



Tools of the Mind

PreK Curriculum, 7th Edition

Alignment with the Wisconsin Model Early Learning Standards

Standard	<i>Tools of the Mind</i> Activity
I. Health and Physical Development	
A. Physical Health and Development	
A.EL.1a Demonstrates behaviors to meet self-help and physical needs. <i>Sleep</i>	Observable in rest time or if child advocates for his/her own sleep outside of rest time, and knowable through communication with parents or guardians. Additionally can be practiced and demonstrated through: <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice
A.EL.1b Demonstrates behaviors to meet self-help and physical needs. <i>Dressing</i>	Observable when child prepares self for outdoor playtime or while putting on dress-up clothing/art smocks, and knowable through communication with parents or guardians. Additionally can be practiced and demonstrated through: <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice
A.EL.1c Demonstrates behaviors to meet self-help and physical needs. <i>Toileting</i>	Observable in classroom routines and knowable through communication with parents or guardians.
A.EL.1d Demonstrates behaviors to meet self-help and physical needs. <i>Eating</i>	Observable when child eats in the classroom or lunchroom, and knowable through communication with parents or guardians. Additionally can be practiced and demonstrated through: <ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice
A.EL. 2 Demonstrates behaviors to meet safety needs.	<ul style="list-style-type: none"> • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule • Outdoor Play • Physical Self-Regulation Activities- Freeze Game, Mouse Trap, Mr. Wolf, Movement Games & Songs • Make-Believe Play Block
A.EL. 3 Demonstrates a healthy life style.	<ul style="list-style-type: none"> • Classroom Rules • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block
B. Motor Development	
B.EL.1a Moves with strength, control, balance, coordination, locomotion, and endurance. <i>Purpose and Coordination</i>	<ul style="list-style-type: none"> • Physical Self-Regulation Activities- Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement • Outdoor Play • Number Line Hopscotch



Alignment of *Tools of the Mind* Preschool Curriculum to Wisconsin Model Early Learning Standards

Standard	<i>Tools of the Mind</i> Activity
I. Health and Physical Development	
	<ul style="list-style-type: none"> • Number Follow the Leader • Make-Believe Play Block
B.EL.1b Moves with strength, control, balance, coordination, locomotion, and endurance. <i>Balance and Strength</i>	<ul style="list-style-type: none"> • Physical Self-Regulation Activities- Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement • Outdoor Play • Number Line Hopscotch • Number Follow the Leader • Make-Believe Play Block
B.EL.2 Exhibits eye-hand coordination, strength, control, and object manipulation.	<ul style="list-style-type: none"> • Puzzles, Manipulatives & Blocks • Fingerplays, Chants & Songs • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Remember & Replicate • Graphics Practice • Make-Believe Play Block • Making Collections • Numerals Game • Venger Drawing & Venger Collage • Write Along
C. Sensory Organization	
C.EL.1 Uses senses to take in, experience, integrate, and regulate responses to the environment.	<ul style="list-style-type: none"> • Make-Believe Play Block • Write Along • Individual Scaffolded Writing- Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Graphics Practice • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule
Standard	<i>Tools of the Mind</i> Activity
II. Social and Emotional Development	
A. Emotional Development	
A.EL.1 Expresses a wide range of emotions.	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Planning • Story Lab- Connections, Character Empathy, Active Listening



Alignment of *Tools of the Mind* Preschool Curriculum to Wisconsin Model Early Learning Standards

Standard	<i>Tools of the Mind</i> Activity
II. Social and Emotional Development	
	<ul style="list-style-type: none"> • Share the News • Buddy Reading • Fingerplays, Chants & Songs
A.EL.2 Understands and responds to others' emotions.	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Story Lab- Connections, Character Empathy, Active Listening • Share the News • Buddy Reading
B. Self-Concept	
B.EL.1 Develops positive self-esteem.	<ul style="list-style-type: none"> • Make-Believe Play Block • All Mystery Literacy and Mystery Math Activities • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along • Graphics Practice • Share the News • Buddy Reading • All Story Labs • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice
B.EL.2 Demonstrates self-awareness.	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Planning • Share the News • Community Building Activities- Name Games, I Have—Who Has-Names, Fingerplays, Chants & Songs • Story Lab- Connections, Learning Facts
C. Social Competence	
C.EL.1. Demonstrates attachment, trust, and autonomy.	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Practice • Make-Believe Play Planning • Make-Believe Play Building Background Knowledge • Mystery Math and Literacy Activities • Share the News



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Standard	<i>Tools of the Mind</i> Activity
II. Social and Emotional Development	
	<ul style="list-style-type: none"> • Buddy Reading • Community Building Activities- Name Games, I Have—Who Has-Names, Fingerplays, Chants & Songs
C.EL.2 Engages in social interaction and plays with others.	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning • Share the News • Buddy Reading • Make-Believe Play Practice • All Small Group Literacy & Small Group Math/Science Activities • Fingerplays, Chants & Songs • Outdoor Play
C.EL.3 Demonstrates understanding of rules and social expectations.	<ul style="list-style-type: none"> • Classroom Practices - Classroom Rules, Clean-up Routine, Daily Schedule • Make-Believe Play Block • Make-Believe Play Practice • Make-Believe Play Building Background Knowledge • 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. • Buddy Reading • Share the News • Story Lab- Connections, Character Empathy, Learning Facts
C.EL.4 Engages in social problem solving behavior and learns to resolve conflict.	<ul style="list-style-type: none"> • Classroom Rules • Story Lab- Connections, Character Empathy, Learning Facts • Make-Believe Play Block • Make-Believe Play Practice • All Small Group Literacy & Small Group Math/Science Activities • Share the News

Standard	<i>Tools of the Mind</i> Activity
III. Language Development and Communication	
A. Listening and Understanding	
A.EL.1 Derives meaning through listening to communications of others and sounds in the environment.	<ul style="list-style-type: none"> • All Story Labs • Make-Believe Play Block • Make-Believe Play Practice • Make-Believe Play Building Background Knowledge

Standard	<i>Tools of the Mind</i> Activity
III. Language Development and Communication	
	<ul style="list-style-type: none"> • Share the News • Buddy Reading • Fingerplays, Chants & Songs • 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.
A.EL.2 Listens and responds to communications with others.	<ul style="list-style-type: none"> • Make-Believe Play Block • Share the News • Buddy Reading • All Story Labs • All Small Group Literacy and Small Group Math/Science Activities • Timeline Calendar
A.EL.3 Follows directions of increasing complexity	<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 • Make-Believe Play Practice • Remember and Replicate
B. Speaking and Communicating	
B.EL.1 Uses gestures and movements (<i>non-verbal</i>) to communicate.	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Planning • Make-Believe Play Practice • Make-Believe Play Building Background Knowledge • Story Lab- Character Empathy, Connections
B.EL.2a Uses vocalizations and spoken language to communicate. Language Form (<i>Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure</i>)	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Practice • Make-Believe Play Building Background Knowledge • Share the News • Buddy Reading • All Small Group Literacy and Small Group Math/Science Activities • All Story Labs
B.EL.2b Uses vocalizations and spoken language to communicate. Language Content (<i>Semantics: rule system for establishing meaning of words, individually and in combination</i>)	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Practice • Make-Believe Play Building Background Knowledge • Share the News • Buddy Reading

Standard	<i>Tools of the Mind</i> Activity
III. Language Development and Communication	
	<ul style="list-style-type: none"> • All Small Group Literacy and Small Group Math/Science Activities • All Story Labs
B.EL.2c Uses vocalizations and spoken language to communicate. Language Function <i>(Pragmatics: rules governing the use of language in context)</i>	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Practice • Make-Believe Play Building Background Knowledge • Share the News • Buddy Reading • All Small Group Literacy and Small Group Math/Science Activities • All Story Labs
C. Early Literacy	
C.EL.1. Develops ability to detect, manipulate, or analyze the auditory parts of spoken language.	<ul style="list-style-type: none"> • Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab-Extensions • Fingerplays, Chants & Songs • Rhyming Game • Elkonin I & II • Mystery Literacy Activities- Mystery Rhyme, Mystery Word • Take Away Sounds
C.EL.2 Understands concept that the alphabet represents the sounds of spoken language and the letters of written language	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along • Mystery Literacy Activities- Mystery Letter, Mystery Question • I Have—Who Has- Sounds, Letters • Buddy Reading
C.EL.3 Shows appreciation of books and understands how print works.	<ul style="list-style-type: none"> • Buddy Reading • All Story Labs • Make-Believe Play Building Background Knowledge • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab-Extensions • Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along
C.EL.4 Uses writing to represent thoughts or ideas.	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab-Extensions • Make-Believe Play Block

Standard	<i>Tools of the Mind</i> Activity
IV. Approaches to Learning	
A. Curiosity Engagement and Persistence	
A.EL.1 Displays curiosity, risk-taking, and willingness to engage in new experiences.	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block • Make-Believe Play Planning • Make-Believe Play Prop Making • Outdoor Play
A.EL.2 Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.	<ul style="list-style-type: none"> • Make-Believe Play Block • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab-Extensions • Shared Scaffolded Writing- Message of the Day, Write a Familiar Fingerplay, Write Along • Graphics Practice • Puzzles, Manipulatives, & Blocks • Outdoor Play
A.EL.3 Exhibits persistence and flexibility.	<ul style="list-style-type: none"> • Make-Believe Play Block • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Puzzles, Manipulatives, & Blocks • Venger Drawing & Venger Collage • Outdoor Play
B. Creativity and Imagination	
B.EL.1 Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block • Make-Believe Play Planning • Make-Believe Play Prop Making • Pretend Transitions
B.EL.2 Expresses self creatively through music, movement, and art.	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Movement Games, Fingerplays, Chants & Songs • Venger Drawing & Venger Collage
C. Diversity in Learning	
C.EL.1. Experiences a variety of routines, practices, and languages.	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block • Make-Believe Play Planning

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Standard	<i>Tools of the Mind</i> Activity
IV. Approaches to Learning	
	<ul style="list-style-type: none"> • Story Lab- Active Listening, Learning Facts, Connections • Share the News • Buddy Reading
C.EL.2 Learns within the context of his/her family and culture.	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block • Make-Believe Play Planning • Share the News • Story Lab- Active Listening, Learning Facts, Connections • Share the News • Buddy Reading • Fingerplays, Chants & Songs
C.EL.3 Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.	<ul style="list-style-type: none"> • Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Number Follow the Leader, Movement Games, Do What I Do, Fingerplays, Chants & Songs, Mouse Trap, and Mr. Wolf • Make-Believe Play Block • Make-Believe Play Practice • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Science Eyes, Story Lab- Extensions • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger Play, Write Along • All Small Group Literacy and Small Group Math/Science Activities

Standard	<i>Tools of the Mind</i> Activity
V. Cognition and General Knowledge	
A. Exploration, Discovery, and Problem Solving	
A.EL.1 Uses multi-sensory abilities to process information.	<ul style="list-style-type: none"> • Science Eyes • Science Eyes - Senses • Make-Believe Play Block • Make-Believe Play Prop Making • Venger Drawing & Venger Collage • Puzzles, Manipulatives & Blocks
A.EL.2 Understands new meanings as memory increases.	<ul style="list-style-type: none"> • All Story Labs • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block

Standard	<i>Tools of the Mind</i> Activity
V. Cognition and General Knowledge	
	<ul style="list-style-type: none"> • Make-Believe Play Planning • Make-Believe Play Prop Making • Fingerplays, Chants & Songs
A.EL.3 Applies problem solving skills.	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Prop Making • Make-Believe Play Practice • Story Lab- Connections, Extensions, Predictions • Puzzles, Manipulatives & Blocks • Science Eyes- Experiments • All Mystery Literacy and Mystery Math Activities
B. Mathematical Thinking	
B.EL.1 Demonstrates an understanding of numbers and counting.	<ul style="list-style-type: none"> • Timeline Calendar • Number Line Hopscotch • I Have—Who Has- Numbers • Numerals Game • Mystery Numeral • Number Follow the Leader
B.EL.2 Understands number operations and relationships.	<ul style="list-style-type: none"> • Remember and Replicate • Making Collections • Freeze on the Number Game • Tallying • Mystery Math Activities- Mystery Numeral, Mystery Two Card Numeral • Timeline Calendar • Weather Graphing • Make-Believe Play Block
B.EL.3 Explores, recognizes, and describes, shapes and spatial relationships.	<ul style="list-style-type: none"> • Attribute Game • Remember and Replicate • Mystery Shape • Puzzles, Manipulatives & Blocks • I Have—Who Has- Shapes • Venger Drawing & Venger Collage
B.EL.4 Uses the attributes of objects for comparison and patterning.	<ul style="list-style-type: none"> • Attribute Game • Mystery Math Activities- Mystery Pattern, Mystery Question • Pattern Movement • Remember and Replicate • Making Collections

Standard	<i>Tools of the Mind</i> Activity
V. Cognition and General Knowledge	
B.EL.5 Understands the concept of measurement.	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Story Lab- Learning Facts • Timeline Calendar • Daily Schedule • Science Eyes
B.EL.6 Collects, describes, and records information using all senses.	<ul style="list-style-type: none"> • Science Eyes- Senses, Journals, Experiments • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab- Learning Facts, Story Lab- Extensions • Timeline Calendar • Weather Graphing • Make-Believe Play Block
C. Scientific thinking	
C.EL.1. Uses observation to gather information.	<ul style="list-style-type: none"> • Science Eyes • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Story Lab- Learning Facts
C.EL.2 Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.	<ul style="list-style-type: none"> • Science Eyes • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play Block
C.EL.3 Hypothesizes and makes predictions.	<ul style="list-style-type: none"> • Story Lab- Predictions, Learning Facts, Connections • Science Eyes- Experiments, Journals, Senses
C.EL.4 Forms explanations based on trial and error, observations, and explorations.	<ul style="list-style-type: none"> • Science Eyes- Experiments, Journals, Senses • Story Lab- Learning Facts, Connections • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • 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**



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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



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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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

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