



Tools of the Mind

PreK Curriculum, 7th Edition

Alignment with the Massachusetts Standards for Kindergarten Social and Emotional Learning, and Approaches to Play and Learning

Standard	<i>Tools of the Mind</i> Activity
Self-Awareness	
Standard SEL1: The child will be able to recognize, identify, and express his/her emotions.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> label basic emotions and recognize some complex emotions, and associate them with facial expressions, body language, and behaviors (e.g., pride, embarrassment, frustration, nervousness, loneliness). 	<ul style="list-style-type: none"> Group Dramatization Dramatization Story Lab- Character Empathy, Active Listening, Vocabulary, Connections Share the News Buddy Reading
<ul style="list-style-type: none"> use richer and more specific vocabulary related to the nuances of emotions (e.g., happy=ecstatic, glad, joyful, elated, delighted, pleased, etc.). 	<ul style="list-style-type: none"> Story Lab- Character Empathy, Active Listening, Vocabulary, Connections Share the News Group Dramatization Dramatization Individual Scaffolded Writing- Center Planning, Chapter Summaries, Story Boards and Write About
<ul style="list-style-type: none"> express and share own feelings in a variety of ways (e.g., through speaking, writing, drawing, dramatization). 	<ul style="list-style-type: none"> Story Lab- Character Empathy, Active Listening, Vocabulary, Connections Share the News Buddy Reading Make a Book Individual Scaffolded Writing- Center Planning, Chapter Summaries, Story Boards and Write About Group Dramatization Dramatization
<ul style="list-style-type: none"> with support, describe reasons for own feelings and situations that cause them (stimuli/provocations) 	<ul style="list-style-type: none"> Story Lab- Character Empathy, Connections Share the News Dramatization Dispute Bag
Standard SEL2: The child will demonstrate accurate self-perception.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> describe multiple personal characteristics realistically (e.g., physical characteristics, abilities/skills, interests, preferences). 	<ul style="list-style-type: none"> Story Lab- Connections, Active Listening Share the News Dramatization
<ul style="list-style-type: none"> share information about self with others, and recognize when sharing information is not appropriate (e.g., recognize family or cultural norms about sharing information). 	<ul style="list-style-type: none"> Share the News Buddy Reading Story Labs- Active Listening, Connections



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Self-Awareness	
<ul style="list-style-type: none"> compare/differentiate own physical characteristics, preferences, thoughts, and feelings from those of others (e.g., “I have brown eyes, she has blue eyes;” “I like X; he likes Y”). 	<ul style="list-style-type: none"> Dramatization Story Lab- Active Listening, Connections Share the News
<ul style="list-style-type: none"> demonstrate awareness and appreciation of self as part of a family, culture/ethnicity, language, community, or group. 	<ul style="list-style-type: none"> Dramatization Story Lab- Connections Share the News
<ul style="list-style-type: none"> explain the rationale for one preference/choice over another (e.g., “I need to do more work on my project in the art center,” “I like milk better than juice.”) 	<ul style="list-style-type: none"> Mystery Math Activities- Mystery Categories Learning Conferences Learning Plans Share the News Story Lab- Active Listening, Connections
Standard SEL3: The child will demonstrate self-efficacy (confidence/competence).	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> display confidence in personal competencies, and satisfaction with results of own work (e.g., make positive statements about self). 	<ul style="list-style-type: none"> Individual Scaffolded Writing- Center Planning, Chapter Summaries, Story Boards and Write About Learning Conferences Learning Plans All Mystery Literacy and Math Activities
<ul style="list-style-type: none"> appropriately share successful mastery of skills or tasks with others. 	<ul style="list-style-type: none"> Study Buddies Learning Plans Learning Conferences Forbidden Words Paired Buddy Reading Stackers I & II Calling Base Camp
<ul style="list-style-type: none"> independently use skills for daily living with confidence and competence. 	<ul style="list-style-type: none"> Dramatization Dispute Bag Center Chart and Team Organization
<ul style="list-style-type: none"> demonstrate confidence in own abilities as well as realistic perception of limitations (e.g., challenges or areas in which he/she might need assistance). 	<ul style="list-style-type: none"> Learning Plans Learning Conferences Study Buddies
<ul style="list-style-type: none"> express independent thoughts, defend ideas, and take appropriate action to defend own rights. 	<ul style="list-style-type: none"> Share the News All Story Labs Dispute Bag What I Know, Think and Wonder

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Self-Awareness	
<ul style="list-style-type: none"> demonstrate willingness to take reasonable risks (e.g., participate in an unfamiliar activity, try a new skill, attempt a challenging experience again). 	<ul style="list-style-type: none"> Learning Plans Learning Conferences Center Chart & Team Organization Must Dos & Can Dos

Standard	<i>Tools of the Mind</i> Activity
Self-Management	
Standard SEL4: The child will demonstrate impulse control and stress management.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> independently use coping strategies to manage intense or difficult feelings or decrease levels of distress (e.g., separating self, counting to ten, etc.). 	<ul style="list-style-type: none"> Share the News Story Lab- Character Empathy, Connections Dispute Bag
<ul style="list-style-type: none"> manage, regulate, and communicate wants/needs (e.g., use strategies to help delay gratification, such as choosing an alternative). 	<ul style="list-style-type: none"> All Tools of the Mind activities support the development of self-regulation.
<ul style="list-style-type: none"> analyze challenging situations and identify healthy ways to address them (e.g., strategies for handling mistakes such as erasing, correcting, starting over, etc.). 	<ul style="list-style-type: none"> Classroom Rules Share the News Study Buddies Learning Conferences Story Lab- Character Empathy, Connections
<ul style="list-style-type: none"> adjust/modulate behaviors (voice level, body movement, etc.) appropriate to various settings with minimal support (e.g., library, hallways, auditorium, bus, cafeteria, etc.). 	<ul style="list-style-type: none"> Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Simon Says, Movement Songs & Dances Self-Regulation Transition Activities- Forbidden Words, Listen & Remember, Do What I Do, and Pretend Transitions Classroom Rules Classroom Practices Dramatization
<ul style="list-style-type: none"> independently adapt/transition among environments or activities with minimal support (e.g., re-entering program after out-of-class activities; moving from one activity to another). 	<ul style="list-style-type: none"> Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Simon Says, Movement Songs & Dances Self-Regulation Transition Activities- Forbidden Words, Listen & Remember, Do What I Do, and Pretend Transitions Center Chart & Team Organization
<ul style="list-style-type: none"> demonstrate flexibility in thinking or actions (e.g., ask for suggestions; think of alternatives; adapt to unexpected changes). 	<ul style="list-style-type: none"> Center Chart & Team Organization Study Buddy Forbidden Words Dispute Bag Learning Conferences

Standard	<i>Tools of the Mind</i> Activity
Social Awareness	
Standard SEL5: The child will display empathetic characteristics.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> distinguish others' feelings and begin to speculate on why they might be different from his or her own. 	<ul style="list-style-type: none"> Story Labs- Active Listening, Character Empathy, Connections Share the News
<ul style="list-style-type: none"> recognize, label, and connect with others' expression of feelings (e.g., explain reasons/causes). 	<ul style="list-style-type: none"> Story Labs- Active Listening, Character Empathy, Connections Share the News Study Buddies
<ul style="list-style-type: none"> respond to another's emotions and needs (e.g., share a similar personal experience; advocate for someone; relinquish an object or turn for another). 	<ul style="list-style-type: none"> Dispute Bag Story Labs- Active Listening, Character Empathy, Connections Share the News
<ul style="list-style-type: none"> predict others' feelings, responses, and behavior, and make decisions accordingly. 	<ul style="list-style-type: none"> Dispute Bag Dramatization Share the News Story Labs- Character Empathy, Prediction, Inference
<ul style="list-style-type: none"> show kindness or regard for others or for other living things most of the time. 	<ul style="list-style-type: none"> Study Buddies Center Chart & Team Organization Classroom Rules
Standard SEL6: The child will recognize diversity and demonstrate respect for others.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> acknowledge and identify commonalities and differences among people (e.g., race, culture, language, abilities, etc.). 	<ul style="list-style-type: none"> Story Lab- Character Empathy, Active Listening, Learning Facts, Vocabulary Building Background Knowledge Dramatization Mystery Literacy Activity- Mystery Question Tallying
<ul style="list-style-type: none"> communicate differences in families, languages, and cultures, in positive ways. 	<ul style="list-style-type: none"> Story Lab- Character Empathy, Active Listening, Learning Facts, Vocabulary Who Am I? Game Building Background Knowledge Dramatization
<ul style="list-style-type: none"> identify and appreciate the abilities, skills, and qualities of others. 	<ul style="list-style-type: none"> Study Buddies Center Chart & Team Organization What I Know, Think and Wonder

Alignment of *Tools of the Mind* Preschool Curriculum to Massachusetts Standards for Kindergarten Social and Emotional Learning, and Approaches to Play and Learning

Standard	<i>Tools of the Mind</i> Activity
Social Awareness	
<ul style="list-style-type: none"> accept the validity of others’ perspectives, ideas, and motivations (i.e., they are not “wrong,” just different). 	<ul style="list-style-type: none"> Share the News Mystery Activities All Story Labs Study Buddies Center Chart & Team Organization What I Know, Think and Wonder Dramatization
<ul style="list-style-type: none"> show respect for others by using social conventions (e.g., raising hand to speak, taking turns, respecting authority). 	<ul style="list-style-type: none"> Classroom Rules Study Buddies Buddy Reading Center Chart & Team Organization Author’s Chair
<ul style="list-style-type: none"> independently balance own needs with needs of others (e.g., sharing, dividing materials, giving up an object, moving to make space for another). 	<ul style="list-style-type: none"> Dispute Bag Share the News Center Chart & Team Organization Dramatization

Standard	<i>Tools of the Mind</i> Activity
Relationship Skills	
Standard SEL7: The child will demonstrate the ability to communicate with others in a variety of ways.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> initiate and engage in multiple and reciprocal communications or conversations with other children throughout the day (including home language or alternative communication systems as needed). 	<ul style="list-style-type: none"> Mystery Activities Buddy Reading Forbidden Words Share the News Center Chart & Team Organization Dramatization
<ul style="list-style-type: none"> initiate and engage in substantive/focused communication or conversations with adults in the program (including home language or alternative communication systems as needed). 	<ul style="list-style-type: none"> Learning Conferences Dramatization
<ul style="list-style-type: none"> listen or demonstrate attention and respond when peers or adults talk (or communicate in non-verbal ways such as sign language, gestures, body language). 	<ul style="list-style-type: none"> Buddy Reading Share the News Rhyming Game All Story Labs Group Dramatization Dramatization

Standard	<i>Tools of the Mind</i> Activity
Relationship Skills	
Standard SEL8: The child will engage socially, and build relationships with other children and with adults.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> initiate, expand, and maintain interactions with other children most of the time (e.g., invent/set up activities). 	<ul style="list-style-type: none"> Center Chart & Team Organization Buddy Reading Share the News Who Am I? Game Dramatization I Have Who Has Games Buddy Checks Market Farm Stackers I & II Numerals Game
<ul style="list-style-type: none"> form and maintain increasingly closer and more nurturing friendships (e.g., show loyalty, demonstrate concern for needs/wants of particular children). 	<ul style="list-style-type: none"> Study Buddies Share the News Community Building Activities Dramatization Story Labs- Character Empathy, Connections Center Chart & Team Organization
<ul style="list-style-type: none"> demonstrate trusting, caring relationships with more than one adult in the program and school community. 	<ul style="list-style-type: none"> Community Building Activities Learning Conferences
<ul style="list-style-type: none"> use play with others to practice and extend understanding of social roles and relationships (e.g., create and enact more complex dramatizations using dialogue and/or props). 	<ul style="list-style-type: none"> Group Dramatization Dramatization
Standard SEL9: The child will demonstrate the ability to manage conflict.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> recognize and act on conflict situations in a positive manner most of the time (e.g., explain situation with objectivity; listen to others' perspectives or solutions). 	<ul style="list-style-type: none"> Dispute Bag Dramatization Center Chart & Team Organization Share the News
<ul style="list-style-type: none"> be able to listen to and acknowledge another's perspective and rationale (e.g., explain/restate understanding of another person's perspective). 	<ul style="list-style-type: none"> Share the News All Story Labs Study Buddies Center Chart & Team Organization What I Know, Think and Wonder Dramatization



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Standard	<i>Tools of the Mind</i> Activity
Relationship Skills	
<ul style="list-style-type: none"> distinguish when it is appropriate to seek adult help and when conflict can be managed by peers. 	<ul style="list-style-type: none"> Dispute Bag Share the News Classroom Rules
<ul style="list-style-type: none"> be able to initiate and engage in compromise or bargaining strategies to seek a middle ground or a mutually satisfactory outcome (e.g., use if/then statements, concessions, etc.). 	<ul style="list-style-type: none"> Dispute Bag Share the News
<ul style="list-style-type: none"> identify some strategies for preventing interpersonal conflicts. 	<ul style="list-style-type: none"> Share the News Classroom Rules
Standard SEL10: The child will demonstrate the ability to seek help and offer help.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> often attempt reasonably challenging tasks independently before requesting assistance. 	<ul style="list-style-type: none"> Individual Scaffolded Writing- Center Planning, Chapter Summaries, Story Boards and Write About Study Buddies All Mystery Literacy and Math Activities
<ul style="list-style-type: none"> describe and use appropriate strategies for seeking assistance (e.g., big problem vs. small problem). 	<ul style="list-style-type: none"> Dispute Bag Share the News Classroom Rules Story Labs- Character Empathy, Connections
<ul style="list-style-type: none"> ask for assistance from adults in socially acceptable ways. 	<ul style="list-style-type: none"> Classroom Rules Share the News Individual Scaffolded Writing- Center Planning, Chapter Summaries, Story Boards and Write About
<ul style="list-style-type: none"> ask for assistance from peers in socially acceptable ways. 	<ul style="list-style-type: none"> Study Buddies Buddy Reading Paired Buddy Reading
<ul style="list-style-type: none"> recognize when another needs help and offer assistance. 	<ul style="list-style-type: none"> Study Buddies Share the News Story Labs- Character Empathy, Connections
Standard	<i>Tools of the Mind</i> Activity
Responsible Decision Making	
Standard SEL11: The child will demonstrate beginning personal, social, and ethical responsibility.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> communicate reasons for rules (benefits to self and others). 	<ul style="list-style-type: none"> Classroom Rules Classroom Rules II: Center Rules

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Standard	<i>Tools of the Mind</i> Activity
Responsible Decision Making	
<ul style="list-style-type: none"> understand and follow rules, limits, and expectations with minimal prompting/assistance. 	<ul style="list-style-type: none"> Classroom Rules Classroom Rules II: Center Rules Center Chart & Team Organization
<ul style="list-style-type: none"> take on responsibilities and follow through on them (e.g., volunteer for and carry out tasks). 	<ul style="list-style-type: none"> Dispute Bag Dramatization Center Chart & Team Organization Clean-up Song
Standard SEL12: The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> identify personal opportunities and take responsibility for the well-being/comfort of others and the group (e.g., making a guest feel welcome, helping someone who is less able). 	<ul style="list-style-type: none"> Story Lab-Character Empathy Study Buddies Center Chart & Team Organization
<ul style="list-style-type: none"> identify and communicate a social/ethical problem (e.g., describe and report a problem). 	<ul style="list-style-type: none"> Share the News Dispute Bag
<ul style="list-style-type: none"> with support, discuss and identify possible causes and solutions for a social/ethical problem. 	<ul style="list-style-type: none"> Share the News Classroom Rules Classroom Rules II: Center Rules
<ul style="list-style-type: none"> recognize situations as safe vs. dangerous and know what action to take (e.g., stranger danger, safety, etc.). 	<ul style="list-style-type: none"> All classroom routines and rules support the recognition of safe/unsafe practices Story Lab – Connections, Vocabulary, and/or Learning Facts
<ul style="list-style-type: none"> resist negative peer pressure (e.g., refuse to participate in peer actions that are in conflict with rules or appropriateness). 	<ul style="list-style-type: none"> Share the News Classroom Rules Center Chart & Team Organization
<ul style="list-style-type: none"> take steps to stop teasing/bullying and/or deal with it effectively (e.g., speaking up; seeking support from an adult). 	<ul style="list-style-type: none"> Classroom Rules Share the News Story Lab- Character Empathy Dispute Bag
Standard	<i>Tools of the Mind</i> Activity
Approaches to Play and Learning	
Standard APL1: The child will demonstrate initiative, self-direction, and independence.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> consider diverse personal interests and goals, and select among them. 	<ul style="list-style-type: none"> Must Dos & Can Dos Dramatization Center Planning

Standard	<i>Tools of the Mind</i> Activity
Approaches to Play and Learning	
<ul style="list-style-type: none"> demonstrate eagerness to learn about and participate in a variety of topics, ideas, and tasks, and explore these interests in depth. 	<ul style="list-style-type: none"> Building Background Knowledge Dramatization Learning Conferences Science Observation Station
<ul style="list-style-type: none"> independently seek new experiences and attempt increasingly complex challenges (physically, cognitively, or socially). 	<ul style="list-style-type: none"> Learning Plans Learning Conferences Center Chart & Team Organization Must Dos & Can Dos Buddy Reading
<ul style="list-style-type: none"> engage in planning, goal-setting, and decisions with some assistance (e.g., decide with whom to work and play, and under what circumstances; describe steps to reaching goals, and processes/materials to be used). 	<ul style="list-style-type: none"> Center Planning Dramatization Center Chart & Team Organization Must Dos & Can Dos Buddy Reading Stackers I & II
<ul style="list-style-type: none"> independently use a variety of resources to find answers to questions, to solve problems, or to create. 	<ul style="list-style-type: none"> Building Background Knowledge Forbidden Words Science Observation Station Dispute Bag Treasure Hunt
Standard APL2: The child will demonstrate eagerness and curiosity as a learner.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> ask “why” questions about unknown future events and phenomena, as well as about the here and now (e.g., how, what if). 	<ul style="list-style-type: none"> Daily Schedule Mystery Activities- Mystery Categories Building Background Knowledge Dramatization Science Observation Station
<ul style="list-style-type: none"> try a wide range of new experiences (e.g., materials, tasks, academic or physical skills), both independently and with peers or adults. 	<ul style="list-style-type: none"> Learning Plans Learning Conferences Center Chart & Team Organization Must Dos & Can Dos Buddy Reading Physical Self-Regulation- Freeze Games

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Approaches to Play and Learning	
<ul style="list-style-type: none"> with support, seek information from a variety of sources, such as books, the Internet, experts, and observations. 	<ul style="list-style-type: none"> Building Background Knowledge Dramatization Science Observation Station
<ul style="list-style-type: none"> describe or demonstrate how he/she likes to learn best (e.g., observing, imitating, asking questions, hands-on investigation). 	<ul style="list-style-type: none"> Learning Conferences
Standard APL3: The child will be able to maintain focus and attention, and persist in efforts to complete a task.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> independently maintain focus on a project for a sustained period of time, until completed. 	<ul style="list-style-type: none"> Must Dos & Can Dos Individual Scaffolded Writing- Center Planning, Chapter Summaries, Story Boards and Write About Make a Book Science Observation Station
<ul style="list-style-type: none"> resist distraction and maintain attention to a task or activity (e.g., teacher instruction, multiple activities occurring simultaneously) with minimal support. 	<ul style="list-style-type: none"> Graphics Practice All Story Labs Jack and Annie’s Secret Message Physical Self-Regulation Activities- Freeze Games; Pattern Movement Group Dramatization Individual Scaffolded Writing- Center Planning, Chapter Summaries, Story Boards and Write About Must Dos & Can Dos Buddy Reading² Numberline Word Problems
<ul style="list-style-type: none"> continue with or return to activities despite distractions or interruptions. 	<ul style="list-style-type: none"> Graphics Practice Chapter Summaries Must Dos & Can Dos Physical Self-Regulation Activities- Freeze Game, Pattern Movement, Simon Says, Movement Songs & Dances Self-Regulation Transition Activities- Forbidden Words, Listen & Remember, Do What I Do, and Pretend Transitions
<ul style="list-style-type: none"> contribute to discussions, holding in mind both the topic of discussion and the contributions of others. 	<ul style="list-style-type: none"> Share the News All Story Labs Forbidden Words
<ul style="list-style-type: none"> independently persist in spite of frustration or disappointment. 	<ul style="list-style-type: none"> Individual Scaffolded Writing- Center Planning, Chapter Summaries, Story Boards and Write About Paired Buddy Reading Graphics Practice Dramatization

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Approaches to Play and Learning	
<ul style="list-style-type: none"> work to complete projects to own satisfaction based on personal standards of quality or completion (“good enough” or “finished”). 	<ul style="list-style-type: none"> Individual Scaffolded Writing- Center Planning, Chapter Summaries, Story Boards and Write About Learning Conferences Make a Book Learning Records
Standard APL4: The child will demonstrate creativity in thinking and use of materials.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> use materials, tools, information, and experiences to express ideas or convey meaning in new and different ways. 	<ul style="list-style-type: none"> Group Dramatization Dramatization Building Background Knowledge
<ul style="list-style-type: none"> describe or represent the difference between fantasy situations and reality. 	<ul style="list-style-type: none"> Story Lab- Learning Facts, Predictions Building Background Knowledge Dramatization What I Know, Think and Wonder For Real or For Pretend
<ul style="list-style-type: none"> use humor to play with concepts/language or to engage or entertain others as culturally appropriate (e.g., jokes, riddles, songs, rhymes). 	<ul style="list-style-type: none"> Riddle & Joke Books Silly Sentences Peanut Mix-up Forbidden Words Dramatization
<ul style="list-style-type: none"> use imagination and other materials to produce new ideas. 	<ul style="list-style-type: none"> Forbidden Words Background Building Knowledge Dramatization Venger Drawing & Venger Collage
<ul style="list-style-type: none"> combine materials and equipment to express ideas through various creative arts. 	<ul style="list-style-type: none"> Dramatization
Standard APL5: The child will cooperate with others in play and learning.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> suggest and listen to ideas for play with others (e.g., board games, playground games, role play). 	<ul style="list-style-type: none"> Center Chart & Team Organization Community Building Activities Dramatization Study Buddies Share the News Dispute Bag

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Approaches to Play and Learning	
<ul style="list-style-type: none"> collaborate and negotiate play with two or more children (e.g., who will go first, roles each participant will play, assuming various responsibilities). 	<ul style="list-style-type: none"> Center Planning & Team Organization Sound-by-Sound Board Game Dramatization Dispute Bag Share the News Math activities: Market Farm, Stackers, Numerals Game
<ul style="list-style-type: none"> cooperate successfully in play and work with others with little prompting (e.g., listening and responding to needs of others, helping or advising one another). 	<ul style="list-style-type: none"> Center Chart & Team Organization Dramatization Study Buddies Share the News Dispute Bag Buddy Reading
<ul style="list-style-type: none"> use cooperative learning strategies to accomplish a task or solve a problem (e.g., brainstorming ideas or steps, identifying resources, designating/accepting responsibilities, co-constructing processes to be used, sharing knowledge or discoveries). 	<ul style="list-style-type: none"> Center Chart & Team Organization Study Buddies Stackers I & II Market Farm Paired Buddy Reading
<ul style="list-style-type: none"> recognize and respect shared leadership (e.g., be a leader and respect others as leaders). 	<ul style="list-style-type: none"> Center Chart & Team Organization Dramatization Study Buddies Share the News
<ul style="list-style-type: none"> explain (or represent) how cooperative strategies facilitated the process for accomplishing a task or solving a problem. 	<ul style="list-style-type: none"> Learning Conferences Dramatization
Standard APL6: The child will seek multiple solutions to a question, task, or problem.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> identify increasingly complex problems and strategies for solving them (e.g., experimentation, reasoning, research). 	<ul style="list-style-type: none"> Story Lab- Learning Facts Building Background Knowledge Science Observation Station Treasure Hunt Stackers I & II Find Peanut
<ul style="list-style-type: none"> identify pros and cons of possible solutions, then select and implement one. 	<ul style="list-style-type: none"> Mystery Activities Dramatization Share the News Story Lab- Prediction Science Observation Station
<ul style="list-style-type: none"> verify cause and effect predictions and speculate about how or why the outcome might have been different. 	<ul style="list-style-type: none"> Science Observation Station Story Lab- Learning Facts, Prediction



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Approaches to Play and Learning	
<ul style="list-style-type: none"> with support, formulate and test hypotheses, make inferences, and draw connections to previous experiences and information. 	<ul style="list-style-type: none"> Science Observation Station Story Lab- Learning Facts
<ul style="list-style-type: none"> try different solutions when the first attempt does not work. 	<ul style="list-style-type: none"> Science Observation Station
Standard APL7: The child will demonstrate organizational skills.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> independently organize materials appropriately (e.g., put away materials when finished, organize materials by categories). 	<ul style="list-style-type: none"> Clean-Up Routine Classroom Rules Classroom Rules II: Center Rules
<ul style="list-style-type: none"> independently carry out organizational routines (e.g., gather personal belongings at end of day). 	<ul style="list-style-type: none"> Classroom Rules Daily Schedule Clean-Up Routine
<ul style="list-style-type: none"> describe and implement multiple steps to be followed for an activity or project. 	<ul style="list-style-type: none"> Center Chart & Team Organization Must Dos and Can Dos Stackers I & II Market Farm
<ul style="list-style-type: none"> demonstrate awareness of the weekly schedule (e.g., specials, half days, etc.); anticipate and prepare for coming events. 	<ul style="list-style-type: none"> Daily Schedule Timeline Calendar
<ul style="list-style-type: none"> manage time for tasks or activities with minimal support (e.g., recognize when and how to prepare for or close an activity, task, or process). 	<ul style="list-style-type: none"> Center Chart & Team Organization Clean-Up Routine
Standard APL8: The child will be able to retain and recall information.	
By the end of Kindergarten, a child may...	
<ul style="list-style-type: none"> relate past experiences with details. 	<ul style="list-style-type: none"> Share the News Story Lab- Active Listening, Connections Story Timeline
<ul style="list-style-type: none"> use intentional strategies to support visual memory (e.g., focusing on specific details, spatial placement). 	<ul style="list-style-type: none"> Do What I Do Look and Remember Memory Game
<ul style="list-style-type: none"> recall and relate auditory information. 	<ul style="list-style-type: none"> Listen and Remember Syllable Clapping Listening Center Guess My Number Story Timeline Story Lab- Story Grammar, Story Comparisons, Connections



Alignment of *Tools of the Mind* Preschool Curriculum to Massachusetts Standards for Kindergarten Social and Emotional Learning, and Approaches to Play and Learning

Standard	<i>Tools of the Mind</i> Activity
Approaches to Play and Learning	
<ul style="list-style-type: none">• apply prior knowledge to new situations, relationships, and problem solving.	<ul style="list-style-type: none">• Share the News• Story Lab- Predictions, Connections, Story Grammar, Learning Facts, Story Comparisons• Dramatization