

 **WHAT IS IT? (RATIONALE)**

It is fun to use clues to solve problems. It is also productive to use this type of critical thinking.

 **ADAPTATIONS**

You might want to scatter the clues throughout the building in areas the children frequent.

 **GETTING STARTED (PROCEDURES & MATERIALS)**

Place clues to the story that you are reading or history timeline events, throughout the classroom. Number them so that they are in sequential order for the younger children.

Do not number them for the older children. Have the children put the clues together in order to show the sequence of the storyline, or to predict the ending before they read it, or to show the sequence of the timeline.

You will need visual clues, either written or material (such as a piece of clothing, an instrument, etc.) that indicate an aspect of the story.

 **DEVELOPED BY:**

Cathy Johnson, Project First Step

DOMAINS ADDRESSED



**SEQUENCING
BODY IMAGE
LANGUAGE**



**BALANCE
HAND/EYE COORDINATION
GENERAL COORDINATION**



FLEXIBILITY



**FOLLOWING DIRECTIONS
CONSTRUCTIVE COMPETITION
SELF CONTROL
RESPECT/COMPASSION
COOPERATION
RESPONSIBILITY
BEST EFFORT**