



# Tools of the Mind

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

Alignment with the Texas Prekindergarten Guidelines



**Alignment of *Tools of the Mind* Preschool Curriculum to 2015 Texas Prekindergarten Guidelines**

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>I. Social and Emotional Development Domain</b>	
<b>A. Self Concept Skills</b>	
I.A.1. Child is aware of where own body is in space and respects personal boundaries.	<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</li> </ul>
I.A.2. Child shows self- awareness and can express pride in age appropriate abilities and skills.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Labs- Active Listening, Connections</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play</li> </ul>
I.A.3. Child shows reasonable opinion of his own abilities and limitations.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Make-Believe Play</li> </ul>
I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Make-Believe Play</li> </ul>
<b>B. Self Regulation Skills</b>	
I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	<ul style="list-style-type: none"> <li>• Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule</li> <li>• Pretend Transitions</li> </ul>
I.B.1.b. Child takes care of and manages classroom materials.	<ul style="list-style-type: none"> <li>• Classroom Practices - Classroom Rules, Clean-up Routine</li> <li>• Mystery Literacy Activities - Mystery Question, Mystery Letter, Mystery Rhyme, Mystery Word</li> <li>• Mystery Math Activities - Mystery Numeral, Mystery Numeral Two Card, Mystery Pattern, Mystery Shape</li> <li>• Make-Believe Play</li> </ul>
I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Pretend Transitions</li> <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</li> <li>• Buddy Reading</li> </ul>
I.B.2.a. Child begins to understand difference and connection between <i>emotions/feelings</i> and <i>behaviors</i> .	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Labs- Connections, Character Empathy, Predictions, Inferences</li> <li>• Make-Believe Play</li> </ul>
I.B.2.b. Child can communicate basic emotions/feelings.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Labs- Vocabulary, Connections, Character Empathy, Predictions, Inferences</li> </ul>

	<ul style="list-style-type: none"> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Attention Focusing- Fingerplays, Chants, &amp; Songs, Do What I Do</li> <li>• Share the News</li> <li>• Pretend Transitions</li> <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</li> </ul>
I.B.3.a. Child sustains attention to personally chosen or routine (teacher- directed) tasks until completed.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
I.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time.	<ul style="list-style-type: none"> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Make-Believe Play</li> </ul>
<b>C. Relationships with Others</b>	
I.C.1. Child uses effective verbal and non verbal communication skills to build relationships with teachers/adults.	<ul style="list-style-type: none"> <li>• Classroom Practices - Classroom Rules, Daily Schedule</li> <li>• Share the News</li> <li>• Make-Believe Play Practice</li> <li>• Make Believe Play</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> </ul>
I.C.2. Child assumes various roles and responsibilities as part of a classroom community.	<ul style="list-style-type: none"> <li>• Mystery Literacy Activities - Mystery Question, Mystery Letter, Mystery Rhyme, Mystery Word</li> <li>• Mystery Math Activities - Mystery Numeral, Mystery Numeral Two Card, Mystery Pattern, Mystery Shape</li> <li>• Classroom Practices - Classroom Rules, Daily Schedule</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play</li> <li>• Fingerplays, Chants &amp; Songs</li> </ul>
I.C.3. Child shows competence in initiating social interactions.	<ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play</li> <li>• Share the News</li> <li>• Story Labs- Connections, Character Empathy</li> </ul>
I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play	<ul style="list-style-type: none"> <li>• Make-Believe Play Planning</li> </ul>

scenarios that share a common plan and goal.	<ul style="list-style-type: none"> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play</li> </ul>
I.C.6. Child demonstrates empathy and caring for others.	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Share the News</li> <li>• Story Labs- Vocabulary, Connections, Character Empathy, Predictions, Inferences</li> <li>• Make-Believe Play</li> </ul>
I.C.7. Child interacts with a variety of playmates and may have preferred friends.	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Share the News</li> <li>• Individual Scaffolded Writing- Play Planning</li> <li>• Make-Believe Play</li> </ul>
<b>D. Social Awareness Skills</b>	
I.D.1. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Share the News</li> <li>• Story Labs- Vocabulary, Connections, Character Empathy, Predictions, Inferences</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Tallying</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>II. Language and Communication Domain</b>	
<b>A. Listening Comprehension Skills</b>	
II.A.1. Child shows understanding by responding appropriately.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Buddy Reading</li> <li>• Daily Schedule</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
II.A.2. Child shows understanding by following two-step oral directions and usually follows three- step directions.  Child shows understanding by following one to two- step oral directions in English.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <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</li> </ul>



**Alignment of *Tools of the Mind* Preschool Curriculum to 2015 Texas Prekindergarten Guidelines**

Standard	<i>Tools of the Mind</i> Activity
<b>II. Language and Communication Domain</b>	
<p>II.A.3. Child shows understanding of the language being spoken by teachers and peers.</p> <p>Child shows understanding of the new language being spoken by English- speaking teachers and peers.</p>	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Buddy Reading</li> <li>• Daily Schedule</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
<b>B. Speaking (Conversation Skills)</b>	
<p>II.B.1. Child is able to use language for different purposes.</p>	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Buddy Reading</li> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
<p>II.B.2. Child engages in conversations in appropriate ways.</p>	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Buddy Reading</li> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
<p>II.B.3. Child provides appropriate information for various situations.</p>	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Share the News</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Science Eyes</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play</li> </ul>
<p>II.B.4. Child demonstrates knowledge of verbal conversational rules.</p>	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Buddy Reading</li> <li>• Science Eyes</li> <li>• Make-Believe Play</li> </ul>
<p>II.B.5. Child demonstrates knowledge of nonverbal conversational rules.</p>	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Story Labs- Connections, Character Empathy</li> <li>• Make-Believe Play Practice</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>II. Language and Communication Domain</b>	
	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
II.B.6. Child matches language to social contexts.	<ul style="list-style-type: none"> <li>• Classroom Practices - Classroom Rules, Pretend Transitions</li> <li>• Fingerplays, Chants, &amp; Songs</li> <li>• Share the News</li> <li>• Buddy Reading</li> </ul>
<b>C. Speech Production Skills</b>	
II.C.1. Child’s speech is understood by both the teacher and other adults in the school.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Pretend Transitions</li> <li>• Science Eyes</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Physical Self-Regulation Activities- Fingerplays &amp; Chants, Mr. Wolf, Pattern Movement</li> </ul>
II.C.2. Child perceives differences between similar sounding words.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Make-Believe Play</li> <li>• Mystery Literacy Activities: Mystery Word, Mystery Letter, Mystery Rhyme</li> <li>• Rhyming Game</li> <li>• Elkonin I &amp; II</li> <li>• Take-Away Sounds</li> </ul>
II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.  Child investigates and demonstrates growing understanding of the sounds and intonation of the English language.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Mystery Literacy Activities: Mystery Word, Mystery Letter, Mystery Rhyme</li> <li>• Rhyming Game</li> <li>• Elkonin I &amp; II</li> <li>• Take-Away Sounds</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>II. Language and Communication Domain</b>	
<b>Vocabulary Skills</b>	
II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	<ul style="list-style-type: none"> <li>• Story Labs- Vocabulary, Learning Facts</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Science Eyes</li> </ul>
II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.	<ul style="list-style-type: none"> <li>• Pretend Transitions</li> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Graphics Practice</li> <li>• Remember and Replicate</li> <li>• Math Memory</li> <li>• Attribute Game</li> </ul>
II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.  Child learning English as a second language comprehends up to 1,000 words (ELL child will comprehend many more words than he or she uses.).	<ul style="list-style-type: none"> <li>• Story Labs- Vocabulary, Learning Facts</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Science Eyes</li> </ul>
II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Share the News</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Buddy Reading</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Science Eyes</li> </ul>
II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)	<ul style="list-style-type: none"> <li>• Story Labs- Vocabulary, Learning Facts</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Science Eyes</li> <li>• Remember and Replicate</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>II. Language and Communication Domain</b>	
	<ul style="list-style-type: none"> <li>• Math Memory</li> <li>• Attribute Game</li> </ul>
<b>Sentences and Structure Skills</b>	
<p>II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p>	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> <li>• Science Eyes</li> <li>• Math Memory</li> </ul>
<p>II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p>	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Make-Believe Play</li> </ul>
<p>II.E.3. Child uses sentences with more than one phrase.</p>	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
<p>II.E.4. Child combines more than one idea using complex sentences.</p>	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Labs- Connections, Story Grammar, Predictions</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
<p>II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.</p>	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Labs- Connections, Learning Facts</li> <li>• Buddy Reading</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
<p>II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her native language.</p>	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Community-Building Activities</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Building Background Knowledge</li> </ul>



<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>II. Language and Communication Domain</b>	
	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Community-Building Activities</li> <li>• Story Lab- Vocabulary</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
II.E.8. Child attempts to use new vocabulary and grammar in speech.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Community-Building Activities</li> <li>• Share the News</li> <li>• Buddy Reading</li> <li>• Story Lab- Vocabulary</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>III. Emergent Literacy: Reading Domain</b>	
<b>A. Motivation to Read Skills</b>	
III.A.1. Child engages in pre-reading and reading-related activities.	<ul style="list-style-type: none"> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
III.A.2. Child self-selects books and other written materials to engage in pre- reading behaviors.	<ul style="list-style-type: none"> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
III.A.3. Child recognizes that text has meaning.	<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- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Make-Believe Play</li> </ul>
<b>B. Phonological Awareness Skills</b>	
III.B.1. Child separates a normally spoken four-word sentence into individual words.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>III. Emergent Literacy: Reading Domain</b>	
	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> </ul>
III.B.2. Child combines words to make a compound word.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
III. B.3. Child deletes a word from a compound word.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
III.B.4. Child blends syllables into words.	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
III.B.5. Child can segment a syllable from a word.	<ul style="list-style-type: none"> <li>• Community-Building Activities</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
III.B.6. Child can recognize rhyming words.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Story Lab- Active Listening</li> <li>• Rhyming Game</li> <li>• Mystery Literacy Activities- Mystery Rhyme</li> </ul>
III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Mystery Literacy Activities- Mystery Letter, Mystery Word</li> </ul>
III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one- syllable word with and without pictorial support.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Mystery Literacy Activities- Mystery Letter, Mystery Word</li> </ul>
III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Mystery Literacy Activities- Mystery Letter, Mystery Word</li> <li>• Elkonin I &amp;II</li> <li>• Take Away Sounds</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>III. Emergent Literacy: Reading Domain</b>	
<b>C. Alphabet Knowledge Skills</b>	
III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Mystery Literacy Activities- Mystery Letter</li> <li>• I Have–Who Has Literacy Games- Letters</li> </ul>
III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Mystery Literacy Activities- Mystery Letter, Mystery Word</li> <li>• I Have–Who Has Literacy Games- Letters</li> <li>• Elkonin I &amp;II</li> <li>• Take Away Sounds</li> </ul>
III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Mystery Literacy Activities- Mystery Letter, Mystery Word</li> <li>• I Have–Who Has Literacy Games- Letters</li> <li>• Elkonin I &amp;II</li> <li>• Take Away Sounds</li> </ul>
<b>D. Comprehension of Text Read Aloud Skills</b>	
III.D.1. Child retells or re-enacts a story after it is read aloud.	<ul style="list-style-type: none"> <li>• Story Lab- Story Grammar</li> <li>• Buddy Reading</li> <li>• Make-Believe Play</li> </ul>
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<ul style="list-style-type: none"> <li>• Story Labs- Connections, Learning Facts, Story Grammar, Story Extensions</li> <li>• Buddy Reading</li> </ul>
III.D.3. Child asks and responds to questions relevant to the text read aloud.	<ul style="list-style-type: none"> <li>• Story Lab - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar, Vocabulary</li> <li>• Buddy Reading</li> </ul>
III.D.4. Child will make inferences and predictions about text.	<ul style="list-style-type: none"> <li>• Story Labs- Predictions, Inferences</li> </ul>
<b>E. Print Concepts</b>	
III.E.1 Child can distinguish between elements of print including letters, words, and pictures.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>III. Emergent Literacy: Reading Domain</b>	
	<ul style="list-style-type: none"> <li>Finger play &amp; Write Along</li> <li>• <b>Mystery Literacy Activities- Mystery Question</b></li> </ul>
III.E.2 Child demonstrates understanding of print directionality including left to right and top to bottom.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Graphics Practice</li> </ul>
III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>IV. Emergent Literacy: Writing Domain</b>	
<b>A. Motivation to Write Skills</b>	
IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Make-Believe Play</li> <li>• Graphics Practice</li> </ul>
IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes.	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Make-Believe Play</li> </ul>
<b>B. Writing as a Process</b>	
IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
IV.B. 2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> </ul>
IV. B.3 Child shares and celebrates class- made and individual written products	<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- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Make-Believe Play</li> </ul>
<b>C. Conventions in Writing</b>	
IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>IV. Emergent Literacy: Writing Domain</b>	
	<ul style="list-style-type: none"> <li>• Make-Believe Play</li> </ul>
IV. C. 2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play &amp; Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Make-Believe Play</li> </ul>
IV.C.3 Child independently uses letters to make words or parts of words.	<ul style="list-style-type: none"> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Make-Believe Play</li> </ul>
IV. C 4. Child uses appropriate directionality when writing (top to bottom, left to right).	<ul style="list-style-type: none"> <li>• Graphics Practice</li> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> </ul>
IV.C.5. Child begins to experiment with punctuation when writing.	<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- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Make-Believe Play</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>V. Mathematics Domain</b>	
<b>A. Counting Skills</b>	
V.A.1. Child knows that objects, or parts of an object, can be counted.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Weather Graphing</li> <li>• Mystery Math Activities- Mystery Numeral</li> <li>• Making Collections</li> <li>• Freeze on the Number</li> <li>• Number Follow the Leader</li> <li>• Numerals Game</li> <li>• Number Line Hopscotch</li> </ul>
V.A.2. Child uses words to rote count from 1 to 30.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> </ul>
V.A.3. Child counts 1–10 items, with one count per item.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Weather Graphing</li> <li>• Mystery Math Activities- Mystery Numeral</li> <li>• Making Collections</li> <li>• Freeze on the Number</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>V. Mathematics Domain</b>	
	<ul style="list-style-type: none"> <li>• Number Follow the Leader</li> <li>• Numerals Game</li> <li>• Number Line Hopscotch</li> </ul>
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Weather Graphing</li> <li>• Mystery Math Activities- Mystery Numeral</li> <li>• Making Collections</li> <li>• Number Follow the Leader</li> <li>• Numerals Game</li> <li>• Number Line Hopscotch</li> </ul>
V.A.5. Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.	<ul style="list-style-type: none"> <li>• Mystery Math Activities- Mystery Numeral</li> <li>• Making Collections</li> <li>• Numerals Game</li> </ul>
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.	<ul style="list-style-type: none"> <li>• Making Collections</li> <li>• Numerals Game</li> </ul>
V.A.7. Child uses the verbal ordinal terms.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Story Lab- Story Grammar</li> </ul>
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.	<ul style="list-style-type: none"> <li>• Freeze on the Number</li> <li>• Weather Graphing</li> </ul>
V.A.9. Child recognizes one-digit numerals, 0–9.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Freeze on the Number</li> <li>• I Have-Who Has Math Games- Numerals</li> <li>• Number Follow the Leader</li> <li>• Numerals Game</li> <li>• Number Line Hopscotch</li> </ul>
<b>B. Adding To/Taking Away Skills</b>	
V.B.1. Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.	<ul style="list-style-type: none"> <li>• Mystery Math Activities- Mystery Numeral Two Card</li> <li>• Number Line Hopscotch</li> </ul>
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.	
V.B.3. Child uses informal strategies to separate up to 10 items into equal groups.	<ul style="list-style-type: none"> <li>• Story Lab- Active Listening, Learning Facts</li> <li>• Make-Believe Play</li> </ul>
<b>C. Geometry and Spatial Sense Skills</b>	
V.C.1. Child names common shapes.	<ul style="list-style-type: none"> <li>• I Have-Who Has Match Games- Shapes</li> <li>• Story Lab- Learning Facts</li> <li>• Mystery Math Activities- Mystery Shape</li> <li>• Venger Drawing &amp; Venger Collage</li> </ul>
V.C.2. Child creates shapes.	<ul style="list-style-type: none"> <li>• Remember &amp; Replicate</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>V. Mathematics Domain</b>	
	<ul style="list-style-type: none"> <li>• Math Memory</li> <li>• Mystery Math Activities- Mystery Shape</li> <li>• Venger Drawing &amp; Venger Collage</li> <li>• Attribute Game</li> <li>• Make-Believe Play</li> </ul>
V.C.3. Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).	<ul style="list-style-type: none"> <li>• Remember &amp; Replicate</li> <li>• Math Memory</li> <li>• Make-Believe Play</li> </ul>
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	<ul style="list-style-type: none"> <li>• Mystery Math Activities- Mystery Shape</li> <li>• Venger Drawing &amp; Venger Collage</li> <li>• Make-Believe Play</li> </ul>
<b>D. Measurement Skills</b>	
V.D.1. Child recognizes and compares heights or lengths of people or objects.	<ul style="list-style-type: none"> <li>• Puzzles and Manipulatives</li> <li>• Remember &amp; Replicate</li> <li>• Attribute Game</li> <li>• Make-Believe Play</li> </ul>
V.D.2. Child recognizes how much can be placed within an object.	<ul style="list-style-type: none"> <li>• Science Eyes (with experiments)</li> <li>• Make-Believe Play</li> </ul>
V.D.3. Child informally recognizes and compares weights of objects or people.	<ul style="list-style-type: none"> <li>• Science Eyes (with experiments)</li> <li>• Make-Believe Play</li> </ul>
V.D.4. Child uses language to describe concepts associated with the passing of time.	<ul style="list-style-type: none"> <li>• Daily Schedule</li> <li>• Timeline Calendar</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play</li> </ul>
<b>E. Classification and Pattern Skills</b>	
V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Attribute Game</li> <li>• Make-Believe Play</li> </ul>
V.E.2. Child collects data and organizes it in a graphic representation.	<ul style="list-style-type: none"> <li>• Mystery Literacy Activities - Mystery Question, Mystery Letter, Mystery Rhyme, Mystery Word</li> <li>• Mystery Math Activities - Mystery Numeral, Mystery Numeral Two Card, Mystery Pattern, Mystery Shape</li> <li>• Weather Graphing</li> <li>• Tallying</li> </ul>
V.E.3. Child recognizes and creates patterns.	<ul style="list-style-type: none"> <li>• Mystery Math Activities- Mystery Pattern</li> <li>• Pattern Movement</li> <li>• Make-Believe Play</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>VI. Science Domain</b>	
<b>A. Physical Science Skills</b>	
VI.A.1. Child observes, investigates describes, and discusses properties and characteristics of common objects.	<ul style="list-style-type: none"> <li>• Science Eyes (with experiments)</li> <li>• Attribute Game</li> <li>• Make-Believe Play</li> </ul>
VI.A.2. Child observes, investigates describes and discusses position and motion of objects.	<ul style="list-style-type: none"> <li>• Science Eyes (with experiments)</li> <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</li> </ul>
VI.A.3. Child uses simple measuring devices to learn about objects.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Science Eyes (with experiments)</li> <li>• Make-Believe Play</li> </ul>
VI.A.4. Child observes investigates describes and discusses sources of energy including light, heat, and electricity.	<ul style="list-style-type: none"> <li>• Science Eyes (with experiments)</li> <li>• Story Lab- Learning Facts</li> <li>• Make-Believe Play</li> </ul>
<b>B. Life Sciences Skills</b>	
VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.	<ul style="list-style-type: none"> <li>• Science Eyes (with experiments)</li> <li>• Story Lab- Learning Facts</li> <li>• Make-Believe Play</li> </ul>
VI.B.2. Child describes life cycles of organisms.	<ul style="list-style-type: none"> <li>• Science Eyes (with experiments)</li> <li>• Story Lab- Learning Facts</li> <li>• Make-Believe Play</li> </ul>
VI.B.3. Child observes, investigates, describes and discusses the relationship of organisms to their environments.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Science Eyes (with experiments)</li> <li>• Story Lab- Learning Facts</li> <li>• Make-Believe Play</li> </ul>
<b>C. Earth and Space Science Skills</b>	
VI.C.1. Child observes, investigates, describes and discusses earth materials, and their properties and uses.	<ul style="list-style-type: none"> <li>• Science Eyes (with experiments)</li> <li>• Story Lab- Learning Facts</li> <li>• Make-Believe Play</li> </ul>
VI.C.2. Child identifies, observes, and discusses objects in the sky.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Science Eyes (with experiments)</li> <li>• Story Lab- Learning Facts</li> <li>• Make-Believe Play</li> </ul>
VI.C.3. Child observes and describes what happens during changes in the earth and sky.	<ul style="list-style-type: none"> <li>• Weather Graphing</li> <li>• Science Eyes (with experiments)</li> <li>• Story Lab- Learning Facts, Predictions</li> <li>• Make-Believe Play</li> </ul>



<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>VI. Science Domain</b>	
V1.C.4 Child demonstrates the importance of caring for our environment and our planet.	<ul style="list-style-type: none"> <li>• Science Eyes (with experiments)</li> <li>• Story Lab- Active Listening, Learning Facts</li> <li>• Make-Believe Play</li> </ul>
<b>VII. Social Studies Domain</b>	
<b>A. People, Past and Present Skills</b>	
VII.A.1. Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Story Labs- Active Listening, Connections, Learning Facts</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
VII.A.2. Child identifies similarities and differences in characteristics of families.	<ul style="list-style-type: none"> <li>• Share the News</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
VII.A.3. Child connects their life to events, time, and routines.	<ul style="list-style-type: none"> <li>• Timeline Calendar</li> <li>• Daily Schedule</li> <li>• Share the News</li> <li>• Story Lab- Active Listening, Learning Facts</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play</li> </ul>
<b>B. Economic Skills</b>	
VII.B.1. Child demonstrates that all people need food, clothing, and shelter.	<ul style="list-style-type: none"> <li>• Story Lab- Active Listening, Connections, Learning Facts</li> <li>• Share the News</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
VII.B. 2. Child demonstrates understanding of what it means to be a consumer.	<ul style="list-style-type: none"> <li>• Story Lab- Active Listening, Connections, Learning Facts</li> <li>• Share the News</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
VII.B.3. Child discusses the roles and responsibilities of family, school, and community helpers.	<ul style="list-style-type: none"> <li>• Story Lab- Active Listening, Connections, Learning Facts, Story Extensions</li> <li>• Share the News</li> <li>• Make-Believe Play Building Background Knowledge</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>VII. Social Studies Domain</b>	
	<ul style="list-style-type: none"> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
<b>C. Geography Skills</b>	
VII.C.1. Child identifies and creates common features in the natural environment.	<ul style="list-style-type: none"> <li>• Science Eyes (with experiments)</li> <li>• Make-Believe Play Planning</li> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Story Lab- Active Listening, Connections, Learning Facts</li> <li>• Make-Believe Play</li> </ul>
VII.C.2. Child explores geography tools and resources	<ul style="list-style-type: none"> <li>• Story Lab- Connections, Learning Facts</li> <li>• Make-Believe Play Planning</li> <li>• Make-Believe Play</li> </ul>
<b>D. Citizenship Skills</b>	
VII.D.1. Child identifies flags of the United States and Texas.	<ul style="list-style-type: none"> <li>• Science Eyes</li> <li>• Story Lab- Active Listening, Learning Facts</li> </ul>
VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> </ul>
VII.D.3. The child engages in voting as a method for group decision-making.	<ul style="list-style-type: none"> <li>• Mystery Literacy Activities - Mystery Question, Mystery Letter, Mystery Rhyme, Mystery Word</li> <li>• Mystery Math Activities - Mystery Numeral, Mystery Numeral Two Card, Mystery Pattern, Mystery Shape</li> <li>• Tallying</li> <li>• Make-Believe Play</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>VIII. Fine Arts Domain</b>	
<b>A. Art Skills</b>	
VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.	<ul style="list-style-type: none"> <li>• Make-Believe Play- Prop Making</li> <li>• Make-Believe Play</li> <li>• Science Eyes (with experiments)</li> <li>• Remember &amp; Replicate</li> </ul>
VIII.A.2. Child uses art as a form of creative self-expression and representation.	<ul style="list-style-type: none"> <li>• Make-Believe Play- Prop Making</li> <li>• Make-Believe Play</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Story Lab- Active Listening, Vocabulary, Learning Facts</li> </ul>
VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.	<ul style="list-style-type: none"> <li>• Make-Believe Play- Prop Making</li> <li>• Make-Believe Play</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>VIII. Fine Arts Domain</b>	
	<ul style="list-style-type: none"> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> </ul>
<b>B. Music Skills</b>	
VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	<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>• Graphics Practice</li> <li>• Make-Believe Play</li> </ul>
VIII.B.2. Child responds to different musical styles through movement and play.	<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>• Story Lab- Active Listening, Vocabulary, Learning Facts</li> <li>• Graphics Practice</li> <li>• Make-Believe Play</li> </ul>
<b>C. Dramatic Expression Skills</b>	
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.	<ul style="list-style-type: none"> <li>• Story Labs- Active Listening, Story Grammar, Story Extensions</li> <li>• Make-Believe Play- Prop Making</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>

<b>Standard</b>	<b><i>Tools of the Mind</i> Activity</b>
<b>IX. Physical Development Domain</b>	
<b>A. Gross-Motor Development Skills</b>	
IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	<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>• Numberline Hopscotch</li> <li>• Number Follow the Leader</li> <li>• Make-Believe Play</li> </ul>
IX.A.2. Child coordinates sequence of movements to perform tasks.	<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>• Numberline Hopscotch</li> <li>• Number Follow the Leader</li> <li>• Make-Believe Play</li> </ul>
<b>B. Fine-Motor Development Skills</b>	
IX.B.1. Child shows control of tasks that require small-muscle strength and control.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> </ul>

Standard	<i>Tools of the Mind</i> Activity
<b>IX. Physical Development Domain</b>	
	<ul style="list-style-type: none"> <li>• Remember &amp; Replicate</li> <li>• Graphics Practice</li> <li>• Make-Believe Play</li> </ul>
IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.	<ul style="list-style-type: none"> <li>• Puzzles, Manipulatives &amp; Blocks</li> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Shared Scaffolded Writing- Write Along</li> <li>• Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing</li> <li>• Remember &amp; Replicate</li> <li>• Graphics Practice</li> <li>• Make-Believe Play</li> </ul>
<b>C. Personal Safety and Health Skills</b>	
IX.C.1. Child practices good habits of personal safety.	<ul style="list-style-type: none"> <li>• Classroom Rules</li> <li>• Make-Believe Play Building Background Knowledge</li> <li>• Make-Believe Play Practice</li> <li>• Make-Believe Play</li> </ul>
IX.C.2. Child practices good habits of personal health and hygiene.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Story Lab- Active Listening, Learning Facts</li> <li>• Make-Believe Play</li> </ul>
IX.C.3. Child identifies good habits of nutrition and exercise.	<ul style="list-style-type: none"> <li>• Fingerplays, Chants &amp; Songs</li> <li>• Story Lab- Active Listening, Learning Facts</li> </ul>



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

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

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

### **Semester II**

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

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

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

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

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

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

### **Key:**

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

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

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



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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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





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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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



## 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 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**