

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in English Language Arts	
Language	
1. Observe and use appropriate ways of interacting in a group (taking 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"> • Share the News • Story Labs- Active Listening, Character Empathy, Connections, Learning Facts, Predictions, Vocabulary • Buddy Reading • Make-Believe Play
2. Participate actively in discussions, listen to the ideas of others, and ask and answer relevant questions.	<ul style="list-style-type: none"> • Mystery Activities • Share the News • All Story Labs • Buddy Reading • Make-Believe Play
3. Communicate personal experiences or interests.	<ul style="list-style-type: none"> • Share the News • Story Labs- Active Listening, Character Empathy, Connections, Learning Facts • Make-Believe Play
4. Engage in play experiences that involve naming and sorting common words into various classifications using general and specific language.	<ul style="list-style-type: none"> • Story Lab-Vocabulary, Connections, Learning Facts • Science Eyes • Buddy Reading • Math Memory • Attribute Game • Make-Believe Play
5. Listen to and use formal and informal language.	<ul style="list-style-type: none"> • All Story Labs • Fingerplays, Chants & Songs • Mystery Activities • Make-Believe Play Practice • Make-Believe Play • Buddy Reading • Take-Away Sounds
6. Listen to a wide variety of age appropriate literature read aloud.	<ul style="list-style-type: none"> • All Story Labs • Buddy Reading • Make-Believe Play- Background Building
7. Develop familiarity with the forms of alphabet letters, awareness of print, and letter forms.	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • 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 Drawing • Graphics Practice



Alignment of *Tools of the Mind* Preschool Curriculum to Massachusetts Guidelines for Preschool Learning Experiences

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in English Language Arts	
	<ul style="list-style-type: none"> • Make-Believe Play • I Have Who Has Letters • Mystery Literacy Activities: Mystery Letter
<p>8. Listen to, identify, and manipulate language sounds to develop auditory discrimination and phonemic awareness.</p>	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • 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 Drawing • Elkonin I & II • Make-Believe Play • Mystery Literacy Activities: Mystery Word, Mystery Letter, Mystery Rhyme • Take-Away Sounds
<p>9. Link letters with sounds in play activities</p>	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • 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 Drawing • I Have Who Has Letters • Elkonin I & II • Make-Believe Play • Mystery Literacy Activities: Mystery Word, Mystery Letter, Mystery Rhyme • Take-Away Sounds
<p>10. Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book.</p>	<ul style="list-style-type: none"> • All Story Labs • Buddy Reading • Make-Believe Play
<p>11. Listen to several books by the same author or using the same illustrator.</p>	<ul style="list-style-type: none"> • All Story Labs • Buddy Reading • Make-Believe Play
<p>12. Listen to, recite, sing, and dramatize a variety of age-appropriate literature.</p>	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • All Story Labs • Make-Believe Play • Make Believe Play Practice • Buddy Reading • Shared Scaffolded Writing- Write a Familiar Fingerplay



Alignment of *Tools of the Mind* Preschool Curriculum to Massachusetts Guidelines for Preschool Learning Experiences

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in English Language Arts	
13. Relate themes and information in books to personal experiences.	<ul style="list-style-type: none"> • All Story Labs • Share the News • Buddy Reading • Make-Believe Play
14. Recognize and supply rhythm and rhyme in poetry	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • Story Lab- Active Listening • Rhyming Game • Mystery Literacy Activities- Mystery Rhyme • Take-Away Sounds
15. Listen to, recognize, and use a broad vocabulary of sensory words	<ul style="list-style-type: none"> • Science Eyes • Remember & Replicate • Math Memory • Make-Believe Play • Story Lab- Vocabulary, Learning Facts
Composition	
16. Use their own words or illustrations to describe their experiences, tell imaginative stories, or communicate information about a topic of interest.	<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 Drawing • Make-Believe Play
17. Add details or make changes to published or class-made stories.	<ul style="list-style-type: none"> • Story Lab- Story Extensions, Story Grammar, Predictions • Make-Believe Play
18. Use emergent writing skills to make letters in many settings and for many purposes.	<ul style="list-style-type: none"> • Graphics Practice • 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 Drawing • Make-Believe Play
19. Arrange events in order when dictating a story.	<ul style="list-style-type: none"> • Story Lab- Story Grammar, Story Extensions
20. Generate questions and gather information to answer their questions in various ways.	<ul style="list-style-type: none"> • Science Eyes • Story Lab- Learning Facts, Connections • Make-Believe Play Practice • Make-Believe Play
Standard	<i>Tools of the Mind</i> Activity
Guiding Learning in Mathematics	

Standard	<i>Tools of the Mind</i> Activity
Guiding Learning in Mathematics	
Number Sense	
1. Listen to and say the names of numbers in meaningful contexts.	<ul style="list-style-type: none"> • Timeline Calendar • Weather Graphing • Mystery Math Activities- Mystery Numeral, Mystery Numeral Two Card • Making Collections • Making Collections with Categories • Math Memory • Number Follow the Leader • Freeze on the Number • Numerals Game • Number Line Hopscotch • Make-Believe Play
2. Connect many kinds/quantities of concrete objects and actions to numbers.	<ul style="list-style-type: none"> • Fingerplays, Chants and Songs • Timeline Calendar • Weather Graphing • Mystery Math Activities- Mystery Numeral, Mystery Numeral Two Card • Making Collections • Making Collections with Categories • Math Memory • Number Follow the Leader • Freeze on the Number • Numerals Game • Number Line Hopscotch • Make-Believe Play
3. Use positional language and ordinal numbers (first, second, third) in everyday activities.	<ul style="list-style-type: none"> • Remember and Replicate • Math Memory • Daily Schedule • Timeline Calendar • Story Lab- Story Grammar • Make-Believe Play
4. Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of).	<ul style="list-style-type: none"> • Weather Graphing • Mystery Math Activities- Mystery Numeral Two Card • Making Collections • Numerals Game • Number Line Hopscotch • Tallying

Standard	<i>Tools of the Mind</i> Activity
Guiding Learning in Mathematics	
5. Observe and manipulate concrete examples of whole and half.	<ul style="list-style-type: none"> • Venger Drawing & Venger Collage • Mystery Math Activities- Mystery Shape • Science Eyes (with experiments) • Make-Believe Play
6. Examine, manipulate, and identify familiar U.S. coins (penny, nickel, dime, quarter) in play activities.	<ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play • Story Lab- Learning Facts
Patterns & Relations	
7. Explore and describe a wide variety of concrete objects by their attributes.	<ul style="list-style-type: none"> • Remember & Replicate • Science Eyes • Math Memory • Attribute Game • Make-Believe Play
8. Sort, categorize, or classify objects by more than one attribute.	<ul style="list-style-type: none"> • Attribute Game • Make-Believe Play
9. Recognize, describe, reproduce, extend, create, and compare repeating patterns of concrete materials.	<ul style="list-style-type: none"> • Do What I Do • Fingerplays, Chants and Songs • Pattern Movement • Mystery Math Activities- Mystery Pattern • Make-Believe Play
Shapes & Spatial Sense	
10. Investigate and identify materials of various shapes, using appropriate language.	<ul style="list-style-type: none"> • Mystery Math Activities- Mystery Shape • I Have Who Has Shapes • Remember & Replicate • Math Memory • Venger Drawing & Venger Collage • Make-Believe Play
11. Explore and identify space, direction, movement, relative position, and size using body movement and concrete objects	<ul style="list-style-type: none"> • Remember & Replicate • Math Memory • Freeze Dance • Puzzles, Manipulatives & Blocks • Venger Drawing & Venger Collage
12. Listen to and use comparative words to describe the relationships of objects to one another.	<ul style="list-style-type: none"> • Remember & Replicate • Math Memory • Science Eyes (with experiments)

Standard	<i>Tools of the Mind</i> Activity
Guiding Learning in Mathematics	
	<ul style="list-style-type: none"> • Puzzles, Manipulatives & Blocks • Attribute Game • Make-Believe Play
Measurement	
13. Use estimation in meaningful ways and follow up by verifying the accuracy of estimations.	<ul style="list-style-type: none"> • Science Eyes (with experiments) • Make-Believe Play
14. Use nonstandard units to measure length, weight, and amount of content in familiar objects.	<ul style="list-style-type: none"> • Science Eyes (with experiments) • Puzzles, Manipulatives & Blocks • Make-Believe Play
Data Collection & Analysis	
15. Organize and draw conclusions from facts they have collected.	<ul style="list-style-type: none"> • All Mystery Literacy and Math Activities • Weather Graphing • Science Eyes (with experiments) • Make-Believe Play- Background Building • Make-Believe Play • Tallying • Attribute Game

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in Science and Technology/Engineering	
Inquiry Skills	
1. Ask and seek out answers to questions about objects and events with the assistance of interested adults.	<ul style="list-style-type: none"> • Science Eyes (with experiments) • Story Lab- Learning Facts • Make-Believe Play
2. Make predictions about changes in materials or objects based on past experience.	<ul style="list-style-type: none"> • Science Eyes (with experiments) • Story Lab- Learning Facts, Predictions • Make-Believe Play
3. Identify and use simple tools appropriately to extend observations.	<ul style="list-style-type: none"> • Science Eyes (with experiments) • Make-Believe Play
4. Record observations and share ideas through simple forms of representation such as drawings	<ul style="list-style-type: none"> • Science Eyes (with experiments) • Science Eyes- Journals • Make-Believe Play

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in Science and Technology/Engineering	
Earth and Space Sciences	
5. Compare and contrast natural materials such as water, rocks, soil, and living organisms using descriptive language.	<ul style="list-style-type: none"> • Story Lab- Learning Facts • Science Eyes (with experiments) • Science Eyes- Journals • Make-Believe Play
6. Explore and discuss what air is or does (air takes up space inside bubbles and beach balls; air can move things; air can support things such as parachutes and kites).	<ul style="list-style-type: none"> • Story Lab- Learning Facts • Science Eyes (with experiments)
7. Identify the characteristics of local weather based on first-hand observations.	<ul style="list-style-type: none"> • Weather Graphing • Story Lab- Learning Facts
8. Explore sunlight and shadows and describe the effects of the sun or sunlight.	<ul style="list-style-type: none"> • Weather Graphing • Story Lab- Learning Facts • Science Eyes (with experiments)
9. Observe and describe or represent scientific phenomena meaningful to children’s lives that have a repeating pattern (e.g., day and night).	<ul style="list-style-type: none"> • Weather Graphing • Story Lab- Learning Facts • Science Eyes (with experiments) • Make-Believe Play
Life Sciences	
10. 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 (with experiments) • Make-Believe Play
11. Investigate, describe, and compare the characteristics that differentiate living from non-living things.	<ul style="list-style-type: none"> • Share the News • Story Lab- Learning Facts, Connections • Science Eyes (with experiments) • Make-Believe Play
12. Observe and describe plants, insects, and animals as they go through predictable life cycles.	<ul style="list-style-type: none"> • Share the News • Science Eyes (with experiments) • Story Lab- Learning Facts, Connections • Make-Believe Play
13. Observe and describe ways in which many plants and animals closely resemble their parents in observed appearance.	<ul style="list-style-type: none"> • Share the News • Story Lab- Learning Facts, Connections • Science Eyes (with experiments) • Make-Believe Play
14. Describe or represent living things that inhabited the earth years ago, as children express interest.	<ul style="list-style-type: none"> • Share the News • Science Eyes (with experiments) • Story Lab- Learning Facts • Make-Believe Play

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in Science and Technology/Engineering	
Living Things & Their Environment	
15. Use their senses of sight, hearing, touch, smell, and taste to explore their environment using sensory vocabulary.	<ul style="list-style-type: none"> • Science Eyes (with experiments) • Story Lab- Vocabulary, Learning Facts, Connections • Make-Believe Play
16. Observe and describe seasonal changes in plants, animals and their personal lives.	<ul style="list-style-type: none"> • Timeline Calendar • Weather Graphing • Share the News • Story Lab- Active Listening, Learning Facts, Vocabulary, Connections • Make-Believe Play • Science Eyes (with experiments)
17. Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light	<ul style="list-style-type: none"> • Story Lab- Active Listening, Learning Facts, Vocabulary • Make-Believe Play • Science Eyes (with experiments) • Science Eyes- Journals
Physical Sciences	
18. Manipulate a wide variety of familiar and unfamiliar objects to observe, describe, and compare their properties using appropriate language.	<ul style="list-style-type: none"> • Mystery Math Activities- Mystery Shape • I Have Who Has Shapes • Remember & Replicate • Math Memory • Venger Drawing & Venger Collage • Attribute Game • Make-Believe Play
19. Explore, describe, and compare the properties of liquids and solids found in children’s daily environment.	<ul style="list-style-type: none"> • Science Eyes (with experiments) • Make-Believe Play • Story Lab- Learning Facts
20. Investigate and describe or demonstrate various ways that objects can move	<ul style="list-style-type: none"> • Fingerplays, Chants and Songs • Freeze Game • Pattern Movement • Do What I Do • Make-Believe Play • Science Eyes (with experiments)
21. Explore and describe various actions that can change an object’s motion such as pulling, pushing, twisting, rolling, and throwing.	<ul style="list-style-type: none"> • Remember & Replicate • Science Eyes • Make-Believe Play

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in Science and Technology/Engineering	
22. Experiment with a variety of objects to determine when the objects can stand and ways that objects can be balanced.	<ul style="list-style-type: none"> • Freeze Dance • Fingerplays, Chants and Songs • Make-Believe Play
Technology & Engineering	
23. Explore and describe a wide variety of natural and man-made materials through sensory experiences.	<ul style="list-style-type: none"> • Puzzles, Manipulatives & Blocks • Science Eyes • Math Memory • Make-Believe Play • Make –Believe Play: Prop Making
24. Demonstrate and explain the safe and proper use of tools and materials.	<ul style="list-style-type: none"> • Puzzles, Manipulatives & Blocks • Science Eyes (with experiments) • Make-Believe Play Prop Making
25. Explore and identify simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences.	<ul style="list-style-type: none"> • Make-Believe Play Prop Making • Make-Believe Play • Science Eyes (with experiments) • Story Lab- Learning Facts, Vocabulary
26. Observe and describe ways that animals, birds, and insects use various parts of their bodies to accomplish certain tasks and compare them to ways people would accomplish a similar task.	<ul style="list-style-type: none"> • Story Lab- Connections, Learning Facts, Vocabulary • Make-Believe Play • Science Eyes (with experiments) • Science Eyes – Journals

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in History and Social Science	
1. Discuss and identify the order of daily routines.	<ul style="list-style-type: none"> • Daily Schedule • Timeline Calendar • Individual Scaffolded Writing- Play Planning • Story Lab- Story Grammar, Connections • Make-Believe Play
2. Discuss and use vocabulary related to time in relevant activities.	<ul style="list-style-type: none"> • Daily Schedule • Timeline Calendar • Individual Scaffolded Writing- Play Planning • Story Lab- Story Grammar, Connections, Learning Facts • Make-Believe Play Practice • Make-Believe Play • Clean-Up Song

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in History and Social Science	
3. Identify and describe cause and effect as they relate to personal experiences and age-appropriate stories.	<ul style="list-style-type: none"> • Story Lab- Character Empathy, Story Grammar, Predictions, Inferences , Connections • Share the News • Buddy Reading • Make-Believe Play
4. Engage in activities that build understanding of words for location and direction.	<ul style="list-style-type: none"> • Remember & Replicate • Math Memory • Daily Schedule • Make-Believe Play Practice • Play Planning • Make-Believe Play
5. Construct and describe simple maps of their immediate neighborhood.	<ul style="list-style-type: none"> • Story Lab- Learning Facts • Make-Believe Play
6. Discuss examples of rules, fairness, personal responsibilities, and authority in their own experiences and in stories read to them.	<ul style="list-style-type: none"> • Classroom Rules • Story Lab- Active Listening, Learning Facts, Vocabulary, Connections • Share the News • Make-Believe Play
7. Talk about the qualities we value in a person’s character such as honesty, courage, courtesy, willingness to work hard, kindness, fairness, trustworthiness, self-discipline, loyalty, and personal responsibility.	<ul style="list-style-type: none"> • Story Lab- Active Listening, Character Empathy, Connections, Extensions, Story Grammar, Predictions, Inferences • Classroom Rules • Share the News • Make-Believe Play
8. Discuss classroom responsibilities in daily activities.	<ul style="list-style-type: none"> • Classroom Rules • Clean-Up Song • Share the News • Story Lab- Active Listening, Connections
9. Discuss roles and responsibilities of family or community members who promote the welfare and safety of children and adults.	<ul style="list-style-type: none"> • Share the News • Story Lab- Active Listening, Connections, Learning Facts • Make-Believe Play: Building Background Knowledge • Make-Believe Play
10. Observe and discuss the various kinds of work people do outside and inside their homes.	<ul style="list-style-type: none"> • Share the News • Story Lab- Active Listening, Connections, Learning Facts, Vocabulary • Make-Believe Play

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in History and Social Science	
11. Observe, discuss, and dramatize basic economic concepts such as buying and selling, producing, and consuming.	<ul style="list-style-type: none"> • Share the News • Story Lab- Active Listening, Connections, Learning Facts, Vocabulary • Make-Believe Play Building Background Knowledge • Make-Believe Play Practice • Make-Believe Play
12. Observe some U.S. national holidays and discuss how and why we celebrate them.	<ul style="list-style-type: none"> • Timeline Calendar • Share the News • Story Lab- Active Listening, Connections, Learning Facts, Vocabulary • Make-Believe Play
13. Observe or listen to important American symbols including the American flag and its colors and shapes; the melody of the national anthem; the picture and name of the current President, and the words of the Pledge of Allegiance.	<ul style="list-style-type: none"> • I Have Who Has Colors and Shapes • Fingerplays, Chants and Songs • Story Lab- Active Listening, Learning Facts

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in Health Education	
Physical Development	
1. Listen to and use appropriate language describing the names and functions of parts of the human body.	<ul style="list-style-type: none"> • Fingerplays, Chants and Songs • Freeze Game • Do What I Do • Number Follow the Leader • Story Lab- Active Listening, Learning Facts, Vocabulary • Make-Believe Play Building Background Knowledge • Make-Believe Play
2. Build body awareness, strength, and coordination through locomotion activities.	<ul style="list-style-type: none"> • Fingerplays, Chants and Songs • Movement Games & Songs • Freeze Game • Pretend Transitions • Do What I Do • Number Line Hopscotch • Number Follow the Leader • Mouse Trap • Mr. Wolf

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in Health Education	
	<ul style="list-style-type: none"> • Make-Believe Play • Outdoor Play
3. Discuss various aids and accommodations used by people for the activities of daily life.	<ul style="list-style-type: none"> • Story Lab- Active Listening, Connections, Learning Facts, Vocabulary • Community Building Activities • Make-Believe Play Background Building • Make-Believe Play Practice • Make-Believe Play
4. Build awareness of directionality and position in space.	<ul style="list-style-type: none"> • Movement Games & Songs • Freeze Game • Story Lab- Vocabulary • Do What I Do • Make-Believe Play Practice • Make-Believe Play • Outdoor Play
5. Use both sides of the body to strengthen bilateral coordination.	<ul style="list-style-type: none"> • Fingerplays, Chants and Songs • Movement Games & Songs • Freeze Game • Do What I Do • Number Follow the Leader • Mouse Trap • Mr. Wolf • Make-Believe Play • Outdoor Play
6. Alternate the left and right sides of the body and cross the midline of the body.	<ul style="list-style-type: none"> • Fingerplays, Chants and Songs • Movement Games & Songs • Freeze Game • Do What I Do • Number Follow the Leader • Make-Believe Play Practice • Pretend Transitions • Outdoor Play
7. Build upper body strength and stability to gain controlled movement of shoulders.	<ul style="list-style-type: none"> • Movement Games & Songs • Graphics Practice • Science Eyes (with experiments) • Make-Believe Play • Outdoor Play

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in Health Education	
8. Strengthen hand grasp and flexibility.	<ul style="list-style-type: none"> • Graphics Practice • Remember & Replicate • Make-Believe Play Prop Making • Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing • Shared Scaffolded Writing- Write Along • Venger Collage • Freeze on the Number
9. Use thumb/forefinger in pincer grasp.	<ul style="list-style-type: none"> • Graphics Practice • Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing • Shared Scaffolded Writing- Write Along
10. Use a variety of tools and materials to build grasp-and-release skill.	<ul style="list-style-type: none"> • Graphics Practice • Remember & Replicate • Make-Believe Play Prop Making • Make-Believe Play • Individual Scaffolded Writing- Play Planning, Learning Facts Story Lab, Science Eyes, Story Extensions Story Lab, Venger Drawing • Shared Scaffolded Writing- Write Along • Venger Collage
11. Build finger dexterity.	<ul style="list-style-type: none"> • Fingerplays, Chants and Songs • Remember & Replicate • Elkonin II • Make-Believe Play Prop Making • Make-Believe Play • Puzzles, Manipulatives & Blocks
12. Use eye-hand coordination, visual perception and tracking, and visual motor skills in play activities.	<ul style="list-style-type: none"> • Make-Believe Play • Puzzles, Manipulatives & Blocks • Making Collections • Numerals Game • Attribute Game
13. Discuss nutritious meals and snacks and the difference between junk food and healthy food.	<ul style="list-style-type: none"> • Share the News • Story Lab- Active Listening, Connections, Learning Facts, Vocabulary • Make-Believe Play Building Background Knowledge • Make-Believe Play • Science Eyes (with experiments)

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in Health Education	
14. Practice personal hygiene and safety measures.	<ul style="list-style-type: none"> • All classroom routines and rules support the practice of personal hygiene and the recognition of safety measures.
15. Discuss gender and growth in age-appropriate ways.	<ul style="list-style-type: none"> • Share the News • Story Lab- Active Listening, Learning Facts, Connections • Science Eyes (with experiments) • Make-Believe Play Building Background Knowledge • Make-Believe Play
Social and Emotional Health	
16. Recognize and describe or represent emotions such as happiness, surprise, anger, fear, sadness.	<ul style="list-style-type: none"> • Share the News • Story Lab- Active Listening, Character Empathy, Inferences, Vocabulary • Make-Believe Play Practice • Make-Believe Play
17. Talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences.	<ul style="list-style-type: none"> • Classroom Rules • Share the News • Story Lab- Active Listening, Story Grammar, Predictions
18. Talk about how people can be helpful/ hurtful to one another.	<ul style="list-style-type: none"> • Classroom Rules • Share the News • Story Lab- Active Listening, Story Grammar, Predictions • Make-Believe Play
19. Practice independence and self-help skills.	<ul style="list-style-type: none"> • All Mystery Literacy and Math Activities • Daily Schedule • Puzzles, Manipulatives & Blocks
20. Describe members of their family and discuss what parents do for their children to keep them safe and healthy.	<ul style="list-style-type: none"> • Share the News • Story Lab- Active Listening, Character Empathy, Connections, Inferences, Learning Facts, Vocabulary • Make-Believe Play Building Background Knowledge • Make-Believe Play
Safety and Health Care	
21. Discuss strategies to prevent injury and illness, control the spread of disease, and promote cleanliness.	<ul style="list-style-type: none"> • Classroom Rules • Share the News • Story Lab- Active Listening, Connections, Learning Facts • Make-Believe Play Building Background Knowledge • Make-Believe Play

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in Health Education	
22. Talk about the common symptoms of illness and injury and what they should do when they hurt or don't feel well	<ul style="list-style-type: none"> • Share the News • Story Lab- Active Listening, Connections, Learning Facts • Make-Believe Play Building Background Knowledge • Make-Believe Play
23. Discuss tooth care and dental health including brushing, flossing, and healthy foods.	<ul style="list-style-type: none"> • Story Lab- Active Listening, Connections, Learning Facts • Make-Believe Play Building Background Knowledge • Make-Believe Play
24. Discuss rules for safety in a variety of settings including fire safety, weapons safety, bus safety, seat belt use, play- ground safety, as well as safety at home and in the community.	<ul style="list-style-type: none"> • Classroom Rules • Share the News • Story Lab- Active Listening, Connections, Learning Facts • Make-Believe Play Building Background Knowledge • Make-Believe Play
25. Talk and listen to stories about safe, unsafe, and inappropriate touch and ways to protect themselves.	<ul style="list-style-type: none"> • Share the News • Story Lab- Active Listening, Connections, Learning Facts • Make-Believe Play
26. Talk about what to do when someone gets hurt and the rules for universal precautions (do not touch body fluids; wash hands after touching body fluids).	<ul style="list-style-type: none"> • Story Lab- Active Listening, Connections, Learning Facts • Share the News
27. Identify and distinguish between substances that are safe to be taken by mouth.	<ul style="list-style-type: none"> • Science Eyes (with experiments) • Story Lab- Active Listening, Connections, Learning Facts • Make-Believe Play Building Background Knowledge • Make-Believe Play
28. Describe the purpose of medicines and how they can be used or misused, and what to do in an emergency.	<ul style="list-style-type: none"> • Share the News • Science Eyes (with experiments) • Story Lab- Active Listening, Connections, Learning Facts • Make-Believe Play Building Background Knowledge • Make-Believe Play
29. Talk about some basic ways they can keep their environment clean or take care of it.	<ul style="list-style-type: none"> • Classroom Rules • Clean-Up Song • Story Lab- Active Listening, Learning Facts • Make-Believe Play

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in the Arts	
Movement and Dance	
1. Explore activities and vocabulary related to movement, balance, strength, and flexibility.	<ul style="list-style-type: none"> • Freeze Game • Fingerplays, Chants and Songs • Pretend Transitions • Do What I Do • Pattern Movement • Number Follow the Leader • Mouse Trap • Mr. Wolf
2. Respond to a variety of musical rhythms through body movement.	<ul style="list-style-type: none"> • Freeze Game • Fingerplays, Chants and Songs
3. Participate in simple sequences of movements and dance to various kinds of music.	<ul style="list-style-type: none"> • Freeze Game • Fingerplays, Chants and Songs • Do What I Do
4. Express themselves freely through movement.	<ul style="list-style-type: none"> • Freeze Game • Fingerplays, Chants and Songs • Pretend Transitions • Do What I Do • Pattern Movement • Number Follow the Leader • Mouse Trap • Mr. Wolf
5. Use props to explore space and movement.	<ul style="list-style-type: none"> • Fingerplays, Chants and Songs • Make-Believe Play • Number Line Hopscotch • Elkonin I
6. Act out ways that movement and dance can show feelings or convey meaning	<ul style="list-style-type: none"> • Fingerplays, Chants and Songs • Make-Believe Play Practice • Make-Believe Play
7. Develop audience skills by observing performances or artists at work in various aspects of the Arts.	<ul style="list-style-type: none"> • Make-Believe Play Practice • Fingerplays, Chants and Songs • All Tools of the Mind activities support the development of self-regulation.
Music	

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in the Arts	
8. Sing a variety of songs within children’s vocal range, independently and with others.	<ul style="list-style-type: none"> • Fingerplays, Chants and Songs • Community Building Activities • Make-Believe Play
9. Sing expressively.	<ul style="list-style-type: none"> • Fingerplays, Chants and Songs
10. Sing songs with repetitive phrases and rhythmic patterns.	<ul style="list-style-type: none"> • Fingerplays, Chants and Songs • Community Building Activities
11. Listen to various kinds of instrumental music and explore a variety of melody and rhythmic instruments.	<ul style="list-style-type: none"> • Make-Believe Play: Building Background Knowledge • Make-Believe Play • Story Lab- Active Listening • Graphics Practice
12. Play instruments using different beats, tempos, dynamics, and interpretation.	<ul style="list-style-type: none"> • Fingerplays, Chants and Songs • Community Building Activities • Graphics Practice • Make-Believe Play
13. Listen to, imitate, and improvise sounds, patterns, or songs.	<ul style="list-style-type: none"> • Fingerplays, Chants and Songs • Community Building Activities • Graphics Practice • Make-Believe Play • Do What I Do • Pattern Movement
14. Listen to storytellers and watch puppet shows.	<ul style="list-style-type: none"> • All Story Labs • Make-Believe Play Practice • Make-Believe Play
15. Use dramatic play, costumes, and props to pretend to be someone else.	<ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play • Pretend Transitions
16. Create characters through physical movement, gesture, sound, speech, and facial expressions.	<ul style="list-style-type: none"> • Make-Believe Play Practice • Make-Believe Play • Pretend Transitions • Story Lab- Character Empathy, Story Grammar, Inferences
17. Create scenarios, props, and settings for dramatizations and dramatic play.	<ul style="list-style-type: none"> • Make-Believe Play: Building Background Knowledge • Make-Believe Play: Prop Making • Make-Believe Play Practice • Make-Believe Play • Pretend Transitions
Visual Arts	

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in the Arts	
18. Explore a variety of age-appropriate materials and media to create two- and three-dimensional artwork.	<ul style="list-style-type: none"> • Make-Believe Play: Prop Making • Make-Believe Play • Venger Drawing & Venger Collage
19. Observe the safe and appropriate use and care of art materials.	<ul style="list-style-type: none"> • Classroom Rules • Make-Believe Play: Prop Making • Make-Believe Play • Venger Drawing & Venger Collage
20. Explore and experiment with wet and dry media in a variety of colors including black and white.	<ul style="list-style-type: none"> • I Have Who Has Colors • Make-Believe Play: Prop Making • Make-Believe Play • Science Eyes (with experiments) • Venger Drawing & Venger Collage
21. Explore how color can convey mood and emotion.	<ul style="list-style-type: none"> • Share the News • Story Lab- Active Listening, Connections, Character Empathy • I Have Who Has Colors • Make-Believe Play
22. Explore various types of lines in artwork and in nature.	<ul style="list-style-type: none"> • Graphics Practice • Science Eyes • Make-Believe Play
23. Experiment with the use of texture in artwork	<ul style="list-style-type: none"> • Make-Believe Play Prop Making • Make-Believe Play • Science Eyes (with experiments) • Venger Drawing & Venger Collage
24. Use basic shapes and forms of different sizes to create artwork.	<ul style="list-style-type: none"> • Venger Drawing & Venger Collage • Make-Believe Play Prop Making • Make-Believe Play
25. Explore concepts of pattern and symmetry in the environment and artwork.	<ul style="list-style-type: none"> • Pattern Movement • Mystery Math Activities- Mystery Pattern • Patterns with Manipulatives • Science Eyes (with experiments) • Story Lab- Active Listening, Learning Facts • Make-Believe Play: Prop Making • Make-Believe Play
26. Create artwork from memory or imagination.	<ul style="list-style-type: none"> • Make-Believe Play Prop Making • Make-Believe Play • Story Lab- Story Extensions, Learning Facts • Venger Drawing & Venger Collage



Alignment of *Tools of the Mind* Preschool Curriculum to Massachusetts Guidelines for Preschool Learning Experiences

Standard	<i>Tools of the Mind</i> Activity
Guiding Preschool Learning in the Arts	
27. 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">• Share the News• Story Lab- Extensions• Venger Drawing• Venger Collage



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**