



# Tools of the Mind

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

Alignment with the New York State Prekindergarten Foundation for  
the Common Core

Standard	<i>Tools of the Mind</i> Activity
<b>Domain 1: Approaches to Learning</b>	
<b>Engagement</b>	
1. Actively and confidently engages in play as means of exploration and learning. <ul style="list-style-type: none"> <li>a. Interacts with a variety of materials through play.</li> <li>b. Participates in multiple play activities with same material.</li> <li>c. Engages in pretend and imaginative play- testing theories, acting out imagination.</li> <li>d. Self-selects play activity and demonstrates spontaneity.</li> <li>e. Uses “trial and error” method to figure out task, problem, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> </ul>
<ul style="list-style-type: none"> <li>f. Demonstrates awareness of connections between prior and new knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Story Lab-Connections</li> <li>• Make-Believe Play Block</li> </ul>
2. Actively engages in problem solving. <ul style="list-style-type: none"> <li>a. Identifies a problem and tries to solve it independently.</li> <li>b. Attempts multiple ways to solve a problem.</li> <li>c. Communicates more than one solution to a problem.</li> <li>d. Engages with peers and adults to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Share the News</li> </ul>
<b>Creativity and Imagination</b>	
3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities. <ul style="list-style-type: none"> <li>a. Chooses materials/props and uses novel ways to represent ideas, characters, and objects.</li> <li>b. Identifies additional materials to complete a task.</li> <li>c. Experiments to further his/her knowledge.</li> <li>d. Seeks additional clarity to further his/her knowledge.</li> <li>e. Seeks out connections, relations and assistance from peers and adults to complete a task.</li> <li>f. Communicates more than one solution to a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Prop Making</li> <li>•</li> <li>•</li> </ul>
<b>Curiosity and Initiative</b>	
4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences. <ul style="list-style-type: none"> <li>a. Asks questions using who, what, how, why, when, where, what if.</li> <li>b. Express an interest in learning about and discussing a growing range of ideas.</li> <li>c. Actively explores how things in the world work.</li> <li>d. Investigates areas of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Science Eyes</li> <li>• Science Eyes-Science Experiments</li> </ul>
<ul style="list-style-type: none"> <li>e. Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts).</li> </ul>	<ul style="list-style-type: none"> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Make-Believe Play Block</li> </ul>
<ul style="list-style-type: none"> <li>f. Seeks out activities and materials that support his/her curiosity.</li> </ul>	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> </ul>
<ul style="list-style-type: none"> <li>g. Willingly engages in new experiences and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Make-Believe Play Prop Making</li> </ul>



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	<ul style="list-style-type: none"> <li>• Science Eyes</li> </ul>
<b>Persistence</b>	
5. Demonstrates persistence.	<ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> </ul>
a. Maintains focus on a task.	
b. Seeks assistance when the next step seems unclear or appears to be too difficult.	
c. Modifies strategies used to complete a task.	

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Domain 2: Physical Development and Health</b>	
<b>Physical Development</b>	
1. Uses senses to assist and guide in learning.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Science Eyes –Senses</li> <li>• Science Eyes - Experiments</li> </ul>
a. Identifies sights, smells, sounds, tastes and textures.	
b. Compares and contrasts different sights, smells, sounds, tastes, and textures.	
c. Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.	
2. Uses sensory information to plan and carry out movements.	<ul style="list-style-type: none"> <li>• Physical Self-Regulation Activities - Do What I Do, Fingerplays &amp; Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement</li> <li>• Make-Believe Play Block</li> <li>• Attention Focusing Activities</li> <li>• Pretend Transitions</li> </ul>
a. Demonstrates appropriate body awareness when moving in different spaces.	
b. Exhibits appropriate body movements when carrying out a task.	
c. Demonstrates awareness of spatial boundaries and the ability to work within them.	
3. Demonstrates coordination and control of large muscles.	<ul style="list-style-type: none"> <li>• Physical Self-Regulation Activities - Do What I Do, Fingerplays &amp; Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement</li> <li>• Make-Believe Play Block</li> <li>• Outdoor Play</li> <li>• Pretend Transitions</li> </ul>
a. Displays an upright posture when standing or seated.	
b. Maintains balance during sitting, standing, and movement activities.	
c. Runs, jumps, walks in a straight line, and hops on one foot.	
d. Climbs stairs using alternating feet.	
e. Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.	
4. Combines a sequence of large motor skills with and without the use of equipment.	<ul style="list-style-type: none"> <li>• Outdoor Play</li> </ul>
a. Navigates age appropriate playground equipment.	
b. Peddles a tricycle.	
c. Throws, catches or kicks a large, lightweight ball (8"-10").	
d. Participates in a series of large motor movements or activities such as, dancing, follow the leader, or Simon Says	<ul style="list-style-type: none"> <li>• Attention Focusing Activities</li> <li>• Physical Self-Regulation Activities - Do What I Do, Fingerplays &amp; Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement</li> </ul>
5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects.	
a. Uses pincher grasp (index finger and thumb).	<ul style="list-style-type: none"> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Make-Believe Play Block</li> <li>• Remember &amp; Replicate</li> <li>• Graphics Practice</li> <li>• Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions</li> </ul>
b. Demonstrates ability to engage in finger plays.	

c. Uses materials such as pencils, paintbrushes, eating utensils and blunt scissors effectively.	<ul style="list-style-type: none"> <li>• Make-Believe Play Prop Making</li> <li>• Make-Believe Play</li> </ul>
d. Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.)	<ul style="list-style-type: none"> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Make-Believe Play Block</li> </ul>
e. Uses buttons, zippers, snaps, and hook and loop tape successfully.	
<b>Physical Fitness</b>	
6. Engages in a variety of physical fitness activities.	<ul style="list-style-type: none"> <li>• Physical Self-Regulation Activities - Do What I Do, Fingerplays &amp; Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement</li> <li>• Outdoor Play</li> </ul>
a. Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of times as skills and endurance develops.	
b. Explores, practices, and performs skill sets: throwing, pushing, pulling, catching, balancing, etc.	
c. Participates in activities designed to strengthen major muscle groups.	
d. Participates in activities to promote balance and flexibility.	
<b>Health and Well Being</b>	
7. Demonstrates personal care and hygiene skills.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> </ul>
a. Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.)	
b. Exhibits self help skills when dressing, cleaning up, participating in meals, etc.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Clean Up Routine</li> </ul>
c. Recognizes and communicates when experiencing symptoms of illness.	Healthy living and personal hygiene skills may be interwoven into numerous Make-Believe Play themes (i.e. Family, Restaurant, Grocery and Hospital). Children are encouraged to understand and recognize symptoms of illness and communicate actively throughout the day with adults and peers.
8. Demonstrates awareness and understanding of healthy habits.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Story Lab – Connections</li> <li>• Story Lab- Learning Facts</li> </ul>
a. Recognizes the importance of good nutrition, water, rest and sleep, in order to be healthy.	
b. Talks about food choices in relationship to allergies and overall health.	
c. Relates healthy behaviors to good personal health (milk for strong bones, spinach for strong muscles).	
d. Describes the role of doctors, dentists, and other healthcare workers in keeping him/herself healthy.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> </ul>
<b>Health and Safety</b>	
9. Demonstrates awareness and understanding of safety rules.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Make-Believe Play Block</li> </ul>
a. Verbalizes and demonstrates safety rules such as holding an adult’s hand when walking on sidewalks or near a street.	
b. Communicates to peers and adults when observing unsafe behavior (e.g., Tommy is throwing rocks).	
c. Understands that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet).	
d. Demonstrates knowledge of bus safety (e.g., crosses in front of the bus after the driver signals, wears seatbelt).	

e. Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.	
f. Explains how to get help in emergency situations.	

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Domain 3: Social and Emotional Development</b>	
<b>Self Concept and Self Awareness</b>	
1. Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> </ul>
a. Describes himself/herself using several different characteristics.	
b. Identifies self as being part of a family and identifies being connected to at least one significant adult.	
c. Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.).	
d. Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Community Building Activities</li> </ul>
e. Compares and/ or contrasts self to others (e.g., physical characteristics, preferences, feelings, abilities).	
f. Identifies the range of feelings he/she experience, and has that his/her feeling may change over time, as the environment changes, and in response to the behavior of others.	
g. Displays accomplishment, contentment, and acknowledgement when completing a task or solving a problem by himself/herself (e.g., wants to show a peer or adult).	<ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> </ul>
<b>Self Regulation</b>	
2. Regulates his/her responses to needs, feelings and events.	Throughout all activities and time blocks, children are in situations requiring them to voluntarily practice self-regulation skills.
a. Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation.	
b. Appropriately names types of emotions (e.g., frustrated, happy, excited, sad) and associates them with different facial expressions, word and behaviors.	<ul style="list-style-type: none"> <li>• Story Lab – Character Empathy</li> <li>• Share the News</li> </ul>
c. Demonstrates an ability to independently modify his/her behavior in different situations.	Throughout all activities and time blocks, children are in situations requiring them to voluntarily practice self-regulation skills.
<b>Relationship with Others</b>	
3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).	Throughout the <i>Tools of the Mind</i> daily schedule, there are numerous times where children are interacting with adults and peers. Children are encouraged to be active members of the classroom community and build positive relationships. Adults scaffold and provide guidance for children at each individual zone of proximal development (ZPD).
a. Interacts with significant adults.	
b. Seeks guidance from primary caregivers, teachers and other familiar adults.	
c. Transitions into unfamiliar setting with the assistance of familiar adults.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> </ul>
4. Develops positive relationships with their peers.	
a. Approaches children already engaged in play.	

b. Interacts with other children (e.g., in play, conversation, etc.)	<ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> </ul>
c. Shares materials and toys with others.	
d. Sustains interactions by cooperating, helping, and suggesting new ideas for play.	
e. Develops close friendship with one or more peers.	
f. Offers support to another child or shows concern when a peer seems distressed.	
5. Demonstrates pro-social problem solving skills in social interactions.	
a. Seeks input from others about a problem.	
b. Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve).	
c. Uses and accepts compromise, with assistance.	
<b>Accountability</b>	
6. Understands and follows routines and rules.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> </ul>
a. Displays an understanding of the purpose of rules.	
b. Engages easily in routine activities (e.g., story time, snack time, circle time).	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Opening Group</li> <li>• Classroom Rules</li> </ul>
c. Uses materials purposefully, safely and respectfully as set by group rules.	
d. With assistance, understands that breaking rules have a consequence.	
e. Applies rules in new, but similar situations.	
f. Demonstrates the ability to create new rules for different situations.	
<b>Adaptability</b>	
7. Adapts to change	<ul style="list-style-type: none"> <li>• Daily Schedule</li> </ul>
a. Easily separates him/herself from parent or caregiver.	
b. Transitions with minimal support between routine activities and new/unexpected occurrences.	<ul style="list-style-type: none"> <li>• Pretend Transitions</li> <li>• Daily Schedule</li> </ul>
c. Adjusts behavior as appropriate for different settings and/or events.	
d. Uses multiple adaptive strategies to cope with change (e.g., seeking social support from an adult or peer, taking deep breaths, engaging in another activity).	Throughout the Tools of the Mind daily schedule, there are alternating large and small group activities. Activities vary and may require working with partners, listening in whole group, or movement activities. Teachers scaffold children at their individual levels to cope with change and adjust their behaviors.

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Domain 4: Communication, Language, and Literacy</b>	
<b>Part A: Approaches to Communication</b>	
<b>Motivation</b>	
1. Demonstrate that they are motivated to communicate.	<ul style="list-style-type: none"> <li>• Attention Focusing Activities</li> <li>• Story Labs (All)</li> </ul>
a. Participates in small or large group activities for story telling, singing or finger plays.	
b. Asks questions.	
c. Listens attentively for a variety of purposes (e.g. for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions).	

d. Initiates conversations, both verbally and nonverbally, about things around them.	<ul style="list-style-type: none"> <li>• Story Labs (All)</li> <li>• Opening Group</li> <li>• Share the News</li> <li>• Make-Believe Play Block</li> </ul>
e. Nods or gives non-verbal cues that he is understanding.	
f. Maintains eye contact when trying to interact with a peer or adult.	
g. Makes choices about how to communicate the ideas he wants to share (e.g. gestures, scribbles, sign language, speaking).	
<b>Background Knowledge</b>	
2. Demonstrates he/she is building background knowledge.	<ul style="list-style-type: none"> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Block</li> <li>• Story Labs (All)</li> <li>• Story Lab – Vocabulary</li> <li>• Story Lab - Connections</li> </ul>
a. Asks questions related to a particular item, event or experience.	
b. Correctly identifies meanings of words in read alouds, in conversation, and in descriptions of everyday items in the world around them.	
c. Uses new vocabulary correctly.	
d. Makes comparisons to words and concepts already known.	
<b>Viewing</b>	
3. Demonstrate that they understand what they observe	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Science Eyes</li> <li>• Story Lab – Learning Facts</li> <li>• Story Lab – Character Empathy</li> <li>• Share the News</li> <li>• Story Labs (All)</li> <li>• Science Eyes</li> <li>• Story Lab - Predictions</li> <li>• Story Labs (All)</li> <li>• Make-Believe Play Block</li> </ul>
a. Uses vocabulary relevant to observations.	
b. Identifies emotions by observing faces in pictures and faces of peers and adults.	
c. Asks questions related to visual text and observation.	
d. Makes inferences and draws conclusions based on information from visual text.	
e. Begins to identify relevant and irrelevant information, pictures, and symbols related to a familiar topic.	
<b>Representing</b>	
4. Demonstrate their ability to express ideas using a variety of methods	<p>Throughout the Tools of the Mind daily schedule, children are provided multiple opportunities to express ideas using a variety of methods. Facial expressions, body language and sign language are encouraged as appropriate throughout a variety of experiences.</p> <ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Prop Making</li> <li>• Make-Believe Play Planning</li> </ul>
a. Uses facial expressions, body language, gestures and sign language to express ideas.	
b. Uses existing objects to represent desired or imagined objects in play or other purposeful way (e.g., plastic banana for a telephone).	
c. Uses visual media to represent an actual experience.	
d. Reviews and reflects on his/her own representations.	
e. Writes and draws spontaneously to communicate meaning with peers or adults during play.	
<b>Vocabulary</b>	
5. Demonstrates a growing receptive vocabulary	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Classroom Rules</li> <li>• Make-Believe Play Planning</li> <li>• Small Group Math Activities</li> <li>• Story Labs (All)</li> </ul>
a. Understands and follows spoken directions.	
b. Identifies pictures related to words (show me the white dog).	

c. Responds/ reacts to questions/ comments indicating he/she understands meaning (e.g., body language, gestures, facial expressions and, words).	• Buddy Reading
d. Identifies meanings of words used in read-alouds, in conversation and in descriptions of everyday items in the world around him/her.	• Story Lab - Vocabulary
6. Demonstrates a growing expressive vocabulary.	
a. Uses facial expressions, body language, gestures, and sign language to engage in reciprocal conversation.	• Make-Believe Play Block • Buddy Reading • Story Labs (All)
b. Uses more complex words in conversation.	
c. Makes use of new and rare words introduced by adults or peers.	• Story Lab - Vocabulary
d. Correctly names pictures when asked, “What is this?”	
e. Begins to use appropriate volume and speed so spoken	• Make-Believe Play Block • Make-Believe Play Planning
f. Initiates conversations about a book, situation, event or print in the environment.	• Buddy Reading • Story Labs (All)

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Domain 4: Communication, Language, and Literacy</b>	
<b>Part B: English Language Arts and Literacy</b>	
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
1. With prompting and support, ask and answer in detail(s) in a text.	• Buddy Reading
2. With prompting and support, retell familiar stories.	• Story Lab- Story Grammar • Story Lab - Story Extensions • Make-Believe Play • Fingerplays, Chants, and Songs
3. With prompting and support, ask and answer questions and characteristics and major events in a story.	• Story Lab – Story Grammar
<b>Craft and Structure</b>	
4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).	• All Story Labs
5. Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).	
6. With prompting and support, can describe the role of an author and illustrator.	• All Story Labs • Buddy Reading
<b>Integration and Knowledge of Ideas</b>	
7. With prompting and support, students will engage in a picture walk to make connections between self, illustrations and the story.	• Buddy Reading • All Story Labs
8. Not applicable to literature.	
9. With prompting and support, students will compare and contrast two stories relating to the same topic.	• Story Lab - Connections





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a. With prompting and support, students will make cultural connections to text and self.	
<b>Range of Reading and Level of Text Complexity</b>	
10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• All Story Labs</li> </ul>
<b>Responding to Literature</b>	
1. With Prompting and support, make connections between self, text, and the world around them (text, media, social interaction).	<ul style="list-style-type: none"> <li>• Story Lab – Connections</li> <li>• Make-Believe Play Block</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
1. With prompting and support, ask and answer questions about details in a text.	<ul style="list-style-type: none"> <li>• All Story Labs</li> </ul>
2. With prompting and support, retell detail(s) in a text.	<ul style="list-style-type: none"> <li>• Buddy Reading</li> </ul>
3. With prompting and support, describe the connection between two events or pieces of information in a text.	<ul style="list-style-type: none"> <li>• Story Lab- Connections</li> </ul>
<b>Craft and Structure</b>	
4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about familiar vocabulary).	<ul style="list-style-type: none"> <li>• Story Lab- Learning Facts</li> <li>• Story Lab - Vocabulary</li> </ul>
5. Identify the front cover, back cover; displays correct orientation of book, page turning skills.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Buddy Reading</li> </ul>
6. With prompting and support, can describe the role of an author or illustrator.	
<b>Integration and Knowledge of Ideas</b>	
7. With prompting and support, describe the relationship between illustrators and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	<ul style="list-style-type: none"> <li>• Story Lab – Learning Facts</li> </ul>
8. Not applicable in prekindergarten.	
9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures).	<ul style="list-style-type: none"> <li>• Story Lab - Connections</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>	
10. With prompting and support, actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>• All Story Labs</li> <li>• Buddy Reading</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Reading Standards: Foundational Skills</b>	
<b>Print Concepts</b>	
1. Demonstrate understanding of the organization and basic features of print.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Make-Believe Play Planning, Story</li> </ul>
a. Follow words from left to right, top to bottom, and page by page.	
b. Recognize that spoken words are represented in written language by specific sequences of letters.	

c. Understands that words are separated by spaces in print.	<ul style="list-style-type: none"> <li>Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions</li> <li>I Have Who Has - Letters</li> <li>Mystery Literacy Activities</li> <li>Elkonin I and II</li> </ul>
d. Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.	
e. Recognize that letters are grouped to form words.	
f. Differentiate letters from numerals.	
<b>Phonological Awareness</b>	
2. Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).	<ul style="list-style-type: none"> <li>Attention Focusing Activities</li> <li>Mystery Literacy Activities- Mystery Rhyme, Mystery Letter</li> <li>Rhyming Game</li> <li>Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab</li> </ul>
a. Engage in language play (e.g., alliterative language, rhyming, sound patterns).	
b. Recognize and match words that rhyme.	
c. Demonstrate awareness of relationship between sounds and letters.	
d. With support and prompting, isolate and pronounce the initial sounds in a word.	
<b>Phonics and Word Recognition</b>	
3. Demonstrate emergent phonics and word analysis skills.	<ul style="list-style-type: none"> <li>Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions</li> </ul>
a. With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sounds of some consonants.	
b. Recognizes own name and common signs and labels in the environment.	<ul style="list-style-type: none"> <li>Mystery Literacy Activities</li> <li>Mystery Math Activities</li> <li>Make-Believe Play Block</li> </ul>
<b>Fluency</b>	
4. Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).	<ul style="list-style-type: none"> <li>Buddy Reading</li> <li>Mystery Literacy Activities</li> <li>Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions</li> <li>Make-Believe Play Block</li> </ul>

<b>Standard</b>	<b>Tools of the Mind Activity</b>
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
1. With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like...because...)	<ul style="list-style-type: none"> <li>Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions</li> <li>Make Believe Play</li> <li>Shared Scaffolded Writing- Write Along</li> </ul>
2. With Prompting and support, use a combination of drawing, dictating or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	
3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.	
<b>Production and Distribution of Writing</b>	

4. Not applicable to prekindergarten (begins in grade 3).	
5. With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.	<ul style="list-style-type: none"> <li>Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions</li> </ul>
6. With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.	<ul style="list-style-type: none"> <li>Make-Believe Play Block</li> </ul>
<b>Research to Build and Present Knowledge</b>	
7. With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by favorite author and express opinions about them).	<ul style="list-style-type: none"> <li>Make-Believe Play Building Background Knowledge</li> <li>Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions</li> </ul>
8. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>All Story Labs</li> <li>Share the News</li> </ul>
9. Not applicable to prekindergarten (begins in grade 4).	
<b>Range of Writing</b>	
10. Not applicable to prekindergarten (begins in grade 3).	
<b>Responding to Literature</b>	
11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.	<ul style="list-style-type: none"> <li>Story Lab – Story Extension</li> <li>Make-Believe Play Block</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
1. With guidance and support, participate in collaborative conversations with diverse partners about <i>pre-kindergarten topics and texts</i> with peers and adults in small and large groups.	<ul style="list-style-type: none"> <li>Share the News</li> <li>Make-Believe Play</li> <li>All Story Labs</li> <li>Opening Group</li> </ul>
a. Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	
b. Engage in extended conversations.	
c. Communicate with individuals from different cultural backgrounds.	
2. With guidance and support, confirm understanding, of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> <li>All Story Labs</li> </ul>
3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> <li>All Story Labs</li> <li>Science Eyes</li> <li>Make-Believe Play Block</li> </ul>
<b>Presentation of Knowledge and Ideas</b>	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> <li>Share the News</li> <li>Make-Believe Play Block</li> <li>Make-Believe Play Planning</li> </ul>
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> <li>Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions</li> <li>Make Believe Play</li> </ul>

6. Demonstrate an emergent ability to express thoughts, feelings and ideas.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Planning</li> <li>• Share the News</li> <li>• Buddy Reading</li> </ul>
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Standard	<i>Tools of the Mind</i> Activity
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Buddy Reading</li> <li>• Graphics Practice</li> </ul>
a. Print some upper- and lower-case letters. (e.g., letters in their name).	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions</li> <li>• Make Believe Play</li> </ul>
b. Use frequently occurring nouns and verbs (orally).	<ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Block</li> <li>• Share the News</li> <li>• Remember &amp; Replicate</li> <li>• Math Memory</li> </ul>
c. With guidance and support, from regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs, wish, wishes</i> ).	
d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).	
e. In speech, use the most frequent occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).	
f. With guidance and support, produce and expand complete sentences in shared language activities.	
2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions</li> <li>• Make Believe Play</li> </ul>
a. Capitalize the first letter in their name.	
b. Attempt to write a letter or letters to represent a word.	
c. With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
<b>Knowledge of Language</b>	
3. Use knowledge of language and how language functions in different contexts.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Make-Believe Play Planning</li> </ul>
<b>Vocabulary Acquisition and Use</b>	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>pre-kindergarten reading and content</i> .	<ul style="list-style-type: none"> <li>• Story Lab- Vocabulary</li> </ul>

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing a <i>duck</i> is a bird learning the verb <i>to duck</i> )	<ul style="list-style-type: none"> <li>• Story Lab – Learning Facts</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play</li> <li>• Science Eyes</li> </ul>
5. With guidance and support, explore word relationships and nuances in word meanings.	<ul style="list-style-type: none"> <li>• Story Lab- Vocabulary</li> <li>• Make Believe Play</li> </ul>
a. Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Attribute Game</li> </ul>
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Story Lab-Vocabulary</li> </ul>
c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).	
d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.	
6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• All Story Labs</li> <li>• Make-Believe Play Block</li> <li>• Make Believe Play Practice</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Domain 5: Cognition and Knowledge of the World</b>	
<b>Mathematics</b>	
<b>Mathematical Practices</b>	
a. Make sense of problems and persevere in solving them.	<ul style="list-style-type: none"> <li>• Puzzles, Manipulatives &amp; Blocks</li> </ul>
b. Reason abstractly and quantitatively.	<ul style="list-style-type: none"> <li>• Mystery Shape</li> <li>• Mystery Pattern</li> <li>• Mystery Numeral</li> <li>• Making Collections</li> </ul>
c. Construct viable arguments and critique the reasoning of others.	<ul style="list-style-type: none"> <li>• Small Group Math Activities</li> </ul>
d. Model with mathematics.	<ul style="list-style-type: none"> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Remember &amp; Replicate</li> <li>• Tallying</li> <li>• Math Memory</li> </ul>
e. Use appropriate tools strategically.	
f. Attend to precision.	
g. Look for and make use of structure.	
h. Look for and express regularity in repeated reasoning.	<ul style="list-style-type: none"> <li>• Pattern Movement</li> </ul>
<b>Counting and Cardinality</b>	
Know number names and the count sequence	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Weather Graphing</li> <li>• Making Collections</li> </ul>
1. Count to 20.	

	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Number Line Hopscotch</li> <li>• Make-Believe Play</li> </ul>
2. Represent a number of objects with a written numeral 0-5 (with representing a count of no objects).	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Make-Believe Play</li> </ul>
Count to Tell the Number of Objects	<ul style="list-style-type: none"> <li>• Numerals Game</li> <li>• Making Collections</li> <li>• Numerals Game</li> <li>• Make-Believe Play</li> </ul>
3. Understand the relationship between numbers and quantities to 10; connect counting and cardinality.	
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same.	
c. Regardless of their arrangement or the order in which they are counted.	
d. Understand that each successive number name refers to a quantity that is one larger.	
4. Count to answer “how many?” questions about questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects.	
Compare Numbers	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Remember &amp; Replicate</li> </ul>
5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).	
6. Identify “first” and “last” related to the order or position.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Remember &amp; Replicate</li> <li>• Math Memory</li> <li>• Number Line Hopscotch</li> </ul>
<b>Operations and Algebraic Thinking</b>	
Understand addition as adding to, and subtraction as taking from.	<ul style="list-style-type: none"> <li>• Weather graphing</li> <li>• Mystery Numeral Two Card</li> <li>• Math Memory</li> </ul>
1. Demonstrate and understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).	
Understand simple patterns	<ul style="list-style-type: none"> <li>• Remember &amp; Replicate</li> <li>• Mystery Pattern</li> <li>• Pattern Movement</li> </ul>
2. Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects.	
<b>Measurement and Data</b>	
Describe and compare measurable attributes.	<ul style="list-style-type: none"> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Science Eyes</li> <li>• Attribute Games</li> </ul>
1. Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).	
Sort objects and count the number of objects in a category.	<ul style="list-style-type: none"> <li>• Attribute Game</li> </ul>

2. Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).	
<b>Geometry</b>	
Identify and describe shapes (squares, circles, triangles, rectangles).	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Venger Drawing</li> <li>• Math Memory</li> </ul>
1. Describe objects in the environment using names of shapes, and describe relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.	
2. Correctly name shapes regardless of size.	<ul style="list-style-type: none"> <li>• Attribute Game</li> <li>• I Have Who Has - Shapes</li> </ul>
Analyze, compare and sort objects.	<ul style="list-style-type: none"> <li>• Attribute Game</li> </ul>
1. Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).	
2. Create and build shapes from components (e.g., sticks and clay balls).	<ul style="list-style-type: none"> <li>• Make-Believe Play Prop Making</li> <li>• Science Eyes</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>Science</b>	
<b>Scientific Thinking</b>	
1. Asks questions and makes predictions based on observations and manipulation of things and events in the environment.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Science Eyes - Senses</li> <li>• Science Eyes – Experiments</li> <li>• Science Eyes - Journals</li> </ul>
a. Uses senses to gather, explore, and interpret information.	
b. Manipulates and observes objects in his or her surroundings to develop conclusions.	
c. Makes observations and describes changes in objects, living things, and natural events in environment.	
d. Organizes his or her observation of objects and events by identifying, classifying, etc.	
e. Asks “why,” “how”, and “what if” questions and seeks answers through experimentation and investigation.	
f. Makes predictions based on background knowledge, previous scientific experiences, and observations of objects and events in the world.	
2. Tests predictions through exploration and experimentation.	
a. Gives oral, written or graphic explanations of what he/she wants to learn.	
b. Uses a variety of tools and materials to test predictions through active experimentation (child uses magnifying glass to examine pine needles; child puts large paper clip on water to see if it floats.)	
c. Replicates or changes experimental approach.	
d. Records and organizes data using graphs, charts, science journals, or other means of recording.	

3. Generates explanations and communicates conclusions regarding experiments and explorations.	
a. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.	
b. Identifies cause and effect relationships.	
c. Verifies predictions by explaining “how” and “why.”	
d. Makes age appropriate, logical conclusions about investigations.	
e. Shares ideas about objects, living things and other natural events in the environments throughout words, pictures, and other representations.	
<b>Earth and Space</b>	
4. Observes and describes characteristics of earth and space.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Story Lab – Learning Facts</li> </ul>
a. Investigates and identifies properties of soil, rocks and minerals.	
b. Investigates and identifies physical properties and characteristics of water (solid, liquid, and gas).	
c. Makes simple observations of characteristics and movements of sun, moon, stars, and clouds.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> </ul>
d. Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, snowy, windy, cloudy, etc.).	
e. Expresses ways the environment provides natural resources that are needed by people (e.g., wood for lumber to build shelter, water for drinking).	<ul style="list-style-type: none"> <li>• Science Eyes</li> </ul>
f. Demonstrates ways that each person is responsible for protecting our planet (e.g., recycling plastic, glass and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc.).	
<b>Living Things</b>	
5. Observes and describes characteristics of living things.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Science Eyes - Senses</li> <li>• Science Eyes – Experiments</li> <li>• Science Eyes - Journals</li> </ul>
a. Observes and discussed similarities, differences, and categories of plants and animals.	
b. Identifies things as living and non-living based on characteristics, such as breathes, moves by itself, grows.	
c. Explains why plants and animals need water and food.	
d. Observes and discusses similarities, differences, and categories of plants and animals.	
e. Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.	
f. Explains why plants and animals need water and food.	
g. Describes simple life cycles of plants and animals.	
h. Describes and identifies the different structures of familiar plants and animals.	
i. Recognizes that plants and animals have the same characteristics of their “parents.”	
j. Observes, describes, and compares the habitats of plants and animals.	
k. Observes, records, and explains how plants and animals respond to changes in the environment and changes in season.	
<b>Physical Properties</b>	



6. Acquires knowledge about physical properties of the world.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Science Eyes - Senses</li> <li>• Science Eyes – Experiments</li> <li>• Science Eyes - Journals</li> </ul>
a. Describes, compares, and categorizes objects based on their properties.	
b. Uses senses to explore different environments (classroom, playground, field trips).	
c. Recognizes and describes the effect of his/her own actions on objects.	
d. Describes tools and their specific functions (hammer for pounding nails).	
e. Uses a variety of tools to explore the world and learn how things work (such as magnifiers and balance scales).	
f. Investigates common interactions between matter and energy (butter melting in cooking activities; cream turning to butte; peanuts becoming peanut butter, etc.)	
g. Describes and compares the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	
h. Explores and discusses simple chemical reactions with teacher assistance (e.g., baking soda and water, mixing oils and water).	

Standard	Tools of the Mind Activity
<b>Social Studies</b>	
<b>Geography</b>	
1. Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community.	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> <li>• Story Lab – Connections</li> <li>• Share the News</li> </ul>
a. Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture.	
b. Describe how each person is unique and important.	
c. Identifies family members, family characteristics and functions.	
d. Identifies as a family member.	
e. States how families are similar and different.	
f. Describes his/her own community and/ or cultural group.	
g. Describe how people within a community are alike and different (e.g., eat different foods, wear different clothing, speak different languages).	
h. Recognizes some community workers and describes what they do.	
2. Demonstrates awareness and appreciation of their own culture and other cultures.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Story Lab – Active Listening</li> <li>• Story Lab - Connections</li> </ul>
a. Talks about and or/ shows items related to his/her family and cultural traditions to others.	
b. Questions why and/ or how people are similar/different.	
c. Describes some of the holidays, dances, foods, costumes and special events, related to his/her own culture.	
d. Demonstrates an understanding of similarities and differences between and among individual people and families.	
3. Demonstrates knowledge of the relationship between people, places and regions.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> </ul>
a. Identifies features of own home and familiar places.	
b. Names the street, neighborhood, city or and town where he/she lives.	

c. Uses words that indicate direction, position and relative distance.	<ul style="list-style-type: none"> <li>Remember &amp; Replicate</li> <li>Math Memory</li> </ul>
d. Describes topographical features of familiar places (hill, river, roads, mountains, etc.).	<ul style="list-style-type: none"> <li>Make-Believe Play Block</li> </ul>
e. Creates representations of topographical features in artwork, and/ or while playing with blocks, sand or other materials.	
f. Is aware of his/her surroundings.	
<b>History</b>	
4. Develops an understanding of how people and things change over time and how to relate to past events to their present and future activities.	<ul style="list-style-type: none"> <li>Make-Believe Play Building Background Knowledge</li> <li>Make-Believe Play</li> </ul>
a. Identifies routines and common occurrences in his/her life.	
b. Identifies changes over time in him/herself, his/her families, and in his/her wider community.	
c. Retells important events in sequential order.	<ul style="list-style-type: none"> <li>Story Lab – Story Grammar</li> </ul>
d. Demonstrates interest in current events that relate to family, culture and community.	<ul style="list-style-type: none"> <li>Make-Believe Play</li> <li>Make-Believe Play Planning</li> </ul>
e. Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby...” or “before I moved to my new house.”	
<b>Civics, Citizenship and Government</b>	
5. Demonstrates an understanding of roles, rights, and responsibilities.	<ul style="list-style-type: none"> <li>Classroom Rules</li> </ul>
a. Recognizes that that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.	
b. Express that rules are for everyone.	
c. Identifies rules that protect him/herself from others.	
d. Explains that rules affect children and adults.	
e. Describe possible consequences when rules are not followed.	
6. Begin to learn the basic civic and democratic principles.	<ul style="list-style-type: none"> <li>Classroom rules</li> <li>Pretend Transitions</li> <li>Clean Up Routine</li> </ul>
a. Participates in making group rules and/ or rules for daily routines and transitions.	
b. Follows rules and may remind others of rules.	
c. Applies the skills of communication, cooperation, respect and empathy with others.	<ul style="list-style-type: none"> <li>Make-Believe Play Planning</li> <li>Tallying</li> </ul>
d. Demonstrates preferences and choices by participating when the class votes to make simple decisions.	
<b>Economics</b>	
7. Develops a basic understanding of economic concepts within a community.	<ul style="list-style-type: none"> <li>Make-Believe Play Block</li> <li>Make-Believe Play Building Background Knowledge</li> </ul>
a. Demonstrates an understanding that money is needed to exchange for some goods and services.	
b. Demonstrates understanding that money comes in different forms, i.e., coins and paper money.	
c. Recognizes that roles/ contributions of community workers as they produce goods/services that people need.	

d. Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payments, credit cards).	
<b>Career Development</b>	
8. Demonstrates interest and awareness about a wide variety of careers and work environments.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Story Lab – Connections</li> <li>• Story Lab – Learning Facts</li> </ul>
a. Asks questions about and shows an interest in the jobs of his/her family members and/or “community helpers.”	
b. Recognizes that people depend on “community helpers” to provide goods and services.	
c. Identifies the tools and equipment that correspond to various roles and jobs.	
d. Takes on a role of “community helper”, e.g., dramatic play or in acting out a story or song.	
e. Indicates an interest in a future career by making statements like, “I want to be a firefighter when I grow up.”	
f. Talks about a parent’s, a relative’s or neighbor’s job.	

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>The Arts</b>	
<b>Visual Arts</b>	
1. Express oneself and represent what he/she knows, thinks, believes and feels through visual arts.	<ul style="list-style-type: none"> <li>• Make-Believe Play Prop Making</li> <li>• Make-Believe Play Block</li> </ul>
a. Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combining colors, etc.).	
b. Shows an interest in what can be created with tools, texture, color and technique.	
c. Uses materials to build and create “pieces” that represent another item (block becomes a castle; clay becomes a snake).	
d. Choose materials and subjects with intent and purpose.	
e. Paints, draws and constructs models based on observations.	
2. Responds and react to visual arts created by themselves and others.	<ul style="list-style-type: none"> <li>• Make-Believe Play Prop Making</li> <li>• Make-Believe Play Palnning</li> <li>• Make-Believe Play Block</li> </ul>
a. Expresses an interest in drawings, sculptures, model, paintings, and art creations of others.	
b. Identifies similarities and differences among samples of visual art.	
c. Shares opinions about visual arts, creations and experiences.	
<b>Music</b>	
3. Expresses oneself by engaging in musical activities.	<ul style="list-style-type: none"> <li>• Attention Focusing Activities</li> <li>• Graphics Practice</li> <li>• Physical Self Regulation Activities - Do What I Do, Fingerplays &amp; Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement</li> </ul>
a. Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments.	
b. Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings.	
c. Engages in music activities having different moods, tempos, and rhythms.	

d. Uses and explores traditional and other non-traditional sound sources including those that are electronic.	
e. Creates sounds using traditional instruments (bells, drums, recorders, etc.) and other non-traditional instruments (tin cans, oatmeal boxes, containers filled with water).	
4. Responds and reacts during musical activities.	
a. Observes a variety of musical performances, both vocal and instrumental.	
b. Moves and keeps rhythm to different kinds of music.	
c. Reacts to music through oral, written or visual expression.	
d. Compares and contrasts different samples of music.	
e. Expresses his/her preference for certain kinds of music.	
f. Repeats, responds, and/or reacts to lyrics and/or melodies.	
<b>Theatre/ Dramatic Play</b>	
5. Participates in a variety of dramatic play activities to represent fantasy and real life experiences.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> </ul>
a. Represents fantasy, real-life, imagination, and literature through dramatic play.	
b. Assumes the role of something or someone else and attempts to speak to speak in the appropriate manner and tone.	
c. Participates in teacher-guided and/ or spontaneous dramatic play activities such as acting out a story.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Story Lab – Story Grammar</li> </ul>
d. Uses basic props, and costume pieces to establish time, setting, and character.	
6. Responds and reacts to theater and drama presentations.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> </ul>
a. Demonstrates age-appropriate behavior when observing theatre and drama.	
b. Expresses his/her feelings about theatrical or dramatic productions or experiences through oral, written or visual expressions.	
<b>Dance/ Creative Movement</b>	
7. Expresses what he/she knows, thinks, feels and believes through dance and creative movement.	<ul style="list-style-type: none"> <li>• Physical Self-Regulation Activities - Do What I Do, Fingerplays &amp; Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement</li> <li>• Attention Focusing Activities</li> <li>• Pretend Transitions</li> </ul>
a. Demonstrates concepts (feelings, directions, words, ideas, etc.) through creative movement.	
b. Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm.	
c. Uses creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn, etc.)	
d. Uses creative movement props such as crepe paper, streamers, hoops and scarves to create special movements and dances.	
e. Demonstrates a wide variety of movements and positions.	
f. Learns simple, repetitive dance steps and routines.	
g. Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence.	
8. Responds and reacts to dance and creative movement.	<ul style="list-style-type: none"> <li>• Physical Self-Regulation Activities - Do What I Do, Fingerplays &amp;</li> </ul>
a. Imitates parts of dance or movement activity that he/she enjoys.	

b. Compares and contrasts different forms of dance.	<ul style="list-style-type: none"> <li>Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement</li> <li>• Attention Focusing Activities</li> <li>• Community Building Activities</li> </ul>
c. Demonstrates age appropriate audience behavior when observing dance and creative movement productions.	
d. Describes interpretations and reactions to dance and movement experiences (e.g., drawing a picture, acting it out, retelling a story).	
<b>Cultural Differences</b>	
9. Expresses an understanding of artistic difference among cultures.	<ul style="list-style-type: none"> <li>• Share the News</li> </ul>
a. Compares his/her artistic creations with those from other cultures.	
b. Describes similarities and differences in dance and creative movements from other cultures.	<ul style="list-style-type: none"> <li>• Science Eyes - Senses</li> <li>• Make-Believe Play Building Background Knowledge</li> </ul>
c. Distinguishes between different sounds of music and types of instruments from other cultures.	
d. Discusses dances and dramatization from various cultures.	

<b>Standard</b>	<b>Tools of the Mind Activity</b>
<b>Technology</b>	
<b>Foundations to technology</b>	
1. Describes types of materials and how they are used.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Science Eyes – Senses</li> <li>• Science Eyes - Experiments</li> </ul>
a. Discusses or describes characteristics of materials in the environment.	
b. Explain some uses for materials, e.g., wood, fur, and plastic.	
c. Creates structures with various materials to determine which do/don't work to achieve the desired purpose, (e.g., glue, tape, paper, cardboard, foam, plastic, wood, straws, spools).	<ul style="list-style-type: none"> <li>• Make-Believe Play Prop Making</li> </ul>
2. Explores and uses various types of tools appropriately.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Science Eyes</li> </ul>
a. Identifies the functions of certain tools (e.g., cell phone, pulley, hammer, hearing aid, and microwave).	
b. Follows simple directions for appropriate use of tools and demonstrates how they are used (e.g., computer, hammer, digital media, or simple machine).	
c. Describes and uses a variety of tools independently or with assistance (e.g., scissors, nut and bolt, incline plane, or lever).	
d. Uses common tools to create simple objects or structures.	
e. Invents and/or constructs simple objects or structures using common tools and materials in a safe manner (e.g., wood, glue, rulers, sandpaper, hammer, etc.).	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Story Lab – Learning Facts</li> </ul>
3. Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.	
a. Identifies examples of technology used in daily life (e.g., telephone, computers, car).	
b. Describes how technology can make finding information, completing tasks and solving problems faster and easier.	
c. Identifies examples of how technology affects the environment, including home and school environments.	
<b>Using Technology</b>	



**Alignment of *Tools of the Mind* Preschool Curriculum to New York State Prekindergarten Foundation for the Common Core**

4. Understands the operations of technology systems.	<ul style="list-style-type: none"> <li>• Make-Believe Play Block</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Story Lab – Learning Facts</li> </ul>
a. Uses input and output devices to successfully operate technology systems (e.g., keyboard, monitor, printer, vending machine).	
b. Begin using appropriate vocabulary when describing the nature and operation of a technological system (e.g., pedal power moves a bicycle, gas moves a car, batteries operate a toy).	
c. Give examples of how technological systems are used (e.g., internet, cameras, cell phones).	<ul style="list-style-type: none"> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Block</li> </ul>
5. Uses the knowledge of technology to increase learning.	
a. Uses computers to write, draw and explore concepts.	
b. Learns basic skills by using age appropriate computer programs.	
c. Uses technology tools independently (e.g., instructional media games, digital cameras).	



## 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**



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

**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 am 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**