-Believe Play Block • Venger Drawing & Venger Collage • Share the News • All Story Labs • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions |
| 4. Propose or explore possibilities to suggest what an object or idea might be ‘otherwise.’ | <ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block • Venger Drawing & Venger Collage • Make-Believe Play Prop Making |
| 5. Expand current knowledge onto a new solution, new thinking or new concept. | <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning • Make-Believe Play Building Background Knowledge • Venger Drawing & Venger Collage • Puzzles, Manipulatives & Blocks • Story Lab- Connections, Extensions, Learning Facts, Predictions, Vocabulary |
| 6. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence. | <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning |



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| Approaches to Learning | |
| 7. Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. | <ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • All Story Labs • Venger Drawing & Venger Collage • Share the News • Pretend Transitions • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions |
| 2. Initiative-Engagement-Persistence-Attentiveness - Children demonstrate the quality of showing interest in learning; pursue learning independently. | |
| 1. Initiate ‘shared thinking’ with peers and adults. | <ul style="list-style-type: none"> • Share the News • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • All Story Labs • All Small Group Literacy and Small Group Math & Science Activities |
| 2. Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences. | <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 • All Mystery Literacy & Mystery Math Activities |
| 3. Demonstrate increasing ability to set goals and to develop and follow through on plans. | <ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Block • Make-Believe Play Prop Making |
| 4. Show growing capacity to maintain concentration in spite of distractions and interruptions. | <ul style="list-style-type: none"> • Buddy Reading • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • All Story Labs • 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 Fingerplay, Write Along |
| 5. Explore, experiment and ask questions freely. | <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • All Story Labs • All Small Group Literacy and Small Group Math & Science Activities |



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| 3. Curiosity-Inquiry-Questioning-Tinkering-Risk Taking- Children demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution). | |
| 1. Express a 'sense of wonder.' | <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Prop Making • Make-Believe Play Building Background Knowledge |
| 2. Choose to take opportunities to explore, investigate or question in any domain. | <ul style="list-style-type: none"> • Venger Drawing & Venger Collage • Puzzles, Manipulatives, & Blocks • Science Eyes • Science Eyes -Experiments • All Story Labs |
| 3. Re-conceptualize or re-design (block structures, shapes, art materials, digital images, simple graphs). | <ul style="list-style-type: none"> • Venger Drawing & Venger Collage • Puzzles, Manipulatives, & Blocks • Make-Believe Play Block • Make-Believe Play Prop Making |
| 4. Resilience-Optimism-Confidence- Children demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one's ability to realize a goal. | |
| 1. Manage reasonable frustration. | <ul style="list-style-type: none"> • Make-Believe Play Block |
| 2. Meet new and varied tasks with energy, creativity and interest. | <ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Building Background Knowledge |
| 3. Explore and ask questions. | <ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Prop Making |
| 4. Begin to organize projects or play; make and carryout plans. | <ul style="list-style-type: none"> • All Small Group Literacy and Small Group Math/Science Activities • All Mystery Literacy & Mystery Math Activities |
| 5. Use stories and literature to pretend, play, act or take on characters to help establish their situation or reality. | <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice |
| 6. Begin to set aside fear of failure when self-initiating new tasks. | <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Prop Making • All Small Group Literacy, Math/Science Activities • All Mystery Literacy & Math Activities |



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| 5. Reasoning-Problem Solving-Reflection- Children demonstrate a growing capacity to make meaning, using one’s habits of mind to find a solution or to figure something out. | |
| 1. Begin to hypothesize or make inferences. | <ul style="list-style-type: none"> • Science Eyes-Experiments, Journals, Senses • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Prop Making • Story Lab- Learning Facts, Connections, Predictions • Puzzles, Manipulatives, & Blocks |
| 2. Show an increasing ability to ask questions appropriate to the circumstance. | <ul style="list-style-type: none"> • Science Eyes-Experiments, Journals, Senses • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • All Story Labs |
| 3. Show an increasing ability to predict outcomes by checking out and evaluating their predictions. | <ul style="list-style-type: none"> • Science Eyes-Experiments, Journals, Senses • Make-Believe Play Building Background Knowledge • Story Lab- Predictions |
| 4. Attempt a variety of ways of solving problems. | <ul style="list-style-type: none"> • Science Eyes-Experiments, Journals, Senses • Make-Believe Play Block • Make-Believe Play Practice • Make-Believe Play Prop Making • Puzzles, Manipulatives, & Blocks |
| 5. Demonstrate enjoyment in solving problems. | <ul style="list-style-type: none"> • Science Eyes-Experiments, Journals, Senses • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Story Lab- Learning Facts, Connections, Predictions |
| 6. Gather information and learn new concepts through experimentation and discovery, making connections to what they already know. | <ul style="list-style-type: none"> • Science Eyes-Experiments, Journals, Senses • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Story Lab- Learning Facts, Connections, Predictions |
| 7. Share through words or actions the acquisition of increasingly complex concepts. | <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Prop Making • All Small Group Literacy and Small Group Math/Science Activities • All Mystery Literacy & Mystery Math Activities • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Share the News |
| 8. Show an increasing ability to observe detail and attributes of objects, activities, and processes. | <ul style="list-style-type: none"> • Science Eyes-Experiments, Journals, Senses • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Story Lab- Learning Facts, Connections, Predictions |

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| Approaches to Learning | |
| Social Dispositions | |
| 6. Participation-Cooperation-Play- Networking-Contribution- Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate. | |
| 1. Learn from and through relationships and interactions. | <ul style="list-style-type: none"> • Make-Believe Play Block • Share the News • All Small Group Literacy and Small Group Math/Science Activities • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Classroom Rules • Story Lab- Connections, Character Empathy • Community Building Activities |
| 2. Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults. | |
| 3. Begin to develop and practice the use of problem-solving and conflict resolution skills. | |
| 4. Recognize respectfully the similarities and differences in people (gender, family, race, culture, language). | |
| 5. Show an increasing capacity to consider or take into account another’s perspective. | |
| 6. Can join a community of learners in person and digitally as appropriate; enjoy mutual engagement. | |
| 7. Contribute individual strengths, imagination or interests to a group. | |
| 8. Successfully develop and keep friendships. | |
| 9. Participate successfully as group members. | |
| 10. Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms and communities. | |
| 7. Respect for Self and Others — Mental and Behavioral Health- Children exhibit a growing regard for one’s mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy. | |
| 1. Show increasing respect for the rights of others. | <ul style="list-style-type: none"> • Community Building Activities • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule • All Small Group Literacy and Small Group Math/Science 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 • Story Lab- Connections, Character Empathy • Make-Believe Play Block • Share the News |
| 2. Extend offers (gestures, words) of help to peers or adults, to help them feel that they belong to the group. | |
| 3. Cope with stress in a reasonable and age appropriate way. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions. | |
| 4. Use positive communication and behaviors (do not mock, belittle, or exclude others). | |
| 5. Resolve (or attempt to resolve) conflicts respectfully. | |



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| 6. Increasingly develop greater self-awareness; identify their own interests and strengths. Can be comfortable choosing to be alone. | <ul style="list-style-type: none"> • Share the News • Story Lab- Connections, Active Listening • Make-Believe Play Block • Make-Believe Play Planning |
| 7. Demonstrate the ability to care. Can respond with sensitivity or sincerity, later empathy. | <ul style="list-style-type: none"> • Community Building Activities • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule • All Small Group Literacy and Small Group Math/Science Activities |
| 8. Can resist and effectively respond to inappropriate peer pressure (as age appropriate). | <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 • Story Lab- Connections, Character Empathy • Make-Believe Play Block • Share the News |
| 9. Demonstrate positive feelings about their own gender, family, race, culture and language. | <ul style="list-style-type: none"> • Share the News • Story Lab- Connections, Character Empathy • Make-Believe Play Block • Make-Believe Play Planning |
| 10. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries. | <ul style="list-style-type: none"> • All Mystery Literacy & Mystery Math Activities • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule • All Small Group Literacy and Small Group Math/Science 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 • All Story Labs • Make-Believe Play Block • Share the News • 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 • Graphics Practice |
| 11. Demonstrate a reasonable self-perception of confidence, can make choices and explain discoveries. | <ul style="list-style-type: none"> • All Mystery Literacy & Mystery Math Activities • Make-Believe Play Block • Make-Believe Play Planning • All Small Group Literacy and Small Group Math/Science Activities |

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| Approaches to Learning | |
| 8. Responsibility-Ethical Actions- Children are becoming accountable or reliable for their actions to self and others. | |
| 1. Contribute to the community (classroom, school, neighborhood) as age appropriate. | <ul style="list-style-type: none"> • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Prop Making • 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- Write a Familiar Fingerplay, Write Along |
| 2. Grow in understanding of the need for rules and boundaries in their learning and social environments. | <ul style="list-style-type: none"> • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • All Small Group Literacy and Small Group Math/Science Activities |
| 3. Show an increasing ability to follow simple, clear and consistent directions and rules. | <ul style="list-style-type: none"> • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule • Make-Believe Play Block • 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 • Buddy Reading • Graphics Practice |
| 4. Begin to take action to fix their mistakes, solve problems with materials and resolve conflicts with others; do not blame others inappropriately. | <ul style="list-style-type: none"> • Make-Believe Play Block • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule |
| 5. Take initiative to do something positive to contribute to their community (family, classroom, school, neighborhood) as age appropriate. | <ul style="list-style-type: none"> • 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 |
| 6. Increase understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment. | <ul style="list-style-type: none"> • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule • Story Lab- Connections, Character Empathy • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • All Small Group Literacy and Small Group Math/Science Activities |



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| 7. Use materials purposefully, safely and respectfully more of the time. | <ul style="list-style-type: none"> • All Small Group Literacy and Small Group Math/Science Activities • Make-Believe Play Block • Classroom Practices - Classroom Rules, Clean-up Routine |
| 8. Respect the property of others and that of the community. | |

| Standard | <i>Tools of the Mind</i> Activity |
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| Creative Arts | |
| 1. Visual Arts- Children show how they feel, what they think, and what they are learning through experiences in the visual arts. | |
| 1. Use their own ideas to draw, paint, mold, and build with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves). | <ul style="list-style-type: none"> • Make-Believe Play Prop Making • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Make-Believe Play Block • Venger Drawing & Venger Collage • Puzzles, Manipulatives & Blocks |
| 2. Begin to plan and carry out projects and activities with increasing persistence. | |
| 3. Begin to show growing awareness and use of artistic elements (e.g., line, shape, color, texture, form). | |
| 4. Create representations that contain increasing detail. | |
| 2. Instrumental and Vocal Music- Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences. | |
| 1. Participate in musical activities (e.g., listening, singing, finger plays, singing games, and simple performances) with others. | <ul style="list-style-type: none"> • Physical Self-Regulation Activities- Freeze Game, Movement Games, Fingerplays, Chants & Songs • Graphics Practice • Story Lab- Learning Facts • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block |
| 2. Begin to understand that music comes in a variety of musical styles. | |
| 3. Begin to understand and demonstrate the components of music (e.g., tone, pitch, beat, rhythm, melody). | |
| 4. Become more familiar with and experiment with a variety of musical instruments. | |
| 3. Movement and Dance - Children show how they feel, what they think, and what they are learning through movement and dance experiences. | |
| 1. Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement. | <ul style="list-style-type: none"> • Physical Self-Regulation Activities- Freeze Game, Movement Games, Fingerplays, Chants & Songs • Make-Believe Play Block • Make-Believe Play Practice • Pretend Transitions |
| 2. Begin to show awareness of contrast through use of dance elements (e.g., time: fast/slow; space: high/middle/low; energy: hard/soft). | |
| 3. Begin to identify and create movement in place and through space. | |
| 4. Dramatic Play- Children show how they feel, what they think, and what they are learning through dramatic play. | |
| 1. Grow in the ability to pretend and to use objects as symbols for other things. | <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Planning • Make-Believe Play Prop Making • Pretend Transitions |
| 2. Use dramatic play to represent concepts, understand adult roles, characters, and feelings. | |
| 3. Begin to understand components of dramatic play (e.g., setting, prop, costume, voice). | |
| 4. Contribute ideas and offer suggestions to build the dramatic play theme. | |
| 5. Begin to differentiate between fantasy and reality. | |



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| Creative Arts | |
| 5. Aesthetic Appreciation- Children develop rich and rewarding aesthetic lives. | |
| 1. Develop healthy self-concepts through creative arts experiences. | <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Planning • Make-Believe Play Prop Making • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Share the News • Story Lab- Active Listening, Learning Facts, Vocabulary |
| 2. Show eagerness and pleasure when approaching learning through the creative arts. | |
| 3. Show growing satisfaction with their own creative work and growing respect for the creative work of others. | |
| 4. Can use alternative forms of art to express themselves depending on the avenues available to them (e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired). | |
| 5. Are comfortable sharing their ideas and work with others. | |
| 6. Use the creative arts to express their view of the world. | |
| 7. Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art. | |
| 8. Begin to appreciate their artistic heritage and that of other cultures. | |
| 9. Can talk about their creations with peers and adults. | |
| 10. Begin to develop creative arts vocabulary. | |

| Standard | <i>Tools of the Mind</i> Activity |
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| Language and Early Literacy Development | |
| 1. Emergent Reading - Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers. | |
| A. In comprehension strategies: | |
| 1. Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events). | <ul style="list-style-type: none"> • All Story Labs • Buddy Reading • Story Lab- Extensions • Make-Believe Play Block |
| 2. Enlarge their vocabularies both with words from conversation and instructional materials and activities. | <ul style="list-style-type: none"> • All Story Labs • 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 • Make-Believe Play Block • Make-Believe Play Building Background Knowledge |
| 3. Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions). | <ul style="list-style-type: none"> • All Story Labs • Make-Believe Play Building Background Knowledge • Buddy Reading |

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| Language and Early Literacy Development | |
| 4. Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., “Once upon a time ... ”); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)]. | <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- Write a Familiar Fingerplay, Write Along • Make-Believe Play Block • Make-Believe Play Practice |
| 5. Talk about preferences for favorite authors, kinds of books, and topics and question the content and author’s choices (critical literacy). | <ul style="list-style-type: none"> • Story Lab- Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary • Share the News • Buddy Reading |
| B. In print alphabetic knowledge: | |
| 1. Show progress in identifying and associating letters with their names and sounds. | <ul style="list-style-type: none"> • I Have—Who Has-Letters, Sounds • 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 Letter, Mystery Word |
| 2. Recognize a few personally meaningful words including their own name, “mom,” “dad,” signs, and other print in their environment. | <ul style="list-style-type: none"> • Mystery Literacy Activities - Mystery Question • 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 |
| 3. Participate in play activities with sounds (e.g., rhyming games, finger plays). | <ul style="list-style-type: none"> • I Have—Who Has- Sounds • Elkonin I & II • Rhyming Game • Mystery Literacy Activities - Mystery Question, Mystery Letter, Mystery Rhyme, Mystery Word • 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 • Fingerplays, Chants & Songs |
| C. In concepts about reading: | |
| 1. Understand that ideas can be written and then read by others. | <ul style="list-style-type: none"> • All Story Labs • Buddy Reading • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions |
| 2. Understand print and book handling concepts including directionality, title, etc. | |
| 3. Understand that people read for many purposes (e.g., enjoyment, information, to understand directions). | |

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| Language and Early Literacy Development | |
| 4. Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types). | <ul style="list-style-type: none"> • Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along • Make-Believe Play Building Background Knowledge |
| 5. Develop an understanding of the roles of authors and illustrators. | <ul style="list-style-type: none"> • All Story Labs • Make-Believe Play Building Background Knowledge |
| 2. Writing Skills- Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes. | |
| 1. Begin to understand that their ideas can be written and then read by themselves or others. | <ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions |
| 2. Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling. | <ul style="list-style-type: none"> • Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along • Make-Believe Play Building Background Knowledge |
| 3. Begin to develop an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels). | <ul style="list-style-type: none"> • Make-Believe Play Block |
| 4. Represent their own or imaginary experiences through writing (with/ without illustrations). | |
| 5. Begin to write familiar words such as their own name. | <ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions |
| 6. Attempt to read or pretend to read what they have written to friends, family members, and others. | <ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions |
| 7. Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing). | <ul style="list-style-type: none"> • Shared Scaffolded Writing- Write Along • Make-Believe Play Block |
| 8. Develop greater control over the physical skills needed to write letters and numbers. | <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 Along • Make-Believe Play Block • Graphics Practice |
| 3. Spoken Language: Expressive- Children develop abilities to express themselves clearly and communicate ideas to others. | |
| 1. Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others). | <ul style="list-style-type: none"> • All Story Labs • Share the News • Fingerplays, Chants & Songs • Mystery Literacy Activities - Mystery Letter, Mystery Rhyme, Mystery Word |
| 2. Show increasing comfort and confidence when speaking. | <ul style="list-style-type: none"> • Make-Believe Play Block • Buddy Reading • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Pretend Transitions • All Small Group Literacy & Small Group Math /Science Activities |

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| Language and Early Literacy Development | |
| 3. Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness). | <ul style="list-style-type: none"> • Fingerplays, Chants & Songs • Elkonin I & II |
| 4. Continue to develop vocabulary by using words learned from stories and other sources in conversations. | <ul style="list-style-type: none"> • All Story Labs • Share the News • Fingerplays, Chants & Songs • Make-Believe Play Block • Buddy Reading |
| 5. Speak in increasingly more complex combinations of words and in sentences. | <ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • All Small Group Literacy & 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 Fingerplay, Write Along |
| 6. Understand the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions). | <ul style="list-style-type: none"> • All Story Labs • Share the News • Make-Believe Play Block |
| 7. Take part in different kinds of roles as a speaker (e.g., part of a group discussion, role playing, fantasy play, storytelling and retelling). | <ul style="list-style-type: none"> • Buddy Reading • Make-Believe Play Practice • All Small Group Literacy & Small Group Math/Science Activities |
| 8. Use nonverbal expressions and gestures to match and reinforce spoken expression. | <ul style="list-style-type: none"> • Pretend Transitions • Make-Believe Play Block • Make-Believe Play Practice • Fingerplays, Chants & Songs |
| 9. Show progress in speaking both their home language and English (if non- English-speaking children). | <ul style="list-style-type: none"> • All Story Labs • Share the News • Fingerplays, Chants & Songs • Make-Believe Play Block • Buddy Reading |
| 10. If appropriate, show progress in learning alternative communication strategies such as sign language. | <ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • All Small Group Literacy & 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 Fingerplay, Write Along |

Alignment of *Tools of the Mind* Preschool Curriculum to Michigan Prekindergarten Guidelines

| Standard | <i>Tools of the Mind</i> Activity |
|---|--|
| Language and Early Literacy Development | |
| 4. Spoken Language: Receptive - Children grow in their capacity to use effective listening skills and understand what is said to them. | |
| 1. Gain information from listening (e.g., to conversations, stories, songs, poems). | <ul style="list-style-type: none"> • All Story Labs • Share the News • Make-Believe Play Building Background Knowledge • Buddy Reading • Physical Self-Regulation Activities- Movement Games, Do What I Do, Pattern Movement, Songs, Chants, & Fingerplays, • Number Follow The Leader |
| 2. Show progress in listening to and following spoken directions. | <ul style="list-style-type: none"> • Share the News • Physical Self-Regulation Activities- Movement Games, Do What I Do, Pattern Movement, Songs, Chants, & Fingerplays, • Number Follow The Leader |
| 3. Show progress in listening attentively, avoiding interrupting others, learning to be respectful. | <ul style="list-style-type: none"> • All Story Labs • Share the News • Make-Believe Play Building Background Knowledge • Buddy Reading |
| 4. Respond with understanding to speech directed at them. | <ul style="list-style-type: none"> • All Story Labs • Share the News • Make-Believe Play Building Background Knowledge • Buddy Reading • Physical Self-Regulation Activities- Movement Games, Do What I Do, Pattern Movement, Songs, Chants, & Fingerplays, • Number Follow The Leader |
| 5. Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker). | <ul style="list-style-type: none"> • All Story Labs • Share the News • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Buddy Reading |
| 6. Understand and respond appropriately to non-verbal expressions and gestures. | <ul style="list-style-type: none"> • Physical Self-Regulation Activities- Movement Games, Freeze Game, Do What I Do, Pattern Movement, Songs, Chants, & Fingerplays, • Number Follow The Leader |
| 7. Show progress in listening to and understanding both their home language and English (if non-English-speaking children). | <ul style="list-style-type: none"> • All Story Labs • Share the News • Make-Believe Play Building Background Knowledge • Buddy Reading • Physical Self-Regulation Activities- Movement Games, Freeze Game Do What I Do, Pattern Movement, Songs, Chants, & Fingerplays, • Number Follow The Leader |

Alignment of *Tools of the Mind* Preschool Curriculum to Michigan Prekindergarten Guidelines

| Standard | <i>Tools of the Mind</i> Activity |
|---|--|
| Language and Early Literacy Development | |
| 5. Viewing Images and Other Media Materials- Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically. | |
| 1. View images and other media materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials, for visual cues or creative purposes). | <ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • All Story Labs |
| 2. Use different strategies for understanding various media (e.g., making predictions using what they already know, using the structure of the image or media, linking themselves and their experiences to the content, asking relevant questions). | |
| 3. Begin to compare information across sources and discriminate between fantasy and reality. | |
| 6. Positive Attitudes about Literacy- Children develop positive attitudes about themselves as literate beings — as readers, writers, speakers, viewers, and listeners. | |
| 1. Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity. | <ul style="list-style-type: none"> • Buddy Reading • All Story Labs • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Share the News • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions |
| 2. Demonstrate emotion from literacy experiences (e.g. laughter, concern, curiosity). | <ul style="list-style-type: none"> • Buddy Reading • All Story Labs |
| 3. Make connections with situations or events, people or stories. | <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Building Background Knowledge |
| 4. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence. | <ul style="list-style-type: none"> • Buddy Reading • All Story Labs • Make-Believe Play Block • Make-Believe Play Building Background Knowledge |
| 5. Show growth in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. | <ul style="list-style-type: none"> • Share the News • 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 |
| 7. Diversity of Communication- Children begin to understand that communication is diverse and that people communicate in a variety of ways. | |
| 1. Understand that some people communicate in different languages and other forms of English. | <ul style="list-style-type: none"> • Story Lab- Connections, Learning Facts • Make- Make-Believe Play Building Background Knowledge • Make-Believe Play Block |
| 2. Become aware of the value of the language used in their homes. | |
| 3. Become aware of alternate and various forms of communication (e.g., Braille, sign language, lip reading, digital communication tablets). | |
| 4. Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication. | |

Alignment of *Tools of the Mind* Preschool Curriculum to Michigan Prekindergarten Guidelines

| Standard | <i>Tools of the Mind</i> Activity |
|---|--|
| Dual Language Learning | |
| 1. Receptive English Language Skills- Children demonstrate an increasing ability to comprehend or understand the English language at an appropriate developmental level. | |
| 1. Observe peers and adults with increasing attention to understand language and intent. | Language is used strategically throughout the day in Tools of the Mind classrooms. Many activities involve children hearing one another’s ideas, or responding in a way that demonstrates comprehension in small group or paired settings. Large group activities also provide opportunities for children to demonstrate understanding, both verbally and non-verbally. Opportunities to observe comprehension and understanding of the English language include, but are not limited to: <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 • Share the News • All Small Group Literacy and Small Group Math/Science Activities • Make-Believe Play Block |
| 2. Respond with non-verbal actions and basic English words or phrases to communicate. | |
| 3. Demonstrate increased understanding of simple words and phrases used in daily routines or content studies. | |
| 4. Increase understanding of multiple meanings of words. | |
| 5. Exhibit a growing vocabulary of basic and high-frequency words. | |
| 6. Demonstrate a beginning of phonological awareness and phonics. | |
| 2. Expressive English Language Skills- Children demonstrate an increasing ability to speak or use English at an appropriate developmental level. | |
| 1. Express basic needs using common words or phrases in English. | Language is used strategically throughout the day in Tools of the Mind classrooms. Many activities involve children expressing ideas or responding to the ideas of another. Opportunities to observe oral expression in the English language and home languages include, but are not limited to: <ul style="list-style-type: none"> • Share the News • Make-Believe Play Block • Make-Believe Play Planning • Buddy Reading • Make-Believe Practice |
| 2. Participate with peers and adults in simple exchanges in English. | |
| 3. As age appropriate, attempt to use longer sentences or phrases in English. | |
| 4. Continue to use and build home language as needed to build understanding of words and concepts in second language. | |
| 3. Engagement in English Literacy Activities- Children demonstrate increased understanding and response to books, storytelling, and songs presented in English and increased participation in English literacy activities. | |
| 1. Demonstrate increasing attention to stories and book reading. | <ul style="list-style-type: none"> • All Story Labs • Buddy Reading • Make-Believe Play Block • Make- Make-Believe Play Building Background Knowledge |
| 2. Name or recall characters in stories. | <ul style="list-style-type: none"> • Story Lab- Story Grammar, Character Empathy, Active Listening, Story Extensions, Connections • Buddy Reading |
| 3. Use both verbal and nonverbal methods to demonstrate understanding as early literacy skills also increase. | <ul style="list-style-type: none"> • Elkonin Games • I Have—Who Has- Sounds, Letters • Mystery Literacy Activities- Mystery Word, Mystery Rhyme, |

Alignment of *Tools of the Mind* Preschool Curriculum to Michigan Prekindergarten Guidelines

| Standard | <i>Tools of the Mind</i> Activity |
|--|--|
| Dual Language Learning | |
| | Mystery Letter • Fingerplays, Chants & Songs |
| 4. Begin to talk about books, stories, make predictions or take a guess about the book. | • All Story Labs • Buddy Reading • Make-Believe Play Block • Make-Believe Play Building Background Knowledge |
| 4. Engagement in Writing- Children demonstrate an increasing ability to write words or engage in early stages of writing in English. | |
| Alphabet | |
| 1. Engage in early drawing or emergent writing attempts. | • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions |
| 2. Copy letters of the English alphabet as age appropriate. | • Shared Scaffolded Writing- Write Along • Make-Believe Play Block |
| Words | |
| 3. Write or copying important words (name, friends, and family). | • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Shared Scaffolded Writing- Write Along • Make-Believe Play Block |
| 4. Write name using a capital letter at the beginning. | • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions |
| 5. Copy words or labels from integrated learning (math, science, arts) experiences. | • Make-Believe Play Block |
| 6. Use drawing and emergent writing together. | • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Shared Scaffolded Writing- Write Along • Make-Believe Play Block |
| 5. Social Interaction- Children interact with peers in play, classroom and social situations using English with increasing ability and comfort; use first language when appropriate and share home culture. | |
| 1. Demonstrate and also accept positive verbal and non-verbal interactions from peers. | Language is used strategically throughout the day in Tools of the Mind classrooms as children interact with one another. Many activities involve children expressing ideas or responding to the ideas of another. Opportunities to observe interactions in both the English language and home languages include, but are not limited to: <ul style="list-style-type: none"> • Share the News • Buddy Reading • Make-Believe Play Block • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions |

Alignment of *Tools of the Mind* Preschool Curriculum to Michigan Prekindergarten Guidelines

| Standard | <i>Tools of the Mind</i> Activity |
|---|--|
| Dual Language Learning | |
| | <ul style="list-style-type: none"> • Story Lab- Character Empathy, Connections • All Small Group Literacy and Small Group Math/Science Activities |
| In English: | |
| 2. Engage with the teacher and others in a positive manner. | Language is used strategically throughout the day in <i>Tools of the Mind</i> classrooms as children interact with one another. Many activities involve children expressing ideas or responding to the ideas of another. Opportunities to observe interactions in English include, but are not limited to: <ul style="list-style-type: none"> • Share the News • Buddy Reading • Make-Believe Play Block • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Story Lab- Character Empathy, Connections • All Small Group Literacy and Small Group Math/Science Activities |
| 3. Communicate emotions appropriately and beginning to label feelings. | |
| 4. Show both verbal and non-verbal attempts to participate with peers. | |
| In the First Language | |
| 5. Write, draw and talk about family and cultural traditions (songs, food, celebrations, etc.). | Language is used strategically throughout the day in <i>Tools of the Mind</i> classrooms as children interact with one another. Many activities involve children expressing ideas or responding to the ideas of another. Opportunities to observe interactions in the First Language include, but are not limited to: <ul style="list-style-type: none"> • Share the News • Buddy Reading • Make-Believe Play Block • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Story Lab- Character Empathy, Connections • All Small Group Literacy and Small Group Math/Science Activities |
| 6. Demonstrate pride and recognition of first language. | |
| 7. Build skills in first language. | |



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| Standard | <i>Tools of the Mind</i> Activity |
|---|--|
| Technology Literacy-Early Learning in Technology | |
| 1. Creativity and Innovation- Children use a variety of developmentally appropriate digital tools to learn and create. | |
| 1. Can describe and creatively use a variety of technological tools independently or with peer or adult help. | Technology may be incorporated during a variety of activities throughout a Tools of the Mind day including the use of iPads or computers to listen to/watch stories or conduct background-building research for the theme. Computer equipment and technology devices are often integrated into play themes as props throughout the centers. |
| 2. Understand that technology tools can be used throughout the day. | |
| 3. Understand that different technology tools have different uses, including communicating feelings and ideas. | |
| 2. Communication and Collaboration- Children work together when using developmentally appropriate digital tools. | |
| 1. Respond to other children’s technology products vocally or within the technology tool. | Technology may be incorporated during a variety of activities throughout a Tools of the Mind day. Computer equipment and technology devices are often integrated into play themes as props throughout the centers, which would be an ideal time to scaffold the use of technology with small groups of children. |
| 2. Work with one or more other children to plan and create a product with a technology tool. | |
| 3. Research and Information Literacy- With adult support and supervision, children interact with developmentally appropriate Internet based resources. With adult support, children use developmentally appropriate digital resources to locate and use information relating to a topic under study. | |
| 1. Begin to be able to navigate developmentally appropriate websites. | Investigation using internet-based resources may be incorporated during a variety of activities throughout a Tools of the Mind day including conducting background building research for the theme or finding more information about a Science Eyes lesson or Experiment. |
| 2. Understand that the internet can be used to locate information as well as for entertainment. | |
| 3. Respond to information found on the internet in developmentally appropriate ways (e.g., tell what they learned, draw a picture, use the information to accomplish a task). | |
| 4. Critical Thinking, Problem Solving, and Decision Making- Children can explain some ways that technology can be used to solve problems. | |
| 1. Talk, ask questions, solve problems and share ideas with peers and adults, when using computers and other technology tools. | Technology may be incorporated as a problem-solving resource in a variety of ways throughout a Tools of the Mind day, including exploration of technology’s uses during the Learning Facts Story Lab, or as a resource to be explored, modeled, and used the Make-Believe Play Block. Children could also apply the use of technology to problem-solve while conducting a Science Eyes Experiment or while building or making props. |
| 2. When faced with a problem, suggest the use of technology tool to solve the problem (e.g., take a picture of a block creation to show parents, find out the size of a dinosaur). | |
| 5. Digital Citizenship- Children begin to understand how technology can be used appropriately or inappropriately. | |
| 1. Begin to state and follow rules for safe use of the computer and other technology tools. | <ul style="list-style-type: none"> • Classroom Rules • Story Lab- Character Empathy, Connections, Learning Facts |
| 2. Begin to understand how technology can be used inappropriately (e.g., using another’s cell phone without permission, using the Internet without supervision). | |
| 3. Identify the Michigan Cyber Safety Initiative’s three rules (Keep Safe, Keep Away, Keep Telling). | <ul style="list-style-type: none"> • Classroom Rules • Story Lab- Learning Facts |
| 4. Identify personal information that should not be shared on the Internet or the phone (e.g., name, address, phone). | <ul style="list-style-type: none"> • Story Lab- Learning Facts |



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| Standard | <i>Tools of the Mind</i> Activity |
|---|--|
| Technology Literacy-Early Learning in Technology | |
| 5. Know to use the computer only when an adult is supervising and to inform a trusted adult if anything on the Internet creates discomfort. | <ul style="list-style-type: none"> • Classroom Rules • Story Lab- Learning Facts |
| 6. Technology Operations and Concepts- Children begin to learn to use and talk about technology tools appropriately. | |
| 1. Can follow simple directions to use common technology tools. | As technology may be incorporated throughout many <i>Tools of the Mind</i> activities, the teacher should encourage and scaffold the use of basic technology terms while speaking to the children and during peer conversations. |
| 2. Recognize and name the major parts of a computer and other devices. | |
| 3. Understand the need for and demonstrate basic care for technology equipment. | |
| 4. Use adaptive devices to operate a software program as necessary. | |

| Standard | <i>Tools of the Mind</i> Activity |
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| Social, Emotional and Physical Health and Development | |
| Social and Emotional Development and Health | |
| 1. Understanding of Self- Children develop and exhibit a healthy sense of self. | |
| 1. Show an emerging sense of self-awareness. | <ul style="list-style-type: none"> • Share the News • Buddy Reading • Story Lab- Connections, Character Empathy, Active Listening • Make-Believe Play Block |
| 2. Continue to develop personal preferences. | |
| 3. Demonstrate growing confidence in expressing their feelings, needs and opinions. | |
| 4. Become increasingly more independent. | |
| 5. Recognize and have positive feelings about their own gender, family, race, culture and language. | |
| 6. Identify a variety of feelings and moods (in themselves and others). | |
| 2. Expressing Emotions- Children show increasing ability to regulate how they express their emotions. | |
| 1. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions. | <ul style="list-style-type: none"> • Make-Believe Play Block • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule • All Small Group Literacy and Small Group Math/Science Activities • Share the News |
| 2. Grow in their ability to follow simple, clear, and consistent directions and rules. | |
| 3. Use materials purposefully, safely, and respectfully more and more of the time. | <ul style="list-style-type: none"> • Make-Believe Play Block • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule • All Small Group Literacy and Small Group Math/Science Activities |
| 4. Begin to know when and how to seek help from an adult or peer. | |
| 5. Manage transitions and follow routines most of the time. | <ul style="list-style-type: none"> • Pretend Transitions • Make-Believe Play Block • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule |

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| Standard | <i>Tools of the Mind</i> Activity |
|---|--|
| Social, Emotional and Physical Health and Development | |
| | <ul style="list-style-type: none"> • All Small Group Literacy and Small Group Math/Science Activities • Share the News |
| 6. Can adapt to different environments. | <ul style="list-style-type: none"> • Outdoor Play • Pretend Transitions • Make-Believe Play Block |
| 3. Relationships with Others- Children develop healthy relationships with other children and adults. | |
| 1. Increase their ability to initiate and sustain age-appropriate interactions with peers and adults. | <ul style="list-style-type: none"> • Make-Believe Play Block • Buddy Reading • Share the News |
| 2. Begin to develop and practice the use of problem-solving and conflict resolution skills. | <ul style="list-style-type: none"> • Story Lab- Connections, Character Empathy • Classroom Rules • All Small Group Literacy and Small Group Math/Science Activities • Community Building Activities |
| 3. Recognize similarities and differences in people (gender, family, race, culture, language). | <ul style="list-style-type: none"> • Make-Believe Play Block • Buddy Reading • Share the News • Story Lab- Connections • Community Building Activities |
| 4. Increase their capacity to take another’s perspective. | <ul style="list-style-type: none"> • Make-Believe Play Block • Story Lab- Connections, Character Empathy • Community Building Activities |
| 5. Show increasing respect for the rights of others. | <ul style="list-style-type: none"> • Make-Believe Play Block • Buddy Reading • Share the News • Classroom Rules • All Small Group Literacy and Small Group Math/Science Activities • Community Building Activities |
| 6. Show progress in developing and keeping friendships. | <ul style="list-style-type: none"> • Make-Believe Play Block • Buddy Reading • Share the News • All Small Group Literacy and Small Group Math/Science Activities • Community Building Activities • Outdoor Play |
| 7. Participate successfully as a group member. | <ul style="list-style-type: none"> • Make-Believe Play Block • Buddy Reading • Share the News • All Small Group Literacy and Small Group Math/Science Activities |

Alignment of *Tools of the Mind* Preschool Curriculum to Michigan Prekindergarten Guidelines

| Standard | <i>Tools of the Mind</i> Activity |
|--|---|
| Social, Emotional and Physical Health and Development | |
| 8. Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community. | <ul style="list-style-type: none"> • Make-Believe Play Block • Community Building Activities • Buddy Reading • Share the News • Story Lab- Connections, Character Empathy • Classroom Rules • All Small Group Literacy and Small Group Math/Science Activities |
| Physical Development | |
| 4. Body Control and Activity- Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health. | |
| 1. Begin to recognize and learn the names of body parts. | <ul style="list-style-type: none"> • Story Lab- Learning Facts, Vocabulary |
| 2. Begin to understand spatial awareness for themselves, others, and their environment. | <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 |
| 3. Participate actively and on a regular basis, in games, outdoor play, and other forms of vigorous exercise that enhance physical fitness. | |
| 4. Increasingly develops greater self-awareness; identifies his or her own interest and strengths. | <ul style="list-style-type: none"> • Story Lab- Learning Facts, Vocabulary, Connections • 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 • Share the News |
| 5. Gross Motor Development- Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings. | |
| 1. Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping. | <ul style="list-style-type: none"> • Outdoor Play • Pretend Transitions • 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 • Elkonin I • Number Line Hopscotch |
| 2. Show their ability to use different body parts in a rhythmic pattern. | <ul style="list-style-type: none"> • Physical Self-Regulation Activities- Pattern Movement, Movement Games, Do What I Do, Fingerplays, Chants & Songs |
| 3. Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina. | <ul style="list-style-type: none"> • Outdoor Play • 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 • Elkonin I • Number Line Hopscotch |



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|---|--|
| Social, Emotional and Physical Health and Development | |
| 4. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries (e.g., riding a tricycle or bike, using their bodies in helpful vs. hurtful ways, being a 'leader' in a game). | <ul style="list-style-type: none"> • Outdoor Play • Pretend Transitions • 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 • Elkonin I • Number Line Hopscotch |
| 6. Fine Motor Development- Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings. | |
| 1. Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools (e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology). | <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 • Graphics Practice • Make-Believe Play Prop Making • Puzzles, Manipulatives & Blocks • Make-Believe Play Block • Venger Drawing & Venger Collage |
| 2. Use fine motor skills they are learning in daily activities (e.g., dressing themselves). | |
| 7. Positive Activity- Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition. | |
| 1. Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others. | <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 • All Small Group Literacy and Small Group Math/Science Activities |
| 2. Take pride in their own abilities and increase self-motivation. | |
| 3. Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others. | |
| 4. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all. | |
| Health, Safety and Nutrition | |
| 8. Healthy Eating- Children become aware of and begin to develop nutritional habits that contribute to good health. | |
| 1. Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals, and how this relates to good health. | Meal Times, and Snack Times, provide opportunities practice and observe nutritional habits. Teachers scaffold emerging awareness of habits throughout the day, but they can also model, practice, and encourage healthy habits through: <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 |
| 2. Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults. | |
| 3. Use age/developmentally-appropriate eating utensils safely and correctly. | |
| 4. Become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions. | |

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| Standard | <i>Tools of the Mind</i> Activity |
|---|---|
| Social, Emotional and Physical Health and Development | |
| 9. Healthy Choices- Children begin to have knowledge about and make age-appropriate healthy choices in daily life. | |
| 1. Show growing independence in keeping themselves clean, personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting. | Meal Times, Snack Times, Outdoor Play, Share the News, and Story Lab provide opportunities to learn about and practice healthy and develop an awareness of healthy habits. Teachers scaffold emerging self-help skills throughout the day, as well as during meal times, tooth brushing and dressing. Teachers scaffold emerging awareness of habits throughout the day, but they can also model, practice, and encourage healthy choices through: <ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block |
| 2. Grow in understanding of the importance of good health and its relationship to physical activity. | |
| 3. Talk about ways to prevent spreading germs and diseases to other people. | |
| 4. Develop an understanding of basic oral hygiene. | |
| 5. Begin to be able to recognize activities that contribute to the spread of communicable diseases (e.g., sharing of cups, eating utensils, hats, clothing, foods). | |
| 6. Can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a “sore neck”) and common instruments used in diagnosing disease (e.g., thermometer, x-ray machines). | |
| 7. Begin to become aware of activities, substances, and situations that may pose potential hazards to health [e.g., smoking, poisonous materials, edible, non-edible items (e.g., plants/berries), medications (appropriate use of)]. | |
| 10. Personal Safety- Children recognize that they have a role in preventing accidents or potential emergencies. | |
| 1. Begin to learn appropriate safety procedures (e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water). | <ul style="list-style-type: none"> • Classroom Rules • Story Lab- Learning Facts, Connections, Vocabulary • Outdoor Play • 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 • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block |
| 2. Identify persons to whom they can turn for help in an emergency situation. | <ul style="list-style-type: none"> • Classroom Rules • Story Lab- Learning Facts, Vocabulary • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block |
| 3. Begin to know important facts about themselves (e.g., address, phone number, parent’s name). | <ul style="list-style-type: none"> • Story Lab- Learning Facts, Connections, Vocabulary • Make-Believe Play Block |
| 4. Become aware of issues relative to personal safety (e.g., inappropriate touching, good and bad secrets, learning how to say ‘No’ to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation). | <ul style="list-style-type: none"> • Story Lab- Learning Facts • Make-Believe Play Building Background Knowledge |

Alignment of *Tools of the Mind* Preschool Curriculum to Michigan Prekindergarten Guidelines

| Standard | <i>Tools of the Mind</i> Activity |
|--|--|
| Social, Emotional and Physical Health and Development | |
| 5. Begin to learn the correct procedure for self-protection in emergency situations (e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of other’s blood and vomit). | <ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block |
| 6. Begin to try new activities with ‘just manageable’ risk (e.g., riding a tricycle, climbing safely, jumping, exploring). | <ul style="list-style-type: none"> • Outdoor Play • 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 |
| 7. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries. | <ul style="list-style-type: none"> • Outdoor Play • 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 • Make-Believe Play Practice • Make-Believe Play Block |

| Standard | <i>Tools of the Mind</i> Activity |
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| Early Learning in Mathematics | |
| 1. Math Practices- Children begin to develop processes and strategies for solving mathematical problems. | |
| 1. Try to solve problems in their daily lives using mathematics (e.g., how many napkins are needed). | <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Practice • Science Eyes-Experiments, Journals, Senses • Timeline Calendar • Mystery Math Activities |
| 2. Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (e.g., distribute crackers). | <ul style="list-style-type: none"> • Make-Believe Play Block • Timeline Calendar • Mystery Math Activities |
| 3. Begin to develop and use various approaches to problem solving based upon their trial and error experiences. | <ul style="list-style-type: none"> • Make-Believe Play Block • Science Eyes-Experiments, Journals, Senses • Mystery Math Activities |
| 4. Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations. | |
| 5. Begin to generate problems that involve predicting, collecting, and analyzing information and using simple estimation. | <ul style="list-style-type: none"> • Science Eyes-Experiments, Journals, Senses • Weather Graph |
| 2. Mathematical Literacy- Children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., by translating a problem or activity into a new form; a picture, diagram, model, symbol, or words). | |
| 1. Participate regularly in informal conversations about mathematical concepts and number relationships. | <ul style="list-style-type: none"> • Timeline Calendar • Mystery Math Activities • Numerals Game • Remember and Replicate • Make-Believe Play Block |

Alignment of *Tools of the Mind* Preschool Curriculum to Michigan Prekindergarten Guidelines

| Standard | <i>Tools of the Mind</i> Activity |
|--|--|
| Early Learning in Mathematics | |
| | <ul style="list-style-type: none"> • Tallying |
| 2. Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number and other mathematical symbols. | <ul style="list-style-type: none"> • Numerals Game • Remember and Replicate • Make-Believe Play Block • Tallying • Science Eyes-Experiments, Journals, Senses |
| 3. Begin to use symbols to represent real objects and quantities. | |
| 4. Make progress from matching and recognizing number symbols to reading and writing numerals. | <ul style="list-style-type: none"> • Numerals Game • Mystery Math Activities • Making Collections |
| 5. Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words. | <ul style="list-style-type: none"> • Timeline Calendar • Mystery Math Activities • Numerals Game • Remember and Replicate • Make-Believe Play Block • Tallying • Science Eyes-Experiments, Journals, Senses |
| 6. Begin to recognize that information comes in many forms and can be organized and displayed in different ways. | |
| 7. Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities). | <ul style="list-style-type: none"> • Timeline Calendar • Mystery Math Activities • Numerals Game |
| 3. Classification and Patterns- Children begin to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life. | |
| 1. Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures. | <ul style="list-style-type: none"> • Attribute Game • Making Collections • Pattern Movement • Mystery Pattern |
| 2. Identify patterns in their environment. | <ul style="list-style-type: none"> • Share the News • Mystery Pattern |
| 3. Investigate patterns and describe relationships. | <ul style="list-style-type: none"> • Attribute Game • Making Collections • Pattern Movement • Mystery Pattern |
| 4. Recognize patterns in various formats (e.g., things that can be seen, heard, felt). | <ul style="list-style-type: none"> • Pattern Movement • Mystery Pattern |
| 4. Counting and Cardinality- Children extend their understanding of numbers and their relationship to one another and things in the environment. | |
| 1. Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems. | <ul style="list-style-type: none"> • Timeline Calendar • Freeze on the Number • Making Collections |

Alignment of *Tools of the Mind* Preschool Curriculum to Michigan Prekindergarten Guidelines

| Standard | <i>Tools of the Mind</i> Activity |
|--|---|
| Early Learning in Mathematics | |
| | <ul style="list-style-type: none"> • Numerals Game • Number Line Hopscotch • Mystery Numeral • Number Follow the Leader |
| 2. Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives. | <ul style="list-style-type: none"> • Timeline Calendar • Making Collections • Numerals Game • Mystery Numeral |
| 3. Make progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence). | <ul style="list-style-type: none"> • Timeline Calendar • Freeze on the Number • Making Collections • Numerals Game • Number Line Hopscotch • Mystery Numeral • Number Follow the Leader |
| 4. Recognize and match number symbols for small amounts with the appropriate amounts (e.g., subitizing). | <ul style="list-style-type: none"> • Mystery Numeral • Freeze on the Number |
| 5. Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways. | <ul style="list-style-type: none"> • Timeline Calendar • Freeze on the Number • Making Collections • Numerals Game • Number Line Hopscotch • Mystery Numeral • Number Follow the Leader |
| 6. Show growth in understanding that number words and numerals represent quantities. | |
| 7. Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life. | |
| 8. Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates). | <ul style="list-style-type: none"> • Story Lab- Learning Facts • Timeline Calendar • Tallying |
| 9. Develop an increasing ability to count in sequence up to ten and beyond, typically referred to as “counting on.” | <ul style="list-style-type: none"> • Number Line Hopscotch • Timeline Calendar |
| 5. Simple Operations and Beginning Algebraic Thinking- Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems. | |
| 1. Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials. | <ul style="list-style-type: none"> • Mystery Numeral, Mystery Numeral Two Card • Attribute Game • Making Collections • Weather Graphing • Science Eyes- Experiments, Journals • Story Lab- Learning Facts |



Alignment of *Tools of the Mind* Preschool Curriculum to Michigan Prekindergarten Guidelines

| Standard | <i>Tools of the Mind</i> Activity |
|--|--|
| Early Learning in Mathematics | |
| 2. Can generate problems that involve predicting, collecting, and analyzing information. | <ul style="list-style-type: none"> • Science Eyes- Experiments, Journals • Weather Graphing |
| 3. Use simple estimation to make better guesses. | <ul style="list-style-type: none"> • Timeline Calendar • Tallying |
| 4. Identify likenesses and differences. | <ul style="list-style-type: none"> • Attribute Game • Science Eyes- Experiments, Journals • Story Lab- Connections |
| 5. Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time). | <ul style="list-style-type: none"> • Attribute Game • Making Collections • Remember and Replicate • Science Eyes |
| 6. Recognize that the same group can be sorted and classified in more than one way and describe why they would group or sequence in a particular way. | <ul style="list-style-type: none"> • Attribute Game • Science Eyes |
| 7. Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information. | <ul style="list-style-type: none"> • Science Eyes • Weather Graphing • Story Lab- Learning Facts |
| 6. Measuring- Children explore and discover simple ways to measure. | |
| 1. Show awareness that things in their environment can be measured. | <ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block • Science Eyes- Experiments, Journals • Weather Graphing • Daily Schedule • Story Lab- Learning Facts, Vocabulary |
| 2. Begin to understand concepts of weight. | <ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block • Science Eyes- Experiments, Journals • Story Lab- Learning Facts, Vocabulary |
| 3. Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events and how time plays a role in their daily life (e.g., breakfast, snack, lunch, dinner). | <ul style="list-style-type: none"> • Daily Schedule • Make-Believe Play Building Background Knowledge • Make-Believe Play Block |
| 4. Show an awareness of temperature as it affects their daily lives. | <ul style="list-style-type: none"> • Weather Graphing • Story Lab- Learning Facts, Vocabulary, Connections • Make-Believe Play Building Background Knowledge • Make-Believe Play Block |

Alignment of *Tools of the Mind* Preschool Curriculum to Michigan Prekindergarten Guidelines

| Standard | <i>Tools of the Mind</i> Activity |
|--|--|
| Early Learning in Mathematics | |
| 5. Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children). | <ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block • Science Eyes- Experiments, Journals |
| 6. Begin to use non-standard measures (e.g., length of hand) for length and area of objects. | |
| 7. Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts. | |
| 7. Geometry- Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods. | |
| 1. Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms. | <ul style="list-style-type: none"> • I Have—Who Has- Shapes • Attribute Game • Venger Drawing & Venger Collage • Remember & Replicate • Mystery Pattern • Pattern Movement |
| 2. Investigate and begin to predict the results of combining, subdividing, and changing shapes. | <ul style="list-style-type: none"> • Venger Drawing & Venger Collage • Puzzles, Manipulatives, & Blocks |
| 3. Begin to recognize and appreciate geometric shapes in their environment. | <ul style="list-style-type: none"> • I Have—Who Has- Shapes • Attribute Game • Venger Drawing & Venger Collage • Remember & Replicate • Mystery Pattern • Pattern Movement |
| 4. Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind). | <ul style="list-style-type: none"> • Venger Drawing & Venger Collage • Remember & Replicate • Make-Believe Play Practice |
| 5. Identify patterns in their environment. | <ul style="list-style-type: none"> • Mystery Pattern • Pattern Movement • Puzzles, Manipulatives & Blocks • Remember & Replicate • |
| 6. Recognize, describe, copy, extend and create simple patterns with real objects and through pictures. | |
| 7. Investigate patterns and describe relationships. | |
| 8. Recognize patterns in various formats (e.g., things that can be seen, heard, felt). | |

Alignment of *Tools of the Mind* Preschool Curriculum to Michigan Prekindergarten Guidelines

| Standard | <i>Tools of the Mind</i> Activity |
|---|--|
| Early Learning in Science | |
| 1. Observation and Inquiry- Children develop positive attitudes and gain knowledge about science through observation and active play. | |
| 1. Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science. | <ul style="list-style-type: none"> • Science Eyes- Experiments, Journals, Senses • Story Lab- Learning Facts, Vocabulary, Predictions, Connections • Make-Believe Play Building Background Knowledge • Make-Believe Play Block |
| 2. Ask questions related to their own interest and observations. | |
| 3. Talk about their own predictions, explanations and generalizations based on past and current experiences. | |
| 4. Expand their observational skills (e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources). | |
| 5. Begin to participate in simple investigations (e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen). | |
| 2. Living and Non-living Things- Children show a beginning awareness of scientific knowledge related to living and non-living things. | |
| 1. Demonstrate a growing ability to collect, talk about, and record information about living and non-living things (e.g., through discussions, drawings). | <ul style="list-style-type: none"> • Science Eyes- Experiments, Journals, Senses • Story Lab- Learning Facts, Vocabulary, Predictions, Connections • Make-Believe Play Building Background Knowledge • Make-Believe Play Block |
| 2. Begin to categorize living and non-living things in their environment based on characteristics they can observe (e.g., texture, color, size, shape, temperature, usefulness, weight). | |
| 3. Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs (e.g., air, food, light, rest). | |
| 4. Begin to describe relationships among familiar plants and animals (e.g., caterpillars eat leaves). | |
| 5. Begin to describe the places in which familiar plants and animals in their neighborhood live (e.g., city, drainage ponds, parks, fields, forests). | |
| 6. Demonstrate greater knowledge and respect for their bodies (e.g., describe visible parts of the human body and their functions). | |
| 7. Observe, describe and compare the motions of common objects in terms of speed and direction (e.g., faster, slowest, up, down). | |
| 3. Knowledge about the Earth- Children show a beginning awareness of scientific knowledge related to the earth. | |
| 1. Can talk about observable characteristics of different seasons. | <ul style="list-style-type: none"> • Timeline Calendar • Weather Graphing • Science Eyes- Experiments, Journals, Senses • Story Lab- Learning Facts, Vocabulary, Predictions, Connections |
| 2. Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms. | |
| 3. Can talk about major features of the earth's surface (streams, hills, beaches) when found in the children's neighborhood and neighborhoods that they visit. | |

Alignment of *Tools of the Mind* Preschool Curriculum to Michigan Prekindergarten Guidelines

| Standard | <i>Tools of the Mind</i> Activity |
|--|---|
| Early Learning in Science | |
| 4. Begin to describe weather and its changing conditions (e.g., wind, rain, snow, clouds). | <ul style="list-style-type: none"> • Timeline Calendar • Weather Graphing • Science Eyes- Experiments, Journals, Senses • Story Lab- Learning Facts, Vocabulary, Predictions, Connections |
| 5. Talk about ways to be safe during bad weather and in outdoor explorations. | <ul style="list-style-type: none"> • Story Lab- Learning Facts, Vocabulary, Predictions, Connections • Share the News |

| Standard | <i>Tools of the Mind</i> Activity |
|---|---|
| Early Learning in the Social Studies | |
| 1. Relationship in Place- Children begin to understand and interpret their relationship and place within their own environment. | |
| 1. Explore the environment, experiment and play with natural materials, explore the texture, sound and smells of nature. | <ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Science Eyes- Experiments, Journals, Senses |
| 2. Extend information gained from books and stories or projects to learning in the outdoor setting in which they live and play. | |
| 3. Develop a sense of connectedness through the exploration of the natural environment and materials, caring for animals or plants. | |
| 4. Engage in conversations that reflect experiences in and observations of the environment. | <ul style="list-style-type: none"> • Story Lab- Learning Facts, Vocabulary, Predictions, Connections • Make-Believe Play Building Background Knowledge • Make-Believe Play Block |
| 5. Demonstrate a developing sense of respect for nature and its components. | |
| 6. Use and understand words for location and direction. | |
| 2. How People Are Influenced- Children begin to recognize that many different influences shape people’s thinking and behavior. | |
| 1. Can talk about personal information (e.g., name; family members; and, by four, knowledge of personal traits, address, telephone number). | <ul style="list-style-type: none"> • Story Lab- Learning Facts, Vocabulary, Character Empathy, Connections • Share the News • Make-Believe Play Building Background Knowledge • Make-Believe Play Block |
| 2. Begin to recognize themselves as unique individuals and become aware of the uniqueness of others. | |
| 3. Show an understanding of family and how families are alike and different. | |
| 4. Talk about ways members of a family can work together to help one another. | |
| 5. Begin to recognize that people celebrate events in a variety of ways. | |
| 6. Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society. | |
| 7. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries. | |
| 8. Participate in creating their own classroom celebrations. | |

Alignment of *Tools of the Mind* Preschool Curriculum to Michigan Prekindergarten Guidelines

| Standard | <i>Tools of the Mind</i> Activity |
|---|---|
| Early Learning in the Social Studies | |
| 3. Understanding Time- Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past. | |
| 1. Use words to describe time (e.g., yesterday, today, tomorrow). | <ul style="list-style-type: none"> • Timeline Calendar • Share the News • Weather Graphing • Science Eyes- Experiments, Journals, Senses • Story Lab- Connections |
| 2. Can talk about recent and past events. | <ul style="list-style-type: none"> • Timeline Calendar • Share the News • Story Lab- Connections |
| 3. Show interest in nature and asks questions about what is seen and what has changed (e.g., temperature, trees, sunlight) over time. | <ul style="list-style-type: none"> • Timeline Calendar • Share the News • Weather Graphing • Science Eyes- Experiments, Journals, Senses • Story Lab- Connections |
| 4. Gather information and learn new concepts through experimentation and discovery, making connections what they already know. | <ul style="list-style-type: none"> • Science Eyes- Experiments, Journals, Senses • Story Lab- Connections, Learning Facts |
| 5. Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities. | <ul style="list-style-type: none"> • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule • All Small Group Literacy and Small Group Math/Science Activities • Make-Believe Play Block • Story Lab- Connections • Community Building Activities |
| 6. Contribute to their community (classroom, school, neighborhood) as age appropriate. | <ul style="list-style-type: none"> • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule • All Small Group Literacy and Small Group Math/Science Activities • Make-Believe Play Block • Community Building Activities |
| 4. Why We Have Rules and Laws- Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community. | |
| 1. Grow in their understanding of the need for rules and boundaries in their learning and social environment. | <ul style="list-style-type: none"> • Classroom Rules • Story Lab- Connections, Predictions, Character Empathy, Learning Facts, Vocabulary |
| 2. Begin to understand consequences of following and breaking (disobeying) rules. | <ul style="list-style-type: none"> • Classroom Rules • Story Lab- Connections, Character Empathy • Make-Believe Play Building Background Knowledge • Make-Believe Play Block |

Alignment of *Tools of the Mind* Preschool Curriculum to Michigan Prekindergarten Guidelines

| Standard | <i>Tools of the Mind</i> Activity |
|---|--|
| Early Learning in the Social Studies | |
| 3. Can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs (e.g., who helps them make rules, who tells them when they are breaking a rule, who helps enforce rules). | <ul style="list-style-type: none"> • Story Lab- Connections, Learning Facts • Make-Believe Play Building Background Knowledge • Make-Believe Play Block |
| 4. Show increasing respect for the rights of others. | <ul style="list-style-type: none"> • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule • All Small Group Literacy and Small Group Math/Science Activities • Make-Believe Play Block • Story Lab- Character Empathy, Connections • Community Building Activities |
| 5. Basic Ideas about Economics- Children increase their understanding about how basic economic concepts relate to their lives. | |
| 1. Can talk about some of the workers and services in their community. | <ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Story Lab- Connections, Learning Facts, Vocabulary |
| 2. Can talk about some of the ways people earn a living. | |
| 3. Begin to understand that people pay for things with a representation of money (e.g., currency, checks, debit cards, credit cards). | |
| 4. Make simple choices about how to spend money. | |
| 6. People and Their Environment- Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment. | |
| 1. Begin to identify what families need to thrive (e.g., food, shelter, clothing, love). | <ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Story Lab- Connections, Learning Facts, Vocabulary |
| 2. Can participate in improving their environment (e.g., pick up litter, recycle, plant trees and flowers, conserve lights, water and paper). | <ul style="list-style-type: none"> • Make-Believe Play Block • Clean Up Routine • All Small Group Literacy and Small Group Math/Science Activities |
| 3. Engages in activities that promote a sense of contribution. | |
| 4. Responds and recognizes naturally occurring events that reinforce the ideas of change and the connections to care giving of living things. | <ul style="list-style-type: none"> • Story Lab- Connections, Learning Facts, Vocabulary • Science Eyes- Experiments, Journals • Make-Believe Play Building Background Knowledge • Make-Believe Play Block |