



Tools of the Mind

PreK Curriculum, 7th Edition

Alignment with the Washington State Early Learning and
Development Guidelines Ages 3-4 and Ages 4-5

Standard	<i>Tools of the Mind</i> Activity
1. About me and my family and culture	
Family and Culture	
Ages 3 to 4	
Remember the people who are important in the child’s life.	<ul style="list-style-type: none"> • Make-Believe Play Block • Share the News
Name most family members, including extended family.	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block • Make-Believe Play Building Background Knowledge
Recognize the importance of cultural celebrations and tradition.	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • All Story Labs
Show or talk about objects from family or culture.	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block • Make-Believe Play Planning • Make-Believe Play Practice
Ages 4 to 5	
Take pride in own family composition and interest in others’. Understand that families are diverse.	<ul style="list-style-type: none"> • Share the News • All Story Labs • Make-Believe Play Block
Recognize and respect similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures.	
Self Concept	
Ages 3 to 4	
Proud to say own first and last name.	<ul style="list-style-type: none"> • Community Building Activities - Name Game Chants and I Have – Who Has Names • Mystery Math and Mystery Literacy Activities • Make-Believe Play Block
Know self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block
Notice self as an important person to family and friends.	<ul style="list-style-type: none"> • Community Building Activities - Name Game Chants and I Have – Who Has Names • Make-Believe Play Block
Ages 4 to 5	
Describe what he or she likes and is interested in.	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Planning • Make-Believe Play Block



**Alignment of *Tools of the Mind* Preschool Curriculum to Washington State Early Learning and Development Guidelines
Ages 3-4 and Ages 4-5**

Standard	<i>Tools of the Mind</i> Activity
1. About me and my family and culture	
Choose activities to do alone or with others (such as puzzles, painting, etc.).	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning
Self Management	
Ages 3 to 4	
Show personal likes and dislikes.	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Planning
Identify favorite and familiar activities.	<ul style="list-style-type: none"> • Story Lab – Active Listening, Connections • Make-Believe Play Planning
Find it hard to cooperate when tense, hungry, scared, sad, angry, etc., resulting in behavior that is hurtful, harmful or withdrawn.	Tools teachers use language, mediators and shared activity during the day to encourage children’s development of self-regulation. Children can practice strategies at various times throughout the day to assist in cooperation and emotion regulation.
Release or redirect emotional tensions—cry, laugh, tremble, yawn, sing, jump, walk—becoming more relaxed and cooperative afterward.	
Remember and cooperate in daily routines, such as getting into a car seat, and in changes from one activity to another, with occasional reminders.	<ul style="list-style-type: none"> • Classroom Practices – Classroom Rules, Clean-up Routine, Daily Schedule • Pretend Transitions
Manage changes in routines and learn new behaviors with a little practice.	
Identify simple rules and expect others to follow them.	<ul style="list-style-type: none"> • Classroom Practices – Classroom Rules, Clean-up Routine, Daily Schedule • Make-Believe Play Planning
Predict what comes next in the day, when there is a consistent schedule.	
Express delight in own abilities. (“I did it myself!”).	<ul style="list-style-type: none"> • Mystery Literacy and Mystery Math Activities • Make-Believe Play Planning • Mystery Literacy and Mystery Math Activities • All Small Group Math and Science Activities
Be able to identify when something is hard to do.	
Sometimes turn down a treat now if a better treat will be available later.	Tools teachers use language, mediators and shared activity during the day to encourage children’s development of self-regulation. An integral part of the development of executive function skills is developing the ability to have inhibitory control.
Ages 4 to 5	
Release emotional tensions in the arms or presence of a caring adult. (By this age, the child may have been discouraged from doing so and find it more difficult than before.) Still is able to cry, laugh, tremble, yawn and/or have non-hurtful tantrums. Is relaxed and cooperative afterward.	Tools teachers use language, mediators and shared activity during the day to encourage children’s development of self-regulation. Children can practice strategies at various times throughout the day to assist in emotion regulation. Teachers and other caring adults are integral in supporting this development through developmentally appropriate scaffolding.
Associate emotions with words and facial expressions.	<ul style="list-style-type: none"> • Story Lab – Character Empathy • Share the News • Make-Believe Play Practice



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Ages 3-4 and Ages 4-5**

Standard	<i>Tools of the Mind</i> Activity
1. About me and my family and culture	
Express one or two feelings in role playing life experiences. Adopt a variety of roles in pretend play.	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Practice
Anticipate consequences of own behavior. With help, consider possibilities and plan effective approaches to problems.	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Planning • Make-Believe Play Block
Begin to enjoy games where the child has to change behavior in response to changing directions.	<ul style="list-style-type: none"> • Making Collections with Categories • Physical Self-Regulation Activities - Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games & Songs, Do What I Do, Fingerplays, Chants & Songs
Learning to Learn	
Ages 3 to 4	
Copy adults and playmates.	<ul style="list-style-type: none"> • Physical Self-Regulation Activities - Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games & Songs, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf. • Make-Believe Play Practice • Make-Believe Play Block
Enjoy creating own play activities.	<ul style="list-style-type: none"> • Make-Believe Play Block
Explore objects new to the child while playing.	<ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block
Become engrossed in an activity and ignore distractions briefly.	<p>Throughout the day there are various times when children will be able to be observed engrossed in an activity and ignoring distractions including, but not limited to:</p> <ul style="list-style-type: none"> • Buddy Reading • Graphics Practice • Make-Believe Play Planning • Make-Believe Play Block • Small Group Math and Science Activities
Imitate real-life roles/experiences in simple role plays.	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Practice
Develop own thought processes and ways to figure things out.	<ul style="list-style-type: none"> • Make-Believe Play Block
Identify questions and puzzles, and have ideas about ways to figure them out. Try some of these ideas.	<ul style="list-style-type: none"> • Share the News • All Small Group Literacy and Small Group Math & Science Activities • Mystery Literacy and Mystery Math Activities • Make-Believe Play Block



**Alignment of *Tools of the Mind* Preschool Curriculum to Washington State Early Learning and Development Guidelines
Ages 3-4 and Ages 4-5**

Standard	<i>Tools of the Mind</i> Activity
1. About me and my family and culture	
Recognize when making a mistake and sometimes adjust behavior to correct it.	<ul style="list-style-type: none"> • Mystery Literacy and Mystery Math Activities • All Small Group Math & Science Activities • Make-Believe Play Block
Ages 4 to 5	
Be curious; interested in trying things out.	<ul style="list-style-type: none"> • Make-Believe Play Block
Stay with a task for more than five minutes and attempt to solve problems that arise.	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning • All Small Group Math & Science Activities
Use imagination to create a variety of ideas.	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Prop Making
Enjoy pretend play (such as using dolls or stuffed animals, or playing “house” or “explorers”).	<ul style="list-style-type: none"> • Make-Believe Play Block
Use play as a way to explore and understand life experiences and roles.	
Recognize when making mistakes and fix these errors during a task.	<ul style="list-style-type: none"> • Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions • Shared Scaffolded Writing - Message of the Day, Write a Familiar Fingerplay, and Write Along • Mystery Literacy and Mystery Math Activities

Standard	<i>Tools of the Mind</i> Activity
2. Building relationships	
Interactions with adults	
Ages 3 to 4	
Separate from important adults, sometimes relying on another adult to feel safe. Release tensions through laughter, tears, trembling, talking, or yawning.	Teachers and other important adults are critical to the process of scaffolding children to support positive separation, reliance on adults and the appropriate release of emotion. The tactics of language, mediators and shared activity are embedded throughout the day to assist in this support.
Initiate interactions and engage in play with adults.	<ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block
Show affection for important adults.	Emotion regulation and positive displays of affection are supported throughout the day. These are particularly highlighted in these activities: <ul style="list-style-type: none"> • Make-Believe Play Block • Story Lab – Character Empathy • Share the News



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Ages 3-4 and Ages 4-5**

Standard	<i>Tools of the Mind</i> Activity
2. Building relationships	
Ages 4 to 5	
Seek emotional support from caregivers.	Emotion regulation and positive displays of seeking emotional support are encouraged throughout the day. These are particularly highlighted in these activities: <ul style="list-style-type: none"> • Make-Believe Play Block • Opening Group Activities • All Story Labs
Understand that adults may want the child to do something different than he/she wants to do.	<ul style="list-style-type: none"> • Classroom Practices – Classroom Rules, Clean-up Routine, Daily Schedule • Make-Believe Play Block • Opening Group Activities
Interactions with peers	
Ages 3 to 4	
Engage in play with other children. Join in group activities.	<ul style="list-style-type: none"> • Make-Believe Play Block • All Small Group Literacy and Small Group Math Activities
Initiate play with friends, siblings, cousins and/or others.	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Block
Share and take turns with other children.	<ul style="list-style-type: none"> • Buddy Reading • Make-Believe Play Planning • Make-Believe Play Block • All Small Group Math and Science Activities
Show affection or closeness with peers	<ul style="list-style-type: none"> • Community Building Activities • Make-Believe Play Block
Make decisions with other children, with adult help.	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Block
Interactions with peers	
Ages 4 to 5	
Play with children the same age and of different ages.	<ul style="list-style-type: none"> • Make-Believe Play Block
Initiate an activity with another child.	<ul style="list-style-type: none"> • Make-Believe Play Planning
Invite other children to join groups or other activities.	<ul style="list-style-type: none"> • Make-Believe Play Block
Make and follow plans for games with other children.	<ul style="list-style-type: none"> • Buddy Reading • All Small Group Math and Science Activities



**Alignment of *Tools of the Mind* Preschool Curriculum to Washington State Early Learning and Development Guidelines
Ages 3-4 and Ages 4-5**

Standard	<i>Tools of the Mind</i> Activity
2. Building relationships	
Social Behaviors	
Ages 3 to 4	
Respond to directions from adults about putting items away or being careful with them.	<ul style="list-style-type: none"> • Classroom Practices – Classroom Rules, Clean-up Routine • Make-Believe Play Block
Begin to remember and follow multistep directions.	<ul style="list-style-type: none"> • Mystery Literacy and Mystery Math Activities • Buddy Reading • Graphics Practice
Notice where things belong and help put them away (such as toys, putting own dishes in the wash basin).	<ul style="list-style-type: none"> • Clean Up Routine
Work with others as part of a team.	<ul style="list-style-type: none"> • Make-Believe Play Block • Buddy Reading • All Small Group Literacy and Small Group Math & Science Activities
Explore, practice and understand social roles through play. Adopt a variety of roles and feelings during pretend play.	<ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block • Make-Believe Play Planning
Plan play by identifying different roles needed and who will fill these roles. Consider changing roles to fit the interests of children playing.	
Tell stories and give other children the chance to tell theirs.	<ul style="list-style-type: none"> • Story Lab – Active Listening, Character Empathy, Connections • Make-Believe Play Block
Sing, drum and/or dance with others.	<ul style="list-style-type: none"> • Physical Self-Regulation Activities - Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games & Songs, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf • Make-Believe Play Block
React to peers' feelings (empathy).	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block • Story Lab – Character Empathy • Buddy Reading
Social Behaviors	
Ages 4 to 5	
Adjust behavior to different settings (such as using an outdoor voice or an indoor voice), sometimes with reminders.	<ul style="list-style-type: none"> • Opening Group • Make-Believe Play Block • Outdoor Play • All Small Group Literacy and Small Group Math & Science Activities • Graphics Practice • Buddy Reading



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Ages 3-4 and Ages 4-5**

Standard	<i>Tools of the Mind</i> Activity
2. Building relationships	
Be able to think about behavior, being cooperative and non-hurtful. Able to talk about the best ways to do things.	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block
Cooperate with other children, share and take turns.	<ul style="list-style-type: none"> • Share the News • Buddy Reading • Physical Self Regulation Activities - Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games & Songs, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf. • All Small Group Math & Science Activities • Make-Believe Play Block
Connect emotions with facial expressions.	<ul style="list-style-type: none"> • Story Lab – Character Empathy • Share the News
Care about other children when they are hurt or upset. Describe other children’s thoughtful behaviors.	<ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block
Listen to what other children want and make plans that take these desires into account.	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Block
Wait for a turn without getting angry or grabbing. May lose interest in the object or activity before getting a turn.	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Block • Share the News • Buddy Reading • All Small Group Math and Science Activities

Standard	<i>Tools of the Mind</i> Activity
2. Building relationships	
Problem solving, conflict resolution	
Ages 3 to 4	
Accept/reach out to children who are different.	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block • All Small Group Literacy and Small Group Math & Science Activities
Identify ways to change behavior to respond to another’s desires or needs. Remember and follow through on the agreement without further reminders, some of the time.	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block • Make-Believe Play Practice • Make-Believe Play Planning • Story Lab – Active Listening, Character Empathy

Wait for a turn.	<ul style="list-style-type: none"> • Buddy Reading • Make-Believe Play Planning • All Small Group Literacy and Small Group Math & Science Activities
Ages 4 to 5	
Ask for help from another child or an adult to solve a problem.	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Block • Mystery Literacy and Mystery Math Activities • All Small Group Math & Science Activities • Buddy Reading
Make decisions and solve problems with other children, with adult help.	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Block • Share the News • Classroom Rules • Mystery Literacy and Mystery Math Activities • All Small Group Math & Science Activities
Observe that others may have ideas or feelings that differ from the child's own.	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Story Lab – Character Empathy
Be able to talk about ways to solve a problem or help another child, and keep in mind the personality and preferences of that child.	<ul style="list-style-type: none"> • Share the News • Story Lab – Character Empathy, Connections
Standard	<i>Tools of the Mind</i> Activity
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
Ages 3 to 4	
Further develop movement skills using the whole body, such as walking, jumping, running, throwing and climbing. A child in a wheelchair might start and stop the chair, and hold the body upright.	<ul style="list-style-type: none"> • Physical Self-Regulation Activities - Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games & Songs, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf • Pretend Transitions
Use both hands to grasp an object, such as catching a large ball.	<ul style="list-style-type: none"> • Outdoor Play • Make-Believe Play Block
Balance briefly on one leg, such as for kicking a ball.	<ul style="list-style-type: none"> • Physical Self-Regulation Activities - Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games & Songs, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf • Pretend Transitions • Outdoor Play
Show coordination and balance, such as in walking along a line or a beam.	<ul style="list-style-type: none"> • Pretend Transitions • Outdoor Play
Enjoy vigorous play with peers and/or adults.	<ul style="list-style-type: none"> • Outdoor Play



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Ages 3-4 and Ages 4-5**

Enjoy the challenge of trying new skills.	<ul style="list-style-type: none"> • Physical Self-Regulation Activities - Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games & Songs, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf • Outdoor Play • Make-Believe Play Block • Pretend Transitions
Ages 4 to 5	
Move with purpose from one place to another using the whole body. This might include walking, running, marching, jumping, hopping or climbing. For child in a wheelchair, skills might include steering the chair into different spaces.	<ul style="list-style-type: none"> • Pretend Transitions
Use both hands to catch. Throw with good aim. Kick an object.	<ul style="list-style-type: none"> • Outdoor Play • Make-Believe Play Block
Show good balance and coordination, such as walking on a wide beam or line. Enjoy challenging him- or herself to try new and increasingly difficult activities.	<ul style="list-style-type: none"> • Physical Self-Regulation Activities - Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games & Songs, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf • Pretend Transitions • Outdoor Play

Standard	<i>Tools of the Mind</i> Activity
Touching, seeing, hearing and moving around	
Using the small muscles (fine motor skills)	
Ages 3 to 4	
Draw some shapes and lines using a crayon or pencil.	<ul style="list-style-type: none"> • Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions • Graphics Practice • Venger Drawing • Science Eyes
Work puzzles of three or four pieces.	<ul style="list-style-type: none"> • Puzzles, Manipulatives & Blocks • Make-Believe Play Block
Develop eye-hand coordination, such as in stringing large beads.	<ul style="list-style-type: none"> • Make-Believe Play Prop Making • Make-Believe Play Block • Puzzles, Manipulatives & Blocks
Button large buttons, zip and unzip clothing, and open and close other fasteners.	<ul style="list-style-type: none"> • Make Believe Play Block
Persist some of the time in practicing skills that are difficult.	<ul style="list-style-type: none"> • All Small Group Literacy and Small Group Math & Science Activities • Make-Believe Play Block • Make-Believe Play Planning

Ages 4 to 5	
Open and close a blunt scissors with one hand, and cut a straight line.	<ul style="list-style-type: none"> • Make-Believe Prop Making • Make-Believe Play Block • Venger Collage
Show increasing skill with small materials. Screw and unscrew jar lids, and turn door handles. Use zippers, buttons and snaps. String large beads; fold paper; open and close containers.	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Prop Making • Puzzles, Manipulatives and Blocks
Work puzzles of up to 10 pieces.	<ul style="list-style-type: none"> • Puzzles, Manipulatives & Blocks • Make-Believe Play Block
Write some letters or numbers.	<ul style="list-style-type: none"> • Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions • Make-Believe Prop Making • Make-Believe Play Block
Spend time practicing skills that are difficult. Be aware of what he/she finds difficult and try to do it better.	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Prop Making
Using the senses (sensorimotor skills)	
Ages 3 to 4	
Move body to music or rhythm.	<ul style="list-style-type: none"> • Physical Self-Regulation Activities - Freeze Game, , Movement Games & Songs, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap • Make-Believe Play Block
Drum, sing, play musical instruments and listen to music from different cultures.	
Ages 4 to 5	
Delight in playing with materials of different texture (such as sand, water, fabric) and conditions (wet, dry, warm, cold).	<ul style="list-style-type: none"> • Science Eyes • Science Eyes – Senses • Make-Believe Play Block

Standard	<i>Tools of the Mind</i> Activity
4. Growing up healthy	
Daily living skills (personal health and hygiene)	
Ages 3 to 4	
Dress and undress with help. Take off coat and put it where it belongs.	<ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block
Begin to take care of own toileting needs.	Throughout the day the schedule provides opportunities to observe children’s self-care skills including toileting and handwashing. Teachers may also scaffold children’s understandings and independence in these areas through:
Wash hands and use a towel to dry them.	
Ages 4 to 5	
Participate easily and know what to do in routine activities (such as meal time, bed time).	<ul style="list-style-type: none"> • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule
Communicate need to rest, drink and eat.	Meal times, snack times, and rest times all provide opportunities to observe children’s ability to communicate needs. Teachers may also scaffold children’s understandings and independence in these areas through:
Stay awake all day except, for some children, during nap time.	
Dress and undress, with only a little help needed.	Meal times, snack times, preparations for going outdoors, hand washing, and tooth brushing all provide opportunities to observe children’s self-care skills. Teachers may also scaffold children’s understandings and independence in these areas through:
Decide, with a few prompts from adults, when to carry out self-help tasks (such as washing hands).	
Wash and dry hands before eating and after toileting, with some adult help.	
Cooperate while caregiver assists with brushing teeth.	
Cover mouth when coughing.	
Nutrition and health	
Ages 3 to 4	
Try different healthy foods from a variety of cultures.	Meal times and snack times provide opportunities to observe children’s choices for healthy and diverse foods. Teachers may also instruct and scaffold children in their understanding of healthy and diverse foods through: <ul style="list-style-type: none"> • Story Lab- Learning Facts • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block • Science Eyes • Science Eyes – Senses

Standard	<i>Tools of the Mind</i> Activity
4. Growing up healthy	
Help to set and clear the table for meals. Self serve meal items.	Meal times and snack times provide opportunities to observe the progress with setting, clearing and serving self. Teachers may also scaffold these skills through: <ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block
Engage in a variety of active play and movement activities. Play outdoor games.	<ul style="list-style-type: none"> • Physical Self-Regulation Activities - Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games & Songs, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf • Outdoor Play
Ages 4 to 5	
Help prepare healthy snacks.	Meal times and snack times provide opportunities to observe children’s choices for healthy and diverse foods. Teachers may also instruct and scaffold children in their understanding of healthy and diverse foods through: <ul style="list-style-type: none"> • Story Lab- Learning Facts • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block • Science Eyes • Science Eyes – Senses
Eat a variety of nutritious foods and eat independently. Try healthy foods from different cultures.	<ul style="list-style-type: none"> • Story Lab- Learning Facts • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block • Science Eyes • Science Eyes – Senses
Serve self at family-style meals.	Meal times and snack times provide opportunities to observe the progress with serving self. Teachers may also scaffold these skills through: <ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block
Know what self-care items are used for (such as comb and toothbrush).	<ul style="list-style-type: none"> • Story Lab – Active Listening, Learning Facts • Make-Believe Play Building Background Knowledge
Safety	
Ages 3 to 4	
Hold parent’s/caregiver’s hand when walking in public places.	Safety rules in daily activities are encouraged and supported by caregiver’s throughout the day. Teachers may also scaffold these skills through: <ul style="list-style-type: none"> • Story Lab – Active Listening, Learning Facts • Make-Believe Play Practice • Share the News • Classroom Rules
Begin to learn safety rules for the child’s daily activities.	<ul style="list-style-type: none"> • Story Lab – Active Listening, Learning Facts • Make-Believe Play Practice • Share the News • Classroom Rules



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Ages 3-4 and Ages 4-5**

Ages 4 to 5	
Identify trusted adults who can help in dangerous situations.	<ul style="list-style-type: none"> • Story Lab – Active Listening, Learning Facts • Make-Believe Play Practice
Follow safety rules indoors and outdoors.	<ul style="list-style-type: none"> • Classroom Rules
Keep a distance from wildlife.	<ul style="list-style-type: none"> • Story Lab – Learning Facts

Standard	<i>Tools of the Mind</i> Activity
5. Communicating (literacy)	
Speaking and listening (language development)	
Ages 3 to 4	
Communicate with body language, facial expression, tone of voice and in words.	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block • All Story Labs • Buddy Reading • Make-Believe Play Practice
Say name, tribal or religious name if the child has one, age and sex.	<ul style="list-style-type: none"> • Share the News • Community Building Activities • Mystery Literacy and Mystery Math Activities
Show preference for the home language.	Children are actively encouraged to communicate with peers and teachers throughout the day offering many opportunities to show a preference for their home language.
Name most familiar things.	<ul style="list-style-type: none"> • Make-Believe Play Block • Share the News • Make-Believe Play Practice
Name one or more friends and relatives.	<ul style="list-style-type: none"> • Community Building Activities – Name game Chants, I Have – Who Has Names • Share the News • Make-Believe Play Block
Ask the meaning of new words, then try using them.	<ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Building Background Knowledge • I Have Who Has –Vocabulary • Make –Believe Play Block • Story Lab - Vocabulary
Speak so most people can understand.	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block

Standard	<i>Tools of the Mind</i> Activity
5. Communicating (literacy)	
Use words like “I,” “me,” “we,” and “you” and some plurals (such as cars, dogs).	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning • Share the News • Buddy Reading • Make-Believe Play Practice
Use multi-word sentences, phrases, and gestures to communicate needs, ideas, actions and feelings.	
Respond to questions verbally or with gestures.	
Ask questions for information or clarification.	
Enjoy repeating rhyming words or word patterns in songs, poems or stories.	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • Rhyming Game • Mystery Rhyme
Show awareness of separate syllables in words by tapping or clapping for each syllable.	<ul style="list-style-type: none"> • Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions • Message of the Day
Remember and follow directions of one or two steps. Struggle to remember and follow complicated or multi-step directions.	<ul style="list-style-type: none"> • Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions • All Small Group Math and Science Activities
Know three to seven words in tribal language (if the family has one) and use them regularly.	<ul style="list-style-type: none"> • Make-Believe Play Block • Share the News
Participate in conversations. Take turn in group conversations, and listen to others in group for a short period of time.	<ul style="list-style-type: none"> • Share the News • Story Lab – Active Listening, Connections, Extensions, Predictions • Buddy Reading
Recognize rising and falling intonations, and what these mean.	<ul style="list-style-type: none"> • Story Lab – Character Empathy, Predictions
Ages 4 to 5	
Know and use several hundred words in home language. Use new words on own.	<ul style="list-style-type: none"> • Make-Believe Play Block • Share the News • Story Lab – Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar
Use words to describe actions (such as “running fast”) and emotions (such as happy, sad, tired and scared).	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Practice • Make-Believe Play Block • Story Lab – Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions, Story Grammar
Talk in sentences of five or six words.	<ul style="list-style-type: none"> • Make-Believe Play Planning • Share the News • All Story Labs • Buddy Reading
Know when it is appropriate to ask questions and whom to ask. Ask questions to get information or clarification.	<ul style="list-style-type: none"> • Share the News • Story Lab – Active Listening, Learning Facts, Predictions • Make-Believe Play Block

Standard	<i>Tools of the Mind</i> Activity
5. Communicating (literacy)	
Remember and follow directions involving two or three steps, including steps that are not related (such as “Please pick up your toys and put on your shoes”).	<ul style="list-style-type: none"> • All Small Group Literacy and Small Group Math & Science Activities • Make-Believe Play Block
Remember all parts and respond correctly to a request (such as “Bring me the green towel”).	<ul style="list-style-type: none"> • Remember & Replicate • Math Memory • Make-Believe Play Block
Tell some details of a recent event in sequence.	<ul style="list-style-type: none"> • Share the News • Story Lab – Story Grammar
Tell a short make-believe story, with adult help.	<ul style="list-style-type: none"> • Make-Believe Play Practice • Story Lab – Extensions, Story Grammar
Listen to others and respond in a group discussion for a short period. Remember what was said and gain information through listening.	<ul style="list-style-type: none"> • Story Labs - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions and Grammar • Opening Group Activities • Make-Believe Play Planning • Buddy Reading
State own point of view, and likes and dislikes using words, gestures and/or pictures.	<ul style="list-style-type: none"> • Share the News • Story Labs - Active Listening, Character Empathy, Connections, Extensions, Learning Facts, Predictions and Grammar
Join in and make up songs, chants, rhymes and games that play with the sounds of language (such as clapping out the rhythm).	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • Rhyming Game
Sing a song or say a poem from memory.	<ul style="list-style-type: none"> • Attention Focusing Activities • Write a Familiar Fingerplay
Standard	<i>Tools of the Mind</i> Activity
5. Communicating (literacy)	
Reading	
Ages 3 to 4	
Identify print on signs, etc., asking “What does that say?”	<ul style="list-style-type: none"> • Make-Believe Prop Making • Make-Believe Play Building Background Knowledge • Story Lab – Active Listening, Learning Facts
Identify own name as a whole word.	<ul style="list-style-type: none"> • Make-Believe Play Planning • Mystery Literacy and Mystery Math Activities

**Alignment of *Tools of the Mind* Preschool Curriculum to Washington State Early Learning and Development Guidelines
Ages 3-4 and Ages 4-5**

Match the beginning sounds of some words. Find objects in a picture that have the same beginning sound, with some adult help.	<ul style="list-style-type: none"> • Shared Scaffolded Writing - Message of the Day, Write a Familiar Fingerplay, and Write Along • Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions
Decide whether two words rhyme.	<ul style="list-style-type: none"> • Rhyming Game • Mystery Rhyme • Attention Focusing Activities
Request a favorite book.	<ul style="list-style-type: none"> • Buddy Reading • Story Lab – Active Listening
Enjoy picture books and being read to. Enjoy looking at books on own. Use pictures to predict a story.	<ul style="list-style-type: none"> • Story Lab – Active Listening, Character Empathy, Connections, Predictions • Buddy Reading • Make-Believe Play Block
Listen to and follow along with books in a different language.	<ul style="list-style-type: none"> • Story Lab – Active Listening, Learning Facts, Vocabulary
Turn book pages one at a time.	<ul style="list-style-type: none"> • Buddy Reading • Make-Believe Play Block
Use own experiences to comment on a story, though the comments might not follow the story line.	<ul style="list-style-type: none"> • Story Lab - Connections • Share the News
Retell simple, familiar stories from memory while looking at the book.	<ul style="list-style-type: none"> • Buddy Reading • Story Lab – Story Grammar
Ages 4 to 5	
Know some basic rules of grammar (such as correctly using “me” and “I”).	<ul style="list-style-type: none"> • Message of the Day • Make-Believe Play Planning • Make-Believe Play Block
Understand that alphabet letters are a special kind of picture and that they have names. Begin to identify individual letters of the alphabet (or characters of the home language) in text.	
Understand which symbols are letters and which are numbers.	<ul style="list-style-type: none"> • Message of the Day • Make-Believe Play Planning • I Have – Who Has – Letters, Numbers
Identify three or more letters with their sound at the beginning of a word (such as “day,” “dog” and “David” all begin with “d”).	<ul style="list-style-type: none"> • Message of the Day • Make-Believe Play Planning • Mystery Literacy Activities – Mystery Word
Recognize some signs and symbols in the classroom and community (such as a Stop sign), and use them for information.	<ul style="list-style-type: none"> • Classroom Practices, Classrooms Rules, Daily Schedule • Make-Believe Play Practice
Begin to recite some words in familiar books from memory.	<ul style="list-style-type: none"> • Buddy Reading
Know that print has meaning.	<ul style="list-style-type: none"> • Shared Scaffolded Writing - Message of the Day, Write a Familiar Fingerplay, and Write Along • Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions
Recognize own name in print.	<ul style="list-style-type: none"> • Mystery Literacy and Mystery Math Activities • Make-Believe Play Planning

Begin to understand the order in which a page is read (for example, English is read from left to right and top to bottom).	<ul style="list-style-type: none"> • Buddy Reading • Shared Scaffolded Writing - Message of the Day, Write a Familiar Fingerplay, and Write Along • Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions • All Story Labs
Tell you what is going to happen next in a story. Make up an ending.	<ul style="list-style-type: none"> • Story Lab – Predictions, Extensions
Identify a variety of printed material (such as books, newspapers, magazines, cereal boxes).	<ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block • Share the News
Use actions to show ideas from stories, signs, pictures, etc.	<ul style="list-style-type: none"> • Make-Believe Play Block
Retell more complicated, familiar stories from memory.	<ul style="list-style-type: none"> • Story Lab – Grammar • Buddy Reading
Standard	<i>Tools of the Mind</i> Activity
5. Communicating (literacy)	
Writing	
Ages 3 to 4	
Make marks or scribbles when an adult suggests writing.	<ul style="list-style-type: none"> • Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions • Venger Drawing • Write Along
Attempt to copy one or more letters or characters of the home language.	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Block • Graphics Practice
Draw pictures and tell their story.	<ul style="list-style-type: none"> • Make-Believe Play Planning • Story Lab – Extensions • Venger Drawing
Ages 4 to 5	
Make marks, scribbles or letter-like shapes and identify them as words. Use pretend writing activities during play.	<ul style="list-style-type: none"> • Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions
Use letter-like symbols to make lists, letters and stories or to label pictures.	<ul style="list-style-type: none"> • Venger Drawing
Attempt to copy one or more letters of the alphabet.	<ul style="list-style-type: none"> • Write Along
Begin to print or copy own name, and identify at least some of the letters.	<ul style="list-style-type: none"> • Make-Believe Play Block
Explore writing letters in different languages.	<ul style="list-style-type: none"> • Make-Believe Play Block

Standard	<i>Tools of the Mind</i> Activity
6. Learning about my world	
Knowledge (cognition)	
Ages 3 to 4	
Ask a lot of “why” and “what” questions.	<ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play Block • Science Eyes
Learn by doing hands-on and through the senses.	<ul style="list-style-type: none"> • Science Eyes • Science Eyes – Senses • Make-Believe Play Block
Learn through play.	<ul style="list-style-type: none"> • Make-Believe Play Block
Recall several items after they have been put out of sight.	<ul style="list-style-type: none"> • Remember & Replicate • Math Memory • Make-Believe Play Block
Draw on own past experiences to choose current actions.	<ul style="list-style-type: none"> • Make-Believe Play Block
Make plans for ways to do something. May or may not follow through.	<ul style="list-style-type: none"> • Make-Believe Play Planning
Think of a different way to do something, when confronting a problem, with adult help.	<ul style="list-style-type: none"> • Make-Believe Play Practice
Ages 4 to 5	
Ask adults questions to get information (as appropriate in the family’s culture).	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Block
Describe likes and interests.	<ul style="list-style-type: none"> • Share the News • Tallying • Make-Believe Play Block
Apply new information or words to an activity or interaction.	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Block • Share the News • Story Lab – Learning Facts, Vocabulary • Science Eyes
Build on and adapt to what the child learned before. For example, change the way of stacking blocks after a tower continues to fall.	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning
Be able to explain what he or she has done and why, including any changes made to his/ her plans.	<ul style="list-style-type: none"> • Science Eyes – Science Experiments
Seek to understand cause and effect (“If I do this, why does that happen?”).	<ul style="list-style-type: none"> • Science Eyes – Science Experiments • Make-Believe Play Block
Understand the ideas of “same” and “different.”	<ul style="list-style-type: none"> • Weather Graphing • Tallying • Mystery Math Activities - Mystery Pattern • Science Eyes

Standard	<i>Tools of the Mind</i> Activity
6. Learning about my world	
Recognize objects, places and ideas by symbols (for example, recognize which is the men's room and which is the women's by looking at the stick figure symbols).	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Prop Making • Make-Believe Play Planning
Name more than three colors.	<ul style="list-style-type: none"> • I Have Who Has Colors • Mystery Question • Make-Believe Play Planning
Group some everyday objects that go together (such as shoe and sock, pencil and paper).	<ul style="list-style-type: none"> • Make-Believe Play Block • Science Eyes • Attribute Game
Predict what comes next in the day when there is a consistent schedule.	<ul style="list-style-type: none"> • Daily Schedule
Math	
Ages 3 to 4	
Count to 10 and beyond by rote. Count up to five items. Point to objects while counting.	<ul style="list-style-type: none"> • Timeline Calendar • Making Collections • Numerals Game • Make-Believe Play Block
Identify by sight how many are in a small group of items, up to three.	<ul style="list-style-type: none"> • Making Collections • Freeze Game – Freeze on the Number
Understand that the whole is larger than one of its parts (for example, an apple is larger than an apple slice).	<ul style="list-style-type: none"> • Story Lab – Learning Facts • Mystery Shape • Venger Drawing/Venger Collage
Identify up to four objects or pictures that are the same. Take objects or pictures that are different out of the group.	<ul style="list-style-type: none"> • Attribute Game • Making Collections
Sort and describe items by size, color and/or shape.	<ul style="list-style-type: none"> • Attribute Game
Match simple flat shapes (circles, squares, triangles).	<ul style="list-style-type: none"> • Make-Believe Play Block
Compare size by sight, feel and comparing to hands, feet, etc. (visual and tactile math).	<ul style="list-style-type: none"> • Science Eyes – Senses • Make-Believe Play Block
Use gestures or words to make comparisons (larger, smaller, shorter, taller).	<ul style="list-style-type: none"> • Science Eyes
Compare two objects by length, weight or size.	<ul style="list-style-type: none"> • Make-Believe Play Block
Find the total sum of small groups of items.	<ul style="list-style-type: none"> • Tallying • Weather Graphing
Understand words that tell where things are (such as behind, under, in, on). Use these words to identify locations.	<ul style="list-style-type: none"> • Remember & Replicate • Math Memory • Make-Believe Play Block



**Alignment of *Tools of the Mind* Preschool Curriculum to Washington State Early Learning and Development Guidelines
Ages 3-4 and Ages 4-5**

Standard	<i>Tools of the Mind</i> Activity
6. Learning about my world	
Ages 4 to 5	
Count to 20 and beyond. Count 10 or more objects accurately.	<ul style="list-style-type: none"> • Timeline Calendar • Making Collections • Numerals Game
Give the next number in the sequence 1 through 10.	
Count out 10 items; may use fingers, body parts or other counters, as used in the child’s home culture. Count and group things by number.	
Compare groups of up to 10 objects.	<ul style="list-style-type: none"> • Making Collections • Numerals Games
Find the sum when joining two sets of up to five objects.	<ul style="list-style-type: none"> • Tallying • Puzzles, Manipulatives & Blocks • Weather Graphing • Mystery Numeral Two Card
Identify by sight how many are in a small group of objects, up to four.	<ul style="list-style-type: none"> • Making Collections • Freeze Game – Freeze on the Number
Use measuring tools in play (such as a ruler, measuring cups, or parts of the body).	<ul style="list-style-type: none"> • Make-Believe Play Block • Science Eyes – Experiments
Match and sort simple shapes (circles, squares, triangles).	<ul style="list-style-type: none"> • Attribute Game • Venger Drawing/Venger Collage
Compare size (such as, “I’m as tall as the yellow bookshelf.”) Describe objects using size words (big, small, tall, short).	<ul style="list-style-type: none"> • Puzzles, Manipulatives & Blocks • Make-Believe Play Block • Science Eyes
Compare two objects using comparison words such as smaller, faster and heavier.	
Order three objects by one characteristic, (such as from smallest to largest).	<ul style="list-style-type: none"> • Attribute Game • Make-Believe Play Block • Puzzles, Manipulatives & Blocks
Work puzzles with up to 10 pieces.	<ul style="list-style-type: none"> • Puzzles and Manipulatives & Blocks
Create own patterns with a variety of materials. Describe what the pattern is.	
Follow simple directions for position (beside, next to, between, etc.)	<ul style="list-style-type: none"> • Remember & Replicate • Math Memory • Puzzles and Manipulatives & Blocks • Venger Drawing/Venger Collage
Science	
Ages 3 to 4	
Play with materials of different texture (such as sand, water, leaves) and conditions (such as wet, dry, warm, cold), with adult encouragement and supervision.	<ul style="list-style-type: none"> • Science Eyes • Make-Believe Play Block



**Alignment of *Tools of the Mind* Preschool Curriculum to Washington State Early Learning and Development Guidelines
Ages 3-4 and Ages 4-5**

Standard	<i>Tools of the Mind</i> Activity
6. Learning about my world	
Recognize that different forms of life have different needs.	<ul style="list-style-type: none"> • Story Lab – Active Listening, Learning Facts • Make-Believe Play Practice • Science Eyes
Begin to understand that some animals share similar characteristics (for example, a tiger and a pet cat share common features).	<ul style="list-style-type: none"> • Story Lab – Active Listening, Learning Facts • Science Eyes
Notice and ask questions about what is the same and different between categories of plants and animals. Notice their appearance, behavior and habitat.	<ul style="list-style-type: none"> • Science Eyes • Science Eyes – Science Experiments
Ages 4 to 5	
Ask questions and identify ways to find answers. Try out these activities and think about what to do next to learn more.	<ul style="list-style-type: none"> • Science Eyes • Science Eyes – Science Experiments • Make-Believe Play Block
Predict what will happen in science and nature experiences. Consider whether these predictions were right, and explain why or why not.	<ul style="list-style-type: none"> • Science Eyes – Science Experiments
Use tools to explore the environment (a magnifying glass, magnets, sifters, etc.).	<ul style="list-style-type: none"> • Science Eyes • Science Eyes – Science Experiments • Make-Believe Play Block
Measure sand or water using a variety of containers.	<ul style="list-style-type: none"> • Science Eyes • Science Eyes – Science Experiments • Make-Believe Play Block
Use one sense (such as smell) to experience something and make one or two comments to describe this.	<ul style="list-style-type: none"> • Science Eyes - Senses
Investigate the properties of things in nature. Begin to understand what various life forms need in order to grow and live.	<ul style="list-style-type: none"> • Science Eyes • Science Eyes – Science Experiments
Take responsibility in taking care of living things, such as feeding the fish, watering plants, etc.	<ul style="list-style-type: none"> • Classroom Rules
Talk about changes in the weather and seasons, using common words, such as rainy and windy.	<ul style="list-style-type: none"> • Weather Graphing • Share the News • Story Lab – Active Listening, Learning Facts, Predictions, Vocabulary
Look at where the sun is in the morning, afternoon, evening and night.	<ul style="list-style-type: none"> • Science Eyes – Science Experiments • Science Eyes - Journals
Take walks outside and gather different types of leaves, name colors he/she sees outdoors.	<ul style="list-style-type: none"> • Science Eyes
Participate (with adult direction) in activities to preserve the environment, such as disposing of litter properly, saving paper and cans to be recycled, etc.	<ul style="list-style-type: none"> • Science Eyes • Science Eye – Science Experiments • Classroom Rules

Standard	<i>Tools of the Mind</i> Activity
6. Learning about my world	
Social Studies	
Ages 3 to 4	
Name family members by relationship (such as father, sister, cousin, auntie, etc.).	<ul style="list-style-type: none"> • Make-Believe Play Block
Make a drawing of own family as the child sees it.	<ul style="list-style-type: none"> • Make-Believe Play Block • Story Lab – Extension, Learning Facts
Recognize whose parent is whose when parents come for their children or in photos of each others’ families.	<ul style="list-style-type: none"> • Community Building Activities
Take on family roles in play, identify how each person should behave and act out the part for a brief time. Enjoy changing roles.	<ul style="list-style-type: none"> • Make-Believe Play Block
Ages 4 to 5	
Describe family members and understand simple relationships (such as, “Marika is my sister.”)	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning
Adopt the roles of different family members during dramatic play. Plan what each role does and then enact it.	
Draw own family, as the child understands it.	<ul style="list-style-type: none"> • Make-Believe Play Block • Story Lab – Extension, Learning Facts
Ask questions about similarities and differences in other people (such as language, hair style, clothing).	<ul style="list-style-type: none"> • Story Lab – Active Listening, Connections • Share the News
Talk about the past and the future, such as what the child did this morning and what his or her family will do this weekend.	<ul style="list-style-type: none"> • Share the News • Timeline Calendar
Recognize some people in the community by their jobs (such as grocery store clerk, bus driver, doctor).	<ul style="list-style-type: none"> • Story Lab – Active Listening, Learning Facts • Make-Believe Play Practice • Make-Believe Play Block
Enjoy taking the roles of different jobs in pretend play.	<ul style="list-style-type: none"> • Make-Believe Play Block
Talk about what the child wants to be when he or she grows up.	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block
Play store or restaurant, with empty food containers, receipts, etc.	<ul style="list-style-type: none"> • Make-Believe Play Block
Match objects to their normal locations (for example, a stove in the kitchen, a bed in the bedroom, a tree in the forest).	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge
Recognize where he or she is when traveling in familiar areas, most of the time.	<p>Teachers can observe this through discussions with families as well as embedding during:</p> <ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Block
Recognize that roads have signs or a name, and houses and apartments usually have numbers to help identify their locations.	<ul style="list-style-type: none"> • Story Lab – Active Listening, Learning Facts • Make-Believe Play Practice

Standard	<i>Tools of the Mind</i> Activity
Learning about my world	
Arts	
Ages 3 to 4	
Draw something familiar. Begin to draw representational figures.	<ul style="list-style-type: none"> • Individual Scaffolded Writing - Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, and Story Lab – Story Extensions
Do beadwork with appropriately sized beads.	<ul style="list-style-type: none"> • Make-Believe Prop Making • Make-Believe Play Block
Play make-believe with dolls, toy animals and people.	<ul style="list-style-type: none"> • Make-Believe Play Block
Dance, sing, drum, use rattles, draw or paint.	<ul style="list-style-type: none"> • Movement Games and Songs • Make-Believe Prop Making • Make-Believe Play Block
Look at artwork from different cultures.	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Story Lab – Learning Facts, Connections, Active Listening
Ages 4 to 5	
Show an increasing ability to use art materials safely and with purpose.	<ul style="list-style-type: none"> • Make-Believe Prop Making • Venger Collage
Understand that different art forms (such as dance, music or painting) can be used to tell a story.	<ul style="list-style-type: none"> • Make-Believe Play Practice • Story Lab – Learning Facts, Connections, Active Listening
Express self through art and music. Take pride in showing others own creations (“Look at my picture.”)	<ul style="list-style-type: none"> • Make-Believe Prop Making
Use a variety of materials to create representations of people and things (such as drawing a person showing two to four body parts).	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Prop Making • Make-Believe Play Block
Show creativity and imagination.	<ul style="list-style-type: none"> • Make-Believe Play Block
Hum or move to the rhythm of recorded music.	<ul style="list-style-type: none"> • Movement Games and Songs • Freeze Game
Ask to sing a particular song.	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs
Remember the words to a familiar song.	<ul style="list-style-type: none"> • Movement Games and Songs
Enjoy participating in a variety of music activities, such as listening, singing, finger plays, chants, playing musical instruments, games and performances.	<ul style="list-style-type: none"> • Movement Games and Songs • Make-Believe Play Block
Enjoy learning songs and dances from other cultures.	<ul style="list-style-type: none"> • Movement Games and Songs
Watch other children dance; try to mimic the movements.	<ul style="list-style-type: none"> • Freeze Games
Express feelings through movement and dancing in various musical tempos and styles.	
Perform simple elements of drama (such as audience, actors).	<ul style="list-style-type: none"> • Make-Believe Play Practice
Participate in dramatic play activities (such as acting out familiar activities, stories or events from own life).	<ul style="list-style-type: none"> • Make-Believe Play Block



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**



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- **Letters**— rapid letter naming **Semester II**
 - Uppercase letters
 - Lowercase letters
 - Upper and Lowercase letter matching
- **Sounds**— children name the sound the letter makes (not the name of the letter) **Semester II**
- **Vocabulary** – children learn vocabulary words related to the *Play Theme AY*

- **I Have–Who Has** Math Games include:
 - **Numerals**— rapid naming of numbers **Semester I**
 - **Shapes**— rapid naming of shapes **Semester I**

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

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

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

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

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



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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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



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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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



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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**