

micromAGS
LEARN LETTERS Common Core State Standards Guidance

These are supplemental resources meant to help children practice and explore key skills through hands-on play. Use this guide to see which learning domains and goals each activity supports.

Play Guide	Title	English Language Arts Reading: Foundational Skills
LL01	Alphabet Builders	RF.K.1.D
LL02	Beginning Blends	RF.1.2.D; RF.1.2.B; RF.1.3.A
LL03	Sound Match: First Letters	RF.K.1.D; RF.K.3.A; RF.K.2.D
LL04	Beginning Sounds: Match & Trace	RF.K.1.D; RF.K.3.A; RF.K.2.D
LL05	Sight Word Toolkit	RF.K.3.C; RF.1.3.G
LL06	-CK Endings	RF.K.3.A-B; RF.1.3.A-B
LL07	Magic 'E'	RF.1.3.B; RF.1.3.C
LL08	Letter Fishing	RF.K.1.D; RF.K.3.A
LL10	Read, Build, & Write My Name	RF.K.1.D
LL12	Sort The Sounds	RF.K.1.D; RF.K.3.A
LL13	Soup-er Sounds	RF.K.1.D; RF.K.3.A; RF.K.2.D

Play Guide	Title	English Language Arts Reading: Foundational Skills
LL14	Tile The Middle	RF.K.2.D
LL15	The Word Lab: 3-4-5 Letters	RF.K.3.A-B; RF.1.3.B
LL16	Build The Picture (4-Letter Words)	RF.K.2.D; RF.K.3.A; RF.1.2.B; RF.1.3.B
LL17	Build It, Write It: 4- and 5-Letter Words	RF.K.3.A-B; RF.1.3.B
LL18	CVC Word Builders	RF.K.2.D; RF.K.3.A; RF.1.2.B; RF.1.3.B
LL19	See It, Build It: Short Vowel Words	RF.K.3.A-B; RF.K.2.D, RF.1.3.B
LL20	Word Chains	RF.K.2.D; RF.K.3.A-B; RF.1.3.B
LL21	Word Families	RF.K.2.B-C; RF.K.3.A-B; RF.1.3.B

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Play Guide	Title	English Language Arts Language
LL01	Alphabet Builders	L.1.1.A
LL04	Beginning Sounds: Match & Trace	L.1.1.A
LL06	-CK Endings	L.K.2.C; L.1.2.D-E
LL10	Read, Build, & Write My Name	L.1.1.A
LL15	The Word Lab: 3-4-5 Letters	L.K.5.C; L.1.5.C
LL16	Build The Picture (4-Letter Words)	L.1.2.D
LL17	Build It, Write It: 4- and 5- Letter Words	L.K.1.A; L.K.2.C; L.1.2.D-E
LL18	CVC Word Builders	L.1.2.D
LL19	See It, Build It: Short Vowel Words	L.K.2.C; L.1.2.D
LL20	Word Chains	L.1.2.E
LL21	Word Families	L.1.2.D



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LEARN LETTERS Head Start ELOF Preschool Guidance

These are supplemental resources meant to help children practice and explore key skills through hands-on play. Use this guide to see which learning domains and goals each activity supports.

Play Guide	Title	Head Start ELOF Preschool Guidance
LL01	Alphabet Builders	P-LIT 3; P-PMP 3
LL03	Sound Match: First Letters	P-LIT 3; P-PMP 3
LN04	Beginning Sounds: Match & Trace!	P-LIT 2; P-LIT 3; P-LIT 6; P-PMP 3
LL08	Letter Fishing	P-LIT 3; P-PMP 3
LL10	Read, Build & Write My Name	P-LIT 2; P-LIT 3; P-LIT 6; P-PMP 3
LL12	Sort The Sounds	P-LIT 3; P-PMP 3
LL13	Soup-er Sounds	P-LIT 3; P-PMP 3



MAGNA-TILES building sets support NAEYC's Developmentally Appropriate Practice by offering a play-based tool that fosters growth across all domains of development. Through open-ended building and exploration, children develop essential skills in ways that are joyful, intentional, and responsive to their individual needs and abilities.

The examples below illustrate how incorporating MAGNA-TILES building sets into classroom practice aligns with and reinforces each of the nine DAP principles.

1 **Development and learning are dynamic processes that reflect the complex interplay between a child's biological characteristics and the environment, each shaping the other as well as future patterns of growth.**

MAGNA-TILES sets and guides provide rich, hands-on tools where children's inborn traits interact with environmental inputs. Children bring different levels of dexterity, problem-solving ability, and attention span, while the tactile, colorful, magnetic tiles provide sensory input and open-ended possibilities for exploration and construction. These components work together to influence how the child plays and what they learn.

2 **All domains of child development—physical development, cognitive development, social and emotional development, and linguistic development (including bilingual or multilingual development), as well as approaches to learning—are important; each domain both supports and is supported by the others.**

Adding MAGNA-TILES sets into playful learning experiences both in unstructured and structured play supports the development of all domains within early childhood development. For example the activities support cognitive development - spatial awareness, geometry, symmetry, and cause-and-effect reasoning; social development - when playing with peers, children negotiate, take turns, share ideas, and resolve conflicts and physical development - manipulating the tiles strengthens fine motor coordination and hand-eye coordination. Each experience builds on previous ones, shaping new abilities and future learning patterns.

3 Play promotes joyful learning that fosters self-regulation, language, cognitive and social competencies as well as content knowledge across disciplines. Play is essential for all children, birth through age 8.

MAGNA-TILES sets offer versatile and playful, hands-on learning that is joyful, social, and intellectually rich. The activities nurture self-regulation, communication, thinking skills, and early content knowledge, that fully align with the developmental goal of supporting whole-child growth through play.

4 Although general progressions of development and learning can be identified, variations due to cultural contexts, experiences, and individual differences must also be considered.

MAGNA-TILES sets provide open-ended play opportunities that respect and support each child's unique background, abilities, and interests. For example, children may draw on personal or cultural experiences to inspire what they build—such as familiar homes, landmarks, or imaginative worlds—while their developmental levels influence how they approach problem-solving, collaboration, and creativity.

5 Children are active learners from birth, constantly taking in and organizing information to create meaning through their relationships, their interactions with their environment, and their overall experiences

As children manipulate MAGNA-TILES pieces during play—sorting shapes, testing structures, and experimenting with balance—they actively explore and organize new information, experiencing a sense of discovery and learning. They engage with spatial concepts, cause and effect, and design thinking in ways that are meaningful and relevant to them. When playing alongside peers or adults, they also build understanding through shared dialogue, collaboration, and observation.

6 Children's motivation to learn is increased when their learning environment fosters their sense of belonging, purpose, and agency. Curricula and teaching methods build on each child's assets by connecting their experiences in the school or learning environment to their home and community settings

Because MAGNA-TILES building sets are open-ended and versatile, children can use them to express their ideas, interests, and experiences, such as building familiar structures from their home or community, or creating imaginative designs inspired by their cultural backgrounds. This kind of play gives children ownership over their learning, allowing them to make choices, take initiative, and feel confident in their abilities. Educators play a crucial role in this process, as they encourage children to share stories about what they build or collaborate with peers, creating a learning environment that values each child's voice and identity.

7 Children learn in an integrated fashion that cuts across academic disciplines or subject areas. Because the foundations of subject area knowledge are established in early childhood, educators need subject-area knowledge, an understanding of the learning progressions within each subject area, and pedagogical knowledge about teaching each subject area's content effectively.

As children manipulate MAGNA-TILES pieces during play—sorting shapes, testing structures, and experimenting with balance—they actively explore and organize new information, experiencing a sense of discovery and learning. They engage with spatial concepts, cause and effect, and design thinking in ways that are meaningful and relevant to them. When playing alongside peers or adults, they also build understanding through shared dialogue, collaboration, and observation.

8 Development and learning advance when children are challenged to achieve at a level just beyond their current mastery and when they have many opportunities to reflect on and practice newly acquired skills.

While playing with MAGNA-TILES sets, children experiment with building more complex structures—like creating a stable bridge, a tall tower, or a symmetrical design—and they are naturally encouraged to stretch their thinking and problem-solving abilities. Educators or peers can scaffold this learning by asking guiding questions, suggesting new techniques, or encouraging collaboration, helping children reach the next step in their development. When a structure collapses or a design doesn't work as planned, children are given the chance to reflect, revise, and try again, reinforcing perseverance and critical thinking.

9 Used responsibly and intentionally, technology and interactive media can be valuable tools for supporting children's development and learning.

When technology is used to extend, document, or inspire MAGNA-TILES play—rather than replace hands-on experiences—it becomes a meaningful support for development across various areas, including communication, creativity, and problem-solving. For example, children might use a tablet to take photos of their creations or record videos explaining their building process. Educators can document and revisit children's structures using interactive whiteboards or digital portfolios, helping children reflect on their progress over time.

The alignment is based on a review of research on how the use of manipulates in play support development of 21st century skills as well as direct research on how children and educators used MAGNA-TILES sets and guides in the classroom setting.