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

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Key:

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

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

Semester II: Activity is typically introduced and used in the second half of the year
Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

**Counting Activities**—Activities designed to practice counting specific number of objects with accuracy and develop an understanding of self-checking and correction. The game is played in pairs, with a role for the “Hand” who counts, and the “Checker” who checks her buddy’s counting. Roles are switched until play ends. Counting activities include; *Exploration with Manipulatives, Making Collections, Making Collections with Categories, Math Memory, Number Follow the Leader, Number Line Hopscotch, Numerals Game, Timeline Calendar*. See individual activities for more information. *AY*

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

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

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

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

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

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

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

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

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

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

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

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

• I Have–Who Has Literacy Games are practiced in Small Group and include:
  Introduced Semester I and practiced throughout the year as needed:
  o Colors—rapid naming of colors Semester I
  o Names—children learn classmates names Semester I
  o Letters—rapid letter naming Semester II
    ▪ Uppercase letters
    ▪ Lowercase letters
    ▪ Upper and Lowercase letter matching
  o Sounds—Children name the sound the letter makes (not the name of the letter) Semester II

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

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

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

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

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

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

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

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

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

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

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

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

**Music Games & Songs**—Music & Movement activities are used throughout the day both as **Attention Gathering** activities as well as for the development of motor skills and the exploration of musical concepts such as rhythm, beat & tempo. AY
Glossary–Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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

Numerals Game—Children play in pairs taking turns to count and check a number of objects specified on a numeral card, learning to count and recognize numerals 1-10, then 1-20 AY
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 & Pets & Vets. Teachers are provided with guidance on how to create their own Play Themes based on the interests of the children in their class and the resources of the community to create Make Believe Play Centers for the remainder of the year. AY

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

Pretend Transitions—Children combine gesture, private speech, and pretending during all transitions throughout the day in this Self-regulation Transition Activity. AY
Glossary – Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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

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

- **Science Eye-Science Experiments** – This version of Science Eyes includes long-range observational studies and experiments **Semester II**
Glossary—Tools of the Mind Preschool Terms & Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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