

SEL strategies aligned with the Florida Early Learning Standards for three-, four-, and five-year olds

Florida Early Learning Standards			SEL strategies activities with explanation
3 year olds	4 year olds	5 year olds	
I. PHYSICAL HEALTH			
A. Physical Health			
1. Shows characteristics of good health to facilitate learning.	1. Shows characteristics of good health to facilitate learning.	1. Shows characteristics of good health to facilitate learning.	Freeze Games, Large Group Motor Activities, Outdoor Play and Outdoor Motor activities develop increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. Children also develop the critical cognitive skill of self-regulation.
2. Demonstrates visual ability to facilitate learning.	2. Demonstrates visual ability to facilitate learning.	2. Demonstrates visual ability to facilitate learning.	A number of activities include visual cues as a guide to the action, promoting attention to visual detail: Share the News (following directions), Freeze Game (Gross motor skills), Pattern Movement (pattern recreation), Numerals Game (counting), and Buddy Reading (turn taking).
3. Exhibits auditory ability to facilitate learning.	3. Exhibits auditory ability to facilitate learning.	3. Exhibits auditory ability to facilitate learning.	Several activities promote auditory attention by including auditory cues to guide motions, such as stopping and starting in Freeze Game, Graphics Practice, Mouse Trap, Do What I Do, Fingerplays, and Chants , and signaling transitions in Pretend Transitions, Fingerplays, Songs and Chants .
4. Can perform oral hygiene routines.	4. Can perform oral hygiene routines.	4. Can perform oral hygiene routines.	Share the News, Large Group Read Aloud, and Intentional Make Believe Play provide opportunities to learn about, discuss, and role play oral hygiene and dentist's office.
5. Shows familiarity with the role of a primary health care provider.	5. Shows familiarity with the role of a primary health care provider.	5. Shows familiarity with the role of a primary health care provider.	Share the News, Large Group Read Aloud, and Intentional Make Believe Play provide opportunities to learn about, discuss, and role play hygiene and doctor's office.
B. Knowledge of Wellness			
1. Shows that basic physical needs are met.	1. Shows that basic physical needs are met.	1. Shows that basic physical needs are met.	Share the News, Large Group Read Aloud, and Intentional Make Believe Play provide opportunities to learn about, discuss, and role play hygiene, nutrition, and safety.
2. Follows basic health and safety rules.	2. Follows basic health and safety rules.	2. Shows interest in health issues. 3. Shows interest in safety interest.	Health and safety rules are followed throughout the curriculum, but are shared and discussed during Share the News .
3. Performs some self-care tasks independently.	3. Performs some self-care tasks independently.	4. Performs self-care tasks competently.	Meal Times, Outdoor Play, Share the News, and Large Group Read Aloud provide opportunities to learn about and practice self-care.

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Florida Early Learning Standards			Tools of the Mind activities with explanation
3 year olds	4 year olds	5 year olds	
II. APPROACHES TO LEARNING			
A. Eagerness and Curiosity			
1. Shows eagerness and curiosity as a learner.	1. Shows eagerness and curiosity as a learner.	1. Shows eagerness and curiosity as a learner.	All curricular activities (Intentional Make Believe Play, Small Group Literacy and Math, Large Group Read Aloud) are designed to generate enthusiasm and curiosity, and provide opportunities for children to experience new ideas and express their curiosity.
B. Persistence			
1. Attends briefly, and seeks help when encountering a problem.	1. Attends to tasks and seeks help when encountering a problem.	1. Sustains attention to a task, persisting even after encountering difficulty.	All activities include “scaffolds”, or external mediators, to help children attend to and stay on task until completion. These scaffolds include private speech, written language, visual icon mediators, and shared activities and are easily individualized to enable all children to receive the just the right amount of support needed for success within the context of the overall classroom environment.
C. Creativity/Inventiveness			
1. Approaches play with purpose and inventiveness.	1. Approaches tasks with flexibility and inventiveness.	1. Approaches tasks with flexibility and inventiveness.	Prior to entering Intentional Make Believe Play time, children have an opportunity to plan their play, share and then experiment with their new play ideas. During this Play Planning and Make Believe Play Practice , children can discuss new ideas with their teacher and friends in a risk-free and supportive setting. This also reinforces the idea of play together.

SEL strategies aligned with the Florida Early Learning Standards for three-, four-, and five-year olds

Florida Early Learning Standards			Tools of the Mind activities with explanation
3 year olds	4 year olds	5 year olds	
III. SOCIAL AND EMOTIONAL			
A. Self-Concept			
1. Demonstrates self-confidence.	1. Demonstrates self-confidence.	1. Demonstrates self-confidence.	All activities are designed to involve sharing, either with a partner, small or large group. The scaffolds embedded into each activity help children become and remain actively involved in the activities. These mediators help all children succeed in completing the task such that all can engage in deliberate and appropriate interaction with others--participating, sharing, comforting behaviors toward peers, taking turns, helping, encouraging, and accepting help.
2. Shows some self-direction.	2. Shows some self-direction.	2. Shows initiative and self-direction.	During Read Aloud, Small Group Literacy and Math activities, the activity-embedded scaffolds ensure that all children volunteer ideas, thoughts, and questions. Mystery Games, Play Planning/Intentional Make Believe Play, and Venger Drawing also provide opportunities for children to find materials and act on an idea, often independently, for a meaningful period of time.
B. Self-Control			
1. Follows simple classroom rules and routines with guidance.	1. Follows simple classroom rules and routines.	1. Follows classroom rules and routines.	All activities and accompanying materials have rules that the children must learn and follow. Each also includes scaffolds to support the internalization of the “rules”, leading to the development of self-regulation. Children are also encouraged to use private speech to help regulate their own behavior, and to use language to discuss problems with peers.
2. Begins to use classroom materials carefully.	2. Uses classroom materials carefully.	2. Uses classroom materials purposefully and respectfully.	
3. Manages transitions.	3. Manages transitions.	3. Manages transitions and adapts to changes in routine.	Auditory and visual cues help children transition between activities.
C. Interaction with Others			
1. Interacts with one or more children.	1. Interacts easily with one or more children.	1. Interacts easily with one or more children.	All activities are designed such that children will interact with all of the children at least once each week (e.g., does not exclude any children and can play with anyone). In addition, since all activities are shared activities, children learn intuitively to attend to their peers’ needs, help each other, and share ideas.
2. Interacts with familiar adults.	2. Interacts easily with familiar adults.	2. Interacts easily with familiar adults.	All activities are designed such that children can help each other or work independently until an adult can help. Children learn when they can solve a problem themselves and when they need an adult’s support.
3. Participates in the group life of the class.	3. Participates in the group life of the class.	3. Participates in the group life of the class.	All activities are partner or group activities. The focal point, however, is during Intentional Make Believe Play time. This is when children have the opportunity to engage in mature play (i.e., play that has roles, sustains a theme, accepts, changes in themes, etc.).

SEL strategies aligned with the Florida Early Learning Standards for three-, four-, and five-year olds

Florida Early Learning Standards			Tools of the Mind activities with explanation
3 year olds	4 year olds	5 year olds	
III. SOCIAL AND EMOTIONAL			
4. Shows empathy and caring for others.	4. Shows empathy and caring for others.	4. Shows empathy and caring for others.	During Share the News, Large Group Read Aloud, Buddy Reading, and Intentional Make Believe Play , children can discuss and exchange emotions and feelings.
D. Social Problem-Solving			
1. Seeks adult help when needed to resolve conflicts.	1. Seeks adult help when needed to resolve conflicts.	1. Seeks adult help when needed to resolve conflicts.	All activities are designed such that children can help each other or work independently until an adult can help. Children learn when they can solve a problem themselves and when they need an adult's support. With adult scaffolding, learns to use words to express anger (e.g., "I don't like it when you push me") and to use words to propose solutions to problems (e.g., "I'll play with those, you play with these").

SEL strategies aligned with the Florida Early Learning Standards for three-, four-, and five-year olds

Florida Early Learning Standards			Tools of the Mind activities with explanation
3 year olds	4 year olds	5 year olds	
IV. LANGUAGE AND COMMUNICATION			
A. Listening			
1. Gains meaning by listening.	1. Gains meaning by listening.	1. Listens for meaning in discussions and conversations.	Large Group Read Aloud, Story Lab, Share the News, Buddy Reading, and Intentional Make Believe Play develop listening comprehension skills as children practice listening and responding to a story or a peer's thoughts.
2. Follows two-step directions.	2. Follows two- or three-step directions.	2. Follows directions that involve a series of actions.	A variety of activities (e.g., Mystery Games, Share the News, Buddy Reading, Freeze Game, and Graphics Practice) require the children to follow a sequence of directions given by the teacher, but also include scaffolds to support the development of this ability in all children. Play Planning develops children's ability to make and follow their own multi-step plan.
B. Speaking			
1. Speaks clearly enough to be understood by most listeners.	1. Speaks clearly enough to be understood without contextual cues.	1. Speaks clearly and conveys ideas effectively.	The scaffolds embedded into Share the News, Buddy Reading, and Intentional Make Believe Play support language expression skills, ensuring that each child has an opportunity to express herself or himself. These scaffolds are easily individualized to enable all children to receive the just the right amount of support needed for success within the context of each activity.
2. Uses an expanded language and vocabulary for a variety of purposes.	2. Uses an expanded language and vocabulary for a variety of purposes.	2. Uses an expanded language and vocabulary for a variety of purposes.	During Message of the Day, Share the News, and Buddy Reading children are encouraged to take turns in conversation, use new words, play with words, express their feelings, and ask questions about information shared by others.
C. Reading			
1. Shows appreciation for books.	1. Shows appreciation for books and reading.	1. Shows interest in and demonstrates knowledge about books and reading.	Buddy Reading and Play Planning develops function and appreciation for reading.
	2. Shows beginning understanding of concepts about print.	2. Shows some understanding of concepts about print.	During Message of the Day , children learn to differentiate sentence, word, sound, and letter, as the teacher shares the message verbally, writes the message, and then erases words. Children also read and experience books repeatedly during the day in Buddy Reading, Story Lab, and in the centers during Intentional Make Believe Play.
2. Shows beginning phonological awareness.	3. Demonstrates phonological awareness.	3. Begins to demonstrate phonemic awareness.	Rhyming Games and Mystery Word activities develop phonological (and beginning of phonemic) awareness. Scaffolded Writing activities (e.g., Message of the Day, Play Plans) develop phonemic awareness, sound-to-symbol correspondence/ symbol to sound correspondence. Elkonin Box Activities I-VII develop phonemic awareness and CVC word patterns.
3. Shows interest in	4. Begins to develop	4. Knows letters,	Scaffolded Writing activities (e.g., Message of the Day, Play Plans) provide

SEL strategies aligned with the Florida Early Learning Standards for three-, four-, and five-year olds

Florida Early Learning Standards			Tools of the Mind activities with explanation
3 year olds	4 year olds	5 year olds	
IV. LANGUAGE AND COMMUNICATION			
letters and words.	knowledge about letters.	sounds, and how they form words.	opportunities to learn about letters or words of interest.
4. Comprehends and responds to stories read aloud.	5. Comprehends and responds to stories read aloud.	5. Comprehends and responds to fiction and informational text read aloud.	Story Lab and Buddy Reading develop reading comprehension.
D. Writing			
1. Represents ideas and stories through pictures, dictation, and play.	1. Represents ideas and stories through pictures, dictation, and play.	1. Represents stories through pictures, dictation, and play.	Play Planning (and Scaffolded Writing) develops use of drawings, shapes, and letter-like forms to represent a printed message, including child's own name.
2. Uses scribbles and unconventional shapes to write.	2. Uses letter-like shapes, symbols, and letters to convey meaning. 3. Understands purposes for writing.	2. Uses letter-like shapes, symbols, letters, and words to convey meaning. 3. Understands purposes for writing.	Play Planning develops function and appreciation for written expression. Intentional Make Believe Play also provides opportunities for the children to create signs for their play scenarios, further using print for a purpose.

SEL strategies aligned with the Florida Early Learning Standards for three-, four-, and five-year olds

Florida Early Learning Standards			Tools of the Mind activities with explanation
3 year olds	4 year olds	5 year olds	
VI. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: VI-A. MATHEMATICAL THINKING			
A. Mathematical Processes			
1. Shows interest in solving mathematical problems.	1. Begins to use simple strategies to solve mathematical problems.	1. Shows interest in solving mathematical problems.	In Making Collections II , children practice adding and subtracting sets, developing the skill of counting on from a number other than 1.
		2. Uses words to describe mathematical ideas.	Children are exposed to vocabulary (e.g., comparatives, geometric shapes, etc...) within the context of Weather Graphing , Question of the Week , and Science Eyes . Children have opportunities to use these words to communicate their ideas in partner and small group activities such as Science Eyes , Venger Drawing , and Intentional Make Believe Play
B. Patterns, Relationships, and Functions			
1. Sorts objects into subgroups that vary by one attribute.	1. Sorts objects into subgroups that vary by one or two attributes.	1. Sorts objects into subgroups, classifying and comparing according to a rule.	Through the Attribute Game , Shape Sorting , Find the Turtle , Pattern Movement , Mystery Pattern , Patterns with Manipulatives , and Hundreds Chart , children develop the ability to sort, classify, and replicate patterns by more than one attribute. These scaffolds embedded into these shared (i.e., partner) activities ensure success and are easily individualized to enable all children to receive the just the right amount of support needed for success within the context of each activity.
	2. Recognizes simple patterns and duplicates them.	2. Recognizes patterns and duplicates or extends them.	Through Pattern Movement , Patterns with Manipulatives , and Mystery Pattern children learn to recognize patterns, create patterns, switch patterns into different modalities, and use different manipulatives to create patterns. Patterns are used for prediction during the Timeline Calendar activity. In Science Eyes , children look for and replicate patterns found in nature.
C. Number Concept and Operations			
1. Shows curiosity and interest in counting numbers.	1. Shows beginning understanding of number and quantity.	1. Shows understanding of the concept of number and quantity.	Children are introduced to numerals and counting through Making Collections , Numerals , and I Have Who Has games. Through these games, children develop one-to-one correspondence, numeral name fluency, and the ability to match quantities with numerals.
		2. Begins to understand relationships between quantities.	Children practice working with the concepts of more, adding one, less, fewer, taking one away, etc... within the context of Weather Graphing , Question of the Week , and Science Eyes . Children have opportunities to use these words to help their partners count or create collections in partner activities such as Tallying , Numerals Game , and Making Collections .
D. Geometry and Spatial Relations			
1. Identifies several shapes.	1. Begins to recognize and describe the	1. Recognizes and describes some attributes of shapes.	Venger Drawing , Mystery Shape , Puzzles and Manipulatives , children learn to identify and investigate shapes in parts and wholes, and shapes in different orientations and in composition of larger figures.

SEL strategies aligned with the Florida Early Learning Standards for three-, four-, and five-year olds

Florida Early Learning Standards			Tools of the Mind activities with explanation
3 year olds	4 year olds	5 year olds	
VI. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: VI-A. MATHEMATICAL THINKING			
	attributes of shapes.		
2. Shows understanding of several positional words.	2. Shows understanding of and uses several positional words.	2. Shows understanding of and uses direction, location, and position words.	Children develop positional language (before/after) and ordinal numbers (first, second...) through sequencing activities such as Timeline Calendar and Daily Schedule .
E. Measurement			
1. Shows understanding of some comparative words.	1. Orders, compares, and describes objects according to a single attribute.	1. Orders, compares, and describes objects by size, length, capacity, and weight.	In Weather Graphing, Tallying, and Math Problems , children collect data, use counting to represent data, make graphs, compare the data, and represent the data in a variety of ways. After having measured using nonstandard measures for several months, the teacher introduces the use of a standard measures (e.g., scale, ruler, yardstick, and measuring cups). Children use these along with their familiar nonstandard measures in the partner activities: Tallying and Tallying and Measurement .
2. Participates in measuring activities.	2. Participates in measuring activities.	2. Estimates and measures using non-standard and standard units. 3. Shows interest in common instruments for measuring.	
		4. Shows awareness of time concepts.	Two primary activities help children develop the concept of time, the Daily Schedule and the Timeline Calendar . The Daily Schedule contains icons reflecting the activities for each day. The teacher models how to use the Daily Schedule to monitor what comes next. Teachers tell children the time of the day as it relates to the Daily Schedule . <i>Tools</i> uses a linear Timeline Calendar to visually present days of the week/month. Other than its orientation, the calendar is used much the same as the traditional rectangular grid; children see how days are numbered, pass, and how the months continue one from to the next.
F. Data Collection and Probability			
		1. Begins to collect data and make records using lists or graphs.	During Weather Graphing , the whole class creates and reads a graph for the weather. Children practice making their own graphs in the partner activity Tallying and during different Science Experiments .

SEL strategies aligned with the Florida Early Learning Standards for three-, four-, and five-year olds

Florida Early Learning Standards			Tools of the Mind activities with explanation
3 year olds	4 year olds	5 year olds	
VI. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: VI-B. SCIENTIFIC THINKING			
A. Inquiry			
1. Uses senses to observe and explore classroom materials and natural phenomena.	1. Ask questions and uses senses to observe and explore materials and natural phenomena.	1. Seeks information through observation, exploration, and descriptive investigations.	Science Eyes and Small Group Math/Science provide children with an opportunity to compare objects, learn to use descriptive words, and to draw and write about the objects they observe (e.g., leaves, keys, nuts, rocks, and shells). Children explore the natural world by making predictions and generalizations about experiments performed by the class (e.g., growing sprouts or melting ice).
2. Begins to use simple tools and equipment for investigation.	2. Uses simple tools and equipment for investigation.	2. Uses simple tools and equipment to extend the senses and gather data.	During Science Eyes and Small Group Math/Science , children use tools to focus on an object and define characteristics (e.g., using an eye dropper to drop color in glasses of water or using a hands lens to look at ridges on an earthworm).
		3. Forms explanations and communicates scientific information.	During Science Eyes and Small Group Math/Science , children examine collections or observe science experiments, and then discuss their thoughts with their peers or partners. Teachers scaffold the vocabulary to support the increased use of scientific concepts. Children are also encouraged to document their thoughts through drawing, graphing, and printed message (with the support of Scaffolded Writing).
B. Physical Science			
(<i>Inquiry 3</i>). Makes comparisons among objects.	(<i>Inquiry 3</i>). Makes comparisons among objects.	1. Identifies, describes, and compares properties of objects.	In the midst of Science Eyes and Small Group Math/Science , children discuss the differences with each other. Teachers help children measure and make graphs to describe their data.
C. Life Science			
		1. Observes and describes characteristics, basic needs, and life cycles of living things.	Non-fiction books on the topics are included in those presented during Read Aloud . In addition, Science Eyes provides children with the opportunity to observe and compare plants and animals. They describe their observations using descriptive language. The teacher scaffolds the development of vocabulary used to describe the observations.
D. Earth Science			
		1. Explores and identifies properties of rocks, soil, water, and air.	Non-fiction books on natural materials, rocks, water, soil, and plants, are included in those presented during Read Aloud . In addition, Science Eyes provides children with the opportunity to observe and compare plants and animals. They describe their observations using descriptive language. The teacher scaffolds the development of vocabulary used to describe the observations.
		2. Begins to observe and describe simple seasonal and weather changes.	During daily Weather Graphing , children note the weather and compare the weather in a graph. Children also discuss weather patterns and changes in the weather. Children also investigate and share ideas about seasons as they compare leaves from autumn and spring during Science Eyes .

SEL strategies aligned with the Florida Early Learning Standards for three-, four-, and five-year olds

Florida Early Learning Standards			Tools of the Mind activities with explanation
3 year olds	4 year olds	5 year olds	
VI. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: VI-C. SOCIAL STUDIES			
A. People, Past and Present			
1. Begins to recognize own physical characteristics and those of others.	1. Identifies similarities and differences in personal and family characteristics.	1. Identifies similarities and differences in people’s characteristics, habits, and living patterns.	During Large Group Read Aloud and Buddy Reading , teachers and children learn about people from different countries, places, and regions. Children often engage in Intentional Make Believe Play surrounding themes that involve the places in the community, providing opportunities for children to play out the social relationships between the different people in the community and how they interact with and help each other.
		2. Demonstrates beginning awareness of state and country.	<i>Tools does not directly address this issue unless a school/class does not already include this as a part of the daily classroom routine. Usually children say the pledge, have pictures of the president, etc.. as a part of the overall school patriotism program. If this were not in place, Tools trainers would work with teachers to plan a program.</i>
		3. Shows some awareness of time and how the past influences people’s lives.	The Daily Schedule contains icons reflecting the activities for each day. The teacher models how to use the Daily Schedule to monitor what comes next; children learn to use this mediator to regulate their day. In addition, the Timeline Calendar visually present days of the week/month and provides opportunities to discuss time relative to the week and month. Children discuss activities related to being at home or at school, special days, including the time concepts: before and after, how many days until, how many days since, etc...
B. Human Interdependence			
1. Begins to understand family structures and roles.	1. Begins to understand family needs, roles, and relationships.	1. Begins to understand how people rely on others for goods and services.	During Large Group Read Aloud and Buddy Reading , teachers and children learn about the family and teachers invite family members to show what they do in the family. Intentional Make Believe Play time often involves a family theme with each family member’s role and function.
2. Describes some jobs that people do.	2. Describes some people’s jobs and what is required to perform them.	2. Describes some people’s jobs and what is required to perform them.	During Large Group Read Aloud and Buddy Reading , teachers and children learn about the community and how different people in it interact, by reading books about the police, fireman, grocery store, doctor, nurse, etc... Teachers invite community members to show what they do in the community, and use local field trips to explore community around the classroom. Children engage in Intentional Make Believe Play themes that involve the people and places in the community. Children play out the social relationships between the different people in the community, including how they interact and help each other.
	3. Begins to be aware of technology and how it affects	3. Begins to be aware of technology and how it affects life.	During Large Group Read Aloud , teachers share non-fiction books about technology, how technology is used, and how technological advances impact living things.

SEL strategies aligned with the Florida Early Learning Standards for three-, four-, and five-year olds

Florida Early Learning Standards			Tools of the Mind activities with explanation
3 year olds	4 year olds	5 year olds	
VI. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: VI-C. SOCIAL STUDIES			
	life.		
C. Citizenship and Government			
1. Shows awareness of group rules.	1. Demonstrates awareness of rules.	1. Demonstrates awareness of the reasons for rules.	All activities and accompanying materials have rules that the children must learn and follow. Each also includes scaffolds to support the internalization of the “rules”. Children are also encouraged to use private speech to help regulate their own behavior, and to use language to discuss problems with peers.
	2. Shows awareness of what it means to be a leader.	2. Shows beginning understanding of what it means to be a leader.	During Read-Aloud, Story Lab and Story Discussions , teachers encourage discussion of character, including leadership, as part of the comprehension questions that children are asked. Teachers prompt the discussion of alternate endings to stories. Also, during Share the News , children discuss social situations and possible solutions that involve situations in which someone has a choice to behave as a leader.
D. People and Where They Live			
	1. Describes the location of things in the environment.	1. Expresses beginning geographic thinking.	Children have opportunities to identify space, direction, movement, relative position, and size using body movement and concrete objects throughout the curriculum (e.g., Freeze Games, Pattern Movement, Pattern with Manipulatives, and Intentional Make Believe Play). In the Building Game , children use positional words to describe how to build a small structure with blocks to a child who cannot see the structure.
1. Shows beginning awareness of the environment.	2. Shows awareness of the environment.	1. Shows beginning awareness of the relationship between people and where they live.	Children learn to take care of their own environment, their classroom. In addition, during Intentional Make Believe Play , children engage in play themes that involve the beauty of the natural environment such as camping or taking care of animals (veterinarian) or taking care of plants (gardener or floral shop). In addition, in Science Eyes , children study and make observations about living things, such as plants and butterflies.

SEL strategies aligned with the Florida Early Learning Standards for three-, four-, and five-year olds

Florida Early Learning Standards			Tools of the Mind activities with explanation
3 year olds	4 year olds	5 year olds	
VI. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: VI-D. THE ARTS			
A. Expression and Representation			
1. Uses a variety of art materials for tactile experience and exploration.	1. Uses a variety of art materials for tactile experience and exploration.	1. Uses a variety of art materials to explore and express ideas and emotions.	In addition to Venger Drawing , children are exposed to a variety of art media throughout all centers as they create props to support their Intentional Make Believe Play .
2. Participates in a group music experiences.	2. Participates in a group music experiences.	2. Participates in a group music experiences.	Freeze, Graphics Practice , and Transition music all support participation in group music, movement and dance. During Transition , children are encouraged to create imaginative movements to reflect the feelings, animals, and ideas (e.g., a rain storm or butterfly flutter).
3. Participates in creative movement, dance, and drama.	3. Participates in creative movement, dance, and drama.	3. Participates in creative movement, dance, and drama.	
B. Understanding and Appreciation			
1. Responds to artistic creations or events.	1. Responds to artistic creations or events.	1. Responds to artistic creations or events.	The Art Center allows children to paint, draw, and work with different medium to express themselves. Children also explore a variety of media to create props needed to support and extend their Intentional Make Believe Play . During Large Group Read Aloud , teachers read picture books that show beautiful illustrations and engaging stories. Teachers help children understand these stories through various media, such as flannel boards, puppets, etc. Children are encouraged to express their feelings through Share the News and Buddy Reading .

SEL strategies aligned with the Florida Early Learning Standards for three-, four-, and five-year olds

Florida Early Learning Standards			Tools of the Mind activities with explanation
3 year olds	4 year olds	5 year olds	
VI. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: VI-E. MOTOR DEVELOPMENT			
A. Gross Motor Development			
1. Moves with some balance and control.	1. Moves with balance and control.	1. Uses balance and control to perform large motor tasks.	Freeze Games, Finger Plays, and Intentional Make Believe Play promote balance, body-in-space awareness, and gross motor control (i.e., self-regulation).
2. Coordinates movements to perform simple tasks.	2. Coordinates movements to perform simple tasks.	2. Coordinates movements to perform tasks.	
B. Fine Motor Development			
1. Uses strength and control to perform simple tasks.	1. Uses strength and control to perform simple tasks.	1. Uses strength and control to accomplish fine motor tasks.	Graphics Practice develops fine motor control as children practice holding the writing instrument correctly and making specific shapes that relate to penmanship motions. Scaffolded Writing provides an additional opportunity to strengthen fine motor skills as children practice drawing and representing their own messages with lines and letters.
2. Uses eye-hand coordination to perform simple tasks.	2. Uses eye-hand coordination to perform tasks.	2. Uses eye-hand coordination to perform fine motor tasks.	During Intentional Make-Believe Play , children make props, write for a reason, and use their hands to make specific motions (i.e., gestures) that represent an action.
3. Explores the uses of various drawing and art tools.	3. Shows beginning control of writing, drawing, and art tools.		Venger Drawing and the Art Center provide opportunities to explore color and art media.