

Washington DC Pre-Kindergarten Standards	<i>Tools of the Mind</i> Activities
APPROACHES TO LEARNING	
STANDARD 1.1 Children demonstrate a curiosity and willingness to learn.	
Performance Indicator	
1.1 Children will explore a variety of rich objects and materials provided to discover how things work, what things do, and why things happen.	<ul style="list-style-type: none"> • Science Eyes • Make-Believe Play
1.2 Children will use adult as resources to answer questions, clarify information, and demonstrate tasks.	<ul style="list-style-type: none"> • Scaffolding • Zone of Proximal Development (ZPD) • Shared Scaffolded Writing-Teacher Modeled • Classroom Practices
STANDARD 1.2 Children engage in and complete tasks	
1.2.1 Children will follow through on a plan made by self or others.	<ul style="list-style-type: none"> • Make Believe Play Planning • Make-Believe Play
1.2.2 Children will participate in group activities for increasing periods of time.	<ul style="list-style-type: none"> • Classroom Practices • Daily Schedule • Small Group Activities (Math/Science & Literacy)
1.2.3 Children will persist in and complete increasingly challenging tasks, seeking help when needed.	<ul style="list-style-type: none"> • Scaffolding • Zone of Proximal Development (ZPD)
STANDARD 1.3 Children demonstrate problem solving skills	
1.3.1 Children will recognize and solve problems by trying one or more strategies	<ul style="list-style-type: none"> • Small Group Activities (Math/Science & Literacy) • Make-Believe Play • Make Believe Play Planning
1.3.2 Children will apply knowledge and past experiences to new situations or tasks	<ul style="list-style-type: none"> • Mystery Literacy and Math Activities • Make Believe Play Planning • Make-Believe Play • Story Lab: Connections
STANDARD 1.4 Children engage in purposeful play	
1.4.1 Children will take on pretend roles and situations for a sustained period of time.	<ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play

Washington DC Pre-Kindergarten Standards	<i>Tools of the Mind</i> Activities
	<ul style="list-style-type: none"> • Pretend Transitions
1.4.2 Children will use objects to represent real items in pretend play.	<ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play • Make-Believe Play: Prop Making
1.4.3 Children will make and interpret representations.	<ul style="list-style-type: none"> • Make Believe Play Planning • Learning Facts • Science Eyes • Story Extensions • Venger Drawing • Make-Believe Play: Prop Making
STANDARD 1.5 Children will demonstrate self-directions and independence	
1.5.1 Children will select from a variety of choices and come up with own ideas of how to use the material constructively.	<ul style="list-style-type: none"> • Make Believe Play Planning • Make-Believe Play • Make-Believe Play: Prop Making • Venger Drawing
1.5.2 Children will work to complete tasks with increasing independence	<ul style="list-style-type: none"> • Scaffolding • Zone of Proximal Development (ZPD)
STANDARD 1.6 Children will follow directions and demonstrate interdependence.	
1.6.1 Children will respond positively to directions from the teacher.	<ul style="list-style-type: none"> • Classroom Rules • Daily Routines and Classroom Practices • Make-Believe Play
1.6.2. Children will value the contributions of others to accomplish a task, and talk about the qualities we value in a person’s character such as honesty, courage, willingness to work hard, kindness, fairness, trustworthiness, self-discipline, loyalty and personal responsibility.	<ul style="list-style-type: none"> • Story Lab- Character Empathy, Vocabulary • Share the News • Make-Believe Play
Washington DC Pre-Kindergarten Standards	<i>Tools of the Mind</i> Activities
SOCIAL AND EMOTIONAL DEVELOPMENT	

Washington DC Pre-Kindergarten Standards	<i>Tools of the Mind</i> Activities
STANDARD 2.1 Children demonstrate a strong, positive self-concept	
Performance Indicator	
2.1.1 Children will identify and value characteristics of self, family and community.	<ul style="list-style-type: none"> • Story Lab- Connections, Active Listening • Make-Believe Play • Share the News
2.1.2 Children will recognize abilities and accomplishments of self and others; talk about how people can be helpful/hurtful to one another.	<ul style="list-style-type: none"> • Share the News • Story Labs- Connections, Character Empathy • Make-Believe Play
2.1.3 Children will stand up for rights of self and others; communicate personal experiences or interests; practice independence and self-help skills.	<ul style="list-style-type: none"> • Share the News • Story Lab- Connections, Character Empathy • Make-Believe Play
STANDARD 2.2 Children develop increasing capacity for self-control	
2.2.1 Children will recognize, describe and express emotions such as happiness, surprise, anger, fear, and sadness, needs, and opinions appropriately.	<ul style="list-style-type: none"> • Story Lab- Connections, Character Empathy • Share the News • Make-Believe Play
2.2.2 Children will demonstrate an ability to cope with frustration and disappointment; talk about ways to solve problems and discuss situations that illustrate that actions have consequences.	<ul style="list-style-type: none"> • Share the News • Story Lab- Character Empathy • Make-Believe Play • Classroom Rules
2.2.3 Children will understand and follow classroom routines and rules, and know what to do during transitions.	<ul style="list-style-type: none"> • Classroom Rules • Daily Routines and Classroom Practices • Make-Believe Play • Pretend Transitions • Clean-Up Song
2.2.4 Children will respect and care for classroom environment and materials.	<ul style="list-style-type: none"> • Clean-Up Song • Classroom Rules • Daily Routines and Classroom Practices • Make-Believe Play
STANDARD 2.3 Children engage in positive interactions with others.	

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2.3.1 Children will recognize the feelings and rights of others and respond appropriately.	<ul style="list-style-type: none"> • Share the News • Story Lab- Character Empathy • Make-Believe Play • Classroom Rules
2.3.2 Children will play cooperatively with other children.	<ul style="list-style-type: none"> • Scaffolding • Zone of Proximal Development (ZPD) • Make-Believe Play
2.3.3 Children will use negotiation to resolve conflicts.	<ul style="list-style-type: none"> • Share the News • Make-Believe Play
2.3.4 Children will observe and use appropriate ways of interacting in a group: Take turns in talking, listening to peers, waiting until someone is finished; asking questions and waiting for an answer; gaining the floor in appropriate ways.	<ul style="list-style-type: none"> • Buddy Reading • Share the News • Small Group Activities (Math/Science & Literacy)
2.3.5 Children will participate in group activities.	<ul style="list-style-type: none"> • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Small Group Activities (Math/Science & Literacy)
STANDARD 2.4 Children demonstrate resiliency skills	
2.4.1 Children will display a sense of humor at appropriate times	<ul style="list-style-type: none"> • Make-Believe Play • Share the News • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary
2.4.2 Children will adjust to new situations	<ul style="list-style-type: none"> • Make Believe Play Planning • Make-Believe Play • Daily Routines and Classroom Practices • Daily Schedule
2.4.3 Children will demonstrate appropriate trust in adults; discuss roles and responsibilities of family or community	<ul style="list-style-type: none"> • Daily Routines and Classroom Practices • Story Lab- Active Listening

Washington DC Pre-Kindergarten Standards	<i>Tools of the Mind</i> Activities
members who promote the welfare and safety of children and adults.	<ul style="list-style-type: none"> • Make Believe Play Building Background Knowledge • Share the News • Make-Believe Play.
2.4.4 Children will be persistent and display problem solving skills	<ul style="list-style-type: none"> • Small Group Activities (Math/Science & Literacy) • Make-Believe Play • Share the News
2.4.5 Children will have a strong belief in self and can talk about self in the future	<ul style="list-style-type: none"> • Story Lab- Connections • Share the News • Make-Believe Play

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STANDARD 3.1.1 Children comprehend oral directions and explanations	
Performance Indicator	
3.1.1.1 Children will follow directions of two or more steps.	<ul style="list-style-type: none"> • All Mystery Math and Literacy Activities • Share the News • Buddy Reading • Freeze Game • Graphics Practice • Make Believe Play Planning • Small Group Activities (Math/Science & Literacy)
3.1.1.2 Children will demonstrate an understanding of explanations.	<ul style="list-style-type: none"> • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Share the News • Make-Believe Play Practice • Make-Believe Play
STANDARD 3.1.2 Children hear and discriminate the various sounds of language to develop auditory discrimination and phonemic awareness.	
3.1.2.1 Children will hear syllables in words	<ul style="list-style-type: none"> • Mystery Literacy Activities- Mystery Rhyme

	<ul style="list-style-type: none"> • Rhyming Game • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab • Attention Focusing Activities-Finger Plays & Chants • Community-Building Activities(Name Game chants)
3.1.2.2 Children will identify words that rhyme in songs, nursery rhymes, poems and stories.	<ul style="list-style-type: none"> • Attention Focusing Activities-Finger Plays & Chants • Write a Familiar Finger play • Community-Building Activities (Name Game chants)
3.1.2.3 Children will produce (make-up) rhymes	<ul style="list-style-type: none"> • Mystery Literacy Activities- Mystery Word, Mystery Rhyme • Rhyming Game • Take-Away Sounds • Community-Building Activities (Name Game chants)
3.1.2.4 Children will discriminate sounds as being the same or different.	<ul style="list-style-type: none"> • Elkonin I & II • Take-Away Sounds • Mystery Literacy Activities- Mystery Word, Mystery Letter • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab
STANDARD 3.1.3 Children will ask questions for a variety of purposes and answer questions of peers and adults	
3.1.3.1 Children will ask questions to get information, ask for help, and clarify something that is not understood.	<ul style="list-style-type: none"> • Science Eyes • Buddy Reading • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary
3.1.3.2 Children will answer questions with increasing detail.	<ul style="list-style-type: none"> • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Share the News

STANDARD 3.1.4 Children acquire and use increasingly rich vocabulary and language for a variety of purposes (receptive and expressive vocabulary)	
3.1.4.1 Children will use words to describe concrete objects, actions and feelings.	<ul style="list-style-type: none"> • Story Labs- Active Listening, Connections, Character Empathy, , Vocabulary, Story Grammar, Learning Facts, and Predictions • Message of the Day • Share the News • Buddy Reading • Make-Believe Play • Make Believe Play Planning
3.1.4.2 Children will integrate new vocabulary into conversations with peers and adults.	
3.1.4.3 Children will use complete and increasingly complex sentences.	<ul style="list-style-type: none"> • Share the News • Buddy Reading • Make-Believe Play • Story Lab- Learning Facts • Make Believe Play Planning
3.1.4.4 Children will describe concepts and past and future events.	<ul style="list-style-type: none"> • Story Labs- Active Listening, Connections, Vocabulary, Story Grammar, Learning Facts, and Predictions • Message of the Day • Share the News • Buddy Reading • Timeline Calendar
3.1.4.5 Children will add descriptive words to basic subject, verb, and object names.	<ul style="list-style-type: none"> • Share the News • Buddy Reading • Make-Believe Play • Story Lab- Learning Facts • Math Memory • Science Eyes
3.1.4.6 Children will ask questions to acquire new vocabulary.	<ul style="list-style-type: none"> • Make Believe Play Practice • Science →Eyes? • Story Lab-Vocabulary, Learning Facts • Science Eyes
STANDARD 3.1.5 Children participate in conversations	

3.1.5.1 Children will engage in back-and-forth discussion about a topic with peers and adults.	<ul style="list-style-type: none"> • Story Lab- Active Listening, Connections, Vocabulary, Story Grammar, Learning Facts, and Predictions
3.1.5.2 Children will initiate and/or extend conversations with peers and adults, using multiple exchanges.	<ul style="list-style-type: none"> • Share the News • Buddy Reading • Make Believe Play

Washington DC Pre-Kindergarten Standards	<i>Tools of the Mind</i> Activities
Language and Literacy-Reading	
STANDARD 3.11.1 Children understand and value books and other print materials	
Performance Indicator	
3.11.1.1 Children will listen to a wide variety of age appropriate literature read aloud.	<ul style="list-style-type: none"> • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary
3.11.1.2 Children will initiate reading behaviors	<ul style="list-style-type: none"> • Buddy Reading • Make Believe Play Planning • Story Labs- Active Listening, Connections, Vocabulary, Story Grammar, Learning Facts, and Predictions
3.11.1.3 Children will answer questions about stories and other print materials.	<ul style="list-style-type: none"> • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary
3.11.1.4 Children will use books and other print materials to find information	<ul style="list-style-type: none"> • Story Lab-Learning Facts • Science Eyes
STANDARD 3.11.2 Children demonstrate knowledge of and appreciation for books	
3.11.2.1 Children will treat books with care	<ul style="list-style-type: none"> • Buddy Reading
3.11.2.2 Children will hold books right side up and know that books are read from front to back, top to bottom	<ul style="list-style-type: none"> • Buddy Reading
3.11.2.3 Children will understand the concept of title, author, and illustrator	<ul style="list-style-type: none"> • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary
STANDARD 3.11.3 Children demonstrate understanding of print concepts	

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3.11.3.1 Children know that spoken words can be written and read, and written words may be spoken aloud.	<ul style="list-style-type: none"> Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along
3.11.3.2 Children will know that print is read from left to right in English and many other languages.	<ul style="list-style-type: none"> Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab Mystery Literacy Activities- Mystery Question Story Lab - Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary
STANDARD 3.11.4 children develop familiarity with the forms of alphabet letters, awareness of print, and letter forms	
3.11.4.1 Children will identify 10 or more letters	<ul style="list-style-type: none"> Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along
3.11.4.2 Children will name letters in own name and in familiar words.	<ul style="list-style-type: none"> Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab
3.11.4.3 Children will find specific letters in words and in the environment	<ul style="list-style-type: none"> Make Believe Play Mystery Literacy Activities- Mystery Letter I Have Who Has Letters
STANDARD 3.11.5 Children use emerging reading skills to make meaning from print	
3.11.5.1 Children will use pictures as clues to the text.	<ul style="list-style-type: none"> Buddy Reading Story Lab - Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary
3.11.5.2 Children will use different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print	<ul style="list-style-type: none"> Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab, Venger Drawings
STANDARD 3.11.6 Children comprehend stories and texts	
3.11.6.1 Children will engage actively in read-aloud activities by asking questions, offering ideas, predicting or	<ul style="list-style-type: none"> Story Lab - Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts,

Washington DC Pre-Kindergarten Standards	<i>Tools of the Mind</i> Activities
retelling important parts of a story or informational books.	Predictions, Story Grammar, Visualization, Vocabulary
3.II.6.2. Children will retell story events in sequence	<ul style="list-style-type: none"> • Story Lab- Story Grammar, Story Extensions, Learning Facts • Make-Believe Play
3.II.6.3 Children will relate themes and information in books to personal experience.	<ul style="list-style-type: none"> • Story Lab-Connections • Make-Believe Play
Language and Literacy- Writing	
STANDARD 3.III.1 Children understand the purposes of writing	
Performance Indicator	
3.III.1.1 Children will dictate ideas and stories	<ul style="list-style-type: none"> • Make-Believe Play • Shared Scaffolded Writing- Write Along • Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab, Venger Drawings
3.III.1.2 Children will write to convey meaning	
STANDARD 3.III.2 Children use emergent writing skills to make letters and words in many settings and for many purposes	
Performance Indicator	
3.III.2.1 Children will print their own name	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab, Venger Drawings • Make-Believe Play • Make-Believe Play • Shared Scaffolded Writing- Write Along • Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab, Venger Drawings
3.III.2.2 Children will make clear attempts to convey a message in writing.	
3.III.2.3 Children will begin to make letter-sound connections	
3.III.2.4 Children will use letter(s) to represent an entire word; use letter strings to represent phrases and sentences.	
NUMBER CONCEPTS	

Washington DC Pre-Kindergarten Standards	<i>Tools of the Mind</i> Activities
STANDARD 4.1 Children will demonstrate a beginning understanding of numbers and operations and how they relate to one another.	
Performance Indicator	
4.1.1 Children will use one-to-one correspondence.	<ul style="list-style-type: none"> • Small Group Activities (Math/Science & Literacy) • Freeze on Number
4.1.2 Children will count with understanding to at least 10.	
4.1.3 Children will use numbers to tell how many (number quantity).	
4.1.4 Children will use numbers and counting as a means to solve problems, predict, and measure quantities.	<ul style="list-style-type: none"> • Making Collections • Tallying • Weather Graphing • Science Eyes • Mystery Math Activities- Mystery Numeral • Make-Believe Play
4.1.5 Children will recognize and name numerals up to 10.	<ul style="list-style-type: none"> • Freeze on Number • Timeline Calendar • I Have Who Has Number • Mystery Math Activities- Mystery Numeral
4.1.6 Children will quickly recognize quantity of small groups of objects up to 4.	<ul style="list-style-type: none"> • Freeze on the Number • Making Collections • Mystery Math Activities- Mystery Numeral
4.1.7. Children will construct sets of a given number using concrete objects (fingers, counters).	<ul style="list-style-type: none"> • Making Collections • Numerals Game
4.1.8. Children will use ordinal numbers and positional words in everyday activities.	<ul style="list-style-type: none"> • Timeline Calendar • Weather Graphing • Daily Schedule • Remember and Replicate
PATTERNS, FUNCTIONS AND ALGEBRA	
STANDARD 4.2 Children demonstrate a beginning understanding of patterns and use mathematical representations to describe patterns.	
Performance Indicator	

Washington DC Pre-Kindergarten Standards	<i>Tools of the Mind</i> Activities
4.2.1. Children will sort and classify objects by more than one attribute (color, shape, size, number etc.)	<ul style="list-style-type: none"> • Attribute Game • Remember and Replicate • Pattern Movement • Mystery Math Activities- Mystery Pattern • Math Memory • Patterns with Manipulatives
4.2.2 Children will recognize, describe, and copy single patterns.	<ul style="list-style-type: none"> • Science Eyes • Pattern Movement • Patterns with Manipulatives • Mystery Math Activities- Mystery Shape, Mystery Pattern, • Math Memory • Timeline Calendar
MEASUREMENT	
STANDARD 4.3 Children use a variety of non-standard and standard tools to measure and use appropriate language terms to describe size, length, weight and volume.	
Performance Indicator	
4.3.1 Children will use non-standard and standard units to measure length, weight, and amount of content in familiar objects and to obtain information	<ul style="list-style-type: none"> • Science Eyes • Tallying • Make-Believe Play • Puzzles, Manipulatives, & Blocks
4.3.2. Children will identify appropriate tools of measurement.	
4.3.3 Children will show awareness of time concepts and sequence.	<ul style="list-style-type: none"> • Daily Schedule • Timeline Calendar
GEOMETRY AND SPATIAL SENSE	
STANDARD 4.4 Children begin to demonstrate an understanding of shape, size, position, direction, and movement, and they describe and classify real objects by shape.	
Performance Indicator	
4.4.1. Children will recognize, name, and describe simple two-and three-dimensional shapes.	<ul style="list-style-type: none"> • I Have Who Has Shapes • Venger Drawing and Venger Collage • Story Lab- Learning Facts
4.4.2. Children will match, sort and classify shapes	<ul style="list-style-type: none"> • Attribute Game

Washington DC Pre-Kindergarten Standards	<i>Tools of the Mind</i> Activities
	<ul style="list-style-type: none"> • Science Eyes • Make-Believe Play • Mystery Math Activities – Mystery Shape
4.4.3. Children will put together and take apart shapes to make new shapes	<ul style="list-style-type: none"> • Venger Drawing and Venger Collage • Puzzles and Manipulatives • Mystery Math Activities- Mystery Shape
4.4.4. Children will create shapes using concrete materials (straws)	<ul style="list-style-type: none"> • Make-Believe Play • Remember and Replicate
4.4.5. Children will describe, name and interpret distance and position in space; understand and use positional words.	<ul style="list-style-type: none"> • Remember and Replicate
DATA ANALYSIS AND PROBABILITY	
STANDARD 4.5 Children question, collect, organize, represent, interpret, and analyze data to answer questions.	
Performance Standard	
4.5.1. Children will graph real objects or pictures of objects (no more than three) as a way to organize information.	<ul style="list-style-type: none"> • Weather Graphing • Tallying
4.5.2. Describe and analyze information from graphs.	<ul style="list-style-type: none"> • Science Eyes

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Scientific Inquiry	
STANDARD 5.1 Children will develop inquiry and process skills	
Performance Indicator	
5.1.1 Children will ask questions, make predictions, and test their predictions.	<ul style="list-style-type: none"> • Science Eyes • Story Lab- Learning Facts
5.1.2 Children will observe and describe cause and effect.	<ul style="list-style-type: none"> • Science Eyes (with Experiments) • Make-Believe Play
5.1.3 Children will identify and use tools appropriately to explore and investigate.	
5.1.4 Children will collect, organize, and record information.	

Washington DC Pre-Kindergarten Standards	<i>Tools of the Mind</i> Activities
5.1.5 Children will discuss and draw conclusions and form generalizations.	<ul style="list-style-type: none"> • Science Eyes • Story Labs- Connections, Learning facts, Vocabulary, Predictions, Learning Facts
5.1.6 Children will communicate observations and findings through a variety of methods.	
PHYSICAL SCIENCE	
STANDARD 5.2 Children develop an understanding of the physical properties and used of materials and objects	
Performance Indicator	
5.2.1. Children will observe and describe the physical properties and uses of materials and objects.	<ul style="list-style-type: none"> • Attribute Game • Pattern Movement • Mystery Math Activities- Mystery Pattern • Math Memory • Patterns with Manipulatives • Remember and Replicate • Science Eyes • Make-Believe Play
5.2.2 Children will observe, describe, compare, and categorize objects on the basis of qualities such as weight, shape, size, color and temperature	
5.2.3 Children will investigate, observe, and describe or demonstrate various ways that objects can move and change.	
LIFE SCIENCE	
STANDARD 5.3 Children will develop an understanding of living things (plants and animals) and what they need to survive	
Performance Indicator	
5.3.1 Children will observe and describe changes in plants, animals and insects as they go through predictable life cycles, and habitats.	<ul style="list-style-type: none"> • Science Eyes (with Experiments)
5.3.2. Children will observe, describe, compare and categorize plants and animals.	
5.3.3 Children will observe and identify the characteristics and needs of living things: humans, animals and plants.	<ul style="list-style-type: none"> • Story Lab- Learning Facts • Science Eyes
EARTH SCIENCE	
STANDARD 5.4 Children begin to demonstrate an understanding of shape, size, position, direction, and movement, and they describe and classify real objects by shape.	
Performance Indicator	

Washington DC Pre-Kindergarten Standards	<i>Tools of the Mind</i> Activities
5.4.1. Children will observe and describe the natural world around them.	<ul style="list-style-type: none"> • Science Eyes • Story Lab- Learning Facts
5.4.2. Children will observe and describe how their actions can cause changes in the environment.	

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Social Studies	
STANDARD 6.1 Children will demonstrate a sense of self within the context of family	
Performance Indicator	
6.1.1 Children will demonstrate knowledge of personal information (e.g. name, birth date, gender, phone number).	<ul style="list-style-type: none"> • Make-Believe Play • Share the News
6.1.2 Children will identify family members and recognize that families vary.	<ul style="list-style-type: none"> • Make-Believe Play • Share the News
6.1.3 Children will recognize the roles within the home.	<ul style="list-style-type: none"> • Story Lab- Active Listening
STANDARD 6.2 Children demonstrate an understanding of self within the context of community	
Performance Indicator	
6.2.1. Children will begin to demonstrate respect for others, cooperation and fairness	<ul style="list-style-type: none"> • Make-Believe Play • Classroom Rules
6.2.2 Children will describe or represent their home and other homes in their neighborhood.	<ul style="list-style-type: none"> • Make-Believe Play • Share the News
6.2.3 Children will participate in group goals and planning.	<ul style="list-style-type: none"> • Make-Believe Play
6.2.4 Children will describe how people affect their environment in negative (litter, pollution) and positive ways (recycling, planting trees)	<ul style="list-style-type: none"> • Story Lab- Learning Facts • Science Eyes
STANDARD 6.3 Children begin to notice and acknowledge diversity	
Performance Indicator	
6.3.1 Children will begin to identify similarities and differences among people (e.g. gender, cultures, language, abilities)	<ul style="list-style-type: none"> • Story Lab-Connections • Buddy Reading • Make-Believe Play
6.3.2. Children will demonstrate an emerging respect for	

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culture and ethnicity.	<ul style="list-style-type: none"> • Share the News
6.3.3 Children will demonstrate emerging awareness and respect for abilities.	
STANDARD 6.4 Children develop a basic understanding of economic concepts	
Performance Indicator	
6.4.1. Children will discuss or dramatize different jobs of people in their community and demonstrate awareness of their responsibilities.	<ul style="list-style-type: none"> • Story Lab- Learning Facts • Make-Believe Play Practice • Make-Believe Play • Make Believe Play Building Background Knowledge • Buddy Reading
6.4.2 Children will demonstrate understanding of beginning concepts of buying, selling and trading.	<ul style="list-style-type: none"> • Make-Believe Play
6.4.3 Children will demonstrate an understanding of how people, things and ideas move from one place to another.	<ul style="list-style-type: none"> • Story Lab- Learning Facts • Make Believe Play
STANDARD 6.5 Children begin to understand how people and things change of time.	
Performance Indicator	
6.5.1 Children will demonstrate that time and the passage of time can be measured.	<ul style="list-style-type: none"> • Timeline Calendar • Daily Schedule
6.5.2 Children will distinguish the difference between past, present and future events.	
6.5.3 Children will demonstrate awareness of changes over time.	
6.5.4 Children will know and follow the established routines of the day.	<ul style="list-style-type: none"> • Daily Schedule
6.5.5 Children will track and talk about changes that take place in their families.	<ul style="list-style-type: none"> • Share the News
STANDARD 6.6 Children begin to demonstrate an understanding of basic geographic concepts.	
Performance Indicator	
6.6.1 Children will identify geographic features of their immediate surroundings (e.g. river, hills, wetland, stream)	<ul style="list-style-type: none"> • Make-Believe Play

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6.6.2 Children will begin to learn personal geographic information (your street address, your neighborhood, your city, your country)	<ul style="list-style-type: none"> • Story Lab- Learning Facts
6.6.3 Children demonstrate understanding that maps are tools to help us find where we are and where we are going.	
STANDARD 6.7 Children begin to learn the basic civic and democratic principals.	
Performance Indicator	
6.7.1 Children will demonstrate appropriate social interactions that include sharing, compromise and respect for others.	<ul style="list-style-type: none"> • Buddy Reading • Share the News • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Story Lab - Active Listening, Character Empathy, Connections, Extensions, Inference, Learning Facts, Predictions, Story Grammar, Visualization, Vocabulary • Make-Believe Play
6.7.2 Children will make choices and decisions	<ul style="list-style-type: none"> • Make Believe Play Planning • Make Believe Play
6.7.3 Children will demonstrate an understanding of rules and the purposes they serve.	<ul style="list-style-type: none"> • Classroom Rules • Make-Believe Play
6.7.4 Children will identify symbols and practices identified with the United States.	<ul style="list-style-type: none"> • Story Lab-Learning Facts

Washington DC Pre-Kindergarten Standards	<i>Tools of the Mind</i> Activities
CREATIVE ARTS	
MOVEMENT	
STANDARD 7.1 Children will move their bodies with increasing skill to express emotions and rhythms	
Performance Indicator	
7.1.1 Children will move their bodies spontaneously to different musical temps and styles.	<ul style="list-style-type: none"> • Physical Self- Regulation Activities- Do What I Do,

Washington DC Pre-Kindergarten Standards	<i>Tools of the Mind</i> Activities
7.1.2 Children will participate in guided movement activities.	Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement <ul style="list-style-type: none"> • Graphics Practice • Attention Focusing Activities- Fingerplays, Chants and Songs
DRAMATIC PLAY	
STANDARD 7.2 Children use imaginative play as a vehicle to express life experiences and familiar stories	
Performance Indicator	
7.2.1. Children will use dramatic play, costumes, and props to pretend to be someone else; create characters through physical movement, gesture, sound, speech and facial expression.	<ul style="list-style-type: none"> • Make Believe Play Planning • Make-Believe Play
7.2.2 Children will create scenarios, props, and settings for original dramatizations and dramatic play.	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make Believe Play Planning • Make-Believe Play Practice • Make-Believe Play
ART	
STANDARD 7.3 Children explore and gain increasing control over a variety of art media, using them to express their ideas.	
Performance Indicator	
7.3.1 Children will gain ability to use a variety of media (paint, play dough, clay, etc.).	<ul style="list-style-type: none"> • Art Center • Make-Believe Play • Make-Believe Play: Prop Making
7.3.2. Children will progress in abilities to create drawings, and models that are more detailed, organized, controlled, and/or realistic.	<ul style="list-style-type: none"> • Venger Drawing • Make-Believe Play: Prop Making • Make-Believe Play • Make Believe Play Planning
7.3.3 Children will begin to notice and express opinions about artistic products and different techniques; choose artwork for display in the classroom, school or community or for a personal book, class book or portfolio, and explain why they chose it.	<ul style="list-style-type: none"> • Art Center • Story Lab- Active Listening, Story Extensions • Make-Believe Play • Venger Collage • Make-Believe Play: Prop Making
MUSIC	

Washington DC Pre-Kindergarten Standards	<i>Tools of the Mind</i> Activities
STANDARD 7.4 Children express themselves through music and develop an appreciation for different forms of music	
Performance Indicator	
7.4.1. Children will listen to and enjoy a variety of music	<ul style="list-style-type: none"> • Attention Focusing Activities • Graphics Practice
7.4.2. Children will sing a variety of songs within children’s vocal range, independently and with others.	<ul style="list-style-type: none"> • Songs, Fingerplays and Chants
7.4.3. Children will use a variety of instruments to create musical sounds.	<ul style="list-style-type: none"> • Make-Believe Play • Attention Focusing Activities

Washington DC Pre-Kindergarten Standards	<i>Tools of the Mind</i> Activities
PHYSICAL DEVELOPMENT, HEALTH AND SAFETY	
GROSS MOTOR	
STANDARD 8.1 Children move their bodies in ways that demonstrate increasing stamina, endurance, control, balance and coordination.	
Performance Indicator	
8.1.1 Children will demonstrate balance and coordination in large-muscle movement: running, hopping, jumping and galloping.	<ul style="list-style-type: none"> • Physical Self- Regulation Activities- Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement • Songs, Fingerplays and Chants • Make-Believe Play
8.1.2 Children will perform activities that combine large-muscle movements with equipment: kicking, throwing, catching, riding a tricycle, climbing a ladder.	<ul style="list-style-type: none"> • Outdoor Play
8.1.3 Children will combine and coordinate large-muscle movements.	<ul style="list-style-type: none"> • Freeze Game • Pretend Transitions • Make-Believe Play
FINE MOTOR	
STANDARD 8.2 Children apply hand, finger, and wrist movements in ways that demonstrate increasing eye-hand coordination, strength, and control.	
Performance Indicator	

Washington DC Pre-Kindergarten Standards	<i>Tools of the Mind</i> Activities
8.2.1. Children will perform fine motor tasks that require small-muscle strength and control.	<ul style="list-style-type: none"> • Graphics Practice • Shared Scaffolded Writing- Write Along • Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab, Venger Drawings • Make-Believe Play • Remember and Replicate • Puzzles and Manipulatives
8.2.2 Children will use eye-hand coordination to perform fine motor tasks.	
8.2.3 Children will use pincer grip to grasp and manipulate writing, drawing, and painting tools.	<ul style="list-style-type: none"> • Graphics Practice • Shared Scaffolded Writing- Write Along • Individual Scaffolded Writing- Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story Lab, Venger Drawings • Make-Believe Play
SENSORIMOTOR	
STANDARD 8.3 Children use sensory information to guide motion	
Performance Indicator	
8.3.1 Children will use what they know about objects' attributes to manipulate them.	<ul style="list-style-type: none"> • Puzzles and Manipulatives • Mystery Math Activities- Mystery Shape • Venger Collage
8.3.2. Children will use their senses to plan and carry out movements.	<ul style="list-style-type: none"> • Graphics Practice • Physical Self- Regulation Activities- Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement • Science Eyes (with Experiments) • Make-Believe Play
HEALTH AND SAFETY	
STANDARD 8.4 Children practice behaviors that promote their health and safety.	
Performance Indicator	
8.4.1. Children will perform basic hygiene and self-help tasks with increasing skill.	<ul style="list-style-type: none"> • Daily Routine and Classroom Practices

Washington DC Pre-Kindergarten Standards	<i>Tools of the Mind</i> Activities
8.4.2. Children will be aware of and follow health and safety rules.	<ul style="list-style-type: none"> • All classroom routines and rules support the recognition of safe/unsafe practices • Make Believe Play • Story Lab – Connections, Vocabulary, and/or Learning Facts
8.4.3. Children will be aware of and follow emergency procedures.	<ul style="list-style-type: none"> • Emergency procedure information can be presented during Share the News and Story Lab, and then followed up on during classroom emergency preparedness exercises (e.g. fire drills)
8.4.4 Children will begin to understand that foods have different nutritional values.	<ul style="list-style-type: none"> • Story Lab- Learning Facts • Science Eyes • Make Believe Play



Glossary–Tools of the Mind Preschool Terms & Activities

Art Center- One of the 6 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**

Attention Focusing—Fingerplays, 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

Block Center— One of the 6 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**

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 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**

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

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**

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 in. 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. The game is played in pairs, with a role for the “Hand” who counts, and the “Checker” who checks her buddy’s counting. Roles are switched until play ends. Counting activities include; *Exploration with Manipulatives, 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 and Self-regulation Transition Activity. **AY**

Dramatic Play Center-One of the 6 centers, Dramatic Play Center activities include exploration of open-ended materials such as fabric & costumes, kitchen set & furniture, pretend food & props for role-play. **AY**



Glossary–Tools of the Mind Preschool Terms & Activities

Dramatic Play–The development of mature dramatic play skills are a focus of the Tools of the Mind curriculum. Dramatic Play happens daily and has three main 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 & comprehension skills by using their background knowledge and understanding of the story roles & events.
- To develop social skills involved in play such as turn taking and the ability to understand multiple perspectives. Dramatization takes place 5 days a week. **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
- **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, maintain a high level of children’s focus and attention. **Freeze on the Number** in 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 and 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**



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

Literacy Center- One of the 6 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**

Make Believe Play Building Background Knowledge—In the first week of a new *Play Theme*, children learn about roles, actions, vocabulary & 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 Center 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. During this time block, children plan their play, engage in



Glossary–Tools of the Mind Preschool Terms & Activities

play together & work to clean up when play is over. Teachers scaffold Play Planning and Play development, helping children become deeply engaged in play with one another, developing ever more mature stages of play. **AY**

Make Believe Play Planning— Children draw and write a plan for their dramatization using Scaffolded Writing. Planning includes the role the child will play and role actions and speech. Play planning takes place daily across the entire year as part of the Make Believe Play Block. **AY**

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 & 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.

Making Collections-Children learn to represent quantities with objects & engage in meaningful counting. 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- Children learn to use mental visualization and language as a memory tool to identify objects that have been added, removed or remain the same in an array; develop complex vocabulary & 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 *Play Planning*. **AY**

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



Glossary–Tools of the Mind Preschool Terms & Activities

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**
- **Mystery Literacy- Mystery Letter**—Children identify what letter is missing (initial, medial and final positions in words) **Semester II**
- **Mystery Literacy- Mystery Rhyme**— Children choose from two words which rhymes with target word **Semester II**
- **Mystery Literacy- 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. Mystery Math activities may also be part of *Operations and Algebraic Thinking* learning center. Mystery Math Activities include: **AY**

- **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—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—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**



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

Patterns with Manipulatives- Children work in pairs to learn to use a key card to arrange manipulatives to match pattern strips—one child replicating a pattern, the other child checking—and then they switch roles and work on new pattern strips. **Semester II.**

Physical Self- Regulation Activities- Children practice physical self-regulation by planning and inhibiting specific actions until the appropriate moment They learn to follow multi-step directions of increasing complexity. ***Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement.*** **AY**

Penmanship Activities—Children have free and abundant access to writing implements which available in all centers. In addition, ***Graphics Practice*** has been designed for children to practice correct formation of numerals while also learning inhibitory control. Through this activity, which occurs multiple times per week, children internalize a model for legible writing. **AY**

Physical Self-Regulation—A key component in developing self-regulation in the Tools of the Mind program are the physical self-regulation activities. They 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. Activities are: ***Freeze Game, Pattern Movement, Simon Says, and Movement Songs & Dances.*** **AY**

Play Planning— As part of the ***Make Believe Play Block*** children draw and write a plan for their dramatization using ***Scaffolded Writing***. Planning includes the role the child will play and role actions and speech. ***Play Planning*** takes place daily. **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*** as well as ***Write a Familiar Finger play.*** **Semester II**

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



Glossary–Tools of the Mind Preschool Terms & Activities

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-Children remember & replicate sets of play dough forms different colors, sizes & 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**

Rhyming Game — Lead by the teacher in Opening Group, 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**

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. Shared Scaffolded Writing occurs during *Message of the Day, Write a Familiar Finger play & Write Along*. Individual Scaffolded writing is where a child produces an individual, unique written product demonstrating levels of understanding of meaning and mechanics. Children receive scaffolding support from adults & peers. The major Individual Scaffolded Writing activities are: *Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story lab*. **AY**

Scaffolding- Term used to describe a method of applying support for learning and development based on knowledge of the Zone of Proximal development of individual children.

Science Center-One of the 6 centers, Science Center activities include exploration of science materials such as magnets, magnifying glasses, objects from nature & living things. **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 Eye-Science Experiments** – This version of Science Eyes includes long-range observational studies and experiments **Semester II**



Glossary–Tools of the Mind Preschool Terms & Activities

- **Science Eye- Journals-** Children are provided with journals in which to record their observations during Science Eyes lessons. **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*. **AY** See individual activities for descriptions.

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**

Shared Scaffolded Writing-Teacher Modeled—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, then, children write altogether. 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. **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**



Glossary–Tools of the Mind Preschool Terms & Activities

- **Story Lab - Inference**— Children to experience the events of story from the characters’ perspective **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**
- **Story Lab- Visualization** — Children picture the story in their mind **AY**
- **Story Lab-Vocabulary**—Children learn the meaning of new words and practice remembering their meaning **AY**

Syllable Clapping— Children learn to clap out the syllables in names and familiar words during *Fingerplays, Chants & Songs* in this teacher-led, Opening Group literacy activity **Semester II**

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

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**

- **Large Group - Preferences & Classroom Data**— Children respond to the teacher’s question or the first Mystery Questions, tallying up responses.

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

Venger Drawing— Children use basic shapes to make their own pictures, applying the concept of shape in am meaningful context. 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. In Semester II, weather data is kept from January through June, using Ten’s Triangles to represent ten days of a type of weather. **AY**



Glossary–Tools of the Mind Preschool Terms & Activities

Write a Familiar Finger play- a teacher led activity that is an extension of *Message of the Day*, where *Scaffolded Writing* is used to model writing a familiar finger play, 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 *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.