

Standard		<i>Tools of the Mind</i> Activity
Domain 1: Physical Well-Being, Health, and Motor Development		
Motor Development		
Gross Motor Skills		
36 – 48 months	Move purposefully from place to place with control (e.g. avoids bumping into things when running, walks up and down stairs alternating feet, gallops) (PHM.48.a) Throw/kick ball with flexible body movements (PHM.48.b)	<ul style="list-style-type: none"> Physical Self-Regulation Activities - Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement Pretend Transitions Number Line Hopscotch Elkonin I Outdoor Play
	Continue to sustain balance during simple movement experiences (PHM.48.c)	
48 months - KE	Coordinate complex movements in play and games (e.g. runs quickly, changes direction, stops and starts again, skips) (PHM.KE.a) Throw/kick/catch ball with a full range of motion and control (PHM.KE.b) Sustain balance during complex movement experiences (e.g. hops across the playground, attempts to jump rope) (PHM.KE.c)	
Fine Motor Skills		
36 – 48 months	Refine wrist and finger movements for more control (e.g. pours without spilling, buttons, zips, buckles, turns knobs) (PHM.48.d) Hold writing/drawing tools with a three-point finger grip (PHM.48.f)	<ul style="list-style-type: none"> Puzzles, Manipulatives and Blocks Graphics Practice Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions Free Choice Make Believe Play Block
48 months - KE	Use small, precise finger and hand movements (e.g. strings small beads, cuts small pictures, uses small Legos) (PHM.KE.d) Have more control while holding writing/drawing tools with a three-point finger grip (PHM.KE.e)	
Physical Development		
Physical Exercise		
36 – 48 months	Participate in a variety of physical exercise (PHM.36-48.e)	<ul style="list-style-type: none"> Physical Self-Regulation Activities - Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement Pretend Transitions Outdoor Play
48 months - KE	Name a physiological indicator that accompanies moderate to vigorous physical activities (e.g. “I feel tired,” feels increase in heart rate) (PHM.KE.f)	
	Name a social or emotional benefit of participating in physical activities (PHM.KE.h) Participate in physical activities (PHM.KE.i)	

Standard		<i>Tools of the Mind</i> Activity
Health and Personal Care		
Daily Living Skills		
36 – 48 months	Ask for help when hurt (PHM.48-KE.g)	Children are expected and encouraged to be active participants throughout the day, asking for help whenever necessary.
	Name one person in the school or community who provides health support for others (PHM.48.h)	<ul style="list-style-type: none"> • Make-Believe Play Block • Story Lab – Learning Facts, Vocabulary
	Attend to personal health needs and ask for assistance when needed (PHM.48.i)	Children are expected and encouraged to be active participants throughout the day, asking for help whenever necessary.
	Identify personal hygiene needs (e.g. “I need to go potty.”) (PHM.48.k)	
	With adult assistance, wash hands when needed, and cover mouth when coughing or sneezing (PHM.48.l)	Meal Times, Snack Times, Outdoor Play, Share the News, and Story Lab provide opportunities to learn about and practice self-care and develop an awareness of healthy habits. Teachers scaffold emerging self-help skills throughout the day, as well as during meal times, tooth brushing and dressing.
48 months - KE	Ask for help when hurt (PHM.48-KE.g)	Children are expected and encouraged to be active participants throughout the day, asking for help whenever necessary.
	Name people in the school or community who provide health support for others (PHM.KE.j)	<ul style="list-style-type: none"> • Make-Believe Play Block • Story Lab – Learning Facts, Vocabulary
	Manage routines (e.g. dresses self, uses toilet alone, uses utensils) (PHM.KE.k)	Meal Times, Snack Times, Outdoor Play, Share the News, and Story Lab provide opportunities to learn about and practice self-care and develop an awareness of healthy habits. Teachers scaffold emerging self-help skills throughout the day, as well as during meal times, tooth brushing and dressing.
	Identify and attend to personal hygiene needs (PHM.KE.l)	
	With reminders, wash hands (e.g. before eating, after toileting, after using tissues) (PHM.KE.m)	
Nutrition		
36 – 48 months	Identify healthy food choices (PHM.48.m)	Meal Times, Snack Times, Share the News, and Story Lab provide opportunities to learn about and develop an awareness of healthy habits such as healthy food choices. <ul style="list-style-type: none"> • Make-Believe Play Block
48 months - KE	Can explain that some foods help bodies to grow and be healthy (PHM.KE.n)	
Safe Practices		
36 – 48 months	Use basic safety practices. (PHM/GK.36.-48.j)	<ul style="list-style-type: none"> • Outdoor Play • Physical Self-Regulation Activities - Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement • Make-Believe Play Block • Classroom Rules
	Identify helpful and harmful substances (PHM.48.o)	<ul style="list-style-type: none"> • Classroom Rules • Make-Believe Play Block

Standard		<i>Tools of the Mind</i> Activity
48 months - KE	Can articulate what to do in an emergency (i.e. call 911; fire procedures [evacuate, stop, drop, roll]) (PHM.KE.o)	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Make-Believe Play Block • Story Lab- Learning Facts • Classroom Rules
	Recognize everyday dangers (e.g. stove, knives, matches, medicine) and follow rules regarding them (PHM.KE.p)	
Rules and Regulations		
36 – 48 months	With adult assistance, retell a rule or safety practice (PHM/GK.48.n)	<ul style="list-style-type: none"> • Outdoor Play • Physical Self-Regulation Activities - Do What I Do, Fingerplays & Chants, Freeze Game, Mouse Trap, Mr. Wolf, Pattern Movement • Make-Believe Play Block • Classroom Rules
48 months - KE	Discuss examples of authority, rules, fairness, and personal responsibilities in own experiences and in stories read to him/her (PHM/GK.KE.q)	<ul style="list-style-type: none"> • Make-Believe Play Block • Classroom Rules • Story Lab – Learning Facts
Domain 2: Social and Emotional Development		
Social Development		
Interactions with Adults		
36 – 48 months	With adult assistance, separate from significant adults without demonstrating a great deal of anxiety (SE.48.a)	Free Choice is the <i>Tools</i> activity that begins the day. During this time, children separate from their families/significant adults to begin the school day.
48 months - KE	Sometimes use appropriate social conventions in greetings, introductions, and conversations (SE.KE.a)	<ul style="list-style-type: none"> • Community-Building Activities • Share the News • Make Believe Play Block
Interactions with Peers		
36 – 48 months	Initiate interactions with other children or interact when other children initiate (SE.48.b)	<ul style="list-style-type: none"> • Community-Building Activities • Share the News • Buddy Reading • Make-Believe Play Block • All “Paired Buddy Work”
	Participate in small- and large-group activities (SE.48.c) Make and maintain a friendship with at least one child (SE.48.d)	<ul style="list-style-type: none"> • Opening Group • Small Group Math Activities • Small Group Literacy Activities • Make-Believe Play Block
	At times, recognize and name the feeling of self and others (SE.48.e)	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block • Story Lab – Character Empathy
48 months - KE	Observe and use appropriate ways of interacting in a group of two to three children (e.g. takes turns in talking, listens to peers, waits until someone is finished, asks questions and waits for an	<ul style="list-style-type: none"> • Community-Building Activities • Share the News

Standard		<i>Tools of the Mind</i> Activity
	answer, gains the floor in appropriate ways) (SE/LA.KE.b)	<ul style="list-style-type: none"> • Buddy Reading • Make-Believe Play Block • All “Paired Buddy Work”
	Use turn-taking in conversations and in play (SE.KE.c)	
	Share materials, toys, and ideas during play (SE.KE.d)	
	Show respect and recognize the feelings of others and the causes of their reactions (SE.KE.e)	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block • Story Lab – Character Empathy
Adaptive Social Behavior		
36 – 48 months	Follow routines and social rules in a group setting most of the time (SE.48.f)	<ul style="list-style-type: none"> • Daily Schedule • Classroom Rules • Make-Believe Play Block
48 months – KE	Follow schedule and typical classroom routines (e.g. comes when called, sits attentively at circle, participates in clean-up) (SE.KE.f)	<ul style="list-style-type: none"> • Daily Schedule • Classroom Rules
Emotional Development		
Self-efficacy		
36 – 48 months	Demonstrate confidence in own abilities (SE.48.g)	Throughout various activities throughout the day children are able to actively engage in activities that provide a context for demonstrating growing confidence in their abilities.
48 months - KE	Show satisfaction in accomplishments (SE.KE.g) Follow routines for care of own belongings and school supplies (SE.KE.h)	<ul style="list-style-type: none"> • Daily Schedule • Classroom Rules
Self-control and Regulation		
36 – 48 months	Regulate own emotions and behavior most of the time (SE.48.h)	Throughout a variety of activities including but not limited to, Make-Believe Play Block, Opening Group, and Small Group Math and Literacy Activities children are able to practice regulating their emotions and behaviors.
48 months - KE	Regulate emotions and begin to show self-control in handling frustration and disappointment (SE.KE.i)	
Emotional Expression		
36 – 48 months	Regulate own emotions and behavior most of the time (SE.48.h)	Throughout a variety of activities including but not limited to, Make-Believe Play Block, Opening Group, and Small Group Math and Literacy Activities children are able to practice regulating their emotions and behaviors, express their emotions and communicate personal experiences and feelings.
48 months - KE	Express emotions through socially appropriate actions and words (SE.KE.j) Communicate personal experiences or interests (SE.KE.k) Recognize and describe own feelings (SE.KE.l)	
Domain 3: Approaches to Learning		
Learning Approaches		
Initiative and Creativity		
36 – 48 months	Try new activities and experiences independently (AL/LA.48.a)	<ul style="list-style-type: none"> • Make-Believe Play Block
48 months - KE	Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Science Eyes • Story Lab – Learning Facts

Standard		<i>Tools of the Mind</i> Activity
Persistence and Attentiveness		
36 – 48 months	Plan and pursue a variety of challenging tasks (AL.48-KE.b)	<ul style="list-style-type: none"> All Small Group Math Activities Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes Mystery Literacy & Mystery Math Activities
	With adult assistance, sustain longer interest in working on a task or in play (AL.48.c)	Tools activities build in challenge level throughout the year. Children are scaffolded and supported to sustain focus and attention using a variety of tactics.
48 months - KE	Plan and pursue a variety of challenging tasks (AL.48-KE.b)	<ul style="list-style-type: none"> All Small Group Math Activities Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes Mystery Literacy & Mystery Math Activities
	Sustain work on age-appropriate, interesting tasks (can ignore most distractions and interruptions) (AL.KE.c)	Tools activities build in challenge level throughout the year. Children are scaffolded and supported to sustain focus, attention, and ignore distractions using a variety of tactics.
Problem Solving		
36 – 48 months	Solve problems without having to try every possibility (AL/LA.48.d)	<ul style="list-style-type: none"> Make-Believe Play Block
48 months - KE	Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d)	<ul style="list-style-type: none"> Make-Believe Play Block Make-Believe Play Planning Small Group Math Activities
Reflection and Interpretation		
36 – 48 months	Retell experiences in order, providing details (AL/LA.48-KE.e)	<ul style="list-style-type: none"> Story Lab – Story Grammar
	Recall past experiences in new situations (AL/LA.48.f)	<ul style="list-style-type: none"> Make-Believe Play Block Story Lab - Connections
48 months - KE	Retell experiences in order, providing details (AL/LA.48-KE.e)	<ul style="list-style-type: none"> Story Lab – Story Grammar
	Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)	<ul style="list-style-type: none"> Make-Believe Play Block
Effective and Ethical Use of Technology		
36 – 48 months	With adult assistance, begin to locate information on identified topics using resources provided (AL.48-KE.g)	<ul style="list-style-type: none"> Make-Believe Play Building Background Knowledge Make-Believe Play Practice
	Create letters and other forms using various materials (AL/LA.48.h)	<ul style="list-style-type: none"> Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes Graphics Practice
48 months - KE	With adult assistance, begin to locate information on identified topics using resources provided (AL.48-KE.g)	<ul style="list-style-type: none"> Make-Believe Play Building Background Knowledge Make-Believe Play Practice
	Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)	<ul style="list-style-type: none"> Individual Scaffolded Writing: Story Lab- Learning Facts, Story Lab – Story Extensions, Science Eyes Graphics Practice Make-Believe Play Block

Standard		<i>Tools of the Mind</i> Activity
	Identify technology that can be used to gain information (AL.KE.i)	<ul style="list-style-type: none"> • Make-Believe Play Block • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice
Domain 4: Cognition and General Knowledge		
Mathematics and Numeracy		
Number Sense		
36 – 48 months	Verbally count to 10 (GK.48.a)	<ul style="list-style-type: none"> • Timeline Calendar • Weather Graphing • I Have Who Has- Numbers • Making Collections • Number line Hopscotch • Numerals Game
	Recite numbers in the correct order and understand that numbers come before or after one another (GK.48.b)	<ul style="list-style-type: none"> • Timeline Calendar • Weather Graphing • Number line Hopscotch
	Recognize and name written numerals to 5 (GK.48.c)	<ul style="list-style-type: none"> • Numerals Game • I Have Who Has- Numbers • Freeze Dance- Freeze on Number • Mystery Math Activities- Mystery Numeral
	Demonstrate an understanding of one-to-one correspondence (GK.48.d)	<ul style="list-style-type: none"> • Making Collections • Timeline Calendar • Number line Hopscotch • Numerals Game
	Recognize and name the number of items in a small set, up to 5 objects (GK.48.e)	<ul style="list-style-type: none"> • Making Collections
	Recognize and duplicate simple patterns (GK.48.f)	<ul style="list-style-type: none"> • Attention Focusing Activities • Pattern Movement
48 months - KE	Verbally count to 20 by ones (GK.KE.a)	<ul style="list-style-type: none"> • Timeline Calendar • I Have Who Has- Numbers • Making Collections • Number line Hopscotch • Numerals Game
	Demonstrate ability to count in sequence (GK.KE.b)	<ul style="list-style-type: none"> • Timeline Calendar
	Recognize and name written numerals to 10 (GK.KE.c)	<ul style="list-style-type: none"> • Numerals Game • I Have Who Has- Numbers • Freeze Dance- Freeze on Number • Mystery Math Activities- Mystery Numeral
	Count many kinds of concrete objects and actions up to 10 using one-to-one correspondence (GK.KE.d)	<ul style="list-style-type: none"> • Making Collections • Numerals Game

Standard		<i>Tools of the Mind</i> Activity
	Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)	<ul style="list-style-type: none"> • Making Collections
	Recognize, create, and repeat simple patterns (GK.KE.f)	<ul style="list-style-type: none"> • Attention Focusing Activities • Pattern Movement • Free Choice • Make Believe Play Block
Operations		
36 – 48 months	Recognize and name the number of items in a small set, up to 5 objects (GK.48.e)	<ul style="list-style-type: none"> • Making Collections • Numerals Game
48 months - KE	Use a range of strategies (e.g. counting, subtracting, matching) to compare quantity in two sets of objects and describe the comparison with terms, such as more/less, greater than/fewer/equal to (GK.KE.g)	<ul style="list-style-type: none"> • Weather Graphing • Tallying • Math Memory • Science Eyes • Make Believe Play Block
	Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)	<ul style="list-style-type: none"> • Making Collections
Measurement and Data		
36 – 48 months	Understand the purpose of standard measuring tools (GK.48.g)	<ul style="list-style-type: none"> • Puzzles, Manipulatives and Blocks • Science Eyes • Make Believe Play Block
	Order objects according to one attribute of length, weight, capacity, or area (GK.48.h)	<ul style="list-style-type: none"> • Attribute Game • Science Eyes
	Sort objects into subgroups by one or two attributes (GK.48.i)	<ul style="list-style-type: none"> • Make Believe Play Block
48 months - KE	Recognize the attributes of length, area, weight, and capacity of everyday objects, and use appropriate vocabulary (e.g. long, short, light, big, small, wide, narrow) (GK.KE.h)	<ul style="list-style-type: none"> • Attribute Game • Science Eyes • Make Believe Play Block • Puzzles, Manipulatives and Blocks
	Compare the attributes of length and weight for two objects including: larger/shorter/same length, heavier/lighter/same, more/less/same (GK.KE.i)	<ul style="list-style-type: none"> • Science Eyes • Make Believe Play Block • Puzzles, Manipulatives and Blocks
	Sort, classify, and serialize objects using attributes, such as color, shape, or size (GK.KE.j)	<ul style="list-style-type: none"> • Attribute Game • Free Choice • Make Believe Play Block
Geometry		
36 – 48 months	Follow basic directionality with adults and peers (GK.48.k)	<ul style="list-style-type: none"> • Remember and Replicate • Math Memory
	Identify common geometric shapes (e.g. circle, square, rectangle, triangle) (GK.48.k)	<ul style="list-style-type: none"> • I Have Who Has - Shapes • Mystery Math Activities – Mystery Shape, Mystery Pattern • Pattern Movement • Attribute Game

Standard		<i>Tools of the Mind</i> Activity
		<ul style="list-style-type: none"> • Venger Drawing & Venger Collage • Science Eyes • Puzzles, Manipulatives and Blocks
	With adult assistance, create and represent three-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials) (GK.48.l)	<ul style="list-style-type: none"> • Make-Believe Play Prop Making
48 months - KE	Use positional words to describe an object's location (e.g. up, down, above, under, inside, outside) (GK.KE.k)	<ul style="list-style-type: none"> • Remember and Replicate • Math Memory
	Recognize and name common shapes, their parts and attributes (GK.KE.l)	<ul style="list-style-type: none"> • I Have Who Has - Shapes • Mystery Math Activities – Mystery Shape, Mystery Pattern • Pattern Movement • Attribute Game • Venger Drawing & Venger Collage • Science Eyes • Puzzles, Manipulatives and Blocks
	Create and represent three-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials) (GK.KE.m)	<ul style="list-style-type: none"> • Make-Believe Play Prop Making
Science		
Scientific and Engineering Practices		
36 – 48 months	Use the senses as tools with which to observe, describe, and classify (GK.48.m)	<ul style="list-style-type: none"> • Science Eyes
	With adult assistance, discuss changes in materials or objects observed (GK.48.o)	<ul style="list-style-type: none"> • Science Eyes – Science Experiments
	Ask questions and seek answers about the world around them (GK.48.p)	<ul style="list-style-type: none"> • Science Eyes • Make-Believe Play Block
48 months - KE	Use the senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships (GK.KE.n)	<ul style="list-style-type: none"> • Science Eyes • Science Eyes – Science Experiments
	Make predictions about changes in materials or objects based on past experience (GK.KE.o)	<ul style="list-style-type: none"> • Science Eyes – Science Experiments • Science Eyes - Journals
	With adult assistance, ask and seek out answers to questions about objects and events (GK.KE.p)	<ul style="list-style-type: none"> • Science Eyes • Make-Believe Play Block
Physical Science		
36 – 48 months	Make comparisons among objects that have been observed (GK.48.q)	<ul style="list-style-type: none"> • Science Eyes • Attribute Game
	With adult assistance, explore and describe various actions that can change an object's motion, such as pulling, pushing, twisting, rolling, and throwing (GK.48.r)	<ul style="list-style-type: none"> • Science Eyes – Science Experiments

Standard		<i>Tools of the Mind</i> Activity
48 months - KE	Explore different kinds of matter (e.g. wood, metal, water) and describe by observing properties (e.g. visual, aural, textural) (GK.KE.r)	<ul style="list-style-type: none"> Science Eyes
	Explore and describe various actions that can change an object's motion, such as pulling, pushing, twisting, rolling, and throwing (GK.KE.s)	<ul style="list-style-type: none"> Science Eyes – Science Experiments
Life Sciences		
36 – 48 months	Identify the physical properties of some living and non-living things (GK.48.s)	<ul style="list-style-type: none"> Science Eyes Science Eyes – Science Experiments Science Eyes - Journals
	Notice similarities and differences between animals and their offspring (GK.48.t)	
48 months - KE	Investigate, describe, and compare the characteristics that differentiate living from non-living things (GK.KE.t) Observe and describe plants and animals as they go through predictable life cycles (GK.KE.u)	
	Observe and describe ways in which many plants and animals resemble their parents (GK.KE.v)	
Earth's Place in the Universe		
36 – 48 months	Identify the characteristics of weather based on first-hand observations using related vocabulary (GK.48.u)	<ul style="list-style-type: none"> Weather Graphing
	Describe the effects of the sun or sunlight (GK.48.v)	<ul style="list-style-type: none"> Science Eyes – Science Experiments Story Lab – Learning Facts
48 months - KE	Describe and anticipate weather changes (GK.KE.w)	<ul style="list-style-type: none"> Weather Graphing
	Name any celestial object seen in the day or night sky (GK.KE.x)	<ul style="list-style-type: none"> Story Lab – Learning Facts Make-Believe Play Block
Engineering, Technology, and Applications of Science		
36 – 48 months	Identify and use simple tools to extend observations (GK.48.w)	<ul style="list-style-type: none"> Science Eyes
48 months - KE	With adult assistance, recognize examples of technologies (e.g. knife, pencil, computer, pencil sharpener, refrigerator) at home or in the classroom (GK.KE.y)	<ul style="list-style-type: none"> Make-Believe Play Block
Social Studies		
History		
36 – 48 months	Discuss and identify the order of daily routines (GK.48.x) Use time phrases and tense selection appropriately (e.g. today, yesterday, tomorrow, later) (GK.48.y)	<ul style="list-style-type: none"> Daily Schedule Timeline Calendar
	48 months - KE	Recognize calendars and simple timelines (GK.KE.z)
Geography		
36 – 48 months	Construct a roadway or path out of blocks or other building materials (GK.48.z)	<ul style="list-style-type: none"> Make-Believe Play Block

Standard		<i>Tools of the Mind</i> Activity
	Respond appropriately to moving body in directional ways (GK.48.aa)	<ul style="list-style-type: none"> • Attention Focusing Activities • Pattern Movement
48 months – KE	Construct and describe simple maps of the classroom or home (GK.KE.aa)	<ul style="list-style-type: none"> • Make-Believe Play Block
	Engage in activities that build understanding of words for locations and direction (GK.KE.bb)	<ul style="list-style-type: none"> • Remember & Replicate • Math Memory • Make-Believe Play Block
Economics		
36 – 48 months	Identify some basic needs and how to meet them (e.g. “When I’m thirsty, I get a drink.”) (GK.48.bb)	Throughout the Tools day children are encouraged to actively communicate their needs.
	Pretend to be a buyer or seller (GK.48-KE.cc) Identify that adults go to work to earn money (GK.48.dd)	<ul style="list-style-type: none"> • Make-Believe Play Block
48 months - KE	Identify people's basic needs and explain how they fulfill them (GK.KE.dd)	<ul style="list-style-type: none"> • Make-Believe Play Block
	Identify buyers and sellers (GK.KE.ee) Pretend to be a buyer or seller (GK.48-KE.cc) Identify one or two workers, and their jobs in the community (GK.KE.ff)	
Government/Political Science		
36 – 48 months	With adult assistance, retell a rule or safety practice (PHM/GK.48.n) Use basic safety practices (PHM/GK.36-48.j)	<ul style="list-style-type: none"> • Classroom Rules
48 months - KE	Discuss examples of authority, rules, fairness, and personal responsibilities in own experiences and in stories read to him/her (PHM/GK.KE.q)	<ul style="list-style-type: none"> • Classroom Rules • Story Lab – Learning Facts
Community and Culture		
Community		
36 – 48 months	Relate own identification information (GK.48.ee)	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block
48 months - KE	Use self-identifying information (e.g. name, age) in situations outside the classroom (GK.KE.gg)	<ul style="list-style-type: none"> • Make-Believe Play Block
Culture		
36 – 48 months	Show awareness, knowledge, and appreciation of own culture (GK.48.ff)	<ul style="list-style-type: none"> • Share the News • Make-Believe Play Block
48 months - KE	Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh)	<ul style="list-style-type: none"> • Story Lab – Connections, Learning Facts
Creative Arts Expression and Representation		
Visual		
36 – 48 months	Use a variety of tools and materials to create new products (GK.48.hh)	<ul style="list-style-type: none"> • Make-Believe Play Prop Making • Make-Believe Play Block
	Comment on characteristics of others’ work (GK.48.ii)	

Standard		<i>Tools of the Mind</i> Activity
	Name the feelings that own artwork is intended to express (GK.48.jj)	
48 months - KE	Explore a variety of age-appropriate materials and media to create two- and three-dimensional artwork (GK.KE.jj)	<ul style="list-style-type: none"> • Make-Believe Play Block
	Express an opinion about a work of art (GK.KE.kk)	
	Explore how color can convey mood and emotion (GK.KE.ll)	
Musical		
36 – 48 months	Use instruments to create rhythm and sound, imitating adults (GK.48.mm)	<ul style="list-style-type: none"> • Attention Focusing Activities • Community Building Activities • Do What I Do
	Sing songs in recognizable ways (GK.36-48.kk)	<ul style="list-style-type: none"> • Attention Focusing Activities • Community Building Activities
	Sing songs imitating adults (GK.48.nn)	<ul style="list-style-type: none"> • Community Building Activities
48 months - KE	Play instruments using different beats, tempos, dynamics, and interpretation (GK.KE.mm)	<ul style="list-style-type: none"> • Attention Focusing Activities • Community Building Activities
	Sing a variety of songs with repetitive phrases and rhythmic patterns independently and with others (GK.KE.nn)	
	Sing songs varying voice and sounds (e.g. high and low, short and long, loud and soft, or fast and slow) (GK.KE.oo)	
	Identify one source of music that can be heard in daily life (GK.KE.pp)	
Movement		
36 – 48 months	Use body and energy to move in different ways (GK.36-48.ll)	<ul style="list-style-type: none"> • Attention Focusing Activities • Community Building Activities • Freeze Game • Pattern Movement
	Engage in play that has a story line (GK.48.oo)	<ul style="list-style-type: none"> • Make-Believe Play Block
	Move, imitating adults (GK.48.pp)	<ul style="list-style-type: none"> • Attention Focusing Activities • Community Building Activities • Freeze Game • Pattern Movement • Do What I Do
48 months - KE	Express self freely through movement (GK.KE.rr)	<ul style="list-style-type: none"> • Attention Focusing Activities • Community Building Activities
	Create characters through physical movement, gesture, sound, speech, and facial expressions (GK.KE.ss)	<ul style="list-style-type: none"> • Make-Believe Play Block
	Use body, energy, space, and time to move in a few different ways (GK.KE.qq)	<ul style="list-style-type: none"> • Attention Focusing Activities • Community Building Activities • Freeze Game • Pattern Movement

Standard		<i>Tools of the Mind</i> Activity
Dramatic Expression		
36 – 48 months	Show awareness, knowledge, and appreciation of own culture (GK.48.ff)	<ul style="list-style-type: none"> • Make-Believe Play Block • Share the News • Community-Building Activities • Story Lab – Connections, Learning Facts
	Listen to performances or artists at work (e.g. storytellers, puppet shows) (GK.48.qq)	<ul style="list-style-type: none"> • Make-Believe Play Block
48 months - KE	Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh)	<ul style="list-style-type: none"> • Story Lab – Connections • Make-Believe Play Block • Share the News
	Develop audience skills by observing performances or artists at work in various aspects of the Arts (GK.KE.tt)	<ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play
Domain 5: English Language Arts and Literacy		
Reading Literature		
Key Ideas and Details		
36 – 48 months	Ask and answer questions about essential narrative elements (LA.48.a)	<ul style="list-style-type: none"> • All Story Labs
	With adult assistance, retell a simple story in sequence with picture support or using props (LA.48.b)	<ul style="list-style-type: none"> • Story Lab – Story Grammar
	Identify characters and recall an event in a story (LA.48.c)	
48 months - KE	Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	<ul style="list-style-type: none"> • All Story Labs
	With adult assistance, retell a simple story in sequence (LA.KE.g)	<ul style="list-style-type: none"> • Story Lab – Story Grammar
	Identify characters and recall major events in a story (LA.KE.i)	
Craft and Structure		
36 – 48 months	Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	<ul style="list-style-type: none"> • All Story Labs
	Recognize books written by the same author or illustrator (LA.48.i)	<ul style="list-style-type: none"> • All Story Labs • Buddy Reading
48 months - KE	Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	<ul style="list-style-type: none"> • All Story Labs
	Begin to demonstrate an understanding of the differences between fantasy and reality (LA.KE.k)	<ul style="list-style-type: none"> • All Story Labs • Buddy Reading • Make-Believe Play Block
	Know some features of a book (e.g. title, author, illustrator) (LA.KE.l)	<ul style="list-style-type: none"> • All Story Labs • Buddy Reading

Standard		<i>Tools of the Mind</i> Activity
Integration of Knowledge and Ideas		
36 – 48 months	Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)	• Buddy Reading
	Ask and answer questions about essential narrative elements (LA.48.a)	• All Story Labs
48 months - KE	Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	• Buddy Reading
	Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	• All Story Labs
Range of Reading and Level of Text Complexity		
36 – 48 months	Ask and answer questions about essential narrative elements (LA.48.a)	• All Story Labs
48 months - KE	Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	
Reading Informational		
Key Ideas and Details		
36 – 48 months	Ask and answer questions about essential narrative elements (LA.48.a)	• All Story Labs
48 months - KE	Identify factual information and events during conversations with adult (LA.KE.o)	• Story Lab – Learning Facts, Story Grammar, Vocabulary
Craft and Structure		
36 – 48 months	Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	• Story Lab - Vocabulary
	Recognize books with common subject matter (LA.48.k)	• Story Lab- Connections
48 months - KE	Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	• Story Lab - Vocabulary
	Know some features of a book (e.g. title, author, illustrator) (LA.KE.l)	• Buddy Reading • All Story Labs
Integration of Knowledge and Ideas		
36 – 48 months	Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)	• Buddy Reading
	Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	• Story Lab - Vocabulary
	Recall the sequence of personal routines or events (LA.48.l)	• Story Lab – Story Grammar • Daily Schedule • Timeline Calendar
48 months - KE	Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	• Buddy Reading
	Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	• Story Lab - Vocabulary

Standard		<i>Tools of the Mind</i> Activity
	Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)	<ul style="list-style-type: none"> • Make-Believe Play Block
Range of Reading and Level of Text Complexity		
36 – 48 months	Sit and listen to an engaging story from beginning to end (LA.48.m)	<ul style="list-style-type: none"> • All Story Labs – specifically Active Listening • Buddy Reading
48 months - KE	Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud (LA.KE.p)	
Reading Foundational		
Print Concepts		
36 – 48 months	Handle books respectfully and appropriately (holding them right-side-up and turning pages one at a time from front to back) (LA.48.n)	<ul style="list-style-type: none"> • Buddy Reading
	Identify the sounds of few letters (LA.48.o)	<ul style="list-style-type: none"> • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab – Learning Facts, Science Eyes, Story Lab – Story Extensions • Mystery Literacy Activities – Mystery Word, Mystery Letter
	Recognize and name 10 letters (LA.48.p)	<ul style="list-style-type: none"> • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab – Learning Facts, Science Eyes, Story Lab – Story Extensions • I Have Who Has – Letters • Mystery Literacy Activities – Mystery Letter
48 months – KE	Practice tracking from top to bottom and left to right with scaffolding (LA.KE.q) Identify parts of a book (e.g. front cover, back cover, spine) (LA.KE.r)	<ul style="list-style-type: none"> • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab – Learning Facts, Science Eyes, Story Lab – Story Extensions • Buddy Reading
	Show understanding that sequence of letters represents a sequence of spoken sounds (e.g. asks how to spell a word) (LA.KE.s)	<ul style="list-style-type: none"> • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab – Learning Facts, Science Eyes, Story Lab – Story Extensions
	With adult assistance, segment words in a simple sentence by clapping and naming number of words in a sentence (LA.KE.t)	
	Recognize and name 10 upper- and lower-case letters (LA.KE.u)	<ul style="list-style-type: none"> • I Have Who Has – Letters • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make-Believe Play

Standard		<i>Tools of the Mind</i> Activity
		Planning, Story Lab – Learning Facts, Science Eyes, Story Lab – Story Extensions
Phonological Awareness		
36 – 48 months	Recognize rhyming words (LA.48.q)	<ul style="list-style-type: none"> • Attention Focusing Activities • Mystery Literacy Activities- Mystery Rhyme • Rhyming Game
	Hear and show awareness of separate words in sentences (LA.48.r)	<ul style="list-style-type: none"> • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab – Learning Facts, Science Eyes, Story Lab – Story Extensions
	Recognize when words share initial sound (e.g. /b/ as in Bob, ball, baby, boat) (LA.48.s)	<ul style="list-style-type: none"> • Mystery Literacy Activities – Mystery Word • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab – Learning Facts, Science Eyes, Story Lab – Story Extensions
48 months – KE	With adult assistance, generate rhyming words (LA.KE.v)	<ul style="list-style-type: none"> • Attention Focusing Activities • Mystery Literacy Activities- Mystery Rhyme • Rhyming Game
	Clap out the syllables in own name (LA.KE.w)	<ul style="list-style-type: none"> • Attention Focusing Activities • Community-Building Activities
	With adult assistance, match the initial sound of spoken words (LA.KE.x)	<ul style="list-style-type: none"> • Mystery Literacy Activities – Mystery Letter
Phonics and Word Recognition		
36 – 48 months	Recognize when words share initial sound (e.g. /b/ as in Bob, ball, baby, boat) (LA.48.s)	<ul style="list-style-type: none"> • Mystery Literacy Activities – Mystery Word • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions
	Identify own name in print (LA.48.t) Recognize symbols and logos in the environment (LA.48.u)	<ul style="list-style-type: none"> • All Mystery Literacy and Mystery Math Activities • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Make-Believe Play Block
48 months - KE	Associate three or more letters with their sounds (LA.KE.y)	<ul style="list-style-type: none"> • Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions

Standard		<i>Tools of the Mind</i> Activity	
	Identify some letters in own name (LA.KE.z) Recognize and “read” familiar words or environmental print (LA.KE.aa)	<ul style="list-style-type: none"> All Mystery Literacy and Mystery Math Activities Shared Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions Make-Believe Play Block 	
Fluency			
36 – 48 months	Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)	<ul style="list-style-type: none"> Buddy Reading Make Believe Play Block 	
48 months - KE	Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)		
Writing			
Text Types and Purposes			
36 – 48 months	Add detail to drawings and other products with simple descriptive words, symbols, scribbles or letter-like forms (LA.48.v)	<ul style="list-style-type: none"> Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions Make-Believe Play Block Graphics Practice 	
	Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w) Tell stories that refer to other times and places with some details (LA.48.x) Write some letters and letter-like forms (LA.48.y)		
48 months - KE	Add detail to drawings and other products with simple descriptive words, letters or letter forms (LA.KE.bb)		<ul style="list-style-type: none"> Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions Make-Believe Play Block
	Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc) Tell detailed stories that refer to other times and places (LA.KE.dd) Begin to use sound spelling (e.g. uses initial sound of words to write words, writes several sounds heard in words) (LA.KE.ee)		
Production and Distribution of Writing			
36 – 48 months	Solve problems without having to try every possibility (AL/LA.48.d)	<ul style="list-style-type: none"> Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions Make-Believe Play Block 	
	Create letters and other forms using various materials (AL/LA.48.h)		<ul style="list-style-type: none"> Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions Make-Believe Play Block Graphics Practice

Standard		<i>Tools of the Mind</i> Activity
48 months - KE	Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d)	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Make-Believe Play Block
	Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Make-Believe Play Block • Graphics Practice
Research to Build and Present Knowledge		
36 – 48 months	Try new activities and experiences independently (AL/LA.48.a)	<ul style="list-style-type: none"> • Make-Believe Play Block
	Recall past experiences in new situations (AL/LA.48.f) Retell experiences in order, providing details (AL/LA.48-KE.e)	<ul style="list-style-type: none"> • Make-Believe Play Block • Story Lab – Story Grammar
48 months – KE	Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Story Lab – Learning Facts • Make-Believe Play Block
	Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f) Recall three or four items removed from view (LA.KE.ff)	<ul style="list-style-type: none"> • Make-Believe Play Block • Remember & Replicate • Math Memory
Speaking and Listening		
Comprehension and Collaboration		
36 – 48 months	With adult assistance, listen and respond attentively to conversations (e.g. engages in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.48.z) With adult assistance, observe and use appropriate ways of interacting in a group (e.g. takes turns in talking, listens to peers, waits to speak until another person is finished talking, asks questions and waits for an answer) (LA.48.aa)	<ul style="list-style-type: none"> • Share the News • Buddy Reading • All Story Labs • Make-Believe Play Block
	Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	<ul style="list-style-type: none"> • Story Lab - Vocabulary
	Try new activities and experiences independently (AL/LA.48.a)	<ul style="list-style-type: none"> • Make-Believe Play Block
48 months - KE	Listen and respond attentively to conversations (e.g. engages in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.KE.gg) Observe and use appropriate ways of interacting in a group of two to three children (e.g. takes turns in talking, listens to peers, waits until someone is finished, asks questions and waits for an answer, gains the floor in appropriate ways) (SE/LA.KE.b)	<ul style="list-style-type: none"> • Share the News • Buddy Reading • All Story Labs • Make-Believe Play Block

Standard		<i>Tools of the Mind</i> Activity
	Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	<ul style="list-style-type: none"> • Story Lab - Vocabulary
	Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	<ul style="list-style-type: none"> • Make-Believe Play Building Background Knowledge • Story Lab – Learning Facts • Make-Believe Play Block
Presentation of Knowledge and Ideas		
36 – 48 months	Retell experiences in order, providing details (AL/LA.48-KE.e)	<ul style="list-style-type: none"> • Story Lab – Story Grammar
	Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w)	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Make Believe Play
	Be understood by most adults (LA.48.bb)	<ul style="list-style-type: none"> • There are multiple opportunities throughout the Tools day to engage and interact with adults.
48 months - KE	Retell experiences in order, providing details (AL/LA.48-KE.e)	<ul style="list-style-type: none"> • Story Lab – Story Grammar
	Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Make Believe Play
	Be understood by most adults and peers (LA.KE.hh)	<ul style="list-style-type: none"> • There are multiple opportunities throughout the Tools day to engage and interact with adults.
Language		
Conventions of Standard English		
36 – 48 months	Use complete four- to six- word sentences (LA.48.cc)	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Make-Believe Play
	Write some letters and letter-like forms (LA.48.y)	
	Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w)	
48 months - KE	When speaking: Use a variety of nouns, verbs, and descriptive phrases in meaningful contexts (vocabulary) (LA.KE.ii)	<ul style="list-style-type: none"> • Individual Scaffolded Writing- Make-Believe Play Planning, Story Lab - Learning Facts, Science Eyes, Story Lab - Story Extensions • Make-Believe Play
	Use a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure) (LA.KE.jj)	
	Begin to use sound spelling (e.g. uses initial sound of words to write words, write several sounds heard in words) (LA.KE.ee)	
	Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	
Vocabulary Acquisition and Use		
36 – 48 months	Describe and tell the use of familiar items (LA.48.dd)	<ul style="list-style-type: none"> • Make-Believe Play Block • Share the News – Share and Tell
	With adult assistance, use word relationships to sort objects into subgroups by one or two attributes such as color, size, or shape (LA.48.ee)	<ul style="list-style-type: none"> • Attribute Game • Science Eyes • Make-Believe Play Block

Standard		<i>Tools of the Mind</i> Activity
	Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g) Retell experiences in order, providing details (AL/LA.48-KE.e)	<ul style="list-style-type: none"> • Story Lab – Vocabulary, Story Grammar
48 months - KE	Describe and tell the use of many familiar items (LA.KE.kk)	<ul style="list-style-type: none"> • Make-Believe Play Block • Share the News – Share and Tell
	With adult assistance, use word relationships to sort, classify, and serialize objects using attributes such as color, shape, or size (LA.KE.ll) Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j) Recall three or four items removed from view (LA.KE.ff)	<ul style="list-style-type: none"> • Attribute Game • Science Eyes • Make-Believe Play Block • Story Lab – Vocabulary • Remember & Replicate • Math Memory



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

Semester II

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

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

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

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

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

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

Key:

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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

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