



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

Domain: Approaches to Learning: Preschool	Tools of the Mind Activities & Practices that Support Development
Sub-Domain: Emotional and Behavioral Self-Regulation	
Goal IT-ATL 1. Child manages emotions with increasing independence	
36 to 48 Months	<ul style="list-style-type: none"> Classroom Practices Daily Schedule Pretend Transitions Share the News Story Lab- Character Empathy
Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	
48 to 60 Months	
Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults	
By 60 Months	
<ul style="list-style-type: none"> Expresses emotions in ways that are appropriate to the situation. Looks for adult assistance when emotions are most intense. Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths. 	
Goal P- ATL 2. Child follows classroom rules and routines with increasing independence.	
36 to 48 months	<ul style="list-style-type: none"> Classroom Rules Classroom Practices Daily Schedule External Mediators Pretend Transitions
Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	
48 to 60 Months	
Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	
By 60 Months	
<ul style="list-style-type: none"> Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time. Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time. 	



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

<ul style="list-style-type: none"> • Responds to signals when transitioning from one activity to another 	
Goal P-ATL 3. Child appropriately handles and takes care of classroom materials	
36 to 48 Months	<ul style="list-style-type: none"> • Classroom Rules • Classroom Practices • Clean Up Song • Daily Schedule • External Mediators • Make Believe Play Block
Handles classroom materials, such as putting them where they belong, with adult support.	
48 to 60 Months	
Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.	
By 60 Months	
<ul style="list-style-type: none"> • Appropriately handles materials during activities. • Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin. 	
Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence	
36 to 48 Months	<ul style="list-style-type: none"> • Classroom Rules • Classroom Practices • Clean Up Song • Daily Schedule • External Mediators • Make Believe Play Block • Pretend Transitions • Share the News
Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.	
48 to 60 Months	
Manages own actions, words, and behavior with occasional support from adults.	
By 60 Months	
<ul style="list-style-type: none"> • Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults. • Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time. • Waits for turn, such as waits in line to wash hands or waits for turn 	



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

<p>on swings.</p> <ul style="list-style-type: none"> • Refrains from aggressive behavior towards others. • Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him. 	
Sub- Domain: Cognitive Self-Regulation (Executive Functioning)	
Goal P-ATL 5. Child Demonstrates an increasing ability to control impulses	
36 to 48 Months	<ul style="list-style-type: none"> • Buddy Reading • Classroom Rules • Classroom Practices • Clean Up Song • Daily Schedule • External Mediators • Graphics Practice • Make Believe Play Block • Physical Self-regulation Games • Small Group Activities (Math/Science & Literacy)
Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.	
48 to 60 Months	
Sometimes controls impulses independently, while at other times needs support from an adult.	
By 60 Months	
<ul style="list-style-type: none"> • Stops an engaging activity to transition to another less desirable activity with adult guidance and support. • Delays having desires met, such as agreeing to wait turn to start an activity. • Without adult reminders, waits to communicate information to a group. • Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them 	
Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support	
36 to 48 Months	<ul style="list-style-type: none"> • Buddy Reading • Classroom Rules • Classroom Practices • External Mediators • Make Believe Play Block • Small Group Activities (Math/Science & Literacy)
With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

48 to 60 Months	
With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	
By 60 Months	
<ul style="list-style-type: none"> • Maintains focus on activities for extended periods of time, such as 15 minutes or more. • Engages in purposeful play for extended periods of time. • Attends to adult during large and small group activities with minimal support 	
Goal P-ATL 7. Child persists in tasks.	
36 to 48 Months	
Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.	
48 to 60 Months	
Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.	
By 60 Months	
<ul style="list-style-type: none"> • Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child. • Returns with focus to an activity or project after having been away from it 	<ul style="list-style-type: none"> • Classroom Rules • Classroom Practices • External Mediators • Make Believe Play Block (particularly Play Planning) • Small Group Activities (Math/Science & Literacy)
Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.	
36 to 48 Months	
Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	
48 to 60 Months	
	<ul style="list-style-type: none"> • Fingerplays, Chants & Songs • Graphics Practice • Make Believe Play Practice • Make Believe Play • Mystery Literacy Activities



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

Holds an increasing amount of information in mind in order to successfully complete tasks.	<ul style="list-style-type: none"> • Mystery Math Activities • Play Planning • Remember & Replicate • Story Lab- Story Grammar
By 60 Months	
<ul style="list-style-type: none"> • Accurately recounts recent experiences in the correct order and includes relevant details. • Successfully follows detailed, multi-step directions, sometimes with reminders. • Remembers actions to go with stories or songs shortly after being taught. 	
Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior	
36 to 48 Months	
Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.	
48 to 60 Months	
Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.	
By 60 Months	
<ul style="list-style-type: none"> • Tries different strategies to complete work or solve problems including with other children. • Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet. • Transitions between activities without getting upset. 	<ul style="list-style-type: none"> • Attribute Game • Classroom Practices • Fingerplays, Chants & Songs • Graphics Practice • Make Believe Play Block • Make Believe Play Practice • Pattern Movement
Subdomain: Initiative and Curiosity	
Goal P-ATL 10. Child demonstrates initiative and independence	
36 to 48 Months	
Regularly shows initiative, particularly in interactions with familiar adults.	<ul style="list-style-type: none"> • Make Believe Play • Mystery Literacy Activities



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

Works independently for brief periods of time without adult prompting.	<ul style="list-style-type: none"> Mystery Math Activities Play Planning Small Group Activities (Math/Science & Literacy) Make-Believe Play: Prop Making
48 to 60 Months	
Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	
By 60 Months	
<ul style="list-style-type: none"> Engages in independent activities. Makes choices and communicates these to adults and other children. Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity. Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted. 	
Goal P-ATL 11. Child shows interest in and curiosity about the world around them	
36 to 48 Months	<ul style="list-style-type: none"> All Story Labs Classroom Practices Make-Believe Play Make-Believe Play Planning Scaffolding Writing Science Eyes
Seeks out new information and explores new play and tasks with adult support.	
48 to 60 Months	
Seeks out new information and explores new play and tasks both independently and with adult support.	
By 60 Months	
<ul style="list-style-type: none"> Asks questions and seeks new information. Is willing to participate in new activities or experiences even if they are perceived as challenging. Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities. 	



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

Sub-Domain: Creativity	
Goal P-ATL 12. Child expresses creativity in thinking and communication	
36 to 48 Months	<ul style="list-style-type: none"> • All Story Labs • Classroom Practices • Make-Believe Play • Make-Believe Play Planning • Scaffolding Writing • Small Group Activities (Math/Science & Literacy)
Responds to adults' prompts to express creative ideas in words and/or actions.	
48 to 60 Months	
Communicates creative ideas and actions both with and without prompting from adults.	
By 60 Months	<ul style="list-style-type: none"> • All Story Labs • Art Center • Classroom Practices • Make-Believe Play • Make-Believe Play Planning • Make- Believe Play Prop Making • Make-Believe Play Practice • Scaffolding Writing • Small Group Activities (Math/Science & Literacy) • Share the News
<ul style="list-style-type: none"> • Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. • Approaches tasks, activities, and play in ways that show creative problem solving. • Uses multiple means of communication to creatively express thoughts, feelings, or ideas. 	
36 to 48 Months	
Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	
48 to 60 Months	<ul style="list-style-type: none"> • All Story Labs • Art Center • Classroom Practices • Make-Believe Play • Make-Believe Play Planning • Make- Believe Play Prop Making • Make-Believe Play Practice • Scaffolding Writing • Small Group Activities (Math/Science & Literacy) • Share the News
Develops more elaborate imaginary play, stories, and other creative works with children and adults	
By 60 Months	
<ul style="list-style-type: none"> • Engages in social and pretend play. • Uses imagination with materials to create stories or works of art. • Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel. 	



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

Domain: Social and Emotional Development- Preschool	<i>Tools of the Mind</i> Activities	
Sub-Domain: Relationships with Adults		
Goal P-SE 1 Child engages in and maintains a positive relationship and interactions with adults		
36 to 48 Months	<ul style="list-style-type: none"> • Classroom Rules • Classroom Practices • Share the News 	
Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.		
48 to 60 Months		
Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.		
By 60 Months	<ul style="list-style-type: none"> • Classroom Rules • Classroom Practices • Make-Believe Play Center Block • Share the News 	
<ul style="list-style-type: none"> • Interacts readily with trusted adults. • Engages in some positive interactions with less familiar adults, such as parent volunteers. • Shows affection and preference for adults who interact with them on a regular basis. • Seeks help from adults when needed. 		
Goal P- SE2. Child engages in cooperative behavior with adults		
36 to 48 months		
Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying “No” to requests, but these moments are typically resolved with support from adults.	<ul style="list-style-type: none"> • Classroom Rules • Classroom Practices • Make-Believe Play Center Block • Share the News 	
48 to 60 Months		
Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as		



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

<p>being given reminders to use a quiet voice or follow directions.</p>	
By 60 Months	
<ul style="list-style-type: none"> • Engages in prosocial behaviors with adults, such as using respectful language or greetings. • Attends to an adult when asked. • Follows adult guidelines and expectations for appropriate behavior. • Asks or waits for adult permission before doing something when they are unsure. 	
Sub-Domain: Relationships with Other Children	
Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children	
36 to 48 Months	
<p>Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.</p>	<ul style="list-style-type: none"> • Buddy Reading • Make-Believe Play • Make-Believe Play Practice • Play Planning • Share the News • Small Group Activities- (Math/Science & Literacy)
48 to 60 Months	
<p>Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.</p>	
By 60 Months	
<ul style="list-style-type: none"> • Engages in and maintains positive interactions with other children. • Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy. • Takes turns in conversations and interactions with other children. 	



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

<ul style="list-style-type: none"> Develops friendships with one or two preferred other children 	
Goal P-SE 4. Child engages in cooperative play with other children	
36 to 48 Months	<ul style="list-style-type: none"> Buddy Reading Make-Believe Play Make-Believe Play Practice Play Planning (specifically Review of Play Plans) Share the News Small Group Activities- (Math/Science & Literacy)
Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.	
48 to 60 Months	
Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.	
By 60 Months	
<ul style="list-style-type: none"> Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time. Demonstrates willingness to include others' ideas during interactions and play. Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter. Engages in reflection and conversation about past play experiences. 	
Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children	
36 to 48 Months	<ul style="list-style-type: none"> Classroom Practices Make-Believe Play Play Planning Share the News Small Group Activities- (Math/Science & Literacy)
Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	
48 to 60 Months	

Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

<p>Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.</p>	<ul style="list-style-type: none"> • Story Lab- Character Empathy • Story Lab- Connections
By 60 Months	
<ul style="list-style-type: none"> • Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as “Why do you think your friend might be sad?” • Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising. • Expresses feelings, needs, and opinions in conflict situations. • Seeks adult help when needed to resolve conflicts. 	
Sub-Domain: Emotional Functioning	
Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	
36 to 48 Months	
<p>Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.</p>	<ul style="list-style-type: none"> • Make-Believe Play • Make-Believe Play Practice • Share the News • Story Lab- Character Empathy • Story Lab- Connections • Story Lab- Vocabulary
48 to 60 Months	
<p>Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying “Don’t be mad” when engaged in play with other children.</p>	
By 60 Months	
<ul style="list-style-type: none"> • Recognizes and labels basic emotions in books or photographs. • Uses words to describe own feelings. • Uses words to describe the feelings of adults or other children. 	



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

Goal P-SE 7. Child expresses care and concern towards others	
36 to 48 Months	<ul style="list-style-type: none"> • Classroom Practices • Make-Believe Play • Make-Believe Play Practice • Share the News • Story Lab- Character Empathy • Story Lab- Connections
Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.	
48 to 60 Months	
Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.	
By 60 Months	
<ul style="list-style-type: none"> • Makes empathetic statements to adults or other children. • Offers support to adults or other children who are distressed. 	
Goal P-SE 8. Child manages emotions with increasing independence	
36 to 48 Months	<ul style="list-style-type: none"> • Classroom Practices • Make-Believe Play • Make-Believe Play Practice • Share the News • Story Lab- Character Empathy • Story Lab- Connections
Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	
48 to 60 Months	
Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.	
By 60 Months	
<ul style="list-style-type: none"> • Expresses feelings in ways that are appropriate to the situation. • Looks for adult assistance when feelings are most intense. • Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath 	



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

Sub-Domain: Sense of Identity and Belonging	
Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests	
36 to 48 Months	<ul style="list-style-type: none"> Make-Believe Play Science Eyes Share the News Story Lab- Character Empathy Story Lab- Connections Story Lab- Vocabulary
Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	
48 to 60 Months	
Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	
By 60 Months	
<ul style="list-style-type: none"> Describes self, using several different characteristics. Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture. 	
Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self	
36 to 48 Months	<ul style="list-style-type: none"> Classroom Rules Classroom Practices Make-Believe Play Center Block Share the News Small Group Activities- (Math/Science & Literacy) Story Lab- Character Empathy Story Lab- Connections Story Lab- Vocabulary
Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.	
48 to 60 Months	
Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.	
By 60 Months	
<ul style="list-style-type: none"> Shows satisfaction or seeks acknowledgment when completing a task or solving a problem. Expresses own ideas or beliefs in group contexts or in interactions with others. Uses positive words to describe self, such as kind or hard-worker. 	



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

Goal P-SE 11. Child has a sense of belonging to family, community and other groups	
36 to 48 Months	<ul style="list-style-type: none"> Share the News Story Lab- Character Empathy Story Lab- Connections Story Lab- Vocabulary
Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	
48 to 60 Months	
Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.	
By 60 Months	
<ul style="list-style-type: none"> Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool. Relates personal stories about being a part of different groups. Identifies similarities and differences about self across familiar environments and settings. 	



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

Language and Literacy- Preschool	
Domain: Language and Communication	Tools of the Mind Activities
Sub-Domain: Attention and Understanding	
Goal P-LC 1. Child attends to communication and language from others	
36 to 48 Months	<ul style="list-style-type: none"> All Story Lab Activities Make-Believe Play Share the News Small Group Activities (Math/Science & Literacy)
Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	
48 to 60 Months	
Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	
By 60 Months	
<ul style="list-style-type: none"> Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others. Shows ongoing connection to a conversation, group discussion, or presentation. 	
Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.	
36 to 48 months	<ul style="list-style-type: none"> All Story Labs (Specifically Story Lab- Story Grammar) Graphics Practice Play Planning (Specifically Play Plan Review) Mystery Literacy Activities Mystery Math Activities Share the News Small Group Activities (Math/Science & Literacy)
Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	
48 to 60 Months	
Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	
By 60 Months	

Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

<ul style="list-style-type: none"> • Shows an ability to recall (in order) multiple step directions. • Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/ Why?” • Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then. • Shows an understanding of talk related to the past or future. • Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English. 	
Sub-Domain: Communication and Speaking	
Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation	
36 to 48 Months	<ul style="list-style-type: none"> • All Story Labs • Classroom Practices • Make-Believe Play • Make-Believe Play Planning • Share the News • Small Group Activities (Math/Science & Literacy)
Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.	
48 to 60 Months	
Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.	
By 60 Months	
<ul style="list-style-type: none"> • Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher. • Uses language, spoken or sign, to clarify a word or statement when misunderstood. • Children who are DLLs may switch between their languages. 	
Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules	
36 to 48 Months	<ul style="list-style-type: none"> • All Story Labs • Classroom Practices
Engages in conversations with adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes	



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

<p>use appropriate tone and volume for different situations.</p>	<ul style="list-style-type: none"> Make-Believe Play Make-Believe Play Planning Share the News Small Group Activities (Math/Science & Literacy)
48 to 60 Months	
<p>Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.</p>	
By 60 Months	
<ul style="list-style-type: none"> Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement. With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret. 	
Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.	
36 to 48 Months	<ul style="list-style-type: none"> All Story Labs Classroom Practices Make-Believe Play Make-Believe Play Planning Share the News Small Group Activities (Math/Science & Literacy)
<p>Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3–5 word phrases/sentences when communicating. With some prompting, can offer multiple (2–3) pieces of information on a single topic.</p>	
48 to 60 Months	
<p>Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.</p>	
By 60 Months	
<ul style="list-style-type: none"> Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement. Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and 	



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

<p>causal relations.</p> <ul style="list-style-type: none"> • Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types. 		
Sub-Domain: Vocabulary		
Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes		
36 to 48 Months		
<p>Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.</p>	<ul style="list-style-type: none"> • All Story Labs; Particularly Story Lab- Vocabulary • Classroom Practices • Make-Believe Play • Make-Believe Play Planning • Share the News • Small Group Activities (Math/Science & Literacy) 	
48 to 60 Months		
<p>Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.</p>		
By 60 Months		
<ul style="list-style-type: none"> • Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities. • Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions. • With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the life- cycle of caterpillars, or “cylinder” when learning about 3-D shapes. • With support, forms guesses about the meaning of new words from context clues. 		
Goal P-LC 7. Child shows understanding of word categories and relationships among words		
36 to 48 Months		
<p>Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories,</p>	<ul style="list-style-type: none"> • All Story Labs; Particularly Story Lab- Vocabulary • Attribute Game • Classroom Practices 	



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

such as sorting things by color.	<ul style="list-style-type: none"> Make-Believe Play Make-Believe Play Planning Share the News Small Group Activities (Math/Science & Literacy)
48 to 60 Months	
Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.	
By 60 Months	
<ul style="list-style-type: none"> Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals. Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.” Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs. Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy. Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s frosty.” 	
Domain: Literacy	
Sub-Domain: Phonological Awareness	
Goal P-Lit 1. Child demonstrates awareness that spoken language is composed of similar segments of sound.	
36 to 48 Months	<ul style="list-style-type: none"> Elkonin Box Games I-II Finger Plays, Chants and Songs I Have Who Has - Sounds Mystery Literacy Activities- Mystery Rhyme, Mystery Letter Play Planning Rhyming Game Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Shared Scaffolded Writing (Write Along)
Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound	
48 to 60 Months	
Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words,	

such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in spoken words.

By 60 Months

- Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”
- Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”
- Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”

Sub-Domain: Print and Alphabet Knowledge

Goal P-Lit 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)

36 to 48 Months

Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult “What does this say?” or “Read this.”

48 to 60 Months

Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.

By 60 Months

- Understands that print is organized differently for different purposes, such as a note, list, or storybook.
- Understands that written words are made up of a group of individual letters.
- Begins to point to single-syllable words while reading simple, memorized texts. Identifies book parts and features, such as the front, back, title, and author.

- All Story Labs
- Buddy Reading
- I Have Who Has - Letters
- Mystery Literacy Activities
- Play Planning
- Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Shared Scaffolded Writing (Write Along)



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

Goal P-Lit 3. Child identifies letters of the alphabet and produces correct sounds associated with letters	
36 to 48 Months	<ul style="list-style-type: none"> • Elkonin I and II • I Have Who Has - Letters • Mystery Literacy Activities • Play Planning • Scaffolded Writing- Message of the Day, Write a Familiar Finger play & Write Along • Story Lab- Learning Facts, Story Extensions • Science Eyes
Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	
48 to 60 Months	
Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	
By 60 Months	
<ul style="list-style-type: none"> • Names 18 upper- and 15 lower-case letters. • Knows the sounds associated with several letters. 	
Sub-Domain: Comprehension and Text Structure	
Goal P-Lit 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	
36 to 48 Months	<ul style="list-style-type: none"> • All Story Labs; Particularly Story Grammar • Buddy Reading • Make Believe Play Practice • Make Believe Play • Play Planning
With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	
48 to 60 Months	
Retells 2–3 key events from a well- known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.	
By 60 Months	
<ul style="list-style-type: none"> • Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships. • Tells fictional or personal stories using a sequence of at least 2–3 connected events. • Identifies characters and main events in books and stories. 	

Goal P-Lit 5. Child asks and answers questions about a book that was read aloud.	
36 to 48 Months	<ul style="list-style-type: none"> • Buddy Reading • Story Lab- Active Listening • Story Lab- Connections • Story Lab- Predictions & Inferences • Story Lab- Story Grammar
Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	
48 to 60 Months	
With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.	
By 60 Months	
<ul style="list-style-type: none"> • Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.” • Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters’ feelings or intentions; or providing evaluations of judgments that are grounded in the text. • Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate. 	
Sub-Domain: Writing	
Goal P-Lit 6. Child writes for a variety of purposes using increasingly sophisticated marks	
36 to 48 Months	<ul style="list-style-type: none"> • Literacy Center • Play Planning • Scaffolded Writing Activities-All • Science Eyes • Story Lab- Learning Facts • Story Lab- Story Extensions • Write Along
Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	
48 to 60 Months	
Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.	



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

By 60 Months

- Creates a variety of written products that may or may not phonetically relate to intended messages.
- Shows an interest in copying simple words posted in the classroom.
- Attempts to independently write some words using invented spelling, such as K for kite.
- Writes first name correctly or close to correctly.
- Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

Cognition- Preschool	
Domain: Mathematics Development	<i>Tools of the Mind Activities</i>
Sub-Domain: Counting and Cardinality	
Goal P-MATH 1. Child knows number names and the count sequence.	
36 to 48 Months	<ul style="list-style-type: none"> • Freeze on the Number • Make Believe Play • Making Collections • Numberline Hopscotch • Numerals Game • Timeline Calendar • Weather Graph
Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as “one,” “two,” “three” versus “onetwothree”.	
48 to 60 Months	
Says or signs more number words in sequence.	
By 60 Months	
<ul style="list-style-type: none"> • Counts verbally or signs to at least 20 by ones. 	
Goal P- MATH 2. Child recognizes the number of objects in a small set.	
36 to 48 months	<ul style="list-style-type: none"> • Freeze on the Number • Make Believe Play • Making Collections • Numerals Game • Weather Graph
Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as “subitizing”).	
48 to 60 Months	
Quickly recognizes the number of objects in a small set (referred to as “subitizing”).	
By 60 Months	
<ul style="list-style-type: none"> • Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number. 	
Goal P-MATH 3. Child understands the relationship between numbers and quantities.	
36 to 48 Months	<ul style="list-style-type: none"> • Make Believe Play • Making Collections • Numberline Hopscotch
Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how	



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

<p>many objects are in a group (referred to as “cardinality”).</p>	<ul style="list-style-type: none"> • Numerals Game • Weather Graph
48 to 60 Months	
<p>Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).</p>	
By 60 Months	
<ul style="list-style-type: none"> • When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10. • Counts and answers “How many?” questions for approximately 10 objects. • Accurately counts as many as 5 objects in a scattered configuration. • Understands that each successive number name refers to a quantity that is one larger. • Understands that the last number said represents the number of objects in a set. 	
Goal P-MATH 4. Child compares numbers	
36 to 48 Months	
<p>Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of 2 blocks and a pile of 4, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.</p>	
48 to 60 Months	
<p>Counts to determine and compare number amounts even when the larger group’s objects are smaller in size, such as buttons, compared with the smaller group’s objects that are larger in size, such as markers. Uses numbers related to order or position.</p>	
By 60 Months	
<ul style="list-style-type: none"> • Identifies whether the number of objects in one group is more 	<ul style="list-style-type: none"> • Make Believe Play • Making Collections • Mystery Math Activities- Mystery Number • Numberline Hopscotch • Numerals Game • Timeline Calendar • Weather Graph



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

<p>than, less than, or the same as objects in another group for up to at least five objects.</p> <ul style="list-style-type: none"> • Identifies and uses numbers related to order or position from first to tenth. 	
Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers	
36 to 48 Months	<ul style="list-style-type: none"> • Freeze on the Number • Make Believe Play • Making Collections • Numberline Hopscotch • Numerals Game • Timeline Calendar • Weather Graph
Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	
48 to 60 Months	
Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10	
By 60 Months	
<ul style="list-style-type: none"> • Associates a number of objects with a written numeral 0–5. • Recognizes and, with support, writes some numerals up to 10. 	
Sub-Domain: Operations and Algebraic Thinking	
Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from	
36 to 48 Months	<ul style="list-style-type: none"> • Make Believe Play • Making Collections • Numerals Game • Timeline Calendar • Weather Graph
Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, “You have 3 grapes and get 1 more. How many in all?” Child counts out 3, then counts out 1 more, then counts all 4: “1, 2, 3, 4. I have 4!”	
48 to 60 Months	
Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	
By 60 Months	
<ul style="list-style-type: none"> • Represents addition and subtraction in different ways, such as with fingers, objects, and drawings. • Solves addition and subtraction word problems. Adds and 	

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<p>subtracts up to 5 to or from a given number.</p> <ul style="list-style-type: none"> • With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts “One, two, three...” and then counts on “Four, five!” (keeping track with fingers). When counting back for subtraction such as taking away 3 from 5, counts, “Five, four, three...two!” (keeping track with fingers). 	
Goal P-MATH 7. Child understands simple patterns	
36 to 48 Months	<ul style="list-style-type: none"> • Mystery Math Activities- Mystery Pattern • Patterns with Manipulatives • Pattern Movement
Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.	
48 to 60 Months	
Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	
By 60 Months	
<ul style="list-style-type: none"> • Fills in missing elements of simple patterns. • Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks. • Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks. 	
Sub-Domain: Measurement	
Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	
36 to 48 Months	<ul style="list-style-type: none"> • Attribute Game • Make Believe Play • Remember & Replicate • Science Center • Science Eyes
With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	
48 to 60 Months	
With some adult support, uses measurable attributes to make comparisons,	



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such as identifies objects as the same/different and more/less.	
By 60 Months	
Measures using the same unit, such as putting together snap cubes to see how tall a book is.	
Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.	
Uses comparative language, such as shortest, heavier, or biggest.	
Sub-Domain: Geometry and Spatial Sense	
Goal P-MATH 9. Child identifies, describes, compares, and composes shapes	
36 to 48 Months	<ul style="list-style-type: none"> Block Center Make Believe Play- Prop Making Mystery Math Activities- Mystery Shape Venger Collage Venger Drawing
Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	
48 to 60 Months	
Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	
By 60 Months	
<ul style="list-style-type: none"> Names and describes shapes in terms of length of sides, number of sides, and number of angles. Correctly names basic shapes regardless of size and orientation. Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape. Creates and builds shapes from components. 	
Goal P-MATH 10. Child explores the position of objects in space.	
36 to 48 Months	<ul style="list-style-type: none"> Do What I Do Fingerplays, Songs & Chants Make Believe Play- Prop Making
Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as “Stand up and	



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stretch your arms to the sky.”	<ul style="list-style-type: none"> Remember & Replicate
48 to 60 Months	
Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as “Move to the front of the line.”	
By 60 Months	
<ul style="list-style-type: none"> Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind. Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.” 	
Domain: Scientific Reasoning	
Sub-Domain: Scientific Inquiry	
Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events)	
36 to 48 Months	<ul style="list-style-type: none"> Science Center Science Eyes Science Eyes- Experiments Science Eyes- Journals
Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	
48 to 60 Months	
Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.	
By 60 Months	
<ul style="list-style-type: none"> Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations. Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope. Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky. Represents observable phenomena with pictures, diagrams, and 3- 	



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D models.	
Goal P-SCI 2. Child engages in scientific talk.	
36 to 48 Months	<ul style="list-style-type: none"> • Science Center • Science Eyes • Science Eyes- Experiments • Science Eyes- Journals • Story Lab- Learning Facts
Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.	
48 to 60 Months	
Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.	
By 60 Months	
<ul style="list-style-type: none"> • Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure. • Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object. 	
Goal P-SCI 3. Child compares and categorizes observable phenomena	
36 to 48 Months	<ul style="list-style-type: none"> • Attribute Game • Science Center • Science Eyes • Science Eyes- Experiments • Science Eyes- Journals
Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult assistance, determines which container holds more scoops.	
48 to 60 Months	
With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.	
By 60 Months	
<ul style="list-style-type: none"> • Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound. • Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup, to quantify 	



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

similarities and differences of observable phenomena.	
Goal P-SCI 4. Child asks a question, gathers information, and makes a prediction	
36 to 48 Months	<ul style="list-style-type: none"> Science Center Science Eyes Science Eyes- Experiments Science Eyes- Journals Story Lab- Learning Facts
Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as “I think that the golf ball will be heavier than the ping pong ball.”	
48 to 60 Months	
Asks more complex questions. Uses other sources besides adults to gather information, such as books, or other experts. Uses background knowledge and experiences to make predictions.	
By 60 Months	<ul style="list-style-type: none"> Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our class come from?” Gathers information about a question by looking at books or discussing prior knowledge and observations. Makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think that plants need water to grow.” or “I think adding yellow paint to purple will make brown.”
<ul style="list-style-type: none"> Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our class come from?” Gathers information about a question by looking at books or discussing prior knowledge and observations. Makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think that plants need water to grow.” or “I think adding yellow paint to purple will make brown.” 	
<ul style="list-style-type: none"> Gathers information about a question by looking at books or discussing prior knowledge and observations. Makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think that plants need water to grow.” or “I think adding yellow paint to purple will make brown.” 	
<ul style="list-style-type: none"> Makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think that plants need water to grow.” or “I think adding yellow paint to purple will make brown.” 	
Goal P-SCI 5. Child plans and conducts investigations and experiments	
36 to 48 Months	<ul style="list-style-type: none"> Science Center Science Eyes Science Eyes- Experiments Science Eyes- Journals Story Lab- Learning Facts Weather Graph
With adult support, engages in simple investigations and experiments, such as building a “bridge” out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.	
48 to 60 Months	
With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph	



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

<p>that shows children’s favorite snacks.</p>	
By 60 Months	
<ul style="list-style-type: none"> • Articulates steps to be taken and lists materials needed for an investigation or experiment. • Implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others. • Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children’s families are from and creating a graph that shows the number of children from different countries. 	
Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.	
36 to 48 Months	
<p>With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, “One, two, three dolls. What happened when we put on the next doll?” A child says, “The bridge broke!”</p>	<ul style="list-style-type: none"> • Make Believe Play • Science Center • Science Eyes • Science Eyes- Experiments • Science Eyes- Journals • Story Lab- Learning Facts • Tallying
48 to 60 Months	
<p>With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.</p>	
By 60 Months	
<ul style="list-style-type: none"> • Analyzes and interprets data and summarizes results of investigation. • Draws conclusions, constructs explanations, and verbalizes cause and effect relationships. • With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable 	



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questions based on results.

- Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

Domain: Perceptual, Motor, and Physical Development	Tools of the Mind Activities	
Sub-Domain: Gross Motor		
Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles		
36 to 48 Months	<ul style="list-style-type: none"> • Do What I Do • Freeze Game • Freeze on the Number • Movement Games and Songs • Numberline Hopscotch • Outdoor Play • Two-Step Freeze 	
Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.		
48 to 60 Months		
Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.		
By 60 Months	<ul style="list-style-type: none"> • Do What I Do • Freeze Game • Freeze on the Number • Movement Games and Songs • Numberline Hopscotch • Outdoor Play • Two-Step Freeze 	
<ul style="list-style-type: none"> • Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg. • Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music. • Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag 		
Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people		
36 to 48 months		
Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	<ul style="list-style-type: none"> • Do What I Do • Freeze Game • Freeze on the Number • Movement Games and Songs • Numberline Hopscotch • Outdoor Play • Two-Step Freeze 	
48 to 60 Months		
Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.		
By 60 Months		



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

<ul style="list-style-type: none"> • Demonstrates awareness of own body and other people’s space during interactions. • Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball. • When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children. • Changes directions when moving with little difficulty. 	
Sub-Domain: Fine Motor	
Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles	
36 to 48 Months	<ul style="list-style-type: none"> • Art Center • Attention Focusing Activities • Community-Building Activities • Graphics Practice • Movement Games and Songs • Play Planning • Outdoor Play • Scaffolded Writing Activities-All • Science Center
Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	
48 to 60 Months	
Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	
By 60 Months	
<ul style="list-style-type: none"> • Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together. • Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting. • Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning. 	
Sub-Domain: Health, Safety, And Nutrition	
Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	
36 to 48 Months	<ul style="list-style-type: none"> • Classroom Practices • Make Believe Play- Particularly Health Clinic Theme
Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or	



Tools of the Mind alignment with the 2015 Head Start Early Learning Framework

exhibit these skills regularly without adult guidance and supervision.	<ul style="list-style-type: none"> Story Lab – Learning Facts
48 to 60 Months	
Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.	
By 60 Months	
<ul style="list-style-type: none"> Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose. Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed. 	
Goal P-ATL 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	
36 to 48 Months	<ul style="list-style-type: none"> Make Believe Play- Particularly Restaurant, Grocery & Health Clinic Play Themes Story Lab- Learning Facts
Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.	
48 to 60 Months	
Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.	
By 60 Months	
<ul style="list-style-type: none"> Identifies a variety of healthy and unhealthy foods. Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy. Moderates food consumption based on awareness of own hunger and fullness. 	



***Tools of the Mind* alignment with the 2015 Head Start Early Learning Framework**

Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines

36 to 48 Months

Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.

48 to 60 Months

Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.

By 60 Months

- Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.
- Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.

- Classroom Practices
- Classroom Rules
- Make Believe Play- Particularly Family and Health Clinic Theme
- Story Lab – Connections & Learning Facts



Glossary–Tools of the Mind Preschool Terms & Activities

Art Center- One of the 6 centers, Art Center activities include exploration of open-ended materials such as paint, play-doh, markers & crayons as well as materials for creation of three-dimensional art projects such as glue, wood and found materials. **AY**

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

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

Semester II

Block Center— One of the 6 centers, Block Center activities include exploration of open-ended construction materials such as Unit Blocks, books on construction and related play materials that support building such as signs, trucks and small people and animals. **AY**

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

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

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

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

Key:

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

Participation Styles—Teachers are deliberate in their choice of participation styles to keep all children mentally engaged. They include: *Turn & talk*— children turn to peer seated next to them and share; *Double Talk*: children turn and talk with a second peer; *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**

Clean Up Song- Specific song & routine used as a mediator to support children during the clean up routine. Songs must have verses that repeat and be 3-4 minutes in length so that children can reliably predict how much time is left before clean up time is over. **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 a specific number of objects with accuracy and develop an understanding of self-checking and correction. The game is played in pairs, with a role for the “Hand” who counts, and the “Checker” who checks her buddy’s counting. Roles are switched until play ends. Counting activities include; *Exploration with Manipulatives, Making Collections, Making Collections with Categories, Math Memory, Number Follow the Leader, Number Line Hopscotch, Numerals Game, Timeline Calendar*. See individual activities for more information. **AY**

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

Dramatic Play—The development of mature dramatic play skills are a focus of the Tools of the Mind curriculum. Dramatic Play happens daily and has three main goals:

- To develop children’s underlying cognitive skills such as; memory, attention & inhibitory control
- To help support children’s literacy development. Through dramatization, children strengthen their vocabulary & comprehension skills by using their background knowledge and understanding of the story roles & events.
- To develop social skills involved in play such as turn taking and the ability to understand multiple perspectives. Dramatization takes place 5 days a week. **AY**

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

- **Elkonin Boxes I- Jump the Boxes**— Children use gesture, jumping and language to break apart and recombine words into individual phonemes
- **Elkonin Boxes II- The Token Game** — Children work in pairs to push tokens into boxes for each phoneme on selected Elkonin picture cards using gesture and language

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

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

Freeze Game— Children dance to music looking at poses on a card and freeze to make the pictured pose when music stops. Poses increase in complexity and challenge over time, maintain a high level of children’s focus and attention. **Freeze on the Number** 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 and Replicate, Science Eyes, Tallying, Venger Drawing & Venger*



Glossary–Tools of the Mind Preschool Terms & Activities

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**
 - **Letters**— rapid letter naming **Semester II**
 - Uppercase letters
 - Lowercase letters
 - Upper and Lowercase letter matching
 - **Sounds**— Children name the sound the letter makes (not the name of the letter) **Semester II**
- **I Have–Who Has Math Games** include:
 - **Numerals**— rapid naming of numbers **Semester I**
 - **Shapes**— rapid naming of shapes **Semester I**

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

Literacy Center- One of the 6 centers, Literacy Center activities include exploration of open-ended literacy materials such as books on various topics, writing paper and implements, listening center materials, computers and other technology, journal and letter writing materials and other literacy related play materials. **AY**

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



Glossary–Tools of the Mind Preschool Terms & Activities

Make-Believe Play Center Block- is the centerpiece of the Tools of the Mind preschool program. It is a 45-60 minute block of uninterrupted time when children engage in intentional make-believe play. During this time block, children plan their play, engage in play together & work to clean up when play is over. Teachers scaffold Play Planning and Play development, helping children become deeply engaged in play with one another, developing ever more mature stages of play. **AY**

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

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

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

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

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

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

- **Mystery Question**—Children work together to solve a daily question e.g. Are you wearing red? Students identify their name on an index card and place it under a response e.g. Yes or No **Semester I**
- **Mystery Literacy- Mystery Letter**—Children identify what letter is missing (initial, medial and final positions in words) **Semester II**
- **Mystery Literacy- Mystery Rhyme**— Children choose from two words which rhymes with target word **Semester II**
- **Mystery Literacy- Mystery Word**—Children view a target sound and match it to the correct picture (beginning or ending sound) **Semester II**

Mystery Math Activities— Mystery Math activities are designed to teach and reinforce math concepts and engage children in meaningful conversations about math concepts. Children engage in discussion with peers to solve the mysteries. The teacher debriefs their solutions during whole group math. Mystery Math activities may also be part of *Operations and Algebraic Thinking* learning center. Mystery Math Activities include: **AY**

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

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

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

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

Numerals Game—Children play in pairs taking turns to count and check a number of objects specified on a numeral card, learning to count and recognize numerals 1-10, then 1-20 **AY**



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

Physical Self-Regulation—A key component in developing self-regulation in the Tools of the Mind program are the physical self-regulation activities. They are designed to allow children to practice controlling body movements by matching them to cues. Physical Self-regulation Activities are used to focus children at the start of new activity blocks to prepare children to learn. Activities are: ***Freeze Game, Pattern Movement, Simon Says, and Movement Songs & Dances.*** **AY**

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

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

Scaffolded Writing–In the Tools of the Mind program, writing is seen as the gateway to literacy learning. As children learn to encode, they are practicing all skills needed for decoding. Shared Scaffolded Writing occurs during *Message of the Day, Write a Familiar Finger play & Write Along*. Individual Scaffolded writing is where a child produces an individual, unique written product demonstrating levels of understanding of meaning and mechanics. Children receive scaffolding support from adults & peers. The major Individual Scaffolded Writing activities are: *Play Planning, Learning Facts Story lab, Science Eyes, Story Extensions Story lab*. **AY**

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

Science Center-One of the 6 centers, Science Center activities include exploration of science materials such as magnets, magnifying glasses, objects from nature & living things. **AY**

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

- **Science Eye-Science Experiments** – This version of Science Eyes includes long-range observational studies and experiments **Semester II**



Glossary–Tools of the Mind Preschool Terms & Activities

- **Science Eye- Journals-** Children are provided with journals in which to record their observations during Science Eyes lessons. **Semester II**

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

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

Shared Scaffolded Writing-Teacher Modeled—In this shared writing experience; children learn the mechanics of how to do Scaffolded Writing with the support of both teacher and peers. The teacher introduces and models the process step by step, then, children write altogether. Children learn concept of word, voice to line match, sound to symbol correspondence and how to use the Sound Map. Children learn that writing has a purpose and develop the ability to “read” and “re-read” their writing, all steps on the path to decoding. **AY**

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

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

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

- **Story Lab - Active Listening:** Children learn to ask and respond to questions about ideas and facts within a text. **AY**
- **Story Lab - Character Empathy**— Children think about and label what a character is feeling **AY**
- **Story Lab - Connections**— Children make connections between something that is known and something that is learned from a text **AY**
- **Story Lab - Extensions-** Children use drawing and writing to extend a predictable, patterned book **Semester II**



Glossary–Tools of the Mind Preschool Terms & Activities

- **Story Lab - Inference**— Children to experience the events of story from the characters’ perspective **Semester II**
- **Story Lab - Learning Facts** – Children talk about an eventual draw a fact from a Non-Fiction text **Semester I**
- **Story Lab- Predictions**—Children make text-based predictions about the next chapter based upon background knowledge of the developing story line within the book **Semester II**
- **Story Lab-Story Grammar**— Children identify and diagram the main characters, setting and sequence of events **Semester II**
- **Story Lab- Visualization** — Children picture the story in their mind **AY**
- **Story Lab-Vocabulary**—Children learn the meaning of new words and practice remembering their meaning **AY**

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

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

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

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

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

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

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

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



Glossary–Tools of the Mind Preschool Terms & Activities

Weather Graphing—Children learn to observe and use a graph to record, summarize, read and analyze weather data in this daily Opening Group activity. Children practice math skills, comparing quantities, counting to confirm and the concept of zero. In Semester II, weather data is kept from January through June, using Ten’s Triangles to represent ten days of a type of weather. **AY**

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

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

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