

PreK Activities: Scope and Sequence



Large Group



Half Group



6 Small Groups



Partners













































Individual


























































































Teacher
Facilitated



1 on 1
scaffolding

| Component Skills |  Fall | Late Fall | Winter | Spring  |
|--|--|--|--------|---|
| <p>Oral Language— Receptive Language</p> <ul style="list-style-type: none"> • Responds to verbal cues from a partner in dramatic play, partner activities, and activities with peer scaffolding • Understands and responds to increasingly complex communication and language • For dual language learners, makes progress in listening to and understanding English <p>Oral Language— Expressive Language:</p> <ul style="list-style-type: none"> • Engages in frequent one-on-one conversations with peers; engages in a few exchanges in a row • Uses speech to communicate needs, wants, thoughts, personal experiences or interests • Expresses self using words and expanded sentences • Participates actively in discussions, asking and answering questions and volunteering relevant ideas • Arranges story events in order • Makes up stories that follow basic story structure | Mystery Literacy & Mystery Math Games  | Fingerplays, Attention Focusing & Refocusing Activities    | | |
| | Creating & Using Classroom Rules    | Opening Group Activities: Community Building Activities, Share the News, Message of the Day, Timeline Calendar, Weather Graphing    | | |
| | Physical Self-Regulation Activities: Pretend Transitions, Number Follow the Leader, What Are You Doing, Mr. Wolf?   | Make-Believe Play Block Activities: Make-Believe Play Practice, Play Planning, Make-Believe Play, Prop & Set Making, Theme Building     | | |
| | Story Lab Activities: Active Listening, Connections, Character Empathy, Vocabulary, Learning Facts, Story Extensions, Story Grammar, Predictions     | Large Group Literacy Activities: Buddy Reading, Graphics Practice     | | |
| | Small Group Literacy Activities, including: I Have—Who Has? Names & Letters, Elkonin I—Jumping the Boxes, Elkonin II—The Token Game     | Math Activities: Puzzles, Manipulatives & Blocks, Making Collections, Math Memory, Number Line Hopscotch, Attribute Game, Numerals Game, I Have—Who Has? Colors, Shapes and Numerals, Venger Drawing/Collage, Tallying     | | |
| | Science Activities: Science Eyes, Science Eyes—With Sense Mediators, Science Eyes—Experiments     | Science Activities: Science Eyes, Science Eyes—With Sense Mediators, Science Eyes—Experiments     | | |

| Component Skills | Fall  | Late Fall | Winter | Spring  |
|--|--|--|--------|---|
| Vocabulary Development <ul style="list-style-type: none"> • Listens to, recognizes and uses a broad vocabulary of sensory words • Introduced to and engaged in actively using new vocabulary • Uses new words as part of speaking vocabulary in meaningful ways • Shows steady increase in number of words in listening vocabulary • Shows steady increase in understanding more complex language structures • Engages in using deliberate strategies to learn vocabulary | Mystery Games  | | | |
| | Creating & Using Classroom Rules    | | | |
| | Share the News    | | | |
| | Make-Believe Play Practice   | | | |
| | Play Planning    | | | |
| | Make-Believe Play, Prop & Set Making, Theme Building   | | | |
| | I Have—Who Has? Colors   | | | |
| | | I Have—Who Has? Shapes   | | |
| | Story Lab—Active Listening, Connections, Character Empathy     | | | |
| | | Story Lab—Vocabulary (using strategies: describe, use synonyms, visualize, dramatize, apply), Learning Facts     | | |
| | | Story Lab—Story Extensions, Story Grammar    | | |
| | | Story Lab—Predictions    | | |
| | Attribute Game     | | | |
| | Remember & Replicate    | | | |
| | Math Memory    | | | |
| | Science Eyes (with Sense Mediators, Experiments)    | | | |

| Component Skills |  Fall | Late Fall | Winter | Spring  | |
|---|--|---|---|---|--|
| <p>Book Knowledge & Handling Skills</p> <ul style="list-style-type: none"> • Chooses independently to read or pretend to read books • Demonstrates understanding of print concepts; understands that pictures, print and other symbols carry meaning • Understands different kinds of print carry different functions (e.g., shopping lists, menus, picture books, etc.) • Holds a book upright and turns pages from front to back • Understands reading is top to bottom and left to right with sweep • Identifies cover of book and knows title, author and illustrator are listed there | Mystery Games  | Message of the Day   | Make-Believe Play     | Play Planning (Individual Scaffolded Writing)    | |
| | Child Reading Own Scaffolded Writing    | Buddy Reading    | Story Lab—Active Listening, Connections, Character Empathy , Vocabulary, Learning Facts, Story Extensions, Story Grammar, Predictions      | | |
| | | Elkonin Boxes I & II     | | | |
| | | Write a Familiar Fingerplay      | | | |
| | | Write Along     | | | |
| | | Riddles   | | | |
| | | Take-Away Sounds   | | | |

Component Skills



Fall

Late Fall

Winter

Spring





Phonological Awareness & Phonics

- Listens to, identifies and manipulates sounds to develop auditory discrimination and phonemic awareness
- Recognizes and produces songs, rhymes, chants and poems
- Produces words that rhyme
- Notices words that begin with same sound; shows growing awareness of beginning and ending sounds
- Demonstrates growing awareness and ability to discriminate separate syllables, segment words into syllables, and blend syllables to form words
- Segments words into onset-rime
- Segments words into phonemes (up to 4); blends phonemes to form a word
- Learns and uses sound-symbol correspondences
- Learns and develops fluency in letter names
- Demonstrates concept of word; can identify a word in a book or in own writing




Fingerplays, Name Games, Attention Focusing & Refocusing Activities   



Make-Believe Play   



Play Planning (Individual Scaffolded Writing)  

Message of the Day  



Mystery Word, Mystery Letter, Mystery Rhyme 


I Have—Who Has? Letters   




Rhyming Game I  


Rhyming Game II  













































Elkonin Boxes I & II    

Take-Away Sounds  

Write a Familiar Fingerplay  

Write Along   

Riddles  

| Component Skills |  Fall | Late Fall | Winter | Spring  | |
|---|--|---|--------|--|---|
| <p>Comprehension— Listening & Reading</p> <ul style="list-style-type: none"> Engages actively in read aloud activities by asking questions and offering ideas Relates book themes and information to personal experience Identifies different kinds of text; seeks out nonfiction texts to find information Uses pictures to understand text Predicts what will happen next in a story Names main characters and connects their basic emotions to their actions Retells a story by enacting roles in play; includes information about setting, problem and problem resolution Recalls some main events in sequence Uses own experiences to understand story events and expository text, as well as to understand characters' feelings and motivations | Classroom Rules    | | | | |
| | | Make-Believe Play, Prop & Set Making, Theme Building   | | | |
| | | Make-Believe Play Practice   | | | |
| | | Play Planning   | | | |
| | | Buddy Reading    | | | |
| | | Story Lab—Active Listening     | | | |
| | | Story Lab—Connections     | | | |
| | | Story Lab—Character Empathy     | | | |
| | | Story Lab—Vocabulary     | | | |
| | | Story Lab—Learning Facts    | | | |
| | | | | Story Lab—Story Extensions    | |
| | | | | Story Lab—Story Grammar    | |
| | | | | | Story Lab—Predictions    |
| | | | | Riddles   | |

Component Skills



Fall

Late Fall




Winter

Spring







Writing




- Uses writing as a tool to remember
- Understands writing is a way of communicating for a variety of purposes
- Begins to represent ideas, experiences and stories through drawing pictures, writing, and in play
- Experiments with growing variety of writing tools such as markers, pencils, crayons, dry erase boards and markers
- Uses increasingly sophisticated marks (scribbles to pictures, to representing words and writing own name)
- Demonstrates growing concept of word by using lines in Scaffolded Writing, and by reading own writing with voice to line match

Classroom Rules   




Message of the Day  

Make-Believe Play, Prop & Set Making, Theme Building  



Play Planning (Individual Scaffolded Writing)  

Story Lab—Learning Facts   



Story Lab—Story Extensions   

Write Along   


































Write a Familiar Fingerplay  















































Riddles  






























Venger Drawing  




















Venger Collage  









































Science Eyes (with Sense Mediators, Experiments)   








































| Component Skills | Fall  | Late Fall | Winter | Spring  |
|--|---|---|--------|---|
| <p>Counting and Cardinality</p> <ul style="list-style-type: none"> Connects quantities of concrete objects and actions to numbers Says number names to at least 30 Counts accurately up to 10 objects in a set using 1:1 correspondence Develops strategies for solving problems such as counting, counting on and counting backwards Compares sets using the numerals representing the quantity of each set Uses positional language and ordinal numbers in everyday activities Refers to order of steps in a process using ordinal numbers Estimates the number of objects in a group and verifies results Uses concrete objects and mark-making to solve simple addition and subtraction problems (more than, fewer than, same number as) Uses concrete objects to begin to solve simple division problems | Timeline Calendar   | Weather Graphing   | | |
| | Make-Believe Play, Prop & Set Making, Theme Building   | Remember & Replicate    | | |
| | Puzzles, Manipulatives & Blocks   | Number Line Hopscotch   | | |
| | Math Memory    | Making Collections    | | |
| | Physical Self-Regulation Games: Freeze on the Number   | Numerals Game    | | |
| | Number Follow the Leader   | I Have—Who Has? Numerals   | | |
| | Tallying   | Mystery Numeral  | | |

























| Component Skills | Fall  | Late Fall | Winter | Spring  |
|--|--|--|--------|---|
| <p>Measurement</p> <ul style="list-style-type: none"> Recognizes, compares, classifies and orders objects by size Becomes familiar with standard units of measurement and terminology for lengths and weights Becomes familiar with tools and terminology for standard measurement of time (clocks, watches, timers) Understands time concepts, including today, yesterday, tomorrow, before, after Identifies relative position of events over time, e.g.; earlier, later Uses time concepts in context of daily schedule; uses appropriate calendar vocabulary (days of the week, months of the year, seasons, etc.) Examines, manipulates and identifies familiar U.S. coins in play activities | Share the News    | Timeline Calendar   | | |
| | Weather Graphing   | Make-Believe Play, Prop & Set Making, Theme Building   | | |
| | Make-Believe Play Practice   | Remember & Replicate    | | |
| | Puzzles, Manipulatives & Blocks   | Attribute Game     | | |
| | Math Memory    | Science Eyes (with Sense Mediators, Experiments)    | | |
| | Story Lab—Active Listening, Connections, Character Empathy     | Story Lab—Vocabulary, Learning Facts     | | |
| | Story Lab—Story Extensions & Grammar    | Story Lab—Predictions    | | |
| | Venger Drawing   | Venger Collage   | | |









































| Component Skills |  Fall | Late Fall | Winter | Spring  | |
|--|---|-----------|--|--|--|
| <p>Patterns and Algebraic Thinking</p> <ul style="list-style-type: none"> • Sorts, resorts, classifies, orders and categorizes objects by one attribute, then by more than one attribute • Recognizes, creates, reproduces and extends patterns with actions, words, and objects • Compares patterns and distinguishes between patterns and non-patterns | Make-Believe Play, Prop & Set Making, Theme Building   | | | | |
| | Make-Believe Play Practice   | | | | |
| | Timeline Calendar   | | | | |
| | | | Story Lab—Learning Facts    | | |
| | | | | Story Lab—Extensions    | |
| | Remember & Replicate    | | | | |
| | Puzzles, Manipulatives & Blocks   | | | | |
| | Attribute Game     | | | | |
| | | | Math Memory    | | |
| | | | Pattern Movement   | | |
| | | | | Mystery Pattern  | |









































| Component Skills |  Fall | Late Fall | Winter | Spring  | |
|---|---|-----------|--|---|--|
| Data Analysis, Statistics & Probability <ul style="list-style-type: none"> Organizes and displays concrete data to answer questions Reads and interprets graphic displays of data Develops and evaluates inferences and predictions based on data; draws conclusions about data | Timeline Calendar   | | | | |
| | Weather Graphing   | | | | |
| | Mystery Question  | | | | |
| | Make-Believe Play   | | | | |
| | Make-Believe Play Practice   | | | | |
| | | | Story Lab—Learning Facts    | | |
| | | | | Story Lab—Predictions    | |
| | | | | Tallying   | |

| Component Skills |  Fall | Late Fall | Winter | Spring  |
|--|---|--|---|---|
| <h3 style="text-align: center;">Geometry & Spatial Relationships</h3> <ul style="list-style-type: none"> Explores and identifies space, direction, relative position and size; uses comparative words to describe the relationship of objects to one another Identifies, describes and compares attributes Recognizes and names basic geometric shapes Uses concrete objects to understand how whole objects can be divided into parts Develops fluency in composing, transforming and decomposing 2D and 3D shapes Interprets physical world with geometric ideas (shape, orientation, spatial relations) Shows an awareness of symmetry Completes simple spatial visualization tasks and puzzles Uses spatial vocabulary (directional and positional) to describe objects | Make-Believe Play, Prop & Set Making, Theme Building   | | | |
| | Make-Believe Play Practice   | | | |
| | Graphics Practice    | | | |
| | Attribute Game     | | | |
| | Remember & Replicate    | | | |
| | Puzzles, Manipulatives & Blocks   | | | |
| | | Story Lab—Learning Facts    | | |
| | | Mystery Shape    | | |
| | | Math Memory  | | |
| | | Science Eyes    | | |
| | | | Science Eyes with Sense Mediators    | |
| | | | Science Eyes—Experiments    | |
| | | | I Have—Who Has? Shapes   | |
| | | | Venger Drawing   | |
| | | | Venger Collage   | |


| Component Skills | Fall  | Late Fall | Winter | Spring  |
|--|--|---|--------|---|
| <p>Science, Technology & Inquiry Skills</p> <ul style="list-style-type: none"> Asks questions, gathers information, and makes predictions Observes and describes phenomena (objects, materials, organisms and events) Uses senses of sight, hearing, touch, smell and taste to explore environment Constructs 2D and 3D models with a variety of materials, including blocks Makes predictions, performs simple investigations Represents observations through drawing Observes and describes the basic needs, seasonal changes, life cycles, and characteristics of living things Compares the characteristics that differentiate living from nonliving things Observes and understands changes in environment, including seasonal and weather changes Recognizes different types of media and technology used at home, school, and in the community | Make-Believe Play, Prop & Set Making, Theme Building; Make-Believe Play Practice     | | | |
| | Share the News    | | | |
| | Weather Graphing   | | | |
| | Puzzles, Manipulatives & Blocks     | | | |
| | | Math Memory   | | |
| | | Story Lab—Learning Facts    | | |
| | | | | Story Lab—Predictions    |
| | Mystery Question  | | | |
| | | Mystery Shape  | | |
| | | | | Mystery Numeral  |
| | | Science Eyes    | | |
| | | Science Eyes with Sense Mediators    | | |
| | | Science Eyes Experiments    | | |
| | | Venger Drawing   | | |
| | Venger Collage   | | | |

| Component Skills |  Fall | Late Fall | Winter | Spring  |
|---|--|---|--------|---|
| Self, Family & Community <ul style="list-style-type: none"> Discusses and identifies daily routines and classroom rules; understands the need for rules and that different contexts have different rules Becomes aware of leadership roles and accepts direction from leaders Identifies and exhibits qualities of responsible citizenship Develops sense of past, present and future Creates simple representations of home, school or community Understands self as belonging to family, community and other groups Demonstrates growing awareness of and respect for personal and family characteristics (culture, religion, physical ability, etc.) Is aware of holidays and traditions celebrated in our country, in the local community, and by other families at school | Community Building Activities |   | | |
| | Creating & Using Classroom Rules |    | | |
| | Share the News |    | | |
| | Timeline Calendar |   | | |
| | Outside Play |   | | |
| | Make-Believe Play (Themes: Family, Restaurant, Grocery, Medical, Pet/Vet, etc.) |   | | |
| | Make-Believe Play Practice |   | | |
| | Play Planning |   | | |
| | Story Lab—Active Listening, Connections, Character Empathy, Vocabulary, Learning Facts, Extensions, Grammar, Predictions |     | | |







































| Component Skills |  Fall | Late Fall | Winter | Spring  | |
|--|--|--|---|--|---|
| <p>Social Emotional Learning</p> <ul style="list-style-type: none"> Engages in and maintains positive relationships with adults and peers Joins with other children in playing games with rules Uses basic problem-solving skills to resolve conflicts with peers Participates in collaborative play for sustained period of time Demonstrates turn taking and cooperation Enjoys playing with other children in a variety of activities Expresses a broad range of emotions and recognizes these emotions in self and others Responds with empathy to children who are upset or in need Shares materials when appropriate Uses materials with purpose Develops self-concept; aware of own preferences Demonstrates increasing independence in a wide range of activities | Mystery Literacy & Mystery Math Games  | I Have—Who Has? Games   | Fingerplays, Attention Focusing and Refocusing Activities    | Creating & Using Classroom Rules    | |
| | Opening Group Activities: Community Building Activities, Share the News, Message of the Day, Timeline Calendar, Weather Graphing, Pretend Transitions    | Physical Self-Regulation Activities: Number Follow the Leader, What Are You Doing, Mr. Wolf?, Mouse Trap, Pattern Movement   | Make-Believe Play Block Activities: Make-Believe Play Practice, Play Planning, Make-Believe Play, Prop and Set Making, Theme Building     | All Story Lab Activities: Active Listening, Connections, Character Empathy, Vocabulary, Learning Facts, Story Extensions, Story Grammar, Predictions     | Large Group Literacy Activities: Buddy Reading, Graphics Practice     |
| | Small Group Literacy Activities, including: Elkonin I—Jumping the Boxes, Elkonin II—The Token Game     | Math Activities: Puzzles, Manipulatives & Blocks, Making Collections, Math Memory, Number Line Hopscotch, Numerals Game, Venger Drawing/Collage, Tallying, Attribute Game, I Have—Who Has? Colors, Shapes and Numerals     | Science Activities: Science Eyes, Science Eyes—With Sense Mediators, Science Eyes—Experiments     | | |
















| Component Skills |  Fall | Late Fall | Winter | Spring  |
|---|--|-----------|--------|---|
| <p>Self-Regulation Development</p> <ul style="list-style-type: none"> Regulates emotions and behavior with increasing independence Uses strategies to regulate emotions Follows classroom rules and routines with increasing independence Inhibits action in response to cue Makes mental plan in advance of action and follows through on plan Delays gratification Sees from another's perspective Acts on purpose Demonstrates flexibility in thinking and behavior Makes efficient transitions between activities Focuses and sustains attention despite distractions Persists in and completes a variety of tasks and activities Is an increasingly self-motivated learner | Mystery Literacy & Mystery Math Games  | | | |
| | I Have—Who Has? Games   | | | |
| | Fingerplays, Attention Focusing and Refocusing Activities    | | | |
| | Creating & Using Classroom Rules    | | | |
| | Opening Group Activities: Community Building Activities, Share the News, Message of the Day, Timeline Calendar, Weather Graphing, Pretend Transitions    | | | |
| | Physical Self-Regulation Activities: Number Follow the Leader, What Are You Doing, Mr. Wolf?, Mouse Trap, Pattern Movement   | | | |
| | Make-Believe Play Block Activities: Make-Believe Play Practice, Play Planning, Make-Believe Play, Prop and Set Making, Theme Building     | | | |
| | All Story Lab Activities: Active Listening, Connections, Character Empathy, Vocabulary, Learning Facts, Story Extensions, Story Grammar, Predictions     | | | |
| | Large Group Literacy Activities: Buddy Reading, Graphics Practice     | | | |
| | Small Group Literacy Activities, including: Elkonin I—Jumping the Boxes, Elkonin II—The Token Game     | | | |
| | Math Activities: Puzzles, Manipulatives & Blocks, Making Collections, Math Memory, Number Line Hopscotch, Numerals Game, Venger Drawing/Collage, Tallying, Attribute Game, I Have—Who Has? Colors, Shapes and Numerals     | | | |
| Science Activities: Science Eyes, Science Eyes—With Sense Mediators, Science Eyes—Experiments     | | | | |

Physical Development

| Component Skills | Fall  | Late Fall | Winter | Spring  |
|--|--|--|--------|--|
| <p>Health, Safety & Nutrition</p> <ul style="list-style-type: none"> Increasingly performs self-care tasks independently Practices personal hygiene and strategies to promote cleanliness Understands when to wash hands and does so independently Discusses and follows appropriate safety rules and procedures Discusses strategies to prevent injury and what to do when hurt Talks about common symptoms of illness and what to do when not feeling well Demonstrates a basic knowledge of the role of food and nutrition in healthy development Discusses tooth care and dental health | Share the News    | | | |
| | Classroom Rules    | | | |
| | Make-Believe Play   | | | |
| | Make-Believe Play Practice   | | | |
| | Story Lab—Active Listening, Connections, Character Empathy     | | | |
| | | Story Lab—Vocabulary, Learning Facts     | | |
| | | Story Lab—Story Extensions, Story Grammar    | | |
| | Story Lab—Predictions    | | | |

Physical Development

| Component Skills | Fall  | Late Fall | Winter | Spring  |
|--|---|-----------|---|--|
| <p>Gross Motor</p> <ul style="list-style-type: none"> Moves body with increasing balance, control, muscle strength and coordination Jumps, hops, swings, dances and climbs with increasing coordination and stamina Builds awareness of self in physical space Alternates left and right side of body and crosses midline | Community Building Activities    | | | |
| | Fingerplays, Attention Focusing and Refocusing Activities    | | | |
| | Make-Believe Play, Make-Believe Play Practice     | | | |
| | Outside Play   | | | |
| | Pretend Transitions   | | | |
| | Number Line Hopscotch   | | | |
| | | | Pattern Movement   | |
| | | | | Number Follow the Leader   |
| | Freeze Game    | | | |
| | | | | Freeze on the Number   |
| | | | | Partner Freeze    |
| | | | | Two-Step Freeze   |
| | | | | Elkonin I   |
| | | | Mouse Trap   | |
| | | | What Are You Doing, Mr. Wolf?   | |

| Component Skills | Fall | Late Fall | Winter | Spring |
|---|--|-----------|--------|--------|
| <p>Fine Motor</p> <ul style="list-style-type: none"> Demonstrates increasing control, strength, and coordination of small muscles Coordinates hand-eye movements to complete tasks such as cutting, stringing beads, and completing puzzles Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring or buttoning Uses a variety of tools and materials to strengthen hand grasp, flexibility and coordination Uses a pincer grip to hold and manipulate tools for writing, drawing and painting Practices name writing using proper letter formation | Fingerplays, Attention Focusing and Refocusing Activities  | | | |
| | Play Planning (Individual Scaffolded Writing)  | | | |
| | Make-Believe Play, Prop & Set Making; Make-Believe Play Practice  | | | |
| | Graphics Practice  | | | |
| | Puzzles, Manipulatives and Blocks  | | | |
| | Remember & Replicate  | | | |
| | Making Collections  | | | |
| | Numerals Game  | | | |
| | Venger Drawing  | | | |
| | Venger Collage  | | | |
| | Story Lab—Learning Facts & Story Extensions  | | | |
| | Elkonin Boxes II  | | | |
| | Science Eyes  | | | |
| Science Eyes with Sense Mediators  | | | | |
| Science Eyes—Experiments  | | | | |



Glossary: Tools of the Mind PreK Activities and Terms

Attention Focusing—Fingerplays, songs, and clapping games are used as attention focusing activities to capture 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.

Attention Refocusing—The teacher uses short attention refocusing activities like “smell the flower, blow out the candle” to capture and refocus children’s attention.

Attribute Game—Children learn to recognize basic shapes and sort figures by four attributes: color, shape, size, and number of sides.

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 a week starting midyear. Buddy Reading tubs are divided into categories so that children practice classification as part of the clean-up routine associated with this activity.

Centers—There are six centers in a Tools of the Mind classroom: Art/Fine Motor, Blocks, Dramatic Play/Housekeeping, Literacy, Science/Sensory, and Math/Manipulatives/Table Toys. These centers are where make-believe and open-ended play take place. In professional development eLearning and in-person workshops, Tools teachers learn about the three layers of materials to set up in each center: the base layer, with materials typically available at each center (e.g., writing materials at Literacy), the sensory layer with sensory materials (playdough, kinetic sand) to engage children with a range of levels of self-regulation, and the play layer, with child-made and authentic props and set pieces for use in acting out play themes. During Make-Believe Play, children choose one of these centers, transformed into a play theme, to visit.

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

Classroom Rules—The teacher and children collaborate to create a set of 3-4 classroom rules, such as “use listening ears” or “use walking feet.” Rules are written and accompanied by an icon. Teachers are intentional in previewing relevant rules *before* times of day when the rules apply, and creatively elicit children’s use of language to remember and say the rules.

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



Glossary: Tools of the Mind PreK

Activities and Terms

External Mediators—Used to help children remember how to begin, carry out, and complete complex tasks. An external mediator can be a physical object (like a picture that reminds children of activity steps), or an action or gesture (like holding up 3 fingers to stand for 3 steps in an activity). An example in Tools is the “Lips and Ears” cards used in *Buddy Reading to remind children 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.

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.

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.

Scaffolding—Teachers are deliberate in their instruction of children by providing supports, prompts & resources that allow children 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. Scaffolds are gradually and deliberately removed when children have internalized their use and are able to perform tasks independently.

Clean Up Song—Specific song & routine used as a mediator to support children during the clean-up routine. Songs must have verses that are distinct so children may predict how much time is left before clean up time is over. Songs should be about 3-4 minutes in length.

Community-Building Activities—Games & songs played to assist children in building a sense of belonging and prosocial skills by learning & remembering their classmates’ names. Games includes *Name Game Chants and 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.

Counting Activities—Activities that offer practice in meaningful counting. Children count 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 their buddy’s counting. Roles are switched until play ends. Counting activities include: *Puzzles, Manipulatives and Blocks, Making Collections, Making Collections with Categories, Math Memory, Number Follow the Leader, Number Line Hopscotch, Numerals Game, Timeline Calendar*. See individual activities for more information.



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Do What I Do—Children listen and/or view a pattern of actions demonstrated by the teacher, then remember and replicate it in this Attention Focusing activity.

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.

Dramatic Play (see also *Make-Believe Play*)—The development of mature dramatic play skills is a focus of the Tools of the Mind curriculum. Dramatic Play (called *Make-Believe Play* in Tools) happens daily and has three main goals:

- To develop children’s underlying cognitive skills such as: memory, attention, inhibitory control and symbolic representation.
- To help support children’s language and 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.

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

- **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.

Executive Functions—A set of cognitive skills. Self-regulation (inhibitory control, working memory and cognitive flexibility) is intentional behavior that results from executive functions.

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 develop executive functions as they practice rhyme, develop oral language skills and combine speech with motor actions.

Free Choice—A block of time separate from the Make-Believe Play Block where children independently explore centers. *Mystery Games* often happen during this time block as children enter the classroom in the morning.



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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 midyear and increases the challenge level of this activity by introducing math concepts. See section *Physical Self-Regulation*.

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/Sensory, Math/Manipulatives/Table Toys or Block Center. See individual activities for more information.

Graphics Practice—An activity that promotes the development of pre-writing skills, symbolic substitution and imagination. Children develop the fine motor coordination required for drawing and penmanship as they learn the correct motor movements for writing letters and numbers, correct pencil grasp and pressure. Self-regulation is built into Graphics Practice as the children stop and start fine motor movement along with the music. Graphics Practice happens several times per week.

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, and allow children to help one another. Games are typically introduced when listed, but may be used throughout the year.

- **I Have—Who Has? Literacy Games** include:
 - **Colors**— Rapid naming of colors
 - **Names**— Children learn classmates names
 - **Letters**— Rapid letter naming
 - Uppercase letters
 - Lowercase letters
 - Upper and Lowercase letter matching

- **I Have—Who Has? Math Games** include:
 - **Numerals**— Rapid naming of numbers
 - **Shapes**— Rapid naming of shapes

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.

Make-Believe Play Center Block—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



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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.

Make-Believe Play Planning—A major focus of the Tools program, children draw and write or dictate a plan for their dramatization using Scaffolded Writing. Play planning helps children practice self-regulation while building oral language and literacy skills. Play planning takes place daily across the entire year as part of the Make-Believe Play Block.

Make-Believe Play Practice—The teacher models different make-believe play roles, role speech, actions and scripts from the current play theme, and children pretend along with the teacher and one another. By engaging along with the teacher in language and gesture, children learn and practice the meaning of new vocabulary or facts, act out feelings and emotions associated with roles, or explore a new scenario—all of which they can then incorporate into their play. Make-Believe Play Practice happens daily.

Make-Believe Play: Prop-Making—The teacher provides materials and support 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.

Make-Believe Play Scaffolding—Daily support teachers provide to children 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. Midyear, 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.

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. Children develop complex vocabulary & language to describe objects and isolate their attributes. Children have a “Memory Buddy” with whom to practice recalling strategies.

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*.



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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. The teacher debriefs their solutions during a whole group time. Mystery Literacy Activities include:

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

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:

- **Mystery Numeral**—Children identify the numeral associated with a number of dots
- **Mystery Pattern**—Children determine if patterns pictured on strips are the same or different
- **Mystery Shape**—By manipulating two pieces of a shape, children determine which pair of composite shapes compose a target shape

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**.

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.

Number Line Hopscotch—Designed to practice rote counting and numeral recognition 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.

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.



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Outside 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, Physical Self-Regulation activity.

Physical Self-Regulation Activities— A key component in developing self-regulation in the Tools of the Mind program are the physical self-regulation activities. Children practice physical self-regulation by planning and inhibiting specific actions until the appropriate moment. They learn to follow multi-step directions of increasing complexity. Physical Self-regulation Activities are also used to focus children at the start of new activity blocks. Activities include: *Freeze Game, Pattern Movement, Do What I Do, Fingerplays, Songs & Chants, Mouse Trap, Mr. Wolf.*

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.

Play Planning—As part of the *Make-Believe Play Block*, children draw and write or dictate a plan for their dramatization using Scaffolded Writing. Play planning helps children practice self-regulation while building oral language and literacy skills. *Play Planning* takes place daily across the entire year.

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 in their community to create Make-Believe Play Centers for the remainder of the year.

Poems—Children are exposed to poems both during *Fingerplays & Chants* as well as *Write a Familiar Fingerplay*.

Pretend Transitions—Children combine gesture, private speech, and pretending during all transitions throughout the day in this self-regulation transition activity.

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

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.



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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, and spatial and color concepts.

Rhyming Game I—Led 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.

Rhyming Game II—In this variation of Rhyming Game I, the teacher presents pairs of rhyming words and asks children to identify if they rhyme. An external mediator helps children remember to give a “thumbs up” for rhyming pairs and a “thumbs down” for non-rhyming pairs.

Riddles—In this teacher-led Opening or Closing Group activity, children are introduced to the Tools Reading Strategies as teachers and children work together to decode a series of riddles. As each clue is revealed, children attempt to solve the riddle. At the end of the week, the answer is revealed! *Note:* This activity is only appropriate for classrooms with chronologically and developmentally older children and occurs at the end of the year.

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 Fingertplay & 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, Story Lab—Learning Facts, Story Lab—Extensions, and Science Eyes*.

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. Scaffolding is gradually withdrawn, or “descaffolded,” to eventually allow children to perform newly-learned tasks independently.

Science Eyes—Science activities designed to apply and extend children’s knowledge, develop new vocabulary, learn and apply scientific method of discovery, observe, collect, record and analyze data. 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.

- **Science Eyes: Science Experiments**—This version of Science Eyes includes long-range observational studies and experiments.
- **Science Eyes: Journals**—Children are provided with journals in which to record their observations during Science Eyes lessons.



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Self-Regulation—Intentional behavior that results from executive functions in the brain. Self-regulation includes inhibitory control, working memory and cognitive flexibility.

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

Share the News—During the daily activity *Share the News*, children engage in collaborative conversations with peers using conversational turn-taking. Topics are presented by the teacher and including discussing experiences and feelings, solving social problems, sharing opinions and more. Share the News builds community and empathy as children learn to value each other's thoughts and feelings. Tools participation styles *Turn & Talk* and *Double Talk* are used.

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.

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

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.

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. Children learn to talk with each other about the story and explain their thinking to peers. Story Lab provides practice in oral language, listening comprehension of fiction and nonfiction texts, and development of eight unique comprehension strategies:

- **Story Lab: Active Listening**—Children learn to listen actively to remember and reflect on what they liked about a text.
- **Story Lab: Connections**—Children make connections between something known and something that is learned from a text.
- **Story Lab: Character Empathy**—Children think about and label what a character is feeling.
- **Story Lab: Vocabulary**—Children learn the meaning of new words and practice strategies for remembering their meaning.
- **Story Lab: Learning Facts**—Children talk and write about what they learned from a non-fiction text.
- **Story Lab: Extensions**—Children use drawing and writing to extend a predictable, patterned book.
- **Story Lab: Story Grammar**—Children identify the main characters, setting and events in a story, then help their teachers put events in the correct sequence.
- **Story Lab: Predictions**—Children make text-based predictions about the story event based on knowledge of the developing storyline within the book.



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Take-Away Sounds—A teacher-led activity that prompts children to isolate initial sounds (*onset*) from the rest of the word (*rime*), and to use working memory to hold segments of words in mind while deleting others (*phonemic substitution*).

Tallying—Children learn how to create a tally (visual model), and to track and display data in this teacher-led activity.

Timeline Calendar—Timeline Calendar uses a number line for the concept of time in this daily Opening Group activity. Teachers lead children in counting and clapping the days and practice time vocabulary like before, after, how long, etc.

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.

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

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, including meaningful counting, comparing quantities, and the concept of zero.

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.

Write Along—A teacher-led activity that is an extension of *Message of the Day* where children write the daily message using *Scaffolded Writing*.

Zone of Proximal Development (ZPD)—The Vygotskian concept 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, aiming it at a level just beyond what the child can do independently, thereby allowing learning to lead development.