



Tools of the Mind

PreK Curriculum, 8.1 Edition

Alignment with New Jersey State Preschool Teaching
and Learning Standards

Preschool Standards Number/P-12 Database Number		<i>Tools of the Mind</i> ® Activities & Materials
SOCIAL/EMOTIONAL DEVELOPMENT		
Standard 0.1 Children demonstrate self-confidence.		
0.1.1/ 0.1.P.A.1 Express individuality by making independent decisions about which materials to use.	<p>Free Choice and Outside Play are two daily time blocks when children make independent decisions about the materials they use and the activities they engage in. In Make-Believe Play, children choose which props they'll use in their play and as make-believe play ebbs, they choose which materials to explore in each of the six base-layer centers. During Make-Believe Play Theme Building Weeks, children select from a range of art materials to draw and collage pictures using familiar shapes in novel ways. Each day, children choose their own book to "read" in Buddy Reading. In Venger Drawing and Collage, children use a range of art materials to draw and collage pictures using familiar shapes in novel ways.</p>	
0.1.2/ 0.1.P.A.2 Express ideas for activities and initiate discussions.	<p>In the Make-Believe Play Block, children express their ideas in every stage of play, from co-constructing play themes, creating props and setting elements, to choosing the role and planning the scenarios they will play with peers. As themes develop, children use Story Problem Cards and discuss problems that could happen in different play scenarios and how different roles might resolve them. Let's Pretend eBooks also offer problem scenarios and guide children in discussing solutions. During Attention Focusing Activities in Opening Group, children suggest fingerplays, songs and chants they would like to engage in, discuss the weather in Weather Graphing, and initiate discussions about the calendar and events in Timeline Calendar. In the daily Share the News activity, children express their ideas and initiate discussions on different topics engaging in a Turn and Talk or Double Talk with peers. In Science Eyes activities, children engage in discussions and ask questions about the collections they observe and the long-term experiments they conduct. In all Story Labs, children respond to text read aloud by engaging in one-on-one conversations in a Turn and Talk with a peer. In Venger Drawing and Collage, children discuss their ideas about how to incorporate a 2D shape into a drawing, sharing multiple ideas with peers before choosing what they want to draw and create. The Free Choice Block and Outside Play also provide children with opportunities to express their ideas for activities and initiate discussions with peers and teachers.</p>	

0.1.3/0.1.P.A.3 Actively engage in activities and interactions with teachers & peers.

The Tools of the Mind® program and activity design intentionally engages children in interactions with teachers and peers. The **Make-Believe Play Block** engages children in reviewing the previous day’s **Play Plan** with a peer, planning today’s play by discussing ideas with peers and a teacher, and finally engaging in **Make-Believe Play** with a small group in a center. In our **Opening Group**, children engage one-on-one with a peer in **Share the News**, through freeze poses with peers in **Physical Self-Regulation Activities** like the **Freeze Game**, use and learn peers’ names in **Community Building Activities**, and engage in partner fingerplays and songs in **Attention Focusing Activities**. In daily **Mystery Literacy** and **Mystery Math** activities, children are encouraged to work through the mysteries by talking with peers. The design of many of Tools Math, Science and Literacy activities like **Buddy Reading**, **Math Memory**, **Making Collections**, **Numerals Game** and **Science Eyes** partners children, giving each child a role and setting children up to independently exchange roles, supporting high engagement and learning. Other activities like **Attribute Game**, **Venger Drawing and Collage** and **Story Labs** engage children in discussion with peers and teachers. Large group activities like **Timeline Calendar**, **Weather Graphing**, and **Pretend Transitions** are designed to engage all children by increasing child talk using participation styles like **Turn and Talk** and **Double Talk**. Our small group **I Have—Who Has? Games** are designed to engage children in co-regulation and interactions with peers as children check one another’s cards to be sure the game is set up for play, and monitor peers’ cards to cue peers who need support.

0.1.4/0.1.P.A.4 Discuss their own actions and efforts.

Children in Tools of the Mind® classrooms frequently discuss their actions and reflect with peers. For example, in partner activities like **Making Collections** and **Numerals Game**, partners give each other feedback and help each other correct errors in counting. In **Classroom Rules**, children co-create the rules and later, use **Share the News** as an opportunity to revisit the rules and discuss what they do when they are following a rule. **Share the News** offers daily opportunities for children to talk with a peers about a range of topics that support discussion of children’s own actions and efforts, for example, discussing what they played outside, or what they do to get ready for snack or rest. In **Make-Believe Play Planning** children discuss with a peer what they played the previous day and tell their teacher and peers their plan for today’s play. In one-on-one scaffolding interactions with the teacher each day, they talk about their plan and representation of it, discussing what they drew or wrote. **Make-Believe Play** and **Make-Believe Play Practice** are times of rich discussion in which children talk about, engage in and reflect on play

	<p>scenarios and plan what they'll do next. Let's Pretend eBooks support conversations about play scenarios and pretend situations that require problem solving.</p>
<p>Standard 0.2 Children demonstrate self-direction.</p>	
<p>0.2.1/0.2.P.A.1 Make independent choices and plans from a broad range of diverse interest centers.</p>	<p>Each day in the Make-Believe Play Block, children independently choose the center they will visit and create a Play Plan. Then children engage in Make-Believe Play choosing their own props, exchanging roles with peers, and creating new scenarios. As Make-Believe Play ebbs and flows, children explore and engage with the full-range of center materials in each of six centers. The Free Choice Block offers another daily opportunity to make independent choices and explore the six centers in a Tools of the Mind® classroom.</p>
<p>0.2.2/ 0.2.P.A.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).</p>	<p>Children demonstrate self-help skills in a variety of contexts, including during the Clean-Up Song at the end of the Make-Believe Play Block, by using the external mediation on the posted Classroom Rules and Daily Schedule, and by engaging in hand washing and clean-up routines during Snack and Lunch times. Children also practice self-help skills during Make-Believe Play; for example, a child playing a mom might prompt their "child" to pretend to wash their hands before dinner or clear their plate after eating.</p>
<p>0.2.3/0.2.P.A.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.</p>	<p>The external mediation of the prominently displayed Daily Schedule supports children in anticipating what comes next in the schedule and smoothly moving through daily routines. The predictable flow of the Make-Believe Play Block and the use of the Clean-Up Song supports children in independently transitioning from planning play to play, cleaning up play, and transitioning to join the teacher on the rug with peers as the teacher begins an Attention Focusing Activity. Pretend Transitions engage children in using language and gesture to engage in pretend actions while moving from one activity to another. For example, children might move from the rug to washing hands for snack by pretending to spray produce at a grocery store with a spray bottle—<i>spray, spray, wipe; spray, spray, wipe!</i> One of the Five Tools Teaching Capabilities is building a Classroom Culture of Peer Scaffolding in which children actively cue and prompt one another and provide support, maximizing independence and minimizing teacher direction.</p>
<p>0.2.4/0.2.P.A.4 Attend to tasks for a period of time.</p>	<p>Tools activities are intentionally designed to support growing levels of self-regulation and focused, sustained attention. We maximize time dedicated to Small Group Activities (which include most Math, Science & Literacy activities, including Story Labs), and Tools teachers use Tools Participation Styles including Choral Response, Turn and Talk and Double Talk to support sustained attention. Many activities like Pattern Movement, Attention Focusing Activities and Attribute Game use the Vygotskian tactic of Shared Activity and engage children in using Private Speech to support sustained</p>

	<p>attention and engagement. Activities like Math Memory, Buddy Reading, Making Collections, Numerals Game, and Science Eyes engage children in joint attention with a peer and are designed to support sustained attention and high engagement. Make-Believe Play in themes connected to children’s real experiences and interests supports attending to a task for a period of time by engaging in make-believe scenarios. The math activity Remember & Replicate engages children in sustaining attention and remembering and recreating with play dough a group of shapes (for example, 2 “snakes” and 1 “ball”), and Graphics Practice, in which children hold in mind a graphic figure (like a circle or line, eventually letters and numbers) and use Private Speech to intentionally guide their motor actions while they make the figure.</p>
<p>Standard 0.3 Children identify and express feelings.</p>	
<p>0.3.1/0.3.P.A.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.</p>	<p>Children in Tools classrooms have many opportunities to identify and describe feelings. This happens formally during Story Labs as children respond to books read aloud, including the Story Lab—Character Empathy activity with its specific focus on identifying emotions. In Play Planning, children often plan the emotions they’ll be pretending in their Make-Believe Play, where children engage in pretend scenarios that are rich with opportunities to explore feelings. For example, what does the parent do when a child is feeling sad? Children also respond to feelings that come up in the give and take of play, such as learning how to negotiate when another child wants to use the prop you’re playing with, or wants to play the role you’re playing. In Make-Believe Play Practice, children discuss Story Problems and engage in playing scenarios that involve expressing and responding to other’s emotions. Let’s Pretend eBooks also support these discussions. In Share the News, social-emotional topics are introduced for children to discuss in pairs. For example, <i>How can you tell if someone is mad? What do you look like when you are happy?</i></p>
<p>0.3.2/0.3.P.A.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort them when they feel sad).</p>	<p>Teacher-led Make-Believe Play Practice is a time when teachers facilitate playing scenarios that engage children in empathizing, and discuss the actions children can take to respond to the feelings of others. Make-Believe Play offers many opportunities for children to practice empathy in pretend situations. In Share the News, specific topics related to feelings help children develop empathy, for example, <i>What can you do to comfort a friend who is feeling sad?</i> In Story Lab—Character Empathy, children listen to a read aloud and pay attention to a selected character or two, keeping in mind the question, <i>How did _____ [character] feel?</i> The Story Lab activity Story Grammar engages children in practicing empathy for mistake-making and errors as a puppet who</p>

<p>0.3.3/0.3.P.A.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).</p>	<p>listened to the story with children makes some mistakes in sequencing story events and naming story characters and setting elements.</p> <p>Attention Refocusing Activities include strategies children are taught to help them calm themselves, like the breathing exercises “Smell the Flower, Blow Out the Candle” and “Fill Up the Balloon.” Share the News is a time of day when teachers include topics related to channeling negative feelings, such as, <i>When you’re mad, how do you help yourself feel calm? What do you do when you are afraid?</i> Make-Believe Play Practice and Make-Believe Play provide opportunities to learn and practice emotion-regulation strategies in the context of negotiating roles and play scenarios.</p>
<p>Standard 0.4 Children exhibit positive interactions with other children and adults.</p>	
<p>0.4.1/0.4.P.A.1 Engage appropriately with peers and teachers in classroom activities.</p> <p>0.4.2/0.4.P.A.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).</p> <p>0.4.3/0.4.P.A.3 Say “thank you,” “please,” and “excuse me.”</p> <p>0.4.4/0.4.P.A.4 Respect the rights of others (e.g., “This painting belongs to Carlos”).</p> <p>0.4.5/0.4.P.A.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).</p> <p>0.4.6/ 0.4.P.A.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).</p>	<p>In the Tools program, teachers bring the lens of self-regulation development to their understanding of children’s behaviors across the day. Teachers help children build a strong foundation of self-regulation that allows children to manage their behavior and act in socially acceptable ways. Teachers are proactive in scaffolding children <i>before</i> situations that may be challenging, anticipating ways they can keep children’s self-regulation high. The Tools approach to Classroom Rules and creating a Classroom Culture of Peer Scaffolding means that children have the opportunity to preview and plan for the expectations of different activities (e.g., in Freeze Game we use “bubble space” and dance while the music is on, and freeze when it stops), and peers naturally support each with reminders about what to do. Our emphasis on Small Group Activities (Math, Science, Literacy, Make-Believe Play) and partnered activities (e.g., Share the News, Math Activities including Math Memory, Numerals Game, Making Collections, Science Eyes) allows children to develop meaningful, positive relationships with peers and teachers. Tools program design intentionally partners children with every other child in the classroom, and multiple partners each day. Make-Believe Play Practice and Play provide daily opportunities to practice socially acceptable behavior as children take on roles that engage them in more mature behavior (e.g., playing a parent, chef, waiter, receptionist or doctor) and develop problem-solving skills for expressing needs verbally and nonverbally. Through literature, Story Lab discussions give further opportunities to learn about handling conflict and interacting positively with others.</p>

Standard 0.5 Children exhibit pro-social behavior.	
0.5.1/0.5.P.A.1 Play independently and cooperatively in pairs and small groups.	With Tools of the Mind’s emphasis on Small Group and Partner Activities (e.g., Math, Science, Literacy, Share the News) and daily Make-Believe Play , children play independently and cooperatively throughout the school day.
0.5.2/0.5.P.A.2 Engage in pretend play.	Make-Believe Play is a key component of the Tools program. Each day, children practice playing roles, actions and scenarios in teacher-led Make-Believe Play Practice , plan their play in Make-Believe Play Planning , and then engage in small-group Make-Believe Play at a center for 30–45 minutes. In Pretend Transitions , children use language and gesture related to the play theme as they move from one activity to the next. During Outside Play children often bring play themes outside, turning the sand box into a kitchen, the play structure into a Medevac helicopter, or the playground into a Dog Park or Obedience School. Pretend play is extended into Tools activities like Making Collections in which children interact in roles and count play theme related pictures, turning the counting game into a make-believe play scenario (e.g., one child is the waiter and the other the chef, ordering a number of drinks that the chef counts out).
0.5.3/0.5.P.A.3 Demonstrate how to enter into play when a group of children are already involved in play.	The Make-Believe Play Block offers frequent opportunities to practice entering play as children finish drawing and writing their Play Plans and make the transition to joining children already at play in a center. As Make-Believe Play naturally ebbs and flows, children enter new play scenarios with new roles and continue to negotiate roles and actions with peers. Outside Play and Free Choice are other times when teachers actively guide children in using strategies to join play in appropriate ways. Share the News provides opportunities for children to talk and reflect about how to do this, as do Story Lab discussions.
0.5.4/0.5.P.A.4 Take turns.	Tools activities are designed to engage children in successful turn-taking with partners in activities like Buddy Reading, Math Memory, Making Collections, Numerals Game, Elkonin Boxes II, Science Eyes and Share the News , and in small group activities like the math activity Remember & Replicate in which children learn to take turns with a teacher, and I Have Who Has? Games in which children take turns in a game based on the cards they are dealt. In Make-Believe Play , children take turns using different props and playing different roles, learning to independently exchange roles at the end of scenarios.
0.5.5/0.5.P.A.5 Demonstrate understanding the concept of sharing by attempting to share.	The Make-Believe Play Block is an important time of the day when children practice sharing—whether they are sharing materials during prop and set making, or negotiating

	<p>getting the prop they need during pretend play. Share the News is another daily activity when children practice turn-taking as they wait to share their thoughts on the day’s topic. All partner activities including Science Eyes, Buddy Reading, Attribute Game, Making Numerals and Making Collections give children further practice with sharing.</p>
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<p>Preschool Standards Number/P-12 Database Number</p> <p><i>Tools of the Mind</i>® Activities & Materials</p>	
<p>VISUAL AND PERFORMING ARTS</p>	
<p>Standard 1.1 Children express themselves and develop an appreciation of creative movement and dance.</p>	
<p>1.1.1 / 1.3.P.A.1 Move the body in a variety of ways, with and without music. 1.1.2 / 1.3.P.A.2 Respond to changes in tempo and a variety of musical rhythms through body movement. 1.1.3/ 1.3.P.A.3 Participate in simple sequences of movements.</p>	<p>Attention Focusing, Attention Refocusing, Pretend Transitions, Community Building Activities and Physical Self-Regulation Activities provide children with opportunities to move their bodies with and without music and engage in simple movement sequences. In the daily Freeze Game, children stop when the music pauses and strike a pose, and in Pretend Transitions, Pattern Movement and Number Follow the Leader children use simple sequences of movements. In Attention Focusing Activities, children use gestures and movements and change tempo and volume and in Community Building activities like “Jack Be Nimble,” literacy activities like Elkonin Boxes I and math activities like Number Line Hopscotch, children jump. In Graphics Practice, children respond to musical cues by starting and stopping fine motor movements, and teachers use a variety of musical rhythms and types of instrumental music.</p>
<p>1.1.4/ 1.3.P.A.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.</p>	<p>Attention Focusing, Refocusing, and Physical Self-Regulation Activities engage children in becoming aware of personal space as they participate in movement. In the Freeze Dance, children learn to maintain personal space while they move their bodies and dance. In the Partner Freeze variation, children learn to safely form different poses with a partner. Daily Pretend Transitions encourage children to bring awareness and focus to personal space as they engage in movement from place to place using gesture and Private Speech. Children engage in many Physical Self-Regulation movement games like “Tooty Ta,” “Boom Chicka Boom” or “Ram Sam Sam” that build concentration and focus while engaging in creative movement and maintaining personal space.</p>
<p>1.1.5/ 1.3.P.A.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.</p>	<p>Teachers are encouraged to introduce Attention Focusing Activities from a variety of cultures as they seek to reflect not only the cultures of children in their classrooms but in their greater community and world. Teachers play a variety of instrumental music from different genres and cultures in various tempos during Graphics Practice.</p>

<p>1.1.6/ 1.3.P.A.6 Use movement/dance to convey meaning around a theme or to show feelings.</p>	<p>Many Attention Focusing and Physical Self-Regulation Activities incorporate movement and dance to convey meaning. Theme-related songs help children make connections to Make-Believe Play Themes. Pretend Transitions engage children in movement to convey meaning and show feelings.</p>
<p>Standard 1.1 Children express themselves and develop an appreciation of creative movement and dance.</p>	
<p>1.1.7/ 1.4.P.A.1 Describe feelings and reactions in response to a creative movement/dance performance.</p>	<p>Share the News is an important activity that ensures all children get a chance to speak and respond to a topic, rather than just a handful of children. After a music or dance performance, a Turn and Talk allows all children to both listen and respond to a peer’s thoughts.</p>
<p>1.1.8/1.4.P.A.5 Begin to demonstrate appropriate audience skills during creative movement and dance performances.</p>	<p>Children are given opportunities to be audience members when peers or guests (often families) share culturally relevant music and movement activities. In addition, children often integrate giving and watching performances into the context of their Make-Believe Play. For example, in the Family Theme Living Room, two children might act out a Dancing Show on a TV screen (cardboard cut-out) while the children playing a parent and child watch the “show.” In another classroom children decide to create a band and play instruments and dance while the audience watches and applauds.</p>
<p>Standard 1.2 Children express themselves through and develop an appreciation of music.</p>	
<p>1.2.1/ 1.3.P.B.1 Sing a variety of songs with expression, independently and with others. 1.2.2/ 1.3.P.B.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.</p>	<p>Children enjoy a variety of songs and games during Attention Focusing and Community Building Activities. For example, children engage in individual fingerplays, partner fingerplays, partner clapping games, chants, and songs. Teachers lead songs and games with a variety of tempos and volumes, and fade out their voice to ensure children are participating. Physical Self-Regulation and Attention Refocusing Activities engage children in listening to and imitating sounds and patterns with their voices and bodies (e.g., clapping). Musical instruments can be integrated into large group Physical Self-Regulation and Community Building activities as well as into authentic Make-Believe Play experiences. For example, there can be musical instruments in the waiting room at the doctor’s office, musical performances at a restaurant, and music class in a School Theme.</p>
<p>1.2.3/ 1.3.P.B.3 Clap or sing songs with repetitive phrases and rhythmic patterns. 1.2.4/ 1.3.P.B.4 Listen to, imitate, and improvise sounds, patterns, or songs.</p>	<p>Children can also explore and use musical instruments and vocabulary in Science Eyes. Teachers are encouraged to invite guests, including members of the children’s families, to the classroom to share culturally relevant music and dance. In Graphics Practice, teachers introduce a variety of instrumental music styles from different genres and cultures in various tempos. The music children have experienced in their families and community is</p>
<p>1.2.5 / 1.3.P.B.5 Participate in and listen to music from a variety of cultures and times.</p>	<p>Children can also explore and use musical instruments and vocabulary in Science Eyes. Teachers are encouraged to invite guests, including members of the children’s families, to the classroom to share culturally relevant music and dance. In Graphics Practice, teachers introduce a variety of instrumental music styles from different genres and cultures in various tempos. The music children have experienced in their families and community is</p>

	naturally integrated into their Make-Believe Play as children play out life in families and communities.
<p>1.2.6/ 1.3.P.B.6 Recognize and name a variety of music elements using appropriate music vocabulary.</p>	<p>Story Lab—Vocabulary is an opportunity to learn music vocabulary by reading aloud fiction and nonfiction books about musicians and music. Children learn musical elements like <i>volume</i> and <i>tempo</i> through Attention Focusing, Physical Self-Regulation and Graphics Practice activities.</p>
<p>Standard 1.2 Children express themselves through and develop an appreciation of music.</p>	
<p>1.2.7/ 1.4.P.A.2 Describe feelings and reactions in response to diverse musical genres and styles.</p>	<p>Turn and Talks during Share the News and at other times in the day give opportunities for children to describe responses to music.</p>
<p>1.2.8/1.4.P.A.6 Begin to demonstrate appropriate audience skills during recordings and music performances.</p>	<p>During guest presentations during Make-Believe Play Theme Building, children learn appropriate audience participation and listening skills.</p>
<p>Standard 1.3 Children express themselves through and develop an appreciation of dramatic play and storytelling.</p>	
<p>1.3.1/ 1.3.P.C.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).</p>	<p>The Make-Believe Play Block is an opportunity for children to engage in Make-Believe Play each day playing roles observed through life experiences for an extended period of time. Make-Believe Play Theme Building weeks build all children’s understanding of roles, role speech, actions and possible scenarios they might engage in. Make-Believe Play Practice gives children practice using language, gesture and props for different roles and scenarios, and later extending play by choosing Story Problems and discussing ways to solve them. Pretend Transitions provide another opportunity to use language and gesture to play roles.</p>
<p>1.3.2/ 1.3.P.C.2 Use memory, imagination, creativity, and language to make up new roles and act them out.</p>	<p>As play unfolds in Make-Believe Play, children’s play scenarios evolve and shift. Children exchange roles and make up new roles and new scenarios. For example, a Dim Sum Restaurant might start out with four players: two customers, a waiter and a cook. But when a pretend fire breaks out in the kitchen, the cook might change to the role of firefighter to fight the blaze. In another scenario, a leak in the kitchen sink might lead to calling a plumber and a new peer coming in to fix the leak. Children and teachers co-construct new themes as the year goes on, which engage children in using their memories and experiences to develop new roles with unique role speech and scenarios.</p>
<p>1.3.3/ 1.3.P.C.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.</p>	<p>Negotiating roles and shifting play scenarios is a big part of Tools of the Mind’s Make-Believe Play, which often necessitates negotiation around props and roles. For example, in Make-Believe Play in the Pet/Vet Theme at the Dog Groomer, two children might have each planned to be dog groomers. Can two people wash the dogs, and a peer or doll can be the pet owner? Do they want to take turns being customer and groomer? Lots of</p>

	<p>negotiation comes up around props because Tools teachers are intentional about integrating abstract props into Make-Believe Play: <i>Is the wooden block a hair dryer or the brush?</i> Children use child-made, abstract (blocks, felt, fabric) and representational props in their play, and learn to make or invent new props as they are needed.</p>
<p>1.3.4/ 1.3.P.C.4 Differentiate between fantasy/pretend play and real events.</p>	<p>Children learn to differentiate between real and pretend in Tools of the Mind® Story Labs, including Story Lab—Learning Facts. Real versus pretend can also be a Share the News topic and is a natural discussion topic in Make-Believe Play Practice and Make-Believe Play.</p>
<p>1.3.5/ 1.3.P.C.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).</p>	<p>Tools of the Mind® has a number of activities that build the foundation for sustained and extended play. During Make-Believe Play Theme Building weeks, the Tools of the Mind® Let’s Pretend eBooks, Virtual Field Trips and Story Labs build all children’s knowledge of theme scenarios, roles, actions and role speech. Make-Believe Play Planning engages children in using yesterday’s plan to remember roles and actions and plan today’s play. Make-Believe Play Practice is a teacher-facilitated activity in which teachers use their observations of play to target practice that will extend the play they observed, and can include use of Story Problem Cards helping children extend scenarios and add new roles to their play. In Make-Believe Play, teachers circulate and provide scaffolding to support sustained and engaged play as they track children’s play development on our Make-Believe Play Formative Assessment to plan how to scaffold each child’s development.</p>
<p>1.3.6/ 1.3.P.C.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.</p>	<p>In Story Lab activities, children are actively engaged in listening and responding to stories. The Tools of the Mind® Recommended Book List on our eTools portal for teachers features titles for Story Labs that reflect diversity and build cultural awareness. Guests during Make-Believe Play Theme Building weeks may also share diverse stories and/or offer dramatic performances, sharing cultural dances, traditions, or music, or telling stories and dramatizing their work. For example, a firefighter might show how they suit up, drive to a call and use a hose to put out a fire, or a veterinarian might talk through how they perform a check-up on a pet.</p>
<p>Standard 1.3 Children express themselves through and develop an appreciation of dramatic play and storytelling.</p>	
<p>1.3.7/ 1.4.P.A.3 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.</p>	<p>Each Story Lab activity provides an opportunity to share reactions to the story read aloud, applying a range of listening comprehension strategies. Turn and Talks during Share the News and at other times in the day give opportunities for children to describe their feelings and reactions in response to stories and dramatic performances.</p>

<p>1.3.8/ 1.4.P.A.7 Begin to demonstrate appropriate audience skills during storytelling and performances.</p>	<p>Children learn to listen appropriately during Story Labs as teachers read stories and children attend to each Story Lab comprehension strategy. In Make-Believe Play, children sometimes perform and are audience members for performances. Children in the Pet/Vet Theme Obedience School might decide to perform a Dog Show while children in the role of pet owners pretend to be attentive audience members.</p>
<p>Standard 1.4 Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).</p>	
<p>1.4.1/ 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools. 1.4.2/ 1.3.P.D.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.</p>	<p>In creating props and setting elements for Make-Believe Play and making daily Play Plans, children explore a variety of art materials, create two- and three-dimensional art, and learn to care for art tools. In Venger Drawing and Collage, children use a range of art materials to draw and create collages using familiar shapes in novel ways with a variety of materials. In Graphics Practice children explore line, shape, form and space and learn how to care for dry erase markers and whiteboards. The Free Choice Block offers opportunities for children to create artwork using a variety of materials and learn how to use and care for tools and materials.</p>
<p>1.4.3/ 1.3.P.D.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g., illustrator, sculptor, photographer) and elements in the visual arts.</p>	<p>Story Lab activities provide an opportunity to introduce topics related to the arts, including through Story Lab—Vocabulary. Children also learn arts vocabulary as they engage in creating props and sets for Make-Believe Play themes. During Make-Believe Play, children may pretend to be painters, potters or photographers in the context of play themes. For example, in one school near the coast, children might pretend to work in different studios in their community, making mugs, painting and selling paintings, and taking photos of vacationing families dressed up in costumes.</p>
<p>1.4.4/ 1.3.P.D.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.</p>	<p>In Make-Believe Play, children use materials and art media to create setting elements and props (e.g., turning a recycled box into a cash register, repurposing it later into an x-ray machine and later into a computer or pet carrier). Children make signs, menus and other setting elements. In Venger Drawing and Collage, children creatively represent their observations and imaginations as they integrate familiar shapes into drawing and collage. As the year goes on, children are scaffolded to draw increasingly representational pictures in Make-Believe Play Planning to support the planning of their play, representing themselves in the role they want to play, adding details to help them remember what they'll do in that role. In Story Lab—Learning Facts and in Science Eyes, children draw (and, if appropriate, write using Scaffolded Writing) what they learned or found interesting using a variety of visual media (e.g., crayons, colored pencils, markers, etc.). In Story Lab—Story</p>

<p>1.4.6/ 1.3.P.D.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.</p>	<p>Extensions, children use their memory, ideas and imagination to extend a familiar patterned story, creating a new page for a classroom book.</p> <p>Through their practice in Graphics Practice creating graphical marks and shapes, and later numbers and letters, children’s drawing and writing grow increasingly recognizable. In Make-Believe Play Planning teachers reference the Private Speech children learn in Graphics Practice to help children draw their plan. All activities that include drawing and writing including Make-Believe Play Planning, Story Lab—Learning Facts & Extensions, Science Eyes, and Venger Drawing and Collage provide children further practice developing hand coordination and fine motor skills. Make-Believe Play provides opportunities both in prop and set making and in the context of play itself. For example, children draw the meal a customer ordered on a plate in one Restaurant Center, or make labels for pet food to differentiate cat food from dog food in the Pet/Vet Theme.</p>
<p>1.4.7/ 1.4.P.A.4 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.</p>	<p>Turn and Talks during Share the News, in Story Labs and at other times in the day provide opportunities for children to describe their feelings and reactions in response to culturally diverse art and objects. When invited guests and families share culturally relevant art and objects during Make-Believe Play Theme Building Weeks, children respond through Turn and Talks, Double Talk and Choral Response.</p>

Preschool Standards Number/P-12 Database Number

Tools of the Mind® Activities & Materials

PRESCCHOOL HEALTH, SAFETY, AND PHYSICAL EDUCATION/ COMPREHENSIVE HEALTH & PHYSICAL EDUCATION Standard 2.1 Children develop self-help and personal hygiene skills.

2.1.1/2.1.P.A.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

Snack and **Lunch** times and classroom routines provide opportunities to practice self-care and develop an awareness of healthy habits. **Share the News** topics on health and hygiene reinforce and deepen learning as do **Story Lab** activities featuring books on healthy habits. **Make-Believe Play** themes integrate opportunities to practice healthy habits in various roles (e.g., as a produce manager in a grocery store, deli clerk, cook, doctor, nurse, veterinarian, groomer, parent, child, etc.). Props like soap containers, sinks and towels help children practice these skills in their play. **Make-Believe Play Practice** facilitated by teachers engages children in practicing actions and interactions they’ll use in play, and can, for example, engage children in pretending to be parents teaching their children how to sneeze so others in the family don’t get sick. **Attention Focusing Activities** include

<p>2.1.2/ 2.1.P.A.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).</p>	<p>fingerplays and songs that help children learn healthy habits.</p> <p>During Clean-Up, Snack and Lunch routines, children demonstrate emerging self-help skills and independence. During Make-Believe Play across many themes and roles, children pretend to pour, serve and use utensils to eat, dress for all kinds of weather, and wash their hands. In the Family and Medical Themes, children also pretend to brush their teeth.</p>
<p>Standard 2.2 Children begin to develop the knowledge and skills necessary to make nutritious food choices.</p>	
<p>2.2.1/ 2.1.P.B.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).</p> <p>2.2.2/ 2.1.P.B.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).</p>	<p>Story Lab activities can help children learn about foods from different cultures, about food groups, and develop an awareness of nutritious foods. In Science Eyes children have the opportunity to explore the feeling, taste, smell, color and shape of different foods (e.g., different kinds of apples, oranges, edible seeds, flatbreads, etc.). Make-Believe Play is another important way children in Tools classrooms develop awareness of nutritious food choices and learn about foods from various cultures. For example, children pretend to make naan with play dough, or stir-fry construction paper “vegetables” and yarn “noodles” in the Restaurant Theme play. In the Family Theme, children pretend to be grandma teaching the children how to make rice and bean tortillas. As children and teachers co-construct themes, teachers discuss and plan ways to integrate healthy choices. For example, in the Grocery Theme, teachers guide children in making fruit and vegetable props for shoppers. Share the News and Snack and Lunch provide additional opportunities for talking about nutritious food choices.</p>
<p>Standard 2.3 Children begin to develop an awareness of potential hazards in their environment.</p>	
<p>2.3.1/ 2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</p> <p>2.3.2/ 2.1.P.D.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).</p> <p>2.3.3/ 2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment.</p> <p>2.3.4/ 2.1.P.D.4 Know how to dial 911 for help.</p>	<p>Classroom Rules, developed with children and posted in a prominent place with external mediation, help children use safe practices in and outside of the classroom. Share the News topics focused on health, safety and community helpers also support children’s learning. Story Lab activities offer the opportunity to discuss safety, the meaning of warning symbols, and how to call for help in response to read alouds. During Make-Believe Play, children solidify their learning about safety by playing out safety scenarios in a wide variety of play themes, for example, turning pot handles toward the back of the stove, calling 911 when brother has a very high fever, buckling the baby into the car seat, before driving, etc. Children also are involved in creating props and setting elements including poison symbols for cleaning products in the Bathroom, or a stop sign for the Drive-Thru Restaurant. Make-Believe Play Practice is an opportunity to practice dialing 911 for help and learning what community helpers</p>

	do to help in various Story Problem Card scenarios.
Standard 2.4 Children develop competence and confidence in activities that require gross and fine motor skills.	
<p>2.4.1/ 2.5.P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p>	<p>In the literacy activity Elkonin I and the math activity Number Line Hopscotch, children engage in gross motor movement as they jump from box to box or number to number. In the Physical Self-Regulation Activity Freeze Game, children move their bodies as they dance, hop, jump, and then stop when the music pauses and strike a pose. Other Physical Self-Regulation and Movement Activities engage children in galloping, marching, etc. In Outside Play, including games like Mouse Trap and Mr. Wolf, children run and dodge. Pretend Transitions offer further opportunities for children to coordinate upper and lower body motor movements as they engage in gesture and language related to the play theme while transitioning from one activity to the next. Outdoor Play offers opportunities for running and developing other gross motor skills.</p>
<p>2.4.2/ 2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p>	<p>In the Free Choice Block, children work on puzzles, build with manipulatives and blocks, and explore using a variety of writing instruments. In Graphics Practice, children’s fine motor skills grow as they create graphical marks and shapes, and later numbers and letters, as well as practice correct pencil grip. Activities that incorporate drawing and writing (including Make-Believe Play Planning, Story Lab—Learning Facts and Story Extensions, and Science Eyes) give additional practice refining fine motor coordination in drawing and writing. In Puzzles, Manipulatives and Blocks, children complete increasingly complex puzzles and build more elaborate structures with manipulatives and blocks as fine motor control develops. In the Make-Believe Play Block children use a variety of writing instruments while playing and making props, for example writing grocery lists, taking customer’s orders in a restaurant, or writing a prescription. Teachers are purposeful in planning props and play actions to build fine motor skills. For example, teachers might add scissors and paper strips for cutting “noodles” in the Family or Restaurant Themes, or small beads and pipe cleaners for making pet collars in Pet/Vet.</p>
<p>2.4.3/2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).</p>	<p>Children develop spatial coordination and skills in a variety of contexts, especially in Outside Play games like Mouse Trap and Mr. Wolf, as well as open-ended outdoor play experiences with a variety of materials like hula hoops, balls, rakes, brooms and jump ropes. In classroom activities like Elkonin II, Making Collections and Numerals Game, children carefully manipulate small tokens as part of game play. In Elkonin Boxes I and Number Line Hopscotch children jump or hop onto carpet squares or numbers. The</p>

	<p>Make-Believe Play Block is a time when children lace, button, snap, and “sew” in the context of pretend play experiences. In centers like the Obedience School or Pet Show in the Pet/Vet Theme, children may practice jumping through hoops or over blocks, and walking carefully along pathways and around objects as they pretend to be pets, or pet owners training their pets.</p>
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Preschool Standards Number/P-12 Database Number		<i>Tools of the Mind</i> ® Activities & Materials
PRESCHOOL ENGLISH LANGUAGE ARTS STRANDS		
Reading Literature: Key Ideas and Details		
<p>RL.PK.1/RL.K.1 With prompting and support, ask and answer key elements in a familiar story or poem.</p>	<p>Story Lab activities are designed so that books are read multiple times, focusing on different listening comprehension strategies in each read aloud so children become familiar with many stories or poems. Every Story Lab engages children in responding verbally to key elements in a familiar story using Choral Response or Turn and Talk, as well as by using drawing and writing to respond to questions and extensions in Story Lab—Learning Facts and Story Extensions. In Buddy Reading, as the activity increases in challenge, children ask and respond to a question using the Story Lab strategies Active Listening and Connections.</p>	
<p>RL.PK.2/RL.K.2 With prompting and support, retell familiar stories or poems.</p> <p>RL.PK.3/RL.K.3 With prompting and support, identify characters, settings, and major events in a familiar story.</p>	<p>In the Story Lab activity Story Grammar, children identify the characters and setting and, with the guidance of the teacher and a puppet named Forgetful Frankie, remember key story events and put them in sequential order to retell a familiar story. In Buddy Reading, children retell familiar stories and poems as they “read” books to a partner. During Make-Believe Play, children often retell familiar stories in the context of their pretend play, for example playing the role of teacher in a School Theme or as a parent, caretaker or grandparent reading to a baby or child in the Family Theme.</p>	
Reading Literature: Craft and Structure		
<p>RL.PK.4/RL.K.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.</p>	<p>Story Lab—Vocabulary is designed specifically to focus on vocabulary and engage children in learning and talking about unfamiliar words. In Story Lab—Learning Facts, children ask and answer questions about new vocabulary in nonfiction read aloud books. Make-Believe Play Practice is a primary time in the daily schedule when new vocabulary related to play themes, roles and scenarios is introduced and discussed, and Let’s Pretend eBooks support this learning. Let’s Pretend eBooks are designed to engage children in talking about and using new theme-related words, for example <i>patient, receptionist</i>,</p>	

Alignment of *Tools of the Mind*® Preschool Curriculum to the 2014 New Jersey State Preschool Teaching and Learning Standards

<p>RL.PK.6/RL.K.6 With prompting and support, identify the role of author and illustrator in telling the story.</p>	<p><i>waiting room, and glasses. Share the News</i> is another opportunity to talk about words and what they mean.</p> <p>At the beginning of all Story Labs, teachers (and later children) identify the book’s author and illustrator and talk about what the author’s and illustrator’s roles are in creating a book.</p>
<p>Reading Literature: Integration of Knowledge and Ideas</p>	
<p>RL.PK.7/RL.K.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.</p>	<p>All Story Lab activities support close attention to illustrations as teachers read and reread stories. In Story Lab—Story Grammar and Story Lab—Character Empathy, children use illustrations to infer and understand character’s emotions and perspectives, and to identify setting and key story events. In Buddy Reading, children “read” books to each other using story illustrations as a support for retelling the story.</p>
<p>RL.PK.8/RL.K.8 (not applicable to literature)</p>	<p>N/A</p>
<p>RL.PK.9/RL.K.9 With prompting and support, using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.</p>	<p>Many Story Lab activities include comparing characters’ experiences. For example, in Story Lab—Character Empathy, children compare how characters are feeling. In Story Lab—Connections, children make connections between characters’ experiences and their own; between the experiences of characters in this book and other books they’ve read; and between the experience of characters in a familiar storybook and what they know about the world or have learned from other media (e.g., computer, TV, movies), talking about how they are similar and different.</p>
<p>Reading Literature: Range of Reading and Level of Text Complexity</p>	
<p>RL.PK.10/RL.K.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.</p>	<p>All Story Lab activities actively engage children in responding to literature both in small and large groups, maximizing small group experiences using high quality children’s literature. In Buddy Reading, children actively participate in being readers (Lips) and listeners (Ears) as they take turns “reading” aloud, retelling books and listening to a partner “read.” Children also actively participate in read aloud experiences in Make-Believe Play Practice as teachers read Tools of the Mind® Let’s Pretend eBooks and other literature to build play theme knowledge.</p>
<p>Reading Informational Text: Key ideas and Details</p>	
<p>RI.PK.1/RI.K.1 With prompting and support, ask and answer questions about key elements in a</p>	<p>In Story Lab activities, teachers intentionally reread familiar books so children can focus on different comprehension strategies. Every Story Lab activity embeds responding to</p>

<p>familiar text.</p>	<p>text using Turn and Talks and Choral Response. Midyear in Buddy Reading, after “reading” a book, the child with the Lips card asks their partner a comprehension question about the book and their partner answers the question. Children often integrate asking and answering questions about books into their Make-Believe Play, in roles of parents and caregivers taking care of children in multiple themes (for example, reading to child in a waiting room, or waiting in a restaurant) and as teachers and children in a School Theme.</p>
<p>RI.PK.2/RI.K.2 With prompting and support, recall important facts from a familiar text.</p>	<p>All Story Lab activities prompt children to recall important facts from texts read aloud. In Story Lab—Learning Facts, recalling important facts is a specific comprehension focus. During Make-Believe Play Practice and Play, children act out facts they have learned about roles, rules, and scenarios in their pretend play, for example dramatizing that a doctor reads an x-ray to determine if a bone is broken. In Buddy Reading, as the activity increases in challenge, children ask and respond to their partner’s question using the Story Lab strategies Active Listening and Connections which engage them in recalling important facts from familiar texts.</p>
<p>RI.PK.3/ RI.K.3 With prompting and support, make a connection between pieces of essential information in a familiar text.</p>	<p>Many Story Lab activities prompt children to make connections between pieces of essential information in a familiar text. In Story Lab—Connections, making different kinds of connections is a specific comprehension focus. Children also explore connections between pieces of essential information as teachers read aloud Tools of the Mind’s Let’s Pretend eBooks during Make-Believe Play Practice.</p>
<p>Reading Informational Text: Craft and Structure</p>	
<p>RI.PK.4/RI.K.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.</p>	<p>The Story Lab activity Learning Facts emphasizes asking and answering questions about unfamiliar words in informational text. Children also learn vocabulary related to play themes in Make-Believe Play Practice as teachers read aloud Tools of the Mind’s informational Let’s Pretend eBooks and children incorporate this learned vocabulary into their Make-Believe Play.</p>
<p>RI.PK.5/RI.K.5 Identify the front and back cover of a book.</p>	<p>During All Story Lab activities, teachers model identifying the front and back covers of books read aloud. During Buddy Reading, children do this independently with their reading partners.</p>
<p>RI.PK.6/RI.K.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.</p>	<p>In Story Lab—Learning Facts, teachers (and later children) identify the book’s author and illustrator. Over time, children develop an understanding of the author’s and illustrator’s roles in presenting ideas in informational text, and how this is different than in works in fiction.</p>

Reading Informational Text: Integration of Knowledge and Ideas	
<p>RI.PK.7/RI.K.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.</p>	<p>In Story Lab—Learning Facts, teachers provide support in understanding how illustrations support the text in informational text, for example how a labeled diagram of a butterfly helps us identify the parts of its body. In Let’s Pretend eBooks which are informational text read aloud in Make-Believe Play Practice, children also have the opportunity to talk about how the illustrations help them learn and understand the text.</p>
<p>RI.PK.8/RI.K.8 (Begins in kindergarten)</p>	<p>N/A</p>
Reading Informational Text: Range of Reading and Level of Text Complexity	
<p>RI.PK.10/RI.K.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.</p>	<p>In small group Story Lab—Learning Facts and in large group Active Listening and Connections, children participate in read aloud experiences using age-appropriate information books. Buddy Reading book tub choices always include informational texts in addition to picture books. Children take turns listening to and “reading aloud” informational texts to a partner.</p>
Reading Informational Text: Print Concepts	
<p>RF.PK.1 a,b,c,d/RF.K.1 a,b,c,d Begin to demonstrate understanding of basic features of print.</p> <p>a. Follow words from left to right, top to bottom, page by page.</p>	<p>In all Shared Scaffolded Writing activities (Message of the Day, Write a Familiar Fingerplay and Write Along), children learn left to right and top to bottom concepts of print. In all drawing and writing activities (Make-Believe Play Planning, Story Lab—Learning Facts & Story Extensions, Science Eyes, Venger Drawing and Collage), children practice using left to right and top to bottom concepts of print as they write lines to represent their words and write letters representing the sounds in words (depending on their individual levels of development). During all Story Lab activities, reading page by page is modeled to children. In Buddy Reading, children practice reading page by page, and in Make-Believe Play children both “read” and write in the context of multiple roles and themes, following words from left to right, top to bottom, and page by page.</p>
<p>b. Recognize that spoken words can be written and read.</p>	<p>In Shared Scaffolded Writing activities (Message of the Day, Write a Familiar Fingerplay, Write Along), teachers and children say messages aloud before drawing and writing, and then “reread” messages with the objective that children recognize that spoken words can be written <i>and</i> read. Make-Believe Play Planning, an Individual Scaffolded Writing activity, is another powerful activity in which children recognize that spoken words—in this case, their very own words—can be written, read and reread. This is also true for other activities that include drawing and writing such as Story Lab—Learning Facts & Story Extensions, Science Eyes, and Venger Drawing and</p>

	<p>Collage. In all of these activities, children say their message aloud before representing it in drawing and writing (depending on their individual levels of development), then reread to a teacher and a peer.</p>
<p>c. Recognize that words are separated by spaces.</p>	<p>In all Scaffolded Writing activities, children learn to recognize that words are separated by spaces. In Shared Scaffolded Writing (Message of the Day, Write a Familiar Fingerplay, Write Along), teachers model making spaces between words by writing individual lines to represent each word. In Make-Believe Play Planning and other drawing and writing experiences (Story Lab— Learning Facts & Story Extensions, Science Eyes, Venger Drawing and Collage), children write a line representing each word, separated by spaces between each line.</p>
<p>d. Recognize and name many upper and lower case letters of the alphabet.</p>	<p>Children learn to recognize and name uppercase and lowercase letters through a variety of engaging large group, small group, and individual activities. I Have—Who Has? Letters (uppercase to uppercase, lowercase to lowercase, uppercase to lowercase) help children recognize letters and build fluency in letter naming. In Shared Scaffolded Writing activities, children chorally prompt teachers to write letters in as they write the words in the messages. In Make-Believe Play Planning and other drawing and writing experiences (Story Lab—Learning Facts and Story Extensions, Science Eyes, Venger Drawing and Collage), children grow in letter knowledge as they record words and messages with support from Sound Maps. Daily Mystery Literacy Activities include Mystery Letter, in which children identify the letter that makes a sound in a target word. In Graphics Practice, children practice writing letters after learning all the graphical marks and shapes that are precursors to letter formation, then learn to recognize and name uppercase and lowercase letters. In Buddy Reading, there are ABC books children “read” to a partner, naming uppercase and lowercase letters as they read. In Make-Believe Play, children practice letter name knowledge, for example, “reading” an eye chart at the Eye Doctor’s office.</p>

Reading Foundational Skills: Phonological Awareness	
RF.PK.2 a,b,c,d,e/ RF.K.2 a,b,c,d,e	Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).
<p>a. Recognize and produce simple rhyming words.</p> <p>b. Segment syllables in spoken words by clapping out the number of syllables.</p>	<p>The Opening Group activities Rhyming Game I & II engage children in both producing and recognizing rhyming (and differentiating non-rhyming) words. Children recognize and produce rhymes daily in Attention Focusing Activities, songs and chants, as well as Community Building Activities. The Mystery Literacy Game Mystery Rhyme engages children in identifying the word that rhymes with a target word. Children clap out the syllables in their names in Opening Group Community Building Name Games such as “Hickety Pickety Bumblebee.”</p>
<p>c. Identify many initial sounds in familiar words.</p>	<p>Children identify initial sounds in a number of activities in large group, small group, and individual experiences. In all Shared Scaffolded Writing experiences, children prompt teachers with the letters to write to represent the initial sounds in words (Message of the Day, Write a Familiar Fingerplay). In Write Along, Make-Believe Play Planning and other drawing and writing activities (Story Lab—Learning Facts & Story Extensions, Science Eyes, Venger Drawing and Collage), children who are developmentally ready write initial sounds using the Tools of the Mind® Sound Map. Small Group Literacy games that focus on initial sounds include: Elkonin I (Jump the Sounds) & Elkonin II (Token Game); large group activities include Take-Away Sounds. In Mystery Word, children identify the initial sound of a target word and find the word that has the same initial sound, or at a higher level may find a word that has the same ending sound as a target word’s initial sound.</p>
d. (Begins in kindergarten)	N/A
e. (Begins in kindergarten)	N/A
Reading Foundational Skills: Phonics and Word Recognition	
RF.PK.3,a,b,c,d/ RF.K.3 a,b,c,d	Demonstrate an understanding of beginning phonics and word skills.
<p>a. Associates many letters (consonants and vowels, as ready) with their names and their most frequent sounds.</p>	<p>Many activities support children in learning letter names and sound-symbol correspondences. I Have—Who Has? Letters and I Have—Who Has? Sounds give children practice not only in learning letter names and sounds, but in becoming fluent in making these associations. In drawing and writing activities, when they are developmentally ready, children either prompt their teacher to write a letter representing a sound using the Tools of the Mind® Sound Map (Message of the Day, Write a Familiar Fingerplay), or identify sounds in their own writing (Write Along, Make-Believe Play</p>

	<p>Planning, Story Lab—Learning Facts & Story Extensions, Science Eyes, Venger Drawing and Collage). The Sound Map is an important external mediator in building sound-symbol correspondence knowledge. The Mystery Game activities Mystery Letter and Mystery Word engage children in associating letters with their names and identifying sound-symbol correspondences.</p>
<p>b. (Begins in kindergarten)</p> <p>c. Recognize their name in print as well as other familiar print in the environment.</p>	<p>N/A</p> <p>A Tools of the Mind® classroom is rich in familiar environmental print. Posted mediators like the Classroom Rules, Daily Schedule, Songs We Know chart, Timeline Calendar, Weather Graph, Sound Maps and Story Lab cards provide environmental print that help children independently follow class routines, make choices, learn and remember. Children begin each day by finding their name on a card to play the day’s Mystery Game. In activities that include drawing and writing (Make-Believe Play Planning, Story Lab—Learning Facts & Story Extensions, Science Eyes, Venger Drawing and Collage), children use name cards to learn to write their names on their paper, focusing on one letter at a time and mastering that before moving to the next letter as they are developmentally ready. Name cards are used during Make-Believe Play Planning as external mediators for children learning to write their names. Center Signs and the Play Planning Wheel include icons to help children choose and then locate the center in which they’ll play.</p>
<p>d. (Begins in kindergarten)</p>	<p>N/A</p>
<p>Reading Foundational Skills: Fluency</p>	
<p>RF.PK.4/RF.K.4 Begin to engage in a variety of texts with purpose and understanding.</p>	<p>Children engage with texts in purposeful ways throughout the day, including: at the start of the day when they answer the Mystery Question, during Opening Group when teachers lead Shared Scaffolded Writing (Message of the Day, Write a Familiar Fingerplay, Write Along) or the decoding activity Riddles, in all small and large group Story Lab activities, during paired Buddy Reading, and while doing drawing and writing activities and reading their writing to others (Make-Believe Play Planning, Story Lab— Learning Facts & Story Extensions, Science Eyes, Venger Drawing and Collage).</p>
<p>Writing: Text Types and Purposes</p>	
<p>W.PK.1/W.K.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.</p>	<p>In Make-Believe Play Planning each day, children select a center, choose a role and action they will play, and represent it on a Play Plan using a combination of drawing, dictation, scribble writing and estimated spelling to represent their plan—a process called Scaffolded Writing. In Story Lab—Learning Facts, children use Scaffolded Writing to</p>

<p>W.PK.2/ W.K.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.</p>	<p>record what interested them and what they learned.</p> <p>During many drawing and writing activities, children write with the purpose of sharing information (Story Lab—Learning Facts & Story Extensions, Science Eyes). During the Make-Believe Play Block, children draw and write as they construct props and sets (e.g., a painted sign showing the cost of different kinds of pizza, a cardboard “keyboard” with letters and numbers). While engaged in Make-Believe Play, children write to record, communicate and share information. For example, at the doctor’s office a “patient” might fill out an intake form by circling parts of the body that are hurting, or the grocery store manager might write a list of vegetables that need to be stocked to give to the child who works at the delivery dock. In Make-Believe Play, children use a combination of drawing, scribble writing, letter-strings and inventive spelling to make grocery lists, create checks for restaurant customers at the end of their meals, or write prescriptions.</p>
<p>W.PK.3/ W.K.3 (Begins in kindergarten)</p>	<p>N/A</p>
<p>Writing: Production and Distribution of Writing</p>	
<p>W.PK.4 / W.K.4 (Begins in grade 3)</p> <p>W.PK.5/ W.K.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.</p>	<p>N/A</p> <p>During many activities, children draw, write and share their drawing and writing with a teacher and a peer. In Make-Believe Play Planning, children begin by sharing their writing from the previous day’s play and then draw and write (depending on their developmental level) their plan for today’s play, sharing it with a teacher who provides one-on-one scaffolding and support. Story Lab—Story Extensions engages children in extending a familiar story by imagining a new event and representing it with drawing and writing. Each child’s work becomes a page in a class book that is “read” by children in Buddy Reading.</p>
<p>W.PK.6/ W.K.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).</p>	<p>Children draw and write their Individual Scaffolded Writing on a tablet about once a week using the Developmental Writing Assessment app. As appropriate, teachers can integrate use of digital tools like cameras in activities like Science Eyes, in Make-Believe Play Theme Building or Make-Believe Play Practice. Photos are often used to create external mediation in Make-Believe Play Centers to help children remember and plan play actions and interactions (e.g., photos children, with teacher support, took of a visitor showing how to take care of a baby, or of the local pizza maker showing how to make a pizza).</p>

<p>Writing: Research to Build and Present Knowledge</p> <p>W.PK.7/ W.K.7 With guidance and support, participate in shared research and shared writing projects.</p>	<p>In Story Lab—Learning Facts, children listen to read alouds of nonfiction books that relate to a topic of class interest or to Science Eyes explorations, then draw and write facts they learned. In Science Eyes—Experiments, children participate in shared long-term observations, recording their drawing and writing in Science Journals. Every 4-5 weeks a new play theme is customized or co-constructed and a week is devoted to Make-Believe Play Theme Building. During this time, teachers and children research the new theme and learn about roles, props, actions and scenarios relevant to the theme in preparation for Make-Believe Play. The week includes creating props and setting elements and practicing playing new theme roles in Make-Believe Play Practice.</p>
<p>W.PK.8/ W.K.8 With guidance and support, recall information from experience or familiar topic to answer a question.</p>	<p>All Story Labs ask children to attend to a comprehension question while listening to a read aloud, and then answer questions using Choral Response or Turn and Talk. Children also recall information and respond to a question when responding to Share the News topics. In Make-Believe Play Practice, teachers ask questions to help children recall learning from the Make-Believe Play Theme Building week. Teachers use Let’s Pretend eBooks, classroom visitors, Virtual Field Trips, Story Problem Cards and earlier play sessions to guide the content of play practice. Science Eyes and Story Lab—Learning Facts are designed to work in concert as children listen to books related to a science theme in Story Lab and then explore a related collection or engage in a long-term observation in Science Eyes. This provides an authentic and meaningful opportunity to recall information from experience.</p>
<p>Speaking & Listening: Comprehension and Collaboration</p>	
<p>SL.PK.1.a,b/ SL.K. a,b Participate in conversations during group interactions.</p> <p>a. Follow-agreed upon rules for discussions during group interactions.</p> <p>b. Continue a conversation through several back and forth exchanges.</p>	<p>In Tools classrooms, children learn and follow the rules for Turn and Talk, Double Talk and Choral Response. In Share the News and Story Lab, children learn to continue a conversation through several exchanges in Turn and Talk and Double Talk partnered conversations. In daily Make-Believe Play Planning, teachers intentionally engage children in a back and forth exchange as children plan their play, and children each share the previous day’s Play Plans with a peer. In Make-Believe Play, children negotiate roles, actions and scenarios with peers as play unfolds. In Science Eyes, children engage in small group discussions and then take turns with a partner, first attending to their partner’s observation before observing and talking about something new. In activities like Tallying,</p>

	<p>children learn to raise their hands to be called on.</p>
<p>SL.PK.2/ SL.K.2 Ask and answer questions about a text or other information read aloud or presented orally.</p>	<p>All Story Labs invite engagement with text and asking and answering questions as different comprehension strategies are targeted. In the daily activity Share the News, children Turn and Talk or Double Talk with a peer to respond to topics posed by the teacher. Starting midway in Buddy Reading, children ask and respond to questions about texts. In Science Eyes activities, children explore collections and ask and answer questions about information they are learning.</p>
<p>SL.PK.3/ SL.K.3 Ask and answer questions to seek help, get information, or follow directions.</p>	<p>In Story Lab—Learning Facts, children learn to ask and answer, <i>What did I learn?</i> In Story Lab—Connections children learn to ask and answer, <i>Can I make a connection?</i> and then, <i>What kind of connection did I make?</i> Child talk is emphasized and promoted in Tools and through building a Classroom Culture of Peer Scaffolding. Children frequently ask and respond to questions from one another about Classroom Rules, the Daily Schedule and activity routines.</p>
<p>Speaking & Listening: Presentation of Knowledge and Ideas</p>	
<p>SL.PK.4 / SL.K.4 Begin to describe familiar people, places, things, and events and sometimes with detail.</p>	<p>In Share the News and in many Story Lab activities (Active Listening, Connections, Learning Facts, Vocabulary), children describe familiar people, places, things and events. Children also describe familiar people and events in the context of planning and building background knowledge for Make-Believe Play Themes, in Make-Believe Play Planning, Make-Believe Play and Make-Believe Play Practice. In Timeline Calendar, teachers use icons to mark culturally relevant events, and children discuss the events in Share the News.</p>
<p>SL.PK.5/ SL.K.5 Use drawings or visuals to add to descriptions to provide additional detail.</p>	<p>In the Tools of the Mind® approach, children always draw before writing (adding writing as developmentally appropriate). In all activities that include writing, children begin the writing process by first making a detailed drawing (Make-Believe Play Planning, Story Lab—Learning Facts & Story Extensions, Science Eyes). In Make-Believe Play Theme Building, children use drawings and visuals to provide details on props and setting elements, and create new ones as needed as play scenarios unfold (e.g., drawing images to represent small, medium and large size options on a menu, or creating a new kind of pet food in the pet store for birds, adding drawing to differentiate the food from other pet foods).</p>

<p>SL.PK.6/ SL.K.6 With guidance and support speak audibly and express thoughts, feelings, and ideas.</p>	<p>Children express their thoughts, feelings and ideas daily in response to Share the News topics, and in the context of Make-Believe Play Planning and Make-Believe Play. In Make-Believe Play Theme Building children express their ideas and thoughts as the class customizes and later co-constructs new play themes and in Make-Believe Play Practice children express thoughts, feelings and ideas as they select Story Problems and identify ways to solve them. Starting midyear in Buddy Reading, children ask and respond to questions. All Story Labs provide children with opportunities to express thoughts, feelings and ideas through Choral Response, Turn and Talk, and Double Talk participation styles. Attention Focusing Activities provide opportunities for children to experiment with volume, speaking loudly and softly, whispering and varying the sound of their voices.</p>
<p>Language: Conventions of Standard English</p> <p>L.PK.1 a,b,c,d,e,f,g / L.K.1 a,b,c,d,e,f,g Begin to understand the conventions of standard English grammar when speaking during interactions and activities.</p>	
<p>a. Print many alphabet letters.</p>	<p>Children (depending on their level of development) print alphabet letters in a variety of writing experiences, including when doing Scaffolded Writing in Write Along and Make-Believe Play Planning, when writing words in Story Lab—Story Extensions, Story Lab—Learning Facts, Science Eyes and Venger Drawing and Collage, when forming letters in Graphics Practice, and in the context of Make-Believe Play Theme Building (e.g., labeling props and sets) and authentic play experiences in Make-Believe Play (e.g., writing a grocery shopping list, making labels for muffins in the bakery). When children are ready, name writing experiences in Make-Believe Play Planning is another time when children print letters.</p>
<p>b. Use frequently occurring nouns and verbs. c. Form regular plural nouns. d. Understand and use question words (e.g., who, what, where, when, why, how). e. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f. Begin to speak in complete sentences. g. Understands and can follow simple multi-step directions.</p>	<p>The Tools program is designed to increase child talk and use of oral and written language. Teaching strategies are designed to individually scaffold children’s use of increasingly complex language including understanding and using question words, frequently occurring prepositions and speaking in complete sentences. For example, in Make-Believe Play Planning teachers record children’s level of complexity of their oral plans and provide individualized scaffolding to each child, targeting their ZPD. In Share the News, children respond to questions in discussion with a partner and teachers circulate to provide individual scaffolding as needed, supporting children’s growing ability to express their thoughts in more complex ways (e.g., moving from gesture to single words to sentences). All Story Labs engage children in understanding and using question words. Story Lab—Story Grammar focuses specifically on recall of story characters, setting and sequence of</p>

	<p>events, engaging children in active use of <i>who, what, where, when, why, and how</i>. In Buddy Reading as the activity increases in challenge, children ask and respond to questions that include terms like <i>who, what, where, when, why and how</i>. In Remember & Replicate, children follow simple multi-step directions and use frequently occurring singular and prepositions and adjectives; in Math Memory, they use frequently occurring singular and plural nouns and adjectives. Attention Focusing Activities engage children in using nouns (singular and plural), verbs, prepositions and complete sentences with the support of shared activity with peers. Timeline Calendar also provides practice in saying complete sentences and using question words like <i>what, when, and who</i>. Message of the Day provides supported practice in saying and repeating complete sentences, and often elicits discussion using question words (e.g., <i>When are we going to sing? What will we sing?</i>). Science Eyes supports repeating a partner’s sentence describing a collection, creating a new sentence describing a collection, and asking questions. Other activities that provide practice in understanding and following simple multi-step directions include Make-Believe Play Planning, Mystery Games, all Tools math activities, and Physical Self-Regulation Activities like Pattern Movement and What Are You Doing, Mr. Wolf?</p>
<p>L.PK.2 a,b,c,d/ L.K.2 a,b,c,d Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.</p> <ul style="list-style-type: none"> a. (Begins in kindergarten.) b. (Begins in kindergarten.) c. Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day. d. (Begins in kindergarten.) 	<p>In Scaffolded Writing, children’s writing begins with drawing and proceeds to writing lines to represent words and then as children develop, representing their words with estimated spelling. Activities that include Individual Scaffolded Writing include: Make-Believe Play Planning, Story Lab—Learning Facts & Story Extensions, Write Along, Science Eyes, and Venger Drawing & Collage. Make-Believe Play also provides many opportunities to write, for example, taking orders as a waiter, writing prescriptions, grocery lists, etc. Make-Believe Play Theme Building also engages children in creating prop and setting elements which include writing, for example, creating signs and menus.</p>
<p>L.PK.3 (Begins in grade 2.)</p>	<p>N/A</p>
<p>Language: Vocabulary Acquisition and Use</p>	
<p>L.PK.4 a,b/ L.K.4 a,b Begin to determine the meaning of new words and phrases introduced through preschool reading and content.</p> <ul style="list-style-type: none"> a. With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). b. (Begins in kindergarten.) 	<p>Children learn the meaning of new words and phrases through Story Lab activities, including Story Lab—Vocabulary with its specific focus on vocabulary development, and Story Lab—Character Empathy which focuses on emotions and emotion vocabulary. The Make-Believe Play Block, including Make-Believe Play Theme</p>

	<p>Building experiences and Make-Believe Play itself, help children identify the meaning of new words and generate synonyms in context, and Science Eyes supports generating words with similar meanings as children describe different collections. Math Memory is designed to build vocabulary and introduce a variety of describing words, and games like I Have—Who Has? Colors provide opportunities to discuss different words for colors (like <i>beige</i> and <i>tan</i>).</p>
<p>L.P.K.5 a,b,c,d/ L.K.5 a,b,c,d With guidance and support, explore word relationships.</p> <p>a. Begin to sort familiar objects (e.g. sort a collection of plastic animals into groups: dogs, tigers, and bears).</p>	<p>In the Attribute Game, children work with teacher guidance and later independently in pairs to sort a set of attribute cards by color, shape, size and number of sides. In Making Collection—Categories, children consider which things do and don't belong to a given category, counting only the things that belong. During Make-Believe Play themes, children have many opportunities to practice sorting in authentic situations like sorting laundry in the Family Theme Laundry Room, sorting fruits by type in the Grocery Theme Produce Department, or sorting “trash” from “recyclables” in the Restaurant Theme. Children frequently engage in sorting as they set up play centers (e.g., putting the items that represent refrigerated foods in the refrigerator, grouping cereal boxes on one shelf and canned goods on another) and as they do Clean-Up at the end of centers each day. The Free Choice Block provides opportunities to engage in sorting with table toys and small manipulatives. Science Eyes also provides authentic opportunities for sorting; for example, sorting leaves of the same color or same type.</p>
<p>b. Begin to understand opposites of simple and familiar words.</p>	<p>There are many activities in which children explore opposites, for example identifying small and large attributes in the Attribute Game, making play dough shapes of contrasting sizes in Remember & Replicate, and matching uppercase to lowercase letters in I Have—Who Has? Letters. In Make-Believe Play, children naturally explore opposites as they sell hot and cold beverages at the Restaurant Theme Coffee Shop, offer large, medium and small balloons for different prices at the Medical Theme Gift Shop, etc. All Story Labs, Share the News, Science Eyes help children develop vocabulary and understanding of opposites.</p>
<p>c. Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”)</p>	<p>In a Tools classroom, children are continually connecting words to their uses. For example, children connect the icons and words on the Center Planning Wheel to play center themes and to each base-layer center in the classroom; children connect the rules on the Classroom Rules chart to behaviors in the classroom; and they connect words on external mediators like the Share the News mediator to the steps in the activity. Story</p>

<p>d. (Begins in kindergarten.)</p>	<p>Lab—Vocabulary, Connections and Character Empathy also support children in making these connections and actively using words in real-life experiences.</p>
<p>L.PK.6/ L.K.6 Use words and phrases acquired through conversations, activities and read alouds.</p>	<p>N/A</p> <p>All Story Labs provide opportunities for children to learn and use new vocabulary as they respond to comprehension questions using Turn and Talk and Choral Response. The Make-Believe Play Block provides a powerful opportunity for using new words and language as children engage in Make-Believe Play Theme Building experiences including visits from guest speakers, Let’s Pretend eBooks and Virtual Field Trips. Children apply what they have learned in Make-Believe Play Planning and Make-Believe Play, practicing new vocabulary and phrases in new role speech. Conversations in Science Eyes and intentional vocabulary building in Math Memory are two other example activities in which children learn vocabulary that they are supported in using.</p>

<p>Preschool Standards Number/P-12 Database Number</p>	
<p>APPROACHES TO LEARNING</p>	
<p>Standard 9.1 Children demonstrate initiative, engagement, and persistence</p> <p>9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time).</p>	<p><i>Tools of the Mind</i>® Activities & Materials</p> <p>Children in <i>Tools of the Mind</i>’s classrooms look forward to engaging actively in Make-Believe Play Planning in which they make plans for their play, often engaging in joint planning with peers. Make-Believe Play immerses children in active independent and joint planning and decision-making with peers each day as they decide who will play what role, what happens in the scenario, when to exchange roles and what will happen next. Free Choice Block is another opportunity for children to make active choices regarding their learning, choosing between activities like puzzles, exploration with art materials, construction with blocks or table toys, looking at books, engaging in make-believe play or playing games like I Have—Who Has? Buddy Reading provides children with the opportunity to plan and choose which book they will read each day, and activities like Science Eyes allow children to decide the materials they want to observe closely and focus their attention on what interests them most. Outside Play provides another time in the day when children make individual and joint plans and decide what they’ll do.</p>

<p>9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).</p>	<p>Tools of the Mind’s activities are designed with developmental breadth and ways to modify and increase the challenge as children are ready. Responsive Differentiation of Instruction is one of the Five Core Tools Teaching Capabilities. In their one-on-one scaffolding interactions, teachers encourage children to challenge themselves more, which children internalize and apply to themselves independently. For example, in Make-Believe Play Planning, children challenge themselves by drawing more details, writing a line for each word and adding more sounds to represent their words. Over time, some children write more than one sentence to represent their plan. In activities like Numerals Game and Making Collections, children can take initiative and choose the challenge level of the number of objects they’ll count or the complexity of the arrangement of the objects. Puzzles, Manipulatives & Blocks and the Free Choice Block offer opportunities for children to demonstrate curiosity and initiative with engaging in activities with greater challenge.</p>
<p>9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).</p>	<p>Self-regulation development is embedded in the design every Tools of the Mind® activity. Children learn to sustain focused attention while engaged in all activities, for example in Make-Believe Play Planning, children focus on drawing and writing their own plans as peers around them engage in making oral plans or receiving one-on-one scaffolding from teachers. In Share the News, children sustain focused attention on a conversation with a peer when many other conversations are taking place around them. In Graphics Practice, each child sustains focused attention on drawing figures to the tempo of music, saying out loud the Private Speech to guide their motor actions; peers around them may be working at slightly different paces and are also speaking out aloud. In Buddy Reading, children focus and sustain attention on listening to a partner “read” and on “reading” to their partner in the midst of many other partners talking and reading. In Science Eyes and partnered activities like Making Collections, Numerals Game and Elkonin Boxes II, children focus and sustain attention while other partners are working and talking around them. Activities like I Have—Who Has? Games are also designed to support focused and sustained attention as children pay close attention to their cards, looking for a match and then scanning other’s cards to provide support.</p>
<p>9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, “This is hard. Can you help me figure it</p>	<p>One of the Five Core Tools Teaching Capabilities is creating a Classroom Culture of Peer Scaffolding. Partner Work is maximized and children frequently seek and accept help from partners as they engage in Shared Activity. Some examples of partner activities include: Making Collections, Numerals Game, Science Eyes, Elkonin Boxes II and</p>

<p>out?").</p> <p>9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, “Look, I finished it all by myself!”).</p>	<p>Buddy Reading. Teachers learn to actively facilitate Peer Scaffolding; for example, children work together to find sounds on the Sound Map in activities like Make-Believe Play Planning, Story Lab—Story Extensions and Learning Facts and Write Along. Activities like I Have—Who Has? Games are designed to elicit Peer Scaffolding. Make-Believe Play itself provides daily opportunities for seeking and accepting help from peers as children take on and exchange roles and co-construct scenarios.</p> <p>Children regularly complete both teacher-directed and self-initiated tasks. Some examples include: completing their daily Make-Believe Play Plan, playing I Have—Who Has? Games (and seeing at the end that they successfully completed the game when the last card played matches the first card played) and solving daily Mystery Games. In the context of Make-Believe Play, children initiate and follow through on plans to create props and setting elements, and are self-directed in completing Clean-Up at the end of each Make-Believe Play Block. Free Choice and play in base-layer centers also offer opportunities to engage in and complete self-initiated projects, for example creating a painting, or constructing with blocks.</p>
<p>Standard 9.2 Children show creativity and imagination</p> <p>9.2.1 Show flexibility in approaching tasks by being open to new ideas (e.g., doesn’t cling to one approach to a task, but is willing to experiment to risk trying out a new idea or approach).</p> <p>9.2.2 Use the imagination to solve problems, use materials, role-play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).</p> <p>Children have many opportunities to develop flexibility and imagination. In Make-Believe Play Planning, children learn to be flexible and able to pick a second choice for their play center if no clips for their first choice are available. Children learn to partner with every other child in the classroom, and show flexibility about who they are partnered with. In Buddy Reading, children may have a desired book in mind that is selected by another child, and learn to make another choice. In the Make-Believe Play Block, children develop creative, flexible thinking as they discuss and plan how to turn recyclables and classroom materials into props needed for a given play theme, decide what to wear to play a particular role, solve problems when multiple players want to play the same role or there is a needed role that doesn’t have a player, and solve pretend problems that emerge during play. Abstract props engage children in thinking flexibly and using their imagination to solve problems in the context of Make-Believe Play (e.g., one child may imagine a felt circle to be a burger for eating in the Restaurant Theme, and another may be think of it as a rock that outlines a camp fire site in the Camping Theme). Make-Believe Play Practice and Story Problem Cards engage children in using their imagination to solve story problems. Activities that incorporate drawing and writing offer many opportunities for children to be creative and imaginative, including Story Lab—Story Extensions and Venger Drawing and Collage. The daily Free Choice Block</p>	

	<p>provides an opportunity for children to use their imagination as they decide to use familiar art materials in new ways or to play new activities.</p>
<p>9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).</p>	<p>In Story Labs, children frequently use both gesture and language to express thoughts, ideas and feelings. For example, in Story Lab—Character Empathy children demonstrate an emotion in their facial expressions and bodies and talk about emotions. Attention Focusing Activities engage children in songs and use of gesture to express ideas or stories. During the Make-Believe Play Block, children use oral language, drawing and writing to express thoughts, feelings and ideas. Venger Drawing and Collage is another opportunity for children to creatively express their ideas.</p>
<p>Standard 9.3 Children identify and solve problems</p>	
<p>9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., “I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch”).</p>	<p>Children engage in both teacher-directed and child-initiated problem solving at different points in the day. Teachers often use Share the News as a time for children to discuss how to solve problems and to review Classroom Rules. If there’s been a recurring conflict in the classroom, teachers might creatively use Share the News to have children discuss it. For example, if exclusion in Outside Play has been happening, teachers would later give children an opportunity to discuss ways to problem solve through a Share the News topic (for example, <i>You hear children telling another child, “You can’t play with our ball.” What would you do or say?</i>). During Make-Believe Play, children work through pretend problem scenarios as well as negotiate conflicts that naturally arise.</p>
<p>9.3.2 Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).</p>	<p>Children learn specific memory strategies in activities like Math Memory and Graphics Practice. They also learn that drawing and writing are tools for remembering in activities like Message of the Day, Make-Believe Play Planning, Science Eyes and Story Labs that include drawing and writing. Children learn to use resources like the Sound Map, a tool used to identify sound-symbol correspondences. In Puzzles, Manipulatives and Blocks, children learn how to use trial and error and build on ideas as they complete puzzles, build 2D and 3D structures, or create and complete patterns. Story Labs are designed to help children focus and sustain attention and learn how to use illustrations to confirm understandings. The Tools classroom environment design helps children learn that external mediators are helpful in recalling information for different purposes (e.g., the Daily Schedule can be reviewed to find out what is happening next, the Sound Map is a</p>

	<p>tool for finding letter sounds for writing, the Make-Believe Play Planning Wheel and clips help us remember center themes and plan where we want to go). In Science Eyes and Story Lab—Learning Facts, children learn that books or Internet searches can help answer questions or recall information.</p>
<p>9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).</p>	<p>In the Story Lab activity Predictions, there is a specific focus on predicting what comes next in a story and testing the prediction for accuracy. In Science Eyes—Experiments, children make predictions and then observe to find out if they were correct (example experiments include melting ice, sinking and floating, exploring force, inclined planes, etc.). Outside Play provides additional authentic opportunities for making and testing predictions as children engage in sandbox and other play.</p>
<p>9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).</p>	<p>In all Story Labs, children listen with a specific comprehension focus in mind, then share their thinking with a partner in a Turn and Talk or with the group through Choral Response. Daily Mystery Math and Mystery Literacy Activities are debriefed in the large group, giving children a chance to reflect on whether their response was correct and discuss what they did to solve the mystery. Share the News topics include opportunities to reflect on and communicate about learning. Children “reread” the previous day’s Play Plan to a partner each day, discussing what they played the day before as a way of priming the planning for today’s play. In Science Eyes—Experiments and Science Journals, children share their drawing and “read” and discuss their journal entries talking about what they’re learning with a partner.</p>
<p>Standard 9.4 Children apply what they have learned to new situations</p>	
<p>9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground). 9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).</p>	<p>Children frequently apply prior knowledge to new experiences, especially during the daily Make-Believe Play Block. Children use what they learned during Make-Believe Play Theme Building in their Make-Believe Play Planning and Make-Believe Play. In teacher-led Make-Believe Play Practice, children make connections and use prior knowledge to respond to scenarios in Let’s Pretend eBooks, to solve Story Problems, and to extend play scenarios. In Story Lab—Connections, children make connections between nonfiction and fiction literature and their lives, learning to classify the type of connections they make. As the challenge level increases in Buddy Reading, children ask and answer questions that engage them in making connections. Other Story Labs, like</p>

	<p>Story Lab—Learning Facts, Active Listening and Character Empathy build prior knowledge for making connections in the context of classroom life and Make-Believe Play. Science Eyes—Science Experiments is another activity in which children make connections to prior learning as they conduct experiments.</p>
<p>9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters’ emotions).</p>	<p>In Make-Believe Play Practice, teachers facilitate scenarios that help children understand what different roles might think and feel. Story Problem Cards, which include story problem scenarios involving emotions, allow children to discuss and act out and problems and feelings. Children also demonstrate an understanding of what others think in daily Make-Believe Play. In Story Lab—Character Empathy, children identify and discuss how different characters are thinking and feeling, and use gestures and facial expressions to show emotions. Share the News offers another opportunity to demonstrate and build empathy as children respond to social and emotional learning topics in partner sharing.</p>

**Preschool Standards Number/P-12 Database
Number**

Tools of the Mind® Activities & Materials

MATHEMATICS

Standard 4.1 Children begin to demonstrate an understanding of number and counting.

4.1.1/ K.CC.1 Count to 20 by ones with minimal prompting.
4.1.2/K.CC.2 Recognize and name one-digit written numerals up to 10 with minimal prompting.

Children count and identify numerals in a variety of math-focused activities including: **Freeze Dance—Freeze on the Number, I Have—Who Has? Numbers, Making Collections, Mystery Math—Mystery Numeral, Number Line Hopscotch, Number Follow the Leader and Numerals Game**. Children also practice these skills in the daily **Opening Group** activities **Timeline Calendar** and **Weather Graphing**. The **Make-Believe Play Block** offers many opportunities to count and to recognize numerals in the context of prop and set making and pretend play (e.g., *How many chocolate chip muffins should we make for the bakery? Let’s count to make sure we made enough...*).

4.1.3/ K.CC.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.

Children learn that numerals are symbols for number quantities in activities like **Numerals Game, Mystery Number, Freeze on the Number** and in **Make-Believe Play**. They begin to write numerals with support in many activities, including: **Graphics Practice, Make-**

Believe Play Theme Building, Prop & Set Making, Make-Believe Play and Science Eyes.	
<p>4.1.4 / K.CC.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):</p> <p>a. Accurately count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration.</p>	<p>Children practice counting objects in a number of math activities including: Freeze Dance—Freeze on the Number, Making Collections, Mystery Math—Mystery Numeral, Numerals Game, Timeline Calendar and Weather Graphing. In Freeze Dance—Freeze on the Number, Making Collections, and Mystery Math—Mystery Numeral, children count objects in a scattered configuration. In Number Follow the Leader, children learn the relationship between number and quantities by counting then using different motor actions to represent a number on a card. Children gain further experience with counting in Make-Believe Play scenarios (e.g., <i>The customer ordered three heart-shaped cookies and four round cookies</i>).</p>
<p>b. Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e. “5” is constant, whether it is a group of 5 people, 5 blocks, or 5 pencils).</p>	<p>Across the Tools day children are counting in different activities that help them understand the consistency of quantities. For example, they count the number of days to date in the month in Timeline Calendar and the number of days of different kinds of weather in Weather Graphing. In Making Collections, children count collections of objects on cards and in Numerals Game, as well as Making Collections, they can use different objects as counters to represent quantities (e.g., Unifix cubes, counting bears, beads). In Number Follow the Leader, children learn that 5 is a constant whether it is, for example, 5 claps, jumps, taps or blinks. Counting is also integrated in authentic ways in Make-Believe Play.</p>
<p>c. Instantly recognize, without counting, small quantities of up to 3 objects (i.e., subitize).</p>	<p>In Freeze Dance—Freeze on the Number and Mystery Math—Mystery Numeral, children see a collection of dots in a scattered array and subitize, recognizing them without counting. This skill is also developed in Making Collections.</p>
<p>4.1.5/ K.CC.5 Use one-to-one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., counting the number of openings in a muffin tin, then collecting the number of cubes needed to fill the openings with one cube each).</p>	<p>In Making Collections and Numerals Game, children work in pairs to solve problems by matching sets and take turns in the role of Check, using one-to-one correspondence to count. In Mystery Math: Mystery Numeral, Tallying, Timeline Calendar and Weather Graphing, children use one-to-one correspondence to answer math questions (e.g., <i>How many objects are on the card? How many more school days until the weekend? How many sunny days have we had compared to rainy days?</i>). In Make-Believe Play, children count and compare quantities using one-to-one correspondence in the context of make-believe play scenarios (e.g., <i>Did everyone get three cookies for dessert? Let’s check...</i>). Snack</p>

<p>4.1.6/K.CC.6 Compare groups of up to 5 objects (e.g. beginning to use terms such as “more,” “less,” “same”).</p>	<p>Time also provides opportunities for developing this skill.</p> <p>In the partner activities Making Collections and Numerals Game, children check each other’s counting and offer feedback: <i>too many, too few, or just right</i>. In Weather Graphing children compare weather over time, noting if there have been the <i>same</i> number of rainy days, <i>more</i> cloudy days, <i>fewer</i> snowy days, etc. In Tallying, children compare whether “yes” or “no” received <i>more, less, or the same</i> number of responses. In Make-Believe Play, children compare groups of objects in the context of make-believe play scenarios (e.g., <i>We should stock the produce shelves. There are more apples than pears, so we need more pears!</i>). In Science Eyes, children compare different items in a collection, for example comparing the number of points on leaves. In Remember & Replicate, children check and compare their play dough arrays with the original array they were working to replicate, identifying if they have <i>more, less or the same</i>.</p>
<p>Standard 4.2 Children demonstrate an initial understanding of numerical operations.</p>	
<p>4.2.1/ K.OA.1 Represent addition and subtraction by manipulating up to 5 objects:</p> <ol style="list-style-type: none"> a. (K.OA.2) Putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and b. (K.OA.3) Taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”) 	<p>In <i>Tools of the Mind</i>®, children use external mediators, including manipulatives, to represent simple addition and subtraction. The Make-Believe Play Block provides intentional opportunities for adding and subtracting while playing out real life situations. The Play Theme Planner teachers use to prepare for play themes has a section for planning meaningful, authentic math experiences. Bakeries, delis, cafeterias and restaurants across multiple themes set up authentic ways children manipulate objects as they add and subtract. For example, posted recipes naturally engage children in adding; in one center the recipe for a pizza is to top with 3 red cubes (tomatoes) and 2 green cubes (peppers); in another center, children add 1 red counting bear (a raspberry) and 4 blue counting bears (blueberries) to fill individual play dough berry pies. Story Problem Cards also engage children in natural addition and subtraction while manipulating objects (e.g., Oh no! There were four cookies for dessert, one for each person, but now there are only three! How many more do we need to make?). In Make-Believe Play, children also pay “money” using pieces of paper representing single dollars, counting out a dollar for each item they purchased, and checking to see how much they have left before deciding what else to buy. In Remember & Replicate, teachers create arrays that engage children in understanding numerical operations as the challenge level of the activity increases. In</p>

	<p>the teacher-led activity Tallying, children add marks that represent their own and peers' preferences on a chart (e.g., <i>Which do you like more, drawing or painting?</i>) and learn to count groups of five, add on, and represent the total with an equal sign and numeral. In Weather Graphing, children engage in numerical operations by adding (e.g., <i>How many days have we had of rainy and cloudy weather?</i>).</p>
<p>4.2.2/ K.OA.4 Begin to represent simple word problem data in pictures and drawings.</p>	<p>Story Lab—Story Extensions can provide opportunities to represent simple word problem data in pictures and drawing (e.g., extending <i>The Very Hungry Caterpillar</i>, <i>Anno's Counting Book</i>, <i>Anno's Magic Seeds</i>, <i>Ten Black Dots</i> or <i>The Napping House</i>). Science Eyes provides the opportunity represent simple word problem data with pictures and drawings, for example identifying how many dots are on each wing of a ladybug and adding to find the total, or counting the legs (or antennae or eyes) of insects and representing in drawing and writing.</p>
<p>Standard 4.3 Children begin to conceptualize measurable attributes of objects.</p>	
<p>4.3.1/ K.MD.3 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g. length, capacity, height). 4.3.2/ K.MD.1 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight, and capacity of everyday objects (e.g., long, short, tall, light, heavy, full). 4.3.3/ K.MD.2 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.</p>	<p>In the Attribute Game, children work with teacher guidance and later independently in pairs to sort a set of shapes by color, shape, size or number of sides. In Making Collections—Categories, children consider which items do and don't belong to a given category and discuss why. In Puzzles, Manipulatives & Blocks, children use manipulatives and play dough to make patterns and to build, talking about length and height while using words like <i>long, short, tall</i>. In Science Eyes and Science Eyes—Experiments, children compare objects in collections, using vocabulary to describe measurable attributes. The vocabulary of measurement and attributes is also explored in Story Lab—Vocabulary read alouds. Make-Believe Play provides many opportunities to practice sorting, classifying, comparing and measuring in authentic situations. For example, children might sort dog collars by color or length at the Pet/Vet Theme Pet Store, or sort medicine (counting cubes) by type (blue, red, yellow, green) for the doctor to prescribe in the Medical Theme. Children explore measurement as they measure babies, weigh produce or take a patient's pulse. The availability of containers in different sizes across play themes sets children up to compare volume and capacity. For example, two sizes of pizza boxes are available for pizza orders at the Pizza Shop, cups of different sizes are available for different family members to drink from in the Kitchen.</p>

Standard 4.4: Children develop spatial and geometric sense.

4.4.1/ K.G.1 Respond to and use positional words (e.g., in, under, between, down, behind).
4.4.2/K.G.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).

In the **Attribute Game**, children sort 2D objects by different rules (color, size, shape, # sides) and use math vocabulary. In **Math Memory** and **Remember & Replicate**, children use positional words to help them remember and plan the placement of shapes, including 2D and 3D shapes. In **Venger Drawing and Collage**, children use shape vocabulary and integrate shapes of different sizes to create drawings and collages. In **I Have—Who Has? Shapes**, children learn shape names for 2D shapes and become fluent in naming them, and in **Mystery Shape** children manipulate shapes and identify the correct two component shapes that compose a target shape (e.g., two triangles that compose a rectangle).

4.4.3/ K.G.4 Manipulate, compare, and discuss the attributes of:

- a. (K.G.5) Two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules (something that makes them alike or different); describe shapes by sides and/or angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).
- b. Three-dimensional shapes by building with blocks and with other materials having height, width, and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).

In **Mystery Pattern**, children compare pattern strips composed of different shapes, naming the shapes as they compare whether the patterns are the same or different; later, children extend patterns by adding 1 or 2 additional shapes. In **Pattern Movement**, teachers and children name shapes in a pattern and choose a movement that will go with each. In **Puzzles, Manipulatives and Blocks**, children explore and build with both 2D and 3D shapes and teachers engage children in using vocabulary to describe what they're doing. During **Free Choice** and **Make-Believe Play** in the Block and Table Toys Centers, children have the opportunity to explore and build with 2D and 3D shapes. Children also develop spatial and geometric sense in **Make-Believe Play** as they create sets and props built with blocks and boxes, use pattern blocks to make “soup” in a Restaurant Theme café, or complete a puzzle in the Family Theme Living Room.

Preschool Standards Number/P-12 Database Number	<i>Tools of the Mind</i> ® Activities & Materials
SCIENCE	
Standard 5.1 Children develop inquiry skills.	
<p>5.1.1/ 5.1.P.A.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).</p> <p>5.1.2/ 5.1.P.B.1 Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).</p> <p>5.1.3/ 5.1.P.B.2 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl], binoculars, stethoscope, magnifier).</p> <p>5.1.4/ 5.1.P.C.1 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.</p> <p>5.1.5/ 5.1.P.D.1 Represent observations and work</p>	<p>In Science Eyes activities (Science Eyes, Science Eyes with Sense Mediators, Science Eyes—Experiments and Science Journals), children develop inquiry skills as they explore collections and engage in long-term investigations. New vocabulary is introduced as it relates to each collection and investigation, and children communicate their observations and discoveries through actively talking with other children and teachers using basic science and topic-specific terms. Children make and evaluate predictions, and represent their observations in drawing and writing (depending on their level of development). In Story Lab—Vocabulary, children learn about science topics and develop related vocabulary; in Story Lab—Learning Facts they draw and write about what they learned. In Weather Graphing, children learn how to represent and read data in a bar graph and use a wide range of weather-related vocabulary. In Make-Believe Play, children engage in pretend scenarios where they question, investigate and gather information. For example, an emergency room nurse asks a patient: <i>What is wrong? Where do you hurt? How can I help you?</i> and draws and writes notes to share with the doctor. When deciding what gear to bring on a day hike, a dad asks a Park Ranger, <i>What weather should we expect? What should we pack in our backpacks?</i> Children also use science and weather terms in their Make-Believe Play, for example using pretend binoculars while they look at, name and record common plants and animals on a pretend forest walk, using pretend simple tools to solve Story Problems (e.g., All the bunnies got out of the cages at the Pet Shop, what kind of lock can we make to keep them in?), and creating new Story Problems (e.g., pretending a thunderstorm is coming).</p>

<p>through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).</p>	
<p>Standard 5.2 Children observe and investigate matter and energy.</p>	
<p>5.2.1/ 5.2.P.A.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.</p> <p>5.2.2/ 5.2.P.B.1 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).</p> <p>5.2.3/ 5.2.P.C.1 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).</p> <p>5.2.4/ 5.2.P.E.1 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).</p>	<p>In Science Eyes—Experiments and Science Journals, children investigate matter and energy in activities including: observing water in different states (liquid, solid), creating salt and sugar crystals, exploring magnets, experimenting with ramps, inclines and planes, shadows, and more. The Science Center often includes a sand or water table (or plastic tub), offering children opportunities to observe and manipulate the properties of sand and water during open-ended exploration and Make-Believe Play. In Story Lab—Learning Facts and Story Lab—Vocabulary, children listen to and discuss fiction and nonfiction books that support their learning about matter and energy. In Make-Believe Play, children explore how and why things move (for example, by creating a lift for a car in the Family Theme Garage so the car can be worked on), observe changes in liquids and solids (for example, by mixing paints to use for creating props and setting elements), and observe, manipulate and sort objects as they engage in play in different themes. Outside Play provides the opportunity for investigating how and why things move as children construct and play with ramps, different sized wheeled vehicles, and tricycles (depending on program availability).</p>
<p>Standard 5.3 Children observe and investigate living things.</p>	
<p>5.3.1/ 5.3.P.A.1 Investigate and compare the basic physical characteristics of plants, humans, and other</p>	<p>Children observe and investigate living things through a variety of experiences in Science Eyes activities (including Science Eyes, Science Eyes with Sense Mediators, Science</p>

animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).

5.3.2/ 5.3.P.A.2 Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).

5.3.3/ 5.3.P.C.1 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).

5.3.4/ 5.3.P.D.1 Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children’s baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).

Eyes—Experiments and Science Journals. Experiments may include: growing beans, rooting potatoes, observing a class pet, watching caterpillars become butterflies, observing animal tracks and more. **Story Lab—Learning Facts and Story Lab—Vocabulary** experiences help build children’s vocabulary and background knowledge of living things and the basic needs and habitats for animals and plants. **Make-Believe Play** provides an opportunity to internalize this learning as children pretend to care for a wounded bird, sick cat or baby mouse in a veterinarian’s office, or are farmers planting, watering and harvesting vegetables for a farmer’s market.

Standard 5.4 Children observe and investigate the Earth.

5.4.1/ 5.4.P.C.1 Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind’s effect on playground objects).

5.4.2/ 5.4.P.E.1 Explore the effects of sunlight on living and nonliving things (e.g., growing plants with

Through **Science Eyes** activities (including **Science Eyes, Science Eyes with Sense Mediators, Science Eyes—Experiments and Science Journals**), children observe and investigate the Earth. In **Science Eyes**, children explore collections of objects from nature. Collections might include leaves, conifer cones, rocks, seeds or flowers. Later in the year in **Science Eyes—Experiments**, children might plant seeds in different types of soil or areas with different amounts of sunlight and compare how they grow, or observe how the wind blows a flag on the playground. Each day, children observe and describe the weather

and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).
5.4.2/ 5.4.P.E.1 Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).
5.4.4/ 5.4.P.G.1 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).

in **Weather Graphing** and discuss weather patterns and changes over time. **Story Lab— Learning Facts and Story Lab— Vocabulary** support Earth investigations through building awareness of the need for conservation, recycling and respect for the environment, which are topics that can be discussed in **Share the News**. In **Make-Believe Play**, children apply their developing awareness as they play out ideas they have learned, for example, applying what they learned about recycling and composting in the Family Theme Kitchen and Restaurant Theme Cafeteria.

Standard 5.5 Children gain experience in using technology.

5.5.1/ 5.1.P.B.3 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

In **Science Eyes** activities, children use technology and tools such as magnifying glasses, scales, measuring cups, measuring tools and more as they explore collections and participate in experiments, recording their observations in drawing and writing. In **Make-Believe Play**, children use both authentic and child-made tools in the roles and scenarios they pretend to play, for example using binoculars while playing a park ranger in the Camping Theme, using a stethoscope, scale, and thermometer while playing a doctor in the Medical Theme, using measuring cups and spoons as a baker or chef, or using a ruler to measure the length of fish as a Park Ranger in a Camping Theme. As children integrate **Story Problems** into their make-believe play, the problems invariably call for Plumbers, Electricians, EMTs and other Community Helpers who arrive with a complete toolbox of tools for fixing and responding to all kinds of problems.

Preschool Standards Number/P-12 Database Number	<i>Tools of the Mind</i> ® Activities & Materials
SOCIAL STUDIES, FAMILY AND LIFE SKILLS	
Standard 6.1 Children identify unique characteristics of themselves, their families, and others.	
<p>6.1.1/6.1.P.D.1 Describe characteristics of oneself, one’s family, and others.</p> <p>6.1.2/6.1.P.D.2 Demonstrate an understanding of family roles and traditions.</p> <p>6.1.3/6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).</p>	<p>The school year begins with the Family Theme in Make-Believe Play. During Make-Believe Play Theme Building and Story Lab activities, children describe themselves and their families. Differences in culture, family structure, language and ability are celebrated. Parents are invited to the classroom to share about their culture, customs and language as part of Make-Believe Play Theme Building and to increase cultural awareness. Share the News topics engage children in one-on-one Turn and Talks and Double Talks to share about themselves (e.g., <i>What is a favorite holiday you celebrate with your family? Where does your family get food?</i>). A Tools of the Mind® Recommended Book List, available on eTools, features titles that reflect diversity and build cultural awareness.</p>
Standard 6.2 Children become contributing members of the classroom community.	
<p>6.2.1/6.1.P.A.1 Demonstrate understanding of rules by following most classroom routines.</p> <p>6.2.2/6.1.P.A.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.</p> <p>6.2.3/6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.</p>	<p>At the beginning of the year, teachers and children work together to co-construct a set of Classroom Rules. The rules have text and icons to serve as external mediators so children remember them. The rules are revisited throughout the year and discussed in Share the News through Turn and Talks so children have many opportunities to internalize them. Teachers’ intentional use of the posted Classroom Schedule and Classroom Rules with children across each day help children learn and internalize classroom routines. Each day, children independently complete Mystery Math and Literacy Activities: they find their name tag, consider the question, and answer by placing their name tag in the appropriate spot. Children also learn the Clean-Up routine; they recognize that when the Clean-Up Song (the same song every day) comes on, it is time to collaborate with peers to initiate clean up with the goal of finishing before the song ends. A Tools classroom maximizes time spent in small group and Partner Activities, giving children many opportunities each day to collaborate with peers in appropriate ways. For example, in Buddy Reading, children take on the roles of Lips and Ear, taking turns “reading” and listening to a peer “read” a story.</p>
Standard 6.3 Children demonstrate knowledge of neighborhood and community.	
<p>6.3.1/6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.</p>	<p>A favorite Tools play theme across classrooms is the Community Theme. Story Labs, like Story Lab—Connections, Learning Facts and Active Listening provide opportunities for</p>

6.3.2/6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.

reading aloud books about different community helpers and about the physical features of a neighborhood and community. **Story Labs** build in time for children to discuss and talk, responding to questions chorally or engaging in **Turn and Talk**. **Make-Believe Play Theme Building** for the Community theme can include inviting guests to talk with children about their roles in the community, **Virtual Field Trips** (or real ones), and building prop and setting elements to support Community themed **Make-Believe Play**. Children learn that all communities have housing, food sources and medical care, that signs are used to help people find their way around, and that many different community helpers are needed to make a community work. As they create props and sets for play themes, children build cardboard storefronts, paint emergency rooms signs, and make simple role props to identify community workers. During **Share the News**, children describe the features of a community, talk about what different community workers do and say, or share a plan for a prop they want to create. In **Make-Believe Play Practice** teachers and children learn the actions, interactions and role speech of different community roles, co-construct play scenarios and later extend them by choosing and creating **Story Problems** to solve in play.

Standard 6.4 Children demonstrate awareness of the cultures within their classroom and community.

6.4.1/6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

Story Lab activities are an opportunity for learning about many cultures both within and beyond the classroom community. **Share the News** topics include suggestions for sharing about cultural similarities and differences. The **Tools of the Mind® Recommended Book List** features titles that reflect diversity and build cultural awareness and guides teacher book selection for **Story Lab** and building **Make-Believe Play Theme Building**. The list is organized both by play themes and by **Story Lab** strategies. During **Make-Believe Play Theme Building** week, teachers are encouraged to invite parents and other community guests to the classroom to share their culture, customs and language. For example, children learn that in one family naan is served with dinner and in another tortillas, and they incorporate this into their **Make-Believe Play**.

Preschool Standards Number/P-12 Database Number	<i>Tools of the Mind</i> ® Activities
WORLD LANGUAGES	
Standard 7.1 Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.	
<p>7.1.1/ 7.1.P.A.1 Acknowledge that a language, other than their own is being spoken or used (e.g., in a story, rhyme, or song).</p> <p>7.1.2/7.1.P.A.2 Say simple greetings, words, and phrases in a language other than their own.</p> <p>7.1.3/7.1.P.A.3 Comprehend previously learned simple vocabulary in a language other than their own.</p> <p>7.1.4/ 7.1.P.A.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.</p>	<p>Tools of the Mind® teachers use vocabulary, books and songs from diverse languages, including but not limited to the home languages of their students, in activities across the school day. These activities include: Attention Focusing, Community Building Games, Pretend Transitions, Story Lab, Make-Believe Play Background Building, Planning, Play & Practice, Share the News and more. In the Activity Manual and in professional development experiences, teachers are guided to invite guests to the classroom to share diverse languages and experiences (e.g., a parent reading a story or sharing a song in their home language, a community member sharing an assistive communication device, or a teacher from another classroom sharing a song in sign language). In many activities, teachers intentionally help children learn and use words and phrases in multiple languages. For example, children learn to play I Have—Who Has? Games saying the stem in English and in Spanish: <i>Yo tengo B; I have B. ¿Quién tiene M? Who has M?</i></p>
Preschool Standards Number/P-12 Database Number	
TECHNOLOGY	
Standard 8.1 Navigate simple on screen menus.	
<p>8.1.1/ 8.1.P.A.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).</p> <p>8.1.2/ 8.1.P.F.1 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.</p>	<p>Children learn to use a mouse and navigate simple menus when using the Developmental Writing Assessment app. Teachers also model and teach children how to use online resources to augment learning, for example by leading children in choosing search terms appropriate to a current Science Eyes study. In the context of Make-Believe Play, children pretend to navigate menus and open and close browser windows using cardboard box “computers” and real or child-created keyboards. Pretending to navigate browser functions can also be incorporated into Pretend Transitions (e.g., <i>Get your typing fingers ready—let’s search about “seeds.” Say it, type it in then—return, click!</i>).</p>

<p>Standard 8.2 Use electronic devices independently.</p>	
<p>8.2.1/ 8.1.P.A.3 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.</p> <p>8.2.2/ 8.1.P.C.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”</p> <p>8.2.3/ 8.1.P.A.6 Turn smart toys on and/or off.</p> <p>8.2.4/ 8.1.P.A.4 Recognize that the number keys are in a row on the top of the keyboard.</p> <p>8.2.5/ 8.1.P.C.1 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.</p> <p>8.2.6/ 8.1.P.B.1 Use a digital camera to take a picture.</p>	<p>When using the Developmental Writing Assessment app, children learn how to operate a high-quality, screen-based app, including recognizing the Start and Close buttons to begin and end their drawing and writing session. In Make-Believe Play, children use authentic and child-made props as they engage in pretend play in which they practice how to use electronic devices independently; for example, using a wooden block remote to turn on a cardboard box TV, identifying the power button on a cardboard computer or TV, and typing on a repurposed keyboard. Teachers can guide children in using digital cameras to capture images of their work, for example a Play Theme prop or setting of which they are proud, a block construction or puzzle on which they’ve worked hard, or photos of visitors and real and Virtual Field Trips that build play theme knowledge. Children can also be supported to take photos in Science Eyes explorations and experiments to capture what most interests them, something they want to remember, or changes over time.</p>
<p>Standard 8.3 Begin to use electronic devices to communicate.</p>	
<p>8.3.1/ 8.1.P.A.2 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.</p>	<p>When using the Developmental Writing Assessment app for Individual Scaffolded Writing, children record Play Plans using pictures and words. In classrooms with Smart Boards, children can answer Mystery Math & Literacy Activities on an electronic device.</p>
<p>Standard 8.4 Use common technology vocabulary.</p>	
<p>8.4.1/ 8.1.P.A.5 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).</p>	<p>Through Make-Believe Play, children learn technology vocabulary using child-made and authentic props. For example, with a wooden block “remote,” children can pretend to turn a TV <i>on</i> and <i>off</i>, <i>change channels</i> and <i>increase</i> or <i>decrease</i> the volume while watching a cardboard box TV. Story Lab—Learning Facts and Story Lab—Vocabulary activities provide additional opportunities for children to learn and use technology terms as they respond verbally to read alouds using Turn and Talks and Choral Response. In Share the News, children respond to technology topics such as, <i>What are some of the buttons on a keyboard?</i> and <i>It’s your job to teach a friend how to use a computer</i> (tablet, smartphone, TV/DVD player, etc.). <i>What do you say?</i> In Pretend Transitions, children can use language and gesture to act out technology use and in Venger Drawing and Collage, children can create drawings incorporating shapes to represent technology and use</p>

	<p>technology terms in their oral and written language (e.g., the square becomes a key on a computer keyboard or a rectangle is a tablet or phone).</p>
<p>Standard 8.5 Begin to use electronic devices to gain information.</p>	
<p>8.5.1/ 8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher’s support.</p>	<p>Teachers model and teach children how to use the Internet to augment learning, for example by leading children in choosing search terms appropriate to a current Science Eyes study or to learn more about a Make-Believe Play Theme during Make-Believe Play Theme Building.</p>