



Tools of the Mind

PreK Curriculum, 7th Edition

Alignment with the New York City Department of Education
Prekindergarten Performance Standards



**Alignment of the *Tools of the Mind* Preschool curriculum to the New York City Department of Education
Prekindergarten Performance Standards**

SOCIAL EMOTIONAL DEVELOPMENT		
Performance Standard:	Performance Indicator(s):	<i>Tools of the Mind</i> Activities:
Demonstrate trust that significant others will return.	Develops imagery for significant others when they are out of sight	Tools teachers aim instruction inside the child’s current ZPD (Zone of Proximal Development) to make it most effective. All Activities are multi-level, so they can be adjusted upwards or downwards depending on the individual child’s ZPD. This concept directly impacts the child’s level of self – confidence and ability to demonstrate trust. The Tools program uses External Mediation as a tactic to help children gain control over their own behavior. For example, a child who is missing a significant other may be taught to draw a picture that symbolizes that person to keep in their pocket.
Demonstrate increasing self-awareness	Identifies him/herself by gender, first and last name and as a family member	<ul style="list-style-type: none"> • Make-Believe Play Planning • Mystery Literacy Activities • Mystery Math Activities • Make-Believe Play Block
	Shows personal interest through choice of materials and activities	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Block • Buddy Reading
	Uses initiative and decision-making strategies	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Block • Buddy Reading
Demonstrate confidence and positive self-image	Expresses feelings, needs, opinions and preferences independently and in a socially acceptable manner.	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Planning • Make-Believe Play Block
	Uses words to identify and express needs, desires and feelings to resolve conflicts.	<ul style="list-style-type: none"> • Community-Building Activities • Classroom Rules
	Understands and shows empathy for the needs of others.	<ul style="list-style-type: none"> • Story Lab - Character Empathy • Share the News • Make-Believe Play Block
	Increasingly maintains self-control in challenging situations.	<ul style="list-style-type: none"> • Make-Believe Play Block
Demonstrate initiative, cooperation, curiosity, and creativity in chosen learning activities.	Shows increasing ability to initiate and participate in discussions with peers and adults.	<ul style="list-style-type: none"> • Share the News • Buddy Reading • Make-Believe Play Block

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	Engages as a learner through working and playing with peers and adults.	<ul style="list-style-type: none"> All Small Group Activities (Math/Science & Literacy) Make-Believe Play Block Buddy Reading
	Seeks answers to questions through words and actions	<ul style="list-style-type: none"> Make-Believe Play Block Story Lab (All) Share the News
Engage in social relationships and develop connections and attachments to peers, classroom adults and to the larger community.	Shows progress in developing friendships/relationships with peers and adults.	<ul style="list-style-type: none"> Make-Believe Play Block Share the News Buddy Reading
	Is aware of daily routines and tasks and follows classroom rules.	<ul style="list-style-type: none"> Classroom Rules Daily Schedule
	Contributes to classroom environment through assumption of classroom responsibility.	<ul style="list-style-type: none"> Classroom Rules Mystery Literacy Activities Mystery Math Activities Make-Believe Play Block
	Understands and respects similarities and differences in others.	<ul style="list-style-type: none"> Share the News Story Lab (All) Make-Believe Play Block
	Indicates understanding of the community through dramatic role-playing.	<ul style="list-style-type: none"> Make-Believe Play Block

PHYSICAL DEVELOPMENT		
Performance Standard:	Performance Indicator(s):	<i>Tools of the Mind</i> Activities:
Demonstrate competence in coordinated movement using large muscles (Gross Motor)	Walks heel to toe, runs and skips unevenly.	<ul style="list-style-type: none"> Physical Self-Regulation Activities- Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement Pretend Transitions Fingerplays, Chants & Songs Number Line Hopscotch
	Walks up and down steps using alternate feet.	
	Shows increasing confidence using playground equipment such as balance beam, slides and monkey bars.	
	Jumps, hops, run, dances, and moves to music.	
	Catches, throws and kicks a large ball.	
	Rides a tricycle, scooter and any four-wheeled vehicle.	
Demonstrates competence in coordinated movement using small muscles and eye/hand coordination (Fine Motor)	Begins to dress and undress without assistance.	Self-help skills are developed throughout the day. Children are encouraged to put on and take off their coats and jackets independently at various times throughout the day.
	Uses small pegs and boards; strings small beads, some in patterns.	<ul style="list-style-type: none"> Puzzles, Manipulatives & Blocks

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	Begins to build complex block structures.	<ul style="list-style-type: none"> • Make-Believe Play Block
	Manipulates play objects that have fine parts.	<ul style="list-style-type: none"> • Make-Believe Play Prop Making
	Uses scissors, paintbrushes and other art materials appropriately.	<ul style="list-style-type: none"> • Make-Believe Play Block
	Draws combinations of simple shapes.	<ul style="list-style-type: none"> • Individual Scaffolded Writing – Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Graphics Practice • Venger Drawing
	Pours sand and liquids into small containers.	<ul style="list-style-type: none"> • Make-Believe Play Block
	Manages liquids on a spoon, in a cup or small pitcher.	
	Experiments with purposeful pretend writing and graphic representations.	<ul style="list-style-type: none"> • Individual Scaffolded Writing – Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Make-Believe Play Block • Venger Drawing
Demonstrate spatial awareness in both fine and gross motor activities (Spatial Orientation).	Shows awareness of top and bottom, up and down.	<ul style="list-style-type: none"> • Remember and Replicate • Math Memory • Attention Focusing Activities • Pattern Movement
	Demonstrates motor control and is able to balance.	<ul style="list-style-type: none"> • Physical Self-Regulation Activities - Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement
	Shows perceptual judgment and awareness of own limitations.	

CREATIVE EXPRESSION /AESTHETIC DEVELOPMENT		
Performance Standard:	Performance Indicator(s):	<i>Tools of the Mind</i> Activities:
Participate with increasing interest and enjoyment in a variety of music activities, including listening, singing, fingerplays, and games.	Spontaneously sings songs.	<ul style="list-style-type: none"> • Attention Focusing Activities • Community-Building Activities • Pretend Transitions • Do What I Do
	Adds words to songs.	
	Makes suggestions for music activities.	
	Identifies simple melodies.	
	Follows and/or creates movements for fingerplays.	
	Listens, enjoys and responds to a simple musical story song (i.e. “I’ve Been Working on the Railroad”).	<ul style="list-style-type: none"> • Movement Games & Songs • Community-Building Activities

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	Independently chooses to listen to musical recordings during center time.	<ul style="list-style-type: none"> • Make-Believe Play Block
Experiment with a variety of musical instruments.	Classifies musical instruments by sounds, shapes, sizes and pitches.	<ul style="list-style-type: none"> • Movement Games & Songs • Attention Focusing Activities • Community-Building Activities
	Uses language to express musical concepts such as high/low (pitch), long/short (duration), fast/show (tempo), and loud/soft (volume).	
	Uses rhythm instruments to accompany simple songs and movements.	
Engage in a variety of personal creative movement and functional/physical movement activities individually and in a group.	Moves in spontaneous and imaginative ways to music, stories, songs, fingerplays, rhythm and silence.	<ul style="list-style-type: none"> • Physical Self-Regulation Activities - Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement • Attention Focusing Activities • Make-Believe Play Block
	Uses creative movement props such as crepe paper, streamers, hoops and scarves.	
	Taps, hums, smiles, while listening to music.	
	Observes and shows appreciation for classmates and others as they engage in creative movement.	
	Engages in fundamental movement activities such as running, jumping, throwing and catching.	
Participate in a variety of dramatic play activities that become more extended and complex	Participates in physically oriented games such as Hide and Seek, Simon Says and singing and dancing games such as Looby-Loo, Hokey-Pokey and The Wheels on the Bus.	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Practice
	Engages in a pretend play sequence interacting with other children, using appropriate language.	
	Extends dramatic play to other areas such as blocks and table toys.	
	Pretends based on real-life experiences.	
	Pretends based on imagination and literature.	
	Solves problems during dramatic play.	
Show growing creativity and imagination in using materials and in dramatic play situations.	Plays a variety of roles.	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Block • Make-Believe Play Prop Making • Make-Believe Play Block
	Plans and develops purposeful dramatic play scenarios.	
Gain ability in using different art media and materials in a variety of ways for creative expression and representation.	Uses representational materials such as puppets and costumes as a means of self-expression and improvisation.	<ul style="list-style-type: none"> • Make-Believe Play Prop Making • Make-Believe Play Block
	Explores and manipulates a variety of materials in different areas of the classroom.	
	Shows interest in what can be done with tools, texture, color and technique.	

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Progress in ability to create drawings, paintings, models and other art creations that are more detailed, personal and realistic.	Draws, paints and constructs models from observations.	<ul style="list-style-type: none"> • Make-Believe Play Prop Making
	Chooses materials and subjects with intent and purpose.	
Develop growing abilities to plan, work independently and demonstrate care and persistence in a variety of art experiences/activities.	Participates and plans in individual/group activities.	<ul style="list-style-type: none"> • Make-Believe Play Prop Making • Make-Believe Play Block • Venger Drawing/Venger Collage
	Uses language of art (shape, color, space, design, artist, illustrator, light/dark, curvy/straight, smooth/rough).	
Begin to understand and share opinions about artistic products and experiences.	Expresses interest in and shows appreciation for the creative work of others.	<ul style="list-style-type: none"> • Make-Believe Play Prop Making • Make-Believe Play Block
	Uses descriptive language to explain or formulate questions about a piece of artwork.	
	Shows pride in his/her work and chooses to share with others.	
	Shows awareness of the art that he/she constructs.	

COGNITIVE DEVELOPMENT: Language and Literacy Development		
Performance Standard:	Performance Indicator(s):	<i>Tools of the Mind</i> Activities:
Communicate experiences, ideas, needs, choices and feelings by speaking.	Interacts in a variety of conversation exchanges (one to one, small group, whole group).	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Planning • Make-Believe Play Block • Buddy Reading • Story Labs (All)
	Understands and participates in conversations, taking turns with peers and adults.	
	Uses tone of voice that is appropriate to the setting.	
	Engages in meaningful conversations to communicate information, experiences, ideas, feelings, opinions, and needs.	
	Integrates new and more complex vocabulary in conversations.	
	Uses multiple word sentences or phrases of increasing length and complexity when describing ideas, feelings or actions.	
Listen with understanding to conversations, directions, rhymes, songs and stories.	Understands, responds and makes requests with expressions and actions.	<ul style="list-style-type: none"> • Make-Believe Play Planning • Physical Self-Regulation Activities - Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement • Community-Building Activities • Pretend Transitions • Small Group Activities (Math/Science & Literacy)
	Understands and follows simple and multi-step directions.	
	Listens to a variety of stories, songs, poems, dramas, and rhymes.	

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	Understands an increasingly complex and varied vocabulary.	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block • Make-Believe Play Practice • Make-Believe Play Planning • Story Labs (All) • Science Eyes 	
<p>Talk for a variety of purposes:</p> <ul style="list-style-type: none"> • play monologues • play dialogues • imaginative discourse • information and understanding • social interaction • critical analysis • literary response and expression. 	Uses language to accompany action in solitary play.	<ul style="list-style-type: none"> • Make-Believe Play Block • Share the News 	
	Uses language to accompany action in play with peers.		
	Uses language to invent ideas and imagery in peer conversation.		
		Uses inventive language to experiment playfully with words.	<ul style="list-style-type: none"> • Attention Focusing Activities • Pretend Transitions
		Uses words to make connections between prior and new experiences or ideas.	<ul style="list-style-type: none"> • Story Lab (All) • Make-Believe Play Planning
		Asks questions to obtain information.	<ul style="list-style-type: none"> • Story Lab (All)
		Uses talk and voice appropriately in conversation or group interactions in diverse settings.	<ul style="list-style-type: none"> • Opening Group • Share the News • Make-Believe Play Block
		Listens and responds appropriately in conversations or group interactions.	
		Uses talk to persuade, suggest, negotiate, clarify and show empathy for others.	<ul style="list-style-type: none"> • Story Lab (All) • Make-Believe Play Block
		Begins to rationalize agreements or disagreements with others.	<ul style="list-style-type: none"> • Make-Believe Play Block
	Responds to “what might happen if?” questions in stories, storytelling, book talk, interactions between peers, or when using materials.	<ul style="list-style-type: none"> • Story Lab (All) 	
<p>Look for meaning in visual symbols.</p>	Makes and articulates connections to photographs, pictures, drawings and familiar written words.	<ul style="list-style-type: none"> • Message of the Day • Make-Believe Play Planning • Make-Believe Play Block 	
	Notices and recognizes environmental/familiar print in school, home and community settings such as labels on cereal boxes and signs such as: stop, exit, up and down.	<ul style="list-style-type: none"> • Make-Believe Play Block 	
	Begins to understand that speech can be written to convey meaning.	<ul style="list-style-type: none"> • Message of the Day • Make-Believe Play Planning 	
	Develops a growing understanding that print can serve a variety of functions such as information, directions and pleasure.	<ul style="list-style-type: none"> • Shared Scaffolded Writing – Message of the Day, Write a Familiar Fingerplay, Write Along 	

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		<ul style="list-style-type: none"> Individual Scaffolded Writing – Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions
	Uses stories, songs, poems, signs, labels and drama in daily activities.	<ul style="list-style-type: none"> Attention Focusing Activities Make-Believe Play Block
	Shows a growing interest in asking for books to be read aloud and taken home.	<ul style="list-style-type: none"> Buddy Reading Make-Believe Play Block
	Uses wordless books to construct stories.	
	Shows preference for particular books.	
	Independently chooses to read and/or engage with pictures.	
	Exhibits a growing interest and involvement in listening to and telling a variety of stories.	<ul style="list-style-type: none"> Buddy Reading Story Lab (All)
Exhibit a variety of behaviors when interacting with books.	Holds a book right side up and turns pages from right to left.	<ul style="list-style-type: none"> Buddy Reading Story Lab (All)
	Verbalizes personal reactions to books.	
	Shows an awareness of the concepts of print, left to right progression, top to bottom, front to back.	
	Shows progress in understanding the association between speech and text by following shared print as it is read aloud.	
	Reads with others.	
	Understands that a book has a title, author and illustrator.	
Describe and share their own experiences.	Begins to understand that books may be used as a resource for information.	<ul style="list-style-type: none"> Make-Believe Play Building Background Knowledge
	Begins to create own non-fiction accounts of daily occurrences, songs, poems.	<ul style="list-style-type: none"> Make-Believe Play Block
	Shows increasing understanding of and ability to express the big idea of his/her own stories.	<ul style="list-style-type: none"> Make-Believe Play Planning Story Lab – Story Extensions
	Retells or recites a familiar story, poem, song, or nursery rhyme after hearing it several times.	<ul style="list-style-type: none"> Attention Focusing Activities Buddy Reading
	Uses puppets, toys and other props to dramatize or retell stories, changing voice tones for different characters.	<ul style="list-style-type: none"> Story Lab - Story Grammar Make-Believe Play Block
Uses the centers to construct, create, and tell stories.		
Develop phonemic awareness	Manipulates language in a playful manner.	<ul style="list-style-type: none"> Attention Focusing Activities Mystery Literacy Activities - Mystery Rhyme
	Shows increasing ability to discriminate and identify sounds in spoken language.	

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	Begins to recognize rhyming words in context such as in fingerplays, songs and literature.	
	Orally experiments with rhyming words.	
Begin to recognize print-sound connection.	Begins to experiment with shapes and sounds of letters.	<ul style="list-style-type: none"> • Individual Scaffolded Writing – Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Make-Believe Play Center Block • Venger Drawing
	Matches, names and identifies personally significant letters of the alphabet.	<ul style="list-style-type: none"> • Individual Scaffolded Writing – Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • I Have Who Has – Letters
	Spontaneously makes some letter sound matches that are important to him/her.	<ul style="list-style-type: none"> • Individual Scaffolded Writing – Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • I Have Who Has – Sounds
Demonstrate the behaviors of a beginning writer.	Experiments with a growing variety of writing tools and materials such as crayons, markers, paint, pencils.	<ul style="list-style-type: none"> • Individual Scaffolded Writing – Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Make-Believe Play Block • Venger Drawing • Write Along
	Uses drawings to represent experience.	
	Uses drawings, paintings, scribbles, symbols and/or letter-like approximations to express thoughts, feelings or ideas.	
	Begins to represent stories and experiences through pictures, dictation and experimental print.	
	Understands that writing is a way of communicating for a variety of purposes.	
	Begins to use functional writing approximations such as making lists, labels, signs and names of individuals.	<ul style="list-style-type: none"> • Make-Believe Play Block
	Recognizes his/her own name, classmates' names as well as others in a variety of contexts such as language experience charts, cubbies and artwork.	<ul style="list-style-type: none"> • Mystery Literacy Activities • Mystery Math Activities • Make-Believe Play Planning

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COGNITIVE DEVELOPMENT: Mathematical Thinking		
Performance Standard: Numbers and Operations	Performance Indicator(s):	<i>Tools of the Mind</i> Activities:
Develop an understanding of numbers, ways to represent numbers, relationships among numbers and the number system.	Uses manipulatives to create, combine and partition sets.	<ul style="list-style-type: none"> • Making Collections • Numerals Game
	Draws simple conclusions and makes statements based on experience with numerical properties of sets.	<ul style="list-style-type: none"> • Remember & Replicate
	Classifies objects and events and provides rationale for their classification.	<ul style="list-style-type: none"> • Attribute Game
	Role-plays simple problem scenarios around numbers.	<ul style="list-style-type: none"> • Make-Believe Play Block • Math Memory • Remember & Replicate
	Shows and articulates an understanding of mathematical comparisons, such as more or less than, equal to.	<ul style="list-style-type: none"> • Timeline Calendar • Weather Graphing • Math Memory • Making Collections • Mystery Math Activities
	Counts, demonstrates and tracks the number of object in a set during play and classroom routines.	<ul style="list-style-type: none"> • Timeline Calendar • Weather Graphing
	Begins to use numerals to represent symbols that can be spoken, read and written.	<ul style="list-style-type: none"> • Numeral Game • Mystery Math Activities – Mystery Numeral • Make-Believe Play Block
	Begins to represent whole and fractional parts of objects.	<ul style="list-style-type: none"> • Mystery Math Activities – Mystery Shape
Begin to understand the meaning of the operations of addition and subtraction and how they relate to one another.	Uses counting in play.	<ul style="list-style-type: none"> • Make-Believe Play Block
	Uses one to one correspondence when counting.	<ul style="list-style-type: none"> • Timeline Calendar • Weather Graphing • Making Collections • Numerals Game • Number Line Hopscotch • I Have- Who Has - Numerals • Freeze on Number
	Connects and understands the relationship of “add to” and “take away” through the use of concrete materials.	<ul style="list-style-type: none"> • Math Memory • Making Collections
Begin to understand predictions and use of estimation.	Makes estimates about number of objects displayed and checks by counting.	<ul style="list-style-type: none"> • Making Collections

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Performance Standard: Patterns, Quantitative and Qualitative	Performance Indicator(s):	<i>Tools of the Mind</i> Activities:
Understand patterns, relations and functions	Sorts objects by attributes.	<ul style="list-style-type: none"> • Attribute Game
	Sorts, classifies, orders and regroups objects by size, number and other properties.	
	Recognizes simple patterns and can extend them.	<ul style="list-style-type: none"> • Pattern Movement • Remember & Replicate • Mystery Pattern
	Creates and builds own patterns.	
	Uses materials such as blocks to examine relationships.	
Experiences and represents patterns through different modalities: auditory (repetitive songs, rhythmic chants), tactile and kinesthetic.		
Recognize and analyze quantitative and qualitative properties.	Describes objects in terms of mathematical properties such as bigger/smaller, more/less, heavier/lighter.	<ul style="list-style-type: none"> • Weather Graphing • Science Eyes
Performance Standard: Shapes and Spatial Relations	Performance Indicator(s):	<i>Tools of the Mind</i> Activities:
Recognize properties and characteristics of geometric shapes.	Names, matches and identifies basic geometric shapes.	<ul style="list-style-type: none"> • I Have-Who Has - Shapes • Mystery Math Activities – Mystery Shape • Venger Drawing • Attribute Game
	Compares and uses a variety of materials to create geometric shapes, for example, circles, squares and triangles.	
Understand location, position and spatial relationships	Describes and interprets relative position of object(s), such as, “near”, “next to”, “far away”.	<ul style="list-style-type: none"> • Puzzles, Manipulatives & Blocks • Remember and Replicate • Math Memory • Make-Believe Play Block
	Applies and demonstrates ideas about direction and distance.	
	Describes spatial relationships using various representational systems.	
Use visualization and spatial reasoning to solve problems.	Recreates geometric shapes using spatial memory and visualization.	<ul style="list-style-type: none"> • Mystery Math Activities – Mystery Pattern • Venger Drawing
	Recognizes geometric shapes and structures in the environment and specifies their location.	
	Solves puzzles using his/her own physical experiences with shapes by turning the pieces, flipping them over and experimenting with new arrangements.	<ul style="list-style-type: none"> • Puzzles, Manipulatives, and Blocks
Performance Standard: Measurement	Performance Indicator(s):	<i>Tools of the Mind</i> Activities:
Understand that there are measurable attributes of objects and the processes of measurement.	Anticipates a series of events and time periods within the daily schedule.	<ul style="list-style-type: none"> • Daily Schedule • Timeline Calendar
	Compares and orders objects according to attributes.	

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	Begins to use non-standard tools to measure.	<ul style="list-style-type: none"> • Science Eyes • Make-Believe Play Block • Puzzles, Manipulatives & Blocks
	Compares and uses the attributes of length, volume, weight, time and area.	
Performance Standard: Information Gathering and Probability	Performance Indicator(s):	<i>Tools of the Mind</i> Activities:
Formulate questions and collect, organize and display relevant information to answer their questions.	Poses questions and gathers data about self and environmental events.	<ul style="list-style-type: none"> • Tallying
	Sorts and classifies objects and communicates information.	<ul style="list-style-type: none"> • Tallying • Attribute Game • Science Eyes
	Participates in creating and using graphs with concrete materials and pictures.	<ul style="list-style-type: none"> • Weather Graphing • Tallying
Understand that predictions can be made.	Discusses class schedule in terms of daily events such as what will happen next.	<ul style="list-style-type: none"> • Daily Schedule • Timeline Calendar

COGNITIVE DEVELOPMENT: Scientific Thinking		
Performance Standard:	Performance Indicator(s):	<i>Tools of the Mind</i> Activities:
Pose questions, seek answers and develop solutions.	Observes, investigates and asks questions about the world around him/her.	<ul style="list-style-type: none"> • Science Eyes • Story Lab - Learning Facts
	Collects, describes and records data.	<ul style="list-style-type: none"> • Science Eyes • Science Eyes Experiments
	Compares, contrasts and classifies objects and events.	
	Uses equipment for investigation.	
	Makes and verifies predictions.	

COGNITIVE DEVELOPMENT: Social Studies		
Performance Standard:	Performance Indicator(s):	<i>Tools of the Mind</i> Activities:
Apply the skills of communicating, sharing and cooperating with others who have similar and different perspectives.	Works with others, takes turns speaking, shares ideas and participates cooperatively in joint activities.	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block • Story Lab (All) • Buddy Reading
	Participates in the classroom community by formulating and following class rules.	<ul style="list-style-type: none"> • Classroom Rules • Community-Building Activities
	Identifies similarities and differences among him/herself and others.	<ul style="list-style-type: none"> • Story Lab - Connections • Share the News • Make-Believe Play Block
Begin to understand time, change and continuity and to relate past events to their present and future activities.	Identifies routines and common occurrences.	<ul style="list-style-type: none"> • Timeline Calendar • Daily Schedule
	Categorizes time using words such as today,	<ul style="list-style-type: none"> • Timeline Calendar

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	tomorrow and next time.	
	Identifies changes in their environment such as growth in plants.	<ul style="list-style-type: none"> • Science Eyes • Science Eyes Experiments
	Identifies cause and effect relationships.	
Develop a growing understanding of position in space, geographical location and direction.	Identifies common areas in the home and the school environment for example the kitchen, the office, the auditorium.	<ul style="list-style-type: none"> • Make-Believe Play Block
	Produces block buildings and drawings to represent home, school and neighborhood.	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Block
	Uses words to indicate relative position such as near, far, under, over.	<ul style="list-style-type: none"> • Math Memory • Remember & Replicate • Science Eyes • Make-Believe Play Block
Recognize the contributions of community workers as they produce goods or provide services.	Identifies a variety of community workers and their specific roles in the community, for example the bus driver drives the bus.	<ul style="list-style-type: none"> • Make-Believe Play Block
Understand that all people have basic needs.	Identifies food, clothing and shelter as essential to everyone's survival.	<ul style="list-style-type: none"> • Make-Believe Play Block • Story Lab (All) • Science Eyes



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



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- **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**



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- **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**



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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**



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- **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**



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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**



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- **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**



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- **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**