



Tools of the Mind

PreK Curriculum, 7th Edition

Alignment with Pennsylvania Learning Standards for Early
Childhood: Pre–Kindergarten



**Alignment of *Tools of the Mind* Preschool Curriculum to the 2014 Pennsylvania Learning Standards for Early Childhood:
Pre-Kindergarten**

Standard	<i>Tools of the Mind</i> Activity
Approaches to Learning Through Play: Constructing, Organizing, and Applying Knowledge	
AL.1 Constructing and Gathering Knowledge	
A. Curiosity and initiative	
AL.1 PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning • Science Eyes • All Story Labs
B. Risk taking	
AL. 1 PK.B Demonstrate a willingness to participate in new and challenging experiences.	<ul style="list-style-type: none"> • All Small Group Math Activities • All Story Labs • Buddy Reading • Graphics Practice • Make-Believe Play Block • Make-Believe Play Planning • Science Eyes • Share the News
C. Stages of play	
AL. 1 PK.C Engage in complex play sequences with two or more children.	<ul style="list-style-type: none"> • Make-Believe Play Block
Approaches to Learning Through Play: Constructing, Organizing, and Applying Knowledge	
AL.2 Organizing and Understanding Information	
A. Engagement and attention	
AL.2 PK.A Work toward completing a task, even if challenging, and despite interruptions.	<ul style="list-style-type: none"> • All Small Group Math Activities • Buddy Reading • Make-Believe Play Block • Science Eyes
B. Task analysis	
AL.2 PK.B Independently break simple tasks into steps and complete them one at a time.	<p>A Tools program inherently works on developing a child’s independence. Tasks are broken into various steps and children complete the task at their independent levels. Teachers are trained to assess the child’s level through assessing each student’s Zone of Proximal Development (ZPD). Each activity has developmental trajectories provided for the objectives embedded in the activity.</p>
C. Persistence	
AL.2 PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.	<ul style="list-style-type: none"> • Buddy Reading • Make-Believe Play Block • All Small Group Math Activities • Science Eyes • All Story Labs



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D. Patterning	
AL.2 PK.D Recognize and extend simple patterns.	<ul style="list-style-type: none"> Mystery Math Activities – Mystery Pattern Pattern Movement
E. Memory	
AL.2 PK.E Retain and recall information presented over a short period of time.	<ul style="list-style-type: none"> Make-Believe Play Block Math Memory Remember and Replicate
Approaches to Learning Through Play: Constructing, Organizing, and Applying Knowledge	
AL.3 Applying Knowledge	
A. Engagement and attention	
AL.3 PK.A Use music, art, and/or stories to express ideas, thoughts, and feelings.	<ul style="list-style-type: none"> Story Lab – Character Empathy Make-Believe Play Block Make-Believe Play Planning Share the News
B. Invention	
AL.3 PK.B Produce and explain the purpose for a new creation.	<ul style="list-style-type: none"> Make-Believe Play Block Venger drawing
C. Representation	
AL.3 PK.C Use materials and objects to represent new concepts.	<ul style="list-style-type: none"> Make-Believe Play Block
Approaches to Learning Through Play: Constructing, Organizing, and Applying Knowledge	
AL.4 Learning Through Experience	
A. Making connections	
AL.4 PK.A Relate knowledge learned from one experience to a similar experience in a new setting.	<ul style="list-style-type: none"> Make-Believe Play Block Story Lab – Connections
B. Resiliency	
AL.4 PK.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	<ul style="list-style-type: none"> Make-Believe Play Block Make-Believe Play Planning Share the News Story Lab – Character Empathy
C. Problem solving	
AL.4 PK.C Attempt problem solving activities to achieve a positive outcome.	<ul style="list-style-type: none"> Make-Believe Play Block Make-Believe Play Planning

Standard	<i>Tools of the Mind</i> Activity
Language and Literacy Development: English Language Arts	
1.1 Foundational Skills	
A. Book handling	
1.1 PK.A Practice appropriate book handling skills.	<ul style="list-style-type: none"> Buddy Reading Make-Believe Play Block



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B. Print concepts	
1.1 PK.B Identify basic features of print.	<ul style="list-style-type: none"> • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Buddy Reading
C. Phonological awareness	
1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<ul style="list-style-type: none"> • Attention Focusing Activities • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Mystery Rhyme • Mystery Word • Rhyming Game
D. Phonics and word recognition	
1.1 PK.D Develop beginning phonics and word skills.	<ul style="list-style-type: none"> • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Elkonin I & II • I Have -Who Has Letters • Mystery Letter
E. Fluency	
Emerging to... <ul style="list-style-type: none"> • read emergent reader text with purpose and understanding. 	<ul style="list-style-type: none"> • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Buddy Reading • Mystery Question • All Story Labs
Language and Literacy Development: English Language Arts	
1.2 Reading Informational Text	
A. Key ideas and details – main idea	
1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.	<ul style="list-style-type: none"> • All Story Labs • Buddy Reading
B. Key ideas and details – text analysis	
1.2 PK.B Answer questions about a text.	<ul style="list-style-type: none"> • All Story Labs
C. Key ideas and details	
1.2 PK.C With prompting and support, make connections between information in a text and personal experience.	<ul style="list-style-type: none"> • Story Lab - Connections • Make-Believe Play Block



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E. Craft and structure – text structure	
1.2 PK.E Identify the front cover, back cover, and title page of a book.	<ul style="list-style-type: none"> All Story Labs Buddy Reading
F. Craft and structure - vocabulary	
1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.	<ul style="list-style-type: none"> Story Lab - Vocabulary Story Lab - Learning Facts
G. Integration of knowledge and ideas – diverse media	
1.2 PK.G With prompting and support, answer questions to connect illustrations to the written word.	<ul style="list-style-type: none"> All Story Labs Buddy Reading
I. Integration of knowledge and ideas – analysis across texts	
1.2 PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.	<ul style="list-style-type: none"> Story Lab – Connections
J. Vocabulary acquisition and use	
1.2 PK.J Use new vocabulary and phrases acquired in conversation and being read to.	<ul style="list-style-type: none"> Story Lab – Vocabulary Make-Believe Play Block
K. Vocabulary acquisition and use	
1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.	<ul style="list-style-type: none"> Story Lab – Vocabulary
L. Range of reading	
1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> All Story Labs Buddy Reading
Language and Literacy Development: English Language Arts	
1.3 Reading Literature	
A. Key ideas and details - theme	
1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support.	<ul style="list-style-type: none"> Make-Believe Play Block Story Lab – Story Grammar
B. Key ideas and details – text analysis	
1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).	<ul style="list-style-type: none"> All Story Labs
C. Key ideas and details – literary elements	
1.3 PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> Story Lab – Story Grammar
D. Craft and structure – point of view	
1.3 PK.D With prompting and support, name the author and illustrator of a story.	<ul style="list-style-type: none"> All Story Labs Buddy Reading
E. Craft and structure – text structure	
1.3 PK.E With prompting and support, recognize common types of text.	<ul style="list-style-type: none"> Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions Buddy Reading Mystery Question Story Labs



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F. Craft and structure – vocabulary	
1.3 PK.F Answer questions about unfamiliar words read aloud from a story.	<ul style="list-style-type: none"> • Story Lab – Vocabulary
G. Integration of knowledge and ideas – sources of information	
1.3 PK.G Describe pictures in books using detail.	<ul style="list-style-type: none"> • All Story Labs
H. Integration of knowledge and ideas – text analysis	
1.3 PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> • Story Lab – Character Empathy • Story Lab – Connections
I. Vocabulary acquisition and use – strategies	
1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.	<ul style="list-style-type: none"> • Story Lab – Vocabulary
J. Vocabulary acquisition and use	
1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.	<ul style="list-style-type: none"> • Make-Believe Play Block • Story Lab – Vocabulary
K. Range of reading	
1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> • All Story Labs • Buddy Reading
Language and Literacy Development: English Language Arts	
1.4 Writing	
A. Informative/Explanatory	
1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions
B. Informative/Explanatory - Focus	
1.4 PK.B With prompting and support, draw/dictate about one specific topic.	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Science Eyes • Venger Drawing
C. Informative/Explanatory - Organization	
1.4 PK.C With prompting and support, generate ideas to convey information.	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Venger Drawing
D. Informative/Explanatory - Organization	
1.4 PK.D With prompting and support, make logical connections between drawing and dictation.	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Venger Drawing • Make-Believe Play Block
F. Informative/Explanatory – Conventions of Language	
<i>Emerging to...</i> Spell simple words phonetically.	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Venger Drawing
M. Narrative	
1.4 PK.M Dictate narratives to describe real or imagined experiences or events.	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions



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N. Narrative – Focus	
1.4 PK.N Establish “who” and “what” the narrative will be about.	<ul style="list-style-type: none"> Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions
O. Narrative – Content	
1.4 PK.O With prompting and support, describe experiences and events.	<ul style="list-style-type: none"> Make-Believe Play Block Make-Believe Play Planning
P. Narrative – Organization	
1.4 PK. P Recount a single event and tell about the events in the order in which they occurred.	<ul style="list-style-type: none"> Story Lab – Story Extensions Story Lab – Story Grammar
R. Narrative – Conventions of language	
<i>Emerging to...</i> Spell simple words phonetically.	<ul style="list-style-type: none"> Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions Venger Drawing
T. Production and distribution of writing – Writing process	
1.4 PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.	<ul style="list-style-type: none"> Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions
V. Conducting research	
1.4 PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.	<ul style="list-style-type: none"> Science Eyes Story Lab – Learning Facts
W. Credibility, reliability, and validity of sources	
1.4 PK.W With guidance and support, recall information from experiences or books.	<ul style="list-style-type: none"> Story Lab – Learning Facts Story Lab – Story Extensions
X. Range of Writing	
<i>Emerging to...</i> Write routinely over short time frames.	<ul style="list-style-type: none"> Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions
Language and Literacy Development: English Language Arts	
1.5 Speaking and Listening	
A. Comprehension and collaboration – Collaborative discussion	
1.5 PK.A Participate in collaborative conversations with peers and adults in small and larger groups.	<ul style="list-style-type: none"> All Story Labs Make-Believe Play Block Share the News
B. Comprehension and collaboration – Critical listening	
1.5 PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> All Story Labs
C. Comprehension and collaboration – Evaluation	
1.5 PK.C Respond to what a speaker says to follow directions, seek help, or gather information.	<ul style="list-style-type: none"> All Story Labs Make-Believe Play Block Share the News



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D. Presentation of knowledge and ideas – Purpose, audience, and task	
1.5 PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.	<ul style="list-style-type: none"> • All Story Labs • Make-Believe Play Block • Share the News
E. Presentation of knowledge and ideas – Context	
1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.	<ul style="list-style-type: none"> • Buddy Reading • Make-Believe Play Block • Share the News
G. Conventions of standard English	
1.5 PK.G Demonstrate command of the conventions of standard English	<ul style="list-style-type: none"> • All Story Labs • Attention Focusing Activities • Buddy Reading • Make-Believe Play Block • Share the News

Standard	<i>Tools of the Mind</i> Activity
Mathematical Thinking and Expression: Exploring, Processing, and Problem-Solving	
2.1 Numbers and Operations	
A. Counting and Cardinality	
1. Cardinality	
2.1 PK.A.1 Know number names and the count sequence.	<ul style="list-style-type: none"> • Timeline Calendar • I Have-Who Has Numbers • Making Collections • Number Line Hopscotch • Numerals Game
2. Counting	
2.1 PK.A.2 Count to tell the number of objects.	<ul style="list-style-type: none"> • Making Collections • Numerals Game
3. Comparing	
2.1 PK.A.3 Compare numbers.	<ul style="list-style-type: none"> • Mystery Numeral • Numerals Game • Timeline Calendar
MP. Mathematical processes	
2.1 PK. MP Use mathematical processes when quantifying, comparing, representing, and modeling numbers.	<ul style="list-style-type: none"> • Making Collections • Mystery Numeral • Numerals Game



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Mathematical Thinking and Expression: Exploring, Processing, and Problem-Solving	
2.2 Algebraic Concepts	
A. Operations and Algebraic Thinking	
1. Operations and algebraic thinking	
2.2 PK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	<ul style="list-style-type: none"> • Math Memory • Timeline Calendar • Weather Graphing
MP. Mathematical processes	
2.2 PK.MP Use mathematical processes when representing relationships.	<ul style="list-style-type: none"> • Making Collections • Math Memory • Numerals Game • Remember & Replicate
Mathematical thinking and expression: Exploring, processing, and problem-solving	
2.3 Geometry	
A. Geometry	
1. Identification	
2.3 PK.A.1 Identify and describe shapes.	<ul style="list-style-type: none"> • Attribute Game • Venger Drawing/Collage
2. Application	
2.3 PK.A.2 Analyze, compare, create, and compose shapes.	<ul style="list-style-type: none"> • Attribute Game • Mystery Shape • Venger Drawing/Collage
MP. Mathematical processes	
2.3 PK.MP Use mathematical processes when drawing, constructing, modeling, and representing shapes.	<ul style="list-style-type: none"> • Attribute Game • Venger Drawing/Collage
Mathematical Thinking and Expression: Exploring, Processing, and Problem-Solving	
2.4 Measurement, Data and Probability	
A. Measurement and Data	
1. Measurement	
2.4 PK.A.1 Describe and compare measurable attributes of length and weights of everyday objects.	<ul style="list-style-type: none"> • Make-Believe Play Block • Puzzles, Manipulatives & Blocks • Science Eyes
2. Data	
2.4 PK.A.4 Classify objects and count the number of objects in each category.	<ul style="list-style-type: none"> • Making Collections
MP. Mathematical Processes	
2.4 PK.MP Use mathematical processes when measuring; representing, organizing, and understanding data.	<ul style="list-style-type: none"> • Puzzles, Manipulatives & Blocks • Science Eyes



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Standard	<i>Tools of the Mind</i> Activity
Scientific Thinking and Technology: Exploring, Scientific Inquiry, and Discovery	
3.1 Biological Sciences	
A. Living and Non-Living Organisms	
1. Common characteristics of life	
3.1 PK.A.1 Recognize the difference between living and non-living things.	<ul style="list-style-type: none"> • Science Eyes • Science Eyes - Experiments
2. Energy flow	
3.1 PK.A.2 Identify basic needs of plants (water and light) and animals (food, water, and light).	<ul style="list-style-type: none"> • Science Eyes • Science Eyes - Experiments • Story Lab – Learning Facts
3. Life cycles	
3.1 PK.A.3 Recognize that plants and animals grow and change.	<ul style="list-style-type: none"> • Science Eyes - Experiments • Story Lab – Learning Facts
5. Form and function	
3.1 PK.A.5 Name basic parts of living things.	<ul style="list-style-type: none"> • Science Eyes • Science Eyes - Experiments
9. Science as inquiry	
3.1 PK.A.9 Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.	<ul style="list-style-type: none"> • Science Eyes - Experiments
Scientific Thinking and Technology: Exploring, Scientific Inquiry, and Discovery	
3.1 Biological Sciences	
B. Genetics	
1. Heredity	
3.1 PK.B.1 Recognize and compare physical characteristics of living things from same species.	<ul style="list-style-type: none"> • Science Eyes - Experiments • Story Lab – Learning Facts
6. Science as inquiry	
3.1. PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.	<ul style="list-style-type: none"> • Science Eyes - Experiments
Scientific Thinking and Technology: Exploring, Scientific Inquiry, and Discovery	
3.1 Biological Sciences	
C. Evolution	
3. Unifying themes (Constancy and change)	
3.1 PK.C.3 Describe changes that occur in animals.	<ul style="list-style-type: none"> • Science Eyes - Experiments • Story Lab – Learning Facts
4. Science as inquiry	
3.1. PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.	<ul style="list-style-type: none"> • Science Eyes • Science Eyes - Experiments



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Scientific Thinking and Technology: Exploring, Scientific Inquiry, and Discovery	
3.2 Physical Sciences	
A. Chemistry	
1. Properties of matter	
3.2 PK.A.1 Sort and describe objects according to size, shape, color, and texture.	<ul style="list-style-type: none"> • Attribute Game • Math Memory • Science Eyes
3. Matter and energy	
3.2 PK.A.3 Notice change in matter.	<ul style="list-style-type: none"> • Science Eyes - Experiments
5. Unifying themes	
3.2 PK.A.5 Recognize that everything is made of matter.	<ul style="list-style-type: none"> • Science Eyes • Science Eyes - Experiments
6. Science as inquiry	
3.2 PK.A.6 Participate in simple investigations of matter to answer a question or to test a prediction.	<ul style="list-style-type: none"> • Science Eyes - Experiments
Scientific Thinking and Technology: Exploring, Scientific Inquiry, and Discovery	
3.2 Physical Sciences	
B. Physics	
1. Force and motion of practices and rigid bodies	
3.2 PK.B.1 Explore and describe the motion of toys and objects.	<ul style="list-style-type: none"> • Make-Believe Play Block • Science Eyes - Experiments
5. Nature of waves (sound and light energy)	
3.2 PK.B.5 Create and describe variations of sound	<ul style="list-style-type: none"> • Attention Focusing Activities • Make-Believe Play Block • Science Eyes - Experiments
6. Unifying themes (energy)	
3.2 PK.B.6 Recognize that light from the sun is an important source of energy for living and non-living systems and some source of energy is needed for all organisms to stay alive and grow.	<ul style="list-style-type: none"> • Science Eyes - Experiments
7. Science of inquiry	
3.2 PK.B.7 Participate in simple investigations of energy and motion to answer a question or to test a prediction.	<ul style="list-style-type: none"> • Science Eyes - Experiments
Scientific Thinking and Technology: Exploring, Scientific Inquiry, and Discovery	
3.3 Earth and Space Sciences	
A. Earth Structure, Processes, and Cycles	
1. Earth features and the processes that change them	
3.3 PK.A.1 Sort different types of earth materials.	<ul style="list-style-type: none"> • Science Eyes - Experiments • Make-Believe Play Block
4. Water	
3.3 PK.A.4 Identify a variety of uses for water.	<ul style="list-style-type: none"> • Science Eyes - Experiments • Make-Believe Play Block



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5. Weather and climate	
3.3 PK.A.5 Identify seasons that correspond with observable conditions and identify how weather affects daily life.	<ul style="list-style-type: none"> • Weather Graphing • Science Eyes - Experiments • Make-Believe Play Block
7. Science of inquiry	
3.3 PK.A.7 Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.	<ul style="list-style-type: none"> • Science Eyes - Experiments
Scientific Thinking and Technology: Exploring, Scientific Inquiry, and Discovery	
3.3 Earth and Space Sciences	
B. Origin and Evolution of the Universe	
1. Comparisons and structure	
3.3 PK.B.1 Identify objects that can be found in the day or night sky.	<ul style="list-style-type: none"> • Science Eyes - Experiments • Weather Graphing
3. Science as inquiry	
3.3 PK.B.3 Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.	<ul style="list-style-type: none"> • Science Eyes - Experiments • Weather Graphing
Scientific Thinking and Technology: Exploring, Scientific Inquiry, and Discovery	
4.1 Ecology	
A. The environment	
4.1 PK.A Identify living and non-living things in the immediate and surrounding environment.	<ul style="list-style-type: none"> • Science Eyes - Experiments • Make-Believe Play Block
C. Energy flow	
4.1 PK.C Identify that plants need the sun to grow.	<ul style="list-style-type: none"> • Science Eyes - Experiments
D. Biodiversity	
4.1 PK.D Identify basic needs of living things.	<ul style="list-style-type: none"> • Science Eyes – Experiments
E. Succession	
4.1 PK.E Identify the change of seasons in the environment.	<ul style="list-style-type: none"> • Science Eyes - Experiments • Weather Graphing
Scientific Thinking and Technology: Exploring, Scientific Inquiry, and Discovery	
4.2 Watersheds and Wetlands	
A. Watersheds	
4.2 PK.A Identify various types of moving water in Pennsylvania.	<ul style="list-style-type: none"> • Story Lab-Learning Facts • Science Eyes • Make-Believe Play Block
B. Wetlands	
4.2 PK.B Identify a wetland as an ecosystem in Pennsylvania.	<ul style="list-style-type: none"> • Story Lab – Learning Facts • Science Eyes • Make-Believe Play Block



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C. Aquatic ecosystem	
4.2 PK.C Describe an aquatic (water) and terrestrial (land) habitat.	<ul style="list-style-type: none"> • Story Lab – Learning Facts • Science Eyes • Make-Believe Play Block
Scientific thinking and technology: Exploring, scientific inquiry, and discovery	
4.3 Natural Resources	
A. Use of natural resources	
4.3 PK.A Identify how the environment provides for the needs of people in their daily lives.	<ul style="list-style-type: none"> • Science Eyes - Experiments • Make-Believe Play Block
B. Availability of natural resources	
4.3 PK.B Identify natural resources available to people in their daily lives.	<ul style="list-style-type: none"> • Science Eyes - Experiments • Make-Believe Play Block
Scientific Thinking and Technology: Exploring, Scientific Inquiry, and Discovery	
4.4 Agriculture and Society	
A. Food and fiber systems	
4.4 PK.A Identify what plants and animals need to grow.	<ul style="list-style-type: none"> • Science Eyes - Experiments • Make-Believe Play Block
C. Applying sciences to agriculture	
4.4 PK.C Recognize that plants and animals grow and change.	<ul style="list-style-type: none"> • Science Eyes - Experiments • Make-Believe Play Block
D. Technology influences on agriculture	
4.4 PK.D Identify basic tools used in gardening at home and at school.	<ul style="list-style-type: none"> • Science Eyes - Experiments • Make-Believe Play Block
Scientific Thinking and Technology: Exploring, Scientific Inquiry, and Discovery	
4.5 Humans and the Environment	
A. Sustainability	
4.5 PK.A Identify what people need to survive.	<ul style="list-style-type: none"> • Story Lab – Learning Facts • Science Eyes - Experiments • Make-Believe Play Block
B. Integrated pest management	
4.5 PK.B Identify things in the natural environment that can be harmful to people, pets, and other living things.	<ul style="list-style-type: none"> • Story Lab – Learning Facts • Science Eyes - Experiments • Make-Believe Play Block
C. Pollution	
4.5 PK.C Identify ways people pollute the environment.	<ul style="list-style-type: none"> • Story Lab – Learning Facts • Science Eyes - Experiments • Make-Believe Play Block
D. Waste management	
4.5 PK.D Describe how everyday human activities generate waste.	<ul style="list-style-type: none"> • Science Eyes • Make-Believe Play Block



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Standard	<i>Tools of the Mind</i> Activity
15.4 Computer and Information Technology	
A. Influence of emerging technologies	
15.4 PK.A Identify various technologies used in the classroom and at home.	<ul style="list-style-type: none"> • Make-Believe Play Block– various themes may incorporate use of technology props for roles/actions/scenarios • Opening Group – use of Smartboard for various activities
B. Digital citizenship	
15.4 PK.B Demonstrate responsible use of technology and equipment.	<ul style="list-style-type: none"> • Make-Believe Play Block – various themes may incorporate use of technology props for roles/actions/scenarios • Opening Group – use of Smartboard for various activities
C. Hardware	
15.4 PK.C With prompting and support, identify peripheral devices of computer system including input and output devices.	<ul style="list-style-type: none"> • Make-Believe Play Block – various themes may incorporate use of technology props for roles/actions/scenarios • Opening Group – use of Smartboard for various activities
D. Input technologies	
15.4 PK.D Demonstrate the correct use of simple input technologies (e.g., mouse, touch screen, microphone, etc.).	<ul style="list-style-type: none"> • Make-Believe Play Block – various themes may incorporate use of technology props for roles/actions/scenarios • Opening Group – use of Smartboard for various activities
G. Software/Applications	
15.4 PK.G With help and support, select and use various software/applications for an intended purpose.	<ul style="list-style-type: none"> • Free Choice - computers/iPads/software may be made available
K. Digital media	
15.4 PK.K With help and support, identify similarities and differences between text, graphics, audio, animation, and video.	<ul style="list-style-type: none"> • Free Choice - computers/iPads/software may be made available
L. Technology research	
15.4 PK.L With help and support, use web browser to locate content-specific websites.	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge
M. Emerging technologies in careers	
15.4 PK.M With help and support, identify various technologies used in the workplace.	<ul style="list-style-type: none"> • Make-Believe Play Block – various themes may incorporate use of technology props for roles/actions/scenarios



**Alignment of *Tools of the Mind* Preschool Curriculum to the 2014 Pennsylvania Learning Standards for Early Childhood:
Pre-Kindergarten**

Standard	<i>Tools of the Mind</i> Activity
Social Studies Thinking: Connecting to Communities Civics and Government 5.1 Principles and Documents of Government	
A. Rule of law	
5.1 PK.A State rules and their consequences.	<ul style="list-style-type: none"> • All Tools activities have specific rules to learn and follow • Classroom Rules
F. Symbols	
5.2 PK.F Identify basic American symbols. (e.g., American flag)	<ul style="list-style-type: none"> • A Tools classroom environment supports the identification of basic American symbols.
Social Studies Thinking: Connecting to communities Civics and Government 5.2 Rights and Responsibilities of Citizenship	
A. Civic rights and responsibilities	
5.2 PK.A Identify self-membership of a group such as the class or family.	<ul style="list-style-type: none"> • Community Building Activities • Make-Believe Play Block
B. Conflict and resolution	
5.2 PK.B Identify a problem and discuss possible solutions with adult assistance. <i>*See also 16.2 PK.D</i>	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning • Share the News
C. Leadership and public service	
<i>Emerging to...</i> Identify classroom projects/activities that support leadership and service.	<ul style="list-style-type: none"> • Classroom routines permit students to take on various leadership and service roles
Social Studies Thinking: Connecting to Communities Civics and Government 5.3 How Government Works	
C. Government services	
5.3 PK.C Identify community workers through their uniforms and equipment.	<ul style="list-style-type: none"> • Make-Believe Play Block • Story Labs
F. Conflict and the court system	
5.3 PK.F Identify appropriate behaviors for responsible classroom citizens.	<ul style="list-style-type: none"> • Classroom Rules
Social Studies Thinking: Connecting to Communities Economics 6.1 Scarcity and Choice	
A. Scarcity and choice	
<i>Emerging to...</i> Identify how scarcity influences choice.	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Block



**Alignment of *Tools of the Mind* Preschool Curriculum to the 2014 Pennsylvania Learning Standards for Early Childhood:
Pre-Kindergarten**

B. Limited resources	
<i>Emerging to...</i> Identify family wants and needs.	<ul style="list-style-type: none"> • Make-Believe Play Block • All Story Labs
D. Incentives and choice	
6.1 PK.D Identify a choice based on individual interest.	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Block
Social Studies Thinking: Connecting to communities Economics 6.2 Markets and Economic Systems	
C. Advertising and media	
<i>Emerging to...</i> Identify advertisements that encourage us to buy things.	<ul style="list-style-type: none"> • Make-Believe Play Block
D. Price determination	
6.2 PK.D Explain how money is used.	<ul style="list-style-type: none"> • Make-Believe Play Block
Social Studies Thinking: Connecting to Communities Economics 6.3 Functions of Government	
D. Government's role in international trade	
6.3 PK.D Identify products produced locally.	<ul style="list-style-type: none"> • Make-Believe Play Block • Story Lab – Learning Facts
Social Studies Thinking: Connecting to Communities Economics 6.5 Income, Profit, and Wealth	
A. Factors influencing wages	
6.5 PK.A Differentiate between work and play.	<ul style="list-style-type: none"> • Make-Believe Play Block
C. Types of business	
6.5 PK.C Identify local businesses.	<ul style="list-style-type: none"> • Make-Believe Play Block
Social Studies Thinking: Connecting to Communities Geography 7.1 Basic Geographic Literacy	
A. Geographic tools	
7.1 PK.A Explain how a map is a representation of places.	<ul style="list-style-type: none"> • Make-Believe Play Block
B. Location of places and regions	
<i>Emerging to...</i> Describe the location of places in the home, school, and community to gain an understanding of relative location.	<ul style="list-style-type: none"> • Make-Believe Play Block
Social Studies Thinking: Connecting to Communities Geography 7.2 Physical Characteristics of Places and Regions	



**Alignment of *Tools of the Mind* Preschool Curriculum to the 2014 Pennsylvania Learning Standards for Early Childhood:
Pre-Kindergarten**

A. Physical characteristics	
7.2 PK.A Describe the characteristics of home and frequently visited location to gain an understanding of physical features.	<ul style="list-style-type: none"> • Make-Believe Play Block
Social Studies Thinking: Connecting to Communities	
History	
8.1 Historical Analysis and Skills Development	
A. Continuity and change over time	
8.1 PK.A Identify a sequence of events through a day.	<ul style="list-style-type: none"> • Daily Schedule
C. Research	
8.1 PK.C Understand that information comes from many sources such as books, computers, and newspapers.	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Story Lab – Learning Facts
Standard	<i>Tools of the Mind</i> Activity
Creative Thinking and Expression: Communicating Through the Arts	
9.1.M Production and Performance – Music and Movement	
A. Elements and principles	
9.1.M PK.A Know and use basic elements and principles of music and movement.	<ul style="list-style-type: none"> • Attention Focusing Activities • Freeze Game • Pattern Movement
B. Demonstration	
9.1.M PK.B Respond to different types of music and dance through participation and discussion.	<ul style="list-style-type: none"> • Attention Focusing Activities • Freeze Game • Graphics Practice
E. Representation	
9.1.M PK.E Use imagination and creativity to express self through music and dance.	<ul style="list-style-type: none"> • Make-Believe Play Block
J. Technologies	
9.1.M. PK.J Use a variety of technologies for producing or performing works of art.	<ul style="list-style-type: none"> • Make-Believe Play Block
Creative Thinking and Expression: Communicating Through the Arts	
9.1.D Production and Performance – Dramatic and Performance Play	
B. Demonstration	
9.1.D PK.B Recreate a dramatic play experience for an audience.	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Practice
E. Representation	
9.1.D PK.E Use imagination and creativity to express self through dramatic play.	<ul style="list-style-type: none"> • Make-Believe Play Block
Creative Thinking and Expression: Communicating Through the Arts	
9.1.V Production and Performance – Visual Arts	
A. Elements and principles	
9.1.V PK.A Know and use basic elements of visual arts.	<ul style="list-style-type: none"> • Make-Believe Play Prop Making



**Alignment of *Tools of the Mind* Preschool Curriculum to the 2014 Pennsylvania Learning Standards for Early Childhood:
Pre-Kindergarten**

B. Demonstration	
9.1.V PK.B Combine a variety of materials to create a work of art.	<ul style="list-style-type: none"> • Make-Believe Play Prop Making
E. Representation	
9.1.V PK.E Use imagination and creativity to express self through visual arts.	<ul style="list-style-type: none"> • Make-Believe Play Prop Making • Make-Believe Play Block
J. Technologies	
9.1.V PK.J Use a variety of technologies for producing works of art.	<ul style="list-style-type: none"> • Make-Believe Play Prop Making • Make-Believe Play Block
Creative Thinking and Expression: Communicating Through the Arts	
9.2 Historical and Cultural Context of Works in the Arts	
D. Perspective	
9.2 PK.D Explain that instruments or art forms represent cultural perspectives.	<ul style="list-style-type: none"> • Make-Believe Play Block
Creative Thinking and Expression: Communicating Through the Arts	
9.3 Critical Response to Works in the Arts	
F. Identification	
9.3 PK.F Recognize and name a variety of art forms.	<ul style="list-style-type: none"> • Make-Believe Play Block
G. Critical response	
9.3 PK.G Formulate and share an opinion about others' art products.	<ul style="list-style-type: none"> • Make-Believe Play Block
Creative Thinking and Expression: Communicating Through the Arts	
9.4 Aesthetic Response to Works in the Arts	
B. Emotional response	
9.4 PK.B Demonstrate an emotional response to viewing or creating various art works.	<ul style="list-style-type: none"> • Make-Believe Play Block

Standard	<i>Tools of the Mind</i> Activity
Health, Wellness, And Physical Development: Learning About My Body	
10.1 Concepts Of Health	
B. Interaction of body systems	
10.1 PK.B Identify and locate body parts.	<ul style="list-style-type: none"> • Attention Focusing Activities • Freeze Game • Pattern Movement
C. Nutrition	
10.1 PK.C Identify foods that keep our body healthy.	<ul style="list-style-type: none"> • Make-Believe Play Block • Story Lab – Connections, Vocabulary, and/or Learning Facts
D. Alcohol, tobacco, and chemical substances	
10.1 PK.D Identify and discuss the purposes of medicine.	<ul style="list-style-type: none"> • Make-Believe Play Block • Story Lab – Connections, Vocabulary, and/or Learning Facts
E. Health problems and disease prevention	
10.1 PK.E Identify and discuss common health problems.	<ul style="list-style-type: none"> • Make-Believe Play Block • Story Lab – Connections, Vocabulary, and/or Learning Facts



**Alignment of *Tools of the Mind* Preschool Curriculum to the 2014 Pennsylvania Learning Standards for Early Childhood:
Pre-Kindergarten**

Health, Wellness, And Physical Development: Learning About My Body	
10.2 Healthful Living	
A. Health practices, products, and services	
10.2 PK.A Identify fundamental practices for good health.	<ul style="list-style-type: none"> • Make-Believe Play Block • Story Lab – Connections, Vocabulary, and/or Learning Facts
E. Health and the environment	
10.2 PK.E Identify environmental factors that affect health.	<ul style="list-style-type: none"> • Make-Believe Play Block • Story Lab – Connections, Vocabulary, and/or Learning Facts
Health, Wellness, And Physical Development: Learning About My Body	
10.3 Safety And Injury Prevention	
A. Safe and unsafe practices	
10.3 PK.A Recognize safe and unsafe practices.	<ul style="list-style-type: none"> • Classroom Rules • Make-Believe Play Block • Story Lab – Connections, Vocabulary, and/or Learning Facts
B. Emergency responses	
10.3 PK.B Recognize emergency situations and discuss appropriate responses.	<ul style="list-style-type: none"> • Classroom Rules • Story Lab – Active Listening, Connections, and/or Vocabulary
Health, Wellness, And Physical Development: Learning About My Body	
10.4 Physical Activity – Gross Motor Coordination	
A. Control and coordination	
10.4 PK.A Demonstrate coordination of body movements in active play.	<ul style="list-style-type: none"> • Freeze Game • Pattern Movement
B. Balance and strength	
10.4 PK.B Exhibit balance while moving on the ground or using equipment.	<ul style="list-style-type: none"> • Freeze Game • Pattern Movement • Pretend Transitions
Health, Wellness, and Physical Development: Learning about My Body	
10.5 Concepts, Principles, and Strategies of Movement – Fine Motor Development	
A. Strength, coordination, and muscle control	
10.5 PK.A Use hands, fingers, and wrists to manipulate objects.	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Mystery Shape • Make-Believe Play Block • Puzzles, Manipulatives & Blocks • Making Collections • Numerals Game
B. Eye/Hand coordination	
10.5 PK.B Coordinate eye and hand movements to perform a task.	<ul style="list-style-type: none"> • Mystery Shape • Make-Believe Play Block • Graphics Practice • Puzzles, Manipulatives & Blocks



**Alignment of *Tools of the Mind* Preschool Curriculum to the 2014 Pennsylvania Learning Standards for Early Childhood:
Pre-Kindergarten**

	<ul style="list-style-type: none"> • Making Collections • Numerals Game • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions
C. Use of tools	
10.5 PK.C Use tools that require use of fingers, hands, and/or wrists to accomplish a task.	<ul style="list-style-type: none"> • Graphics Practice • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Make-Believe Play Block

Standard	Tools of the Mind Activity
Social and Emotional Development: Student interpersonal skills	
16.1 Self-Awareness and Self-Management	
A. Manages emotions and behaviors	
16.1 PK.A Distinguish between emotions and identify socially accepted ways to express them.	<ul style="list-style-type: none"> • Share the News • Story Lab – Character Empathy • Make-Believe Play Block
B. Influences of personal traits on life	
16.1 PK.B Recognize that everyone has personal traits which guide behavior and choices.	<ul style="list-style-type: none"> • Share the News • Story Lab – Character Empathy • Make-Believe Play Block
C. Resiliency	
16.1 PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block
D. Goal-setting	
16.1 PK.D Establish goals independently and recognize their influence on choices.	<ul style="list-style-type: none"> • Make-Believe Play Block
Social and Emotional Development: Student interpersonal skills	
16.2 Establishing and Maintaining Relationships	
A. Relationships – Trust and attachment	
16.2 PK.A Interact with peers and adults in a socially acceptable manner.	<ul style="list-style-type: none"> • Throughout all daily classroom interactions • Make-Believe Play Block
B. Diversity	
16.2 PK.B Identify similarities and differences between self and others.	<ul style="list-style-type: none"> • Make-Believe Play Block • Story Lab – Connections
C. Communication	
16.2 PK.C Engage in reciprocal communication with adults and peers.	<ul style="list-style-type: none"> • Throughout all daily classroom interactions • Make-Believe Play Block

D. Managing interpersonal conflicts	
16.2 PK.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. <i>*See also 5.2.PK.B</i>	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning
E. Support –Asking for help	
16.2 PK.E Ask for and accept offers of help when needed or appropriate.	<ul style="list-style-type: none"> • Throughout all daily classroom interactions and activities
Social and Emotional Development: Student Interpersonal Skills	
16.3 Decision-Making and Responsible Behavior	
A. Decision-making skills	
16.3 PK.A Interpret the consequences of choices.	<ul style="list-style-type: none"> • Make Believe Play • Play Planning
B. Understanding social norms (Social identity)	
16.3 PK.B Recognize there are socially acceptable ways to behave in different places.	<ul style="list-style-type: none"> • A Tools daily schedule has a variety of chances for small group, large group, and partner activities. Each of these time blocks provides a way to recognize socially acceptable ways to behave.
C. Responsible active engagement – Empathy	
16.3 PK.C Actively engage in assisting others when appropriate.	<ul style="list-style-type: none"> • Tools activities actively encourage ‘other-regulation’ – the engagement in assisting with others.

Standard	Tools of the Mind Activity
Partnerships for Learning: Families, Early Care and Education Programs, and Communities	
PL 1: Families are supported in times of need.	The Tools of the Mind program believes families are an integral part of the support system and framework for a child’s development. Make-Believe Play themes should be community based and parents should be able to participate, volunteer and contribute to their development. Parent newsletters are provided on a regular basis, as well as a Parent Portal on the website. These tools help encourage open and productive communication between home and school.
Families benefit from community supports and resources that are responsive to the changing needs of families and build upon their strengths.	
PL 2: Families experience relationships with early care and education programs that are affirming, reciprocal, and build upon their strengths.	
Across a child’s lifespan, a child and his or her family members may receive support and services from a variety of individuals, agencies, organizations, programs, etc. The child benefits when these partnerships are relationship-based, reciprocal, and build upon strengths of the child and family.	
PL 3: Families have the support and information they need to encourage their children’s learning and development.	
The bond between child and family is the stable connector throughout a child’s life. Families benefit from having ongoing support to learn about and understand their children’s development.	
PL 4: Family members have support from other families.	
Family members benefit when they have opportunities to share experiences, provide support to, and receive support from each other.	
PL 5: Families have goals of their own and benefit from having supportive partners to help reach their goals.	
As family members identify and develop goals, their own knowledge grows. When families are stronger, communities are stronger.	



**Alignment of *Tools of the Mind* Preschool Curriculum to the 2014 Pennsylvania Learning Standards for Early Childhood:
Pre-Kindergarten**

PL 6: Families grow in their leadership and use these skills in many different ways.	
Family members have unique experiences and expertise from which communities can benefit. When families have supports and opportunities to grow in their leadership, they become agents of change and supporters of what is working.	
PL 7: Families are supported in times of transition.	
Transition is a normal part of growth in children and families during which there may be a range of emotions and needs. When there are strong relationships between families and partners, both children and their families feel more secure throughout the process.	Daily transitions are supported in a variety of ways and Tools teachers can provide families with some of the strategies and supports necessary to feel secure throughout this process. It is suggested to host a Back to School night in the beginning of the year to assist parents in understanding the program and support the transition to pre-k. A Back to School night power point presentation is available to teachers on our website.



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**



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

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

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

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

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

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

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

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



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

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

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

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

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

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



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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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

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