

Learning Expectation	<i>Tools of the Mind</i> Activity
<b>English Language Arts</b>	
<b>Reading Literature</b>	
<b>Key Ideas and Details</b>	
Read closely to determine what the text says explicitly and to make logical inferences from it.	
RL.PK.1 With prompting and support, ask and answer questions about detail(s) in a text.	<ul style="list-style-type: none"> <li>• <b>Story Lab</b> activities are designed so that books are read multiple times, focusing on different listening comprehension strategies in each read aloud so children become familiar with many stories or poems. Every <b>Story Lab</b> engages children in responding verbally to key elements in a familiar story using <b>Choral Response</b> or <b>Turn and Talk</b>, as well as by using drawing and writing to respond to questions and extensions in <b>Story Lab—Learning Facts</b> and <b>Story Extensions</b>. In <b>Buddy Reading</b>, as the activity increases in challenge, children ask and respond to a question using the <b>Story Lab</b> strategies <b>Active Listening</b> and <b>Connections</b>.</li> </ul>
RL.PK.2 With prompting and support, retell familiar stories.	<ul style="list-style-type: none"> <li>• In the <b>Story Lab</b> activity <b>Story Grammar</b>, children identify the characters and setting and, with the guidance of the teacher and a puppet named Forgetful Frankie, remember key story events and put them in sequential order to retell a familiar story. In <b>Buddy Reading</b>, children retell familiar stories and poems as they “read” books to a partner. During <b>Make-Believe Play</b>, children often retell familiar stories in the context of their pretend play, for example playing the role of teacher in a School Theme or as a parent, caretaker or grandparent reading to a baby or child in the Family Theme.</li> </ul>
RL.PK.3 With prompting and support, describe characters in a story.	<ul style="list-style-type: none"> <li>• In the <b>Story Lab</b> activity <b>Story Grammar</b>, children identify the characters and setting and, with the guidance of the teacher and a puppet named Forgetful Frankie, remember key story events and put them in sequential order to retell a familiar story.</li> </ul>
<b>Craft and Structure</b>	
Analyze the structure of texts, including text features, word choices, and purpose.	
RL.PK.4 Interact with a variety of common types of texts (e.g., storybooks, poems, songs).	<ul style="list-style-type: none"> <li>• Children engage with texts in purposeful ways throughout the day, including: <b>Community Building Activities, Fingerplays, Songs, Chants and Riddles</b>, in small and large group <b>Story Lab</b> activities, during paired <b>Buddy Reading and the Make-Believe Play Block</b>.</li> </ul>
RL.PK.5 With prompting and support, describe the role of an author and illustrator.	<ul style="list-style-type: none"> <li>• At the beginning of all <b>Story Labs</b>, teachers (and later children) identify the book’s author and illustrator and talk about what the author’s and illustrator’s roles are in creating a book. In <b>Story Lab—Learning Facts</b>, teachers (and later children) identify the book’s author and illustrator. Over time, children develop an understanding of the author’s and illustrator’s roles in presenting ideas in informational text, and how this is different than in works in fiction.</li> </ul>

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<b>English Language Arts</b>	
<b>Integration of Knowledge and Ideas</b> Integrate and evaluate content across multiple sources.	
RL.PK.6 With prompting and support, make connections between self, illustrations, and the story.	<ul style="list-style-type: none"> <li>• Many <b>Story Lab</b> activities prompt children to make connections in a familiar text. In <b>Story Lab—Connections</b>, making different kinds of connections is a specific comprehension focus. Children also explore connections between pieces of essential information as teachers read aloud Tools of the Mind’s <b>Let’s Pretend eBooks</b> during <b>Make-Believe Play Practice</b>.</li> <li>• In <b>Buddy Reading</b>, children “read” books to each other using story illustrations as a support for retelling the story.</li> </ul>
RL.PK.7 With prompting and support, compare and contrast two stories relating to the same topic.	<ul style="list-style-type: none"> <li>• <b>Story Lab Connections</b> prompts children to make different kinds of connections including text to text connections. During <b>Buddy Reading</b>, children ask and respond to questions about texts allowing them the opportunity to compare and contrast texts with a partner.</li> </ul>
RL.PK.8 With prompting and support, make cultural connections to text and self.	<ul style="list-style-type: none"> <li>• <b>Story Lab</b> activities prompt children to make connections in a familiar text. In <b>Story Lab—Connections</b>, making different kinds of connections including cultural connections is a specific comprehension focus.</li> </ul>
RL.PK.9 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> <li>• <b>All Story Lab</b> activities support close attention to illustrations as teachers read and reread stories. In <b>Story Lab—Story Grammar</b> and <b>Story Lab—Character Empathy</b>, children use illustrations to infer and understand character’s emotions and perspectives, and to identify setting and key story events. In <b>Buddy Reading</b>, children “read” books to each other using story illustrations as a support for retelling the story.</li> </ul>
<b>Range of Reading/Text Complexity</b> Read and comprehend complex literary texts.	
RL.PK.10 With prompting and support, actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>• All <b>Story Lab</b> activities actively engage children in responding to literature both in small and large groups, maximizing small group experiences using high quality children’s literature. In <b>Buddy Reading</b>, children actively participate in being readers (Lips) and listeners (Ears) as they take turns “reading” aloud, retelling books and listening to a partner “read.” Children also actively participate in read aloud experiences in <b>Make-Believe Play Practice</b> as teachers read Tools of the Mind® <b>Let’s Pretend eBooks</b> and other literature to build play theme knowledge.</li> </ul>

Learning Expectation	<i>Tools of the Mind</i> Activity
<b>English Language Arts</b>	
<b>Reading Informational Text</b>	
<b>Key Ideas and Details</b>	
Read closely to determine what the text says explicitly and to make logical inferences from it.	
RI.PK.1 With prompting and support, ask and answer questions about detail(s) in a text.	<ul style="list-style-type: none"> <li>In <b>Story Lab</b> activities, teachers intentionally reread familiar books so children can focus on different comprehension strategies. Every <b>Story Lab</b> activity embeds responding to text using <b>Turn and Talks</b> and <b>Choral Response</b>. Midyear in <b>Buddy Reading</b>, after “reading” a book, the child with the Lips card asks their partner a comprehension question about the book and their partner answers the question. Children often integrate asking and answering questions about books into their <b>Make-Believe Play</b>, in roles of parents and caregivers taking care of children in multiple themes (for example, reading to child in a</li> </ul>
RI.PK.2 With prompting and support, recall detail(s) in a text.	<ul style="list-style-type: none"> <li>All <b>Story Lab</b> activities prompt children to recall important facts from texts read aloud. In <b>Story Lab—Learning Facts</b>, recalling important facts is a specific comprehension focus. During <b>Make-Believe Play Practice</b> and <b>Play</b>, children act out facts they have learned about roles, rules, and scenarios in their pretend play, for example dramatizing that a doctor reads an x-ray to determine if a bone is broken. In <b>Buddy Reading</b>, as the activity increases in challenge, children ask and respond to their partner’s question using the <b>Story Lab</b> strategies <b>Active Listening</b> and <b>Connections</b> which engage them in recalling important facts from familiar texts.</li> </ul>
<b>Craft and Structure</b>	
Analyze the structure of texts, including text features, word choices, and purpose.	
RI.PK.3 Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar items, pictures, or words).	<ul style="list-style-type: none"> <li>The <b>Story Lab</b> activity <b>Learning Facts</b> emphasizes asking and answering questions about unfamiliar words in informational text. Children also learn vocabulary related to play themes in <b>Make-Believe Play Practice</b> as teachers read aloud Tools of the Mind’s informational <b>Let’s Pretend eBooks</b> and children incorporate this learned vocabulary into their <b>Make-Believe Play</b>.</li> </ul>
RI.PK.4 With prompting and support, describe the role of an author and illustrator.	<ul style="list-style-type: none"> <li>In <b>Story Lab—Learning Facts</b>, teachers (and later children) identify the book’s author and illustrator. Over time, children develop an understanding of the author’s and illustrator’s roles in presenting ideas in informational text, and how this is different than in works in fiction.</li> </ul>
<b>Integration of Knowledge and Ideas</b>	
Integrate and evaluate content across multiple sources.	
RI.PK.5 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what	<ul style="list-style-type: none"> <li>In <b>Story Lab—Learning Facts</b>, teachers provide support in understanding how illustrations support the text in informational text, for example how a labeled diagram of a butterfly helps us identify the parts of its body. In <b>Let’s Pretend eBooks</b> which are informational text read aloud in <b>Make-Believe Play Practice</b>, children also have the opportunity to talk about how the illustrations help them learn</li> </ul>

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person, place, thing, or idea in the text an illustration depicts).	and understand the text.
RI.PK.6 With prompting and support, compare and contrast two texts on the same topic (e.g., illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> <li>• <b>Story Lab Connections</b> prompts children to make different kinds of connections including text to text connections. During <b>Buddy Reading</b>, children ask and respond to questions about texts allowing them the opportunity to compare and contrast texts with a partner.</li> </ul>
RI.PK.7 With prompting and support, describe the connection between two events or pieces of information in a text.	<ul style="list-style-type: none"> <li>• <b>Story Lab</b> activities prompt children to make connections between events and pieces of informational text. In <b>Story Lab—Connections</b>, making different kinds of connections is a specific comprehension focus.</li> </ul>
<b>Range of Reading/Text Complexity</b> Read and comprehend complex informational texts.	
RI.PK.8 With prompting and support, actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>• In small group <b>Story Lab—Learning Facts</b> and in large group <b>Active Listening</b> and <b>Connections</b>, children participate in read aloud experiences using age-appropriate information books. <b>Buddy Reading</b> book tub choices always include informational texts in addition to picture books. Children take turns listening to and “reading aloud” informational texts to a partner.</li> </ul>
<b>Writing</b>	
<b>Text Types and Purposes</b> Write for a variety of purposes.	
W.PK.1 Write for a variety of purposes using increasingly sophisticated marks (e.g., scribbling to letter-like-forms; to string of letters; to initial and final letters).	<ul style="list-style-type: none"> <li>• In <b>Scaffolded Writing</b>, children’s writing begins with drawing and proceeds to writing lines to represent words and then as children develop, representing their words with estimated spelling. Activities that include <b>Individual Scaffolded Writing</b> include: <b>Make-Believe Play Planning</b>, <b>Story Lab—Learning Facts &amp; Story Extensions</b>, <b>Write Along</b>, <b>Science Eyes</b>, and <b>Venger Drawing &amp; Collage</b>. <b>Make-Believe Play</b> also provides many opportunities to write, for example, taking orders as a waiter, writing prescriptions, grocery lists, etc. <b>Make-Believe Play Theme Building</b> also engages children in creating prop and setting elements which include writing, for example, creating signs and menus.</li> </ul>
W.PK.2 With prompting and support, use a combination of drawing, dictating, and/or writing to	<ul style="list-style-type: none"> <li>• In <b>Make-Believe Play Planning</b> each day, children select a center, choose a role and action they will play, and represent it on a <b>Play Plan</b> using a combination of drawing, dictation, scribble writing and estimated spelling to represent their plan—a process called <b>Scaffolded Writing</b>. In <b>Story Lab—</b></li> </ul>

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express an opinion or preference about a book or topic.	<b>Learning Facts</b> , children use <b>Scaffolded Writing</b> to record what interested them and what they learned.
W.PK.3 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.	<ul style="list-style-type: none"> <li>• During many drawing and writing activities, children write with the purpose of sharing information (<b>Story Lab—Learning Facts &amp; Story Extensions, Science Eyes</b>). During the <b>Make-Believe Play Block</b>, children draw and write as they construct props and sets (e.g., a painted sign showing the cost of different kinds of pizza, a cardboard “keyboard” with letters and numbers). While engaged in <b>Make-Believe Play</b>, children write to record, communicate and share information. For example, at the doctor’s office a “patient” might fill out an intake form by circling parts of the body that are hurting, or the grocery store manager might write a list of vegetables that need to be stocked to give to the child who works at the delivery dock. In <b>Make-Believe Play</b>, children use a combination of drawing, scribble writing, letter-strings and inventive spelling to make grocery lists, create checks for restaurant customers at the end of their meals, or write prescriptions.</li> </ul>
W.PK.4 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event and provide a reaction to what happened.	<ul style="list-style-type: none"> <li>• In <b>Make-Believe Play Planning</b> each day, children select a center, choose a role and action they will play, and represent it on a <b>Play Plan</b> using a combination of drawing, dictation, scribble writing and estimated spelling to represent their plan—a process called <b>Scaffolded Writing</b>. In <b>Story Lab—Learning Facts</b>, children use <b>Scaffolded Writing</b> to record what interested them and what they learned.</li> </ul>
<b>Production and Distribution of Writing</b> Engage in the process of developing and writing/illustrating.	
W.PK.5 With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.	<ul style="list-style-type: none"> <li>• In the Tools of the Mind® approach, children always draw before writing (adding writing as developmentally appropriate). In all activities that include writing, children begin the writing process by first making a detailed drawing (<b>Make-Believe Play Planning, Story Lab—Learning Facts &amp; Story Extensions, Science Eyes</b>). In <b>Make-Believe Play Theme Building</b>, children use drawings and visuals to provide details on props and setting elements, and create new ones as needed as play scenarios unfold (e.g., drawing images to represent small, medium and large size options on a menu, or creating a new kind of pet food in the pet store for birds, adding drawing to differentiate the food from other pet foods).</li> </ul>
W.PK.6 With guidance and support, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> <li>• Children draw and write their <b>Individual Scaffolded Writing</b> on a tablet about once a week using the <b>Developmental Writing Assessment app</b>. As appropriate, teachers can integrate use of digital tools like cameras in activities like <b>Science Eyes</b>, in <b>Make-Believe Play Theme Building</b> or <b>Make-Believe Play Practice</b>. Photos are often used to create <b>external mediation</b> in <b>Make-Believe Play Centers</b> to help children remember and plan play actions and interactions (e.g., photos children,</li> </ul>

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	with teacher support, took of a visitor showing how to take care of a baby, or of the local pizza maker showing how to make a pizza).
<b>Research to Build and Present Knowledge</b> Engage in research, writing/illustrating to share information.	
W.PK.7 With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<ul style="list-style-type: none"> <li>• In <b>Story Lab—Learning Facts</b>, children listen to read alouds of nonfiction books that relate to a topic of class interest or to <b>Science Eyes</b> explorations, then draw and write facts they learned. In <b>Science Eyes—Experiments</b>, children participate in shared long-term observations, recording their drawing and writing in <b>Science Journals</b>. Every 4-5 weeks a new play theme is customized or co-constructed and a week is devoted to <b>Make-Believe Play Theme Building</b>. During this time, teachers and children research the new theme and learn about roles, props, actions and scenarios relevant to the theme in preparation for <b>Make-Believe Play</b>. The week includes creating props and setting elements and practicing playing new theme roles in <b>Make-Believe Play Practice</b>.</li> </ul>
W.PK.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• All <b>Story Labs</b> ask children to attend to a comprehension question while listening to a read aloud, and then answer questions using <b>Choral Response</b> or <b>Turn and Talk</b>. Children also recall information and respond to a question when responding to <b>Share the News</b> topics. In <b>Make-Believe Play Practice</b>, teachers ask questions to help children recall learning from the <b>Make-Believe Play Theme Building</b> week. Teachers use <b>Let’s Pretend eBooks</b>, classroom visitors, <b>Virtual Field Trips</b>, <b>Story Problem Cards</b> and earlier play sessions to guide the content of play practice. <b>Science Eyes</b> and <b>Story Lab—Learning Facts</b> are designed to work in concert as children listen to books related to a science theme in <b>Story Lab</b> and then explore a related collection or engage in a long-term observation in <b>Science Eyes</b>. This provides an authentic and meaningful opportunity to recall information from experience.</li> </ul>
<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b> Students will participate in collaborative conversations with diverse partners (peers, adults, large groups, small groups).	
SL.PK.1 Understand, follow, and use agreed-upon social and conversational rules (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<ul style="list-style-type: none"> <li>• In Tools classrooms, children learn and follow the rules for <b>Turn and Talk</b>, <b>Double Talk</b> and <b>Choral Response</b>. In <b>Share the News</b> and <b>Story Lab</b>, children learn to continue a conversation through several exchanges in <b>Turn and Talk</b> and <b>Double Talk</b> partnered conversations. In daily <b>Make-Believe Play Planning</b>, teachers intentionally engage children in a back and forth exchange as children plan their play, and children each share the previous day’s <b>Play Plans</b> with a peer. In <b>Make-Believe Play</b>, children negotiate roles, actions and scenarios with peers as play unfolds. In <b>Science Eyes</b>, children engage in small group discussions and then take turns with a partner, first attending to their partner’s observation before observing and talking about</li> </ul>

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	something new. In activities like <b>Tallying</b> , children learn to raise their hands to be called on.
SL.PK.2 Engage in extended conversations.	<ul style="list-style-type: none"> <li>In Tools classrooms, children learn and follow the rules for <b>Turn and Talk</b>, <b>Double Talk</b> and <b>Choral Response</b>. In <b>Share the News</b> and <b>Story Lab</b>, children learn to continue a conversation through several exchanges in <b>Turn and Talk</b> and <b>Double Talk</b> partnered conversations. In daily <b>Make-Believe Play Planning</b>, teachers intentionally engage children in a back and forth exchange as children plan their play, and children each share the previous day's <b>Play Plans</b> with a peer. In <b>Make-Believe Play</b>, children negotiate roles, actions and scenarios with peers as play unfolds. In <b>Science Eyes</b>, children engage in small group discussions and then take turns with a partner, first attending to their partner's observation before observing and talking about something new. In activities like <b>Tallying</b>, children learn to raise their hands to be called on.</li> </ul>
SL.PK.3 Communicate with individuals that are different from themselves.	<ul style="list-style-type: none"> <li>One of the <b>Five Core Tools Teaching Capabilities</b> is creating a <b>Classroom Culture of Peer Scaffolding</b>. <b>Partner Work</b> is maximized and children frequently seek and accept help from partners as they engage in <b>Shared Activity</b>. <b>Community Building</b> is a key focus in a tools classroom through <b>Shared Activity</b> children work with all students within the classroom.</li> </ul>
SL.PK.4 Confirm understanding of a text read aloud, or information presented orally or through other media, by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> <li>All <b>Story Labs</b> invite engagement with text and asking and answering questions as different comprehension strategies are targeted. In the daily activity <b>Share the News</b>, children <b>Turn and Talk</b> or <b>Double Talk</b> with a peer to respond to topics posed by the teacher. Starting midyear in <b>Buddy Reading</b>, children ask and respond to questions about texts. In <b>Science Eyes</b> activities, children explore collections and ask and answer questions about information they are learning.</li> </ul>
<b>Representation of Knowledge and Ideas</b> Students will represent their knowledge and ideas of language through a variety of methods.	
SL.PK.5 Use facial expressions, body language, gestures, and sign language to express ideas.	<ul style="list-style-type: none"> <li>In <b>Story Labs</b>, children frequently use both gesture and language to express thoughts, ideas and feelings. For example, in <b>Story Lab—Character Empathy</b> children demonstrate an emotion in their facial expressions and bodies and talk about emotions. <b>Attention Focusing Activities</b> engage children in songs and use of gesture to express ideas or stories. During the <b>Make-Believe Play Block</b>, children use facial expressions, body language and gesture as they dramatize in their roles.</li> </ul>
SL.PK.6 Use existing objects to represent desired or imagined objects in play or other purposeful ways (e.g., plastic banana for a telephone).	<ul style="list-style-type: none"> <li><b>Make-Believe Play</b> is a key component of the Tools program. Each day, children practice playing roles, actions and scenarios in teacher-led <b>Make-Believe Play Practice</b> and then engage in small-group <b>Make-Believe Play</b> at a centers. During <b>Play Practice</b> children practice using language, gesture and props for different roles and scenarios, this then establishes a string use of props during <b>Make Believe Play</b>.</li> </ul>

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SL.PK.7 Review and reflect on their own representations.	<ul style="list-style-type: none"> <li>• <b>Share the News</b> topics include opportunities to reflect on and communicate about their work. Children also “reread” the previous day’s <b>Play Plan</b> to a partner each day, discussing what they have created allowing them to reflect on their work.</li> </ul>
SL.PK.8 Write and draw spontaneously to communicate meaning with peers or adults during play.	<ul style="list-style-type: none"> <li>• In <b>Scaffolded Writing</b>, children’s writing begins with drawing and proceeds to writing lines to represent words and then as children develop, representing their words with estimated spelling. During <b>Make-Believe Play</b> students have many opportunities to write, for example, taking orders as a waiter, writing prescriptions, grocery lists, etc.</li> </ul>
<b>Language and Communication</b>	
<b>Motivation</b> Demonstrates that they are motivated to communicate.	
LC.PK.1 Ask and answer questions.	In <b>Story Lab—Learning Facts</b> , children learn to ask and answer, <i>What did I learn?</i> In <b>Story Lab—Connections</b> children learn to ask and answer, <i>Can I make a connection?</i> and then, <i>What kind of connection did I make?</i> Child talk is emphasized and promoted in Tools and through building a <b>Classroom Culture of Peer Scaffolding</b> . Children frequently ask and respond to questions from one another about <b>Classroom Rules</b> , the <b>Daily Schedule</b> and activity routines.
LC.PK.2 Listen attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions).	In all <b>Story Labs</b> , children listen with a specific comprehension focus in mind, then share and listen to the thinking of a partner in a <b>Turn and Talk</b> or with the group through <b>Choral Response</b> . <b>Buddy Reading</b> , children take on the roles of Lips and Ear, taking turns “reading” and listening to a peer “read” a story. Peer communication is emphasized and promoted in Tools and through building a <b>Classroom Culture of Peer Scaffolding</b> . Children frequently ask and listen to responses from one another about <b>Classroom Rules</b> , the <b>Daily Schedule</b> and activity routines.
LC.PK.3 Initiate conversations and engage in discussions.	<ul style="list-style-type: none"> <li>• In Tools classrooms, children learn and follow the rules for <b>Turn and Talk</b>, <b>Double Talk</b> and <b>Choral Response</b>. In <b>Share the News</b> and <b>Story Lab</b>, children learn to continue a conversation through several exchanges in <b>Turn and Talk</b> and <b>Double Talk</b> partnered conversations. In daily <b>Make-Believe Play Planning</b>, teachers intentionally engage children in a back and forth exchange as children plan their play, and children each share the previous day’s <b>Play Plans</b> with a peer. In <b>Make-Believe Play</b>, children negotiate roles, actions and scenarios with peers as play unfolds. In <b>Science Eyes</b>, children engage in small group discussions and then take turns with a partner, first attending to their partner’s observation before observing and talking about something new. In activities like <b>Tallying</b>, children learn to raise their hands to be called on.</li> </ul>
LC.PK.4 Use agreed-upon rules of communication that align with their culture and/or classroom community (e.g. nods or gives cues of understanding, taking turns, eye contact).	
LC.PK.5 Make choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, sign language, speaking).	

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<b>Viewing</b>	
Demonstrates that they understand what they observe.	
LC.PK.6 Use vocabulary relevant to their observations.	<p>In <b>Science Eyes</b> activities (<b>Science Eyes</b>, <b>Science Eyes with Sense Mediators</b>, <b>Science Eyes—Experiments</b> and <b>Science Journals</b>), children develop inquiry skills as they explore collections and engage in long-term investigations. New vocabulary is introduced as it relates to each collection and investigation, and children communicate their observations and discoveries through actively talking with other children and teachers using basic science and topic-specific terms. Children make and evaluate predictions, and represent their observations in drawing and writing (depending on their level of development). In <b>Story Lab—Vocabulary</b>, children learn about science topics and develop related vocabulary; in <b>Story Lab—Learning Facts</b> they draw and write about what they learned. In <b>Weather Graphing</b>, children learn how to represent and read data in a bar graph and use a wide range of weather-related vocabulary. In <b>Make-Believe Play</b>, children engage in pretend scenarios where they question, investigate, observe and gather information. For example, an emergency room nurse asks a patient: <i>What is wrong? Where do you hurt? How can I help you?</i> and draws and writes notes to share with the doctor. When deciding what gear to bring on a day hike, a dad asks a Park Ranger, <i>What weather should we expect? What should we pack in our backpacks?</i> Children also use science and weather terms in their <b>Make-Believe Play</b>, for example using pretend binoculars while they look at, name and record common plants and animals on a pretend forest walk, using pretend simple tools to solve <b>Story Problems</b> (e.g., All the bunnies got out of the cages at the Pet Shop, what kind of lock can we make to keep them in?), and creating new <b>Story Problems</b> (e.g., pretending a thunderstorm is coming).</p>
LC.PK.7 Ask questions related to visual text and observations.	
LC.PK.8 Make inferences and draw conclusions based on information from visual text.	
LC.PK.9 Begin to identify relevant and irrelevant information, pictures, and symbols related to a familiar topic.	
<b>Conventions of Standard English</b>	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
LC.PK.10 Use nouns and verbs that are commonly used in conversations.	<ul style="list-style-type: none"> <li>The Tools program is designed to increase child talk and use of oral and written language. Teaching strategies are designed to individually scaffold children’s use of increasingly complex language including understanding and using question words, frequently occurring prepositions and speaking in complete sentences. For example, in <b>Make-Believe Play Planning</b> teachers record children’s level of complexity of their oral plans and provide individualized scaffolding to each child, targeting their <b>ZPD</b>. In <b>Share the News</b>, children respond to questions in discussion with a partner and teachers circulate to provide individual scaffolding as needed, supporting children’s growing ability to express their thoughts in more complex ways (e.g., moving from gesture to single words to sentences). All <b>Story Labs</b> engage children in understanding and using question words. <b>Story Lab—Story Grammar</b> focuses specifically on recall of story characters, setting and sequence of events, engaging children in active use of <i>who, what, where, when, why, and how</i>. In <b>Buddy Reading</b> as the activity</li> </ul>
LC.PK.11 Understand and use question words (interrogatives) (e.g., who what where, when, why, how).	
LC.PK.12 Use prepositions that are commonly used in conversation (e.g., to, from, in, out, on, off, for, of, by, with) in speech.	

Learning Expectation	<i>Tools of the Mind</i> Activity
<b>English Language Arts</b>	
	<p>increases in challenge, children ask and respond to questions that include terms like <i>who, what, where, when, why</i> and <i>how</i>. In <b>Remember &amp; Replicate</b>, children follow simple multi-step directions and use frequently occurring prepositions and adjectives; in <b>Math Memory</b>, they use frequently occurring singular and plural nouns and adjectives. <b>Attention Focusing Activities</b> engage children in using nouns (singular and plural), verbs, prepositions and complete sentences with the support of shared activity with peers. <b>Timeline Calendar</b> also provides practice in saying complete sentences and using question words like <i>what, when, and who</i>. <b>Message of the Day</b> provides supported practice in saying and repeating complete sentences, and often elicits discussion using question words (e.g., <i>When are we going to sing? What will we sing?</i>). <b>Science Eyes</b> supports repeating a partner’s sentence describing a collection, creating a new sentence describing a collection, and asking questions. Other activities that provide practice in understanding and following simple multi-step directions include <b>Make-Believe Play Planning, Mystery Games</b>, all Tools math activities, and <b>Physical Self-Regulation Activities</b> like <b>Pattern Movement</b> and <b>What Are You Doing, Mr. Wolf?</b></p>
<b>Knowledge of Language</b>	
Demonstrates that they have acquired a basic knowledge of how oral language functions.	
LC.PK.13 Ask questions related to a particular item, event, or experience.	<p>In <b>Story Lab—Learning Facts</b>, children learn to ask and answer, <i>What did I learn?</i> In <b>Story Lab—Connections</b> children learn to ask and answer, <i>Can I make a connection?</i> and then, <i>What kind of connection did I make?</i> Child talk is emphasized and promoted in Tools and through building a <b>Classroom Culture of Peer Scaffolding</b>. Children frequently ask and respond to questions from one another about <b>Classroom Rules</b>, the <b>Daily Schedule</b> and activity routines.</p>
LC.PK.14 Use new vocabulary in context and identify the meaning of words in read alouds and in conversation.	<ul style="list-style-type: none"> <li>• All <b>Story Labs</b> provide opportunities for children to learn and use new vocabulary as they respond to comprehension questions using <b>Turn and Talk</b> and <b>Choral Response</b>. The <b>Make-Believe Play Block</b> provides a powerful opportunity for using new words and language as children engage in <b>Make-Believe Play Theme Building</b> experiences including visits from guest speakers, <b>Let’s Pretend eBooks</b> and <b>Virtual Field Trips</b>. Children apply what they have learned in <b>Make-Believe Play Planning</b> and <b>Make-Believe Play</b>, practicing new vocabulary and phrases in new role speech. Conversations in <b>Science Eyes</b> and intentional vocabulary building in <b>Math Memory</b> are two other example activities in which children learn vocabulary that they are supported in using.</li> <li>•</li> </ul>
LC.PK.15 Make comparisons to words and concepts already known.	
LC.PK.16 Use knowledge of language and how language functions in different contexts.	
<b>Vocabulary Acquisition and Use</b>	
Demonstrate a growing receptive (ability to understand) and expressive (ability to produce) vocabulary.	
<b>Receptive Vocabulary</b>	

Learning Expectation	<i>Tools of the Mind</i> Activity
<b>English Language Arts</b>	
LC.PK.17 Respond/react to questions and simple spoken directions indicating they understand meaning (e.g., body language, gestures, facial expressions, and words).	<ul style="list-style-type: none"> <li>All <b>Story Labs</b> ask children to attend to a comprehension question while listening to a read aloud, and then answer questions using <b>Choral Response</b> or <b>Turn and Talk</b>. Children also recall information and respond to a question when responding to <b>Share the News</b> topics. In <b>Make-Believe Play Practice</b>, teachers ask questions to help children recall learning from the <b>Make-Believe Play Theme Building</b> week. Teachers use <b>Let’s Pretend eBooks</b>, classroom visitors, <b>Virtual Field Trips</b>, <b>Story Problem Cards</b> and earlier play sessions to guide the content of play practice. <b>Science Eyes</b> and <b>Story Lab—Learning Facts</b> are designed to work in concert as children listen to books related to a science theme in <b>Story Lab</b> and then explore a related collection or engage in a long-term observation in <b>Science Eyes</b>. This provides an authentic and meaningful opportunity to recall information from experience.</li> </ul>
LC.PK.18 Identify pictures and objects related to words (e.g., “Show me the white dog.”).	<ul style="list-style-type: none"> <li>In <b>Buddy Reading</b> children identify and describe pictures and objects in books with a partner. In <b>I Have—Who Has? Vocabulary</b> children identify pictures using and learning new vocabulary in a game.</li> </ul>
<b>Expressive Vocabulary</b>	
LC.PK.19 Express themselves in increasingly detailed and sophisticated ways.	<ul style="list-style-type: none"> <li>Children express their thoughts, feelings and ideas daily in response to <b>Share the News</b> topics, and in the context of <b>Make-Believe Play Planning</b> and <b>Make-Believe Play</b>. In <b>Make-Believe Play Theme Building</b> children express their ideas and thoughts as the class customizes and later co-constructs new play themes and in <b>Make-Believe Play Practice</b> children express thoughts, feelings and ideas as they select <b>Story Problems</b> and identify ways to solve them. Starting midyear in <b>Buddy Reading</b>, children ask and respond to questions. All <b>Story Labs</b> provide children with opportunities to express thoughts, feelings and ideas through <b>Choral Response</b>, <b>Turn and Talk</b>, and <b>Double Talk</b> participation styles. <b>Attention Focusing Activities</b> provide opportunities for children to experiment with volume, speaking loudly and softly, whispering and varying the sound of their voices.</li> </ul>
LC.PK.20 Make use of new and rare words introduced by adults or peers.	
LC.PK.21 Name pictures and objects when asked, “What is this?”	
LC.PK.22 Begin to use appropriate volume and speed so spoken message is understood.	
<b>Foundational Skills</b>	
<b>Print Concepts</b> Demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	
FS.PK.1 Demonstrate an understanding of basic organization and features of print.	<ul style="list-style-type: none"> <li>In all <b>Shared Scaffolded Writing</b> activities (<b>Message of the Day</b>, <b>Write a Familiar Fingerplay</b> and <b>Write Along</b>), children learn left to right and top to bottom concepts of print. In all drawing and writing activities (<b>Make-Believe Play Planning</b>, <b>Story Lab—Learning Facts &amp; Story Extensions</b>, <b>Science Eyes</b>, <b>Venger Drawing and Collage</b>), children practice using left to right and top to bottom concepts of print as they write lines to represent their words and write letters representing the sounds in words (depending on their individual levels of development). During all <b>Story Lab</b> activities,</li> </ul>

Learning Expectation	<i>Tools of the Mind</i> Activity
<b>English Language Arts</b>	
	reading page by page is modeled to children. In <b>Buddy Reading</b> , children practice reading page by page, and in <b>Make-Believe Play</b> children both “read” and write in the context of multiple roles and themes, following words from left to right, top to bottom, and page by page.
FS.PK.2 Understand that print carries a message and begin to recognize environmental print.	A Tools of the Mind® classroom is rich in familiar environmental print. Posted mediators like the <b>Classroom Rules, Daily Schedule, Songs We Know</b> chart, <b>Timeline Calendar, Weather Graph, Sound Maps</b> and <b>Story Lab</b> cards provide environmental print that help children independently follow class routines, make choices, learn and remember. Children begin each day by finding their name on a card to play the day’s <b>Mystery Game</b> . In activities that include drawing and writing ( <b>Make-Believe Play Planning, Story Lab—Learning Facts &amp; Story Extensions, Science Eyes, Venger Drawing and Collage</b> ), children use name cards to learn to write their names on their paper, focusing on one letter at a time and mastering that before moving to the next letter as they are developmentally ready. Name cards are used during <b>Make-Believe Play Planning</b> as <b>external mediators</b> for children learning to write their names. <b>Center Signs</b> and the <b>Play Planning Wheel</b> include icons to help children choose and then locate the center in which they’ll play.
FS.PK.3 Differentiate letters from numerals.	<ul style="list-style-type: none"> <li>• In activities like <b>Math Memory, Mystery Games, Make-Believe Play</b> and <b>Buddy Reading</b> children practice recognizing, naming and differentiating letters from numerals; in <b>Math Memory</b> foam or magnetic letters and numerals can be used as objects; in <b>Mystery Games</b> a ‘letter’ can be a distractor in <b>Mystery Numeral</b>, and a number can be a ‘distractor’ in <b>Mystery Letter</b>, in <b>Make-Believe Play</b> children can use foam or magnetic ‘numbers’ to represent one kind of ‘pizza topping’ and magnetic or foam ‘letters’ to represent a different topping, etc. In <b>Buddy Reading</b>, there can be a ‘numeral books’ book tub and a “letter book tub.”</li> </ul>
FS.PK.4 Recognize that written words are made up of letters and that individual words make up a sentence.	<ul style="list-style-type: none"> <li>• In all <b>Shared Scaffolded Writing</b> activities (<b>Message of the Day, Write a Familiar Fingerplay</b> and <b>Write Along</b>), children learn that a message(sentence) is made up of words and that each word is made up of letters. <b>Make-Believe Play Planning</b>, an <b>Individual Scaffolded Writing</b> activity, is another powerful activity in which children recognize that spoken words—in this case, their very own words—can be written, read and reread. As they are developmentally ready, they begin to identify individual sounds in words within their own writing.</li> </ul>
FS.PK.5 Identify book parts and features, such as the front, back, title, and author.	<b>Story Lab</b> is an interactive reading activity where children listen with a purpose, with a specific comprehension strategy in mind, this is also a time when concepts and features of print are introduced. Story Lab provides practice in oral language, listening comprehension as well as introduction to concepts of print. During <b>Buddy Reading</b> Children practice concepts of print, book handling skills and comprehension building as well as turn-taking roles of reader and listener in this activity

Learning Expectation	<i>Tools of the Mind</i> Activity
<b>English Language Arts</b>	
FS.PK.6 Use reading directionality: follow words from left to right, top to bottom, and page by page.	<ul style="list-style-type: none"> <li>In all <b>Shared Scaffolded Writing</b> activities (<b>Message of the Day, Write a Familiar Fingerplay</b> and <b>Write Along</b>), children learn left to right and top to bottom concepts of print. In all drawing and writing activities (<b>Make-Believe Play Planning, Story Lab—Learning Facts &amp; Story Extensions, Science Eyes, Venger Drawing and Collage</b>), children practice using left to right and top to bottom concepts of print as they write lines to represent their words and write letters representing the sounds in words (depending on their individual levels of development). During all <b>Story Lab</b> activities, reading page by page is modeled to children. In <b>Buddy Reading</b>, children practice reading page by page, and in <b>Make-Believe Play</b> children both “read” and write in the context of multiple roles and themes, following words from left to right, top to bottom, and page by page.</li> </ul>
<b>Phonological Awareness</b> Demonstrates an emerging understanding and ability to manipulate sounds in spoken language without text.	
FS.PK.7 Engage in language play (e.g., alliterative language, rhyming, sound patterns).	<ul style="list-style-type: none"> <li>The <b>Opening Group</b> activities <b>Rhyming Game I &amp; II</b> engage children in both producing and recognizing rhyming (and differentiating non-rhyming) words. Children recognize and produce rhymes daily in <b>Attention Focusing Activities</b>, songs and chants, as well as <b>Community Building Activities</b>. The <b>Mystery Literacy Game Mystery Rhyme</b> engages children in identifying the word that rhymes with a target word.</li> </ul>
FS.PK.8 Recognize, match and produce words that rhyme.	
FS.PK.9 Recognize syllables in spoken words.	<ul style="list-style-type: none"> <li><b>Opening Group Community Building Name Games</b> Children clap out the syllables in their names in games such as “Hickety Pickety Bumblebee.”</li> </ul>
FS.PK.10 Develop an awareness of the relationship between sounds and letters.	<ul style="list-style-type: none"> <li>Children identify initial sounds in a number of activities in large group, small group, and individual experiences. In all <b>Shared Scaffolded Writing</b> experiences, children prompt teachers with the letters to write to represent the initial sounds in words (<b>Message of the Day, Write a Familiar Fingerplay</b>). In <b>Write Along, Make-Believe Play Planning</b> and other drawing and writing activities (<b>Story Lab—Learning Facts &amp; Story Extensions, Science Eyes, Venger Drawing and Collage</b>), children who are developmentally ready write initial sounds using the Tools of the Mind® <b>Sound Map</b>. Small Group Literacy games that focus on initial sounds include: <b>Elkonin I</b> (Jump the Sounds) &amp; <b>Elkonin II</b> (Token Game); large group activities include <b>Take-Away Sounds</b>. In <b>Mystery Word</b>, children identify the initial sound of a target word and find the word that has the same initial sound, or at a higher level may find a word that has the same ending sound as a target word’s initial sound.</li> </ul>
FS.PK.11 Identify the initial sound in spoken words.	<ul style="list-style-type: none"> <li>Children identify initial sounds in a number of activities in large group, small group, and individual experiences. In all <b>Shared Scaffolded Writing</b> experiences, children prompt teachers with the letters to write to represent the initial sounds in words (<b>Message of the Day, Write a Familiar Fingerplay</b>). In <b>Write Along, Make-Believe Play Planning</b> and other drawing and writing activities (<b>Story Lab—Learning Facts &amp; Story Extensions, Science Eyes, Venger Drawing and Collage</b>), children</li> </ul>

Learning Expectation	<i>Tools of the Mind</i> Activity
<b>English Language Arts</b>	
	<p>who are developmentally ready write initial sounds using the Tools of the Mind® <b>Sound Map</b>. Small Group Literacy games that focus on initial sounds include: <b>Elkonin I</b> (Jump the Sounds) &amp; <b>Elkonin II</b> (Token Game); large group activities include <b>Take-Away Sounds</b>. In <b>Mystery Word</b>, children identify the initial sound of a target word and find the word that has the same initial sound, or at a higher level may find a word that has the same ending sound as a target word’s initial sound.</p>
FS.PK.12 Verbally identify the final sound in spoken words.	<ul style="list-style-type: none"> <li>• Children identify ending sounds in a number of activities in large group, small group, and individual experiences. In all <b>Shared Scaffolded Writing</b> experiences, children prompt teachers with the letters to write to represent the ending sounds in words. Small Group Literacy games that focus on iending sounds include: <b>Elkonin I</b> (Jump the Sounds) &amp; <b>Elkonin II</b> (Token Game); large group activities include <b>Take-Away Sounds</b>. In <b>Mystery Word</b>, children identify the ending sound of a target word and find the word that has the same ending sound, or at a higher level may find a word that has the same ending sound as a target word’s initial sound.</li> </ul>
FS.PK.13 Identify the initial sound in sets of spoken words.	<ul style="list-style-type: none"> <li>• Children identify initial sounds in a number of activities in large group, small group, and individual experiences. In all <b>Shared Scaffolded Writing</b> experiences, children prompt teachers with the letters to write to represent the initial sounds in words (<b>Message of the Day, Write a Familiar Fingerplay</b>). In <b>Write Along, Make-Believe Play Planning</b> and other drawing and writing activities (<b>Story Lab—Learning Facts &amp; Story Extensions, Science Eyes, Venger Drawing and Collage</b>), children who are developmentally ready write initial sounds using the Tools of the Mind® <b>Sound Map</b>. Small Group Literacy games that focus on initial sounds include: <b>Elkonin I</b> (Jump the Sounds) &amp; <b>Elkonin II</b> (Token Game); large group activities include <b>Take-Away Sounds</b>. In <b>Mystery Word</b>, children identify the initial sound of a target word and find the word that has the same initial sound, or at a higher level may find a word that has the same ending sound as a target word’s initial sound.</li> </ul>
<b>Phonics and Word Recognition</b> Demonstrates emergent phonics and word analysis skills.	
FS.PK.14 Name the majority of the letters in their first name and some uppercase and lowercase letters.	<ul style="list-style-type: none"> <li>• Children learn to recognize and name uppercase and lowercase letters through a variety of engaging large group, small group, and individual activities. <b>I Have—Who Has? Letters</b> (uppercase to uppercase, lowercase to lowercase, uppercase to lowercase) help children recognize letters and build fluency in letter naming. In <b>Shared Scaffolded Writing</b> activities, children chorally prompt teachers to write letters in as they write the words in the messages. In <b>Make-Believe Play Planning</b> and other drawing and writing experiences (<b>Story Lab—Learning Facts and Story Extensions, Science Eyes, Venger Drawing and Collage</b>), children grow in letter knowledge as they record words and messages with support from <b>Sound Maps</b>. Daily <b>Mystery Literacy Activities</b> include <b>Mystery Letter</b>, in which children identify the letter that makes a sound in a target word. In <b>Graphics</b></li> </ul>

Learning Expectation	<i>Tools of the Mind</i> Activity
<b>English Language Arts</b>	
	<p><b>Practice</b>, children practice writing letters after learning all the graphical marks and shapes that are precursors to letter formation, then learn to recognize and name uppercase and lowercase letters. In <b>Buddy Reading</b>, there are ABC books children “read” to a partner, naming uppercase and lowercase letters as they read. In <b>Make-Believe Play</b>, children practice letter name knowledge, for example, “reading” an eye chart at the Eye Doctor’s office.</p>
<p>FS.PK.15 Produce some sounds represented by letters.</p>	<ul style="list-style-type: none"> <li>• Many activities support children in learning letter names and sound-symbol correspondences. <b>I Have—Who Has? Letters</b> and <b>I Have—Who Has? Sounds</b> give children practice not only in learning letter names and sounds, but in becoming fluent in making these associations. In drawing and writing activities, when they are developmentally ready, children either prompt their teacher to write a letter representing a sound using the Tools of the Mind® <b>Sound Map (Message of the Day, Write a Familiar Fingerplay)</b>, or identify sounds in their own writing (<b>Write Along, Make-Believe Play Planning, Story Lab—Learning Facts &amp; Story Extensions, Science Eyes, Venger Drawing and Collage</b>). The <b>Sound Map</b> is an important <b>external mediator</b> in building sound-symbol correspondence knowledge. The <b>Mystery Game</b> activities <b>Mystery Letter</b> and <b>Mystery Word</b> engage children in associating letters with their names and identifying sound-symbol correspondences.</li> </ul>
<p>FS.PK.16 Write the majority of the letters in their first name and some uppercase and lowercase letters with guidance and support.</p>	<ul style="list-style-type: none"> <li>• In <b>Scaffolded Writing</b>, children’s writing begins with drawing and proceeds to writing lines to represent words and then as children develop, representing their words with estimated spelling. Activities that include <b>Individual Scaffolded Writing</b> include: <b>Make-Believe Play Planning, Story Lab—Learning Facts &amp; Story Extensions, Write Along, Science Eyes, and Venger Drawing &amp; Collage</b>. <b>Make-Believe Play</b> also provides many opportunities to write, for example, taking orders as a waiter, writing prescriptions, grocery lists, etc. <b>Make-Believe Play Theme Building</b> also engages children in creating prop and setting elements which include writing, for example, creating signs and menus.</li> <li>In <b>Graphics Practice</b>, children practice writing letters after learning all the graphical marks and shapes that are precursors to letter formation, then learn to recognize and name uppercase and lowercase letters.</li> </ul>
<p><b>Fluency</b> Display emergent reading behaviors.</p>	
<p>FS.PK.17 Display emergent reading behaviors with purpose and understanding (e.g., pretend reading).</p>	<ul style="list-style-type: none"> <li>• Children engage with texts in purposeful ways throughout the day, including: at the start of the day when they answer the <b>Mystery Question</b>, during <b>Opening Group</b> when teachers lead <b>Shared Scaffolded Writing (Message of the Day, Write a Familiar Fingerplay, Write Along)</b> or the decoding activity <b>Riddles</b>, in all small and large group <b>Story Lab</b> activities, during paired <b>Buddy</b></li> </ul>

Learning Expectation	<i>Tools of the Mind</i> Activity
<b>English Language Arts</b>	
	<p><b>Reading</b>, and while doing drawing and writing activities and reading their writing to others (<b>Make-Believe Play Planning, Story Lab— Learning Facts &amp; Story Extensions, Science Eyes, Venger Drawing and Collage</b>).</p>
<p>FS.PK.18 Read first name in print automatically.</p>	<p>A Tools of the Mind® classroom is rich in familiar environmental print. Posted mediators like the <b>Classroom Rules, Daily Schedule, Songs We Know</b> chart, <b>Timeline Calendar, Weather Graph, Sound Maps</b> and <b>Story Lab</b> cards provide environmental print that help children independently follow class routines, make choices, learn and remember. Children begin each day by finding their name on a card to play the day’s <b>Mystery Game</b>. In activities that include drawing and writing (<b>Make-Believe Play Planning, Story Lab—Learning Facts &amp; Story Extensions, Science Eyes, Venger Drawing and Collage</b>), children use name cards to learn to write their names on their paper, focusing on one letter at a time and mastering that before moving to the next letter as they are developmentally ready. Name cards are used during <b>Make-Believe Play Planning</b> as <b>external mediators</b> for children learning to write their names. <b>Center Signs</b> and the <b>Play Planning Wheel</b> include icons to help children choose and then locate the center in which they’ll play.</p>
<p>FS.PK.19 Recite familiar texts and rhymes.</p>	<ul style="list-style-type: none"> <li>• The <b>Opening Group</b> activities <b>Rhyming Game I &amp; II</b> engage children in both producing and recognizing rhyming (and differentiating non-rhyming) words. Children recognize and produce rhymes daily in <b>Attention Focusing Activities</b>, songs and chants, as well as <b>Community Building Activities</b>. The <b>Mystery Literacy Game Mystery Rhyme</b> engages children in identifying the word that rhymes with a target word. Children clap out the syllables in their names in <b>Opening Group Community Building Name Games</b> such as “Hickety Pickety Bumblebee.”</li> </ul>