



# Tools of the Mind

PreK Curriculum, 7<sup>th</sup> Edition

Alignment with the New Mexico Early Learning Guidelines

Standard	<i>Tools of the Mind</i> Activity
<b>I. Physical Development, Health and Well-Being</b>	
<b>1. The child independently uses gross motor control including balance, spatial awareness and stability.</b>	
1.1 Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.	<ul style="list-style-type: none"> <li>• Physical Self-Regulation Activities - Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games &amp; Songs, Do What I Do, Fingerplays, Chants &amp; Songs, Mouse Trap, and Mr. Wolf</li> <li>• Outdoor Play</li> </ul>
1.2 Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball handling, and/or simple group games i.e. Duck, Duck Goose)	<ul style="list-style-type: none"> <li>• Physical Self-Regulation Activities - Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games &amp; Songs, Do What I Do, Fingerplays, Chants &amp; Songs, Mouse Trap, and Mr. Wolf</li> <li>• Make-Believe Play Block</li> <li>• Outdoor Play</li> </ul>
<b>2. The child independently uses fine motor skills.</b>	
2.1 Is developing manual coordination to use cutting and writing tools and demonstrate self-help skills such as buttoning and zipping.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Prop Making</li> <li>• Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions</li> <li>• Graphics Practice</li> <li>• Shared Scaffolded Writing - Write Along</li> </ul>
2.2 Coordinates eye-hand movements using beads, laces, pegs, puzzles and other manipulatives and small objects, and when dressing and undressing.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Prop Making</li> <li>• Remember &amp; Replicate</li> <li>• Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions</li> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Graphics Practice</li> </ul>
2.3 Holds writing tool in pincer grasp to draw, scribble write, makes letter-like shapes and/or letters.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions</li> <li>• Graphics Practice</li> <li>• Write Along</li> </ul>
<b>3. The child's behavior demonstrates health and hygiene skills.</b>	
3.1 Shows increasing awareness of hygiene in hand washing, toileting, and/or dental hygiene.	<ul style="list-style-type: none"> <li>• Meal Times, Snack Times, Outdoor Play, Share the News, and Story Lab provide opportunities to learn about and practice self-care and develop an awareness of healthy habits. Teachers scaffold emerging self-help skills throughout the day, as well as during meal times, tooth brushing and dressing.</li> </ul>



**Alignment of *Tools of the Mind* Preschool Curriculum to New Mexico Early Learning Guidelines**

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>I. Physical Development, Health and Well-Being</b>	
3.2 Shows increasing awareness of healthy lifestyle practices (that healthy bodies need nutritious foods, exercise and physical activity and rest).	<ul style="list-style-type: none"> <li>• Story Lab - Active Listening, Connections, Learning Facts</li> <li>• Make-Believe Play Block</li> <li>• Physical Self-Regulation Activities - Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games &amp; Songs, Do What I Do, Fingerplays, Chants &amp; Songs, Mouse Trap, and Mr. Wolf</li> </ul>
<b>4. The child demonstrates safe behaviors in increasing numbers of situations.</b>	
4.1 Identifies potentially harmful objects, substances and behaviors.	<ul style="list-style-type: none"> <li>• Classroom Practices - Classroom Rules</li> <li>• Make-Believe Play Block</li> <li>• Story Lab – Connections, Vocabulary, Learning Facts</li> </ul>
4.2 Increasingly follow classroom, school and safety rules most of the time.	<ul style="list-style-type: none"> <li>• Classroom Practices - Classroom Rules</li> <li>• Make-Believe Play Block</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>II. Literacy</b>	
<b>5. The child demonstrates development and expansion of listening skills.</b>	
5.1 Listens with understanding to directions and conversations.	<ul style="list-style-type: none"> <li>• Opening Group - Attention Focusing Activities, Timeline Calendar, Weather Graphing, Share the News, Message of the Day, and Physical Self-Regulation Activities</li> <li>• Graphics Practice</li> <li>• Buddy Reading</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions</li> <li>• Shared Scaffolded Writing - Message of the Day, Write a Familiar Fingerplay, and Write Along</li> <li>• Make-Believe Play Block</li> </ul>
5.2 Follows directions with increasing complexity.	<ul style="list-style-type: none"> <li>• Opening Group - Attention Focusing Activities, Timeline Calendar, Weather Graphing, Share the News, Message of the Day, and Physical Self-Regulation Activities</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions</li> <li>• Shared Scaffolded Writing - Message of the Day, Write a Familiar</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>II. Literacy</b>	
	<ul style="list-style-type: none"> <li>Fingerplay, and Write Along</li> <li>• Make-Believe Play Block</li> </ul>
5.3 Hears and discriminates the sounds of language in words to develop phonological awareness.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions</li> <li>• Shared Scaffolded Writing - Message of the Day, Write a Familiar Fingerplay, and Write Along</li> <li>• Mystery Literacy Activities - Mystery Letter, Mystery Rhyme, Mystery Word</li> <li>• Elkonin I &amp; II</li> <li>• Take-Away Sounds</li> </ul>
5.4 Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books.	<ul style="list-style-type: none"> <li>• I Have–Who Has Literacy Games- Names, Colors, Letters, Sounds, Vocabulary</li> <li>• Story Lab - Vocabulary</li> <li>• Make Believe Play Building Background Knowledge</li> </ul>
<b>6. The child communicates experiences, ideas and feelings through speaking.</b>	
6.1 Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Make-Believe Play Block</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> </ul>
6.2 Asks and answers relevant questions.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Make-Believe Play Block</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> </ul>
6.3 Engages in conversations that develop a thought or idea.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Make-Believe Play Block</li> </ul>
<b>7. The child engages in activities that promote the acquisition of emergent reading skills.</b>	
7.1 Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions</li> <li>• Shared Scaffolded Writing - Message of the Day, Write a Familiar Fingerplay, and Write Along</li> <li>• Make-Believe Play Block</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>II. Literacy</b>	
7.2 Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.	<ul style="list-style-type: none"> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Buddy Reading</li> </ul>
7.3 Progresses in understanding and using conventions of reading (including holding book upright, identifying front and back, turning pages correctly, and recognizing that print proceeds from left to right).	<ul style="list-style-type: none"> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Buddy Reading</li> <li>• Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions</li> <li>• Shared Scaffolded Writing - Message of the Day, Write a Familiar Fingerplay, and Write Along</li> </ul>
7.4 Progresses in understanding and using concepts of print (including recognizing that letters of the alphabet can be individually named; recognizing letters in own name, classmates' names and environmental print; and/or recognizing words as units of print separated by spaces.	<ul style="list-style-type: none"> <li>• Mystery Literacy Activities - Mystery Question, Mystery Letter, Mystery Rhyme, Mystery Word</li> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> <li>• Buddy Reading</li> <li>• I Have-Who Has Literacy Games- Letters</li> <li>• Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions</li> <li>• Shared Scaffolded Writing - Message of the Day, Write a Familiar Fingerplay, and Write Along</li> <li>• Make-Believe Play</li> </ul>
<b>8. The child engages in activities that promote the acquisition of emergent writing skills.</b>	
8.1 Experiments with a variety of writing tools, materials, and surfaces.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions</li> <li>• Shared Scaffolded Writing - Write Along</li> <li>• Make-Believe Play Block</li> </ul>
8.2 Demonstrates knowledge that writing and drawing are different and uses early stages of writing in the form of shapes and letter-like symbols to convey ideas.	
8.3 Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.	

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>III. Numeracy and Spatial Relationships</b>	
<b>9. The child understands numbers, ways of representing numbers and relationships between quantities and numerals.</b>	
9.1 Uses one-to-one correspondence in counting increasingly higher groups of objects.	<ul style="list-style-type: none"> <li>• Mystery Math Activities - Mystery Numeral, Mystery Numeral Two Card</li> <li>• Timeline Calendar</li> <li>• Making Collections</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>III. Numeracy and Spatial Relationships</b>	
	<ul style="list-style-type: none"> <li>• I Have–Who Has Math Games- Numerals</li> <li>• Numerals Game</li> <li>• Number Line Hopscotch</li> <li>• Tallying</li> </ul>
9.2 Uses numbers and counting as a means for solving problems and determining quantity.	<ul style="list-style-type: none"> <li>• Mystery Math Activities - Mystery Numeral, Mystery Numeral Two Card</li> <li>• Timeline Calendar</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Number Line Hopscotch</li> <li>• Tallying</li> </ul>
9.3 Recognizes some numerals.	<ul style="list-style-type: none"> <li>• Mystery Math Activities - Mystery Numeral, Mystery Numeral Two Card</li> <li>• Timeline Calendar</li> <li>• I Have–Who Has Math Games- Numerals</li> <li>• Numerals Game</li> <li>• Number Line Hopscotch</li> </ul>
<b>10. The child demonstrates understanding of geometrical and spatial concepts.</b>	
10.1 Recognizes, names, describes, compares and creates familiar shapes.	<ul style="list-style-type: none"> <li>• Math Memory</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Remember &amp; Replicate</li> <li>• Mystery Math Activities – Mystery Pattern, Mystery Shape</li> <li>• Attribute Game</li> <li>• Venger Drawing</li> <li>• Venger Collage</li> <li>• Pattern Movement</li> </ul>
10.2 Describes and interprets spatial sense and positions.	<ul style="list-style-type: none"> <li>• Math Memory</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Remember &amp; Replicate</li> <li>• Mystery Math Activities –Mystery Shape</li> <li>• Make-Believe Play Block</li> </ul>
<b>11. The child demonstrates an understanding of non-standard units to measure and make comparisons.</b>	
11.1 Compares and uses language relating to time with increasing accuracy.	<ul style="list-style-type: none"> <li>• Classroom Practices - Daily Schedule</li> <li>• Timeline Calendar</li> <li>• Weather Graphing</li> <li>• Science Eyes</li> <li>• Make-Believe Play Block</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>III. Numeracy and Spatial Relationships</b>	
11.2 Anticipates, remembers, and describes sequence of events with increasing accuracy.	<ul style="list-style-type: none"> <li>• Classroom Practices - Daily Schedule</li> <li>• Timeline Calendar</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Block</li> </ul>
11.3 Demonstrates emerging knowledge of measurement.	<ul style="list-style-type: none"> <li>• Science Eyes - Science Experiments</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Block</li> </ul>
<b>12. The child demonstrates the ability to investigate, organize, and create representations.</b>	
12.1 Sorts, classifies, and groups materials by one or more characteristics.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• Weather Graphing</li> <li>• Tallying</li> <li>• Science Eyes - Science Experiments</li> <li>• Make-Believe Play Block</li> </ul>
12.2 Collects, organizes and begins to represent in some way information about self, surroundings, and meaningful experiences.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab - Connections</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>IV. Aesthetic/Creativity</b>	
<b>13. The child demonstrates appreciation for the arts (movement, music, visual and dramatic)</b>	
13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Pretend Transitions</li> <li>• Make-Believe Play Block</li> <li>• Freeze Game</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>V. Scientific/Conceptual Understanding</b>	
<b>14. The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.</b>	
14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.	<ul style="list-style-type: none"> <li>• Science Eyes - Science Experiments</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>V. Scientific/Conceptual Understanding</b>	
14.2 Asks questions about the physical and natural worlds.	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts</li> <li>• Make-Believe Play Block</li> </ul>
14.3 Makes predictions and forms hypotheses.	<ul style="list-style-type: none"> <li>• Science Eyes - Science Experiments</li> <li>• Story Lab - Learning Facts</li> </ul>
14.4 Uses various tools to gather information (i.e., thermometers, magnifiers, rulers, and/or balances).	<ul style="list-style-type: none"> <li>• Science Eyes - Science Experiments</li> <li>• Story Lab - Learning Facts</li> <li>• Make-Believe Play Block</li> </ul>
<b>15. The child acquires scientific knowledge related to life sciences.</b>	
15.1 Explores, observes, and describes a variety of living things and distinguishes from non-living things.	<ul style="list-style-type: none"> <li>• Science Eyes- Science Experiments</li> <li>• Story Lab- Learning Facts</li> <li>• Make-Believe Play Block</li> </ul>
15.2 Explores, observes, describes, and participates in a variety of activities related to preserving the environment.	
<b>16. The child acquires scientific knowledge related to earth science.</b>	
16.1 Investigates, compares, and contrasts seasonal and weather changes in the immediate environment.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Science Eyes</li> <li>• Story Lab- Learning Facts</li> </ul>
<b>Standard</b>	
<b>VI. Self, Family and Community</b>	
<b>17. The child exhibits self-awareness.</b>	
17.1 Expresses needs and/or stands up for own rights.	<ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• Share the News</li> </ul>
17.2 Makes choices and expresses likes and dislikes.	<ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• Share the News</li> <li>• Story Lab - Active Listening, Connections, Learning Facts</li> </ul>
17.3 Identifies own gender, family and culture.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play Block</li> </ul>
17.4 Expresses cultural influences from home, neighborhood and community.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Building Background Knowledge</li> </ul>
<b>18. The child demonstrates self-control.</b>	



Standard	<i>Tools of the Mind</i> Activity
<b>VI. Self, Family and Community</b>	
18.1 Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines and/or incorporates cultural expectations).	<ul style="list-style-type: none"> <li>• Classroom Practices – Classroom Rules, Clean-up Routine, Daily Schedule</li> <li>• Pretend Transitions</li> <li>• Make-Believe Play Planning</li> </ul>
18.2 Increasingly expresses feelings through appropriate gestures, actions, and language.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play Planning</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Predictions</li> </ul>
<b>19. The child demonstrates personal responsibility.</b>	
19.1 Cares for personal and group possessions.	<ul style="list-style-type: none"> <li>• Classroom Practices – Classroom Rules, Clean-up Routine, Daily Schedule</li> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Make-Believe Play Block</li> </ul>
19.2 Begins to accept the consequences of his or her own actions.	<ul style="list-style-type: none"> <li>• Classroom Practices – Classroom Rules, Clean-up Routine, Daily Schedule</li> <li>• Make-Believe Play Block</li> </ul>
<b>20. The child works cooperatively with other children and adults.</b>	
20.1 Plays and interacts with various children, sharing experiences and ideas with others.	<ul style="list-style-type: none"> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> <li>• Make-Believe Play Block</li> <li>• Share the News</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions</li> </ul>
20.2 Uses and accepts negotiation, compromise, and discussion to resolve conflicts.	<ul style="list-style-type: none"> <li>• Classroom Practices – Classroom Rules, Clean-up Routine</li> <li>• Share the News</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> </ul>
<b>21. The child develops relationships of mutual trust and respect with others.</b>	
21.1 Respects the rights of others recognizing their feelings and increasingly responding with courtesy and kindness.	<ul style="list-style-type: none"> <li>• Classroom Practices – Classroom Rules, Clean-up Routine</li> <li>• Share the News</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions</li> </ul>
21.2 Accepts guidance and direction from a variety of familiar adults and seeks their support when needed.	<ul style="list-style-type: none"> <li>• Classroom Practices – Classroom Rules, Clean-up Routine, Daily Schedule</li> </ul>

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<b>VI. Self, Family and Community</b>	
	<ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> </ul>
21.3 Demonstrates an increasing understanding and acceptance of similarities and differences among people, such as gender, race, special needs, culture, language, and family structures.	<ul style="list-style-type: none"> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> <li>• Share the News</li> <li>• Make-Believe Play Block</li> <li>• Story Lab - Character Empathy, Connections, Learning Facts</li> </ul>
<b>22. The child demonstrates knowledge of neighborhood and community.</b>	
22.1 Identifies discusses and dramatizes duties of a variety of common community occupations.	<ul style="list-style-type: none"> <li>• Make Believe Play-Practice</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Block</li> <li>• Share the News</li> </ul>
22.2 Sees self as a citizen in a democratic classroom community and the community at large by increasingly contributing to group decisions and responsibilities.	<ul style="list-style-type: none"> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> <li>• Share the News</li> <li>• Classroom Practices – Classroom Rules, Clean-up Routine</li> <li>• Make-Believe Play Block</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>VII. Approaches Toward Learning</b>	
<b>23. The child is open and curious to learn new things.</b>	
23.1 Demonstrates eagerness to find out more about other people.	<ul style="list-style-type: none"> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> <li>• Share the News</li> <li>• Story Lab - Active Listening, Connections, Learning Facts, Predictions</li> <li>• Make-Believe Play Block</li> </ul>
23.2 Shows interest in exploring the environment, learning new things and trying new experiences.	<ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> </ul>
<b>24. The child takes initiative.</b>	
24.1 Initiates interaction with peers and adults.	<ul style="list-style-type: none"> <li>• Mystery Literacy Activities - Mystery Question, Mystery Letter, Mystery Rhyme, Mystery Word</li> <li>• Mystery Math Activities - Mystery Numeral, Mystery Numeral Two Card, Mystery Pattern, Mystery Shape</li> <li>• Make-Believe Play Planning</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>VII. Approaches Toward Learning</b>	
	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Buddy Reading</li> <li>• Share the News</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Learning Facts, Predictions</li> <li>• Science Eyes</li> </ul>
24.2 Develops increasing independence during activities, routines, and play.	<ul style="list-style-type: none"> <li>• Mystery Literacy Activities - Mystery Question, Mystery Letter, Mystery Rhyme, Mystery Word</li> <li>• Mystery Math Activities - Mystery Numeral, Mystery Numeral Two Card, Mystery Pattern, Mystery Shape</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• Buddy Reading</li> <li>• Small Group Math Activities- Remember &amp; Replicate, Making Collections, Numerals Game, Attribute Game</li> </ul>
<b>25. The child exhibits imagination and creativity.</b>	
25.1 Tries new ways of doing things.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make- Believe Play Planning</li> <li>• Make-Believe Play Practice</li> </ul>
25.2 Uses imagination to generate a variety of ideas.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make- Believe Play Planning</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Story Lab- Learning Facts, Extensions</li> <li>• Venger Drawing/Venger Collage</li> </ul>
25.3 Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Pretend Transitions</li> <li>• Buddy Reading</li> <li>• Share the News</li> </ul>
<b>26. The child shows confidence.</b>	
26.1 Demonstrates increasing self-confidence through interactions with others.	<ul style="list-style-type: none"> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Make-Believe Play Block</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>VII. Approaches Toward Learning</b>	
	<ul style="list-style-type: none"> <li>• Story Lab - Active Listening, Character Empathy, Connections, Learning Facts, Predictions</li> <li>• Small Group Math Activities- Remember &amp; Replicate, Making Collections, Numerals Game, Attribute Game</li> </ul>
<b>27. The child displays persistence and pursues challenges.</b>	
27.1 Focuses and completes a variety of tasks, activities, projects, and experiences.	<ul style="list-style-type: none"> <li>• Classroom Practices –Clean-up Routine, Daily Schedule</li> <li>• Mystery Literacy Activities - Mystery Question, Mystery Letter, Mystery Rhyme, Mystery Word</li> <li>• Mystery Math Activities - Mystery Numeral, Mystery Numeral Two Card, Mystery Pattern, Mystery Shape</li> </ul>
27.2 Demonstrates resiliency and coping skills when faced with challenges (i.e., concentrates despite distractions and interruptions and/or increasingly manages own frustration levels).	<ul style="list-style-type: none"> <li>• Make-Believe Play Prop Making</li> <li>• Make-Believe Play</li> <li>• Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab – Story Extensions</li> <li>• Shared Scaffolded Writing - Write Along</li> <li>• Small Group Math Activities- Remember &amp; Replicate, Making Collections, Numerals Game, Math Memory, Attribute Game</li> </ul>
<b>28. The child uses problem-solving skills.</b>	
28.1 Recognizes and solves problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults.	<ul style="list-style-type: none"> <li>• Mystery Literacy Activities - Mystery Question, Mystery Letter, Mystery Rhyme, Mystery Word</li> <li>• Mystery Math Activities - Mystery Numeral, Mystery Numeral Two Card, Mystery Pattern, Mystery Shape</li> <li>• Community-Building Activities- Name Game Chants, I Have- Who Has Names</li> <li>• Share the News</li> <li>• Small Group Math Activities- Remember &amp; Replicate, Making Collections, Numerals Game, Math Memory, Attribute Game</li> <li>• Science Eyes- Science Experiments</li> </ul>



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

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

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

### **Semester II**

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

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

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

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

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

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

### **Key:**

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

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

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



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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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



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

- **Letters**— rapid letter naming **Semester II**
  - Uppercase letters
  - Lowercase letters
  - Upper and Lowercase letter matching
- **Sounds**— children name the sound the letter makes (not the name of the letter) **Semester II**
- **Vocabulary** – children learn vocabulary words related to the *Play Theme AY*
  
- **I Have–Who Has** Math Games include:
  - **Numerals**— rapid naming of numbers **Semester I**
  - **Shapes**— rapid naming of shapes **Semester I**

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

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

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

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

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





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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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



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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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